



# Post-Workshop Activity Kit

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**NYC**<sup>®</sup>  
**Mayor's Office to  
Combat Domestic  
Violence**  
Healthy Relationship  
Training Academy

A V O N  
Foundation  
for **Women**

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**The NYC Healthy Relationship Training Academy** is an initiative of the Mayor's Office to Combat Domestic Violence, with support from the Avon Foundation for Women through the Mayor's Fund to Advance New York City. The Academy provides workshops for young people and parents as well as trainings for staff members on the topics of dating violence and healthy relationships. This Post-Workshop Activity Kit offers organizations and staff members additional resources, activities and information on how to guide discussions and talk with young people about the dynamics of relationship abuse. The implementation of these activities is optional and does not have to follow any particular order.

The materials provided in the Post-Workshop Activity Kit are meant to be utilized by the staff member who was present during the Healthy Relationship Training Academy Workshop your organization hosted. A guide on facilitation tools and tips has also been provided to help staff members tailor the activities and conversations to the needs of their participants.

# Post-Workshop Activity Kit

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\* Taken from OCDV toolkit

# Tips for Facilitating

## Facilitator or Teacher?

When discussing and addressing Teen Dating Violence, it is best practice to facilitate dialogue and learning, rather than to teach information. Acting as a facilitator rather than teacher can help breakdown the power dynamic that exists between teacher and student.

### Facilitator

- \* Might not be an expert in the subject
- \* Is also part of the learning process
- \* Engages participants in creating learning environment
- \* Taps into the participants' existing knowledge
- \* Cultivates an active audience
- \* Encourage participants to utilize their own experience as valuable knowledge

### DO's of facilitation

- \* Establish ground rules agreed upon by all
- \* Ask probing questions to stimulate discussion
- \* Ask the group to answer other's questions
- \* Practice active listening
- \* Use moments of tension or insensitivity to raise awareness of the issue at hand

### Teacher

- \* A teacher is in charge and dominates the space
- \* Determines the learning environment without dialogue or input of participants
- \* Delivers information to a more or less passive audience
- \* Has the knowledge the participants must learn

### DON'Ts of facilitation:

- \* Dictate the rules of the classroom without discussing and agreeing on each in the group
- \* Simply give answers without probing discussion or hearing from group members
- \* Interrupt or invalidate experiences of participants
- \* Shame participants for ignorance

### REMEMBER!

The participants' job is to be engaged and bring a cooperative, open-minded attitude to discussion. Participants need to seek out the balance between the group's interests and personal needs. This balance might shift over time and in different situations.

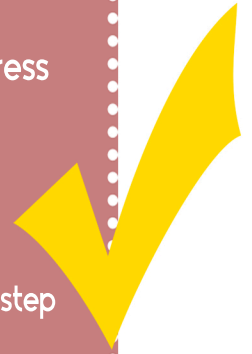
# Tools for Facilitating

## Ground Rules

- \* Are established by consensus and clearly explained
- \* Are important for creating a safe space in which all participants are comfortable to express themselves
- \* A chance to discuss and set goals

\*\*Remind participants you must all adhere to ground rules in order to reach your goals.

OCDV uses: Confidentiality, One microphone, Disagree with the statement not the person, Step up/ step back, Use gender neutral language

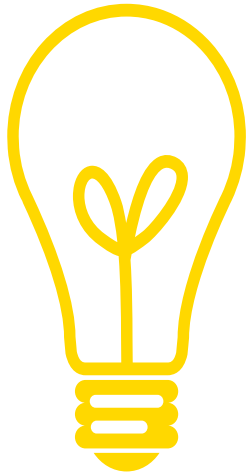


## Summary and Synthesis

- \* Helpful for retaining what was learned
- \* Can be used in response to a discussion or answer to give the speaker chance to correct if necessary
- \* Helps breakdown the teacher/participant dynamic
- \* Minimizes miscommunications that can cause tension

### Questions are your greatest strength

- \* Ask open-ended questions to elicit ideas and elaboration:  
“Can you elaborate more on that? What makes you feel that way?”
- \* Questions can help you transition into your next segment or activity
- \* Elicit what the other participants took away from peers’ answers
- \* Reiterate participant statements to highlight key concepts. Use phrases such as “What I’m hearing is...” or “I love that you said...”



## Active Listening

- \* Gives people a sense that their contribution has been received and understood..
- \* Show you are listening with eye contact, nods, questions and affirmations
- \* Provide reflective statement and questions. Some examples: “What I’m hearing is...” and “Can you us a little more about that...”
- \* Paraphrase what was said into a general summary, scribing ideas at the front of the room

## Conflict Resolution

- \* Set expectations at the very start of the session of how conflicts will be handled
- \* Refer to ground rules, expectations and goals
- \* Name the source of tension and open it up to the group. Turn it into a teaching moment
- \* Draw attention to the time limit and redirect the conversation

## Concluding

- \* Helps participants solidify what they learned
- \* Ask “What’s one think you’ll take away from this activity or session?” Use answers to summarize main points and objectives
- \* A good concluding activity will require participants to synthesize and verbalize what they will take away
- \* Review how ground rules helped achieve goals

# (Mis)Communication

## Goals & Learning Objectives

- \* To consider how patterns of communication can be a warning sign of unhealthy power and control dynamics
- \* To learn to identify and name styles of communication, remembering that any person can have a multitude of communication styles depending on the situation or their intention
- \* To discuss the role of media and technology in communication and how it can affect a relationship
- \* Use communication skills to be an active bystander and a helpful friend

## Tips and Reminders for Facilitators!

- \* Need a breather? Ask participants to turn to their neighbor to discuss question
- \* Local expert? Ask the group “expert” to write on the board
- \* Don’t get bogged down by unhealthy relationships, make sure the room discusses what a healthy relationship looks like as well
- \* Remind participants they might be all types of communicators depending on the day and on the situation. No one can be put into a box of only aggressive or only ever being assertive.
- \* Discuss how these communication skills are transferrable and can help you become a better partner, friend, family member, employee and find success in many areas of life.

Refer to the “Harmful Power & Control Wheel” for reference found on page 4





# Harmful Power & Control Wheel

Dating violence is a **PATTERN** of behaviors used to exert **POWER and CONTROL** over a dating partner



**NYC**  
 Mayor's Office to  
 Combat Domestic  
 Violence  
 Healthy Relationship  
 Training Academy

AVON  
 Foundation  
 for Women



Help is available for anyone in an abusive relationship. Regardless of your sexual orientation, immigration status, etc. there are services that can help you.

Call 1-800-621-HOPE or 311 for help.

Adapted for teens who are runaway and homeless, lesbian/gay/bisexual/transgender/questioning (LGBTQ), immigrants, pregnant/parenting, or exploited through forced sexual acts with permission from the Domestic Abuse Intervention Project, 202 East Superior St, Duluth, MI 55802; Phone: (218) 722-2781; www.duluth-model.org.

# Styles of (Mis)Communication

## Aggressive Communicators

- \* Overpower other people and are loud, bossy and dominating
- \* Often verbally attack or criticize the other person when confronted
- \* Blame others and use “you” statements
- \* Interrupt frequently and do not listen well
- \* Do not admit responsibility for their part in a conflict
- \* Convey the message, “I count; you do not count.”



## Passive Aggressive Communicators

- \* Do not directly address conflicts but will “get back at” the person in a sneaky, underhanded way
- \* Claim the situation is all in the other person’s head
- \* Appear cooperative while doing things to annoy and disrupt
- \* Are often suspicious or distrustful of others
- \* Have difficulty acknowledging their anger
- \* Use sarcasm or facial expression that don’t match how they feel
- \* Convey the message, “I count; you do not count; but I make you think that you do.”

## Passive Communicators

- \* Avoid dealing with problems and do not speak up for their rights
- \* Are often nervous or anxious
- \* Seem to have little self-confidence, and allow others to walk all over them
- \* Speak softly or apologetically; apologize for how they feel
- \* Try hard to please and do not express their feelings, needs or opinions
- \* Convey the message, “You count; I do not count.”

People can become passive communicators due to emotional, verbal and physical violence. It can be hard to recognize you are passive if an abusive partner has made you think your feelings and needs are wrong and invalid

## Assertive Communicators

- \* Are clear, confident, cool and in control of themselves most of the time
- \* Stand up for their rights without stepping on other people’s rights
- \* Are able to say “no” to something with which they are uncomfortable
- \* Are not willing to compromise their own essential values or beliefs in order to make another person happy
- \* Listen well without interrupting and use “I” statements
- \* Convey the message, “I count; you count, too.”





# 0 0 0 (Mis)Communication 0 0 0

## written activity

1) Blake, Chandler and Alex are hanging out at Chandler's house. Blake and Chandler have been dating for two months. Chandler and Alex are best friends, but ever since Blake and Chandler began dating, Alex sees much less of Chandler. Alex isn't sure if Blake treats Chandler as well as Chandler deserves. While they were all hanging out at Chandler's house, Blake puts Chandler down and calls Chandler names. Chandler does not respond. Alex feels like it is important to intervene when Blake begins to escalate the situation. . .

Blake's style: \_\_\_\_\_ Chandler's style: \_\_\_\_\_

Write an assertive response Alex could give as a helpful friend and an active bystander: \_\_\_\_\_

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2) Sam realized he hasn't been spending time with his family and would like to be home more often. He communicates this with his partner Erykah, while being sensitive to her feelings and desire to spend time with him. Erykah says it's okay and that she understands. Then Sam notices Erykah talking to a few other guys a lot on Facebook and flirting with Sam's best friend when they are all hanging out. When Sam calmly asks her about it, Erykah denies anything is out of the ordinary and then says, "I'm surprised you've even noticed since you're so busy and all. . ."

Sam's style: \_\_\_\_\_ Erykah's style: \_\_\_\_\_

Explain how this might impact Sam and Erykah's relationship and how it might escalate: \_\_\_\_\_

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3) Shad and Simmy have been arguing more than usual this week. When they were hanging out with some friends the tension finally erupts and they get into an argument because Shad thinks Simmy is too flirtatious. Shad thinks he deserves more attention in the relationship. Simmy thinks Shad is too controlling, over reactive and that he should be allowed to chat with other people in whatever way he wants. The two refuse to budge and the argument escalates in front of their friends.

Shad's style: \_\_\_\_\_ Simmy's style: \_\_\_\_\_

What would you do if your friends began arguing intensely and how might you help your friends?: \_\_\_\_\_

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# (Mis)Communication

role play activity

## Instructions:

A pair of actors will be given a scenario by the facilitator. Each person will be assigned one of the four styles of communication without the audience knowing which one will be acted out. They will begin acting out the scenario. When an audience member or the facilitator calls out “FREEZE” the actors must freeze and two audience members take the actors’ places. Without reading the scenario, the new actors will re-do the scene as Assertive Communicators and try to come to a conclusion by resolving the conflict. The new scene begins when the facilitator calls out “ACTION”.

After both enactments are done, debrief with the group. Which styles of communication were the original two actors assigned? How was the conflict more easily and thoroughly resolved by practicing assertive communication? Refer to scenarios on page 8.



# 0 0 0 (Mis)Communication 0 0 0

## *answer key for written activity & scenarios for role play*

Blake, Chandler and Alex are hanging out at Chandler's house. Blake and Chandler have been dating for two months. Chandler and Alex are best friends, but ever since Blake and Chandler began dating, Alex sees much less of Chandler. Alex isn't sure if Blake treats Chandler as well as Chandler deserves. While they were all hanging out at Chandler's house, Blake puts Chandler down verbally and calls Chandler names. Alex feels like it is important to intervene when Blake begins to escalate the situation. . .

Blake is aggressive and Chandler is passive

Sam misses his family and realized he's been spending too much time at his girlfriend's house. He would like to be home more often. He communicates this with his partner Erykah, while being sensitive to her feelings and her desire to spend time with him. Erykah says it's okay and that she understands, but then he notices Erykah talking to a few other guys a lot on Facebook and flirting with Sam's best friend when they are all hanging out. When Sam calmly asks her about it, Erykah denies anything is out of the ordinary and then says, "I'm surprised you've even noticed since you're so busy and all. . ."

Sam is assertive and Erykah is passive aggressive

Shad and Simmy have been arguing more than usual this week. When they were hanging out with some friends the tension finally erupted and they got into an argument because Shad thinks Simmy is too flirtatious. Shad thinks he deserves more attention in the relationship. Simmy thinks Shad is too controlling, over reactive and that he should be allowed to chat with other people in whatever way he wants. The two refuse to budge and the argument escalates in front of their friends. . .

Shad is aggressive, Simmy is aggressive, bystanders should be assertive

# The Signs: Healthy and Unhealthy Relationships

## Help Participants Recognize Warning Signs:

- \* Lack of education, communication skills, and emotional coping mechanisms can lead teens to fail to see the signs of abuse
  - \* Identifying the signs as patterns of behaviors found in many/most unhealthy relationships can help teens distinguish issues in their relationships as signs of abuse or as normal difficulties couples encounter
  - \* Many of the warning signs of an unhealthy relationship stem from inability to communicate or identify feelings of jealousy, insecurity and fear of abandonment
  - \* Teaching teens how to communicate about those feelings can help intervene in the development of unhealthy or abusive patterns
- \*See "Top 10 Warning Signs of an Abusive Partner"

## Goals and Learning Objectives:

1. Recognize: Be able to identify the most common signs of TDV
2. Clarify behaviors that might be in the gray area, or confused by technology
3. Normalize: Emphasize that jealousy and insecurity is a natural emotion, but possessiveness and control is not a healthy reaction to those emotions
4. Gain skills and practice for effective communication regarding one's emotions
5. How to address any behaviors of a partner with sensitivity

## Normalize emotions but not unhealthy means of coping

- \* The goal is not to keep teens from feeling jealous, doubtful or insecure, but to create healthy means of understanding, communicating and dealing with those feelings
  - \* Encourage teens to find a partner that is willing to learn how to communicate about why, for example, they are compelled to read through their partner's email
  - \* Normalize the feelings but not the unhealthy way of coping.\*
  - \* *Sometimes* unhealthy patterns arise because people don't know how to communicate in a healthy way but sometimes this isn't the case. If you try to communicate with your partner but the behavior continues, take these as warning signs of an unhealthy pattern of power and control
- \* See (Mis)Communication section for more

# “The Signs”: Activity instructions

## Discussion and Role Play

1  
Before watching the video ask participants to write down some warning signs they remember from the workshop and ask a few to share.

2  
Show “The Signs”  
(4 minutes, all ages)  
link: <http://vimeocom/85676862>  
Google search: Vimeo “The Signs” from Digital Bodega

### 3 Discussion

(Keep the learning objectives in mind)  
Ask students to share what stood out and why and which type of unhealthy behavior it might be ...

Ask participants to draw on their own experiences:  
“ Did the behaviors depicted seem real?”

Ask open ended questions: “Why might someone check your phone and email without your permission or try to keep you all to themselves?”  
(Likely the answer is because that person doesn’t trust their partner.)

Probe further asking, “Why would someone distrust their partner if the trust has never actually been broken?”

**\*This could be a smooth segway into discussing natural emotions like insecurity, lack of communication skills, fear of losing the one you love. \***

### 4 Role Play: practice working it out

1. Ask participants to partner up or get into a group. Delegate one of the scenarios provided on page 12, or ask participants to create their own.
2. Ask participants to work out the issue by:
  - a. Identifying the unhealthy behavior
  - b. Identifying the underlying emotion and motive
  - c. Creating a system for dealing with similar scenarios in the future
3. Bring the group back together and have some groups share

Refer to “23 Signs of an Abusive Partner” for more



## 23 Warning Signs of an Abusive Partner\*

You can't always tell if someone will be abusive, but there **are** warning signs to look out for!

If any of the questions below are true about you or your partner, **be cautious** about proceeding with the relationship and address those issues right away, preferably with the help of a counselor.

Answering "yes" to one or two isn't a guarantee that abuse will take place, but should raise a yellow flag.

### AM I / IS MY PARTNER A PERSON WHO...

1.	Gets very serious with girlfriends/boyfriends quickly – saying "I love you" early in the relationship, wanting to move in together or get engaged after only a few months, or pressuring partner for a serious commitment?
2.	Comes on very strong, is extremely charming and an overly smooth talker?
3.	Is extremely jealous, self-centered or possessive?
4.	Isolates partner from support systems – wants partner all to themselves, and tries to keep partner from friends, family or outside activities?
5.	Attempts to control what partner wears, what s/he does or who s/he sees?
6.	Is abusive toward other people, especially mother or sisters if he is a male?
7.	Blames others for one's own misbehavior or failures?
8.	Abuses drugs or alcohol?
9.	Has unrealistic expectations, like expecting partner to meet all of one's needs and be the perfect partner?
10.	Is overly sensitive – acts "hurt" when not getting one's way, takes offense when others disagree with an opinion, gets upset at small inconveniences that are a normal part of life?
11.	Has ever been cruel to animals?
12.	Has ever abused children?
13.	Has ever hit a girlfriend/boyfriend in the past?
14.	Has ever threatened violence, even if it wasn't a serious threat?
15.	Calls partner names, puts her/him down or curses at her/him ?
16.	Is extremely moody, and switches quickly from being very nice to exploding in anger?
17.	If a male, believes women are inferior to men and should obey them?
18.	Is intimidating, using threatening body language, punching walls or breaking objects?
19.	Holds partner against her/his will to keep her/him from walking away or leaving the room?
20.	Expects sex in exchange for gifts or financial support?
21.	Refusal to cope with rejection; unwilling to take "no" for an answer?
22.	Treats children who are not hers/his poorly?
23.	Calls, texts, or instant messages a partner frequently and always wants to know where their partner is?



Are you concerned about warning signs in your relationship?

#### Ask yourself...

1. What is the intention behind the behavior?
2. How often is the behavior taking place?
3. How does this make you feel?
4. What will you do about it?

# The Signs: Scenarios

Laura and Chris have been dating for three months now. Chris has been telling Laura that she looks better in long sleeves and pants rather than tank tops and shorts, and that she is too beautiful for makeup. Even though Laura had a lot of fun doing different make up styles and she already owned lots of tank tops and shorts, she changed her style in order to be more attractive to Chris. Lately she's been wearing jeans, sweaters and no make up and Chris tells her she looks much better and is so gorgeous. Laura's best friend Ayanna got her a cute blue halter top for her birthday. Blue brings out Laura's eyes so she was excited to wear it to school. When she saw Chris at school she said, "I know you love me in a big comfy sweater, but Ayanna got me this for my birthday. It brings out my eyes and I was ready to switch up my style a little. I hope you don't mind." Chris responded by asking, "Well, do you mind looking like a skank?" Then he pushed her against her locker and told her to change before her next class. As he walked away he told her she better not hang out with Ayanna anymore. . .

Alex and Taylor have been going out for 3 weeks and it's going great! Taylor loves all the attention Alex gives. Alex even walks Taylor to every class. One night, after watching a movie at Taylor's house, Alex tells Taylor, "You mean the world to me, I love you and I don't want to share you with anyone else." At first Taylor is excited and happy, but isn't sure if he is ready to say it back. In fact, it makes Taylor a little uncomfortable. Taylor responds to Alex by saying, "That makes me feel really happy but I think we still have a lot to get to know about each other. I'm not ready to say it back, but that doesn't mean I don't want to date you or that I don't like you a lot." Alex gets angry, looks away and punches the couch cushion a few times then says, "It's fine, I'll wait for you. I can't live without you so I can wait." This worries Taylor, but he doesn't want to upset Alex anymore, so he gives Alex a hug and they put on another movie. . .

Jaime and Jesse have been dating for a few weeks and they are having a great time together. Jesse tells Jaime that she is the most amazing and attractive person in the school, so it's Jesse's job to protect her from all the people that want to get with her. Jaime thinks it's kind of sweet that Jesse is protective. When Jaime and Jesse were out to lunch the other day, Jaime got up to use the restroom and when she came back Jesse was reading through her text messages. This made Jaime uncomfortable even though she had nothing to hide. Jaime asked why Jesse was snooping. Jesse said it was out of love to protect Jaime from all the manipulative people trying to steal her away. Jaime tried reassuring Jesse that she is smart enough to know when someone is manipulating her and she doesn't want to be with anyone but Jesse anyways. Jesse insisted that Jaime hand over her passwords and allow Jesse to protect her. Jesse added that Jaime can be a little slow sometimes and isn't the "brightest bulb in the shed", that's why she needs Jesse. This made Jaime doubt herself, so even though it didn't feel right and she didn't really want to, she gave Jesse her passwords. . .

# Why People Stay & How to Help a Friend

## Why people stay?

Ask participants, "Thinking back to the workshop we had, what are some reasons that someone might stay in an abusive relationship?"

\*Explain that it is important to remember that victims stay in abusive relationships because the abusers have been effective at controlling them through various tactics such as:

- Isolating them from friends and family
- Scaring the victim out of leaving
- Convincing the victim that no one will ever love him/her etc.
- Leaving the abuser can be extremely dangerous
- In teen relationships, breaking the silence can lead to alienation by peers

People who stay in abusive relationships face stereotypes which further isolate them. Asking "Why would she stay" can be heard by a victim as, "It's your fault." The reasons victims have for staying are very real, but remember, so are the reasons to leave.

## How to Help a Friend:

Ask participants, "If you know/knew someone who is in an abusive relationship, how could you help that person?"

- Spending time with that person to break the isolation
- Offering information and resources such as the hotline
- Calling the hotline yourself to speak to counselor

\*\*Telling the friend to leave the abusive partner may not be helpful and might even be dangerous.

\*\*Victims need to work with an advocate to develop a Safety Plan.

## Goals & Learning Objectives

- 1) Use the provided handouts on warning signs and facilitation skills to talk to a friend about dating violence and abuse
- 2) Gain the language and practice to help a friend
- 3) Break down stereotypes about victims and survivors

# Why People Stay & How to Help a Friend: Video Discussion. . .

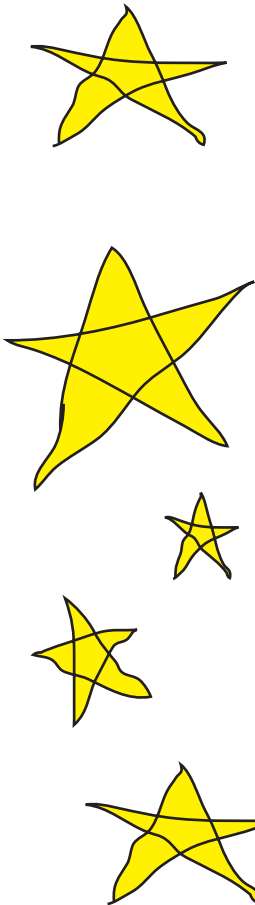
Leslie Morgan Steiner: Why domestic violence victims don't leave

This 16 minute Ted Talk, appropriate for ages 11-24, provides an explanation of why TDV and victims of domestic abuse don't leave. Leslie Morgan Steiner shares her personal story of falling in love, coming to terms with her abusive relationship, and why victims of domestic abuse don't leave."

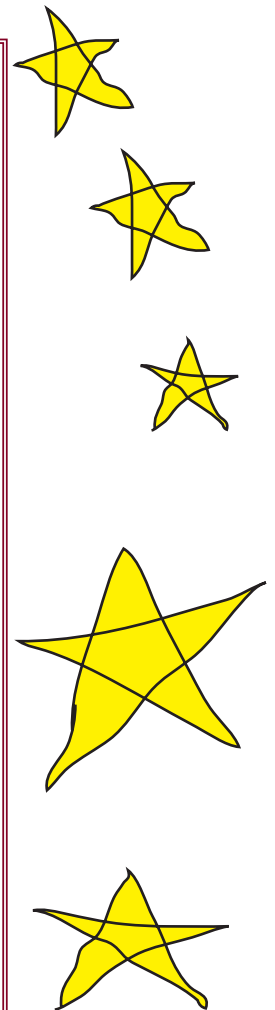
<https://www.youtube.com/watch?v=V1yW5lsnSjo>

Ask participants why they think victims stay and how they would talk to their friend that is in an abusive relationship, keeping in mind the handouts from the OCDV toolkit

Note: if you don't have time for the full video, see a topical breakdown below. We suggest focusing on the sections in red



- 2:10 - 3:34 ~ Domestic Violence happens to everyone
- 4:11 - 5:55 ~ The first step: Abuser adores you and creates the illusion that you are the dominant one
- 6:00 - 7:10 ~ The Second Step: Isolation and Control
- 7:25 - 8:10- ~ Third Step : Threat of Violence
- 8:10 - 9:55 ~ Physical Violence
- 10:00 ~ You are not alone; Information and statistics
- 10:18 ~ Why Leslie Morgan Steiner stayed after the abuse began and escalated
- 11:00 ~ Steiner debunks, "Why doesn't she just leave?"; It can be dangerous to leave an abuser
- 12:40 ~ How women and victims are stereotyped and shamed
- 14:00 ~ How to help and why domestic violence matters to everyone; Break the silence to help your friends



# Why People Stay & How to Help a Friend: Video Discussion. . .

Suggested Discussion Questions to debrief the Ted Talk Video:

- ~ “Did you recognize any warning signs as she told her story?”
- ~ “Did you recognize the cycle and pattern of abuse?”
- ~ “What was your biggest take away from this talk?”
- ~ “Why did this woman stay?”
- ~ “Did this story change the reasons you think victims stay in abusive relationships?”
- ~ “Did it change or perhaps reinforce the way you would talk to a friend in an abusive relationship?”
- ~ “Did this video change your idea of who is impacted by DV or who has a stake in it?”

Read Participants the following scenario:

Being there for a friend in abusive relationship can be very difficult, especially when they can't see the warning signs.

You haven't seen your best friend Aya hardly at all since she started dating Lem. You finally made plans to go out to lunch but you were surprised when she showed up with Lem on her arm. When Lem got up to go to restroom you asked Aya what was up with Lem crashing your lunch plans. Aya tells you Lem hasn't let her go anywhere alone in a while. Today, when Aya told Lem she needed to have alone time with you, Lem grabbed her arms and yelled at her. Aya says Lem hasn't been physical before today and it wasn't that big of a deal. However, when you look at Aya's arms you see bruises and you think it's a big deal. . .

**Remember!**  
If a participant suggests you confront the abuser remind them that this could escalate the violence in the relationship and then your friend won't talk to you about their relationship anymore!

Emphasize the most important things are to listen closely, not make judgments, and offer to find support and resources. Ask students if they have anything to add to the list.

## GUIDING QUESTIONS!

“How could you help Aya? What would you say or do?”

“What might be the most difficult part of helping a friend in an abusive relationship?”

-When the friend doesn't leave or see any of the signs

“What can and should you do when a friend doesn't seek help or see the warning signs?”

- Don't walk away, this friend has been victimized through isolation



# Media Links and Resources

- 1) This blog about social media and teen dating violence explains the prevalence of abuse through social media and how this can be an indicator or other kinds of abusive behaviors.  
<http://weaveincblog.org/2013/04/05/social-media-teen-dating-abuse/>
- 2) This USA Today article addresses the startling report that teen dating violence is happening younger and with more prevalence than previously thought. It effectively addresses the stigma around boys and men reporting violence and abuse.  
<http://www.usatoday.com/story/news/nation/2013/07/31/teen-dating-violence/2596255/>
- 3) This topical graphic relates to a young audience by using a pop culture reference to the “Chris Brown Can Beat Me Tweets” from 2009 to explain how pervasive and normalized dating violence has become. The graphics illustrate rates of reported teen dating violence by gender and race.  
[http://colorlines.com/archives/2012/02/chris\\_brown\\_normalizes\\_dating\\_violence.html](http://colorlines.com/archives/2012/02/chris_brown_normalizes_dating_violence.html)
- 4) This article discusses the larger context of health repercussions for victims of domestic violence. Victims of domestic violence are more likely to suffer from chronic health conditions, demonstrating the importance of both access to health care and regular screening of domestic violence.  
<http://thinkprogress.org/health/2013/11/05/2891821/domestic-violence-long-term-health-problems/>
- 5) This article looks at how the treatment of domestic violence as a heterosexual issue contributes to the minimization of abusive experience in same-sex relationships.  
<http://bit.ly/1kSXTpt>
- 6) This website summarizes what a healthy relationship consists of in an open and accessible way that is geared toward younger readers.  
[Kidshealth.org/teen/your\\_mind/relationships/healthy\\_a\\_relationships.html](http://Kidshealth.org/teen/your_mind/relationships/healthy_a_relationships.html)



# Media Links and Resources

7) This 5 minute video called “Teen Dating Abuse Survivors” is accessible for youth to listen to real stories of teen dating violence.

[https://www.youtube.com/watch?v=1tk6\\_FPr66Y](https://www.youtube.com/watch?v=1tk6_FPr66Y)

8) In this highly recommended 19 minute video, “Violence Against women- it’s a men’s issue: Jackson Katz at Tedx”, Jackson Katz shares his expertise on violence, media, and masculinity, explaining why it is necessary to reframe violence against women as a men’s issue. Katz elevates being an Upstander as a powerful tool for men to change the entrenched systems that perpetuate violence against women. He emphasizes “leadership” training over “sensitivity” training.

<https://www.youtube.com/watch?v=KTvSfeCRxe8>

## Recursos en Español

9) ¡No te dejes!

Proviene una variedad de recursos y videos de temas diferentes: violencia en el noviazgo, signos y ciclos, plan de seguridad, y víctima indocumentada.

<http://notedejes.org/>

10) Detengamos la violencia doméstica, WE ARE NEW YORK Revista

Una revista bilingüe que proviene una tira cómica/obra de teatro de una situación de violencia doméstica. Incluye ideas para un plan de acción, como ayudar a víctimas de abuso, y más.

[http://www.nyc.gov/html/weareny/downloads/pdf/stop\\_domestic\\_violence\\_spanish.pdf](http://www.nyc.gov/html/weareny/downloads/pdf/stop_domestic_violence_spanish.pdf)

11) Violencia Doméstica: Cómo Encontrar Seguridad y Apoyo- Recursos

Recursos para víctimas de violencia doméstica del estado de Nueva York.

<http://www.opdv.ny.gov/help/fsssp/resourcesp.html>