

**TEEN DATING
VIOLENCE
PREVENTION
TOOLBOX**





TEEN DATING VIOLENCE
TRAINING TOOLBOX

Introduction to Teen Dating Violence 7

Disclaimer..... 9

Teen Dating Violence Fact Sheet 11

Creating a Climate 12

 Creating a Climate for Teen Dating Violence Education— A Teenager’s Point of View 12

Training Options 15

Teen Dating Bill of Rights 17

Teen Dating Violence Wheel Discussion 18

Teen Dating Violence Power and Control Wheel..... 19

Teen Dating Violence Equality Wheel..... 20

Emotional Abuse Checklist for Dating Violence 21

What Is Teen Dating Violence? 21

TDV Risk of Danger Assessment 24

Cycle and Definition of Teen Dating Violence 25

 Cycle of Teen Dating Violence..... 25

 Definition of Teen Dating Violence 25

Safety Plan for Dating Teens..... 26

How Socialization Contributes to TDV 28

 Socialization Activity 29

What is Sexual Abuse in Teen Dating Violence? 30

The Pen Skit..... 34

 Discussion Questions:..... 35



Scenarios of Teen Dating Violence 36

Miscellaneous Teaching Ideas 38

 Using School Resources 38

Dating Violence Program Checklist 39

Training Evaluation 41

 Circle the best answer from 1 to 5 where 1 sucks and 5 is dope..... 41

 Mark the response that best fits your opinion..... 41

 Tell us what you think:..... 41

You Have the Power to Help..... 42

 How to help an abused victim:..... 42

 How to help an abuser:..... 43

 Why does a victim stay with their abuser:..... 43

Talk With Your Kids About Dating Violence 44

What Every Man Can Do 45

 To Help End Men’s Violence Against Women 45

TDV Resource Information List 49

Acknowledgments..... 52



THE FRONT MATTER

HE CALLS HER

HE CALLS HER 50 TIMES A DAY

seeitand
stopit.org

THERE'S A DIFFERENCE BETWEEN A GOOD RELATIONSHIP AND A BAD ONE.

SPEAK UP AGAINST ABUSE.



Introduction to Teen Dating Violence

Each year in Utah one third to one half of all homicides are domestic violence related. Where does all this domestic violence come from? How can it be stopped? There are many theories, but many researchers believe that patterns of domestic violence are taught to children in their homes. From there these youth carry their social beliefs and patterns into their relationships in school, neighborhood, sporting activities, and eventually into dating.

In response to the growing need to educate our young people regarding dating violence, the Salt Lake Area Domestic Violence Coalition (SLADVC) has developed a program which addresses issues specifically faced by Utah teens. Our program is implemented through a program called the Teen Dating Violence Toolbox. The Toolbox includes information which will be helpful to certified trainers in facilitating class discussions and school activities about various aspects of Teen Dating Violence. The Toolbox includes some of the following sections:

- National and local stats
- Defining Teen Dating Violence
- How socialization and the media impacts dating behaviors
- How to teach Teen Dating Violence to teens
- Resources for referral
- Other ideas that may be helpful in reaching diverse populations
- Evaluation

We would encourage all those who will be facilitating school and classroom discussions to become a certified Domestic Violence trainer. The reason for this is that discussing Teen Dating Violence with teenagers can cause some teens to become very volatile quickly. We want to make sure that each Trainer is prepared to handle the various questions and emotional concerns that could be presented in a school discussion about Teen Dating Violence. The process for becoming a Domestic Violence Trainer includes a four-hour computer training and attendance at a two-hour Train-the-Trainer workshop. For more information, please call the Utah Domestic Violence Council at (801) 521-5544 and ask what training is available to help you facilitate Teen Dating Violence class discussions.

The following information can be used to teach teenagers about Teen Dating Violence. The information presented on colored paper in the Toolbox is background information that can be used by the Trainers in facilitating and educating teens. The information on white paper can be duplicated freely and distributed to those teenagers in the schools being taught. Enclosed within the Toolbox will also be a 38 minute DVD that can be shown to any teenage class to assist them in gaining awareness about Teen Dating Violence. The first half of the DVD goes through the Teen Dating Violence Wheel and a teenager's dating rights. The second half of the DVD shares various discussions with teenagers in the Salt Lake Valley about their perspective on



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Teen Dating Violence and the socialization and belief systems that can lead to abusive patterns. Utilize the DVD in whatever way would be appropriate for each particular group discussion.

Thank you for supporting and facilitating education and discussion on Teen Dating Violence. Ending violence in relationships and in society won't happen overnight. Real solutions come as we plant nonviolent seeds, especially in the minds of teenagers, and we hold each other responsible for appropriate relationship patterns.



Disclaimer

IMPORTANT!

It is not uncommon for trainers presenting to teen audiences to find that the teens have a desire or need to talk about the presentation with you afterward and report on what experiences they've had in their own lives.

While this kind of enthusiasm would normally be a very good thing, it's important to advise the teens and school administrators *in advance* that Utah has mandatory reporting requirements. These requirements require you as the trainer, under penalty of law, to report it to the authorities if you have knowledge that a child (someone under the age of 18) has been abused. The penalty for failing to report this information is a Class B misdemeanor

One way to avoid putting yourself in this position is to have on hand an advisor, counselor, or advocate who has been through UCASA's 40-hour rape crisis advocate training and who is therefore able to talk confidentially to the teens without fear of personal prosecution. Setting up resources for the group to debrief with after the presentation or when they are ready is an important aspect of preparation.

THE LAW

Utah law requires everyone to report child abuse (and vulnerable adult abuse) when they have reason to believe that it has occurred.

Mandatory Reporting of Child Abuse

“. . . when any person. . . has reason to believe that a child has been subjected to incest, molestation, sexual exploitation, sexual abuse, physical abuse, or neglect, or who observes a child being subjected to conditions or circumstances which would reasonably result in sexual abuse, physical abuse, or neglect, he shall immediately notify the nearest peace officer, law enforcement agency, or office of the division. (Utah Code 62A-4a-403 Reporting requirements.)

Definition of Child Abuse

Child abuse or neglect is defined as is any recent act or failure to act:

- Resulting in imminent risk of serious harm, death, serious physical or emotional harm, sexual abuse, or exploitation
- Of a child (usually a person under the age of 18, but a younger age may be specified in cases not involving sexual abuse)
- By a parent or caretaker who is responsible for the child's welfare



Definition of Sexual Abuse

Sexual abuse is defined as “Employment, use, persuasion, inducement, enticement, or coercion of any child to engage in, or assist any other person to engage in, any sexually explicit conduct or any simulation of such conduct for the purpose of producing any visual depiction of such conduct; or rape, and in cases of caretaker or inter-familial relationships, statutory rape, molestation, prostitution, or other form of sexual exploitation of children, or incest with children.”

See Utah Codes § 62A-3-305 and § 76-5-111.1 for more information.

ADDITIONAL TRAINING

If you are interested in obtaining additional training on teen dating violence or sexual assault, the following resources are available to you:

- **Four-hour web-based domestic violence training** is available for free at www.udvctraining.org. The training course, titled “The Basics of Domestic Violence,” is designed to explore the complex issue of domestic violence as it affects women, men, and children. Participants learn about power and control in relationships, the cycle of violence, barriers to leaving, and working with victims from diverse populations.
- **40-hour sexual assault advocacy training** is available through UCASA. For more information, visit www.ucasa.org/home.html for registration information and schedule of upcoming training dates.
- **20-hour domestic violence advocacy training** is available through UDVC. For more information, visit www.udvc.org/training.htm for registration information and schedule of upcoming training dates.
- **A teen dating violence “Train the Trainer”** will be available from the Salt Lake Area Domestic Violence Coalition. For more information, contact Pat Merkley at pmerkley@ywca.com.



Teen Dating Violence Fact Sheet

DATING VIOLENCE RESOURCE CENTER

www.ncvc.org/dvrc
Tel. 202-467-8700
E-mail: dvrc@ncvc.org

Teen Dating Violence FACT SHEET

THE NATIONAL CENTER FOR Victims of Crime

Crime victims can call
1-800-FYI-CALL
M-F 8:30am-8:30pm
or e-mail us at gethelp@ncvc.org.

What is Dating Violence?

Dating violence is controlling, abusive, and aggressive behavior in a romantic relationship. It occurs in both heterosexual and homosexual relationships and can include verbal, emotional, physical, or sexual abuse, or a combination of these.

Incidence of Teen Dating Violence

- Approximately 1 in 5 high school girls reports being abused by a boyfriend.^a
- 40% of teenage girls ages 14-17 report knowing someone their age who has been hit or beaten by a boyfriend.^b
- 50%-80% of teens report knowing someone involved in a violent relationship.^c
- Physical aggression occurs in 1 in 3 teen dating relationships.^d
- 33% of teenage girls report experiencing physical violence at the hands of a dating partner.^e
- Young women, ages 16-24, experience the highest rates of relationship violence.^f
- 12% of high school students (female and male) report experiencing some form of dating violence.^g
- Date rape accounts for almost 70% of the sexual assaults reported by adolescent and college age women; 38% of those women are between 14 and 17 years old.^h
- Many studies indicate that as a dating relationship becomes more serious the potential for and nature of violent behavior also escalates.ⁱ

- Sexual assault victims experience more anxiety, depression, and thoughts of suicide than non-victims.^j
- Initial reactions to rape and sexual assault include anger, depression, embarrassment, and guilt.^j

Dating Violence and the Law

- All 50 states and the District of Columbia have laws against dating violence behaviors such as sexual assault, domestic violence, and stalking. However, the specific term "dating violence" is almost never used in these laws.
- In 39 states and the District of Columbia, victims of dating violence can apply for protective orders against the perpetrator. Age requirements and the language of the laws vary by state.

Who Can Help

- Crisis hotlines or campus helplines can provide immediate assistance and referrals to sexual assault or domestic violence programs that provide shelter, counseling, support groups, legal assistance, and medical services/accompaniment.
- University and college health centers often offer counseling services. Campus police or school judicial programs can provide sanctions for on-campus violations.
- Legal options include reporting to the police, obtaining protective orders, and cooperating with criminal prosecution.

Victims and Dating Violence

- Victims may remain in an abusive relationship for many reasons, including: fear of the perpetrator, self-blame, minimization of the crime, loyalty or love for the perpetrator, social or religious stigma, or lack of understanding.

The Dating Violence Resource Center, a program of the National Center for Victims of Crime, provides training and technical assistance to the Office on Violence Against Women grant recipients in order to increase awareness of and commitment to addressing teen dating violence and to help craft community-specific responses to meet the needs of teenage victims of dating violence.

a Silverman et al., "Dating Violence Against Adolescent Girls and Associated Substance Use, Unhealthy Weight Control, Sexual Risk Behavior, Pregnancy, and Suicidality," *JAMA*, (2001).
 b "Children Now," Kaiser Permanente poll, December 1995.
 c M. O'Keefe and L. Trester, "Victims of Dating Violence Among High School Students," *Violence Against Women*, 4, no. 2 (1998): 195-223.
 d Avery-Leaf and Cascardi, "Dating Violence Education," *Preventing Violence in Relationships*, (Washington, DC: American Psychological Association, 2002), 82.
 e Remarks by Judge Richard Lee at "Love and Violence and Perpetrators," New York City Coalition for Women's Mental Health, January 1991.

f C. M. Rennison and S. Welchans, "BJS Special Report: Intimate Partner Violence," USDJ-OJP, NCJ 178247, (2000).
 g R. Gelles and Cornell C. Pedrick, *Intimate Violence in Families*, (Newbury Park, CA: Sage, 1990), 66.
 h B. Levy, *Dating Violence*, (Seattle: Seal Press, 1991), 9.
 i *Teen Dating Violence Resource Manual*, (Denver: National Coalition Against Domestic Violence, 1997), 17.
 j B. Caponera, "Guidelines for Counseling Adolescents in Sexually Coercive Relationships," New Mexico Coalition of Sexual Assault Programs, (1998).



Creating a Climate

Creating a Climate for Teen Dating Violence Education— A Teenager's Point of View

When you come to teach us, you have 30 seconds to make a great first impression. How you act and what you say can make or break your presentation. If you want your presentation to rock our world, you might want to take a few of our pointers:

1. **WE WANT TO BE ENTERTAINED WITH STORIES, MUSIC, AND TELEVISION.** When presenting, make sure you mix up your training materials often. We love music, movie clips, video presentations, written surveys, eye catching art collages, or quick interactive group activities. Remember that we were lucky enough not to live in the dark ages of technology. We have been entertained ever since we were born. If your training is not catchy enough, we will most likely soon tune you out.
2. **MAKE FOOD YOUR BEST FRIEND.** Let's be honest, we love food! A little sugar will always motivate us to answer your questions. Use this to your advantage if you want more participation.
3. **YOU ARE WHAT YOU WEAR!** We are obsessed with appearances. You don't have to try to dress like us, but we won't take as much notice if you're in too aged of clothing style. If we think you are cool, there will be a greater chance that we'll tune in sooner to what you have to say.
4. **TALK TO US ON OUR LEVEL.** Don't confuse us by using big words and elaborate philosophies. We sometimes don't get what you are saying, but we will never let you know this because we don't want our friends to think we are not as smart as they think we are. Use teenage examples and stories to make your points.

5. **STAY IN THE HERE AND NOW.** We get tired of hearing, "When I was your age." Or "When I was in High School." It is hard for us to comprehend way back then because life seems so different then. We are pretty self focused and care mainly about how we could apply what you're saying to our lives now.

6. **UNDERSTAND OUR QUESTIONS AND ANSWER THEM HONESTLY.** If you are not sure what we are asking you, just say so. If you try and bluff your way through a question, we will see right through you. We'd appreciate it if you would answer our questions honestly. We actually learn from how you handle your uncomfortable and confused moments.

7. **MAKE US LAUGH.** We love to laugh! Using humor can be a great way to make us feel more comfortable with the complicated and awkward things you're talking about. Bring funny news articles, comic strips or film clips that teach your message in a humorous way. Just don't try too hard or you'll come off cheesy and we may turn right off to what you're saying.

8. **WE NEED BOUNDARIES.** We like to explore our boundaries with you. We like making inappropriate comments or sharing private information just to see your reactions. If we push you to your breaking point, you can let us know that our behavior is unacceptable for your class presentation. Be polite, but firm. Please don't humiliate us with power trips or guilt. If we continue to cross your boundaries, try a new teaching approach (using a story, movie clip, or group activity) or realize that we've sat long enough and may just need a break.



9. **GET OUR TEACHERS INVOLVED.** We love it when you pick on our teachers, who are always picking on us. Make our teachers squirm. Make them answer your tough questions. We don't really like to admit that we listen to what our teachers have to say but we do. What our teachers say may give you even more credibility.

10. **BE FLEXIBLE WITH YOUR CURRICULUM.** Be open to the idea that sometimes what we really need to talk about are situations going on in our lives right now, but only related to the topic. We do not realize that this may conflict with what you have planned for your class presentation. If you are open to being flexible with your agenda, we may learn more than if we had stuck to your initial game plan.—

Adapted from Teen Dating Violence: A Working Approach to Prevention and Intervention, Interface Children Family Service, www.icfs.org, 2004.



Training Options

[Content needed. Emailed Pat 8/26/2005 for content.]



THE CURRICULUM





Teen Dating Bill of Rights

1. I have the right to be treated with respect and not criticized.
2. I have the right to have a partner who values me for me, encourages me, and wants the best for me.
3. I have the right to be safe.
4. I have the right to maintain my own body, feelings, property, opinions, boundaries, and privacy.
5. I have the right to be listened to seriously.
6. I have the right to disagree, assert myself respectfully, and say “no” without feeling guilty.
7. I have the right to not be abused: physically, emotionally, sexually.
8. I have the right to keep my relationships with friends and family.
9. I have the right to have my needs be as important as my partner’s needs and not be my partner’s property or servant.
10. I have the right to have a partner who gives as much to me as I give to him/her.
11. I have the right to decide how much time I want to spend with my partner.
12. I have the right to pay my own way.
13. I have the right to not take responsibility for my partner’s behavior, choices, mistakes, and any acts of violence.
14. I have the right to set my own priorities, make my own decisions, and grow uniquely as an individual.
15. I have the right to fall out of love or leave any relationship.



Teen Dating Violence Wheel Discussion

I. Show the Teen Dating Violence Wheel.

- A. Discuss: Some people say that domestic violence and teen dating violence is about one person physically injuring another person. But domestic violence and teen dating violence is about one person trying to manipulate or emotionally injure or tear the other person down so that they can control them in the relationship.
- B. What do you think about the Teen Dating Violence Wheel? What have you seen in your schools?
- C. Would some of you draw a phrase out of the hat and tell me if the relationship behavior is positive or abusive. (The examples are as follows:)
- Jealousy is a sign of caring and love.
 - Driving fast or recklessly to scare his date.
 - Breaking things when angry.
 - Protective of his partner to the point of being controlling.
 - Making threats about hitting her, her friends, or her pets.
 - Criticizing the partner's feelings.
- A. Emphasize that physical and emotional abuse is never okay. Pressures at school and problems at home never justify violence. Point out that an abusive relationship destroys a person's self esteem. Love is not a leash. Emphasize that if a person is forcing their partner to sacrifice friendship, family, school, personal goals, or one's emotional well being, that relationship is not worth it. Point out that a healthy relationship is one that makes people feel good about themselves.



TDV Power and Control Wheel

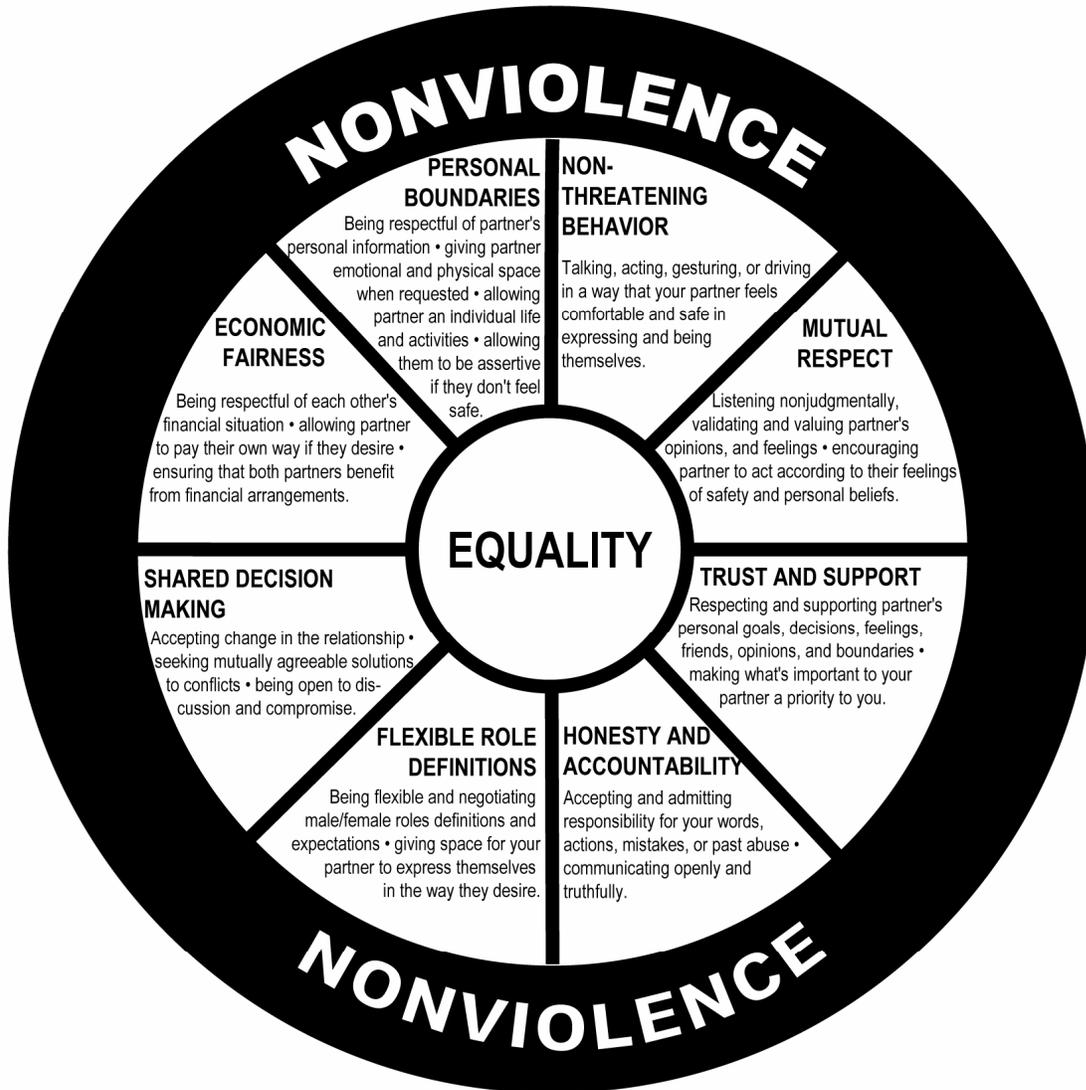


The Teen Dating Violence Power & Control Wheel was adapted by the Salt Lake Area Domestic Violence Coalition and is based on the Power & Control Wheel created by the

DOMESTIC ABUSE INTERVENTION PROJECT
202 East Superior Street
Duluth, MN 88802
218-722-2781



TDV Equality Wheel



The Teen Dating Violence Equality Wheel was adapted by the Salt Lake Area Domestic Violence Coalition and is based on the Equality Wheel created by the

DOMESTIC ABUSE INTERVENTION PROJECT
202 East Superior Street
Duluth, MN 88802
218-722-2781



Emotional Abuse Checklist for Dating Violence

Check the answer that best fits your relationship:

	Often	Sometimes	Rarely	Never
1. Are your activities and interests looked upon as unimportant and trivial?				
2. Are you expected to drop what you're doing to meet their needs?				
3. Do you have to account for all your time?				
4. Do they make light of important subjects saying, "Can't you take a joke?"				
5. Do they insist that everything is your fault?				
6. Do you have to ask permission to go with friends or family?				
7. Do they use violence or threats during an argument?				
8. Do they tell you no one else would ever want you?				
9. Do they threaten to hurt themselves or you if you were to leave them?				
10. Do they go through your personal things (locker, purse, notebooks, etc.)?				
11. Are you afraid to talk about certain subjects unless they are in a good mood?				
12. Are you often accused of cheating on them or flirting with others, when you are not?				
13. Do they humiliate you in public?				
14. Do they use information you've confided in them against you?				
15. Do they compare you negatively to others of your gender?				



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16. Are you nervous to have them hear your conversations with others?				
17. Are you fearful if you're late for an activity together?				
18. Do you feel like they treat you like your parent would?				
19. Do they use the silent treatment when you disagree?				
20. Do they tell you what you "should" feel or decide?				
21. Does your partner make you feel obligated to be sexual in order to make them feel loved?				
22. Do they sabotage your schedule and outside commitments?				
23. Do they use the guilt trip to manipulate you?				
24. Do they make rules about what you can and cannot do?				
25. Do they put you down about the way you look or dress?				



What Is Teen Dating Violence?

PHYSICAL		VERBAL	EMOTIONAL
<i>Any use of size, presence or objects to hurt or control someone else</i>		<i>Use of words or voice to degrade or control</i>	<i>Any action (or lack of action) meant to degrade or control</i>
PHYSICAL CONTACT	USE OF OBJECTS		
Hitting or slapping	Throwing things- (food, cans, phone, etc.)	Threatening to kill or to use violence	Using personal information against partner
Biting	Hitting with objects	Calling over and over in middle of night	Blaming, not accepting responsibility for actions, playing mind games
Choking	Going through or breaking personal items	Constant accusations of cheating	Using the guilt trip
Shoving	Driving recklessly	Yelling	Demanding
Excessive tickling	Slamming doors	Insulting, especially in public	Constant interrogation
Threatening with clenched fist	Tearing clothes	Calling names like: whore, bitch, slut, cunt, asshole	Dirty talk or sexually degrading jokes
Pinching	Breaking windshield or puncturing tires	Being sarcastic or making demeaning jokes	Mocking body parts
Spanking	Punching walls	Excessive swearing	Controlling partner's activities
Kicking	Sweeping things off table	Mimicking	Intense jealousy or rages
Shaking or jerking	Kicking car or lockers	Making degrading or negative comments like "You're stupid", "You're ugly," "You can't do anything right."	Criticizing partner's looks
Spitting	Disconnecting phone	Leaving vulgar messages on phone	Isolating partner from family & friends
Kneeing	Standing behind car to prevent leaving	Silent treatment	Checking up on partner
Burning	Taking car keys	Calling partner crazy	Insulting partner's family & friends
Shooting or stabbing	Taking personal things, money, checkbook, etc.)	Twisting partner's words	Making fun of partner mistakes
Restraining		Lying	Keeping partner from sleeping
Chasing			Manipulating partner with lies
Damaging teeth			Intimidating partner to perform sexual acts
Banging head on wall or floor			Sexually acting out to hurt partner
Forcing sex or sexual acts			Constant questioning about activities
Sexually touching in uncomfortable ways			Use of alcohol or drugs to manipulate partner
Incest			Making vulgar gestures at partner
Standing or sitting on			Sexualizing partner in public
Pulling hair			Keeping partner from working
Pinning against wall			Saying "No one else would have you."
Stalking			Denying partner access to phone
Standing in doorway to prevent exit			Threatening suicide or to harm self
			Strict expectations of partner
			Ignoring partner's feelings and concerns
			Forcing pornography on partner
			Using jealousy to justify actions
			Damaging partner's possessions
			Twisting events around to manipulate
			Telling partner how to feel and think
			Focusing only on own agenda
			Blaming partner for violence and abuse



TDV Risk of Danger Assessment

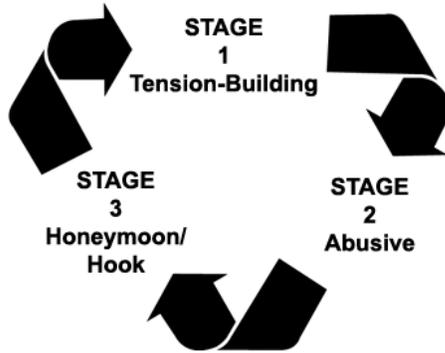
Assessment of danger in Teen Dating Violence cases is difficult and no one can infallibly predict that a Teen Dating Violence situation will escalate to the point of serious harm or death. A Risk Assessment is to be used as a part of an assessment and evaluation process. Any professional working with individuals in Teen Dating Violence issues should continuously monitor risk factors throughout the course of a case to detect changes that may occur in any of the following critical indicators:

1. Have either you or your partner ever gotten to the point of threatening the other with homicide? Have either of you ever formulated a plan to follow through with the threat?
2. Have either you or your partner ever become so sad or despondent that you or your partner has threatened to commit suicide? If so has there been a plan developed on how they would follow through with their threat?
3. Has either you or your partner ever used or threatened use of a weapon in a fight? (A weapon is any object that can be used to injure another).
4. Have you or your partner recently separated or discussed separation?
5. Have either you or your partner received an injury due to a fight? Have either of you required medical attention due to a fight?
6. In your relationship who would you say has the most control? Who makes most decisions, handles the finances, etc?
7. Have either you or your partner ever been arrested for assault?
8. Do either you or your partner use drugs or alcohol on a regular basis and do either of you become violent when using?
9. Indicators of obsessiveness in a relationship:
 - a. Would you consider yourself or your partner to be extremely jealous of other friendships, family, past relationships, etc.
 - b. Have either you or your partner ever stalked the other or former partners? (Stalking consists of repeated following, phone calls, letter writing, or any unwanted repeated behaviors.)
 - c. Do you or your partner have a need to know where the other is at all times and who they are interacting with?
 - d. Do you or your partner try to control the other's relationships, freedom, decisions, time, or interests.
10. How are or were disagreements handled by your parents? Did you ever witness violence between your parents? What about your partner?
11. Have either you or your partner ever intentionally harmed an animal?
12. Have either you or your partner ever been diagnosed with a mental health problem?



Cycle and Definition of Teen Dating Violence

Cycle of Teen Dating Violence



Stage 1: Tension building is a time of minor conflicts when one partner becomes very moody and is easily agitated. This causes the other partner to feel like they’re walking on eggshells. Threats of violence may increase. Stage 1 may last from a couple of hours to months depending upon the pattern frequency.

Stage 2: Violence erupts from the tension building of the previous stage. One partner explodes into emotional, verbal, physical, or sexual abuse. The violent partner throws objects, hits, slaps, kicks, chokes, or uses weapons against the other partner. Once the attack starts, there is little the victim can do to stop the other partner.

Stage 3: A period of remorse or reconciliation may follow. This is often call the “Honeymoon” phase. The abusive partner may apologize excessively, may sometimes give gifts, and may express guilt or shame about their actions. The victimized partner may experience many different emotions—from anger to love to confusion. The victimized partner wants to believe the abusive partner will change, but because the abusive partner has not received domestic violence treatment they have not truly changed. There is a lapse in time, but soon Stage 1 begins again. Every time that abuse occurs, the violence could become more severe.

Definition of Teen Dating Violence

The use of physical violence, threats, emotional abuse harassment or stalking to control a dating partner’s behavior. Teen Dating Violence may include intimidation, terrorizing, rule-making, stalking, isolation, and dominating behaviors, harassing and injurious behavior to control and manipulate the actions of their dating partner.



Safety Plan for Dating Teens

There are times when no matter what is done, a violent incident will occur in a dating relationship. The following Safety Plans will help you take some safety precautions to minimize your risk of being involved in a violent incident. These Safety Plans will also help you to know what to do if you are victimized in a violent relationship.

AVOID POTENTIALLY ABUSIVE SITUATIONS:

- Arrange to travel with someone to and from school or work. Walk with friends between classes and after-school activities. Try not to be alone in a school building.
- Until you know a dating partner extremely well:
- Date in groups
- Stay in public places
- Stay in familiar neighborhoods and surroundings
- Be alert to the locations of phones and exits where ever you are
- Alert a friend ahead of time to call the police if you don't return after a certain time.
- Develop previously arranged code word to alert friends or family members that you are in a dangerous situation or need immediate help.
- Have a duplicate set of car keys in a location that only you know
- Make sure you always have some emergency money (for bus or cab fare or to make a phone call)

SAFETY ISSUES IF YOU HAVE ENCOUNTERED ABUSE:

- After the relationship is terminated, your safety depends on not having contact with the offender, which includes not talk to or meeting with the offender. Stay busy with positive interactions and goals. Implement calming hobbies.
- Use your instincts. If you find yourself in a dangerous situation, placate abuser if possible to keep them calm, then call the police.
- Remember to still follow the safety ideas listed above
- Know where the nearest pay phone is located and how to get there
- Keep emergency phone numbers in a convenient and safe location:



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- All 800 numbers, 911 emergency, and the operator are free at pay phones
- Call 911 for police
- Call 1-800-897-LINK (Utah domestic violence line) (24 hours)
- Call 1-800-799-SAFE for the National Domestic Violence Hotline (24 hours)
- Call 1-800-656-4673 for the National Sex Abuse Hotline (24 hours)
- If you are stranded and don't have money, dial 0 to call the operator. Then you can place a local collect call to arrange for someone to pick you up.
- Utah Domestic Violence Council's web page: www.udvc.org
- Don't wear scarves, necklaces, loose clothing or jewelry that can be used to strangle
- If you are over 18, obtain a protective order (at your city courthouse.); keep your order with you and call police if the order is violated. Currently, advocates are working with the Utah legislature to broaden the law to include protective orders for victims under 18.
- Talk to a trusted adult or to a professional therapist
- Inform trusted friends and family members of the past violence and to call police if partner comes nearby and if they hear violence
- Change your cell phone number. Do not use a cell phone with GPS tracking

AT SCHOOL, ON THE JOB, AND IN PUBLIC:

- Alert your school administrators or counselors and, if necessary, arrange for classroom changes
- Decide who at work you will inform (include security, provide picture of abuser)
- When at work, if possible, have someone screen your phone calls
- Have someone escort you to and from your car/bus/train
- If possible, use a variety of routes to come and go from home



How Socialization Contributes to TDV

- I. What comes to mind when I bring up the terms: “Be a Real Man” and “Act Like a Lady.” What specific descriptions would you list in these two categories? (Help them keep these terms general at first, then becoming more and more specific.)

After you have the lists, draw a box around them, stating that these are all stereotypes. Ask: What is a stereotype? (To have a fixed or rigid image of something. Sex role stereotypes are the interests, abilities, values, and roles that all females or all males are supposed to share in common because they are the same sex.) Stereotypes are confining because they give a limited definition of what it means to be a man or a woman. Stereotypes can distort our perception of others. (You could use your own experience as an example of not fitting into the “act like a lady” category, but you have found your niche in utilizing your talents the way you do.)

- II. How did we learn these roles or stereotypes? (Parents, society, media, music, movies.)
 - A. Do any of you have examples of stereotyping of young men and women in our society?
 - B. Have the students prepare a collage of stereotypes they have found in magazines then discuss these collages. Ask: How do the young men and women compare in size and build with those teenagers in your school? Do real people look like this? Did you see many disabled youth or visible minorities or average looking teens in the magazines? And how are the young women portrayed? (The girls are in more sexy or seductive scenes while the boys are staring off into the distance, detached from the girl.)
 - C. Discuss some of the images we see or hear in the media that encourage violence against women (i.e., the slasher movies that encourage that women like being sexually dominated, advertisements that depict women as objects, with only certain parts of a woman’s body being important.)
 - D. Discuss: Do you think that certain stereotypes will influence how you interact with others and your dating behavior? How? (Boys may feel entitled to certain sexual privileges with girls. Boys may think they can talk to girls in a certain way or control their decisions and actions.) Emphasize that certain stereotypes will condition our responses to dating situations.
- III. Have the students participate in the following activity on the following page.



Socialization Activity

Have each student pick a stereotype out of the hat and tell you if it is true or abusively false:

- Girls like guys to always be aggressive and in control. If a girl has already had sex, she cannot be raped.
- Girls say “no” but really mean “yes”.
- If a girl is dressed provocatively, she’s asking for sex.
- Relationships are supposed to escalate from attraction to sex. Relationship building isn’t that important.
- Boys aren’t victims of dating violence.
- Once a boy is turned on, he has to have sex.
- Most sexual assaults are committed by strangers.
- A guy gets to make the final decision.
- If a boy pays for a date, he deserves sex.
- If a girl is alone in a boy’s house, she is consenting to sex.
- A guy gets to control the money.
- Having sex with someone proves you love them.
- A partner can be controlling of his partner if he is just being protective.

We need to all look at our own stereotypes and perspectives about men and women and how we learned to treat others based on what we were taught in our past. We need to keep an open mind that some of these attitudes are not healthy or correct and will be damaging in our male-female relationships.

Bear in mind that as you train, you need to be clear with students that all of the stereotypes above are FALSE. Leaving students with the idea that some may be true, could be completely counterproductive to the intent of this training.

—*Activity taken from the White Ribbon Campaign.*



What is Sexual Abuse in Teen Dating Violence?

This discussion should be led by a trained facilitator.

INTRODUCTION:

Who am I? What are we going to talk about and why? (5 minutes)

- No one deserves to be raped!
- Only the perpetrator is responsible for the sexual violence

SEXUAL VIOLENCE DEFINITIONS:

Review definitions. (5 minute discussion)

- Rape—Forced sexual intercourse that involves penis to vaginal penetration.
- Sexual Assault—a term referring to a spectrum of assaults, which can include but are not limited to, rape, incest, indecent exposure, molestation and sexual harassment.
- Sexual Abuse—indecent liberties (touching of buttocks, genitals, breasts, mouth or forcing another to touch those areas)
- Incest—sexual abuse in which the perpetrator and the victim are related by blood or marriage.
- Consent—involves full understanding of potential repercussions; must have true freedom to say yes or no. Four main situations in which an actor is unable to consent to sexual activity:
 - under age 14 (and other statutory combinations)
 - power imbalance between two individuals
 - temporary/permanent mental disability
 - while under the influence of drugs and/or alcohol

WHAT IS CONSENT?

(Begin with a short, 5 minute, discussion on your group's definition of consent, then cover the information on the list below.)

- Consent is based on choice
- Consent is active not passive
- True Consent is not coerced



- Responding in fear by freezing is not consent
- Consent is possible only when there is equal power
- Being deceived or manipulated is not consent
- If you can't say "no" comfortably, "yes" has no meaning
- If you are unwilling to accept a "no", "yes" has no meaning
- Legal consent is VERBAL and given without trickery, manipulation or intimidation

CONSENT VS. NON-CONSENT:

(5 minutes — Discuss differences between the two and give examples)

- True Consent
- You want to be there
- You are sober
- You verbally agree to and feel comfortable actively participating in sexual behaviors
- You don't feel pressured or uncomfortable

CONSENT REQUIREMENTS:

(Go through the bullet points using some examples)

- Actor is 14 years or older
- Actor does not have a permanent or temporary mental disability
- A power differential between actors doesn't exist
- Actor knows exactly what the sexual behavior involves
- Actor is able to choose whether or not to engage in a particular act with a particular person at a particular time in a particular place
- Actor is able to freely communicate feelings to their partner
- Actor has the true freedom to say "yes" or "no"

Ask Group "What is the opposite of consent?" (Answer: Coercion) (5 minutes)



Lead a short discussion on this question. Talk about the group's answers and why they are all right or need more thought. Then discuss why we answer the way we do. Point out that often people do not think coercion is non-consent because a person may say "yes" or doesn't say "no". Then do The Pen Skit activity to make this concept clearer.

"THE PEN SKIT".

(5 minutes, see attached handout on the following page.)

Use examples from pen skit to talk about different forms of coercion below. If time permits ask group to come up with more examples.

- Persuasion
- Blame
- Put Downs
- Guilt
- Pressure
- Blackmail
- Power
- Threats

GROOMING FOR RAPE:

(10 minutes)

Tell a short story that illustrates a boundary violation among a person and a friend during an evening when a larger group of friends is watching a movie together. A person places a hand on their date's knee or later places an arm over their shoulder. The hand is non-verbally pushed away a few times, but through physical coercion is put back. Gradually the person ignores the intrusion in order to avoid an embarrassing situation that they believe will occur when the movie is over. This person's boundaries have been intruded upon and then they have become desensitized to the boundary violation. If the room clears out and the person is isolated with the person who crossed the line, it may now escalate into sexual violence. The one partner can say to the forced partner, "But you let me be sexual with you before, so why not now?" The one partner may say this to the victim even though the victim tried, several times, to make the boundary violation clear that they were uncomfortable with the touching.

Discuss the group's feelings about this story. Explain that grooming can last seconds to several years. Give them other stereotypes and comparisons to other myths related to rape and victim blaming. Go through the above situation illustrating the three phases of grooming:



- Intrusion
- Desensitization
- Isolation

A. In what ways do you communicate “NO” (verbally and nonverbally)? Discuss with the group how we say “no” both verbally and non-verbally.

B. Discuss what non-verbal communication is. (Define with examples) Is there such a thing as non-verbal communication? (Discuss with group)

C. How can people increase communication in intimate situations?

(Discuss and include bullet points below.)

- Practice how to say “yes” and “no” when outside intimate or romantic situations
- Discuss personal boundaries with intimate partners
- Respect yourself and your boundaries...respect your partner and their boundaries.

FINISH WITH A QUESTION AND ANSWER PERIOD



The Pen Skit

Facilitator: May I borrow your pen?

Student: Yes.

Facilitator (to the audience): Did I have _____ consent to use his/her pen?

(Now the facilitator will tell the student that they do not want to share their pen and will, under no circumstance give in and let the facilitator use the pen.)

Facilitator: May I use your pen?

Student: Nah.

Facilitator: You just let me use your pen. I need to use it again.

Student: Nope.

Facilitator: Hey, I have seen you let him use your pen, and she's used your pen and he's used your pen. Obviously, you don't have a problem sharing your pen . . . just let me use it one more time.

Student: Nah.

Facilitator: Well, maybe you didn't know this, but I am the president of the National Honor Society and there are a lot of people in this room who would be pleased if I used their pen, but I chose your pen.

Student: Nope.

Facilitator: I don't know what I might do to myself if you don't let me use your pen.

Student: Who cares?

Facilitator: How much do you like your cat or dog? Let me use your pen.

Student: No.

Facilitator: Have you seen my brothers? They're big. They want me to use your pen. Give me the pen.

Student: No.

Facilitator: I have a gun, give me the pen.

(Facilitator takes the pen out of the student's hand.)



Discussion Questions:

- Did I have his/her consent to use this pen?
- What did I use in order to get the pen? (Threats, persuasion, coercion)
- What exactly were my means of coercion?

(Answers include: Let me use pen before, let others use the pen, authority (pres. of NHS), threats of self-harm, threat to hurt pets, threat of bodily harm, threat of gun (death).



Scenarios of Teen Dating Violence

Have some teenagers act out the following scenarios and then discuss them. For a variation, they could later act out what would be the supportive response in each relationship.

1. Sharon and Carl have been dating on and off since 8th grade. This Friday they go to a school dance. Carl spends most of the evening hanging out with a group of his male friends. While Sharon is talking with her female friends, her lab partner, Gary, asks her to dance. Sharon and Gary dance to a fast song and then Sharon goes to get a pop. Carl joins her at a table. He orders her to put on her sweater saying that her blouse is too tight. Sharon obeys. Carl questions whether she wore the blouse for Gary. Sharon tells him to stop being a jerk and that they've been through this before. She gets up to leave and Carl grabs her arm. Sharon breaks free and leaves the dance. Moments later Carl is running behind her, begging her forgiveness and saying he didn't mean what he'd said, but that he'd seen how Gary stared at her. Carl promises it won't happen again. As they walk on, Carl says, "If you didn't make me so mad, I wouldn't get like that." (Example taken from the White Ribbon Campaign)
2. Michael and Suzanne have been dating for three weeks. They really enjoy spending time together. On the weekend they go to a party at a friend's house. At the end of the night, Michael's friend, Jim, offers to drive them home. Suzanne knows that Jim is reckless behind the wheel, and tells Michael that she doesn't want to go just yet. Then Suzanne tries to speak with Michael privately, but he puts her off. After a few minutes, Michael returns to Suzanne and asks her what's going on. After taking a deep breath, Suzanne explains how she feels. She tells him that Jim's driving habits make her uncomfortable and she doesn't want to be in the car with him. She does, however, want to go home. Michael starts making fun of Suzanne, telling her that she's a baby if she's scared to drive home with Jim. Michael tells Suzanne that he can't believe she would ruin such a fun activity with a tiny problem like this. Michael informs Suzanne that he won't help her and she'll have to find her own ride home.
3. Your best friend has been spending all of her time with her new boyfriend, who has isolated her from all her old friends. You have noticed that she seems to have lost her self-confidence. You decide to talk to her about it.
4. Your male friend's girlfriend scratches and throws objects at him when she gets angry. He states that it is not violence because he could fight back. What can you say to help him discuss the violence in this relationship?
5. Stephanie is really excited about trying out for the lead part in the school play. She can hardly wait to tell her boyfriend, Todd. However, Todd is not excited about her trying out for the play because he is jealous of her time commitment to the play and the people she will meet there. Todd tells her it's a stupid play and she can't act anyway. He reminds her that there is a kissing scene and he's not too crazy about the idea of her kissing another guy. If she chooses to be in the play, he tells her that their relationship is over. She decides not to try out for the play.



6. Amy and Paul are at a restaurant looking at a menu. Paul asks Amy what she's going to order and Amy says she'd like the jumbo platter. Paul gets upset with Amy and tells her that she can't afford to gain more weight. He resorts to name calling. Amy begins to cry.
7. Tony and Krista have been dating for a couple of weeks. One night when he picks Her up at her house, she is wearing her favorite yellow sweater. Krista asks him what he thinks about her sweater. Tony does not like the sweater. Tony tells Krista that he hates yellow and the sweater makes her look cheap (or sloppy). He tells her to change into something else. He further complains that she never thinks about him, just about herself and what she likes. She changes her sweater.
8. One day Russ stops by Jennifer's house unannounced. She tells him that she didn't know he was coming over and has arranged to play tennis with her friends. Russ loses control and threatens her with a tennis racquet. He then breaks the racquet over his knees, but later apologizes.
9. Pedro and Carla are seniors in high school. For the entire first trimester Pedro has been bugging Carla to go on a date with him. The winter holidays are almost here and Carla is tired of it. Carla has no interest in Pedro whatsoever and has no intention of dating the guy. She has given him every excuse in the book and has directly said "no". He still hasn't got the point. Another day Carla was walking to her locker after class when Pedro pushed her up against the wall and said, "What's your problem, bitch? Are you too good for me?" Some of Carla's friends were in the hall at the time and she felt really embarrassed.
10. Bob and Carol have been steadily dating for awhile. Carol becomes excessively possessive and jealous when Bob says hello to another girl or helps a friend with her homework. Bob suggests they start seeing other people. Carol tries to control Bob anyway she can. When she sees he's serious about terminating the relationship, she threatens to kill herself. Bob apologizes and is remorseful. He decides to stay in the relationship. Carol continues to be controlling.
11. Ron has been dating Sally for 6 months. The relationship moved quickly in physical affection and commitment. They argued, throughout this time, mainly because of Sally's possessiveness. Sally didn't want Ron hang out with his friends or even spend too much time doing his homework. She said that she needed his time and attention and that he owed it to her. Gradually Sally started demanding that Ron not spend time with his family either. When Ron refused, Sally became very angry and said that she was going to kill herself with some pills she had. Ron was worried that Sally would follow through with it, but he didn't want to give in to another of Sally's demands. What could he do?
12. Your best friend's father is physically and emotionally abusive. Your friend always wears long sleeved shirts to hide their bruises. Your friend told you in confidence about the abuse and wants you to promise not to tell anyone. What should you do?
13. Your parents are constantly fighting with each other. You are the oldest of four children and you take care of all the other children. Sometimes you are so frustrated that you hit your younger brother. You realize that your family needs help, but what can you do?
14. Your mother's new boyfriend is hitting your mother and being verbally abusive. You are afraid of him too. What can you do?



Miscellaneous Teaching Ideas

Using School Resources

Each school and school district has different resources available for assisting in the delivering of this curriculum. Listed below are some different suggestions to choose from:

- PLT (Peer Leadership Team)—Can be used to help in delivering the curriculum amongst their peers or in conducting the purple/white ribbon week.
- PTA (Parent Teacher Association)—Can be a great resource in putting together your purple/white ribbon week campaign and helping with delivering curriculum. If you choose to do awareness events at your school, utilizing the PTA can be very helpful.
- Broadcasting classes—Many high schools have a broadcasting or journalism class that does a news or announcement spot once a day or once a week. This could be a GREAT tool for increasing awareness.
- Channel 1—Many high schools have the national high school news program Channel 1 broadcast in each classroom. Contact 1-888-241-6895 for information on when certain programs will be held?
- Student body officers, class officers—Student leadership could be another resource. Many of the students look up to them and would listen to them if they talked about the curriculum.
- School resource officers—Most schools have an officer assigned to them. Your officer can give a presentation or speak to different classes.
- School counselors.
- Health class teachers.
- Prevention specialists.



Dating Violence Program Checklist

School Name: _____

Address: _____

City, State: _____ Zip Code: _____

School Phone #: _____

Fax #: _____

School Contact Person: _____

Phone #: _____

Title: _____

Date of Event: _____

Day of the Week: _____

Time/s: _____

Location of Event: _____

Room #: _____

Does school have video equipment? Yes/ No _____ Bring equipment? Yes/ No _____

Facilitator: _____

Counselor(s): _____

School Psychologist: _____

School Resource Officer: _____

Principal: _____

School District: _____

of Toolboxes needed: _____ Mailed/ Delivered _____

Date: _____

To Whom: _____



SALT LAKE AREA DOMESTIC VIOLENCE COALITION

Thank You Letters Sent to:

Name and Title: _____

Name and Title: _____

Name and Title: _____

Name and Title: _____



Training Evaluation

So we want your FEEDBACK to help make our training better.

Give us your opinion so we can get better at training teens. Really. We promise not to get mad or harass you about it. We may even give you food or prizes. No strings. Really. Just your opinion. You got it. We want it.

TRAINER:

PLACE:

DATE:

Circle the best answer from 1 to 5 where 1 sucks and 5 is dope.

The Trainer	1	2	3	4	5
The Topic: TEEN DATING VIOLENCE	1	2	3	4	5
The Training	1	2	3	4	5

Mark the response that best fits your opinion.

	Fa Sure	Whatever	Weak
1. This training was fly. I got the 411 about hanging with the hotties.	:-)	:-	:-(
2. My friends and I are tight. I think the FYI is good info for them too.	:-)	:-	:-(
3. Drop the drama problem. I'm sick of all this snap from adults.	:-)	:-	:-(

Tell us what you think:



You Have the Power to Help

It's so easy to stand outside an abusive relationship and offer simplistic advice like, "If you'd just do this and this, then your problems would be over!" Relationships are a complicated web of needs and perceptions and personalities. Don't fall into a judgmental mode. Instead prepare yourself to really help a teen, in an abusive relationship, by getting into a correct mindset of empathy, patience, and understanding. Try to adhere to the following helping guidelines:

How to help an abused victim:

- Listen, believe, and validate the victim! Tell them you care and want them to be safe.
- Do not ask blaming questions. (For example, don't ask, "What did you do or say to provoke your partner to such violence?" or "Why don't you just break up with your partner?") Victims are not responsible for someone else's choices or violence and do not need more shame.
- Do not be critical of the abusive partner. Instead make a firm statement that violence under any circumstance is unacceptable.
- Do not assume that the victim wants to leave the relationship or that you know what is best for them.
- Do not force the teens to not see each other. It may be very difficult for the victim to leave the relationship for many reasons, (i.e., they don't know how to be consistently assertive, they don't feel like they deserve any better, they may not recognize that abuse is wrong, the emotional bonds of love or dependency are strong with the abuser, they feel excessive hope or fear or they feel trapped.)
- Don't pressure teens to make quick decisions.
- Become a comfort zone for the teen. Assure the victim that their conversation to you will not be revealed to the abuser.
- Assist the teen in getting legal help if necessary or with other sources of protection, (i.e., protective order, restraining order, changing current phone number, etc.)
- Offer to go with the abused victim for help (either medical assistance, counseling, or to tell family.)
- Work with school administration to modify the couple's schedules to prevent any physical or visual contact.
- Call the police if you witness an assault.



How to help an abuser:

- Call the police if you witness an assault. In many cases the abuser will then be required to get counseling.
- Do not talk to both teen partners together. The victim will feel inhibited as to what they can say and such a discussion may provoke a dangerous situation.
- Tell the abuser that violent behavior is not okay and that it is a sign that a person has a problem and needs help.
- Offer to talk with the abuser about an alternative to violence—(i.e., support groups, counseling, taking a time out to go on a walk, talking with a trusted adult about the problem.)
- Be a role model for healthy relationships. Treat your friends and partners with respect.
- Take a stand! Don't reinforce abusive behavior by laughing, minimizing, or ignoring an act of violence or a threat of violence.

Why does a victim stay with their abuser:

- They believe the abuse may be short lived or not severe. They are convinced it will never happen again.
- They still love their partner, don't want to lose the relationship, and have a strong hope that their partner will change.
- They may have grown up in a home where there was domestic violence or a pattern of power and control. They may have been abused as a child and think this is normal.
- They are emotionally dependent and see no way to escape the relationship.
- They believe their partner is all powerful and they see no way to protect themselves.
- They believe that if they try to get help, their partner will seek revenge.
- They are isolated and brainwashed and do not know there is help available.
- They have been threatened with death or suicide and are afraid of the consequences if they leave.
- Their cultural or religious traditions prohibit them telling anyone or getting help.
- They have low self esteem and their abuser has convinced them they deserve this kind of treatment and that they are to blame for it.
- Depression and anxiety make them feel overwhelmed and paralyzed.



Talk With Your Kids About Dating Violence

- Let them know that Teen Dating Violence is wrong and that they must seek help if ever in a situation where Teen Dating Violence occurs. Help them set personal limits and boundaries of respect.
- Develop an open relationship with your children. Encourage them to talk about their feelings (especially that it's okay for boys to cry and express honest emotion beyond anger.)
- Be realistic about the stresses in their life: don't whitewash the past, be positive about the future
- Model non-violent conflict—(open communication, how to disagree and compromise, expression of feelings, respect for other's space, not abusing power, and setting boundaries in own life.)



What Every Man Can Do

To Help End Men's Violence Against Women

. LISTEN TO WOMEN... LEARN FROM WOMEN

The path starts with listening.

Who knows better about violence against women than women who experience it? Studies tell us that, in most countries, 50-100 percent of women have experienced physical or sexual violence.

Learn about violence by asking a woman who trusts you how violence has affected her life. Then, if she feels comfortable to talk, sit back and listen. Your role isn't to challenge her on the details, nor debate whether something really should have bothered her or not. It is to listen. Simply trust that if she tells you something hurt her, then it did hurt her.

And turn to your local women's organizations. They have a wealth of accumulated experience and knowledge. Talk to them. Read their publications. Contribute financially. Learn from them.

2. LEARN ABOUT THE PROBLEM

Violence against women includes physical and sexual assault, sexual harassment, psychological abuse, or emotional abuse. Not all violence leaves visible scars. Emotional violence includes regular subjection to demeaning jokes, domineering forms of behavior, and sexual harassment.

Some forms of violence have a greater physical or emotional impact than others. But all forms of violence contribute to the very real fear and suffering that women in our society endure. The basic rights that most men enjoy- safety in their homes, ability to go out at night, a job free of harassment- are a source of fear for women in much of the world.

The fear is greatest in women's own homes. A common myth is that most violence is committed by strangers. In fact, women are most at risk from men they know- husbands, boyfriends, fathers, relatives, employers, and caregivers.

Most men love and care about women. And yet frightening numbers commit acts of violence against the women they say they love. It occurs throughout the world, among the rich, poor, and middle class, and among those of every nationality, religion, and race.

3. LEARN WHY SOME MEN ARE VIOLENT

Men are not naturally violent. There have been societies with little or no violence. Studies over the past century have found that half of the tribal societies studied had little or no violence against women, against children, or among men. Furthermore, even today, in many countries the majority of men are not physically violent. Violence is something that some men learn. Men's violence is a result of the way many men learn to express their masculinity in relationships with women, children, and other men. Many men learn to think of power as the ability to dominate and control the people and the world around them. This way of thinking makes the use of violence acceptable to many men.

Most individual acts of men's violence are a pathetic attempt to assert control over women, children, or other men. Paradoxically, most violent acts by men are a sign of weakness, insecurity, and lack of self-esteem combined with a capacity for physical or verbal domination and feeling that they should be superior and in control.



Women are not immune from committing acts of violence. Women's groups have spoken out against the problem of violence against children, which is committed by both women and men, although most sexual abuse of children is by men.

In many violent incidents, men have been drinking alcohol. This might be because alcohol unleashes feelings, fears, rage, and insecurities that some men, cut off from their feelings, cannot handle.

But alcohol doesn't cause violence. Genes don't cause violence. Ultimately, it is the attempt by some men to dominate women, adults' attempts to dominate children, and some men's attempts to dominate other men or groups of men. Violence is a way of asserting power, privilege, and control.

4. WEAR A WHITE RIBBON

Change will occur if we each accept personal responsibility to make sure it happens. As men who care about the women in our lives, we can take responsibility to help ensure that women live free from fear and violence.

Each year men around the world are wearing a white ribbon from November 25, the International Day for the Eradication of Violence Against Women, for one or two weeks. (In Canada, we wear the ribbon until December 6, the day of the 1989 massacre of 14 women in Montreal.) Wearing a white ribbon is your personal pledge never to commit violence against women. It is a personal pledge not to condone acts of violence, not to make excuses for perpetrators of violence, and not to think that any woman "asks for it." It is a pledge not to remain silent. It is a pledge to challenge the men around us to act to end violence.

Wearing a ribbon provokes discussion, debate, and soul-searching among the men around us. The ribbon is a catalyst for discussion. It is a catalyst for change.

5. CHALLENGE SEXIST LANGUAGE AND JOKES THAT DEGRADE WOMEN

Sexist jokes and language help create a climate where forms of violence and abuse have too long been accepted. Words that degrade women reflect a society that has historically placed women in a second-class position. By reflecting this reality they once again put women "in their place" even if that isn't the intention.

One of the most difficult things for men is to learn to challenge other men- to challenge sexist language- to challenge men who talk lightly of violence against women. And to challenge men who engage in violence.

6. LEARN TO IDENTIFY AND OPPOSE SEXUAL HARASSMENT AND VIOLENCE IN YOUR WORKPLACE, SCHOOL, AND FAMILY

Sexual harassment refers to unwanted sexual advances or sexually oriented remarks or behavior that are unwelcome by another person. Flirting and joking are fine if they are consensual and wanted. But sexual harassment poisons the environment.

Harassment is ultimately about inequalities of power. The same action done by a women might not bother a man because, in general, our society has not given women power over men.

Men can join women in opposing sexual harassment by supporting efforts in our workplaces and schools to create a healthy and productive environment.

7. SUPPORT LOCAL WOMEN'S PROGRAMS

Around the world, dedicated women have created support services for women who are survivors of men's violence: safe houses for battered women, rape crisis centers, counseling services, and legal aid clinics. Women escaping violent situations depend on these services. These and other women's organizations deserve men's support and our financial backing. That's why we



encourage local White Ribbon Campaigns to raise money for local women's programs.

8. EXAMINE HOW YOUR OWN BEHAVIOR MIGHT CONTRIBUTE TO THE PROBLEM

If you've ever been physically violent against a woman, if you've committed sexual assault, if you've hit, pushed, threatened, kicked your spouse or girlfriend, then you have been part of the problem.

If this happened long ago, admit what you did was wrong and make amends if possible. But if such behavior has any chance of continuing, then you urgently need to get help getting to the root of your problem. Don't wait until it happens again. Please act today.

Many men will never be physically or sexually violent. But let's examine ways we might try to control women. Do we dominate conversations? Do we put them down? Do we limit their activities?

Whether or not you've ever been violent, all men must take responsibility for ending all forms of violence.

9. WORK TOWARDS LONG-TERM SOLUTIONS

Ending violence against women won't happen overnight. Real solutions are truly long-term solutions. This is because men's violence against women is rooted in inequalities between men and women, and in the way men learn to be men.

Legal changes to combat men's violence against women (such as laws against rape and battering) are very important. The police and courts must diligently enforce such laws.

But this is not enough. Let's work together to change our attitudes and behavior. Let's challenge the institutions which perpetuate inequality between women and men.

Let's help men be better men by getting rid of our suits of armor, that is, attitudes that equate masculinity with the power to control. Let's make positive changes in our relationships with women, children, and other men. Let's involve men as caregivers and nurturers of the young.

Changes in attitude, behavior, and institutions take time. And so we must look at how we raise future generations. We must teach our children, by example, that all forms of violence are unacceptable, and that for boys to become men, they do not need to control or dominate women, men or children.

10. GET INVOLVED WITH THE WHITE RIBBON CAMPAIGN'S EDUCATIONAL EFFORTS

The White Ribbon Campaign (WRC) is the largest effort in the world of men working to end men's violence against women.

The WRC is a grass-roots effort, relying mainly on volunteers. Because the purpose of the campaign is for men to take responsibility for working to end men's violence against women, it is an organization of men. But we greatly appreciate the help and support of women.

Aside from organizing the annual wearing of the white ribbons (starting November 25 for one or two weeks), local supporters can do other things throughout the year. They can give talks in schools, communities, and workplaces; raise money for women's groups organize special events to support positive roles for men; talk to young people about building healthy relationships, start a local White Ribbon Campaign, and financially support the works of the WRC.

We encourage you to contact us today to receive information on starting up a White Ribbon effort in your community, school, workplace, or place of worship. Please don't hesitate. Contact us today.

—*Taken from the White Ribbon Campaign in Toronto, Canada*

TDV Resource Information List

Utah Domestic Violence LINK Line: 1-800-897-5465
211 Info. Bank: 2-1-1 or www.informationandreferral.org

CRISIS LINES (24 HOURS)

Girls & Boys Town National Hotline	1-800-448-3000
Crisis Suicide Prevention	1-800-SUICIDE or 261-1442
Crisis Line – Jordan School District	565-RISK
Child Abuse Hotline	281-5151
Rape Recovery Center	467-7199
The Trevor Helpline –	
Suicide prevention for gay youth	1-866-488-7386
Weapons Hotline – Granite School District	481-7199

COUNSELING CENTERS

(Specializing in Teen Dating Violence, Trauma, and Abuse)

Act-Now Counseling	
9176 South 300 West, #29	601-3163
ACES- Assessment, Counseling & Education Services, Inc.	
3808 South West Temple	265-8000
Changes, Counseling Center	
4885 South 900 East, #300	261-8906
Cornerstone Counseling	
660 South 200 East, #308	355-2846
Family Abuse Center For Treatment	
5691 South Redwood Road, #15	293-9123
Family Counseling Center	
5250 South Commerce Drive, #250	261-3500
Family First (HOPE) Counseling	
525 East 4500 South, #F 200	747-2300
Family Support Center	
75 West Center Street	255-6881
Frontline Services, Inc.	
1800 South West Temple, #A110	746-3077
Intermountain Specialized Abuse Treatment	
3809 South West Temple, #1 B	268-4454
New Hope Counseling Services	
9192 South 300 West, #31	748-4250
Pioneer Youth Services	
2912 South West Temple	474-2500
Sandy Counseling Center	
8184 South Highland Drive, #C8	944-1666
Sequoia Counseling Services	
3378 South 900 East	463-7520
Trauma Awareness and Treatment Center	
32 West Winchester, #101	263-6367
Valley Mental Health Children's Out-Patient Services	
1141 East 3900 South, # A170	284-4990

DOMESTIC VIOLENCE SHELTERS

Shelter can provide a safe place from abuse	
YWCA, 322 East 300 South	537-8600
South Valley Sanctuary, West Jordan	255-1095
Pathway's, Tooele	1-800-833-5515
Peace House, Park City	(435) 647-9161
Safe Harbor, Davis	444-9161

EATING DISORDERS

Overeaters Anonymous	484-1442
IHC Behavioral Health (Individual Therapy)	265-3049
Teen Emotions Anonymous	281-4778
Utah Youth Village	272-9980

GANG PREVENTION

Boys & Girls Club, Greater Salt Lake	322-4411
Boys & Girls Club, South Valley	284-4253
Colors of Success	596-9081
End Graffiti (S.L. County hotline)	363-4723
MAGIC –	
Mobilized Against Gangs in Community	1-800-98-MAGIC
Graffiti Removal – Salt Lake City	972-7885
Removal of Gang Related Tattoos	743-5864
Salt Lake Area Gang Project	743-5864
Utah Youth Village	272-9980

RUNAWAYS & RELATED SITUATIONS

Gay, Lesbian, Bisexual, Transgender Community	
Center of Utah	539-8800
National Runaway Switchboard	1-800-621-4000
The Nine Line	1-800-999-9999
Homeless Youth Resource Center	364-0744
Youth Services Center	269-7500
Utah Youth Village	272-9980

LEGAL SERVICES

Legal Aid Society of Salt Lake	328-8849
Utah Legal Services	328-8891

SKILL DEVELOPMENT OR EMPLOYMENT

Job Corps	1-800-426-5627
Life Care (provide lawn care for seniors)	978-2452
Salt Lake Co. Youth Employability Services (YES)	538-2062
Youth Works	539-1590
Workforce Services	468-0000

SUBSTANCE ABUSE

Alateen (for teens living with alcoholics/addicts)	262-9587
Alcohol & Drug Youth Support	269-7500
Alcoholics Anonymous	484-7871
Assessment & Referral	468-2009
Narcotics Anonymous	296-4044
Odyssey House	363-0203



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Truth About Tobacco	1-888-567-TRUTH
Turnabout	484-9911
Utah Federation for Youth	468-0699
Utah Youth Village	272-9980
Youth Support Systems	969-3307

SUPPORT FOR YOUTH FROM DIVORCED FAMILIES

Caught in the Cross Fire	565-7442
Utah Youth Village	272-9980

VICTIM ADVOCATE PROGRAMS

Assist victims with advocacy, court, and abuse in the community.

Draper Victim Advocate Program	576-6355
Midvale Victim Advocate Program	256-2505
Murray Victim Advocate Program	284-4203
Salt Lake City Victim Advocate Program	799-3756
Salt Lake County Victim Advocate Program	743-5860
Sandy Victim Advocate Program	568-7283
South Salt Lake Victim Advocate Program	412-3660

South Jordan Victim Advocate Program	254-4708, ext.1216
West Jordan Victim Assistance Program	566-6511
West Valley Victim Advocate Program	963-3223
Tooele Domestic Violence & Sexual Assault Victim Advocacy	(435) 882-6888
Tooele City Victim Advocate Program	(435) 882-8900

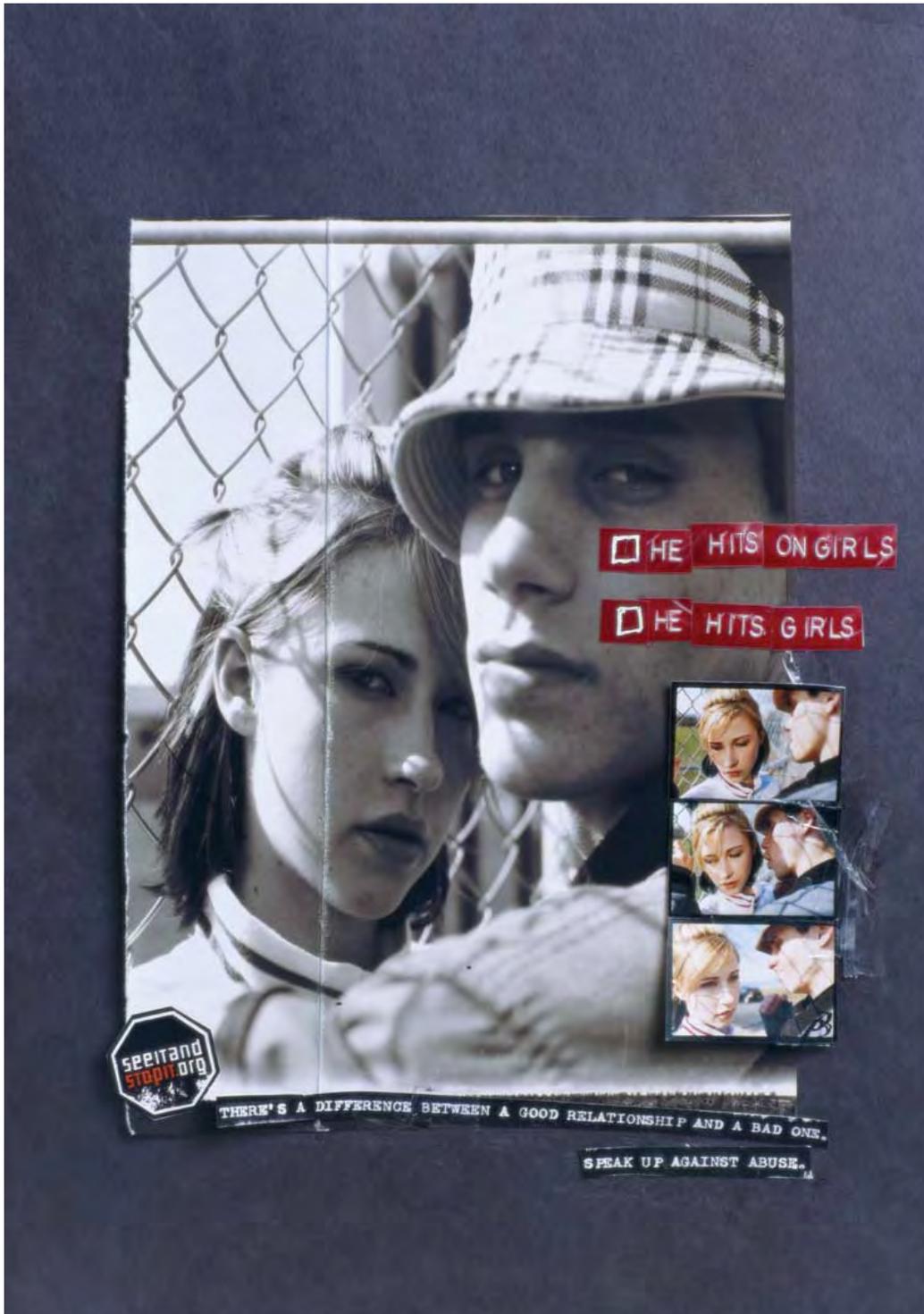
MISCELLANEOUS INFORMATION

Choices Classes for Teens (discusses Teen Dating Violence)	537-8600
Crime Victims Reparations	238-2360
Volunteer opportunities	211
Information and Referral Center	211

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Utah Domestic Violence LINK Line:
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END NOTES





Acknowledgments

This Teen Dating Violence Toolbox is the culmination of many hours of thought and effort from various, committed agencies throughout the Salt Lake Valley. Those individuals who have contributed have done so with the support of their agencies, but have had to somehow squeeze in one more collaborative effort into their already busy work responsibilities. Their individual efforts are a witness to the old adage, “If you want something done, ask a busy person.”

The Salt Lake Area Domestic Violence Coalition would like to thank the following agencies for lending their staff members in collaboration on such a timely and valuable effort:

- Alta, Brighton, Murray, and Skyline High Schools
- Cornerstone Counseling
- DCFS
- Family First (Hope Program) Counseling
- Former Attorney General Jan Graham’s Safe at Home Prevention Program
- Salt Lake County Sheriff’s Office
- Sandy Victim Advocates
- South Valley Sanctuary
- Utah Coalition Against Sexual Assault (UCASA)
- Utah Domestic Violence Council (UDVC)
- UDVC Link Line
- West Valley Victim Advocates
- YWCA

Salt Lake Area Domestic Violence Coalition—Education Task Force August 2005



Teen Dating Violence Bookmark

“Love is not a leash”

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- Sandy City Victim Advocate: 568-7283
- South Salt Lake Victim Advocate: 412-3660
- West Jordan Victim Advocate: 963-3223
- Tooele Domestic Violence & Sexual Assault Victim Advocate: 435-882-6888
- Tooele City Victim Advocate: 435-882-8900

“Love is not a leash”

Teen Dating Bill of Rights

- I have the right to be treated with respect and not be criticized.
- I have the right have a partner who values me for me, encourages me, and wants the best for me.
- I have the right to be safe.
- I have the right to maintain my own body, feelings, property, opinions, boundaries, and privacy.
- I have the right to be listened to seriously.
- I have the right to disagree, assert myself respectfully, and say “no” without feeling guilty.
- I have the right to not be abused: physically, emotionally, or sexually.
- I have the right to keep my relationships with friends and family.
- I have the right to have my needs be as important as my partner’s needs and not be my partner’s property or servant.
- I have the right to have a partner who gives as much to me as I give to him/her.
- I have the right to decide how much time I want to spend with my partner.
- I have the right to pay my own way.
- I have the right to not take responsibility for my partner’s behavior, choices, mistakes, and any acts of violence.
- I have the right to set my own priorities, make my own decisions, and grow uniquely as an individual.
- I have the right to fall out of love or leave any relationship.



Carta De Derechos En Relaciones Adolescentes

- Tengo derecho a ser tratado con respeto y a no ser criticado.
- Tengo derecho a tener una pareja que me valore por quien soy, que me apoye y que quiera lo mejor para mi.
- Tengo derecho a tener seguridad.
- Tengo derecho a mantener mi propio cuerpo, sentimientos, propiedad, opiniones, limites y privacidad.
- Tengo derecho a que se me escuche seriamente.
- Tengo derecho a no estar en desacuerdo, a hablar y obrar con firmeza respetuosamente, y a decir “no” sin sentirme culpable.
- Tengo derecho a no ser sujeto de abuso: físicamente, emocionalmente, o sexualmente.
- Tengo derecho a conservar mis relaciones con amigos y familia.
- Tengo derecho a que mis necesidades se consideren tan importantes como las necesidades de mi pareja, y a no ser propiedad o sirviente de mi pareja.
- Tengo derecho a tener una pareja me da tanto a mi como yo le doy a el/ella.
- Tengo derecho a decidir cuanto tiempo quiero pasar con mi pareja.
- Tengo derecho a cosechar mi propia vida.
- Tengo derecho a no tomar responsabilidad por el comportamiento, decisiones, errores, y actos de violencia de mi pareja.
- Tengo derecho a decidir mis propias prioridades, a tomar mis propias decisiones, y a crecer de manera única como individuo que soy.
- Tengo derecho a dejar de estar enamorado, o a dejar cualquier relación de pareja.



¿Hay Violencia Domestica En Tu Pareja?

Marca la respuesta que mejor se ajusta a tu relación: **Con Frecuencia** **A veces** **Raramente** **Nunca**

1. ¿Consideran tus actividades como poco importantes o insignificantes?				
2. ¿Se espera de ti que dejes de hacer lo que estas haciendo para atender sus necesidades?				
3. ¿Tienes que estar disponible todo tu tiempo?				
4. ¿Quitan importancia a asuntos importantes diciendo, “No ves que es una broma?”				
5. ¿Insisten que tu tienes la culpa de todo?				
6. ¿Tienes que pedir permiso para ir con amigos o familia?				
7. ¿Usan violencia o amenaza contra ti durante una discusión?				
8. ¿Te dicen que nadie más te va a querer nunca?				
9. ¿Te amenazan con hacerse daño a si mismos si tu les dejas?				
10. ¿Te registran tus cosas personales (el armario escolar, el bolso, los cuadernos, etc.)?				
11. ¿Temes hablar de ciertas cosas a menos que tu pareja esté de buen humor?				
12. ¿Te acusan frecuentemente de engañarles o de coquetear con otras personas cuando no lo haces?				
13. ¿Te humillan en público?				
14. ¿Usan la información que tu le diste confidencialmente contra ti?				
15. ¿Te comparan negativamente con otros de tu género?				



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16. ¿Te incomoda que tu pareja escuche tus conversaciones con otras personas?				
17. ¿Te da miedo llegar tarde a una actividad que planeáis hacer juntos?				
18. ¿Sientes que te tratan como lo harían tus padres?				
19. ¿Usan el silencio como arma cuando tú no estas de acuerdo?				
20. ¿Te dicen lo que deberías sentir o decidir?				
21. ¿Te hacen sentir con obligación a comportarte sexualmente para hacerles sentir amados?				
22. ¿Faltas a tus citas del calendario o a tus otros compromisos afuera del calendario?				
23. ¿Usan la culpa para manipularte?				
24. ¿Crean normas sobre lo que tu puedes o lo que no puedes hacer?				
25. Te desprecian por la manera en que vistes o te ves?				