



## Coaching Boys into Men<sup>SM</sup>

Bryan Lyda, Idaho Coalition Against Sexual & Domestic Violence

Coaching Boys into Men<sup>SM</sup> (CBIM), a program of Futures without Violence, is a violence prevention program for athletic coaches designed to inspire them to teach their young male athletes about the importance of respect for themselves, others, and particularly women and girls.

### Why coaches are key partners to engaging youth

Winning games is important to every coach; however, it's not the only goal. Athletic coaches can play an influential role in the lives of young men, often serving as life-long mentors to the boys they coach. Because of this unique relationship, coaches are poised to positively influence how young men think and behave on and off the field. Whether it's in talks with the team, practice sessions, game days, or simply causal conversation, coaches have numerous opportunities to teach early and often that violence has no place in relationships.

## Coaching Boys INTO MEN

### Why male athletes are ideal agents of change

By and large, athletes are often popular and influential leaders among their peers. The qualities of a successful athlete such as discipline, cooperation, and integrity, are also the building blocks to becoming a respectful individual and role model for others.

### How does it work?

First, CBIM coaches attend a clinic where they receive the necessary tools to implement the CBIM program throughout the athletic season. Then, through the support of local violence prevention partners, such as domestic violence programs and others, coaches expand their role as mentors in promoting healthy relationships and active bystanders.

Over the course of a season, CBIM coaches lead their players through brief weekly activities that address themes such as personal responsibility, respectful behavior, and relationship abuse. Teams are encouraged to involve fans, parents, faculty, other students, and school administrators in support of CBIM's respect message.

As an example, here are a few notes from the first of the 12 weekly trainings implemented by CBIM coaches with their players:



### Training 1: Pre-season speech

*"Since this is the start of the season, I want to talk about your responsibilities on this team and my expectations of you. This season we'll not only be focusing on your development as athletes, but also on your development as young men. This includes how you carry yourself and how you treat others, particularly women and girls like your girlfriend or your sister. Periodically, I want to talk to you guys about some of these things and focus on how we can better show respect to ourselves, your teammates, and others."*

## Ask the Players

1. What does respect mean to you?
2. How can you show respect to your teammates?
3. How can you show respect to your friends and family? Your girlfriend?
4. How do you show respect even to people you don't know, like at a restaurant or at the mall?

## Discussion Points & Wrap Up

- I care about how you act on and off the field.
- Respectful behavior means treating others how they want to be treated.
- Showing true respect involves everything you do – how you speak, how you act, how you think, and the way you present yourself to others.
- As athletes, people will watch you, and many will look up to you – the language you use, how you act, and how you treat other people is very important.
- I want you to keep up with your schoolwork, be polite to your teachers, and respect women and girls.

CBIM can be implemented in a variety of settings including high school and middle school, as well as recreation and club teams. Media campaigns and other tools are also available as an accompaniment to the CBIM program, along with evaluation and community assessment tool to ensure the success of the program.

## So, is it effective?

Yes! Coaching Boys into Men has been evaluated at both the local and national level, and is currently undergoing international evaluation. Studies have shown a significant increase in intended and actual bystander intervention behaviors as well as an increase in recognition of abusive behaviors.

## Great! How can we get started in our community?

For starters, visit [www.coachescorner.org](http://www.coachescorner.org) for more information on the Coaching Boys into Men<sup>SM</sup> program and to download useful materials. You can also reach out to Futures without Violence via the website. You will need to develop several important partnerships to implement CBIM in your community, so please contact us early!

Adapted from: *Coaching Boys into Men<sup>SM</sup> Overview*, Futures without Violence

## Contact

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## Engaging & Educating Adolescents Vampires, Panem & Social Change

Brandy Cohen, Idaho Coalition Against Sexual & Domestic Violence

### Popular culture can promote positive social norms

Popular culture influences adolescent behavior. Adolescents seek to define themselves through external stimuli and popular culture provides the external basis from which adolescents will benchmark their thoughts, opinions and associations. Adolescents will forge their identities largely in conformance with these pop culture images. They perceive such images as the social norm and, thus, as a means to attain the social acceptance that is so vital to their personal maturation.

### Theories to support a youth-driven popular culture marketing and communications strategy

There are many theories addressing the effects of popular culture or media. Among them, social learning theory and social cognitive theory suggest that behavior is a choice - adolescents either accept or reject images and thoughts by watching other groups engage in particular experiences and activities to see what results of those experiences. While most research focuses on the negative messaging and negative effect of popular culture or media, popular culture can also be an effective tool to promote pro-social and positive behaviors and can create change in social norms.

### Popular Culture Strategies

#### Youth-driven

The voice and leadership of young people in the development of popular culture strategies to prevent adolescent relationship abuse and sexual assault is critical. By working with young people through youth advisory councils, internships and as volunteers, your organization will have experts on popular youth culture! Consider having one or more teens in your community send your organization reports on youth trends – music, television, books, movies, and more.

Here are examples of two pop culture tsunamis – *Twilight* and the *Hunger Games* - and the opportunity to create social change:

#### Twilight Series and Social Change

Over 116 million Twilight Series books have been sold and the first three Twilight Series movies had \$1,800,935,434 in box office sales. The Twilight demographic is probably the most internet savvy based on the number of websites. Twilight Series: Breaking Dawn Part I was the 2012 Teen Ultimate choice award winner, the Teen Choice romance movie winner, actress and more.

#### Building Healthy Teen, Vampire, and Werewolf Relationships Strategies

**Surveys:** Low-tech surveys with paper, clip boards, and teens asking young movie goers questions related to risk taking behaviors and relationships can be an effective strategy to engage young people in conversations about healthy or unhealthy or abusive relationships.

At the weekend premiere of *Twilight – Breaking Dawn*, Idaho high school teens conducted a survey of 11-to-14-year olds attending the weekend premiere. The survey found that 70% of preteens and young teens believed that although Bella was bruised on her arms and shoulders from their first sexual

experience, that telling Edward that she was fine and covering the bruises up so he does not continue feeling guilty was a sign of true love. Significantly, 78% found Bella's willingness to stay away from her family and make certain sacrifices to be with Edward forever as a sign of true love.

*Breaking Dawn* portrayed a very unrealistic teen relationship that has enough positive and attractive qualities that young teens immediately gloss over the very negative aspects. Through the information collected with the surveys, we were able to create conversations by issuing a press release with tips for parent to talk to their daughters and sons about the differences between healthy, unhealthy and abusive relationships.

**Imminent Opportunity** - The final movie premiered November 16, 2012 – so find a way to work with your teens, now, to take advantage of this opportunity!

### **Hunger Games and Social Change**

The 'Hunger Games' books have outsold the 'Harry Potter' books, particularly surprising, because the 'Harry Potter' series consists of seven books, while the 'Hunger Games' series is only a trilogy. And since the premiere of the movie in March 2012, the movie has grossed over \$700,000,000. And the DVD released in August is the highest selling DVD in the United States this year. Hunger Games was the 2012 Teen Choice winner for actress, movie, book, and more! And archery is now cool with a 20% increase in membership with the U.S. Archery Association.

### **Hunger Game Strategies**

**Lesson Plan:** *The Hunger Games* series offers positive gender roles and healthy relationships in the midst of a dystopian society. Male and female characters display a full range of characteristics that do not always conform to traditional gender stereotypes for men and women. Katniss Everdeen is a 16 year old female who is strong, intelligent, and confident, and skilled at hunting, archery, and caring for her younger sister. Peeta Mellark, the male counterpart to Katniss, is a physically strong, emotionally expressive, and a baker and cake decorator. The society in which they live conducts an annual reaping, selecting twelve girls and twelve boys to compete against one another for survival, creating a world in which boys and girls have equal power and equal opportunity for survival. Katniss and Peeta demonstrate that males and females can both be strong, vulnerable, likeable, admired and ultimately their true selves. Through discussion of these characters, their physical attributes, personalities and behaviors, students identify their own unique characteristics and recognize the unrealistic limitations imposed by traditional gender stereotypes.

A lesson plan was developed to teach students to be themselves and to value others for who they really are by developing an understanding of the social constructs of gender and its influence; understanding concepts of gender, gender stereotypes, and gender equality; identifying the effects of gender stereotypes on individuals and their relationships and strengthening analytical and critical thinking, and literacy skills regarding gender- as depicted in *The Hunger Games* and other popular culture.

**Future Opportunity** - *The Hunger Games – Catching Fire* movie premieres November 23, 2013.

### **Resources**

Media and Youth, Steven J. Kirsch.

[www.teenchoiceawards.com](http://www.teenchoiceawards.com)

[www.mtv.com](http://www.mtv.com)

[www.rookie.com](http://www.rookie.com)

### **Contact Information**

For more information on pop culture as a tool of social change, contact Brandy Cohen, Program Manager, Idaho Coalition Against Sexual & Domestic Violence at [Brandy@engagingvoices.org](mailto:Brandy@engagingvoices.org).

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## Express Yourself!

### Engaging Youth Through Arts & Theatre

Barri Rosenbluth, LCSW, Expect Respect Program Director, SafePlace

#### History of the Changing Lives Youth Theatre Ensemble

The Changing Lives Youth Theatre Ensemble is a unique and exciting collaboration between SafePlace and Creative Action. This program puts the powerful tools of peer education and theatre in the hands of youth and adults who want to stop bullying, harassment and dating violence and promote healthy relationships. Changing Lives started in 2003 as a summer program in collaboration with the Travis County/ City of Austin Work-based Learning Program. It has been featured in a KUT Documentary, KXAN and MyFoxAustin. Changing Lives has grown into a year-round program that performs for youth audiences in school and community settings with over 18,000 students who have attended performances.

#### Ensemble Members

Changing Lives is made up of a diverse group of high school teens from across the Austin, Texas area that auditions on a yearly basis. The group devises original performances and develops dynamic messaging around leadership development, creativity, peer education, and community outreach (CLYTE). Involved youth tour middle and high schools, as well as make conference appearances. They are also provided a stipend for their commitment.

#### Performances

Performances by Changing Lives address teen dating abuse, sexting, sexual harassment, online-harassment, as well as other forms of relationship abuse. The performances call on their youth audiences to become active bystanders how promote healthy relationships and a positive school climate, as well as include opportunities for dialogue between the youth players and their audience.

#### Resources

SafePlace is the lead agency in Start Strong Austin, a community coalition to promote safe and healthy teen relationships and prevent dating abuse.

[www.safeplace.org/expectrespect](http://www.safeplace.org/expectrespect)

[www.startstrongaustin.org](http://www.startstrongaustin.org)

Creative Action sparks and supports the academic, social and emotional development of young people. Through interactive classroom performances, After School residencies and community based programs, TAP's team of professional teaching artists inspire youth to become creative artists, courageous allies, critical thinkers and confident leaders in their community. To download a packet, go to [www.changinglivesyouth.wordpress.com](http://www.changinglivesyouth.wordpress.com).

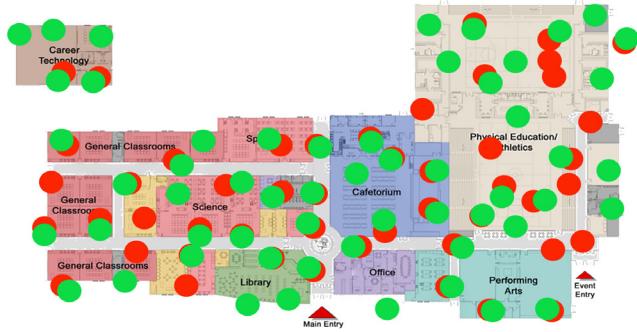
#### Contact Information

For more information on the Changing Lives Youth Theatre Ensemble, contact Barri Rosenbluth, LCSW, Expect Respect Program Director, SafePlace at [brosenbluth@safeplace.org](mailto:brosenbluth@safeplace.org).



# Green Dot Map

## Your School Map



Visualize for a moment that unforgettable image of small red dots spreading across a computer generated map of the US, symbolizing the spread of some terrible epidemic, with each tiny red dot representing an individual case. With disturbing speed, the three or four single dots multiply and spread until the whole map emits a red glow comprised of a zillion tiny dots.

Now imagine for a moment a map of our school. Each red dot on this map represents an act of bullying, violence or harassment – or a choice to do nothing when faced with these acts. A red dot is a shove against the locker – a red dot is the rumor spread through text – a red dot is an embarrassing picture posted on Facebook – a red dot is the unwanted grab or grope – a red dot is the deliberate exclusion, the cruel teasing, the false gossip – a red dot is a threat, a hit, an assault. A red dot is an individual choice to do nothing in the face of any situation or behavior that might be high risk.

School-based violence is not a huge, solid mass that can simply be removed with one swift action, policy, or funding stream. Rather, it is the accumulation of individual decisions, words, and actions made by the students, teachers, staff and administration from our school. It's hard to know exactly how many red dots are on our map at any given moment – but we do know there have been enough red dots to create an environment that sustains far too many teens experiencing bullying, violence or harassment as a part of their education experience.

Now imagine adding a green dot in the middle of all those red dots on our school map. Imagine that a green dot is any behavior, choice, or statement that promotes safety for all students and communicates complete intolerance for any form of violence. A green dot is a student standing up for someone being bullied – a green dot is a teacher educating him/herself on signs of bullying or dating violence – a green dot is the football captain talking to his friends about role modeling stepping in – a green

dot is a parent talking to their teen about the importance of finding a way to speak up for those being hurt – a green dot is displaying an awareness poster in your office – a green dot is an administrator ensuring effective enforcement – a green dot is challenging a cruel Facebook post or checking on the victim – a green dot is a local small business sponsoring a student training by providing pizza and t-shirts - a green dot is a community agency providing an in-service to teachers on warning signs – a green dot is striking up a conversation with a colleague about how much this issue matters. A green dot is simply our individual choice at any given moment to make our school safer.

How many green dots will it take to begin reducing school-based violence in our community? How many of us need to add 2 or 3 or 7 or 50 dots to the map to begin to make a difference and begin to outnumber and displace those red dots? We cannot know the exact number, but we do know this: there are far more individuals in our school who do not commit bullying, dating violence, sexual assault or harassment than who do. If just some of us were willing to step up, even in small ways - green dots could take over the map - and far fewer friends and classmates would be hurt. Think about it.

The power of Green Dot is a simple shared vision and common goal. Here is a map of our school. Here is a clear image of my role in it. "I can either be a red dot or a green dot." When there are more doing green dots than red, the violence comes down. Period.

## Green Dot Program Fundamentals

### **The Green Dot Foundation:**

The Green Dot Violence Prevention strategy is a research-informed, comprehensive approach to violence prevention that capitalizes on the power of peer and cultural influence across all levels of the socio-ecological model. Informed by social change theory, the model targets all community members as potential bystanders, and seeks to engage them, through awareness, education and skills-practice, in proactive behaviors that establish intolerance of violence as the norm, as well as reactive interventions in high-risk situations – resulting in the ultimate reduction of violence. In addition to population-wide programming, the strategy targets influential individuals from across community subgroups. The goal is for these groups to engage in a basic education program that will equip them to integrate moments of prevention within existing relationships and daily activities – both personal and professional. By doing so, new norms will be introduced and those within their sphere of influence will be significantly influenced to move from passive agreement that violence is wrong, to active intervention. Green Dot expands the traditional approach to bystander intervention beyond reactively addressing imminently high-risk situations on an individual basis, to proactively engaging bystanders with

access to all levels of the social ecology. As such, Green Dot is designed as a community mobilization strategy that provides a framework and common language to engage the broader bystander community in making changes across the social ecology – including not only intervention in high-risk situations, but also improving response systems, shifting norms of inaction and strengthening policy and enforcement.

## Middle School Mobilization Program: 5 Components of Multi-Faceted Approach

Based on the premise that bullying, violence and harassment is a school-wide issue that requires a multi-component, synergistic approach – this strategy includes the five following components:

- **Student Mobilization Module:** An adaptable, one-hour session intended to reach the entire student body that provides: an overview of the targeted violence, an understanding of basic obstacles to student intervention, options for safely intervening despite individual obstacles to action, and a message of encouragement targeting the engagement of intrinsic motivation.
- **Student Leadership Training:** A more intensive education program designed for small group training of carefully selected students of influence within the school. The program provides more intensive skills practice for role-modeling desired behaviors and recognizing and responding to bullying, dating violence and harassment behaviors.
- **Teacher, Staff and Administration Engagement:** An in-service training targeting all adult members of the middle school community designed to maximize impact of each individual within their specific sphere of influence. The training provides an overview of the overall program, background information on relevant research, an examination of context and barriers, and the development of specific actions each person can play in the creation of a school that is free from violence and fear of violence for every student.
- **Parent & Community Reinforcement:** A program targeting the necessary role parents and community members can play in supporting and reinforcing the key concepts being learned within the middle school.
- **Social Marketing:** A subtle marketing strategy designed to reinforce key messages from within the training students receive, without triggering backlash in the form of making fun of the program.

## Green Dot for High Schools

The Green Dot Curriculum is comprised of three primary components, each with an emphasis on particular elements of the Butterfly:

### Green Dot Overview Speech:

A short overview speech that can range from 5 minutes to an hour that introduces the basic elements of Green Dot while using persuasive and inspirational language to engage participants in immediate action. The basic elements of this speech are used to introduce members of any given community to Green Dot, generate community-wide buy-in, and begin the process of behavioral change. **Butterfly emphasis:** Used primarily to build ownership through relationship building and establishing connection to the issue.

### Green Dot Bystander Training:

An interactive training designed to equip participants with the necessary connection, knowledge and skill to increase their proactive and reactive bystander behaviors. Length of the training can range from 6 hours to a weekend retreat. Though the training can include as many community members as resources will allow, priority must be given to members that carry the most social influence across sub-groups. **Butterfly emphasis:** Used primarily to build competence by equipping participants with knowledge and skills necessary to proactively and reactively intervene.

### Social Marketing Campaign:

A broad range of social marketing strategies are utilized to increase basic awareness and mainstream social acceptance of the core language and principles of Green Dot. Green Dot symbols that are associated with socially influential individuals or groups increase the social desirability of the targeted bystander behaviors. **Butterfly emphasis:** Used primarily to maximize the influence of each green dot behavior of the participant.



For more information, go to  
[www.livethegreendot.com](http://www.livethegreendot.com) or  
contact Jen Sayre, Ph.D.  
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## Healthy Breakups: Why we can't rely on Taylor Swift or Jersey Shore!

Patrick Brady, MA, Idaho Coalition Against Sexual & Domestic Violence

### We get it, overly catchy hits of the 70's, relationships are hard...

If Nazareth did not serve the phrase justice in 1979 with their hit song "love hurts", our personal life experience surely does. Dating and forming romantic relationships is an exciting endeavor that can not only be both the best and worst decisions of our lives, they can also lead us to discover unique and interesting things in life...such as the fact that ice cream and tears do, indeed, taste better when combined with a bonfire started kindled with pictures of past memories and a hot bath. Breaking up is hard to do and never an easy hurdle to overcome. As much as we would like to protect our teens from the harsh realities of middle and high school, we have to come to terms with the idea that their hearts will eventually be broken by a dating partner at some point. Romantic relationships end and because of that, we as educators, parents, and helping professionals are in a position to promote healthy relationships, and ensure that teens possess the skills and tools necessary to terminate these relationships in a healthy and safe manner.

### I just haven't met you yet: Exploring the dynamics of adolescent relationships

Romantic relationships are increasingly common amongst adolescent populations. In fact, at any one point in time, roughly half of adolescents report that they are currently, or have previously been, involved in a romantic relationship.<sup>1</sup> From an adult's perspective, talking with adolescents and trying to keep on top of what's-his-name-isn't-dating-her-anymore-gosh!-he-was-like-a-total-jerk-so-like-she-is-dating-him-now stuff is exhausting, and seems like breakups and changes in relationships scream for some sort of smart phone app in order to keep track of it all. Because of this, adults often consider adolescent relationships to be trivial in nature and lack any major significance or lasting impact on their lives. In reality, teens spend a lot of time thinking about and being in romantic relationships and consider them to be an achieved milestone in regards to furthering their social status and facilitate "fitting in".<sup>2</sup> In addition, teens commonly refer to romantic relationships as a personal resource for support, companionship and intimacy.<sup>3</sup> With romantic relationships being a common staple amongst youths, they are typically short term and sometimes allow for teens to be able to fully relate to what Taylor Swift has been writing her songs about this whole time: breakups.

### We are never, ever, ever getting back together...and here is why

Breakups are a normative part of the adolescent social experience. Despite the dearth of information, studies show that adolescent relationships do not typically last longer than one year with many ending after only a few months.<sup>4</sup> The majority of adolescents report having had about four romantic relationships during their high school years.<sup>5</sup> From a developmental perspective, teens inherently want to be in romantic relationships and tend to seek out partners that will fulfill their emerging developmental needs including: intimacy, affiliation, sexual identity, and autonomy. In addition, teens will simultaneously dissolve those relationships that they consider to be a poor fit with their romantic evolution needs to promote their own positive development. A recent study found that most teens resolved this lack of fit by initiating the termination of their relationship after their partners failed to meet their romantic needs for interdependence (e.g., lack of time together, distrust/dishonesty, boredom) and independence (e.g., infidelity, dissimilarity and geographical distance).<sup>6</sup> Despite the fact that breakups are common amongst adolescent populations, they are not always easy to handle and can have both positive and negative effects on their social and emotional development.

### These "Toms" are made for walking: Examining the Pros and Cons of Breakups

Whether it is a positive or negative experience, enduring a breakup is a learning opportunity that shapes the way we think and behave in future relationships. The challenges of maintaining and developing romantic relationships allows for teens

<sup>1</sup> Connolly, J., & McIsaac, C. (2008). Adolescent romantic relationships: Beginnings, endings, and psychosocial challenges. *Newslett. Int. Soc. Behav. Dev* 32:1-5.

<sup>2</sup> Collins, W. A., Welsh, D. P., & Furman, W. (2009). Adolescent romantic relationships. *Annual Review of Psychology*, 60, 631 - 52

<sup>3</sup> Furman, W., Ho, M. J., & Low, S. M. (2007). The rocky road of adolescent romantic experience: Dating and Adjustment. In: Engels RCME, Kerr, M., Stattin, H. editors. *Friends, lovers, and groups: Key relationships in adolescence*. New York: J Wiley & Sons.

<sup>4</sup> Connolly, J., & McIsaac C. (2009). Adolescents' explanations for romantic dissolutions: A developmental perspective. *Journal of Adolescence*, 32, 1209 – 1223.

<sup>5</sup> Ibid see 4

<sup>6</sup> Ibid see 4

to build many important techniques including improved communication, interpersonal skills, and emotional resiliency.<sup>7</sup> On the other hand, breakups can be extremely difficult for teens to handle and can leave them feelings undesirable and upset for a long time. In fact, romantic breakups are one of the strongest predictors of depression, suicide attempts and completions.<sup>8</sup> Because of this, it is extremely important to educate teens about how to have a healthy relationship, and how to engage in healthy breakups as well.

### If I was your boyfriend, I'd never let you go...and if I did, it would probably be via text

Ending a relationship can be extremely difficult and awkward for anyone to experience. Because we do not want to visualize the pain and hurt of a dating partner, and are terrified about how they are going to react, we tend to resort to alternative methods to make things easier. With the increasing ease and accessibility of technology, a simple text can initiate the breakup and make the situation less awkward in the beginning. To give an explanation of why teens (and sometimes adults) utilize technology to end relationships, we start with acknowledging the fact that the adolescent brain does not fully develop until the early to mid-twenties.<sup>9</sup> The portion of the brain that controls impulses and facilitates our ability to make rational and logical decisions (the prefrontal cortex), is one of the last areas to fully develop. When we come face-to-face with people, this area of the brain constantly reassesses emotional signs and social cues that help us interact appropriately. When we utilize technology to facilitate breakups, we are looking at words on a screen instead of real emotions from moving faces.<sup>10</sup> The reduction of social and emotional cues by cellphones and the Internet allow us to act with less attention to the emotional consequences of our words and actions.

### From GTL (Gym, Tan, & Laundry) to Guide, Teach, and Learn...If we don't, Jersey Shore will!

Even if they are generally short term, romantic relationships can have a major impact on adolescents' day-to-day lives and influence their emotional & social development, their future functioning, and their experience & expectations of intimate relationships in adulthood. This is why it is imperative as parents, educators, and helping professionals to promote healthy relationships amongst teens by discussing warning signs and how to act respectfully toward romantic partners and interests, especially following a perceived rejection or a breakup. If we do not educate teens early on, teens will either turn to their friends who are also inexperienced in this topic...or worse, horrific media influences such as unhealthy relationships on hit TV shows like *Jersey Shore*, and/or *Teen Mom*. Teens are going to utilize technology to end relationships whether we like it or not. That being said, we as adults need to respect their decisions, but ultimately support them with coming to a rational solution. Instead of judging them for their 'immature' decision to use technology, meet them where they are at by explaining to them how you can see that using a cell phone or social networking site would be easier than confronting them in person. Once you have built that understanding and platform where the teen can feel safe talking to you, now is the time to be the nicest devil's advocate ever, and provide them with examples of how technology might not be the best option for them. Once again, as people who care about the health and happiness of the teens we work with, we have a responsibility make sure that they have the skills not only to be in healthy relationships, but also the essentials to be able to end relationships in a healthy manner.

### Contact Information

For more information on healthy relationships and breakups, contact Patrick Brady, Program Specialist, Idaho Coalition Against Sexual & Domestic Violence at [Patrick@engagingvoices.org](mailto:Patrick@engagingvoices.org).

<sup>7</sup> Ibid. see 4

<sup>8</sup> Ibid. see 3

<sup>9</sup> Chaimberlain, L. B. (2009). The amazing adolescent brain: What every educator, youth serving professional, and healthcare provider needs to know. Retrieved from <http://www.childandanimalaw.com/wp-content/uploads/2012/02/The-Amazing-Teen-Brain.pdf>.

<sup>10</sup> Goleman, D. (2006). *Emotional intelligence*. New York: EBantam Dell.

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## Men of Strength Club (MOST)

Neil Irvin, Executive Director, Men Can Stop Rape

### MOST Club History and Mission

In 2000 Men Can Stop Rape created its youth development program, the Men of Strength (MOST) Club, now considered to be the country's premier primary violence prevention program for mobilizing young men to prevent sexual and dating violence. The Men of Strength Club, or MOST Club, provides young men with a structured and supportive space to build individualized definitions of masculinity that promote healthy relationships.

### MOST Club's 22-week curriculum aims to:

MOST Club curriculum provides young men with a safe, supportive space to connect with male peers. It promotes an understanding of the ways in which traditional masculinity contributes to sexual assault and other forms of men's violence against women. Additionally, MOST Club membership exposes young men to a healthier, nonviolent models or visions of manhood, while building young men's capacity to become peer leaders and allies with women. MOST Club serves as a hub for social justice activism and nonviolence.

### Middle School & High School

High school groups have twelve to fifteen members and focus on empowering young men who become leaders in preventing gender-based violence. Middle school groups, however, require a different structure and developmentally-appropriate content. There are ten to twelve members in middle school MOST Club groups, and discussions focus on attitudes and awareness about bullying and sexual harassment, healthy relationships, and masculinity. It is our unique approach that enables us to reach such a wide range of peer groups. Regardless of age, background, or interest, the MOST Club empowers its members to gain life skills, awareness, confidence, and self-esteem. Our participants take these lessons back to their communities and serve as role models and leaders.

### Community Strength Projects

Community Strength Projects translate curriculum lessons into public action and peer education. Under the guidance of adult facilitators, Club members develop, execute, and evaluate their own projects. By earning service learning credits to fulfill graduation requirements, Club members enjoy tangible benefits of active participation as well as the intrinsic rewards that accompany service to others. Examples of some of the Community Strength Projects have been—30 Days of Strength where members devote the month of April to “showing their strength” in ways to create environments of learning, activism, and positive change to stop violence against women; MOST TV where members explore and debate connections between masculinity and self-identity, relationships, and pop-culture; “Solutions Through Film” where links between racism and gender-based violence are explored; and, Between the Notes where veteran MOST Club members support and promote other male youth either directly or by speaking at national conferences, to middle school students, or co-facilitate trainings and focus groups.

### Beyond Graduation

To meet their desire for involvement beyond high school graduation, members formed a Men of Strength Club Advisory Board. For the young men of MOST Club, membership doesn't end with the

receipt of a diploma; it simply transitions to the next phase, affording them even greater opportunities to "show their strength."

### **Get Trained!**

The training fees for one MOST Club site is \$14,500, and \$1500 per additional site. The fees include permission to facilitate one MOST Club for one year. Visit the Men Can Stop website for more details, or download the MOST Club brochure at

[www.mencanstoprape.org/images/stories/PDF/most\\_club\\_brochure.pdf](http://www.mencanstoprape.org/images/stories/PDF/most_club_brochure.pdf).

### **Effectiveness: Top 4 Gender Violence Programs**

In 2003 the Centers for Disease Control and Prevention (CDC) identified MOST Club as among the top four gender violence prevention programs in the country and initiated a two-year study to evaluate the Club's impact. As a result of ongoing membership, MOST Club members report feeling more responsible and connected to their schools, families, and communities. The most recent evaluation findings show that the MOST Club participants made statistically significant changes during the program year.

The 2009-10 evaluation findings of the MOST Club suggest that members are experiencing significant changes in their knowledge, beliefs, intentions and behaviors as a result of their participation in the program. These changes are most apparent in situations reflecting the Club members' rejection of the dominant story of masculinity.

### **OUTCOMES FOR CLUB MEMBERS**

- 100% of MOST Club members will participate in at least one aspect of Community Strength Project planning, facilitation, attendee recruitment, or promotion.
- 85% will view themselves as a critical agent of change in ending men's violence against women.
- 85% will act as peer leaders and be viewed as leaders by their peers and other observers.
- 85% will improve their attendance and academic performance.
- 85% will reduce their suspensions, expulsions, and critical incidents.
- 20% of project-attending members will bring a parent, guardian, or other adult.

### **Great! How can we get started in our community?**

For starters, visit [www.mencanstoprape.org](http://www.mencanstoprape.org) for more information on Men of Strength (MOST) Club and to download useful materials. A valuable resource for learning how to submit a criteria application to start a MOST Club in your area, download the MOST Club brochure at:

[www.mencanstoprape.org/images/stories/PDF/most\\_club\\_brochure.pdf](http://www.mencanstoprape.org/images/stories/PDF/most_club_brochure.pdf).

### **Contact**

Contact Nigel Okunubi, Director of Youth Development  
(202) 534-1838  
nigel@mencanstoprape.org

### **Resources**

Check out info about MOST Club at [www.MenCanStopRape.org](http://www.MenCanStopRape.org), or download the MOST Club brochure at: [http://www.mencanstoprape.org/images/stories/PDF/most\\_club\\_brochure.pdf](http://www.mencanstoprape.org/images/stories/PDF/most_club_brochure.pdf).

Adapted from: *Men Can Stop Rape website, and MOST Clubs downloadable brochure.*



## Middle School Matters! Fourth R Curriculum for Health Class Sherry Iverson, RN, 4<sup>th</sup> R Master Trainer

### History of the Fourth R

The Fourth R began in 2001 in Ontario Canada as a research project by Dr. David Wolfe, Dr. Claire Crooks, Dr. Peter Jaffe, and Mr. Ray Hughes. The idea behind the project was that healthy relationship skills can be taught in schools in the same way that other skills are taught. The researchers developed a program and then tested its effectiveness. Today, the rigorously evaluated Fourth R curriculum is used in over 1,000 schools in Canada and the United States. To supplement the school-based program, an out-of-school curriculum was developed. The out-of-school program can be used to either augment the in-school programs or as a standalone program.

### What is the Fourth R and why does it matter?

The traditional 3R's taught in school are reading, writing, and arithmetic. It turns out that the Fourth R, relationships knowledge and skills, is just as critical to teach youth. Teens that develop healthy relationships are more likely to have fewer issues with drug and alcohol abuse, risky sexual behavior, and dating violence. Conversely, teens in abusive relationships are more likely to smoke, use drugs or alcohol, engage in unhealthy diet behaviors, engage in risky sexual behaviors and attempt or consider suicide (Futures Without Violence, 2009). Because most risk behaviors are not isolated, but are rooted in relationships, we need to teach our middle school students the skills necessary to develop healthy friendships and dating relationships.

### The major facets of the Fourth R program

The Fourth R offers a variety of curriculum resources to implement its relationship-based program:

- 7<sup>th</sup> and 8<sup>th</sup> grade health curriculums, high school health and English curriculums and an out-of-school program.
- Middle school health curricula are built around three units for each grade (personal safety and injury prevention, substance use and abuse, healthy growth and sexuality). The high school curriculum includes an additional unit on healthy eating.
- Each unit contains 7 lessons. The teacher is given several options within each lesson and can exclude up to 4 of the 21 lessons and still meet fidelity requirements.
- Lessons focus on positive youth development so that teens can go beyond what NOT to do and rather learn what healthy relationships look like and the skills to build healthy relationships in the context of various risk behaviors.
- Lessons build resilience for future stressful situations by scaffolding key communication skills throughout the three units. Students are given support in learning to resist and resolve conflict and practice those skills with affective teacher feedback.
- Lessons focus on increasing bystander capacity.
- All students in the school receive the instruction – it is not a pull out program for troubled or at-risk youth.
- Lessons are well received by both male and female students.
- Lessons are developed to promote discussion between students and to insure emotional safety.
- The Fourth R curriculums come with all the materials a teacher needs to teach the lessons as well as assessment tools that can be modified for an individual teacher's needs.

## **High yield teaching strategies**

Many well recognized and engaging teaching strategies are used in the Fourth R curriculums. Activities include: huddle up; graffiti 30, 60, 90; graphic organizers; post-it, pile-it; mingle to music; KWL; timed retell; decision making circles; mind maps; communication/fold the line; values lines; role plays; think, pare, share; jigsaw; foldables; numbered heads; quiz-quiz-trade-trade; placemats; wall web; media analysis; and MORE!

## **Excellent role play/communication lessons**

The role plays themselves, and scaffolding that is involved in teaching the role plays, are excellent. Each roll play has specific directions that allow the students to build their communication skills over the three units. By the end of the curriculum students can effectively delay, refuse, and negotiate in critical example situations while using assertive communication skills.

## **Resources**

The 4<sup>th</sup> R, CAMH Centre for Prevention Science  
100-100 Collip Circle  
London, ON  
N6G 4X8  
[thefourthr@uwo.ca](mailto:thefourthr@uwo.ca)  
[www.youthrelationships.org](http://www.youthrelationships.org)

## **Contact Information**

For more information on the Fourth R middle school or out-of-school curriculums and upcoming Fourth R trainings, contact Kimberly Matulonis, Program Specialist, Idaho Coalition Against Sexual & Domestic Violence at [Kimberly@engagingvoices.org](mailto:Kimberly@engagingvoices.org).



## Mentors in Violence Prevention (MVP)

Jeff Matsushita, MVP Trainer

### MVP Mission

MVP provides the leadership necessary, within sport and beyond, to address the global issues of sexism – especially men’s violence against women. In our advocacy efforts and training programs, we educate, inspire and empower men & women to prevent, interrupt and respond to sexist abuse.

### MVP Training Goals

Mentors in Violence Prevention attempts to raise participant awareness of underlying issues and unique dynamics of all forms of men’s violence against women. It challenges participants to think critically and personally (empathize) about these issues through open dialogue amongst participants about the dynamics and context of all forms of violence. Also, MVP inspires participants to be proactive leaders around these issues by challenging them to develop concrete options for intervention in potentially dangerous situations involving peers. By and large, athletes are often popular and influential leaders among their peers. The qualities of a successful athlete such as discipline, cooperation, and integrity, are also the building blocks to becoming a respectful individual and role model for others.

### What makes MVP training effective?

MVP trainers are a diverse group of former athletes, who capitalize on the elevated status of athletics in our culture to establish connections with participants in highly effective ways. It specializes in working with the most difficult-to-reach groups, having worked extensively with fraternities, college sport, professional sport and the military for more than a decade through teaching concrete bystander intervention skills for use in the most difficult situations. MVP employs a discussion-based educational philosophy to make training sessions dynamic and interactive; not lectures. The approach utilizes original teaching materials including MVP Playbooks which consist of realistic social scenarios involving various forms of men’s violence against women, as well as teaches basic media literacy skills by helping participants deconstruct mainstream images related to men’s violence against women. MVP trainings provide the context necessary to empower participants to be proactive bystanders. And, MVP works with men and women in both mixed and single gender sessions, creating a “safe space” for participants to learn from one another. MVP is highly replicable, allowing organizations to utilize the curriculum long after the initial training.

### So, what does implementation of MVP look like?

90-minute or 4 hour Awareness Raising Trainings are utilized to open dialogue regarding student leadership around issues of battering and sexual assault. Working from a social justice foundation and with the premise that men and women often approach these issues differently, the trainings are single gender with male facilitators working with male student-leaders and female facilitators working with female student-leaders. Active learning strategies are utilized to help the participants personalize the issue of gender violence, highlight the power of bystanders, and reinforce the importance of their leadership intervening and confronting potentially dangerous situations where peers might need assistance. The specific topics can be tailored to the needs of individual organizations.

## **Great! How can we get started in our community?**

For starters, visit [www.mvpnational.org](http://www.mvpnational.org) for more information on being trained on Mentors in Violence Prevention program and to download useful materials.

### **Contact**

MVP National Director: Jeff O'Brien, at 617-283-6733, or [jobrien@bus.ucf.edu](mailto:jobrien@bus.ucf.edu).  
Website: [www.mvpnational.org](http://www.mvpnational.org).

### **MVP National Training Partners:**



Adapted from: *Mentors in Violence Prevention handout*.



## Middle School Matters! Fourth R Curriculum for Health Class Sherry Iverson, RN, 4<sup>th</sup> R Master Trainer

### History of the Fourth R

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## **Resources**

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## **Contact Information**

For more information on the Fourth R middle school or out-of-school curriculums and upcoming Fourth R trainings, contact Kimberly Matulonis, Program Specialist, Idaho Coalition Against Sexual & Domestic Violence at [Kimberly@engagingvoices.org](mailto:Kimberly@engagingvoices.org).



## National Teen Dating Violence Awareness & Prevention Month

Kelly Miller, JD, Executive Director, Idaho Coalition Against Sexual & Domestic Violence

### National Teen Dating Violence Awareness & Prevention Month should be a part of a multi-faceted initiative

As part of a multi-faceted initiative, communities should have a youth-driven communications and marketing strategy to address the societal level of the socio-ecological framework. National Teen Dating Violence Awareness & Prevention Month is an opportunity to engage young people in creating solutions in the prevention of teen dating abuse.

### History of Teen Dating Violence Awareness and Prevention Month

In the 2005 reauthorization of the Violence Against Women Act, because many of the dynamics of teen dating violence are different than those by adults in abusive relationships, teen dating violence was included as a separate category of violence. The next year, 2006, U.S. Senator Mike Crapo issued a resolution to highlight the importance of addressing and preventing teen dating violence by declaring first full week in February "National Teen Dating Violence Awareness and Prevention Week." In 2010, Nation Teen Dating Violence Awareness & Prevention Week was expanded when U.S. Senator Mike Crapo's resolution dedicated the entire month to teen dating violence awareness and prevention. During National Teen Dating Violence Awareness & Prevention Month communities of adults and young people around the country come together to promote education and awareness about the issue and promote healthy teen relationships as a way to prevent teen dating violence.

### Here's what your STEP TA providers are doing!

The Center for Healthy Teen Relationships, a project of the Idaho Coalition, develops toolkits geared toward middle and high schools. The marketing strategies are developed by young people, and features real teens! The toolkits contain posters highlighting the characteristics of healthy teen relationships, pocket brochures and bookmarks on healthy teen relationships as well as Social Netiquette and Cell phones and relationships as well as marketing materials such as stickers, buttons, and other youth-selected materials. These toolkits are available to STEP grantees, for FREE, so just contact [Micaela@engagingvoices.org](mailto:Micaela@engagingvoices.org) to order materials, or go to [www.lovehatsreal.com](http://www.lovehatsreal.com) for more information.

Break the Cycle hosts [www.teenDVmonth.org](http://www.teenDVmonth.org), a hub of information about the month and events happening around the country. Break the Cycle also plans the national school announcement for February 14<sup>th</sup> where high schools from across the nation read an announcement about the importance of healthy relationships,

### These are some ways your community can get involved!

#### 1. Writing Contests

Sponsor an annual Writing Contest for your community's middle and high schools. To help you get started, take a look at the Idaho Coalition's annual writing contest Love What's Real prompt and contest rules posted on [www.lovehatsreal.com](http://www.lovehatsreal.com) which will give you a great place to start! As a culmination to the writing contest, sponsor a poetry slam, or other event to showcase the writing contest winners in February.

#### 2. Teen Dating Violence Awareness and Event Challenges

To encourage young people to develop their own awareness strategies and events, sponsor a contest during February's National Teen Dating Violence Awareness & Prevention Month for high schools to

help raise awareness on teen dating violence. The contest is designed to get teens, school staff, and community members involved in raising awareness on the issue and prevent abusive and violent relationships from the beginning. Schools should be notified in November or December of the contest and provided a *booklet of youth-developed ideas for events and activities*. High schools participate for the chance to win money or prizes for their schools and most importantly get everyone involved in this issue!

### **3. Sign your school up for the National School Announcement**

To encourage your school to participate in spreading awareness of teen dating abuse, go to [www.teenDVmonth.org](http://www.teenDVmonth.org) sign their school up for the national school announcement for February 14<sup>th</sup> where high schools from across the nation read an announcement about the importance of healthy relationships.

### **4. Teen Dating Violence Awareness and Prevention Month Proclamation**

Talk to your mayor, city council, or governor to declare February as Teen Dating Violence Awareness and Prevention Month for your town or even your entire state! Many cities and/or states have online request forms where you can submit your proclamation request, or you can call the mayor's office to find out the local procedure. Remember to plan ahead, because many government offices require several weeks advance notice!

### **Activities to encourage your schools to avoid**

Schools need to focus their activities on teen dating abuse and not on domestic violence or child abuse, which look different from teen dating abuse. Instead, focus on the characteristics of healthy teen relationships and the warning signs of teen dating abuse – especially verbal abuse, emotional abuse, and sexual abuse. Don't focus on just the physical abuse since many teens are in abusive relationships that are verbally, emotionally, and sometimes, sexually abusive. Focus on the characteristics of healthy teen relationships and the warning signs of teen dating abuse.

### **Other things to remember:**

1. Teens don't have much experience in relationships
2. Much of what is learned about relationships is learned from the media
3. Relationships often take place in a very closed community (i.e. school or work) therefore it may be difficult to stay away from the abusive individual
4. Teens often need to access different resources to get out of unhealthy relationships

### **Additional Resources**

For additional resources regarding National Teen Dating Violence Awareness & Prevention Month, please visit [www.lovewhatsreal.org](http://www.lovewhatsreal.org), or contact the Idaho Coalition Against Sexual & Domestic Violence at [brandy@engagingvoices.org](mailto:brandy@engagingvoices.org), or (208) 384-0419. You can also contact Break the Cycle at 310-286-3386, or 202-824-0707, or [teenDVmonth@breakthecycle.org](mailto:teenDVmonth@breakthecycle.org).

# National Youth Advisory Board



The National Youth Advisory Board was formed in August 2011, there are 24 positions on the board which are filled by hardworking and dedicated individuals, between the ages of 14 and 24. Middle school, high school and college students, as well as young people not in school, work together to represent youth of all ages, backgrounds and communities. The NYAB works towards showing teens and young adults that they DO have a voice and CAN take action.

## About the NYAB

This board provides insights and feedback on every aspect of loveisrespect.org -- from its design to how it's marketed. Working both online and off, NYAB members write blogs for the site, host awareness-raising events across the country and generally take steps forward toward youth empowerment, awareness and success!

The National Youth Advisory Board helped develop loveisrespect's

- Mission, vision and values
- Strategic plan
- Relationship spectrum
- Dating pledge
- Look and feel of the website
- Grants
- Op-eds
- Blog posts
- Policy initiatives
- Public awareness campaigns

## Board Structure

The board is governed by an executive committee, which consists of two NYAB co-chairs and four co-leads from each subcommittee. They draft and update the board's bylaws, set meeting dates/times, keep track of awareness and outreach events and promote the overall efforts of the board and their committees through all means of communication. Staff advisors assist with administrative logistics and overall focus of the board. There are three subcommittees for the NYAB – Advocacy, Interactive and Marketing. Each committee works on specific projects and action events for Teen Dating Violence Awareness Month in February.

## Responsibilities

- Participate in monthly conference calls – large group and subcommittee
- Complete 20 community service hours – hosting awareness events, in school presentations, public policy and media engagements
- Participate in loveisrespect's NYAB Summit
- Attend Break the Cycle hosted National conferences and DV related Regional conferences

*"This was one of the best experiences in my life.*

*I would like to thank each and every single one of you for all the knowledge, information and education... I feel so honored and blessed to be part of this program and NYAB member. I can't wait to do more work and change lives."*

*– National Youth Advisory Board Member*

Repurposing is allowed and encouraged. Please contact Break the Cycle or the National Dating Abuse Helpline for more information.

**Connect NOW!**



[www.loveisrespect.org](http://www.loveisrespect.org)



"loveis" to 77054 | 1-866-331-9474

**Discuss your options anonymously.  
Peer advocates are available 24/7.**

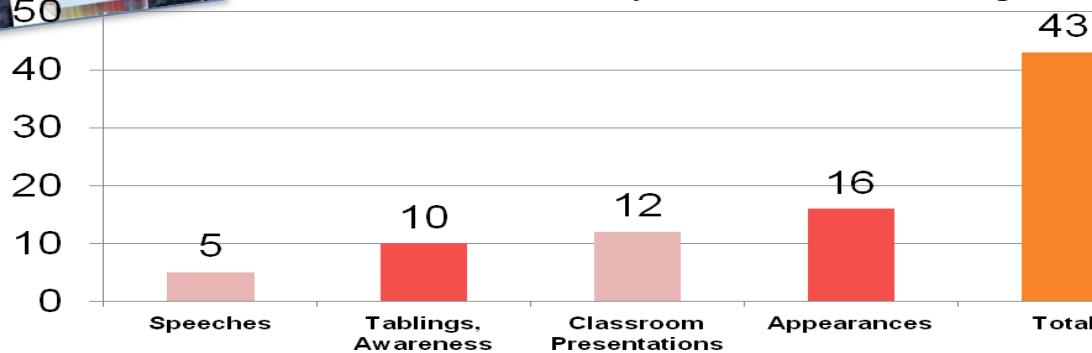
# National Youth Advisory Board



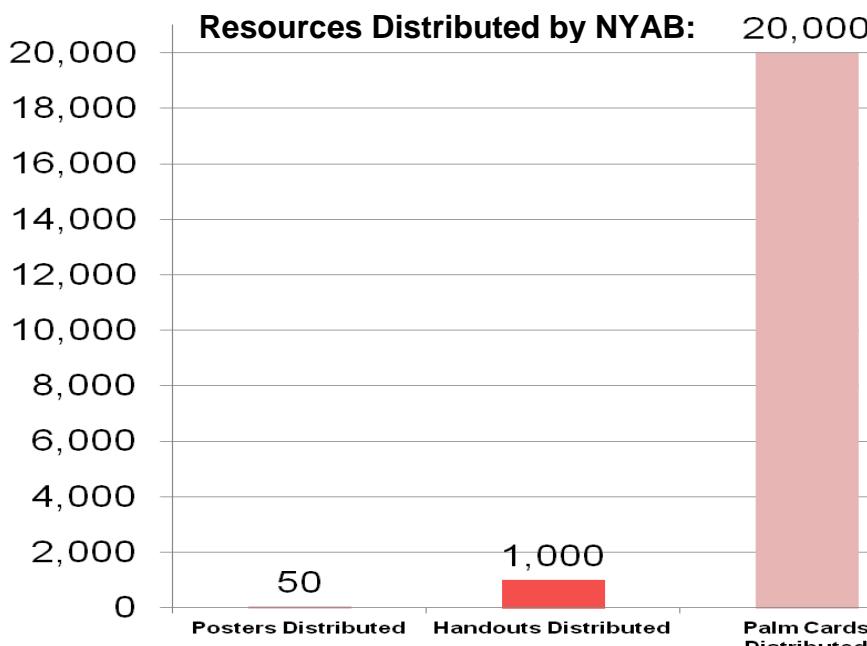
NYAB Member presenting at Louder Than Words event.



National Youth Advisory Board members have given:



Handing out materials



National Youth Advisory Board members gave **396** hours in the first term, 2011-2012.

Repurposing is allowed and encouraged. Please contact Break the Cycle or the National Dating Abuse Helpline for more information.

Connect NOW!



www.loveisrespect.org

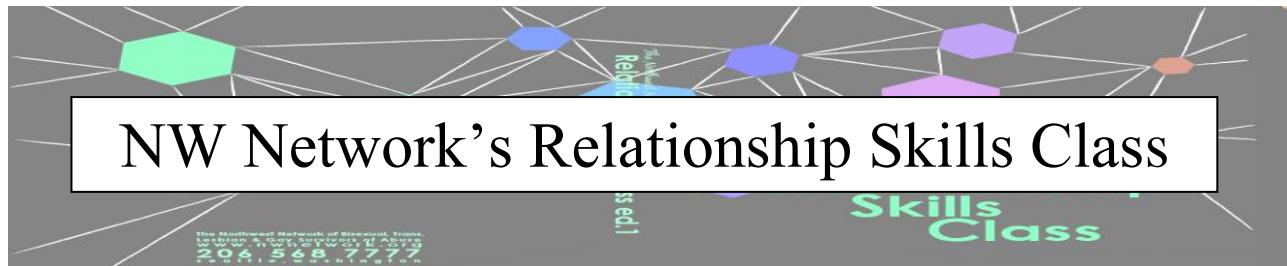


Live Chat @  
loveis to 77054



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## The skills you need for the relationship you want!

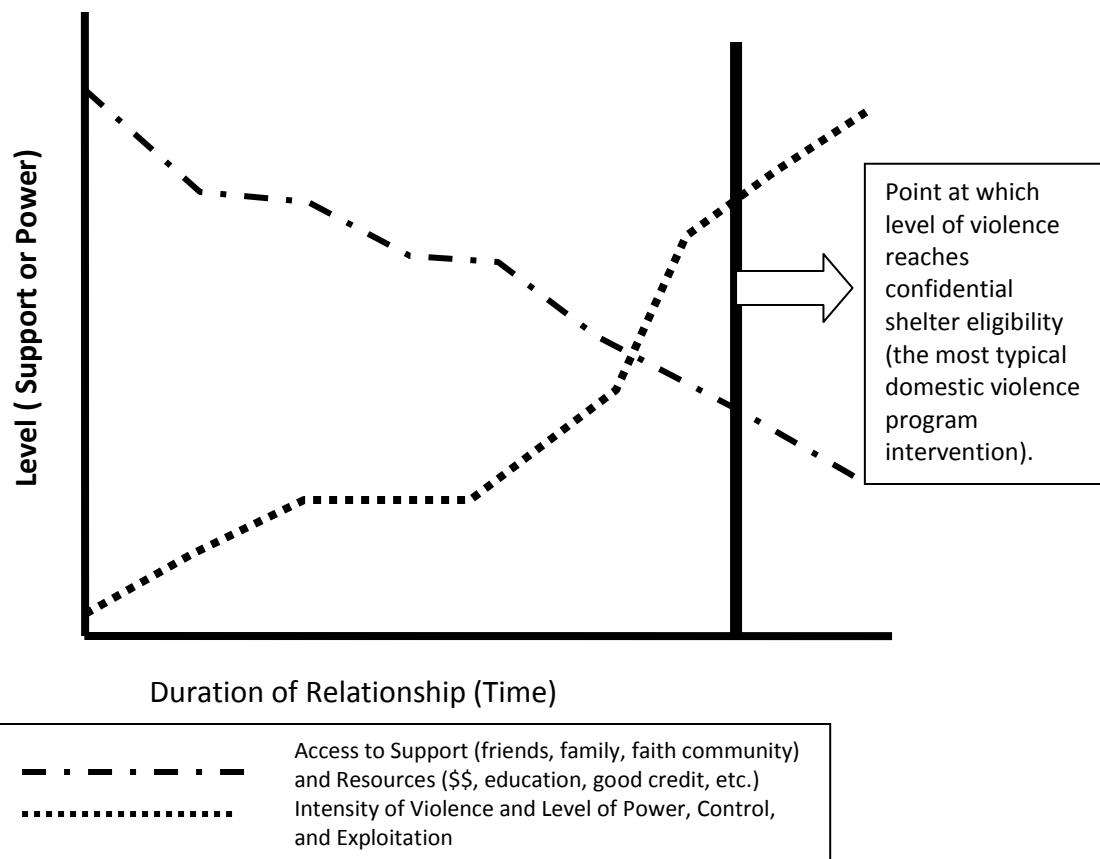
DeAnn Alcantara-Thompson, Community Engagement Program Coordinator

### History of the NW Network's Relationship Skills Class

The idea for The NW Network's Relationship Skills Class originated in a support group for domestic abuse survivors hosted by our organization. The support group had been together for a couple of years and had already worked through much of the information about domestic violence. They had learned a lot about relationships involving abusive patterns of power and control, and they wanted to shift their focus to what equitable and loving relationships look and feel like. Group members asked for more information on building the skills they needed to create the relationships they wanted. This support group became the source of the content for the original Relationship Skills Class, which took place in the summer of 2002.

### Relationship Between a “Typical” Survivor’s Access to Friends/Family/Resources and Abuser’s Level of Violence

(So, what implications does this relationship have for our Community Engagement work?)



# ***Relationship Skills Class Curriculum***

The Northwest Network of Bisexual, Trans, Lesbian & Gay Survivors of Abuse



The Northwest Network is excited to present their **Relationship Skills Class Curriculum!** The class content has been 10 years in the making and originated from the experiences and knowledge of a survivor support group.

You will have the support, grounding, and framework necessary for each class.

You'll receive:

- ❖ **Curriculum** – provides explanation of concepts in greater detail
- ❖ **Example Outline** – suggested outline for class facilitation and discussion
- ❖ **PowerPoint Slides** – for class and correlate with the class outline
- ❖ **Participant Handouts** – for note taking; activities and free-writes; take-aways from each class

## **Session 1**

### **Introduction and Values**

We will get to know each other and go over some of the core values on which this class is based. First, we will build an anti-oppression framework which will be used in all our sessions and discussions, and then we will talk about the role of values in creating relationships.

## **Session 2**

### **Expectations & Negotiation**

We will look at identifying our expectations - and negotiating from them - as ongoing and essential components of building relationships. We will explore skills for making agreements within our relationships and for designing our relationships with each other.

## **Session 3**

### **Accountability**

We will talk about what accountability is, and what it isn't! We will discuss several models of accountability and examine ways for bringing this valuable skill into our relationships.

## **Session 4**

### **Boundaries**

Boundaries are a key part of healthy relationships. In this session, participants will explore boundaries, defining with whom we set boundaries, how our boundaries may vary from person-to-person, and the tools we use to set and maintain boundaries.

## **Session 5**

### **Conflict**

In this session, we will bring the negotiation, communication, and boundary setting that we discussed during the previous weeks to bear on some challenging topics, such as sex, money and resources, and jealousy.

## **Session 6**

### **Strengthening Community Networks**

Relationships exist within the context of other relationships. In this session, we will discuss the importance of maintaining and supporting our community connections.

Contact DeAnn Alcantara Thompson at 206.569.7777 or [deann@nwnetwork.org](mailto:deann@nwnetwork.org), for more information.



## R.E.A.C.H to Engage Youth

Melissa Ruth, MS, LCPC, Start Strong Idaho, Idaho Coalition Against Sexual & Domestic Violence

### The best training tools in the world can only work if we effectively REACH youth

As adult influencers, we can be incredible instruments that youth want to hear, if we show up for them as "emotion coaches". Emotion coaching is not simply a parenting strategy. It transcends relationships. This session introduces the concept of REACH, based on the principles of emotion coaching and Start Strong Idaho's TEACH Tips, and acknowledges the importance of showing up as authentic, caring facilitators in order for learning and growth to occur.

### REACH

#### Respect

Learning and engagement are two way streets. Youth have a lot to teach us, too, and want to be heard.

#### Empathy

Relationships and life are complicated at all ages. Try hard to imagine what it's like for the youth you are engaging with, and convey that you are trying to understand by using reflective listening skills including naming emotions and asking meaningful questions.

#### Authentic

We don't have to pretend to be cool - we just need to bring ourselves - our true selves - to the table.

#### Collaborate

Advice giving is a lecture. A lecture isn't collaborating. Be a part of solution driven problem solving when youth are ready and engaged in the process. Seek their input and ideas; share your own, build on strengths.

#### How does it feel?

Check in with yourself and with youth on how the relationship, process, and content are working. Listen to your own instincts and pay attention to their queues in body and spoken language, tone, and energy. Respond to barriers with more respect, empathy, authenticity and collaboration.

#### Resources

[www.greatergood.berkely.edu](http://www.greatergood.berkely.edu)  
[www.gottman.com](http://www.gottman.com)  
[www.facebook.com/parentteenconnection](http://www.facebook.com/parentteenconnection)  
[www.casel.org/in-schools/tools-for-families](http://www.casel.org/in-schools/tools-for-families)

#### Contact Information

For more information on the REACH or TEACH methods as a tool for effectively engaging youth, contact Melissa Ruth, Program Manager, Idaho Coalition Against Sexual & Domestic Violence at [Melissa@engagingvoices.org](mailto:Melissa@engagingvoices.org).

This project was supported by Grant No. 2011-TA-AX-K114 awarded by the Office on Violence Against Women, U.S. Department of Justice. The opinions, findings, conclusions, and recommendations expressed in this publication/program/exhibition are those of the author(s) and do not necessarily reflect the views of the Department of Justice, Office on Violence Against Women.

# HEALTHY RELATIONSHIP EDUCATION IS ABOUT TO GET REAL



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## RespectWORKS!

Eric Anderson, Director of Youth Programs, Break the Cycle  
Kelley Hampton, JD, Technical Assistance Specialist, Break the Cycle

### RespectWORKS!

Respect WORKS! integrates Hazelden's evidence-based Safe Dates with Break the Cycle's School Policy Kit, [Ending Violence] and Speak.Act.Change programs to give middle and high schools, youth service providers and domestic violence agencies the tools they need to respond effectively to teen dating violence issues on and off campus.

### How it Works

This comprehensive, best-practices model includes everything from how to implement a school-wide dating violence policy to teaching students how to be leaders in combating dating violence.

#### Safe Dates

Hazelden's Safe Dates, is an evidence-based program that has been proven to reduce incidents of teen physical and sexual dating violence. Safe Dates is the only dating violence prevention program currently listed on the National Registry of Evidence-based Programs and Practices (NREPP). Safe Dates is a strong, introductory curriculum for students in middle and early high school. Highly engaging and interactive, *Safe Dates* helps teens recognize the difference between caring, supportive relationships and controlling, manipulative or abusive dating relationships.

##### **Safe Dates:**

- Works as a prevention and intervention tool.
- Has strong outcomes even after four years.
- Is proven effective with boys as well as girls.
- Addresses both teens who abuse and teens who are abused.
- Acknowledges that either gender could play either role.

##### **Safe Dates includes:**

- a 10-session, interactive and engaging curriculum
- an evidence-based family program that includes student/parent booklets for at-home discussions of dating violence
- a poster contest
- a school play
- English and Spanish language versions of all parent materials

#### [Ending Violence]

Developed from Break the Cycle's popular evidence-based prevention workshops, [*Ending Violence*] is an innovative dating violence prevention curriculum that puts Break the Cycle's expertise and experience directly into your hands. Safely and smartly connect with teens and teach them how to:

- Prevent and safely end abusive relationships.
- Understand their legal rights and responsibilities.
- Create a framework for building healthy relationships in the future.

Easily present [*Ending Violence*] content using the interactive DVD format, which allows you to incorporate video segments, interactive classroom activities, discussion prompts, animation, role-play activities and extended research projects into your presentation(s). [*Ending Violence*] also includes:

- A comprehensive [\*Educator's Guide\*](#)
- A self-guided resource for students.
- A video presentation for adults who want to learn about teen dating abuse.
- Classroom materials that help raise awareness about domestic and dating abuse.
- Exclusive access to handouts, activities and support via the [\*\[Ending Violence\] microsite\*](#).
- A Spanish-language version of the entire curriculum.

[*Ending Violence*]’s flexible delivery allows you to fit the program into your personal teaching style, timeframe and audience.

### ***Speak.Act.Change***

Activate your students by giving them the tools to protect themselves and their peers from dating violence. *Speak.Act.Change* is geared to grades 8-12 and uses youth activism, service-learning, and peer leadership so teens can:

- Raise awareness about dating violence on campus and in the community.
- Develop the next generation of anti-violence advocates.
- Learn about leadership and other positive youth development skills.

This kit-based initiative challenges youth to create communities free from domestic and dating violence. Youth participate in:

- Letter-writing campaigns.
- Art-driven activism.
- Journalistic assignments.
- Legislative and school-based advocacy.

*Speak.Act.Change* engages, educates and empowers youth to become advocates for healthy relationships and promotes positive development. The benefits of this type of service-learning are extensive:

- Youth find their voice through taking ownership of a project. They take control of their own learning, develop leadership skills and become valuable, decision-making members of their communities.
- Participants apply their new skills and knowledge to improving their school’s climate.
- By empowering a core group of student advocates, school administrators have a “sounding board” to address important issues affecting the student body.
- Youth who participate in service-learning programs achieve more academically, becoming more likely to complete their high school education and to attend college.

*Speak.Act.Change* meets the standards and best practices of the National Youth Leadership Council and Learn & Serve America. Students ages 13 and up can follow the kit’s instructions independently or in small teams. The program’s activities require minimal assistance from adults. Break the Cycle encourages educators to participate and serve as positive role models for teen participants.

### **Resources**

Educator’s Guide: <http://www.endingviolence.net/Samples.php>

[Ending Violence] microsite: <http://www.endingviolence.net/index.php>

*Adapted from RespectWORKS! handout*



## Safe Dates

Jasmine Ceja, Youth Programs Coordinator, Break the Cycle

### Safe Dates

Hazelden's Safe Dates, is an evidence-based program that has been proven to reduce incidents of teen physical and sexual dating violence. Safe Dates is the only dating violence prevention program currently listed on the National Registry of Evidence-based Programs and Practices (NREPP). Safe Dates is a strong, introductory curriculum for students in middle and early high school. Highly engaging and interactive, *Safe Dates* helps teens recognize the difference between caring, supportive relationships and controlling, manipulative or abusive dating relationships.

#### The major facets of the Safe Dates program:

- 10-session, interactive and engaging curriculum
- evidence-based family program that includes student/parent booklets for at-home discussions of dating violence
- poster contest
- school play
- English and Spanish language versions of all parent materials

#### Effectiveness of the Safe Dates program:

- Works as a prevention and intervention tool.
- Has strong outcomes even after four years.
- Is proven effective with boys as well as girls.
- Addresses both teens who abuse and teens who are abused.
- Acknowledges that either gender could play either role.

### Resources

Adapted from *RespectWORKS!* handout



## Program Overview

**SafePlace's Expect Respect Program** engages youth and adults in promoting healthy teen relationships. Serving Austin schools since 1988, Expect Respect is a comprehensive, dating abuse prevention program that builds skills for healthy relationships, mobilizes youth as leaders and supports schools, parents and community organizations in creating healthy environments for youth.

### Building Skills for Healthy Relationships

- The *Expect Respect Support Group Program* provides school-based counseling and support groups for youth exposed to violence or abuse.
- Support groups are curriculum-based and led by licensed counselors and trained facilitators in middle and high schools.
- Boys and girls participate in separate groups for 24, weekly sessions to increase personal safety, social support and skills for healthy relationships.

### Mobilizing Youth Leaders

- The *Expect Respect Youth Leadership Training* educates and empowers youth to end bullying, harassment and dating abuse on their campus.
- The *Changing Lives Youth Theatre Ensemble*, a collaboration with Creative Action, creates and tours original performances on teen relationships.
- *Gender Matters*, a collaboration with EngenderHealth, is a teen pregnancy prevention program for youth in the Travis County/City of Austin Summer Work-based Learning Program.



### Creating Safe Environments

- Expect Respect supports policy development and training in schools, afterschool programs, and youth-serving organizations.
- As the Lead for *Start Strong Austin*, Expect Respect engages parents and new partners in preventing dating abuse before it starts, [www.StartStrongAustin.org](http://www.StartStrongAustin.org).
- The *Expect Respect Program Manual* and Training assist communities throughout the U.S. in replicating the program.

### Recognition and Evaluation

- Recognized by the U.S. Department of Justice, National Resource Center on Domestic Violence, National Sexual Violence Resource Center, National Center for Victims of Crime, Texas Association Against Sexual Assault and others as a model program.
- Featured on ABC News, Good Morning America, National Public Radio, Oprah, Parade Magazine, Teaching Tolerance and other media.
- Receiving assistance for program evaluation from the U.S. Centers for Disease Control and Prevention.

**For more information** about services, training and materials, please contact Barri Rosenbluth, Expect Respect Program Director, [brosenbluth@SafePlace.org](mailto:brosenbluth@SafePlace.org), 512-356-1628.