



My Voice

Teen Dating Violence Awareness
Month Toolkit

February 2020

center *for*
prevention
of abuse.

| contents

We hope you enjoy exploring the information and activities contained in this year’s Teen Dating Violence Awareness Month toolkit, compiled and created by the Center for Prevention of Abuse.

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introduction |

February is National Teen Dating Violence Awareness Month

The Center for Prevention of Abuse (CFPA), in collaboration with organizations such as Love Is Respect, Let's Be Real, and Break the Cycle, are uniting communities around the world to educate and raise awareness about teen dating violence, the warning signs of abusive relationships, and what we can do to protect ourselves. Statistics show many teens are impacted by toxic relationships each year.

For example, did you know:

- Nearly 1.5 million high school students experience physical abuse from a dating partner annually.
- Only 33% of teens who were in a violent relationship ever told about the abuse.
- One in three adolescents in the U.S. is a victim of either physical, sexual, emotional, or verbal abuse from a dating partner.

Source: www.loveisrespect.org

With these statistics in mind, CFPA created a packet of resources to help you incorporate teen dating violence awareness in your school/organization and encourage your staff and students to join the movement to end abuse.

In this packet you will find:

- Information to educate your students and staff about teen dating violence prevention.
- Activities to engage your students and staff to raise awareness.

This year's theme is **"My Voice."** "My Voice" is a reminder that we all know what we want and deserve in our relationships. When we are in situations where we may feel overwhelmed or faced with tough situations, we still need to put ourselves and our safety first. This month, we hope you remember to prioritize your own voice. We hope you will participate in some, if not all, of the activities. We look forward to hearing what you choose to do. Be sure to "like" CFPA on Facebook and post pictures and/or comments on how your school chose to draw awareness to this very important issue. You can also get involved by using the hashtag *#teenDVmonth*.

If you have any questions or would like more information about Teen Dating Violence programming, please feel free to contact us at 309.691.0551 or at PreventEd@centerforpreventionofabuse.org.

Meeting State Mandates

The Center for Prevention of Abuse's **PreventEd: Relationship Abuse** curriculum helps schools meet the "Critical Health Problems and Comprehensive Health Education Act," which is outlined below.

Our programming is ideal for freshman health classes, but is appropriate for all high school students, and is presented one time per week for four to eight weeks.

Illinois Critical Health Problems and Comprehensive Health Education Act

105 ILCS 110/3.10

Effective July 1, 2013

Sec. 3.10. Policy on teen dating violence

The school board of each public school district in this State shall adopt a policy that does all of the following:

- *States that teen dating violence is unacceptable and is prohibited and that each student has the right to a safe learning environment.*
- *Incorporates age-appropriate education about teen dating violence into new or existing training programs for students in grades 7 through 12 and school employees.*

Curriculum Details

PreventEd: Relationship Abuse 1 Programming

The first series in the **PreventEd: Relationship Abuse** curriculum through CFPA is comprised of four cumulative 45-minute lessons that utilize a variety of hands-on activities and discussions to appeal to all learning styles. Students will learn about the four types of sexual harassment and how to respond, the cycle of violence, consent and coercion, and how to be active bystanders to sexual assault.

PreventEd: Relationship Abuse 2 Programming

The second set of **PreventEd: Relationship Abuse** curriculum lessons are offered to those schools who have completed the first series and builds on **PreventEd: Relationship Abuse 1**. In this series, students will broaden their knowledge of domestic violence and human trafficking. In the four lessons, students will learn about emotional abuse (within the cycle of violence), human trafficking, the process of boyfriending, and how to respond when a friend is in a violent relationship.

PreventEd: Relationship Abuse for Individuals with Disabilities 1 Programming

Series 1 in the **PreventEd: Relationship Abuse for Individuals with Disabilities** curriculum contains four lessons. Throughout these lessons, students will be empowered to set boundaries in all relationships, learn how to identify healthy and unhealthy relationships, and how to be assertive and protect themselves from abuse. Each 45-minute lesson highlights respect, self-esteem, empathy, and consent. Hands on activities, audio/visual aids, and discussion appeals to all learning styles and special needs with an IQ of 50+.

PreventEd: Relationship Abuse for Individuals with Disabilities 2 Programming

Series 2 in the **PreventEd: Relationship Abuse for Individuals with Disabilities** curriculum focuses on exploring dynamic personal boundaries across all relationships. Throughout the four lessons, students learn how boundaries may change, identify “red flags” and dating challenges, and develop communication skills and internet safety awareness. Content is designed to appeal to all learning styles and special needs with an IQ of 50+.

To schedule this programming, please contact CFPA’s Director of Prevention Education, Laura Kowalske, at lkowalske@centerforpreventionofabuse.org or 309.691.0551 ext. 291.

| praise for CFPA

“The students always enjoy the program and get a lot out of the presentations.”

“My students do well with the interactive activities in these lessons. The students enjoy being part of the lesson and not just being talked at.”

“Great presentations! Students were engaged and loved the program.”

“I learned how to help someone who had been sexually assaulted.”

“I learned that there are so many people that want to help others and I liked that they tell us how we can react to one of these problems.”

“I enjoyed everything about the program. I learned a lot of things that are helpful and will use throughout my life.”

“It surprised me that if someone says something, even if it’s not to you, and you hear it, and it makes you uncomfortable, that it is considered sexual harassment.”

“I enjoyed knowing that I can go somewhere to talk about the things that have happened to me if I wanted to.”

“Everything is done on their (the students) level.”

“Great program and is presented well! It brings to light information and situations the students may not have been aware of.”

“I really enjoyed the interactive activities. The students were very engaged during them and the material was appropriate for the age level and taught in a very appropriate way!”

“This is a great program! It’s important and relevant for our freshmen.”

“Great information, vital to our youth today! I feel the students learned a great deal from these lessons.”

“The program is very beneficial for our students.”

“I feel that the students gain a great deal of knowledge and understanding as a result of the lessons taught.”

“Absolutely fantastic! This may help the students in the future or even now!”

“This program is our favorite! They do a great job capturing the attention of the students. They really enjoy the interactive lessons and videos.”

infographic |

Almost
1.5 million
high school students in the
U.S. are subjected to
physical abuse
by their dating partner in one year.



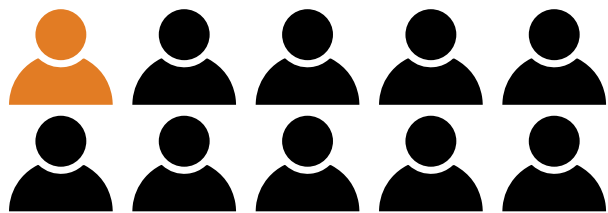
1 in 3 adolescents in the U.S.
is a victim of
*physical, sexual, emotional,
or verbal abuse* from a dating partner.



Between the ages of
16 and 24,
girls and young women
experience the
highest rates
of dating violence.

Only 1/3 
of teens in a violent relationship
EVER tells anyone about the
abuse they experienced.

LGBT youth are
more likely
than their heterosexual peers
to experience
*physical, psychological,
and cyber dating abuse,
sexual coercion.*



1 in 10 high school students
have been
*physically hurt, slapped,
or hit on purpose*
by a dating partner.

Sources

Love is Respect

<https://www.loveisrespect.org/resources/dating-violence-statistics/>

Break the Cycle

https://www.breakthecycle.org/sites/default/files/Dating%20Statistics%20Fact%20Sheet_National_updated%2012.4.2017.pdf

| school-wide initiatives

“A Real Valentine’s Day”

Encourage students to participate in building a collage using art supplies, magazine images, and found objects. On the outside of the collage, put images or items that are symbolic of Valentine’s Day – flowers, candy, cards, etc. As you work toward the middle, place images or items that represent love that go beyond the symbols – acts of kindness, respect, caring or being helpful, supporting a partner or friend, etc.

Wear Orange for Love Day

Wear orange for love on Wednesday, February 12th! Participate in Break the Cycle and Love is Respect’s national movements to support healthy relationships by wearing orange. Snap a picture and use the hashtags #LoveBetter, #Orange4Love, and #RespectWeek2020 to share your school’s participation on your social media accounts.

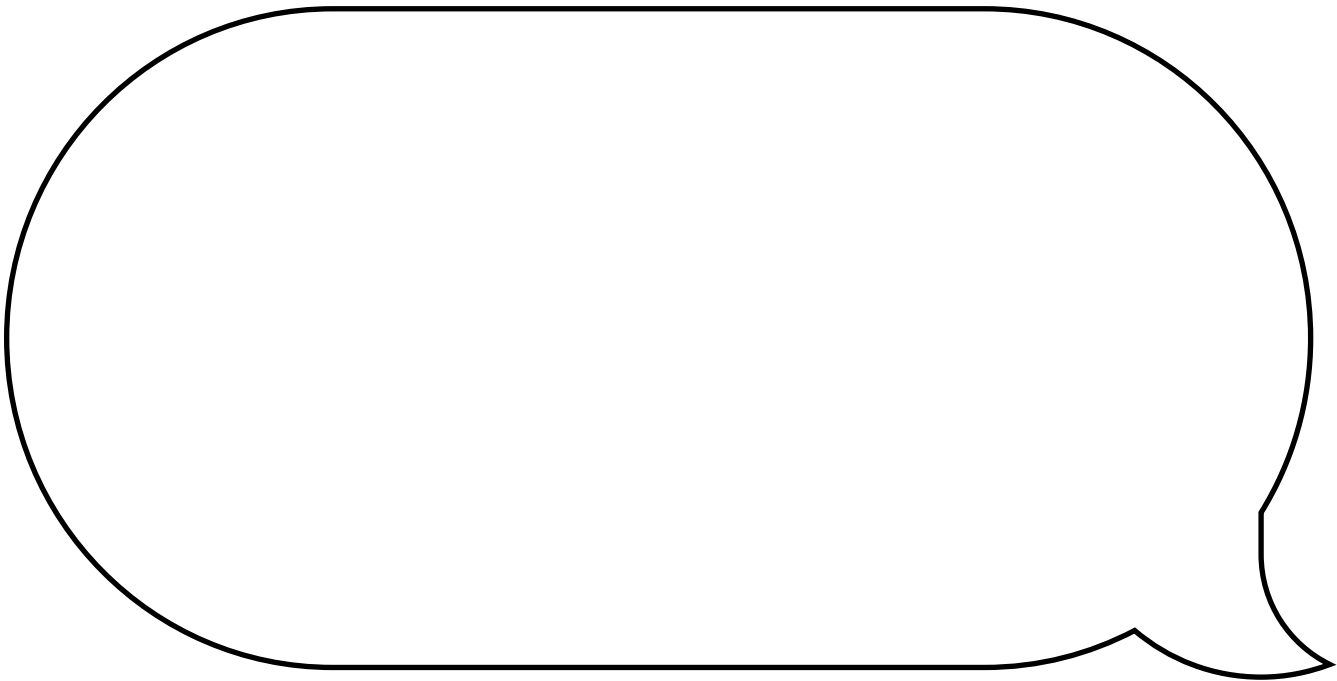
“My Voice Matters”

What do partners talk about in a healthy dating relationship? Using the conversation bubble template on the following page, have students fill out topics or ideas that would be good to discuss with a dating partner. Answers can include respect, boundaries, independence, self-expression, family, movies, music, shared interests, etc.

school-wide initiatives |

“My Voice Matters”

What do partners talk about in a healthy dating relationship? Using the conversation bubble below, fill out topics or ideas that would be good to discuss with a dating partner. Answers can include respect, boundaries, independence, self-expression, family, movies, music, shared interests, etc.



| sample daily announcements

These announcements can be read to the entire student body during school-wide announcements or read within individual classrooms to raise awareness for teen dating violence.

Day 1

Statistics show 25% of teens are abused or harassed online or through texts by their partners. Everyone deserves respect in their dating relationships. Respectful communication is an important part of keeping your dating relationship healthy. It is okay to set boundaries with your partner about what types of communication you are comfortable with and what they share about you on social media.

Day 2

Dating abuse can take many forms, including digital abuse. If your partner is using technology to intimidate, threaten, stalk, or bully, you can talk to a trusted adult about what you are experiencing. You deserve to feel safe in your relationship, both online and off!

Day 3

Dating violence can start very early, unfortunately. According to Break the Cycle, more than half of men (about 54%) and women (about 70%) who have been sexually abused or stalked by a dating partner first experienced this abuse between the ages of 11 and 24 years old. If you or someone you know is experiencing abuse of any kind, know that there are people willing to help here at school. Know that you can always reach out to a teacher, social worker, or any adult that you trust.

Day 4

Healthy dating relationships let partners maintain their independence. If your partner is controlling what you do or who you talk to, you may be missing important opportunities in your own life. You should be able to maintain your own identity and control your own boundaries. Stay empowered by speaking up for yourself and talking to a trusted adult if you need to.

Day 5

Dating violence can go far beyond high school, and it can be difficult to recognize if we don't talk about it now. 57% of college students say that they have difficulty identifying dating abuse, and 58% say that they don't know how to help someone who is experiencing dating abuse. The best thing anyone can do is to be there to support their friends and encourage them to seek help if they are in an unhealthy relationship.

consent is:

willing

consent is:

verbal

consent is:

coherent

consent is:

continuous

consent is explicit permission or agreement to engage in (sexual) activity. it is given:

willingly

wanting to be actively participating in the act/situation

verbally

communicating with words – actually saying “yes”

coherently

being of present & agreeable mind and under no influence or inhibitor

continuously

on-going from the initial ask and throughout the act of engagement

consent sounds like:



consent does not sound like:



| classroom activities & tools

Topic: Define the Line

(Activity created by NCADV and modified with new scenarios)

Source: http://assets.ctfassets.net/3pya69lg4ary/6Jd0GCgHOsSeWyMwQeM68G/c4acbc949d21df9d9bcaa7ebbefeba5d/Module_FOUR_Middle_School_Educator_Guide-Lesson_Plans__Standards__Handouts.pdf

Grade: 9–12

Time Needed: 20–30 minutes

Supplies Needed: Scenarios, “Unhealthy”/ “Abusive” / “Healthy” cards *(provided on following pages)*

Objective: To challenge students to think of the way they view healthy, unhealthy, and abusive behaviors in relationships as well as their own boundaries.

Activity:

1. Divide the room into sections of “unhealthy”/ “abusive”/ “healthy” using the cards included in the toolkit.
2. Read the scenarios from the following page and instruct students that when they hear a scenario, they are to decide which section they think that scenario falls into. They should be able to explain what made them decide where they stood.

After each scenario, ask the following:

Would anyone like to share why they chose their spot? Why?

Debrief:

1. Were there any scenarios that made you feel uncomfortable? Why?
2. If something is unhealthy, could it turn into abusive behavior? How?
3. Can unhealthy behavior turn into healthy behavior? What would that look like?
4. Are there any examples in these scenarios of this happening?
5. Are unhealthy/healthy/abusive behaviors always easy for everyone to see?
6. Do we all view things the same way?
7. Why is it important to think about our behavior in our relationships?
8. Is “obsession” with a partner healthy or unhealthy? How and why?

classroom activities & tools |

Define the Line Scenarios

1. Kehlani and Sam have been dating for four months. They each have full access to every single one of their partner's social media accounts.
2. Travis is upset with Nate because he did not respond to his texts for a whole day and Travis was worried about him. He decided to talk to Nate about how he felt.
3. Amiya is excited to start a new job in the next town over. She is scared to tell Jason because she knows he gets upset when she is busy after school.
4. Paxton is confused about what is happening with Leah. Leah calls him at least eight times a day and gets frustrated when he won't answer, even when he is at school. She says it is just because she wants to know who he is with and what he is doing.
5. Keon and Janelle both play sports. They go to each other's games and support each other with their goals.
6. Trey told Rosa that she is super lucky to have him. Though she isn't the prettiest girl in school, he likes her anyway.
7. Neveah and Bekah have been together for a year and get into physical fights constantly. The last time they fought, Bekah hit Neveah so hard that it left a bruise.
8. Muhammed and Vanessa like to leave encouraging notes in each other's lockers when they know their partner is having a difficult day.
9. Tessa's partner doesn't like her hanging out with her friends. Her partner always tells Tessa that her friends are a bad influence and that she is better off without them because she doesn't need anyone else.
10. Daveen's partner always asks Daveen to text her when she gets home from work after a late-night shift.
11. Carmen constantly pressures her partner to take explicit photos of herself. Her partner refuses, but feels if she doesn't, Carmen will break up with her.

| classroom activities & tools

Define the Line Activity Cards

UNHEALTHY

ABUSIVE

HEALTHY

classroom activities & tools |

Topic: Healthy/Unhealthy Human Collage

Source: <https://www.americanbar.org/content/dam/aba/migrated/unmet/teendating/teachersguide.authcheckdam.pdf>

Grade: 9–12

Time Needed: 15–20 minutes

Supplies Needed: Human shape cut-outs, various art supplies and found objects (yarn, tape, markers, candy wrappers, magazine pages)

Objective: For students to recognize the effects of an ongoing unhealthy relationship.

Activity:

1. Discuss what trauma could look like. Trauma is a deeply disturbing or distressing experience.
2. Using a life-size human cut-out and various materials, have one group of students create a visual representation of a person in a healthy relationship without trauma. The remaining groups will create a collage of a person involved in an unhealthy/violent relationship with incidents of trauma (physical, verbal, and/or sexual abuse).
3. Remind students that the effects of an ongoing unhealthy/violent relationship are not just physical. Include representations of mental and emotional trauma.
4. Have the students write a description to display with their artwork.

Debrief:

1. How is the human in a healthy relationship different from the ones in an unhealthy relationship?
2. What physical effects of violence did you choose to represent in your collage?
3. What other non-physical effects of trauma did you include?
4. How might some of the effects represented be avoided if the relationship would have ended earlier?
5. How can sustained relationship abuse affect someone over time? What would look different?

Recommended Books for Project Tie-in:

- *Dreamland*, Sarah Dessen (*fiction*)
- *The Girl Who Fell*, S.M. Parker (*fiction*)
- *Die for You*, Amy Fellner Dominy (*fiction*)
- *In Love and In Danger*, Barrie Levy, MSW (*nonfiction*)

| classroom activities & tools

Topic: Romeo and Juliet Relationship Road Map

Source: <https://www.americanbar.org/content/dam/aba/migrated/unmet/teendating/teachersguide.authcheckdam.pdf>

Grade: 9–12

Time Needed: 15–20 minutes

Supplies Needed: Romeo and Juliet Scenarios (provided)

Objective: For students to identify healthy and unhealthy choices in relationships and how those choices affect everyone involved.

Activity:

1. Share this information with the students:

“Romeo and Juliet” is often thought to be a romantic story of two young people who defy social restrictions to be together. But the choices made by Juliet Capulet (13 years old) and Romeo Montague (15 years old) cause tragedy for themselves and their loved ones. Instead of ending with a happy young couple, six people die: Mercutio (Romeo’s best friend), Thybalt (Juliet’s cousin), Paris (the man Juliet’s parents want her to marry), Romeo, Juliet, and Lady Capulet (Juliet’s mother). The goal of this activity is to change the events and change the ending of the story.

2. Read the scenarios out loud to the class. For each scenario, ask students to vote for one of the choices presented. Read the outcome of the winning choice. Then read the other choice(s) to reveal alternative endings.

Debrief:

1. What healthy characteristics are missing from Romeo and Juliet’s relationship? (*Possible answers: Communication, empathy, respect, time to get to know each other, time to grow...*)
2. How do Romeo’s uncontrolled anger and Juliet’s impulsiveness lead to at least three deaths? (*Thybalt, Paris, Juliet*) - *Romeo loses his temper and kills Thybalt, he kills Paris out of jealousy, and when he kills himself Juliet takes her own life.*
3. How could Juliet’s parents have helped her? (*Listening to her, being more inclusive of her, protecting her...*)

classroom activities & tools |

Scenarios:

1. Romeo is hanging out with his friends when Thybalt (Juliet's cousin) and his friends show up. Both groups are yelling insults at each other and the conflict escalates. Both sides are ready to fight. Thybalt pulls out a knife. If you are Romeo, what would you do?
 - A. Start fighting. *(Thybalt stabs and kills your best friend, Mercutio.)*
 - B. Encourage your friends to leave the situation. *(You and your friends are unharmed.)*
2. Romeo and his friends crash a party at Juliet's house. She "falls in love" with Romeo even though she does not know anything about him. She does not even know his real name. They meet secretly and she discovers that Romeo is an enemy of her family. If you are Juliet, what would you do?
 - A. Take time to find out more about Romeo and the conflict between your families. *(The conflict is very old, but can be resolved. Your parents might even like him.)*
 - B. Walk away from the relationship because you trust your family. *(You give up your crush, but you are safe.)*
 - C. Secretly marry Romeo the next day. *(You just married someone you know nothing about. Your parents will be furious. Romeo angers easily and is impulsive. There is no safe place and no support for you to start a life together.)*
3. Romeo is angry and wants revenge for his friend Mercutio's death. He sees Thybalt (Juliet's cousin) on the street. If you are Romeo, what do you do?
 - A. Kill Thybalt to avenge your friend. *(You are found guilty of murder and banished from the city. You have already married Juliet and will never see her again.)*
 - B. Walk away, report your friend's murder to authorities, and get help. *(Thybalt is arrested and banished. Juliet is upset, but accepts that her cousin was wrong.)*
4. Juliet's parents want her to marry Paris. She is already married to Romeo, but has not told her parents. If you are Juliet, what do you do?
 - A. Arrange to fake your own death by drinking "poison" so as to appear dead. *(This will result in four more deaths. Romeo kills Paris at your tomb out of jealousy. Romeo kills himself because he believes you are dead. You discover Romeo dead and kill yourself with his dagger. Your mother, Lady Capulet, dies of grief.)*
 - B. Finally be honest with your parents or ask other adults for help. *(Your parents may punish you and/or help you. They may either try to dissolve your marriage to Romeo, accept it, or release you to join him in his banishment. All four of you live.)*

| classroom activities & tools

Topic: MyVoice Says to Me...

Grade: 9–12

Time Needed: 15–20 minutes

Supplies Needed: Quotations (provided)

Objective: For students to identify and consider how listening to their instincts and setting boundaries can protect them, and how recognizing self-worth can help people heal.

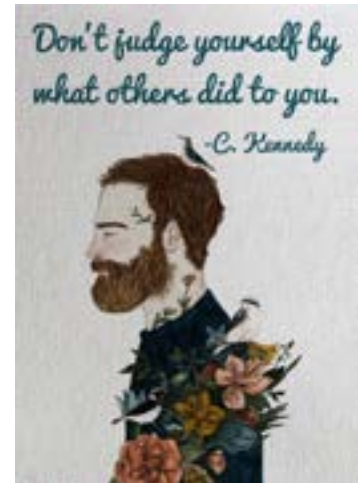
Activity: Have students randomly choose a quotation, read it aloud, and share their thoughts on how it could apply to dating relationships.

Debrief:

1. Which stage of the relationship do you think the quotation is talking about; beginning, middle, or end?
2. Is the relationship healthy or unhealthy?
3. How can listening to our instincts protect us or help us deal with an unhealthy relationship?

classroom activities & tools |

Quotations



| safety planning

Safety planning is a tool of empowerment for anyone who is in an unhealthy relationship. In these situations, it can be very overwhelming to figure out the best and safest plan of action. Thinking and planning ahead of time for a specific situation can be very helpful. This plan can be useful during a relationship, if the person is trying to leave a relationship, or after a relationship may have ended. All aspects of this safety plan can be personalized to fit the situation, even if a person does not ultimately leave the relationship.

General:

I can bring...

- cell phone and charger
- spare money
- keys
- any and all IDs
- change of clothes
- medicine
- valuable items

safe people I can call...

School:

These are the two ways that I can get to and from school safely that are completely separate from my partner:

1. _____ 2. _____

I can ask this friend (_____) to walk with me between classes.

I can spend my lunch and/or free period in these areas or classrooms and know that I am safe and staff is nearby:

1. _____ 2. _____ 3. _____

I can talk to these people at school about what is going on:

counselor teacher coach principal other: _____

safety planning |

Home:

I can talk to these people at home about what is going on in my relationship:

1. _____ 2. _____

I can ask these people to spend time with me or video chat with me when I'm home alone:

1. _____ 2. _____

I can have a code word with my friends and family to let them know if I feel unsafe.

My code word: _____

I can use loveisrespect.org at any time to chat with an advocate if I feel uncomfortable talking to someone I know.

Everyday Life:

I feel unsafe at my usual stores. I can ask these people to run my errands with me:

1. _____ 2. _____

I can ask these people to keep their cell phones on them if I think I might reach out:

1. _____ 2. _____ 3. _____

I know that these places are open late in my community if I need a safe place until someone can pick me up:

1. _____ 2. _____

I can call these numbers if I need help: 911 / local domestic violence organization: Center for Prevention of Abuse – 309.691.0551

| internet safety

Human trafficking, specifically underage sex trafficking, is a form of dating violence. Teens are controlled by dating partners who groom them for commercial sex. Here are some warning signs that you can watch out for when talking to someone online:

“Find me on Kik/Skype.” or “Let’s go private.”

Leaving the comments section or public thread and talking on a private messaging app gives people a chance to learn more personal information about you or to talk to you knowing that they’re safe from being “overheard.”

“Are you alone?”

Someone may be asking if you’re alone to send you content they wouldn’t want your parents or other people seeing or to get you to share more pictures or information. If someone you don’t know is specifically seeking out ways to talk to you in private, be extra careful. It’s okay to end a conversation or block a user that makes you feel uncomfortable.

“Do you have a pic?”

There are some pictures that seem harmless to share with someone you trust, but once you share a photo with someone, you can’t always control who else they share it with. Pictures might also communicate more information that you intend to. For example, a photo of you and your friends at your volleyball tournament can tell someone where you go to school.

“You seem sad. Tell me what’s bothering you.”

We all enjoy having someone offer a listening ear. While it can be helpful for you to talk about what you’re going through, it also gives the other person a chance to learn about your thoughts and private life. It’s possible that the person is asking personal, seemingly caring questions to find out ways to take advantage of you.

“I know a way you can earn money fast.”

Anyone offering you a way to make money fast should probably not be trusted. It’s a good idea to avoid getting caught up in dealing with money with someone you don’t know, especially if it includes sending photos of yourself or talking on a webcam, even if it sounds like what they’re asking you to do is no big deal. Talk with a trusted adult before you ever accept employment or money from someone you do not know.

“What’s your phone number?”

Not only does giving someone your phone number create an opportunity for them to build more trust and a false sense of intimacy, a phone number also reveals your location, and often times, even your home address.

“I love you.”

Everyone enjoys hearing the words “I love you,” but sometimes people use this to make it feel safe to do things that you might not otherwise do.

“If you don’t do what I ask, I’ll show everyone the pictures you’ve sent me.”

As someone learns more and more about you, they might threaten to reveal a private photo or tell your parents about something you’ve shared if you don’t do what they ask. Even if you’re afraid of what they might think, tell a parent, teacher, or another adult you trust right away if someone is trying to intimidate or threaten you. It’s better to put a stop to threats right away than to hope that they’ll stop after you just do this one thing.

quiz: self-care |

Part of listening to ourselves and knowing what we deserve is making sure that we are taking care of ourselves, which is not always easy!

Source: <https://www.loveisrespect.org/wp-content/uploads/2019/08/Self-Care-Quiz.pdf>

Directions: Answer based on how often you do each of the following statements. Make sure to check the boxes to record your responses. At the end, you'll find out how to score your answers.

I DO THIS:	Frequently	Occasionally	Rarely	Never	DNA
1. I eat regularly (breakfast, lunch, dinner, or after fasting).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I exercise or do a fun physical activity if I'm feeling stressed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I take time to slow down and take care of myself when I'm sick (i.e. get medical care, take some time off work, or other engagements to rest).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I get enough sleep.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I make time to be with my thoughts and self-reflect.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I take time to express my thoughts or feelings, or have a creative outlet (i.e. writing your thoughts in a journal, expressive art, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I say no to extra responsibilities when my plate is already full.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I spend time with people who make me happy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I love myself and give myself positive affirmations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I allow myself to show emotions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I spend time with my pets or in spaces in which I feel comfortable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I make time to do important things like creating a budget or studying.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I ask for help if I need it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. I spend time with people I care about who care about me too (friends or family).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. I unplug from harmful social media.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. I make quiet time for myself to complete necessary tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. I take time to chat and get to know others (co-workers, students, neighbors, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. I set boundaries in my relationships with my partner, family, and friends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. I take deep breaths if I find myself getting overwhelmed, and take time to tend to those emotions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. I strive for balance among work, family, relationships, play, and rest.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

| quiz: self-care

Scoring: Give yourself a 3 for answering “I do this frequently,” 2 for “I do this occasionally,” 1 for “I rarely do this” and 0 for “I never do this.” Skip the questions you answered “This doesn’t apply to me.”

Now that you’re finished and have your score, the next step is to find out what it means. Simply take your total score and see which of the categories below apply to you.

0–15 points

It sounds like you may not be practicing a whole lot of self-care, but you can change that! Self-care is taking the time to care for yourself in whichever ways work best for you. We know that to be in a healthy relationship, we each need time for ourselves and our own interests, and sometimes even when we’re single, our work and school schedules can get in the way of us truly taking the best care of ourselves. It’s important to remember that self-care is not selfish, it’s self-LOVE. Chat with an advocate on www.loveisrespect.org.

16–30 points

It sounds like you may be practicing a little self-care, but could use some more guidance or ideas on how to best take care of yourself. Remember, self-care is about taking the time to care for myself in whichever ways work best for you! Just start thinking about what you can do that makes you happy, and do it. Call/chat on www.loveisrespect.org or text *LOVEIS* to 22522 to speak with an advocate about more self-care ideas and what may be best for you.

31–45 points

It sounds like you are doing a good job taking care of yourself! Self-care is important for your emotional, mental, and physical well-being, so keep it up! If you’re used to doing the same techniques or methods, maybe try something totally new. If you usually journal your feelings, try your hand at art. If you always go for a run or do a physical activity, try some meditation and deep breathing exercises too. New experiences can be fun!

46–60 points

It sounds like you know all about self-care, and are excellent at taking those few moments to focus on you! Keep it up! Self-care can be a really positive thing for anyone, especially for people who have experienced some form of trauma.

take action & learn more |

Break the Cycle (breakthecycle.org)

Break the Cycle has fun, inclusive, and informative campaigns designed for all ages. With infographics, curriculum, and guides for friends and parents, this website provides necessary information about encouraging healthy relationships.

Idaho Coalition Against Sexual & Domestic Violence (idvsa.org)

Idaho Coalition Against Sexual & Domestic Violence focuses on ways to address domestic violence, dating abuse, stalking, and sexual assault. They have inclusive resources available for all people and campaigns to address and end relationship abuse.

Love Is Respect (loveisrespect.org)

Love Is Respect offers information and resources for young people about healthy and unhealthy dating relationships. They focus on inclusivity and awareness with the goal of advocating healthy relationships and preventing abuse. A live chat service for questions is also available 24/7.

National Domestic Violence Hotline (www.thehotline.org)

The National Domestic Violence Hotline is a 24/7 center that provides resources as access to different services all over the United States. They have an incredible amount of resources, articles, videos, and blog posts.

One Love (joinonelove.org)

One Love is a foundation that educates communities and individuals on the differences between healthy and unhealthy relationships. They have workshops, resources, videos, and activities aimed at creating awareness and spurring change.

Project Consent (projectconsent.com)

Project Consent is a collaborative project with Break The Cycle that works with survivors and allies to fight against rape culture and raise awareness about consent.

The Trevor Project (thetrevorproject.org)

The Trevor Project is an organization that provides services for crisis intervention and suicide prevention for LGBTQ individuals under the age of 25. Inclusive community resources are available for both young people and educators, including information on healthy relationships and dating for teens. There is also an option to chat, call, or text with advocates 24/7.

| sources

Break The Cycle:

<https://www.breakthecycle.org/learn-about-dating-abuse>

https://www.breakthecycle.org/sites/default/files/Dating%20Statistics%20Fact%20Sheet_National_updated%2012.4.2017.pdf

Love Is Respect:

<https://www.loveisrespect.org/wp-content/uploads/2019/01/Huddle-Up-Digital-3.pdf>

Teacher's Guide: Interesting, Fun, and Effective Classroom Activities To Influence Teen Dating Violence Awareness and Prevention:

<https://www.americanbar.org/content/dam/aba/migrated/unmet/teendating/teachersguide.authcheckdam.pdf>

center *for*
prevention
of abuse.

309.691.0551 | 1.800.559.SAFE (7233)
www.centerforpreventionofabuse.org