

Dangerous Love

Overview

This lesson focuses on dating violence, which includes physical violence, sexual violence, stalking, and psychological aggression.

The 2017 Youth Risk Behavior Survey (CDC) found that among the roughly 69% of high school students nationwide who dated or went out with someone in the past 12 months, 9.1% of teen girls and 6.5% of teen boys, respectively, reported they had been hit, slammed into something, or injured on purpose by someone they were dating or going out with.¹ 10.7% of girls and 2.8% of boys who dated or went out with someone in the past 12 months reported they had been forced to do sexual things they didn't want to do (counting kissing, touching, and physically forced to have sexual intercourse).² Dating violence against adolescent girls is associated with higher risks of substance abuse, sexual risk behavior, pregnancy, unhealthy weight control, and suicide.³ For all youth, both male and female, dating violence can have a negative effect on health throughout life.

The CDC Youth Risk Behavior Survey for 2017 asked questions on sexual identity and orientation and risk behaviors. The 2017 YRBS finds that LGB teens experience dating violence at higher rates. 8% of the heterosexual students and 17.2% of gay, lesbian, and bisexual students, and 14.1% of the not-sure students reported **physical** dating violence. 6.9% of heterosexual students and 15.8% of gay, lesbian, and bisexual students, and 14.1% of the not-sure students had been forced to do **sexual** things they did not want.⁴

The information and messages in this lesson are important for all teens, regardless of gender, identity, or sexual orientation. The scenarios used are inclusive.

The goal is to stop intimate partner violence before it begins, and that means starting with youth and young adults of all sexual orientations. Over one-half of young adults

(ages 18–28) who experience relationship violence report they were younger than 24 when they first experienced it.⁵ Unhealthy relationships can start early and develop into more serious forms of abuse. The teen and early adult years are a critical time to learn skills to promote positive relationships with others and to prevent patterns of dating violence that can carry into adulthood.⁶ *Love Notes* teaches young people skills for forming and maintaining healthy relationships and to recognize what is healthy and unhealthy. This approach can help equip youth to steer clear of abusive relationships in the first place.

Some young people do not realize they are in relationships that are abusive. Many are unclear about what respect and normal boundaries in healthy relationships look like. This lesson will educate young people about a range of serious problems, from unhealthy and disrespectful behaviors in relationships to the most dangerously abusive behaviors.

Discussion and examples of sexual violence are woven in to the activities as well as a separate section on sexual assault, issues of consent, and where to access help.

The *Red Flag Competition* activity uses descriptive, real-life scenarios to help young people recognize unhealthy patterns and early warning signs and behaviors that are abusive physically, emotionally, sexually, and digitally. Participants will learn more about the kinds of abuse seen most frequently in youthful relationships—and the signs of danger at any age in relationships, teen or adult. An inspiring video, *A Call to Men*, by Tony Porter, is used to engage participants and to speak to young males especially. There are a few short YouTube video clips on dating violence to choose from, as well as suggested music videos. For the young adult audience (useful for teens as well), there is an optional but compelling Ted Talk, *Why Domestic Violence Victims Don't Leave*. All are hyperlinked inside the PowerPoint slides.

This lesson also raises awareness about harm to children from domestic violence. To see domestic violence through the eyes of a child motivates participants to set high standards and take action. Kelly Clarkson's music video, *Because of You*, provides a motivating way to explore this topic.

The goal of this lesson is to raise awareness, to prevent, and to take action against dating violence. Drawing the line of respect early in relationships with partners or friends will

be stressed. Practicing assertiveness skills to respond to disrespectful comments and behaviors, especially when these patterns *first emerge* will be highlighted.

Youth will become familiar with services and websites that are inclusive in terms of LGBTQ. The importance of assistance in safety planning will be highlighted. Teens will become acquainted with the website LoveIsRespect.org, a gold mine complete with self quizzes, YouTube clips, information, text and chat lines, as well as a hotline to call. The website RAINN, the nation's largest anti-sexual violence organization, will also be introduced and browsed. It also contains a wealth of information and chat and help lines.

The total package of information, activities, and media utilized in this lesson will help bring to life and emotionally engage participants on this very important topic. It will reinforce the importance of prevention in building relationship skills to handle strong emotions, handling conflict and frustrations safely, and improving communication (those skills are taught in Lessons 9 and 10), as well as make youth fully aware of what constitutes abuse and how and where to get help.

Goals

- Deepen awareness of abusive behaviors, types, and the early warning signs.
- Provide practice in setting boundaries and applying them at the first signs of disrespectful behavior.
- Increase motivation to learn communication, emotional regulation, and conflict management skills that will be taught in Lessons 9 and 10.
- Raise awareness of issues of consent and sexual assault.
- Examine the risks to children in homes with intimate partner violence.
- Identify services, websites, and resources for dating violence and sexual assault.

Lesson at a Glance

7.1 Early Warnings and Red Flags (20 minutes)

Activities: *Red Flag Competition; Forms of Dating Violence; Media Opportunity: Know the Signs*

- 7.2 **Violence: Why it Happens, What Helps, Signs of Greatest Danger** (10 mins.)
Activities: *Continuum of Unhealthy and Abusive Relationships*; *LoveIsRespect Website*; *Young Adult Couples and Relationship Violence*
- 7.3 **Dangerous Love: Impact on Children** (15 minutes)
Activities: *A Call to Men*—Tony Porter; Music Video: *Because of You*, Kelly Clarkson
- 7.4 **Draw the Line of Respect** (10 minutes)
Activities: *Healthy Relationships*; *Draw the Line of Respect*; *Helping Friends*
- 7.5 **Sexual Assault** (10–15 minutes)
Activities: Media Opportunity: *Tea and Consent*; Optional Music Video: *Till It Happens to You*, Lady Gaga

Trusted Adult Connection



Materials Checklist

Resources:

- 7a. *Warning Signs* activity cards (class set): (**Locate colored cards in back of manual.**) Cut. Duplicate masters can be downloaded at DibbleInstitute.org/LN4.
- 7b. *Red Flag Competition* activity cards. (**Locate two red and two white flag templates in back of manual.**) Cut and tape to four new unsharpened pencils or chopsticks. Duplicate masters can be downloaded at DibbleInstitute.org/LN4.
- 7c. *Instructor Discussion Tips: It Depends Cards* (pgs. 158–160)
- 7d. *What Does Consent Mean?* handout (pg. 161) (Duplicate, one per person.)
- 7e. *Worried About a Friend?* handout (pg. 162) (Duplicate, one per person.)

Materials:

- Lesson 7 PowerPoint slideshow and all duplicate masters for activity cards and handouts are digital downloads that come with the curriculum. Easy-to-follow directions are found at DibbleInstitute.org/LN4.
- Four unsharpened pencils or chopsticks
- Masking tape
- Treats for winners of the *Red Flag and White Flags*

Workbook Application:

- *Draw the Line of Respect* (pgs. 21–22)

**Preparation**

- ✓ Read the introduction to the lesson. Preview Lesson 7 PowerPoint slides as you read through the lesson. The PowerPoint slides are available as a downloadable resource located at DibbleInstitute.org/LN4. Key points to guide you are found in the notes section of each PowerPoint.
- ✓ Preview the short YouTube videos on dating violence. Also, preview the Ted Talk by Tony Porter, *A Call to Men*, as well as a music videos by Kelly Clarkson, *Because of You*. Preview the 3-minute *Tea and Consent* clip. Preview the optional Lady Gaga music video, *Till It Happens to You*, and decide if you will use it. All media clips are hyperlinked within the PowerPoint slideshow. As optional, Leslie Morgan Steiner's *Why Domestic Violence Victims Don't Leave* will be hyperlinked at the end of the slideshow.
- ✓ Prepare flags by cutting out two red and two white flags from the *Red Flag Competition* activity cards (Resource 7b). Laminate if possible, and tape them to unsharpened pencils or chopsticks.
- ✓ Cut out *Warning Signs* activity cards (Resource 7a). Select the ones you'll use.
- ✓ Study the *Instructor Discussion Tips: It Depends Cards* (Resource 7c, pgs. 158–160) for the *Red Flag Competition* to become familiar with the reasoning behind *It Depends*.
- ✓ Duplicate Resource 7d, *What Does Consent Mean?* (pg. 161), and Resource 7e, *Worried About a Friend?* (pg. 162); one per participant.
- ✓ Review the workbook application *Draw the Line of Respect* (pgs. 21–22).
- ✓ Browse the National Teen Dating Abuse website, LoveIsRespect.org to become familiar with the resources it contains. Also, browse the resources and menu tabs on RAINN.org for sexual assault.

SECTION 7.1

Early Warnings and Red Flags

- Resource 7a: *Warning Signs* activity cards
- Resource 7b: *Red Flag Competition* activity cards
- Resource 7c: *Instructor Discussion Tips: It Depends Cards* (pgs. 158–160)
- YouTube videos on dating violence

20 minutes

(PP) The activities of this section are designed to raise awareness of abuse and its many forms, such as verbal, emotional, physical, or sexual abuse. Young people see and hear examples of relationship disrespect in the media and in the general culture every day. Many youth are unclear about what respect and normal boundaries in relationships look like. The activity below will help participants recognize abusive and controlling behaviors. It will examine what behaviors are safe and normal and what behaviors, situations, and responses cross the line into abuse.

Note: Sort through the *Warning Signs* activity cards (Resource 7a) and determine which and how many you will use. Be sure to include the *It Depends* cards and to read *Instructor Discussion Tips: It Depends Cards* at the back of the lesson (Resource 7c, pgs. 158–160).



Start with a question to the group:

- ❖ *Do you think it is possible to **not** realize you are in an abusive relationship, or that you might be the one abusing? Listen to participants' responses.*

Then continue with these points:

- ❖ *It is, in fact, possible to be in a relationship and not recognize it's abusive. You might not even recognize that your words or actions are abusive.*
- ❖ *Abuse can happen to all genders and in relationships of any sexual orientation.*
- ❖ *That's why today we'll examine behaviors that are safe and normal and those behaviors that cross the line into abuse.*
- ❖ *This is an important question because it leads to an important point:*
 - *It is really important to know the signs because the **deeper** one gets into any relationship, the **harder** it is to get out.*

- And the **deeper** one gets into an **abusive** relationship, the more **dangerous** it is to get out.

❖ First we're going to play a game to clarify the **red flags** of verbal, emotional, physical, and sexual abuse. We'll be examining what behaviors are safe and normal behaviors, and what behaviors cross the line into abuse.

Activity—Red Flag Competition

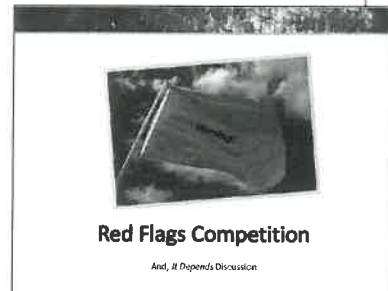
(PP) Divide the group into two teams and have them line up in two lines along a table. Place a pair of flags (Resource 7b) on the table in front of each team's line. Each team gets a pair of flags, one red and one white. **Note:** If the group is large, divide the room in half and have each side pick 6 people to represent their side for a total of 12 players.

Tell the group you are going to read a statement (*Warning Signs* activity cards, Resource 7a) and after you **indicate you are done reading by holding up your finger**, the two contestants must:

- Raise the **red flag** if they think abusive behavior is clearly present.
- Raise the **white flag** if they think it depends. The situation described could be a perfectly normal behavior, or it could be abusive depending on the situation and how it is handled. In other words, *it depends*. **Instructor note:** The point is to engage discussion and raise awareness.
- Any time a **white flag—it depends** card comes up, stop and discuss what keeps it within the realms of normal and safe and what situation or context would take it across the line to abusive.

Review these important rules:

1. Both players **must** keep their hands clasped behind their backs until the instructor is done reading the card and has indicated **go** by **raising a pointer finger**.
2. No one may raise a flag until the leader is done reading and has indicated **go** by raising a pointer finger.
3. The leader is the referee and all must respect the referee's call, just like in sports. If there is a tie, both will get a chance at a second card.



4. The team to answer correctly gets the point. The two players move to the back of the line and the next pair of contestants in line play.

Important Note: Each time a white flag *It Depends* card comes up, discuss it as instructed in the following paragraphs.

First, invite participants to voice their thoughts on what keeps the situation within the realms of normal and safe, versus what would make it a crossing-the-line kind of situation into abuse. **Note:** Instructors can draw an imaginary line on the table, with their hand, to illustrate the idea of crossing the line more vividly.

Three examples are offered below. Consult the *Instructor Discussion Tips: It Depends Cards* in Resource 7c (pgs. 158–160) at the end of the lesson before conducting the activity so you are familiar with reasoning behind some of the *It Depends* cards. Please add your own wisdom.

Example 1—It Depends: *One person tries to please the other person.*

- This example can be positive if **both** partners engage in behaviors to please the other. Healthy giving is positive if they are acting in ways they value.
- It would be a red flag if one person was doing all the pleasing or if there was fear of losing his or her partner if they didn't do this or that.

Example 2—It Depends: *Your partner lies to you and apologizes.*

- Everyone has probably lied at some point or another. If you genuinely acknowledge the wrongdoing and apologize, such action might be within the realm of normal.
- But if a partner lies consistently and apologizes only for the sake of convenience, the behavior is a red flag warning sign. And, it might depend on what he or she lied about.

Example 3—It Depends: *Your partner wants to take the relationship to a sexual level. You're not comfortable or ready.*

- It may be normal for a person to “want” to become sexual. It stays safe and normal if he or she respects the wishes of their partner not to. If he or she won't let up the pressure, gets intimidating, or starts to bully, it has crossed the line.

Leader Note: Engage in as much discussion as possible in this *Red Flags Competition* activity. It will help participants get a better sense of what's okay and what is not. Look at the suggested talking points for each *It Depends* card referenced in Resource 7c. When finished, count cards and give a point for each one. Give treats (optional) to the winning team first and then to the other team for their participation.

(PP) Optional: Play this short YouTube clip (1:25) after the *Red Flags* activity.

Forms of Dating Violence

(PP) Dating violence includes:

- **Physical:** being pinched, hit, shoved, slapped, punched, kicked, or slammed.
- **Psychological/Emotional:** name-calling, shaming, bullying, embarrassing on purpose as a means of threatening or harming a person's sense of self-worth.
- **Sexual:** forcing a partner to engage in a sex act when they do not want to or cannot consent.
- **Stalking:** pattern of harassing or threatening tactics that cause fear in the victim.

Dating Violence

- **Physical:** being pinched, hit, shoved, slapped, punched, kicked, scratched, grabbed or slammed.
- **Psychological/Emotional:** name-calling, shaming, guilt-tripping, bullying, embarrassing on purpose to threaten or harm a person's sense of self-worth.
- **Sexual:** forcing a partner to engage in a sex act when they do not want to or cannot consent.
- **Stalking:** a pattern of harassing or threatening tactics that cause fear in the victim.

❖ **(PP)** *In a nationwide survey of high school students (CDC Youth Risk Behavior Survey 2017), 9.1% of teen girls and 6.5% of teen boys who dated or went out with someone in the past 12 months (69% of all teens) reported they had been hit, slammed into something, or injured on purpose by someone they were dating or going with.*

❖ *10.7% of teen girls and 2.8% of teen boys reported they had been forced to do sexual things they did not want to do (counting kissing, touching, and physically forced to have sexual intercourse).*

❖ *The same survey finds that LGB teens experience dating violence at high levels as well.**

❖ *It is important for everyone to have an awareness and develop skills to protect themselves.*

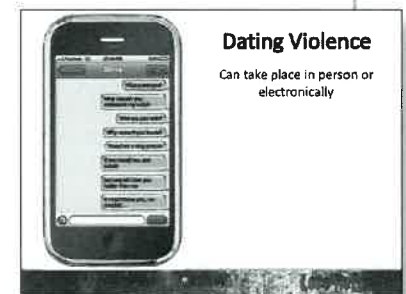
Among teens who dated or went out with someone in the past 12 months:

- 9.1% of girls and 6.5% of boys reported **Physical Dating Violence**, meaning hit, slammed into something, or injured on purpose by someone they were dating or going with.
- 10.7% of girls and 2.8% of boys reported **Sexual Dating Violence**, meaning forced to do sexual things they didn't want to do (from kissing, touching, to being physically forced to have sexual intercourse) with someone they were dating or going with.
- **LGBQ teens** experience physical and sexual violence at high levels:
 - 17.2% of gay, lesbian, or bisexual students and 14% of not-sure students reported physical dating violence.
 - 15.8% of gay, lesbian, or bisexual students and 14% of not-sure students reported sexual dating violence.
- It's an issue for everyone

*According to the CDC, 8% of heterosexual students; 17.2% of the gay, lesbian, and bisexual students; and 14.1% of the not-sure students reported physical dating violence. 6.9% of the heterosexual students; 15.8% of the gay, lesbian, and bisexual students; and 14.1% of the not-sure students had been forced to do sexual things they did not want.

Point out that dating violence can occur in person or electronically: (PP)

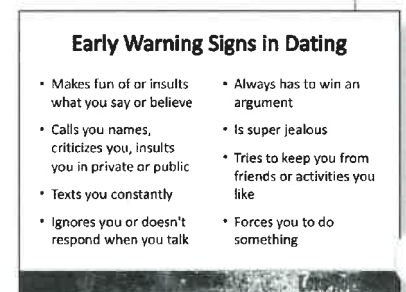
- ❖ *Dating violence can take place in person or electronically, such as repeated texting or posting sexual pictures of a partner online.*
- ❖ *Cell phones and social media have increased the potential for controlling, abusive, and bullying behaviors.*
- ❖ *One recent survey reported that a high number of teens were in relationships where they felt controlled through cell phones and social media. For example, thirty percent of the survey respondents said they received text messages 10, 20, or 30 times an hour by their partner demanding to know where they are, who they are with, and what they are doing.² This behavior is controlling and a definite red flag.*



Early Warning Signs in Dating

- ❖ *You are all at the beginning of a lifetime of romantic relationships. These warning signs apply to relationships you may be in now or could be in the future. Unhealthy patterns in relationships can start early.*
- ❖ *Some people may think that verbal and psychological abuse is normal. It may be what they have seen around them. These behaviors are unhealthy and can develop into more serious forms of violence and psychological harm.*

(PP) Read the signs to your youth in the slide before watching the short video clip.



Media Opportunity: *Know the Signs*

(PP) Play this impactful 1:47 minute clip. After viewing, discuss.

Many teens do not report dating violence.

- ❖ (PP) *Many teens do not report or tell anyone about abuse they may be experiencing. They may not recognize it as such, like the girl in the video. Or, they may be afraid or embarrassed to tell friends or family.*
- ❖ *In addition, sexual minority youth may feel stigma, discrimination, family disapproval, or social rejection.*
- ❖ *Reaching out for help to get to safety and to begin a process of healing is important for anyone experiencing any form of abuse. In a little while, we'll explore a couple of websites and discuss who a person could reach out to for help.*
- ❖ *But first, we'll look at different types of physical dating violence.*

Getting Help



Many do not tell anyone or report violence.

SECTION 7.2

10 minutes

Violence: Why It Happens, What Helps, Signs of Greatest Danger

This section examines the continuum of negative relationship behaviors, from disrespectful and unhealthy to violent. It raises awareness and emphasizes that early signs of disrespect should be taken seriously by females and males. While we will talk about types, all forms of aggression along the continuum are unhealthy and can be dangerous and potentially lethal.⁸

The ultimate goal is to stop dating violence before it starts and to help young people already involved in unhealthy and /or dangerous relationships exit safely and early. Strategies that promote healthy relationships are vital. Focusing on teens and young adults is an ideal time to build relationship skills to prevent patterns of relationship abuse that can last into adulthood.

Continuum of Unhealthy and Abusive Relationships

Introduce the topic with these points:

- ❖ *When it comes to relationship violence, people often have different ideas about what's abuse, who is most at risk of injury, what causes it, and whether females and males engage in it equally.*
- ❖ *We're going to talk first about types of **physical** violence in relationships. All types are harmful and all types can be very dangerous. Always keep that in focus.*
- ❖ **(PP)** *When it comes to young people, both guys and girls are just as likely to be aggressive in their relationships. It's not just a guys' issue.*
- ❖ *But girls are at a greater risk of being seriously injured.*
- ❖ *And it's not just a heterosexual issue. Dating violence can happen in all types of relationships, regardless of sexual orientation or gender.*
- ❖ *Dating violence is most commonly (but not always) the result of getting into arguments and not having the skills to resolve conflict safely. Then the conflict spills over into shoves, slaps, pushes, and hitting.*
- ❖ **(PP)** *"Arguments that get physical" are unhealthy and unsafe. Never downplay it, even if it happens infrequently, and even if it's common with people around you. It's not a sign of a healthy relationship.*
- ❖ *"Arguments that get physical" (or what's called situational or common couple violence in the research literature) is the most common form of relationship*

Dating Violence

- Both guys and girls get into arguments.
- Some don't know how to deal with conflict in safe and healthy ways.



Arguments that get physical

- Gets verbally nasty and spills over into shoves, slaps, push, and hitting.
- Done by males & females equally
- For some it happens once in a while—for others all the time
- It is Unhealthy & Unsafe



violence. It arises from arguments that spill over into slapping, pushing, shoving, throwing something, and hitting. Males and females do this behavior equally.⁹*

- ❖ *For some couples, this behavior may happen very infrequently; but for many young couples, it can become their only way of dealing with negative emotions. For some, each time one partner or both gets angry, jealous, or starts an argument, he or she gets verbally nasty and it spills into a shove, a slap, or hitting. It takes an emotional and health toll on a person, even when there's no serious bodily injury.*
- ❖ *Verbal abuse also needs to be taken seriously. A continuous pattern of nasty name-calling, shaming, and bullying takes a tremendous psychological toll on a person and can destroy his or her sense of self-worth.*
- ❖ *The bottom line is that verbal abuse and arguments that cross over into physical violence of slapping, shoving, pushing, or hitting are harmful.*
- ❖ *It's important to stop the behavior before it gets worse.*

*We prefer to use the descriptive term “arguments that get physical” versus “common couple or situational couple violence,” since the latter may sound like it’s normal, no big deal. That’s not the message we want to convey.

What Can Help? Emotional Regulation Skills (PP)

- ❖ *Many people don't know how to handle strong emotions, like anger, that lie behind this type of dating violence. Skills can help with emotional self-regulation.*
- ❖ *Learning to put on the brakes and exit an escalating situation is one of the most important skills anyone could ever learn.*
- ❖ *In later lessons you will be learning an emotional regulation technique/time out skill.*
- ❖ *You will also be learning the Speaker Listener Technique, which helps two people stay calm while they listen to each other's views when they have conflicts. Being able to use this skill is worth its weight in gold for healthy relationships.*

Communication Skills Can Help

- **Time Out/emotional regulation** skill to regulate strong emotions & stop escalations
- **Speaker Listener Technique** to help you stay calm and really listen to each other
- **WWA formula** to raise issues & complaints effectively
- Recognize **hidden issues** under the argument
- **Problem-solving** strategy

Skills can help, but **never, ever** minimize arguments that escalate and get nasty and physical. They can be a path to great danger—emotionally and physically—and even be lethal!

- ❖ *Another strategy you'll learn will help you raise issues or complaints in a gentler way so another person can really hear you and not just get defensive and escalate because they feel attacked.*
- ❖ *We'll be learning these skills in Lessons 9 and 10. They will help you deal with difficult issues or problems so you can talk and listen to each other and solve problems.*
- ❖ *These relationship skills can help you regulate your frustrations and anger and put you on a path for healthy relationships. These communication skills can help you steer clear of "arguments that get physical" in your relationships.*
- ❖ ***But beware:*** *Never, ever minimize escalations that become verbally nasty and spill over into a slap or shove. They can be a path to great danger—emotional and physical—and even lethal danger.*
- ❖ *Lots of people would have safer and healthier relationships if they mastered these emotional regulation and communication skills early in life and if they confronted the messages and models they may have seen growing up.*

Intimate Terrorism

Intimate Terrorism (or coercive control violence): (PP)

- ❖ *This form of partner violence, which we'll call "intimate terrorism," is about one person wanting to have power and control over another.⁹*
- ❖ *It is mostly done by males, but occurs in LGBTQ relationships, regardless of gender.*
- ❖ *This type of abuse is always accompanied by emotional and verbal abuse designed to wear a partner down and undermine their confidence and sense of self.*
- ❖ *An abuser typically tries to **control** and **isolate** their partner. These abusers typically try to cut their partners off from others, particularly friends and family and healthy activities they may be involved in.*

Intimate Terrorism

- It's about power & control
- The violence tends to increase in frequency and intensity
- Mostly done by males
- Perpetrator increasingly isolates partner
- Communication skills are **not** the answer.



- ❖ *This type of violence is **NOT** about a person who just lacks communication skills. Their main goal is control and keeping their partner from leaving.*
- ❖ *This type of violence is very dangerous. It tends to increase in frequency and intensity.*
- ❖ *Once a person gets attached, an intimate terrorist may not let their partner go. Many victims get stalked, have to go into hiding, and, tragically, many end up dead.*
- ❖ *A female is **never more in danger** of being killed than when trying to leave an intimate terrorist. His control is threatened. Many killings happen when she decides to leave. The number of intimate partner killings can only be estimated since the relationship to the perpetrator is not always known. It's estimated between 1,200 and 2,000 women were killed by an intimate partner in 2013 (Bureau of Justice Statistics BJS).¹⁰*
- ❖ *Between 333 and 550 men were killed by intimates in 2013 according to the BJS. Female killing of male partners is commonly linked to a history of his abuse of her.¹¹*
- ❖ *This is why it is so important to reach out for help (like a local domestic abuse center) to work out a safe way to exit the relationship. It typically requires police intervention and restraining orders.*
- ❖ *And, it is why we started with the Red Flags activity to help you recognize early warnings and signs of abuse. Victims tend to gradually get sucked in by abusive partners. Early warning signs are often rationalized away or minimized. (e.g. "He's so jealous or possessive because he loves me so much. I'm the only one who understands him. I can help him.")*

Instructor note: At the end of the slide show is a link to a powerful Ted Talk by Leslie Morgan Stiener, author of *Crazy Love*. It's a poignant story of how she got pulled into a violent relationship that put her life at risk and how she got out.

Present the SIGNS OF GREATEST DANGER: (PP)

- Made to feel stupid, incompetent; loss of confidence
- Extreme jealousy; demands for exclusive attention
- Cutting partner off from friends/ family/ school/ work
- Checking up on partner constantly

Signs of Greatest Danger

- Makes partner feel stupid & incompetent; loses confidence
- Extreme jealousy; demands exclusive attention
- Cuts partner off from friends and/or family/school/work
- Checks up on partner constantly
- Controls where partner goes, who partner talks to, and does.
- Mistreated & told you provoked it
- Partner becomes more isolated
- Threatens harm & scares partner
- Injures partner
- Threatens to hurt child; pets
- Forces sex
- Has a gun & has made threats with it

- Controlling where partner goes, who she/he can talk to
- Mistreated and told you provoked it
- Threatens harm and scares partner
- Injures partner
- Victim becomes more isolated
- Threatens to hurt the child or pets
- Forces sex
- Has a gun and has made threats with it

Safety Note: Emphasize again the importance of seeking the assistance of those with experience at the local domestic abuse center to help develop a plan for a safe exit.

Stress the importance of recognizing the early warning signs in dating and getting out because the deeper one gets into an abusive relationship, the harder and more dangerous it can be to get out.

LovelsRespect Website

(PP) Using the hyperlink in the PowerPoint slide, briefly browse the LovelsRespect website with your participants. It is chock full of great resources, interactive and user-friendly. Look at the navigation bar near the top of the website and click on “Relationships 101” and then “Quizzes” to give your youth a feel for what is there. They will see a text number, chat line and helpline as well. Be sure to also give your youth contact info for your local domestic abuse center.

Help, Information, & Advice

Visit website: LovelsRespect.org/



- Lots of info, self-quizzes, video clips, and much more
- Chatline & text
- Click “en español” in the upper right corner for Spanish
- 24/7 helpline: 1-866-331-9474

Text “lovels” to 22522

Young Adult Couples and Relationship Violence

Let’s for a moment look at what’s going on with young couples, ages 18–28:

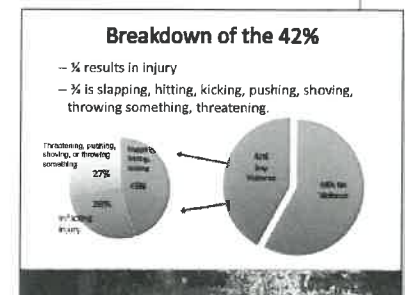
- ❖ **(PP)** Four out of 10 young adult couples report some type of relationship violence.

Young Adult Couples 18-28

- Relationship violence has been going down since early 1990’s
- But 4 in 10 young couples (18-28) report some type of relationship violence
- Frequency:
 - 2/3 report multiple occurrences in previous yr.
 - 1/3 report a single incident
- Cohabiting couples report the highest rates



- ❖ *58% of young couples report no violence, but 42% report some form of violence in the past year. Of the 42% who report violence:*
 - *1/4 resulted in injury.*
 - *3/4 reported slapping, hitting, kicking, shoving, pushing, throwing something, or threatening.*
- ❖ **(PP)** *Frequency: 2/3 of the couples who reported some type of violence in the past year said it happened multiple times. 1/3 reported a single incident.*
- ❖ *We do know that relationship violence is associated with a host of negative physical and mental health problems, such as gastrointestinal, migraines, anxiety, depression, PTSD, and suicidal thoughts and behavior. It harms children in many of the same ways.*
- ❖ *Of all adults who report experiencing relationship violence, more than one-half were younger than 24 when they first experienced violence.*
- ❖ *We want you to be in the 58% category of people who report no violence. And we want that percentage of no violence to grow.*
- ❖ *You are young with a whole life in front of you. With Love Notes you are increasing your knowledge and skills for forming and maintaining healthy relationships.*
- ❖ *This can help you steer clear of, and/or exit out of, destructive and dangerous relationships.*



Instructor note: Child Trends has analyzed national data of young adults (ages 18–28) to examine the scope of relationship violence, as reported by both partners in a relationship. This has given us a better idea of the frequency and severity across all couples, as well as comparing levels among young married, cohabiting, and dating couples. See footnote 10.

SECTION 7.3**Dangerous Love: Impact on Children**

- Ted Talk: *A Call to Men*, Tony Porter
- Music video, *Because of You*

15 minutes

Children growing up amidst domestic violence face many risks: child abuse, emotional and behavioral problems, school troubles, depression, aggression, and problems in their own relationships. This section helps youth see abusive relationships through the eyes of a child.

Media Opportunity: A Call to Men

Announce that you're going to show a video by Tony Porter (11-minute Ted Talk), who talks about the kinds of messages drummed into him as he was growing up in the South Bronx. He'll also talk about how his children are his inspiration for encouraging all men to respect women. **(PP)**

A Call to Men – Tony Porter

Telling personal stories of growing up in the South Bronx, Porter shows how the mentality drummed into him as a boy can lead males to disrespect, mistreat, and abuse females and each other.



<http://www.ted.com/talks/tony-porter-a-call-to-men?language=en>

- ❖ *Porter's story gives us insights into how a guy could develop a mentality that would lead him to disrespect and abuse females, including sexual assault. Listen to his story about Sheila.*
- ❖ *He'll also tell how he broke out of that cycle. He's a real stand-up guy. Let's watch it now.*

When finished, ask participants to identify one thing Porter said that stood out to them. Conclude by pointing to his concern for children and what adults model for children.

Offer these points:

- ❖ *An important reason to steer clear of or exit an abusive relationship now, when you are young, is so that it doesn't become a pattern. Children whose parents have an abusive relationship can be harmed in subtle and not-so-subtle ways.*


- ❖ *Children are harmed in ways we often don't see immediately.*
- ❖ *In fact, parents are usually the **last** ones to notice how their child is being affected. Damage can build up slowly in children. Often parents don't recognize the changes.*

Point out that children who experience domestic violence while inside the womb and/or grow up in homes with domestic violence are more likely to experience a whole, wide range of problems: **(PP)**

- ❖ *If physical abuse happens during pregnancy, it could cause serious harm to the developing fetus. There's an increased chance of miscarriage, pre-mature birth, and low birth weight. These **babies are at increased risk** of serious health problems, even death as newborns. There can be lasting major or minor disabilities.*
- ❖ *Females who experience abuse in their relationships during their pregnancy may be more likely to use alcohol. Consumption of alcohol during pregnancy can cause physical and mental problems in a child. Some problems may be major and some may be subtle neurological disorders and not be evident right away.*
- ❖ *After birth, an abused mother may be worn down emotionally, depressed, and unavailable to nurture her child. This is a danger for babies. Babies need lots of loving interactions for their little brains and bodies to grow and to form an attachment bond to parent(s).*
- ❖ *A child can get anxious, worried and scared. The child does not have to be hit directly to be impacted by violence in the home.*
- ❖ *Children living in homes with domestic violence are more likely to develop emotional and behavioral problems, be depressed, have learning disabilities and problems in school, and/or engage in aggressive behaviors themselves as they grow.*
- ❖ *Boys can often become aggressive, getting into fights and trouble, and girls are more likely to become sad, depressed, and sometimes verbally mean to others.*


Harm to Children

- Abuse can do harm to the unborn child.
- A worn-down or depressed mother may be unable to nurture her child.
- Child and violence



Harm to Children

- Children in homes with domestic violence have a greater chance for emotional, behavioral, and school problems.
- Risks for child abuse and neglect are 15x higher in homes with domestic violence.
- Children are harmed by just living with it —they don't even have to be hit.



- ❖ *In homes with domestic violence, child abuse and neglect is much more likely, as much as 15 times more likely.*¹²
- ❖ *The risk for sexual abuse is seven times greater for girls who live in homes where there is domestic violence.*¹³

Activity: Music Video Opportunity

This music video *Because of You*, by Kelly Clarkson is a moving way to bring home the message about the impact on children and the importance of drawing the line of respect in all relationships. In the video there are flashbacks to her own childhood where she witnessed domestic violence. **(PP)**

When it's over, discuss these questions:

1. What were the ways it affected her as a child and as she became a young woman?
2. How does this affect a girl's teen and adult romantic relationships?
3. What might a **boy's experience** be like? (Note: This is important to discuss because impacts on boys is often left out of discussions.)
 - How does a boy feel when a boyfriend, stepfather, or father abuses his mother?
 - How many boys have attempted to protect their mothers? How many have tried, been unable to, and then been burdened by guilt?
 - Some boys are told by angry and hurt mothers they are just like their father. How does this affect a boy?
 - How might domestic violence affect a boy as he grows up?

Be sure to conclude with this point on the music video:

- ❖ *Her concern for her own child today (and painful memory of her own childhood) motivate her and her partner to change the path.*

Music Video Opportunity

- *Because of You*
 - She sings of how the violence in her home affected her growing up.
 - How does it feel to a boy to see his mom being hurt?



www.youtube.com/watch?v=5a-Dm7UM5k

Note: You may want to mention that Kelly Clarkson was the winner of the first season of *American Idol*. Her more recent song, *Piece by Piece*, finished out the last multi-year-long series of *American Idol*. That song is about her restoration of belief that men can be good husbands and fathers.

SECTION 7.4

Draw the Line of Respect

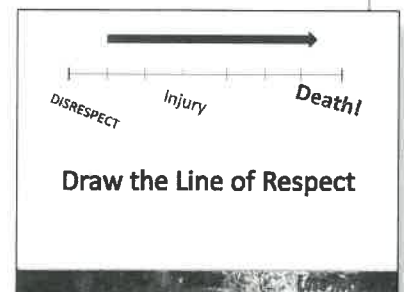
- Resource 7e: *Worried About a Friend?* (pg. 162)
- Workbook: *Draw the Line of Respect* (pgs. 21–22)

10 minutes

The goal of this workbook's application is to encourage youth to draw the line of respect from the very start of any friendship or relationship. Pairs or small groups will work together on the workbook exercises to review what they've learned and to apply drawing the line of respect to their own lives.

Introduce the workbook group activity:

- ❖ *Dating violence doesn't pop out of nowhere one day. It can be traced back to earlier behaviors of disrespect, such as put-downs, name-calling, pressuring, shaming, etc. (PP)*
- ❖ *It can move from name-calling and put-downs to more nasty arguments and controlling behaviors that undermine one's confidence and sense of self.*
- ❖ *It can escalate into pushing, shoving, hitting, and on to injury, serious physical harm, and even death.*
- ❖ *It is important to expect and insist on being treated with respect from the start of a relationship, whether female or male, and whatever one's sexual orientation.*
- ❖ *And, it's never too late for a person to raise the bar for what they expect.*



- ❖ *Everyone deserves respectful language and behaviors—it is a central characteristic of a healthy relationship.*
- ❖ *Knowing as a teenager what a healthy relationship is, expecting respect in all relationships, and assertively drawing the line at any sign of disrespect is important.*

Healthy Relationships

- ❖ *It is important to insist that you are spoken to respectfully. Put-downs, name-calling, hostile accusations, threats, and controlling behaviors are not part of a healthy relationship.*
- ❖ *And shoving, slapping, or pushing is unacceptable whether you are a male or female, no matter if it causes physical injury or not.*
- ❖ *Relationship abuse often begins from these first actions. Your goal is to stop the disrespect when it first starts!*
- ❖ *And if both partners engage in crossing the line with disrespect—name-calling, shoving, slapping, or other physical attacks—don't minimize or rationalize it.*
- ❖ *Both people have problems with managing anger and both need to work on changing that behavior.*

Activity: Draw the Line of Respect

(PP) Before starting the workbook exercise, play the short clip (2:21 minutes), *Teen Dating Violence*, on YouTube, created by a teen group called Students Reaching Out from Sacramento, California and funded by Kaiser Permanente. It contains poignant voices asking for respect.

Ask participants to open their workbooks to *Draw the Line of Respect* (pgs. 21–22). The first two exercises on pg. 21 will be done in pairs or groups of three to review what they've learned. They will work together to identify examples of disrespect and early

warnings. Then they will take one example and describe what a person could safely say or do to draw the line and move the situation toward respect and/or safety.

(PP) Next, teens will work individually on the final exercise on pg. 22 to apply the information to their lives. They have the opportunity for a do-over of a disrespectful situation to one that draws the line of respect. Assign to finish as homework if you are short on time.

Helping Friends

Point out that while they themselves may not be in an unhealthy or dangerous relationship, they may have friends, now or in the future, who are. Pass out the handout *Worried About a Friend?* (Resource 7e, pg. 162).

(PP) Go over the signs and then read through the suggestions of what a person can say to their friend. Then review suggestions for what they might do.

Emphasize the importance of reaching out to caring adults.

Emphasize the potential danger to themselves if they try to intervene without enlisting the help of supportive adults. Remind teens of the websites and offer contact information for support and resources in the school and community. State your willingness to help anyone find support.

What can I say to my friend?

- Be supportive. Don't guilt trip or shame.
- Say relationships don't have to be that way; it's not okay to treat someone that way.
- Be honest that you are worried about her safety.
- If your friend is a parent, ask her what she wants for her child.
- If the aggressor is your friend, say clearly that this is not okay. Make it clear you will not accept it.
- Let him know a child is hurt by this.
- Remember you can't rescue your friend—plant seeds.
- Support and don't give up.

If it was you, would you want your friends to ignore it?

SECTION 7.5

Sexual Assault

- Resource 7d: *What Does Consent Mean?* (pg. 161)
- Video clip: *Tea and Consent*
- Optional music video: *Till It Happens to You*—Lady Gaga

10–15 minutes

Let youth know you will be discussing a sensitive topic, sexual assault, and that you are available to talk to anyone privately.

- ❖ **(PP)** *It's important to talk about sexual violence. Sexual assault is any unwanted sexual act or behavior which is threatening, violent, forced, or coercive, and to which a person has not given consent or was not able to give consent.*

Sexual Assault

- Any unwanted sexual act or behavior which is threatening, violent, forced, or coercive
- And, to which a person has not given consent or was not able to give consent.

Ask participants if they can define coercion. Ask if it always means force. Fill in with:

- ❖ *Coercion can be pressuring, tricking, or forcing someone in a non-physical way.*
- ❖ *Sexual coercion is using social and emotional pressuring to force you into sexual activity that you do not want or agree to.*
- ❖ *For example, "I'll break up with you if you don't do such and such;" making a person feel guilty, as in, "If you loved me you would;" or subtle threats of telling lies or rumors about you.*

(PP) *Now let's talk about consent. What is consent, in your opinion?*

Pause for their ideas.

Pass out the handout, *What Does Consent Mean?* (Resource 7d, pg. 161), and discuss all the points.

Especially emphasize and discuss with students what is not considered consent in sexual assault and when one cannot give legal consent; and that consent is an on-going process.

What is Consent?

- What is **not** considered consent in sexual assault?
- Under what circumstances can a person **NOT** legally give consent?
- Consent is an on-going process.

Media Opportunity: *Tea and Consent*

(PP) Play this 3-minute clip on consent. Afterwards underscore how healthy relationships do not include pressuring someone for sex. Healthy relationships involve partners respecting each other's sexual values and boundaries. And, as you saw in this clip, just because someone had sex before doesn't mean they can't decide to stop having sex.

(PP) Put up the website for Rainn.org and browse so students can see what is there.

Let youth know you can direct them to a school counselor or others who specialize in helping young people. Find out if there is a rape crisis center in your community.

Optional Music Video

Consider playing the optional music video, *Till It Happens to You*, by Lady Gaga (found at the end of the slideshow). **(PP)**

It's important to warn there are graphic scenes in the video that some may not wish to view. In discussing the video, point out the importance of her reaching out to parents and other caring adults and friends. Always offer to talk to anyone privately and be prepared with helpful referrals.

Trusted Adult Connection

(PP) Ask teens to have a parent or trusted adult read through the handout, *Worried About a Friend?* (Resource 7e, pg. 162) or *What Does Consent Mean?* (Resource 7d, pg. 161) and discuss together. Sign and return.

Trusted Adult Connection

Choose one:

1. Ask your parent or trusted adult to read though *Worried About a Friend?*
2. Or, *What Does Consent Mean?*

Discuss together.

Notes

- ¹ CDC Youth Risk Behavior Survey 2017. <https://www.cdc.gov/healthyyouth/data/yrbs/pdf/2017/ss6708.pdf>
- ² Ibid.
- ³ Ibid.
- ⁴ Centers for Disease Control and Prevention MMWR. August 12, 2016. <http://www.cdc.gov/mmwr/volumes/65/ss/pdfs/ss6509.pdf>. Also see Centers for Disease Control and Prevention MMWR. June 15, 2018. <https://www.cdc.gov/healthyyouth/data/yrbs/pdf/2017/ss6708.pdf>
- ⁵ Data analyzed by Child Trends from the National Longitudinal Study of Adolescent Health (Add Health). *Child Trends Research Brief*, June 2012, "Relationship Violence Among Young Adult Couples."
- ⁶ Centers for Disease Control and Prevention, Preventing Intimate Partner Violence (updated Feb. 2019). <https://www.cdc.gov/violenceprevention/intimatepartnerviolence/fastfact.html>
- ⁷ Centers for Disease Control and Prevention MMWR. August 12, 2016. <http://www.cdc.gov/mmwr/volumes/65/ss/pdfs/ss6509.pdf>. Also see Centers for Disease Control and Prevention MMWR. June 15, 2018. <https://www.cdc.gov/healthyyouth/data/yrbs/pdf/2017/ss6708.pdf>
- ⁸ The term "intimate terrorism" is drawn from Michael Johnson, one of the leading researchers of intimate partner violence. Johnson, M.P. (1995). Patriarchal terrorism and common couple violence: Two forms of violence against women. *Journal of Marriage and the Family*, 57(2): 283-294.; Johnson, M.P. & Leone, J.M. (2005). The differential effects of intimate terrorism and situational couple violence: Findings from the National Violence Against Women Survey. *Journal of Family Issues*, 26, 322-349.
- ⁹ Johnson, M.P. Also see data collected from young adult couples (ages 18-28) in the National Longitudinal Study of Adolescent Health (Add Health), which examined past-year relationship violence as reported by both partners in each relationship. The findings are that among this age group 58% of couples report no violence. Of the 42% who do, 1/4 results in injury and 3/4's involves slapping, pushing, shoving, throwing something, hitting that does not result in injury. According to this analysis it is less about premeditation or control and more about reacting to volatility in the relationship. From this study, it is estimated that about 20% of dating couples, 25% of married couples, and 30% of cohabiting couples (ages 18-28) experience non-injurious, bi-directional violence (called common couple violence). See summary in *Child Trends Research Brief*, "Relationship Violence Among Young Adult Couples," June 2012.

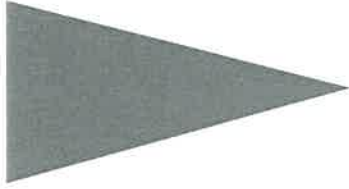
¹⁰ Bureau of Justice Statistics, 2013. We can only estimate the number of intimate partner homicides because not all perpetrator relationships to the victim are identified. Of the 3,200 female victims of homicide overall in 2013, we know that 35% were identified as killed by intimates (1,200). In 25% of the total killings of women, the relationship to the perpetrator is unidentified. Some or most of these could be intimate partners. If all of the females victims with unidentified victim-perpetrator relationships were actually intimate partner homicides—which we do not know— then there would be 800 additional intimate partner homicides. So, it can only be stated that between 1,200 and 2,000 women were killed by intimate partners. There were approximately 11,000 male victims of homicide (2013) and it is estimated that between 3-5% were killed by intimate partners, which means between 330 and 550 male victims. From author phone conversation with Alexia Cooper, Ph.D., Statistician with BJS, Department of Justice on 9/24/2015.

¹¹ Ibid.

¹² Appel, A.E., and Holden, G.W. (1998). The co-occurrence of spouse and physical child abuse: A review and appraisal. *Journal of Family Psychology*, 12, 578-599; Edleson, J.L. (1999). The overlap between child maltreatment and woman battering. *Violence Against Women*, 5(2), 134-154.

¹³ Ibid.

Instructor Discussion Tips: It Depends Cards



Your partner wants to take the relationship to a sexual level. You're not comfortable or ready to have sex.

Discussion: A partner might desire taking it to a sexual level, but it depends on how he or she responds to his or her partner's wishes. Will he or she take no for an answer? Does he or she show respect? It crosses the line if he or she keeps pressuring or, even worse, gets threatening or manipulative.

You two have lots of disagreements.

Discussion: Research shows happy couples can disagree just as much as unhappy couples. How they handle differences is what's important. Can they fight fairly and disagree with respect? Differences can be used creatively; they can expand one's worldview—or be used in a destructive way.

One person tries to please the other person.

Discussion: It's nice to try to do nice things and please one's partner—as long as it's something you want to do and that the pleasing and doing nice things is a two-way street. If one person is doing all the pleasing or is worried if they don't, it crosses the line into a red flag.

We had an argument. We both got upset and yelled at each other.

Discussion: Everybody has arguments from time to time, and most people have raised their voices. We're not perfect. But this person would take it across the line if arguments and yelling are a constant backdrop to the relationship, or if it spills over into pushing and shoving.

My partner lied to me and apologized.

Discussion: Most of us could not say with an honest face that we have never lied. Maybe you didn't want to hurt the person's feelings. Maybe you are honestly sorry for a lie. It would take it over the line if the lying was habitual and the behavior didn't change. Apologies can get old in that case.

My partner is worried about the influence one of my friends is having on me and doesn't want me to hang with him.

Discussion: People who care can be worried when they see the one they care about going down a bad path. It's healthy to encourage those you care about to make positive change. This situation might cross the line if his partner just didn't like his friend, was trying to control him and dictate who he could see, or monopolize all his time.

My partner teases me in front of others.

Discussion: The question to ask here is whether it is good-natured fun or a pattern of indirect and hurtful put-downs.

My boyfriend tells me that sometimes the way I dress gives off a bad impression. He knows I'm not like that, but he doesn't like it when other guys look at me as if I am that way.

Discussion: Of course a female should be free to dress the way she wants, but maybe he cares and respects her and wants to give her some honest feedback on the response it is getting from others. It would cross the line into a red flag if he forbade or dictated the clothes she had to wear, or if she had to get his permission.

She got jealous when I talked to my old girlfriend.

Discussion: Pretty normal to get jealous, but it depends on what she does about it. Is she creating all sorts of drama around it? Accusing him of stuff he's not doing? Keeping a constant check on him? That crosses the line.

I haven't said "I love you" because I'm not sure I want to be with him/her.

Discussion: This can be really wise. It's healthy to take your time before deciding to say you love a person. Also, a person may just not want to get that serious in high school. It's a red flag and crosses the line if a person is using someone and just leading him/her on to think there is something special.

My partner doesn't invite me to meet his friends or family.

Discussion: Maybe the two recently met, and it's just too soon. Or maybe the person has toxic behaviors in his/her family and is hesitant to have their new partner see them until more trust is achieved. Or perhaps the person has recently distanced themselves from negative peers and is in the process of finding new, healthy peers. Maybe the person is gay and hasn't come out to family or friends yet. These are all legitimate reasons why someone would be hesitant. So it's an "it depends." **Note:** At some point down the line when you know each other better, and after trust is developed, it is important to share your past experiences. It is a way of deeply knowing someone. But not meeting friends or family can be a red flag in a number of ways. For example, if the partner is a player, he/she may not want you to meet family and friends because the charade will be up then. Another type of red flag along this line is being excluded from knowing who the partner hangs with.

We had sex last night. I really didn't want to, but my partner insisted and wouldn't let up.

Discussion: This is a red flag and an opportunity to talk about date rape.

What Does Consent Mean?

Consent is a clear “yes” to sexual activity. Not saying “no” does not mean you have given consent. To consent means that:

- You are able to say what you want to do.
- You are sober (not under the influence of alcohol or drugs).
- You know and understand what is going on (you are not unconscious or blacked out or intellectually disabled).

Sometimes you cannot give legal consent to sexual activity or contact. For example, if you are:

- Threatened, forced, coerced, or manipulated into agreeing.
- Not physically able to (you are drunk, high, drugged, passed out).
- Not mentally able to (due to illness or disability).
- Younger than 16 (in most states) or 18 (in other states).



What is not considered consent in sexual assault?

- Silence: Just because someone does not say “no” it doesn’t mean the person is saying “yes.”
- Having consented before: Just because someone said “yes” in the past does not mean the person is saying “yes” now.
- Being in a relationship: Dating, being married, or having sexual contact with someone before does not mean that there is consent now.
- Being drunk or high.
- Not fighting back: Not putting up a physical fight does not mean that there is consent.
- Sexy clothing, dancing, or flirting: Only “yes” means “yes.”

Remember:

- Consent is an ongoing process, not a one-time question. If you consent to sexual activity, you can change your mind and choose to stop, even after sexual activity has started. Past consent does not mean future consent.
- Saying yes to a sexual activity is not consent for all types of sexual activity.

Worried About a Friend?

Signs of a disrespectful or abusive relationship:

- Goes through partner's phone to see who's been texted or called.
- Keeps tab 24/7.
- Is belittled or made to feel stupid by partner.
- Slapped, pushed, or shoved by partner.
- Chooses partner's clothes.
- Is told who to associate with or what he or she can do.
- Tries to cut her off from friends, family, activities, school, work.
- Is forced to do things against wishes or values—even sex.
- Won't accept breaking up. Threatens or says can't live without her/him.
- Seems afraid of partner.
- Partner seems overly suspicious and jealous.
- Friend seems overly worried about upsetting partner.
- Friend starts to make excuses as to why she can't go out.



What can I say to my friend?

- Be supportive. Don't guilt trip or shame.
- Let them know relationships don't have to be that way; it's not okay to treat someone that way—whether it's an insult, a slap, or hitting.
- Healthy relationships don't include that kind of behavior.
- Be honest about being worried about her safety. I'm here for you.
- If the aggressor is your friend, say clearly that it's not okay. Make it clear that you will not accept it.
- If your friend is a parent, ask him/her to think about what they want for their child.
- Ask yourself, if you were in a dangerous relationship, would you want your friends to ignore it?
- Remember you can't rescue the person, but support them and don't give up.

What can I do?

- Focus on your friend's strengths. Give encouragement that she/he is a person worthy of better treatment. Relationships don't have to be this way.
- Encourage her/him to browse LoveIsRespect.org or TheHotline.org. There are quizzes, information, text, chatlines, and 24/7 helplines.
- Encourage her to talk to someone who can help her plan for her safety.
- If he is the aggressor, ask him to think about his child. Does he want his little girl treated like this when she grows up? He can get help.
- You can call one of the hotlines for more advice on how to help your friend.
- Call the police if someone's safety is in danger.

Teen Dating Abuse Helpline: LoveIsRespect.org (866-331-9474). RAINN.org helps with sexual assault.