

TeenCap

AN INFORMATION AND RESOURCE GUIDE

FOR MIDDLE & HIGH SCHOOL
STUDENTS



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EMPOWERMENT AGAINST VIOLENCE & ABUSE

TeenCap is a dynamic workshop designed to empower youth with specific skills and strategies for violence and abuse prevention. CAP's (Child Assault Prevention) basic premise is that all human beings have the right to live SAFE from acts of violence/abuse; STRONG both physically and emotionally; and FREE to make positive healthy choices. Participants are encouraged to discuss and express their feelings, the dynamics of teen abuse and violence, and prevention strategies. All workshops are age-appropriate, non-threatening, and the voluntary participatory format maximizes their sense of safety.

The TeenCAP program is presented to youth in grades 6 through 12. TeenCAP is a community prevention program with three equally important components: an in-service for school staff, an in-service for parents and guardians, and classroom workshops for students.

TeenCAP Concentrates on:

- Breaking myths of how assault happens
- Building victim empathy
- Bystander/UpStander intervention
- Technology/Internet Safety
- Stranger Awareness/Safety Techniques/Self Defense
- Passive/Aggressive behaviors vs. Assertive behaviors
- Physical abuse, peer abuse, date/ acquaintance rape, sexual assault/ abuse
- The right to say "NO", regardless of dress, behavior, or prior sexual history
- Law regarding alcohol and consent (discussed in High School TeenCAP)
- Sex- role stereotyping and how it leads to vulnerability
- Attitudes and behaviors that lead to violence such as racism, sexism and homophobia (High School)
- Encouraging youth to respect themselves and the rights of others
- Provides options and alternatives for handling unsafe situations.

Teens are also challenged to acquire skills that help them choose alternatives to violence when seeking a solution to a problem. Skills discussed include impulse control, anger management, empathy, assertiveness, bystander/upslander intervention, minimizing risky behaviors, healthy decision making and the ability to use community resources.

Parent/School Staff Component

Prior to the youth workshops, parents and school staff are invited to attend a special workshop where CAP provides:

- A description of the TeenCAP program
- Information about how to recognize abuse. Physical, emotional, social, and behavioral indicators are presented and discussed
- Current information on the scope of child abuse and the impact it has on our community
- Tips for reinforcing prevention strategies at home and at school
- Issues faced by youth and proactive strategies to provide support
- A community resource guide and program handbook

A BILL OF PERSONAL RIGHTS

This bill of Personal Rights can help you act assertively to attain your goals.
Stating one's rights *differs* from a rigid list of "do's" and "don'ts".

These are a few Personal Rights:

I have the right:

- To be the type of Man I want to be.
- To be the type of Woman I want to be.
- To ask for physical closeness if I want to.
- To say "No" if I do not want physical closeness.
- To be myself without changing to please others.
- To have a relationship based on equality.
- To change my mind.
- To express my own thoughts and feelings.
- To say "Yes" when I want to.
- To say "No" when I want to.

Adapted from the *Mother Lode Women's Crisis Center*

Asserting Your Rights

Remember these tips when asserting your rights:

Be Assertive: Express your feelings while respecting the feelings of others. Use normal voice tone, good eye contact and relaxed body posture.

Don't act aggressively: Using a loud, intimidating voice or threatening body posture is violating someone else's rights

Don't act passively: Don't back down or make up excuses or lies about what you really think or feel. Make good eye contact with the person you are talking to.

You have the right to live SAFE in this world. This includes:

- The right to say "No" to potentially dangerous situations or to any abuse from a friend, a relative or anyone else.
- The right to trust your feelings of danger. Listen to those gut feelings that tell you something is wrong.
- The right to protect yourself, to say "No", to run, yell and use self-defense.
- The right to ask for help when you need it.

You have the right to be STRONG both physically and emotionally.

- You have the right to be respected.
- You have the right to be listened to and taken seriously.
- You have the right to feel good about who you are.
- You have the right to trust how you feel about a situation. If you feel pressured, you are being pressured.

You have the right to be free from abuse of any kind. This means:

- You have choices.
- You have the right to seek safety when you need to.
- You have the right to choose when and with whom you want to be intimate. If someone touches you in a way that makes you feel uncomfortable, you have the right to say "No" and leave. No matter who that person is –even someone you know.

Teen Cap Word List

Acquaintance (Date) Rape: A situation in which the rape victim knows their offender.

Aggressive: Stating one's feelings and opinions while violating/ taking away another person's rights.

Assertive: Stating one's feelings and opinions but at the same time respecting another person's rights.

Bystander Intervention: The willingness to take action and help someone in a time of need or during a possible unsafe situation.

Emotional Abuse: Deliberately withholding praise, constant insults (verbal abuse), damaging self-esteem.

Exhibitionism: Showing private parts of the body to someone else without their consent.

Gender Identity: One's personal experience of one's own gender. Gender identity can correlate with assigned sex at birth or can differ from it. **Gender Fluidity:** is a gender identity which refers to a gender which varies over time. May at any time identify as male, female, neutrois or any other non-binary identity, mutli-gender or transgender.

Homophobia: Fear or hatred of gay and/or lesbian people.

Incest: Sexual relations between family members or extended family members. This includes a parent's boyfriend or girlfriend living inside the home that has power or authority over the victim.

Molestation: Forced sexual touch, no penetration.

Neglect: *Physical-* purposely keeping food, shelter and/or medical needs from someone you are responsible for, (not to be confused with poverty). *Emotional-*extreme lack of attention, affection or emotional support.

Offender/Perpetrator: The person causing pain, abusing or committing the crime.

Passive: Not responding, non-active.

Physical Abuse/Battery: Non-accidental physical injury

Racism: Prejudice and discrimination of someone because of their race, based on the belief that some races are by nature superior to others.

Rape: Forced, non-consensual penetration with fingers, penis or other object, into vagina, rectum or mouth.

Rights: That which is due to anyone by law, tradition or nature, including being safe, emotionally and physically strong, and free from abuse of any kind.

Sexism: Prejudice and discrimination based on gender. **Sex- Role Stereotyping:** An over-simplified belief regarding the personality traits a male or female should possess.

Sexual Activity: Consensual sexual contact between two people of legal age, both willingly participating.

Sexual Assault: When someone is forced or tricked into performing sexual acts. These acts include rape, incest, molestation, pornography, voyeurism, exhibitionism, and forced prostitution.

Statutory Rape: Sexual intercourse with a person who is below the statutory age of consent which in the state of Colorado is 15 years of age, and /or if there is a 4 or more-year difference in age between the two parties involved.

Survivor: A person, who has been abused but has sought help and is in the process of healing.

UpStander: Someone offering peer support in an unsafe situation to help the target stand up for themselves.

Victim: The injured person, someone experiencing abuse.

Voyeurism: Looking at someone's genitals or other body parts without their consent.

Peer Pressure/Peer Support

Peer pressure can be positive or negative. It sometimes encourages a teenager to study for a test, to participate in athletics, to accept a role in a school play or to be home by curfew. Peer pressure can also cause a teen to ignore schoolwork, drop out of sports, or break curfew. The teenager who feels good about him/herself in most areas of his/her life is not as likely to be negatively affected by peer pressure as the teenager who is insecure and unsure of him/herself.

Peer groups offer independence from parents by providing an intimate personal life outside the family. They offer acceptance and approval from people in the outside world and help young people to feel confident and worthy. Peer groups offer social rules for interacting with others and can provide some young people with a sense of security.

A peer group can also influence thoughts and behaviors negatively for certain teens with little sense of who they are or what they are worth. When this happens, young people do not have to decide how to think or act when they allow the group to influence their behavior.

Consider the following questions when making a decision in a peer pressure/peer support situation.

- Could you do what you are being pressured to do and still feel good about yourself?
- Would your decision add to or take away from your positive feelings about yourself?
- Would your decision help you or hurt you? Would it help or hurt those you care about?
- Would you want the person you respect and admire most in the world to know what you are doing? (Mom/Dad/Grandma/Mentor/Coach)

Relational Aggression-“Bullying”

“Bullying is conscious and deliberate acts of physical, emotional and/or verbal abuse. It is any behavior, which takes another person’s rights away to feel Safe, Strong and Free:

Backstabbing	Physical fighting
Belittling	Scape-goating
Spreading rumors	Social Exclusion
Creating deliberate humiliations	Threats
Excluding people from groups	

The difference between teasing and bullying is its intensity and duration. What distinguishes [a bully] from someone who teases occasionally, is a pattern of *repeated* physical or psychological intimidation.

Bullying is not normal, natural or necessary-it is not a rite of passage and should not be taken lightly.

Bullies don’t burn out; they get older. A child who bullies a classmate can turn into a young adult who harasses his girlfriend, a husband who abuses his wife, a mother who beats her children, or a boss who torments her employees.

Bullies can become criminals. Children who bully can have problems as adults, engaging in criminal behaviors.

Bullies affect a large group of school children. According to the National Association of School Psychologists (NASP), about one in seven school children is a bully or a target of bullying. Five million elementary and middle school students in the U.S. are affected by bullying.

De-Escalating Bullying Behavior

Use Assertive not Passive Behavior. Assert yourself with confidence. A peer with bullying behavior succeeds when targets act passively, swallows the assault, and/or does nothing. These responses feed bullying behavior.

Starve the bully behavior. This behavior feeds on a target’s responses including crying, cowering, cringing, wincing, whining, or falling apart. When a target refuses to respond these ways, they get little satisfaction.

Know when to get help. Responding with physical violence leads to greater violence and does not solve the problem. If the bullying becomes physical, remove yourself from the situation and report the behavior to an adult.

Find supportive allies. Adults and other peers can help ward off bully behavior. Eat with a friend at school, walk to and from school with a friend and use adult support when necessary.

Bystander Intervention: an individual who hears about the threat of abuse or witness’s harassment of any kind maintains a moral responsibility to intervene and seek help for the target. Although not directly involved in committing the violation, a bystander who ignores the problem is allowing the perpetuation of violence.

For more bullying information see: *The Bully, the Bullied, and the Bystander* (2003) by Barbara Coloroso.

We all have the responsibility to stop bullying behaviors. We should always pay attention, get involved and never, ever look away!

Accountability for Bullying Behavior

Bullying is about contempt and dehumanizing another person. Holding those who bully accountable for their behavior is an important step in creating a healthy, safe environment for everyone. Steps for accountability:

1. Restitution- Fix the problem in any way possible.
2. Resolution- Come up with a plan to keep it from happening again.
3. Reconciliation- Help the target heal.

Anti-Bullying Quiz (Tolerance org.)

How much do you know about bullying?

1. Nearly one-third of American teens are involved in bullying.
(True) (False)
2. Less than 10% of American teens admit to bullying others.
(True) (False)
3. Students who are bullied in school are usually attentive students with good attendance.
(True) (False)
4. Most students who bully are insecure.
(True) (False)
5. Contrary to stereotypes, male bullies are not usually bigger and physically stronger than their peers.
(True) (False)
6. Students who witness bullying often refuse to remain friends with the victim and feel guilty for not reporting the incident.
(True) (False)
7. Bullies have trouble making friends.
(True) (False)
8. Bullies do poorly in school compared to others who do not bully.
(True) (False)
9. Most bullies discontinue violent or aggressive behavior in adulthood.
(True) (False)
10. If you are being bullied it's best to handle it alone.
(True) (False)

(Answers found in back of this booklet)

Teaching Tolerance Bullying Quiz adapted from www.safeyouth.org

www.teachingtolerance.org





What Kind Of Are YOU?

When an assault or an attack occurs, it is never the fault of the victim. The fault for the crime lies entirely on the perpetrator(s). We cannot be responsible for the choices that other people make. There are things, however, that one can do to minimize risk, stay safe and to help prevent an assault by making it difficult for the perpetrator to progress with his/her intended plan. In ***Safe Teen, Powerful Alternatives to Violence*** the author uses the image of a house that is difficult to break into as a model for protecting ourselves and staying safe:

1.

Imagine that you are a burglar. You are scouting out a neighborhood with the intention of breaking and entering. Now imagine that you see two houses side by side. They are identical in appearance except for the tall fence around the one on the left. When you look closer, you see surveillance cameras mounted all around this house and security alarm systems in place. The doors are well-locked, and “Beware of Dog” signs are posted in the windows. You can hear a large dog barking as you walk by. The second house, the one on the right, has no fence. There is no visible security system of any kind. On closer inspection, you see that one of the windows is open, and as you walk up to the front door no dogs are barking, no lights go on and no alarms go off.

You are the burglar. Which house would you break into? This is not a trick question.

It is obvious that the house on the right is an easy house to break into and would be any burglar’s first choice. The house on the left- the hard house to break into-would be too risky.

We want to be the hard house to break into. Behaviors that keep us safe are like the security system on the hard house. By using assertive and intentional behaviors, our bodies and our words can communicate strong and clear messages that say: “ I will not go with you” or “I do not like the way you are looking at me” or “I do not want your help.”

Another way to help protect ourselves is to listen to our intuition, our gut instinct. If we learn to listen to it carefully, it can tell us when we are in real danger. Intuition can show itself in many forms, some of which may be surprising or unrelated at the time. When any of these signs send you a signal of danger it is important that you trust it, pay attention to it, and follow it. Get yourself to a safe place immediately.

1. Roberts, A. (2001). *Safe Teen: Powerful Alternatives to Violence*. Canada: Raincoast Books.

2. DeBecker, G. (1997). (1997). *The Gift of Fear*. New York: Dell Publishing of Bantam Doubleday Publishing Group, Inc



Hard House Behaviors

- Being aware at all times of what is going on around you.
- Using good eye contact.
- Listening to and following your intuition (gut feelings).
- Being assertive. (Being assertive is not being rude.)
- Making responsible choices.
- Using strong body language to communicate position.
- Using a firm hand gesture to indicate “NO” or “STOP”.
- Keeping shoulders and head square with the person you are confronting.
- Speaking up for yourself using a strong and firm voice. Using “I” messages (i.e., “I want you to stop.”), repeating your message several times if necessary.
- Getting yourself out of the situation immediately if it does not feel right.
- Keeping a healthy balance between living your life and being safe.
- Being prepared and having a safety plan. Having alternate plans for how to be safe if your initial plans change.
- Knowing your capabilities and considering what you are able to do in each situation.
- Staying calm and keeping a neutral stance in threatening situations. Looking calm and confident on the outside, even if you are scared on the inside. Keep from reacting to your anger in the moment. Feeling angry is okay. Acting angry can be dangerous.



Easy House Behaviors

- Being an easy target: being quiet, following unsafe directives.
- Feeling obligated to help someone.
- Being afraid to say “No” for fear of being considered rude.”
- Smiling when saying “NO.” (This sends mixed messages.)
- Acting aggressively. Acting passively.
- Believing myths like:
 - “It can’t happen to me.”
 - “Being paranoid keeps me safe.”
 - “Only women are at risk.”
 - “I can tell what a bad person looks like.”
 - “If I don’t wear certain types of clothing, I’ll be safe.”
 - “If I don’t drink, I will be safe.”
- Believing that the offender is being polite or nice, when in reality they are trying to get something from you, or they are trying to get you to do something.
- Giving out personal information: your name, your age, where you live, where you are headed (i.e., “I’m going to work.”)
- Thinking that the offender is charming, when in reality they are charming you and trying to get something from you.
- Apologizing unnecessarily. (This communicates insecurity.)
- Allowing your anger to take control, rather than using it to guide you in unsafe situations.

Internet Safety Tips

(Share these with your parents too!)

Learn what is out there. Become familiar with what is available on the internet. Type keywords into a search engine and see what sites pop up. Visit sites geared toward youth. Do not enter personal information on the web and try to use kid friendly sites that do not require it.

Use your blocker. Let's face it; there are certain websites that are inappropriate for young people. Many software programs allow you to block out information that you find offensive. Some of the things you can screen for include coarse language, nudity, and violence. In addition, many internet browser applications have parental controls to help protect kids from stumbling on to inappropriate sites. You can often choose separate levels of security based on age and maturity level.

Create a "guest list." Another way to protect yourself from chatting with strangers is to set your instant messaging software to only accept messages from approved contacts. If you want to send someone an instant message, you must add their name and contact information to the list.

Talk with your parents about safety guidelines and rules for safe internet use:

- Establish an appropriate time of day to be online and limit length of time to be online
- Establish a list of appropriate people that you may communicate with.
- Establish a list of appropriate websites that you may visit.
- Computers should be in a family shared space in your home. A Computer in a young person's room can create secrecy and unsafe opportunities.

Stay connected. Remember, the best way to keep yourself safe, is by keeping the line of communication open. Your parents should take an active interest in what you are doing both on and off-line and set online safety rules. Tell your parents if you ever get in an uncomfortable situation.

Do not forget that your profile and My Space forums are public spaces and try to be as anonymous as possible. Do not post anything you would not want the world to know (e.g., your phone number, address, IM screen name, or specific whereabouts). Avoid posting anything that would make it easy for a stranger to find you, such as your last name, name of school or where you hang out every day after school.

People are not always who they say they are. Be careful about adding strangers to your friends list. It is fun to connect with new friends from all over the world but avoid meeting people in person.

Protect your info. Check to see if your service has a "friends" list that allows you to control who can visit your profile or blog. If so, allow only people you know and trust. If you do not use privacy features, anyone can see your info, including people with bad intentions.

Harassment, hate speech and inappropriate content should be reported. If you feel someone's behavior is inappropriate, talk with a trusted adult, or report it to the authorities.

Avoid in-person meetings. Do not get together with someone you “meet” in a profile or blog.

Photos: Think before posting. What is uploaded to the Net can be downloaded by anyone and passed around or posted online pretty much forever. Avoid posting photos that allow people to identify you (for example, when they are searching for your high school), especially sexually suggestive images. Before uploading a photo, think about how you would feel if it were seen by a parent/grandparent, college admissions counselor, or future employer.

Check comments regularly. If you allow them on your profile or blog, check them often. Do not respond to mean or embarrassing comments. Report them and, if possible, block offensive people from commenting further.

Be honest about your age. Membership rules are there to protect people. If you are too young to sign up, do not attempt to lie about your age. Talk with your parents about alternative sites that may be **appropriate for you**. Do not mislead people into thinking that you're older or younger. If you lie about your age, the site can delete your profile.

Dangerous Grooming Phrases

Internet predators groom children and adults in order to gain confidence and trust. They use phrases and language that may seem harmless, when in-fact they are quite dangerous and unsafe. If you see or hear any of the phrases below, they are unsafe. Do not respond to them and discontinue any conversations containing any such statements:

“Where’s your computer in the house?”

“I know someone who can get you a modeling job.”

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

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

“What’s your phone number?”

“If you don’t do _____, I’ll put photos of you on a photo blog.”

“You are the love of my life.”

“Want to go private?” (WTGP)

“Want to meet in person?”

Internet Safety Quiz

1. As I travel through "Cyberspace," information I should never give out to someone I meet online is

- a. The names of my favorite books and movies.
- b. My real name, address, telephone number, the school I attend, or my photograph.
- c. The name of my pet.

2. If someone sends me an inappropriate message/material, I should

- a. Never reply to these messages and tell my parents, so that they can notify our online service provider.
- b. Keep it a secret.
- c. Reply to the message and ask the sender to stop sending me messages.

3. If someone I meet online asks me to keep a secret from my parents I should

- a. Keep the secret because they are my "cyber friend."
- b. Tell all of my friends, because it's hard for me to keep a secret.
- c. Tell my parents, because no one should ever ask me to keep secrets from my parents.

4. If someone is on my E-mail "buddy list," "friend list," or "contact list" and I only know that person online, he or she is

- a. My friend and someone I can trust.
- b. The person he or she claims to be.
- c. Someone I should be cautious about because I don't know him or her well.

5. As I travel through "Cyberspace," I should never

- a. Take a break and have a snack.
- b. Use the Internet to help me with my homework.
- c. Agree to meet someone in person who I have met online.

6. The "CyberTipline" is

- a. A cool, new video game.
- b. My online source to report inappropriate language, material or conversations.
- c. A web site where I can find information about UFO's.

Sexual Assault Questionnaire

How Much Do You Know About Sexual Assault?

1. When a woman is raped, it is usually her fault, and she is responsible? True or False
2. Sexual Assault is the fault of the victim due to their behavior, actions or choice of clothing and the perpetrator is not to blame? True or False
3. Children/teens are usually molested or assaulted by someone they know, such as a relative? True or False
4. Perpetrators assault others because they are sexually excited and cannot control their desires? True or False
5. More than 90% of assault/rape are committed by someone known to the victim? True or False
6. Men who rape other males are usually homosexuals? True or False
7. Most rapists are mentally ill? True or False
8. In the case of incest, the adult who offends is responsible, not the child? True or False
9. Sexual assault occurs mostly in low-income families? True or False
10. Black men are usually the rapists and white women are usually the victims? True or False
11. Most men who commit a sexual assault have sexual relations with a wife or girlfriend? True or False
12. Most sexual offenders commit their first sexual crime before the age of 18? True or False
13. Sexual assault is rare? True or False
14. Sexual assault happens only to females? True or False
15. Sexual assault and sexual activity are different? True or False
16. Most assaults occur in late night hours, in dark places? True or False
17. Most sexual offenders were traumatized and/or violated as children? True or False

Teen Dating Violence

The violence that happens in teen relationships is the same as in adult relationships- it is just as severe. It happens just as often, and it follows the same cycle. Young men and women stay in violent relationships for the same reasons regardless of age.

Often, teens experience peer pressure to be in dating relationships, so there may also be pressure to stay in an unhealthy relationship too.

- Teens are in the process of becoming independent, so they want to make decisions on their own, which makes it difficult to talk to parents about dating violence.
- A teen may stay in a relationship to please his/her parents if they like the girlfriend/boyfriend, or to remind the parents of his/her independence if parents do not like their dating choices.
- A teen may be confused about what is normal dating behavior, especially if this is their first dating relationship.

Date/ Acquaintance Rape is forced intercourse with someone you know or may be dating. This can occur not only through physical force, but also when someone is mentally or physically incapacitated and unable to provide consent. It is a violation of one's body and an act of violence.

Signs of an Abusive Partner



Moves too fast- too soon: This can seem exciting at first, but it will pay off to take your time to get to know your partner. Most abusive relationships begin quickly and intensely. Once you realize that you are being controlled it is more difficult to leave because you are so deeply involved.

Quick Temper: Does your partner have angry outburst? Is your partner threatening when he or she is angry? Do they play with weapons or threaten to use them? Are you afraid when your partner is angry? These are signs that they like things their way and do not have the skills to resolve conflicts in a reasonable manner.

Extremely jealous or possessive: Controlling people tend to be very possessive, which is often interpreted at first as "He/ She just really cares about me." This is not the case- they want to control you. If your partner tries to tell you who to spend time with or tries to cut you off from your friends, or gets jealous when you talk to other people, they are attempting to isolate you from others.

Use of put downs and criticism: Does your partner criticize you often? Do they blame you or others for things that go wrong? Do they put others down often? Are you starting to wonder if maybe something is wrong with you? These are signs that he or she may have low self-esteem and need to belittle others to feel good about themselves.

Alcohol or drug abuse: This does not cause someone to be controlling or abusive, but it often intensifies his or her anger or abusiveness. Alcohol also reduces your ability to avoid dangerous or undesirable situations.

Blames other people: When things go wrong is it always someone else's fault? Do they always have an excuse? If they get a ticket, it is because the cop was hiding behind the bushes. If they are not successful at work, it is because the boss is impossible. Someone like this cannot accept responsibility for their actions and will not listen to criticism. They will start to blame you, too and often they are good at making you believe it.

Self-centered: Someone who thinks about fulfilling his or her own needs is a bad risk. Do they not care about what you think? Do they always decide for both of you where you will go and what you will do? This behavior usually only gets worse and shows that they do not value your opinion as an equal.

Dating Abuse Statistics

- About 1 in 11 teens report being a victim of physical dating abuse each year. 1
 - About 1 in 4 teens report verbal, physical, emotional or sexual abuse each year. 2,3
 - About 1 in 5 teens report being a victim of emotional abuse. 4
 - About 1 in 5 high school girls have been physically or sexual abused by a dating partner. 5
 - 80% of teens regard verbal abuse as a serious issue for their age group. 6
 - Nearly 1 in 5 girls who have been in a relationship said a boyfriend had threatened violence or self-harm if presented with a break-up. 6
 - Teen dating abuse most often takes place in the home of one of the partners. 6
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1. Eaton, D., Lynberg, MC. (2003). Morbidity & Mortality Weekly report: Prevalence and Associated Health Risk Behaviors of Physical Dating Victimization among High School Students. United states: In Press
2. Foshee, VA., Linder, GF. (1996). American Journal of Preventive Medicine: The safe dates project: theoretical basis, evaluation design, and selected baseline findings. 12(2):39-47
3. Avery-Leaf, S. (1997). *Journal of Adolescent Health: Efficacy of a dating violence prevention program on attitude justifying aggression.* 21:11-17
4. Lbid
5. Silverman, JG., Raj, A., Mucci, L., Hathway, J. (2001). *Journal of the American Medical Association: Dating violence against adolescent girls and associated substance use, unhealthy weight control, sexual risk behavior, pregnancy, and suicidality.* 286(5)572-9
6. Teenage Research unlimited. Findings from a study commissioned by Liz Claiborne Inc. TO investigate the level of attitudes. (2005)

Sexual Harassment vs. Flirting

	Is:	Is perceived as:	Makes the receiver Feel:	Results in:
Sexual Harassment	Unwanted Power-motivated Illegal	One-sided Demeaning Invading Degrading	Bad Angry/Sad Demeaned Ugly Powerless	Negative self-esteem Causes Fear Shame Guilt
Flirting	Wanted Equally motivated Legal	Reciprocal Flattering Open A compliment	Makes the receiver Feel: Good Happy Flattered Pretty/Attractive In control of self	Results in: Positive self-esteem Creates positive relationships

Sexual Harassment Can Make You Feel...

Powerless to stop the situation,

That it must be your fault,

Like you want to change your life to avoid the harasser,

That you may not be worth respect,

Physically sick or depressed.

What To Do if You Are Being Sexually Harassed...

Ignoring it will not help. Do not just hope that it will stop.

Take Action! Tell a supportive friend, counselor and/or parent.

Keep a record. Write down when, where, what happened, what was said
and who else witnessed the incident.

If possible, let the harasser know the attention is unwanted and inappropriate! Be clear and direct about your feelings and that you want the behavior to stop.

If it does not, report to the authorities right away!

What to Do if You Have Been Sexually Abused

Tell Someone. Tell someone that you trust who can help support you emotionally. You could go to a friend's house, a neighbor's, a relative's, the school, or call someone you feel comfortable telling.

Go to a hospital. See a doctor immediately for treatment of any injuries and for tests which can provide important medical evidence. Do not bath, shower or change clothes until after you have seen a medical professional. Do not eat or drink anything if there was oral penetration.

Report the assault. Just like any form of assault, dating violence and acquaintance rape are serious crimes. You should report the incident to law enforcement immediately (see referral numbers in the back of this packet). It may prevent yourself and others from further abuse.

Remember you are not alone. Acquaintance assault is far too common in dating. Nationally, it happens to one in four women. Get help! Your local rape crisis center, hospital, attorney or therapist can put you in touch with a peer group. Talking to others in similar situations can be tremendous support.

Seek counseling. You may be feeling angry, depressed, ashamed, frightened or guilty, which are all very normal reactions to sexual assault. A professional can help you regain the trust, support and faith in your own judgment that the incident may have damaged.

Remember you are NOT TO BLAME! It is never a person's fault when they are sexually assaulted. There is absolutely nothing an individual can do to bring this violation onto his or herself. It is always the fault and the responsibility of the person who committed the crime.

How to Help a Friend Who Has Been Abused

Believe your friend. Some people might think that your friend has lied or done something wrong. She/ he will need your support.

Listen Carefully. Let the person tell you as much as they want about what happened. Do not make any assumptions and do not push them to tell you more than they feel comfortable.

Help your friend report the assault. Help your friend tell someone: a counselor, a school psychologist, a teacher, a parent, social services, or a police officer. If they do not want to tell such painful and embarrassing information to someone in person, they can call a local crisis hotline for support. If the abuse has just happened, remind your friend not to destroy important evidence- do not bathe, change clothes, or apply medication. Do not eat or drink anything if there was oral penetration. This may be difficult, but the evidence may be later used in court if necessary.

Tell your friend it was not her /his fault. Victims often feel as though they have done something wrong, and had they acted differently the assault would not have happened. Being abused is never the victim's fault. It is always the fault of the person who has committed the violation.

Respect your friend's privacy. Keep the information your friend tells you confidential. Do not let it get all over school.

Continue to support your friend. Abuse is exceedingly difficult to talk about. Let your friend know how much you care. It may take her/ him a long time to get over the emotional impact of this experience, and they may need to talk about it for a long period of time afterward. Or they may not want to talk about it at all. Respect his or her needs.

If the situation bothers you, talk to an adult you trust, or call a local crisis center for support or advice. Do not be afraid to get support for yourself if you need it.

A Healthy Relationship is based on

Respect



It's when:

- You have fun together
- You both feel like you can be yourself
- You can have different opinions and interests
- You listen to each other
- You trust each other
- You can both compromise, say sorry, and talk arguments out
- You don't have to spend all of your spare time together - you can spend time on your own, or with your own friends and family.

"I really love and trust my boyfriend, he's one of my best friends and I can tell him anything. He just wants us to have fun together, there is no pressure, and he does not make a big deal of it if I don't want to do what he wants. I can be myself with him" - Ana.

Being in a HEALTHY RELATIONSHIP means ...	If you are in an UNHEALTHY RELATIONSHIP ...
Loving and taking care of yourself, before and while in a relationship.	You care for and focus on another person only and neglect yourself or you focus only on yourself and neglect the other person.
Respecting individuality, embracing differences, and allowing each person to "be themselves."	You feel pressure to change to meet the other person's standards, you are afraid to disagree, and your ideas are criticized. Or you pressure the other person to meet your standards and criticize his/her ideas.
Doing things with friends and family and having activities independent of each other.	One of you must justify what you do, where you go, and whom you see.
Discussing things, allowing for differences of opinion, and compromising equally.	One of you makes all the decisions and controls everything without listening to the other's input.
Expressing and listening to each other's feelings, needs, and desires.	One of you feels unheard and is unable to communicate what you want.
Trusting and being honest with yourself and each other.	You lie to each other and find yourself making excuses for the other person.
Respecting each other's need for privacy.	You do not have any personal space and have to share everything with the other person.
Appreciating the qualities of the other person, learning from them and feeling like they allow you to be a better person.	Feeling like the other person does not appreciate who you are and the beliefs you hold.
Respecting boundaries and having the right to make decisions regarding intimacy.	Your partner has forced you to be intimate or you have been intimate when you did not really want to. Or, you have forced or coerced your partner to be intimate.
Resolving conflicts in a rational peaceful, and mutually agreed upon way.	One or both of you yells and hits, shoves or throws things at the other in an argument.
There is room for positive growth, and you learn more about each other as you develop and mature.	You feel stifled, trapped or stuck. You are unable to escape the pressures of the relationship.

FIVE SMART DATING TIPS

1. Lower the Risk

Choose dates carefully: Find someone whose interests and values match your own. Try not to date someone just because you are physically attracted.

Date in groups: Meet in public places until you get to know someone. Stay away from private or secluded places. Do not leave an event with someone you have just met.

2. Set the Rules

Be clear about rights: *Never* force physical closeness on anyone for any reason. Both people should always be free to choose whether or not they want to be touched.

Make decisions together: about where you will go and what you'll do. Make sure you have an equal say in what happens between you.

3. Watch for Trouble

Check for respect: Pay attention if your date gets too close, touches you in a way you do not like, or ignores your limits.

Notice if you feel forced: Does your date try to persuade you to do things you do not want to do? Do you ever feel afraid? Does your date refuse to take "no" for an answer? These are warning signs.

4. Prevent Problems

Listen to your date: Accept that "no" means no. Pay attention to the other person's wishes and limits. If your date wants you to stop, then stop.

Help someone else who needs it: If you notice risky, forceful or inappropriate behavior, interrupt it if you can. Ask if you can help or offer to drive someone home. Get help from others or call 911 if you need to.

5. Protect Yourself

Trust your instincts: If you feel uncomfortable, or have a sense that things are not right, take your feelings seriously.

Learn how to say "no": to un-wanted advances. Tell your date if you want to stop, practice asserting your rights to be treated with respect and to stay safe.

Student Workshop Scenarios

What would you do?



DOUBLE FAULT

A female student you know is spreading unflattering rumors about a young man. You're not sure there's any truth to the rumors, but you know they're really bad and you wouldn't want people saying stuff like that about you.

Train of Thought

Is this any of my business?..... Besides, *it's just talk*. This kind of thing goes on *all the time*..... Then again, *rumors* can be really *hurtful*,..... And if I don't say something, aren't I saying it's okay?... But if I *confront the girl* who's spreading the *rumors*, will she start saying stuff about me?

What should I do?

Options

1. Don't say anything; it's really none of my business.
2. Talk to the girl who is spreading the rumors, either by myself or with another friend. Let her know, respectfully but firmly, that I think she should stop saying bad things about another person.
3. Talk to the target of the rumors and let him know that I think the trash talking is wrong and hurtful.
4. Talk about the situation to my parents and/or a trusted adult and get some advice about what I can do to stop the spreading of malicious rumors.
5. Personal Option _____

HALLWAY You're in the hallway between classes. You see two girls you know arguing.

HALLWAY

You're in the hallway between classes. You see two girls you know arguing, and then you see one push the other into her locker. They are not close friends of yours, but you do hang around the same group of people. Nobody else is doing anything.

TRAIN OF THOUGHT

This is an *ugly* situation...I wonder what's going on?... *Should I say something?* But if nobody else is stepping in, why should I? ...If I say something, she might come after me...Am I ready to get into a *fight*, if it comes to that?... What if she has a *weapon*?... Besides, if she treats her like that and they stay friends, who am I to get *involved*?

Is it any of my business?.... But if I do not do something, I'm saying *it's okay* for kids to be violent with each other?

What should I do in this situation?

OPTIONS

1. Nothing. It's none of my business.
2. Attempt to distract the girls somehow, maybe by talking loudly, in order to defuse the situation.
3. Shout out something so that everyone in the hallway hears, like "Hey what are you doing? Leave her alone!" and stick around to make sure the situation has "cooled" down.
4. Talk to the girl at some point and let her know I saw what was going on and I am willing to help her.
5. Do nothing immediately. But as soon as possible, that day or later, talk to the girl who was pushing and suggest she get some counseling to deal with her aggressive behavior.
6. Talk to my parents, a guidance counselor, the school psychologist, a teacher and ask them for their advice on what to do.
7. Personal Option: _____

PARTY FOUL

You're at a party, and when you walk outside, you see "Heather" (the young woman in the picture) talking with a young man you recognize from school. She was acting very flirtatious earlier. Now the young man is pressuring Heather to leave with him, but she seems very reluctant.

TRAIN OF THOUGHT

Is this any of *my business*? ...Guys and girls hook up all the time...Then again, *she looks really unsure*...Maybe she's not in a position to make a good decision...what about him?

Could this be *one of those situations*?

But what if I'm overreacting? Won't they be mad at me? Will they even listen to me?...But if I don't do *something* I might be letting *her* down.

What should I do in this situation?

OPTIONS

1. Do nothing. It's none of my business.
2. Try to get the boy to leave her alone. Tell him he has to be real careful pressuring someone who is unsure.
3. Find some of her friends and try to convince them to get her back to the party safely.
4. Approach the young woman and ask her how she feels, and if she wants help.
5. Try to find an adult and ask them to assist me in defusing the situation.
6. Get a group of friends together, male and female and confront the young man, firmly telling him to stop pressuring the girl.
7. Personal Option: _____.

LOSER LYRICS

You're at a party and somebody puts on a CD that contains aggressive and degrading lyrics that are sexist and racist. Several people are loudly singing along, celebrating and pointing out the violent acts.

TRAIN OF THOUGHT

I find some of these songs *abusive & offensive*. Then again I like the *beat*. Is that *hypocritical?...* Who am *I* to decide what music *other kids* should listen to?...

Then again, I think lyrics like these promote *violence* and *racism*...How can *I* remain *silent?...*But if I say something, won't people *get mad at me* and think *I'm lame?*

What should I do?

OPTIONS

1. Do nothing. Try to ignore the music and hope someone puts something else on soon.
2. Tell the person in charge of the music, that I find the lyrics degrading and ask them to put on something less offensive.
3. Say nothing now, but sometime in the next couple of days talk with some of my friends who were at the party and discuss my feelings about the music.
4. I should get a group of kids to go over and ask the people in charge of the music to play music that's not so disrespectful.
5. Suggest to my teachers that we have some sort of school forum or discussion about sexism and racism in rock/hip hop music and videos.
6. Personal Option: _____.

Local Resources

DEPARTMENT OF SOCIAL SERVICES

Adams County	303-412-8121
Arapahoe County	303-795-4825
Boulder County	303-441-1240
Denver County	303-727-3000
Douglas County	303-688-4825
Jefferson County	303-271-4357
Weld County	970.352.1551

FAMILY ASSISTANCE

Denver Children’s Advocacy Center	303-825-3850
Blue Sky Bridge-Boulder	303-444-1388
Resource Center “Sungate”-Aurora	303-368-1065
Children’s Advocacy Center Of Jefferson County	303-987-4885
Weld County Child Abuse Coalition	970-363-4300
Larimer County Child Advocacy	970-407-9739
Family Focus, Inc.	303-782-9337
Legal Assistance-CO Judicial Dept.	303-837-3672
Legal Aid Society of Metro Denver	303-837-1313

MENTAL HEALTH

Community Mental Health Centers:

Adams County	303-853-3500
Arapahoe County	303-779-9676
Aurora	303-693-9500
Boulder County	303-443-8500
Douglas County	303-688-6276
Jefferson County	303-425-0300
Weld County North Range Behavioral Health	970.347.2120
Mental Health Association of Colorado	303-377-3040
Mental Health Corporation	303-757-7227
AMEND of Adams County	303-429-7144

PARENT SUPPORT

4-PARENTS HELP LINE	303-620-4444
STOP IT NOW!	1-888-PREVENT

RAPE ASSISTANCE

ENDING VIOLENCE EFFECTIVELY	303-322-7010
RAAP	303-329-9922
Rape Crisis Team of Boulder County	303-443-7300
High Plains Sexual Assault Center	
Sterling, CO	970.522.8329

VICTIMS ASSISTANCE

Denver Victim Services Center	303-894-8000
	TTY 303-860-9555
Victim Outreach Information	303-202-2196
Volunteers of America-Victim Asst	303-620-9190

WOMEN'S ASSISTANCE

Colorado Coalition Against Sexual Assault	303.861.7033
Toll Free	1.877.37.CCASA
Counseling and Shelter-Denver Area	303-830-6800
Battered Women's Shelter- Adams County	303-289-4441
Arapahoe & City of Aurora-Gateway	303-343-1851
Boulder County Safe house	303-449-8623
Denver County –Brandon Center	303-620-9190
Douglas County Women’s Shelter	303-688-8484
Jefferson County Women in Crisis	303-420-6752
9-5 National Association of Working Women	303-866-0925

YOUTH

Vocal (Victims of Child Abuse Laws)	303-430-4813
Kempe Center	303-321-3963
Families First	303-745-0327

National Resources

National Center for Assault Prevention	1-800-258-3189
Sewell, New Jersey	
National Center of Child Abuse and Neglect	
P.O. Box 1182, Washington, D.C. 20013	1-703-821-2086
National Child Abuse Hotline	1-800-4-A-CHILD
332 South Michigan Ave. #1600, Chicago, IL 60204	
National Center for Prosecution of Child Abuse	1-703-739-0321
1033 N. Fairfax Street, #200, Alexandria, VA 22314	

National Runaway Hotline	1-800-621-4000
American Bar Association Center on Youth and the Law	1-202-331-2250
American Humane Association Child Protection 63 Inverness Dr. East, Englewood, CO	303-792-9900
Child Find	1-800-970-5678
Vanished Children's Alliance	1-408-971-4822
National Child Abuse Hotline	1-800-955-TIPS

Answer Key to Internet Safety Quiz: 1. B 2. A 3. C 4. C 5. C
6. B

Answer Key to Anti-Bullying Quiz

Bullying Quiz adapted from www.safeyouth.org

1. **True:** In a recent survey, 13% admit to bullying, 11% admit to being bullied and 6% have been bullied and bully others.
2. **False:** See above
3. **False:** Students targeted by bullies sometimes avoid school or have trouble concentrating. They can also develop personality disorders like depression and anxiety.
4. **False:** Studies show that most bullies have confidence and high self-esteem.
5. **False:** Male bullies are usually bigger and stronger than their victims.
6. **True:** Witnessing an act of bullying has negative consequences even if you are not directly involved.
7. **False:** Bullies seem to make friends easily, particularly with other students who are aggressive and may join them in bullying behavior.
8. **True:** The problem behaviors associated with bullying include impulsiveness, disliking school and getting into trouble often.
9. **False:** 60% of bullies have at least one criminal conviction because this behavior often carries over into adulthood
10. **False:** Putting an end to bullying requires a commitment from everyone in a school including: teachers, custodians, administrators, cafeteria workers and crossing guards. You should seek adult intervention and try to stay among friends if you are being bullied.

Answers to Sexual Assault Questionnaire

1. **FALSE:** The victim is never to blame, whether the victim is a man, women or child. No one asks to be assaulted or hurt. The offender is 100% responsible for violating another person's rights to be Safe, Strong and Free!
2. **FALSE-** The victim is never to blame, regardless of their behavior, actions or choices of clothing. People should be free to make those choices without fear of someone else judging and or hurting them. Perpetrators are to blame for assaulting someone, 100% of the time. No Exceptions!
3. **TRUE:** Most perpetrators are known to the victim. Perpetrators will choose targets from those they have access to. Often from their own families, friends and community.
4. **FALSE:** Rape is a form of power and control, not a means to sexual gratification. An offender may become sexually aroused during an assault, but it is the power and control over someone more vulnerable that is causing the arousal, not the sexual act itself.
5. **TRUE:** More than 90% of sexual assaults are committed by someone known to the victim.
6. **FALSE:** Homosexuality has nothing to do with sexual assault. Men who chose to sexually assault a male victim are doing so because of the target's age, and/or accessibility to that target. Men who sexually assault a male victim, most often are heterosexual and have relationships with women in their adult lives.
7. **FALSE:** Even though the thought of violating someone in this way often seems insane, most offenders are not considered "mentally ill." There are definite issues needing to be addressed regarding their behavior, however, most are not suffering from a mental illness.
8. **TRUE:** Even if the offender is known to the child, the child is never to blame. The offender will often blame the victim or manipulate them into taking responsibility for the offense. The offender is to blame for the violation of the child!
9. **FALSE:** Sexual assault crosses all income levels, racial and religious lines. Every community, no matter how large or small, wealthy or poor, are dealing with the issue of sexual assault.
10. **FALSE:** Sexual assault rarely crosses racial lines. This is a racist myth and was used during/and after slavery as an excuse to punish black men. Most assault is perpetrated by someone the victim knows and most often by a person of their own race.
11. **TRUE:** Again, assault is not about sexual relationships. It is about power and control.
12. **TRUE:** 30-40% of the perpetrator population in the United States are under the age of 18 and most adult offenders admit to the violation of others while they were in their adolescent years.

13. **FALSE:** Studies show that 1-3 girls and 1-5 boys will be sexually assaulted at least once by the age of 18. Studies also show that more than 50% of the population in the United States, are affected by sexual assault in some way.
14. **FALSE:** Although the statistics show that females report more often, studies show that males are assaulted almost as often, however their ability to report the assault is diminished by society and the stigma of male victimization.
15. **TRUE:** Sexual assault is a forced act, whereas sexual activity involves consent from both parties involved. Sexual assault does not occur because of sexual excitement. Both parties must have the ability to provide consent without any sign of impairment. If one party does not have the ability to give consent for any reason, the other has the obligation and responsibility to cease the activity. (Drug or alcohol impaired, developmentally or age impaired, physically impaired, etc.)
16. **FALSE:** Most sexual assault happens in a victim's home, church, school, relative or friends' homes, community functions, etc. They can happen at all times of the day, and most often occur in a familiar place.
17. **TRUE:** Sexual violence is a learned behavior. Not all sexual offenders were sexually assaulted as children, however most were traumatized or violated in some way. This violation manifests itself in adolescence and adulthood, where they feel the need to take out this anger and pain on someone else. When a person's power is taken away through violation or abuse, and they do not receive the support to regain their power back in healthy more appropriate ways, they often take another's power away by hurting or abusing someone smaller, weaker and more vulnerable. This is not a justification for their offenses.

Front Range Center for Assault Prevention

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