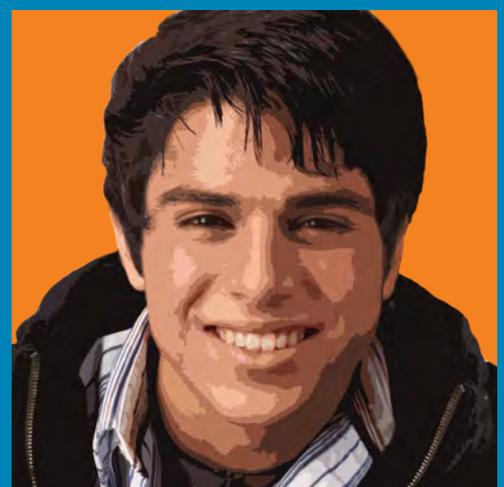
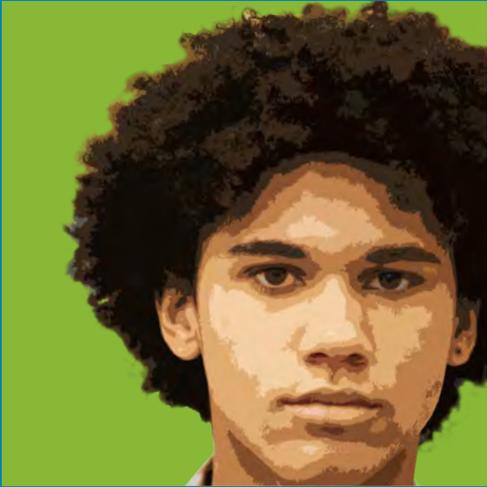


**FACILITATOR'S GUIDE**  
**A MOVEMENT BUILDING CONVERSATION**  
**WITH TEENS TO END VIOLENCE**

# OUR REVOLUTION





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## FACILITATOR'S GUIDE

### INTRODUCTION

Social movements often begin with conversations – conversations among everyday people about the change they want to see in their own lives, their communities, and the world. The movement to end violence also needs to begin there! *Our Revolution: A Movement Building Conversation With Teens to End Violence Guide* (Our Revolution) is for activists and advocates from organizations and allies working to end violence against women and girls who are interested in facilitating a conversation among high school students about how we can create compassionate communities without violence.

*Our Revolution* uses conversations as a way to engage young people as change agents in our movement and helps them explore the role the movement can play in their lives. The guide outlines the purpose of the movement building conversation, the vision of the movement, and provides the facilitator with a step-by-step process that explains how to facilitate the conversation in an effective manner.

#### Our Vision

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We envision compassionate, peaceful communities with respect, equity, and justice for all human beings. In this vision, all people will work together to make our communities stronger as a whole; and in turn, create powerful future generations where violence against girls and women is no longer a common occurrence and violence in all our communities is no longer accepted.<sup>1</sup> In this vision, we stand together with those who are oppressed and fight injustice, even in the face of resistance.

Our movement needs to lead with this bold vision to spark a movement across generations. We need to reach beyond what we think is politically feasible or culturally possible at the moment so that we can take an audacious stand in addressing root causes of violence and imagining a better world. We need to embrace and lead with the positivity of hope and a belief in a better world.

Movements are a call for action and change. Movements can transform the way we think, the way our society and communities are structured, the way we live and even who we are. They are sparked when a fundamental injustice, such as abuse and rape, is felt deeply and widely enough that people organize for change.

**We envision compassionate, peaceful communities with respect, equity, and justice for all human beings. In this vision, we will create future generations where violence against girls and women is no longer a common occurrence and violence in all our communities is no longer accepted. In this vision we stand together with those who are oppressed and fight injustice, even in the face of resistance.**

Our movement to end violence needs to speak to, engage, resonate with, and activate all people in every community to end violence. We need to actively engage in intergenerational work. To do this, we need to leverage the leadership and innovations of teens and young adults, particularly from communities most impacted by violence, towards our common vision.

Conversations are one way to engage young people as movement builders and change agents – either as a first step or to go deeper. We hope our efforts in creating this guide will spark conversations, inspire action, and reconnect us to our personal and collective purpose.

## Teens as Change Agents

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We live in a time of transition, opportunity, and responsibility. Teens are disproportionately involved in, and affected by, abuse and violence. One in three teens will be the victim of emotional, sexual or physical abuse from a dating partner, a figure that far exceeds rates of other types of violence.<sup>2</sup>

Violence is not inevitable; it can and must be prevented. Violence uproots the safe and supportive relationships and compassionate communities we all want and deserve – the ones we envision for ourselves and for future generations. Teens have the power to make the world a better place and they want to make a difference in their schools and communities. Although young people have been at the forefront of many social movements, some adults, as well as teens themselves, doubt their ability to change the world. Young people can and do have a tremendous impact on others, not only on their peers, but also on adults.

## Purpose of the *Our Revolution* Conversation

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The purpose of this conversation is to connect and mobilize teens in creating compassionate communities where violence is no longer a common occurrence. Young people are the present and the future of our communities. Their attitudes and behaviors will shape future generations. Many youth are passionate about making the world a better place.

Young people are affected by violence more than some people think. This conversation can help youth make sense of their own experiences and understand the impact violence has had in their lives. By talking about these issues with their peers, teens realize that violence is not an individual problem, but one that affects their peers and their community as a whole. Violence is a world problem.

Through this conversation and others that follow, we hope teens will expand their visions for compassionate communities and mobilize others to join the movement to end all violence.



# GETTING STARTED

## 1. Reach Out to Teens in Schools and in the Community

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Small numbers can make big things happen. There is no magic number of teens needed to have a conversation. Engage teens in this conversation by going to where they are – in schools and communities. Alternatively, invite teens to a conversation at your organization for a girls-only group, a boys-only group, or a mixed gender group.

An optimal adult facilitator to teen ratio would be one facilitator to 10-16 participants. If you are facilitating in a classroom, we would recommend a second facilitator or having the school counselor or teacher in the room as well.

Be sure to capture the unique insights of teens in creating social change. Consider having a note taker or compiling key insights on a piece of flip chart paper.

### Tips for reaching out to teens!

- **School** – Contact the school health teacher, counselor, or someone in the school you have a connection with to identify opportunities to facilitate the conversation in a classroom, school leadership or club setting such as academics, athletics, band, or theatre. Alternatively, recruit a group of teens who are opinion leaders from diverse social circles who influence the opinions, beliefs and behaviors of others.
- **Community** – Identify youth organizations such as Boys & Girls Clubs, teens of staff at your own organization, faith congregations, and community centers.
- **Marginalized Communities** – Connect with social groups from marginalized or disenfranchised communities including teens who are racially or culturally diverse, teens with disabilities, teens who identify as LGBTQ, teens who are low-income, and teens who have been suspended or have had behavioral issues in the school or community. Consider going to juvenile corrections to facilitate this conversation. Teens from marginalized communities experience the highest rates of violence and abuse.<sup>3</sup> Marginalized voices have often been excluded from movement building conversations throughout history. Because of their unique experiences, marginalized young people are critical to these conversations and can yield dynamic contributions.
- **Host a Conversation** – Extend an invitation to all teens in the school or community who are passionate about ending all forms of violence and abuse.

### Time

Schedule approximately 1-1 ½ hours for the conversation. Keep the conversation moving at a relaxed pace so people feel free to express themselves and get to know each other.

### Space

Create a safe, comfortable and easily accessible place without distractions.

## 2. Know Your Community and Prepare for Disclosures

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### Know Your Community

Prior to your conversation be aware of any recent incidents of abuse, sexual assault, rape or other violent acts that have occurred in the school or community. Ask adults or students at the school or organization if they are aware of any incidents that have affected local youth. Allow time during the conversation for youth to share their thoughts and feelings about the incident.

### Prepare for Disclosures

Remember that it is likely that some of your participants will have had personal experiences of violence or abuse. If you are facilitating the conversation in a school, it is recommended to alert the counselor in advance and invite the counselor to be in the room or at the facility during the conversation and be prepared to help students who need support.

Be familiar with local resources so that you can offer help to teens who disclose abuse during the conversation or indicate a need for additional support. It is a good idea to have resource information such as agency brochures available during the conversation and to post a local or national helpline number at the start of the conversation. Invite teens to speak with you afterward if they would like to find a resource, then ensure they have the assistance they need to get help, either by assisting them directly or by having the school counselor assist them.

Pay attention to body language that may indicate that a participant is upset or uncomfortable. Approach that person privately after the conversation and ask if they would like to speak to someone at school or in the community. Be prepared to connect the participant with an agency that serves teens.

Offer participants ideas for self-care in case this conversation overwhelms them. Examples include reminding them that they are welcome to leave the conversation at any point. They can choose to sit out of any activity. They can practice taking deep breaths or singing a song to themselves.

If you are a mandated reporter, be sure to disclose that information at the outset of the conversation and encourage students to seek out a counselor or other trusted adult if they would like to speak with someone after the session.

See the Appendix for additional information regarding mandated reporting and hotline numbers.



### 3. Empowering Teen Voices: Connect Teens to Your Work

Empower teen voices by considering ways you can incorporate teens into your social change efforts and at all levels of your organization. Reflect individually and organizationally on how youth leadership is vital to ending violence and what you might need to do to further engage youth as partners and leaders.

Develop and plan for ways for the teens to connect with your organization after the conversation, or alternatively, to an organization in your community to create social change. Conversations are a movement building strategy/tool if they connect us to something else. For example, your conversation can build the capacity of young people through:

- **Education** – a strategy to educate youth and adults on the issue of violence against women and girls and plant a seed that we can create compassionate, peaceful communities with respect, equity, and justice for all human beings.
- **Support and Community Building** – a strategy primarily to help youth break the silence in their community with the assumption that breaking silence and creating a circle of ongoing support in communities is a way to help youth build compassionate and supportive communities and relationships over time.
- **Social Action** – a strategy to support youth who are ready to articulate a vision for something different and plan how to get involved. Identify service and leadership opportunities for teens and assist them in getting involved:

- > Invite teens to volunteer at your organization; create meaningful opportunities for teen activism.
- > Connect teens with adults at school or in the community who care about this issue.
- > Help teens identify adults who can mentor them in becoming effective leaders.
- > Link teens with agencies to gain work experience and advocacy skills.

Consider recruiting and meeting with one or two teen leaders in advance to have them co-lead the discussion with you!

#### Language!

Make sure the language you use reflects your community and is accessible to the age of the teens or young adults participating in the conversation. There is a glossary of terms in the Appendix.



# SPARK THE OUR REVOLUTION CONVERSATION!

## Facilitator Tip

Ground yourself with deep and low breathing exercises prior to the conversation. Hydrate and be fully present!

## Group Agreements

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Ask participants to agree that personal information shared during the conversation will be confidential and that participants should not disclose any information about other people by using names or other identifying information. Remind them to only share what they are comfortable sharing. Ask participants to show agreement by raising their hand.

Invite participants to speak to a counselor after the session if they have more they want to say or something they want to share in private.

## Sharing a Vision (2-3 minutes)

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**Set-Up:** Invite everyone into a large standing circle. By asking each participant to read aloud, you will invite and encourage everyone to have a voice in the conversation.

**Instructions:** Print copies of the #OurRevolution Vision Exercise handout for each participant. Ask the participants to go around the circle, taking turns reading aloud the vision line by line. Any teen is welcome to pass to the next reader. Reading in public can be frightening or challenging, especially for teens with learning disabilities. Read the vision statement at least twice, or as many times as needed, to ensure that all participants who choose to read have had the opportunity to read a line and reflect on the meaning of the vision.

## Opening Activity (2-3 minutes)

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**Set-Up:** Remain in the large standing circle.

**Instructions:** Be authentic. Start by building a relationship with participants. Share from your heart why you have hope for a compassionate world without violence and why you believe teens can make a difference. It is important to share your positivity!

*Use your own words to convey these ideas:* We believe we can create a compassionate community without violence, where there is respect, equity, and justice for everyone. Social change starts with individuals – especially teens and young adults – recognizing the issues, the impact of abuse and violence, and starting conversations with friends and family. We need you to be the spark for this social change by starting with a simple conversation.

## Materials

- Board or flip chart paper to compile ideas
- Flip chart paper for activities
- Phone, watch or clock with a second hand or a stopwatch
- Markers
- Large sticky notes and pens
- Kleenex strategically placed in the room
- Handouts
- Information on local community resources, including any resources on how to identify abusive behaviors. (See Appendix)
- Order FREE #OurRevolution cards with social change quotes and activities on [www.engagingvoices.org](http://www.engagingvoices.org) while supplies last!

## Common Ground Activity (15 minutes)

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**Set-up:** Remain in the large standing circle

**Instructions:** Let everyone know that most people have experienced or know someone who has experienced abuse or violence. Conversations can be triggering for some people. Let people know they can leave at any time to take care of themselves without judgment from the group. Remind the participants that resources and people are available to support them if they need to talk after the conversation and that this conversation should be a safe space for engaging with difficult issues.

Read the following statements one at a time, and ask participants to step into the circle if the statement is true for them, then to step back out. Explain that there are no right or wrong answers, just an opportunity to reflect on their own experiences and opinions.

Emphasize that participating in this activity is completely voluntary – so even if the statement is true for them, *they don't have to step in if they don't want to*. Everyone gets to decide if and when they step into the circle. Ask participants to pay attention to their thoughts and feelings about stepping or not stepping into the circle for each statement.

### Step into the circle if . . .

- You believe that gender is expressed on a spectrum and that people can decide for themselves what it means to be a male or female.
- You believe we live in a community where abusive behavior in relationships and sexual assault happens.
- You have witnessed abusive behaviors or violence in your community.
- You are concerned about someone that has experienced or is experiencing abusive behaviors, sexual harassment, stalking, sexual assault, or rape.
- You have stood up for someone who was being mistreated or abused.
- You believe that there is a way we can all work together to make relationships safer and healthier and our communities compassionate and peaceful.
- You believe that oppression and social inequality like racism, sexism, classism, homophobia, able-ism, or any belief that one group is less than another, contribute to a culture of violence.
- You believe that we all interconnected and that by building on that common ground we can make a difference.
- You are curious about building a movement to end violence but are not sure what you can do.
- You believe that teens need to lead the movement to end violence and create a compassionate community rooted in respect, equity, and justice.
- You believe the world can be a better place.

Ask the teens to remain in the circle for discussion.

### Discuss these questions

- Which statements were hardest to answer?
- Which statements had the most consensus or most people in the circle?
- How did it feel when you chose to step in?
- How did it feel when you chose to stay out?
- Which statements made you feel most powerful or hopeful?

## Paired Conversations (10 minutes)

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**Instructions:** Participants pair off to discuss three questions. One person in the pair talks for one minute, while the second listens, then they reverse talking and listening roles. Explain that you will read the question aloud, then again at the one minute mark.

- While people of all genders experience violence, research tells us that women and girls experience higher rates of abuse in relationships and sexual violence. What do you think explains this finding?
- How are men and boys impacted by violence against women and girls?
- How could ending violence against girls and women be a strategy to end violence for others?

### Discuss these questions

- Which question was the hardest to answer?
- What were thoughts you shared or heard that were surprising to you?

## Envisioning Compassionate Communities Activity (15 minutes)

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**Instructions:** Write the following vision statement on a large piece of paper or board.

Our vision is of compassionate, peaceful communities with respect, equity and justice for all human beings. In this vision, all people will work together to make our communities stronger as a whole; and in turn, create powerful future generations where violence against women and girls is no longer a common occurrence and violence in all our communities is no longer accepted. In this vision, we stand together with those who are oppressed and fight injustice, even in the face of resistance.

In order to help the group develop a personal connection to the issue, you may want to start this activity by telling the group a story to illustrate what this vision means to you.

### Ask the teens:

- What kind of world do you want to live in?
- What does vision statement mean to you?
- What would it take to create a world without violence?



### 30/60/90 Graffiti Activity (10 minutes)

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**Set up:** Three flip chart sheets of paper should be hung around the room with one of the statements below written at the top of each piece of paper. For this activity, you will need a clock or watch with a second hand or a stopwatch.

1. What I see in a **compassionate community without violence** (*you cannot use words; you must draw! Stick figures are totally fine!*)
2. What I hear in a **compassionate community without violence** (*write words or statements you might hear*)
3. What I feel like in a **compassionate community without violence** (*write the emotions you might feel*)

**Instructions:** Explain the activity and then divide the group into three smaller groups. Assign each group to one of the pieces of paper and provide a marker to each group. During the first rotation, give each group 30 seconds to write or draw all the ideas that they can come up with to finish the sentence written at the top of their paper. At the end of 30 seconds, ask groups to rotate to the next flip chart paper. During the second rotation, give each group 60 seconds to do the same thing (repeat this step, giving the students 90 seconds for the final question). Ask teens to read what the groups before them wrote, before they write and to avoid writing what has already been written.

### Movement Strategies Activity (10 minutes)

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**Instructions:** Transition from the 30/60/90 Graffiti Activity to a discussion about movement strategies toward making their vision of a compassionate community a reality in future generations. Briefly explain the three movement building strategies below. Use examples and questions to help teens understand the concepts and apply them to their own lives.

For each strategy, write down the ideas the teens share on a board or flip chart for everyone to see, or alternatively, ask the teens to write down the ideas on large sticky notes and group similar ideas together.

- **Proactive:** Becoming proactive means addressing violence before it starts! Being proactive is about actions – movements need to move!
  - > What kinds of proactive steps can you take to create a compassionate community?
  - > What would those proactive steps look like in your community or school?
- **Interconnected:** Every school and community has different social circles or cliques. How do you build bridges between these social circles to ensure that all individuals, especially the most marginalized and disenfranchised, are included? Where do your interests and goals intersect?
  - > How do we all work together to take the proactive steps we just talked about?
  - > How do you build bridges between the social circles that exist in your school or community? How do you find common ground?
  - > How do we work with and support individuals who care about other social justice issues, like ending racism or protecting the environment, and, in turn, have them support our work to end violence?



- **Social change:** Social change involves changing our world to be a place where all humans are engaged in the movement to end violence. Social change is creating a different future where compassionate communities exist everywhere.
  - » Can you think of successful social change efforts?
  - » Can you think of a concrete solution for ending violence?
  - » How could you create social change in your school, communities and beyond?

**Every conversation should have a call to action where facilitators encourage participants to do something within the next 24 hours.** Ask teens to pair off to discuss their ideas and to support one another. The teens will be asked to report back to the group what they are going to do at the end of the conversation.

Here are some ideas to share with the teens:

- Start a conversation with a friend or family member about compassionate communities or the movement strategies. [Caution: remind teens to avoid confrontations with peers or adults who may be abusive.]
- Take this conversation online. Post your ideas and tag them with #OurRevolution. Join #OurRevolution Twitter conversations. Find out more on the dates and topics on [www.lovewhatsreal.com](http://www.lovewhatsreal.com).
- Tell the teens about the #OurRevolution e-learning modules on [www.lovewhatsreal.com](http://www.lovewhatsreal.com) where they can learn more about violence in our communities, social justice activism, and effective movement building strategies they can lead in their schools and communities! The e-learning modules will be posted by the end of February 2014.
- Sign up to volunteer at a local organization working to end violence or other social justice organization.

## Conclusion – Moving Forward: What You Can Do! (10 minutes)

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**Set up:** Handout copies of the #OurRevolution handout. You can also order #OurRevolution cards for FREE for teens while supplies last. Go to [www.engagingvoices.org](http://www.engagingvoices.org) to order today!

**Instructions:** Summarize the conversation and move into the closing. Allow enough time to end the session – this is especially important if the conversation has been emotional and/or super inspiring! Consider scheduling another time for further conversation with the teens who are really excited by this conversation. Help them take the initiative for further conversations in other settings.

Move into a standing circle. Ask the teens to share one action they are going to do!

### Thank You!

We want to thank you for your commitment to ending violence in your community, and especially the teens engaged in this movement. Teens have the power to create compassionate, peaceful communities. It takes leadership to step up and start the conversation. Thank you for being a leader in your community!

# FEEDBACK AND SELF-CARE INCENTIVES!

We would love to know what happened when you facilitated a movement building conversation! As a facilitator, let us know what was most interesting or valuable. What worked and what did not? What would you change? After each conversation you facilitate, complete the brief process and outcome survey on [www.engagingvoices.org/conversation\\_survey](http://www.engagingvoices.org/conversation_survey).

## Self-Care Incentives February - April 2014!

In recognition of your efforts and dedication to ending violence against girls and women and all community members, each month from February to April 2014, anyone who facilitates a conversation and answers the brief survey will be eligible for an incentive. **During the three months, 75 activists, advocates or allies will be randomly selected - 25 each month - to receive a \$100 incentive!** The more conversations you facilitate, the more chances you'll have to be selected!

For the advocates or activists who are selected, our hope is that you will use the incentive towards developing a personal practice that will nurture self-care and sustainability, such as a Tai Chi, yoga, or a meditation class, or create space for reflection. Our hope for all activists, advocates, and allies is that we can learn together to maintain balance and self-care in order to sustain our energy over a lifetime of activism. For more information on the incentives, go to our website at [www.engagingvoices.org](http://www.engagingvoices.org).

## Our Revolution: Conversation Guide Series

Over the next year, a series of conversations guides for teens and young people will be launched, diving deeper into the conversation on how girls and women are disproportionately impacted by abuse and rape, how we need to integrate conversations about structural and institutional systems of oppression such as racism and classism into our work to end violence. We hope you will continue these vital conversations with teens and young adults in your communities. For more information, go to [www.engagingvoices.org](http://www.engagingvoices.org).

The Center for Healthy Teen Relationships, an initiative of the Idaho Coalition Against Sexual & Domestic Violence, believes in a movement for compassionate, peaceful communities. In that spirit, the Center created *Our Revolution: A Movement Building Conversations With Teens to End Violence (Our Revolution)*. *Our Revolution* was adapted from the Building Conversation Guide created by cohort one with the Move to End Violence (2012), an initiative of the NoVo Foundation. For more on Move to End Violence go to [www.movetoendviolence.org](http://www.movetoendviolence.org).

*Our Revolution* was created by teen and young adult activists Paige Joki, Khadija Khan, Zach Reider, Daniel Salato, Hunter Pluckebaum, Michelle Fretwell, Colby Parkinson, Fatima Tall, and Clea Wurster, in partnership with adults who believe in the power of teens to create social change – Kelly Miller and Jennifer Landhuis, Idaho Coalition Against Sexual & Domestic Violence; Barri Rosenbluth, Expect Respect Program, Safe Place; and Kristen Zimmerman, Movement Strategy Center; with advisory contributions from Patrick Brady; Eesha Pandit; Joanne Smith and staff, Girls for Gender Equity; K. Shakira Washington, Human Rights for Girls; Scheherazade Tillet and staff, A Long Walk Home, Ilene Stohls, Washington Coalition Against Domestic Violence; Melissa Ruth and Bryan Lyda, Idaho Coalition Against Sexual & Domestic Violence; Annie Kerrick, and Lea Hegge, Strategic Prevention Solutions; Leiana Kinnicutt and Debbie Lee, Futures Without Violence.

# #OURREVOLUTION

## **WHAT IS A REVOLUTION?**

Revolutions involve the act of organizing to build power as a group and using this power to create positive change in our lives. Teens have always addressed injustice – from the Civil Rights Movement, to the feminist, LGBTQ, and immigrant rights movements, who have come together, created strategies and built collective power to win lasting change. Let's do the same to end violence in our relationships and communities.

## **WHAT IS OUR VISION?**

A vision is a clear idea of the world you want to create that reflects the shared values you and others in the movement. For example, Love What's Real envisions compassionate communities without violence. The shared core values of respect, equality, and justice define this vision. This is a super big vision, so the first step we must take is to think through what we want to tackle first!

## **WHAT IS A COMPASSIONATE COMMUNITY?**

What would a compassionate community look like, feel like and sound like for you? Does abuse or sexual assault impact you, your friends or family? Does your school avoid conversations about dating and relationships? Is there a lack of training for students on abusive relationships or sexual assault? Do students make sexually harassing remarks in the hallways? Do adults and other students step in when these things happen at school? What issues are important to you?

## **DO OTHER TEENS SHARE YOUR VISION?**

The more people that support your vision or are directly affected by the problem, the more people you will be able to motivate to take action. If you are directly impacted by violence, you should focus on reaching out to an adult you trust to get help. If you are ready to mobilize others to share your vision, think about teens, adults or organizations in your school or community who are directly impacted by abuse or sexual assault. Now think about other teens, adults and organizations that support your vision and are willing to help! Be sure to ask your friends!

## **CAN YOU THINK OF A SOLUTION?**

This can be tough! But you don't have to do this alone! Can you think of other teens, adults, or organizations in your community that care about the same problem? You will need a real solution – even a small step towards the bigger vision – to convince others that your solution is possible! Find out if your school has a policy on the prevention of abusive behaviors and sexual assault. Organize students to help create strategies that will make relationships and school safer for everyone.

## **WILL YOUR SOLUTION CREATE AN IMPACT?**

In order to really change things that are wrong and unfair, we often have to pay attention to who in our communities can help us achieve our goals. Building awareness about an issue, educating yourself about the issue, talking with your peers, and reaching out to those who can help you are all ways to make sure that you make an impact. For example, the school administration or board has the power to create policies and student leadership has the power to make sure the prom or other dances promote responsible decision making in relationships, so reaching out to them can help you make a lasting change.

Handout adapted from Youth Activist's Toolkit. Find out more about organizing. Check out the Youth Activist's Toolkit [www.advocatesforyouth.org/publications/publications/2229](http://www.advocatesforyouth.org/publications/publications/2229)

## #OURREVOLUTION VISION EXERCISE

Our vision is of compassionate,  
peaceful communities  
with respect, equity,  
and justice  
for all human beings.

In this vision, all people will work together  
to make our communities  
stronger as a whole;  
and in turn,  
create powerful future generations  
where violence against girls and women  
is no longer a common occurrence  
and violence in all our communities  
is no longer accepted.

In this vision,  
we stand together  
with those who are oppressed  
and fight injustice,  
even in the face of resistance.



# APPENDIX

## Mandated Reporting

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For mandated reporting laws by state, visit [www.rainn.org/public-policy/laws-in-your-state](http://www.rainn.org/public-policy/laws-in-your-state). Here is a sample script for discussing mandated reporting: “I am a mandated reporter. That means that if I believe that you are being hurt physically or sexually, or have been hurt in the past, or if you are likely to hurt yourself, I must make a report to law enforcement and/or child welfare. If I were obligated to report abuse today, I will not make that report without letting you know. I would explain the process and there would be support throughout the process.”

### National Dating Abuse Helpline

1-866-331-9474 or [www.loveisrespect.org](http://www.loveisrespect.org) to chat online

### National Suicide Hotline

1-800-273-TALK (8255)

### Trevor Lifeline (LGBTQ Youth)

1-866-488-7386

### National Sexual Assault Hotline

1-800-656-HOPE (4673) or [www.rainn.org](http://www.rainn.org) to chat online

## Glossary

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**Adolescent Relationship Abuse:** The term “relationship abuse” is used in place of “dating violence” because abuse is a term better understood by adolescents and parents to cover the entire range of behaviors included within the term violence as it is used by those within the domestic violence movement. The underlying assumption of relationship abuse is that it is a pattern of abusive behaviors used to establish power and control. Overall, adolescent relationship abuse involves behaviors that are physical, sexual, and/or psychologically/emotionally/verbally abusive. It is important to understand that these behaviors can be carried out either in person or through technology (e.g., social networking sites, cell phones, video games, etc.).

**Sexual Assault:** Each state has a different criminal definition that details the circumstances surrounding this concept. Sexual assault is when any person forces someone to participate in a sexual act when they either did not want to or did not have the capacity to give consent. This can include touching or penetrating the vagina, mouth, or anus of the victim (often called rape). Touching can mean with a hand, finger, mouth, penis, or just about anything else.

**Digital/Technological Abuse:** Use of technologies (e.g., cell phones, computers, gaming consoles, and/or social media networking) to intimidate, harass or threaten others. This could include demanding passwords, checking cell phones, cyber-bullying, sexting, excessive or threatening texts or stalking on social media sites.

**Stalking:** This refers to a pattern of harassing or threatening tactics used by a perpetrator that is both unwanted and causes fear in the victim. Although not an exhaustive list, some stalking behaviors can include threats of harm to you, your friends, family or pets, sending or leaving unwanted gifts, using technology such as social media networks to track where you go, vandalizing or destroying your personal property, showing up at unexpectedly at your home, school, or work, and/or spreading false rumors about you.

**Sexual Harassment:** Sexual harassment is a broader construct of sexual assault in that primarily involves unwanted sexual advancements, requests for sexual favors, or other inappropriate verbal or physical conduct.

**Gender-Based Violence:** Gender-based violence is the general term used to capture violence that occurs as a result of the normative role expectations associated with each gender, along with the unequal power relationships between the two genders, within the context of a specific society. While women, girls, men, and boys can be victims of gender-based violence, the majority of persons affected by gender-based violence are women and girls, as a result of unequal distribution of power in society between women and men. This is not to say that gender-based violence against men does not exist. For instance, men can become targets of physical or verbal attacks for transgressing predominant concepts of masculinity because they have sex with men. Men can also become victims of violence in the family – by partners or children.

**Dating:** The concept of dating is difficult to define as it may mean different things for different people. This is a concept that may better defined by asking participants what the concept means, if anything at all, to them. We use the term 'relationship' in place of 'dating' because it better encompasses the range of romantic interactions teens and young adults have that may not be considered 'dating' relationships. Research suggests that the idea of 'dating' varies depending on age, culture, and other various ecological factors. Dating can exist on a spectrum ranging from talking, spending time in groups, to 'hooking up', 'messing around', and/or having a boyfriend or girlfriend.

## Endnotes

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1 See the Glossary for information on gender-based violence.

2 Davis, Antoinette, MPH. 2008. Interpersonal and Physical Dating Violence among Teens. The National Council on Crime and Delinquency Focus. Additionally, 1 in 5 women and nearly 1 in 7 men who experienced rape, physical violence, and/or stalking by an intimate partner, first experienced some form of violence between 11 and 17 years of age. (Intimate Partner Violence Survey, Center for Disease Control, 2011). Almost half of all female victims who have been raped experienced their first rape before age 18 (30% between 11 and 17). (CDC, 2011).

3 Dank, M., Lachman, P., Zweig, J.M. & Yahner, J. Dating Violence Experiences of Lesbian, Gay, Bisexual, and Transgender Youth. In Press: Journal of Youth and Adolescence. Online at <http://link.springer.com/article/10.1007/s10964-013-9975-8>; Mitra, M., Mouradian, V., and McKenna, M. (2013). Dating violence and associated health risks among high school students with disabilities. *Maternal and Child Health Journal* 17:6 p. 1088-1094.

# OUR REVOLUTION

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in relationships and in our communities!**

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