Testing from the captioner.

Test.

Test.

testing from the captioner.

>> I am going to test my audio one more time.

Can folks hear me?

>> We can hear you, Leiana.

>> Okay.

Great.

>> All right, let's get started, good afternoon and welcome to the Webinar.

My name is Leiana Kinnicutt, and I am a program director at Futures Without Violence, and our children, in our children and youth department.

We are so excited to host this Webinar today.

That's Not Cool, teen dating violence and healthy relationships in the digital age.

This Webinar is being hosted in Honor of teen violence dating awareness month and part of promising futures, a building center to expand services for children, youth, and parents impacted by domestic violence.

We are funded by the administration on children, youth and families, family and youth services bureau, U.S. Department of Health and human services.

I would like to take a quick moment to thank our Federal partners, shandell, in.

Au and Christina for your deep commitment to children and youth and for your ongoing partnership in this work.

I also want to apologize again for those of you who tried to join us last week.

We had technical issues that really prevented us from moving ahead with the Webinar.

Sometimes technology just doesn't want to cooperate with us, and we, again, thank you for your patience and understanding.

We are glad you are able to join us today and are hopeful that everything will go smoothly.

I am excited to have my futures' colleague Eleanor Davis here to present on the That's Not Cool project but before that I am going to turn it over to my other colleague, Jess, who will tell us a little information about the tech.

>> Thanks, Leiana.

Hi, everyone, and thanks for joining us today.

I put up a slight right here that has a bit of information about how to join your technology, particularly your audio, which you can do either through your computer or your phone.

Just to go over that in case you get disconnected, if you go to the upper right hand corner of the screen there is a little blue eye.

If you click on it and follow the prompts it will show you how to dial into the system so that you can hear what's going on or if you get disconnected so you can rejoin the call.

Just to let you know we are recording this, and the recording is live.

It will be posted on our website after the Webinar, and we will give you the link for that, and if you registered, you should receive the recording and slides in your email.

If you are having any other issues with the tech or if there is something else going on, I would recommend you call adobe tech support, and I am going to put the number for that in the chat.

It's 1-800-422-3623.

They can be -- they will be able to give you some more feedback.

The only other thing that we ask is that when you are not speaking, we will have time for Q&A at the end, but when you are not speaking we ask you to put yourself on mute so we can minimize the amount of background noise that we have.

But thank you very much for joining us, and we are excited to have you.

>> Okay.

This is Leiana again.

I want to share a few things about Futures Without Violence, the organization that is hosting this Webinar.

For more than 30 years futures has been providing ground-breaking programs, policies and campaigns that empower individuals and organizations working to end violence against women and children around the world.

Providing leadership from offices in San Francisco, Washington D.C., and Boston, where I am calling in from.

We have established a state of the art center for leadership and action inn San Francisco to Foster ongoing dialogue about gender-based violence and child abuse.

We train professionals such as doctors, nurses, judges, early childhood providers, athletic coaches, and many others on improving responses to violence and abuse.

We also work with advocates, policy-makers, and others to build sustainability community leadership and educate people everywhere about the importance of respect and healthy relationships.

Please check out on our website at futurewithoutviolence.org for resources and materials on the many campaigns that we have.

I want to highlight one of our programs, the promising future capacity building center, which is a project of Futures Without Violence, and the project in which I lead.

We are the national technical assistance provider and provide support for the state coalitions, social service agencies, and other local community-based programs that work with survivors of domestic violence.

Our main focus is around enhancing services for children, youth, and parents, impacted by the D.V. and other forms of violence.

Promising futures provides virtual and on-site support.

Our hope is to build organizational structures and services that prioritize child and youth wellbeing, opportunities for healing and building resilience.

Many of our strategies center healing in the context of the parent and child relationship.

We also support the 12 specialized services for abused parents and their children grantees as well as the field through facilitating a learning community, the national Webinar series, developing new resources for the field, growing the evidence base, and supporting best practices and evaluation and story-telling.

The promising futures without violence website has tons of materials and resources for materials and institutions looking to improve their policy and practice, and I really encourage you to check it out if you have not done so already.

the website is right there, promisingfutureswithoutviolence.org.

And without further adieu, I am going to hand it over to my wonderful colleague Eleanor Davis who is going to tell us about That's Not Cool.

>> Thanks so much, Leiana.

This is Eleanor.

I work at Futures Without Violence over here in the San Francisco office where I lead a lot of our work with young people, preventing violence, and particularly with this focus on teen dating abuse.

So I do want to apologize in advance for any sniffles.

I do have a cold this morning, and I hope it does not end up being too distracting.

I am really excited to be here talking to you all.

February is teen dating violence awareness month, and so we really try to use this month to spread the word, raise awareness, and talk to folks about teen dating violence and the importance of really sort of what we, as adults, can do for our young people in our lives when it comes to this issue.

So we're going to talk today about a few things.

I just want to quickly go over the learning objectives for today.

I am really hoping that over the course of this Webinar, we can increase knowledge about some youth-driven teen dating violence prevention, education programming that we can really help you expand, understanding of strategies you can use to engage young people in your life, in online spaces for violence prevention, and that we can really introduce That's Not Cool, which is the program that

we run at futures, and sort of tell you a bit more about the digital tools that we have created and the resources that we have around this issue.

So I want to first take a step back and address a question that comes up a lot when I am talking to adults about teen dating violence.

Frequently when we are talking about teen dating violence prevention and healthy relationship education in ninth, eighth, even sort of sixth and fifth grades sometimes I hear are kids that young really dating?

Is that something that they are doing?

And the answer is yes, they actually are.

In some of our middle school and high school work we found that about 50% of seventh graders are dating.

Over 70% of young high schoolers are dating.

So a lot of adults think that relationships are things that older teens are having, right, maybe late high school, maybe college, young people start having serious relationships, but actually relationships are happening younger than we might think, and even if young people are not in romantic relationships, friendships and other types of relationships are certainly happening, and I included this

photo of this movie just because I really liked it.

If no one has seen it, it is great to all the boys I loved before.

It was a really cute Netflix movie.

So another thing that I think that's really important to address up front is the issue of defining dating abuse.

So it's really common for folks to talk about dating abuse, like it's an on and off switch, like a light switch.

It's either there or not there.

The relationship is either abusive or it's healthy.

But, actually, the way that we really like to talk about dating abuse is really more like a spectrum.

All relationships exist on a spectrum from healthy on one end to really, you know, abusive on the other.

And unhealthy sits in the middle between.

This little graphic is created by our friends at love is respect, and I use it because I think it does is a great job of illustrating that spectrum and giving some specific examples of behaviors that are healthy, unhealthy, and then abusive.

So, how do you think that experience of violence or abuse affects young people?

In other words, why does this matter?

Why are we here?

I would love to invite you all to take a moment to type some thoughts into the chat box.

What do you think are the ramifications of abuse, or if you work with young people, how do you see this manifesting for the young people that you work with?

So I will just take a pause and invite people to, you know, to tap some ideas into the chat box.

Yeah I am seeing a couple, lack of interest, anxiety, depression, self-esteem, distraction from school, yeah, these are all some really great answers.

Continue to type some ideas into the chat box.

Please feel free.

Let's go ahead and take a look at what we have here.

So we know that young people who experience violence in their lives are 2.5 times more likely to fail a grade, so if someone said, you know, it affects their school, scores lower on standardized achievement tests, having more receptive or expressive language difficulties, are suspended or expelled more often, so maybe having some behavioral issues, having more sort of disciplinary issues at school

, and are designated to special education more frequently.

We know that violent relationships in adolescence can have some serious ramifications.

They put victims at higher risk for substance abuse, eating disorders, suicidal tendencies, risky sexually behaviors, and later domestic violence.

Thank you, everyone, for your thoughts in the chat box.

So teen dating violence is, unfortunately, a big issue that many young people are experiencing, and as adults who work closely and regularly with young people, you really have an important role to play in supporting young people who are maybe experiencing abuse or supporting them to sort of prevent that abuse from even occurring.

So in true listical fashion I pulled together the top five things that adult allies need to know about this issue.

Adult allies, for those who don't know, that's you.

It's the term that we use to describe adults who work with and support young people.

So that should be everyone on this Webinar.

We will take you through.

the first thing to know about teen dating violence is that it's far too common.

I am sure that this will not come as a shock to most of you.

We know that one in three adolescence is a victims of teen dating violence, so that is physical, sexual, emotional, or verbal abuse from a dating partner.

This is far higher than rates of other types of violence that affect youth.

And as we established earlier, it starts earlier than most adults think that it does, so as we learned earlier on, it's common for young people in middle school to report dating.

Violent behavior typically begins between the ages of 12-18.

Dating violence victimization among young women is prevalent between the ages of 16-24.

So it's happening younger than we think it is, and it means that before many adults would think to discuss healthy relationships or dating with young people, many young people will already have been exposed to abusive behavior.

This really just serves to underscore the importance of talking about this issue really early on the important fact, number two, is understanding the difference between healthy and unhealthy behaviors is really not always easy.

We think of it as healthy or unhealthy, right, there is this dichotomy but it's really more of a spectrum, which means that there is stuff in between.

There is Gray areas, and there is also pop culture, right.

Movies.

Music.

TV shows.

This is what your friends and community are doing.

These can really distort our perceptions of what is healthy and what is unhealthy.

That means if you are a person who is young and maybe hasn't had very much experience with romantic relationships before, you will likely find it genuinely difficult to tell the difference between what is healthy and what is unhealthy.

So, I would love for us all to try it.

What do you think an unhealthy relationship looks like?

Go ahead and type in some ideas into the chat box.

We will only be here for a couple seconds, so really go ahead and type in the first thing that comes to mind.

What is an unhealthy relationship?

Yep, power struggles, for sure.

Yep, inbalance of power, obsessive texting.

I love the inclusion of technology in there.

Hitting each other, of course.

Controlling.

Yep.

I am seeing a lot of really great answers.

So let me reveal what we put together.

These are examples of how we use -- what we use to talk to young people about unhealthy relationships.

Often these things are things that they have seen or experienced or are otherwise familiar with.

These behaviors are sadly common, but we, we will describe an unhealthy relationship as, you know, if your partner shames you or makes you feel stupid, if they pressure you to do something you are not ready to do.

If they try to control, for instance how you dress, where you go, what you do, who you hang out with.

If they threaten or scare you or make you feel afraid if you don't do what they want.

Someone I saw mentioned technology.

So if they send tons of text messages, ask for your online passwords, if they pressure you to send them, you know, private photos or videos, or if they keep tabs on you, right.

Via GPS location, if they are using texting to constantly find out where you are.

These are all examples that we would use to sort of help young people understand what it is we mean when we say an unhealthy relationship.

So, what about a healthy relationship?

I would love to do the same thing.

Let's give everyone a few seconds here to type some ideas into the chat box, and for this one really think about how you would respond if a young person in your life asked you how they can tell if they are in a healthy relationship?

What does a healthy relationship look like?

What would you tell them as advice?

Yep, trust.

Support.

Communication.

Respect.

Honesty.

Yep.

Yes, somebody who makes them feel good.

Yep.

Makes them happy, respects boundaries, that's huge.

Enjoying time together.

I love it.

Right.

These are really great so one of the things that I have noticed when I, you know, go out into the world and talk to middle or high school students about relationship violence, I have them do this same exercise.

I ask them to define the difference between healthy and unhealthy relationship behaviors.

And what I found is that if I ask a room full of teenagers to define an unhealthy relationship, a lot of hands shoot into the air, right.

They can name a lot of the unhealthy behaviors we just had up on the previous slide.

But then if I ask them to define what a healthy relationship looks like, I will often hear crickets.

It's a lot harder for young people to define what a healthy relationship looks like than it is for them to define unhealthy relationship skills.

So I think it's really important for adults in their lives to be talking about these ideas with them, to not only be talking about what unhealthy relationships are and what to avoid, but what is healthy, right, what they should aspire to and what they really want out of a relationship.

So here's how we generally define a healthy relationship.

Oops, one forward.

for young people, for the teens that we work with, so we will say you are in a healthy relationship, if your partner makes you feel safe and comfortable, if they don't pressure you.

If they respect your boundaries, both sexual and other, all your boundaries, right, if they give you space to hang out with your friends.

If they give you privacy, both online and off.

if they are supportive, if they are respectful, and if there is open and honest communication, and generally, what we will say is if you feel safe, respected, and happy, you are likely in a healthy relationship.

So on that note I want to share a great tool that we developed a few years ago, we built an online tool for young people to practice identifying healthy and unhealthy behavior in the context of a romantic relationship.

It's called cool not cool.

It's an online quiz.

It's kind of a pick your own adventure game, and I want to show you all how it works.

This is the URL here if you wanted to visit and sort of play along or just sort of save it for later.

It's a great thing to do, you know, on our own, with a young person in your life, just sort of send them the link and say hey, I found this fun game.

We also linked to it in the weblinks' pod, and it looks like Mie also just added it to the chat box if you want to follow along.

But the way the game works is that the player is taken through three stories of different relationships.

At multiple points along the way in these stories the player is asked to choose if they think a certain behavior on display is cool or not cool.

So in this example here this is a screen shot taken from the game.

This is a story of a relationship between Shelby and Alex.

So they have been dating for three months.

Shelby has started texting Alex constantly to see where he is and who he's with.

Alex thinks it's annoying but doesn't know how to talk to her about it.

We asked people to identify if they think that relationship behavior is cool or uncool.

So then when a player chooses cool or not cool, they get to see what percentage of other players agreed with their choice.

And they are given a bit more background into why the behavior was cool or not cool.

So you will see below not cool.

Over texting is not just annoying but can also be a way to control someone.

It's important to listen to your instincts and pay attention to what feels good and what doesn't in a relationship.

So you will notice that what's happening is the game is facilitating learning and understanding without necessarily coming out and saying that your choice as a player was wrong or right.

It's a tool that's meant for young people to play around with, have fun with, but it's, of course, a teaching tool, and it's something that as I said, adults can do with the young people in their lives, so I encourage everyone to go and take a look and play through.

There is three relationships, and the art is really beautiful, if I do say so myself.

So, returning back to our listical here.

The third important thing that we want to highlight about teen dating violence is that technology plays a prominent role.

This is something that has sort of been coming out in our conversations.

We know that one in four teens, so 25% of dating teens report that they have experienced harassment or abuse through technology.

So that means through their phones, on social media, and this is such an important point because technology has become a critical way that all of us, but particularly, young people communicate.

Relationships these days are so often playing out over social media through texts, online, so in this way, technology and relationships are somewhat inextricably linked.

It's hard to have a conversation about dating violence and relationship abuse without talking about technology and the role that this plays.

and the term that we really use to describe this in our work is digital dating abuse.

This is the definition that we use with young people when we are talking about digital dating abuse.

So what is it?

Well, it's when someone repeatedly controls, pressures, or threatens someone that they are seeing or dating through their phone or online.

So examples you know, we have heard a couple of these before, but examples include GPS location, keeping tabs on where your partner is, pressuring them for photos or videos.

Social media skimming.

Looking at who their friends are on Facebook and sort of checking in to see who is posting on their wall or checking in to see, you know, who they are friends with and why are you friends with this person, or, of course, stealing or pressuring someone for passwords to their social media accounts or email accounts.

And it all comes back to these same themes that we see play out in all types of relationship abuse, which are privacy, pressure, and control.

So the fourth important point that I really want to mention about digital dating abuse is that it's a really common form of relationship abuse that teenagers experience.

It's, actually, very serious.

It's not uncommon for adults to not take digital abuse as seriously as other forms of abuse that young people might experience.

That's because many adults feel maybe out of touch with youth culture online, and it can be really hard to know when behavior is crossing the line.

We, actually, know that digital abuse very often co-exists with other forms of abuse.

In fact, as we see here, 52% of teens who experience digital abuse are also physically abused.

Very often that digital abuse might actually be a sign that there is something more sinister going on.

So it's really just sort of a reminder to take digital abuse, take teen dating abuse seriously.

the last thing, I think it's so important to mention about teen dating abuse is that teens feel alone.

Particularly when it comes to digital dating abuse.

Teens feel like adults just don't get it.

And they are not entirely wrong.

There is a generational divide when it comes to how we use and how frequently we use technology, and teens know this.

Sometimes they might be afraid that parents or adults with authority might react by taking the phone or technology away if they learn what's happening.

Sometimes they might just think that adults in their life might not understand what's going on or might Judge them.

Either way we know that only 9% of teens who are experiencing abuse seek help at all.

We know that they are very rarely going to parents or teachers.

So if teens are not turning to parents or teachers, we can assume that the places that they are turning to for advice on this are friends, right, the internet, teens are getting spotty information on this.

That is why so much of our work is about supporting adults to start these conversations because if adults don't start them, we know that teens won't.

So this is a stat I like to share because I really think that it helps to illustrate that generational divide that we were talking about.

This is another info graphic from love is respect.

It shows that 82% of parents in a study conducted felt confident that they could recognize teen dating violence, but more than half of those adults could not actually correctly identify the warning signs of abuse.

So I think that this really, again, just underscores how important it is for all adults who interact regularly with young people to really ask questions and listen to what teens are saying and to feel confident starting this conversation.

I want to introduce you to a program that we run at Futures Without Violence.

It's called That's Not Cool.

We first launched That's Not Cool back in 2009, a very long time ago.

Of course, we have updated it and sort of grown up a bit since then, but we launched That's Not Cool in partnership with the office on violence against women in the department of Justice.

It's a program that was really driven by the ideas of teens, and what it is a community of youth leaders and adult allies working to go and organizing to prevent digital dating abuse and teen dating violence.

That's not cool empowers young people to identify and prevent abuse both online and offline, and we do this with a few different ways.

The first is that we educate teens, right.

We think it's really important to be a reliable source of information on relationships and abuse.

We mentioned earlier that you know, we know a lot of teens are searching for information online about this issue, so we are happy to be you know, a reliable source of information for them online.

We have tons of resources and materials for teens to use, and we provide safe spaces for them to ask us questions that they may have or to get help if they need it.

The second thing that we do is really to organize.

So we believe that young people hold really unique expertise in the arena of teen dating abuse, particularly online abuse and online culture, and we believe it's really important that we, as adults, look to them to lead and to make change in this area.

So, at That's Not Cool we make it a point of supporting young people as leaders.

We help them organize and take action to change the cultures of their schools and communities around relationship norms to really try and prevent this type of violence.

Lastly That's Not Cool is really built around this issue of youth-driven violence prevention.

So, this is really at the core of our belief system, and as I said before, we believe youth are the experts on their own lives.

We also believe that adults have such an important role to play in supporting their leadership and empowerment, so we really promote a model of youth and adults partnering to go to create change.

So, if you go to that'snotcool.com, you will find there is a entire site dedicated to an adult ally resource center.

So this is a place that contains tons of resources and tools for adults who work with youth, and I would encourage everyone to go and check it out.

You will have to create a log-in, to gain access, but it's completely free.

You will have access to all of the tools there that you can download and have access to.

In the spirit of that, I actually just wanted to share a few of my favorite tools that adults can use to work with teens on preventing abuse.

So Futures Without Violence produces these healthy relationships, safety cards made particularly for teens.

What it is essentially, a bite-sized informational pamphlet on healthy and unhealthy relationships.

It contains some behaviors to look out for as well as some important hotline numbers, and we found that this is a great way for adults as well as teens to start a conversation.

If they see something that's concerning.

We also really believe that universal education is key.

So we advocate for teachers and nurses and counselors and parents to hand these out to every teen that they interact with, right.

Not just the teens that they think might be in trouble.

It's a great tool.

And so we have talked a lot about technology and how it really goes hand in hand in thinking critically about pop culture or really important when it comes to supporting healthy relationships on and off-line.

So this is the sound relationship's nutrition label.

It sort of is exactly what it sounds like.

It takes a very familiar image of a nutrition label, which we have all seen, and replaces the food ingredients with healthy and unhealthy relationship ingredients like drama, possessiveness, manipulation, or on the healthy side, support, respect, equality, and so this is used to really help teens think critically, maybe, about the lyrics that they are hearing in popular songs.

We all know that, you know, popular songs don't always promote the healthiest ideas about relationships and dating, and using a tool like this really helps teens open their eyes to the kinds of things that they are absorbing through popular culture without fully realizing how much it is shaping their views on relationships.

Lastly, this is a really great tool that focuses on breakups.

So breakups are, you know, sort of the other side of the coin to relationships.

They are, you know, an every day part of teen life.

In this day and age, enabled by technology and social media it's really common for teens to break up in unhealthy ways.

This tool promotes healthy ways of breaking up, and grades them using the image of the reception bars on a cell phone, which is, of course, something that most teens can relate to.

So it compares different methods of breaking up like doing it face-to-face versus over the phone versus through text, and talks about, you know, healthy methods of communication.

It's really important to note, though, that while this is a great tool to use for teens who are in healthy relationships, it is certainly not intended for use when teens are in abusive situations.

So abusive relationships have different considerations.

For instance, in an abusive situation there may be danger in in-person communication.

So we encourage use of this tool for teens in healthy relationships and if there is an abusive situation, this is not recommended.

I talked a lot throughout this presentation about the importance of adults starting conversations with teens in their lives about relationships, and I want to acknowledge that that's not always an easy thing to do.

It can be hard to find the right time or opening line to begin the conversation.

I wanted to offer up a few strategies about how we really recommend bringing this issue up and talking about this issue with the teens in your life.

The first thing to do is just to ask questions.

Be curious and listen to what young people are saying and what they are wondering about.

I think that it's really important to remember, though, that if the questions that you are asking are directed at that young person asking about their dating life, that teen is probably more likely to kind of shut down or not want to engage in that conversation.

They can probably feel a little bit like protective, right, of their privacy.

It can be a lot safer and easier to make the conversation more general.

Using hypotheticals is a great way to do this, right.

What do you think of this problem?

How do you think that you might handle this situation?

Another great way to do this is to ask, what's going on with their friends?

Are any of your friends dating?

What are their relationships like?

Is this can be a great way to begin the conversation in sort of a safe, a safe way for that teen.

Another great way to talk about these issues is to use teachable moments.

I think that these are so important, using TV episodes or music or movies.

If you are in the car and a song comes on the radio, talk about the lyrics and what they say about relationships.

See a movie together.

Ask what they thought about the central relationship in the movie.

What seemed healthy about it?

What seemed a little unhealthy and ask them to have a conversation about that with you.

This can be a great way to again sort of bolster that media literacy to work with them, to think about what they are seeing in the world, how relationships are portrayed, and can also, you know, advance the conversation around the kinds of relationships that they want to have.

And lastly, using the safety card can be a great way to start the conversation.

I personally give these cards to every young person that I meet.

I give them a couple of extras and tell them to hand them out to their friends, and I tell them that I am available and I will be here to listen without judgment if they ever have questions or want to talk.

It can really be as simple as that.

So with that, I really just want to pause and ask everyone to just sort of stop and think for a moment.

I shared a lot of information and thoughts with you over the course of the presentation so far.

And I just want to take a moment to reflect either quietly to yourself or if you feel is a inclined to share in the chat box, with anything, was anything I said today maybe new?

Maybe surprising?

Is there anything that you might be excited to learn more about?

I will give you just a couple moments to either think about it to yourself or share in the chat box.

Emma loves the nutrition label activity.

We do, too.

That's a great one.

I should mention those tools are also linked in the weblinks' pod, as well.

Yeah, someone mentioned that they were surprised by the prevalence of teen dating violence.

I agree.

The numbers are shocking on that front, absolutely.

We will definitely share the safety cards and a lot of the tools that I talked about today with you all.

So that you can use them with the teens in your life.

Anything else?

Anything else that was surprising or that you were excited to learn about?

Might be excited to use?

the safety cards.

It's such a great idea.

I find it can be such a, such a safe way to begin the conversation, right, about an issue that can be really sensitive or really hard to bring up.

Yeah.

For those of you that are parents or maybe, you know, the parents of teenagers, kind of a different skill to learn how to start those conversations with your own kids.

Great.

Thank you very much for sharing, everyone.

The things that were new or surprising.

With that, I do want to turn it over to some questions.

I know that we got some questions throughout the presentation in the chat box.

Some of you might have questions that you were holding until the end.

I will just say, also, that I really encourage you all to go and check out some of the resources that we mentioned either just going to our website or futureswithoutviolence Oregon or going to coolnotcool.com.

I see some people, thinking about using the cool not cool quiz.

We worked with other teachers who have done that, as well, and they have let us know that that was really successful and that the kids really liked it.

So yes, if you are a health teacher, and you have a healthy relationship, you know segment of your class or know a health teacher or work in a school and want to recommend these tools, we do make sure that a lot of our tools are compatible with in-school work so you could use that as a supplement about healthy versus unhealthy relationships.

>> Eleanor, we had a question from Julie asking if folks had permission to use some of the slides that you shared in their own power point presentations?

>> Yeah.

Usually we are fine with people using our resources and our materials and our slides as long as, of course, they are, you know, they are unchanged and keep our logo on them and make it clear who they are sourced from, but we are very pro everyone using these resources in their work, so I would say please, yes, spread the word.

Use these resources in your work, for sure.

>> Great.

Thanks, Eleanor.

Well, while other folks are typing questions into the chat, I was wondering if you could share a bit about the communities or organizations that we have worked with that have, actually, implemented That's Not Cool.

Maybe it's some of the teen ambassador programming that happened in the past?

>> Absolutely.

So the way that young people really implement That's Not Cool is they will take, you know, the resources that we have online.

We, actually, you know in addition to the online adult allies section of the website that I highlighted, we have a whole section of the website that is devoted to young people and resources for them if they want to organize in their schools, so we have things like, you know, a script.

If your school has sort of a radio address and you want to get on you know, get on the radio and do a little, you know, do a little plug for That's Not Cool talking about teen dating abuse, a lot of these folks end up doing during February just because that's a time when a lot of people are trying to raise awareness about this issue.

We have also had young people in, you know, table outside of dances, right, because dances, people are asking each other to the prom.

There is a lot of excitement around that.

It's a great sort of in to talk about healthy relationships in that context.

So we have had a lot of young people use our resources to set up a table, you know, maybe next to where people are selling tickets or outside the dance with resources.

We also have tons of fun just like stickers and, you know, images that are funny and silly that young people love to sort of share online.

One of the most inspiring stories that I heard of young people organizing using That's Not Cool materials and sort of being inspired by That's Not Cool but taking with it and running with it was a group at Berkeley high.

So they formed a club called "BHS stop harassing."

What they ended up doing was they, actually, used social media as an organizing tool on their campus.

What happened was they found that their administration was really not taking their complaints or their stories about abuse and harassment occurring on campus between students seriously.

Their administration was just not taking it seriously, didn't really believe it was happening with the numbers that they said, so we talked earlier in the presentation about adults, you know, not necessarily thinking of this issue as a serious one, so that's very much what they were experiencing.

What they did was they anonymously collected stories from as many students in the school that they possibly could, really brief stories, right, one sentence about what happened to you, totally anonymous.

Then they shared them on an instagram account one a day, and it was called a story a day campaign.

They ended up being so powerful.

The administration took a look and essentially was shocked at the stories that were coming out when young people felt safe to share.

They ended up working really closely with the administration on a number of great projects that they have been doing, but just that idea of using social media, using, you know, our online resources to advance the conversation, to spread the word, to raise awareness.

We talk a lot about how social media can be, you know, a scary place.

It can raise your risk of certain things.

It can be a place where abuse happens.

It can be, also, a force for good.

It can be a place where you raise awareness, you organize.

A lot of young people are taking that to heart and doing really incredible work with that.

I just wanted to share that story.

It was inspiring.

>> Great.

Thanks, Eleanor.

Let's see, feel free to put some questions into the chat.

Could you talk a bit about how you, how you involved young people in the development of the materials?

>> Yeah.

So we have had, since the beginning of That's Not Cool -- well, I mean, I would say that the development of That's Not Cool very much happened, you know, the name That's Not Cool came from young people when we were sort of thinking about what this program wanted to look like and what the content should be way back in 2009.

We definitely sort of partnered with young people to develop the language around this, right, how do we talk about this issue in your language, in your words in ways that make sense to you?

So we certainly, you know, were -- worked closely with young people on just sort of the very many of the campaign of the program.

Then we built an ambassador program.

So young people from all over the country, you know, applied into the program.

Ambassadors became, you know, ambassadors of the That's Not Cool program in their school.

We had a Facebook group with them, still do have a Facebook group with them where we organized them and where they can, you know, meet each other, talk about this issue, and, you know, just be connected with other young people who care about this issue, and to get ideas and resources to raise awareness in their schools and in their communities and, you know, whatever groups that they are a

part of.

It's been a great way for them to sort of be -- get more involved in the issue and for us to then, you know, hear from them, learn from them what resources do you need as a team leader on this issue to be able to advance the work.

How can we help you, you know, I am not at your school.

You are at your school so what do you need from me to be able to make a change on our campus?

How can we help you?

It has been a great way to sort of connect more deeply with them to work together and to support the change that they want to make.

>> Great, thank you.

We have a question from Maria.

How do you support student leaders who may start receiving numerous disclosures from peers?

>> That's a great question.

I think that there are -- we definitely see that that is a trend, right, we talked about how young people are, you know, not necessarily going to parents or teachers with this information but going to each other.

Going to their peers.

I think what I always, you know, I will go and do a presentation, you know, at a middle or high school, and I will have ten questions at the end, and it's all young people saying this is happening to a friend of mine and I don't know what to do.

Right.

That's such a hard position for young people to be in because they don't necessarily feel like they have the resources or the knowledge to help.

Of course, they want to support their friends.

Right.

I think that the safety card, that's one of the reasons why the safety card is such an incredible resource because it allows them to hand that safety card to a friend of them, say I am concerned about what I am seeing.

There is information here that can help.

I am here if you want to talk.

I think that what I hear a lot of the times from young people is that they are afraid of being Judged, if people really, you know, if they talk about what's happening to them, and I think that it's really critical for young people to say to each other, I am here to listen and I won't Judge you if you want to talk about what's happening.

if you need help, I am here to help you figure out what you want to do next.

That's why the safety card is so useful because it has, you know, the hotline.

It has the resources on there.

It has the websites.

It has places that you can go to learn more information about what you do next that a young person would not necessarily have.

If they were feeling overwhelmed this is happening to a friend of theirs and they don't know what to do the safety card, you know, allows them to have that information.

They can talk to their friend about it.

But yeah, that's a really hard position for young people to be in, and you know, we just say it's, you know, it's being a good friend in a situation like that is really hard, and the best that you can do is to let them know that you are there for them, that you are there to support them, to listen to them, and in a non-judgmental way, and, you know, here are some resources that we have for you.

>> Great, thanks.

I would also offer that, if you are implementing a program like this as part of a larger campaign, or a public awareness campaign in your school, that providing some intentional training for student leaders who are going out and doing things in your school community around sort of safety protocols and sort of advocacy techniques might be useful, so that folks can have some peer support and feel

like they have the skills, right, to be able to handle disclosures that are coming in, and when, when to know when they probably need more help, right.

I think that that's where the safety card certainly comes in.

>> Exactly.

>> Great.

>> Let's see, we have another question from Ashley.

Can you talk about best practices or strategies you have seen to address the spreading of intimate photos of young people, and particularly, for young women?

>> Yeah.

So this is a really tricky issue.

I think the thing that makes it trickiest for me to talk about is that it is a legal issue.

Right.

So actually what you are talking about when you are talking about the spreading of intimate photos of young people under the age of 18, depending on the state that you are in, is you are running into issues of legality around child pornography laws.

When we are talking to young people about this issue, we make it very clear we are a national program so we have resources for young people in states across the country that might have different laws, and so we, you know, try to make it very clear that we are, you know, we are not offering legal advice on this.

We do want everyone to know that it can be a legal issue, and that they should be very careful and aware of that problem.

Essentially, I think our best practice in the way that we really approach this issue is from a place of non-judgment.

We do make it very clear that this is a legal issue.

There are issues involved in this that you should be aware of depending on where you live.

But we really make it more about the pressure and the control and the tendency and the trends that we see among young people, which is that one person pressuring another person to send them a photo is becoming more and more common, and that's the thing that we really want to isolate and say that's what's not okay.

if anyone is pressuring you to share something that you are uncomfortable sharing, that's a red flag, and no one should pressure you.

If you don't want to share that, you shouldn't, right, and you should not have to.

That's really where we try to focus a conversation just because we can't and we are not able to be, you know, legal advisors on this issue from a national perspective.

It's just very tricky, and there is a lot of details in that.

So we definitely approach the issue of you know, educate yourself, and know what the potential consequences could be, and really around, around the pressure, around the control.

Around making sure that they know that they do not deserve for anyone to pressure them to share something that they don't want to share.

>> Great, thank you.

That is a tough one, and we always try to reinforce the fact that folks should find out what the legal ramifications are for them in their own community and state before trying to answer any of those questions, right.

>> Exactly.

It's really hard.

>> Yeah.

So another question from Ashley.

Do you have any insight into what emerging issues or topics that are coming up recently in terms of the communities trying to address teen dating violence?

>> Yeah.

To be honest the piece around technology continues to be a really important issue for folks.

Particularly for adults.

I think that this can be surprising for some adults, right, who are maybe implementing, you know, teen dating violence curriculum who are talking about healthy and unhealthy relationships, and in those conversations with young people are kind of shocked at the amount of -- that the conversation focuses on what's happening online or via text or via their cell phones.

This is why we, like I said, in the presentation, we really don't talk about teen dating violence without talking about technology.

There is, they are so inextricably linked, and I think that this is why when I am talking to adults, I always talk about this technological generational divide, right.

I think that I find that a lot of adults doing this work feel really overwhelmed by the potential of what's happening online because they don't really understand how young people are using technology, what apps they are on, right, how often they are on the technology, and what youth culture online is like.

It can be really overwhelming for adults to feel like they now need to have this conversation with young people, you know, and they have to be sort of wikipediaing on the side, like last a Snapchat you know, trying to remind themselves or learn about what's happening online.

So I think that this piece continues to be an issue that we -- I just think it's so critical for adults and teachers to be educating themselves on you know, what's happening online you know, emerging issues with technology, on digital dating abuse.

Part of the way you do that is by listening, right, listening to the young people in your life.

What is the cool app all the kids are on these days?

How does it work?

What happens on this app?

Show me your favorite app these days.

I think it's -- I think just sort of making an effort to be more intune with youth culture online, and also makes young people feel a little safer, like you might get it.

You might get it, you might understand it.

I think that you know, we mentioned earlier on the presentation, a lot of the young people feel like adults do not understand what's happening online and are not you know, technologically literate in that way.

It means that if something is going on, online, they probably won't bring it up with adults in their lives because they don't want to explain how Snapchat works.

So I think continuing to seek out resources on digital dating abuse, that's not cool really has a focus on digital dating abuse.

We have a ton of resources on, you know, that specifically, you know, online resources, social media, technology on our website, and love is respect has a ton, as well, and break the cycle, as well.

A lot of these organization that is do great work with teens also include a lot of resources on, you know, technology and digital dating abuse.

So that would be the biggest thing that I could say is that just continues to be a really prevalent issue, and I encourage everyone to learn as much as they can about it.

>> Great, thanks, Eleanor.

One other question from Melissa.

Do you have information that is geared towards grandparent guardians raising their teenage grandchildren?

>> That's a great question.

We, actually, do not have grandparents-specific resources.

We have resources that are specific to parents or guardians.

I don't know if there is sort of, you know, we have not created anything particularly for grandparents.

I would be really curious to hear, you know, what you might be searching for or looking for in a resource.

It seems like, you know, we were talking about this technological generational divide between, you know, adults and young people.

It seems like that might be greater if we are talking about grandparents and young people today.

I would be curious to hear from you what you might be looking for.

We have not created anything specific for grandparents.

>> Great.

I see someone is typing.

I think that if there are not a ton more questions we may wrap up in a few minutes.

Eleanor, is there any closing thoughts that you would like to share with the group before we end?

>> Yeah.

I mean, I think that -- well first of all, I want to thank everyone so much for jumping on today and for bearing with my sniffles and my cold and for being patient.

And I just want to remind everyone that February is teen dating violence awareness month.

So, if this is an issue that you want to get involved in, if you want to bring these resources to folks in your work or in your life or at your school, this is a great time to do it, to really sort of harness energy around this issue, and please visit thatisnotcool.com.

Police be in contact with our staff if you want to talk further.

This is just, you know, February comes once a year, and we really like to spread the word and really raise awareness as best that we can every February.

So thank you very much for joining us today.

I really appreciate everyone jumping on and learning about this issue.

>> Great.

Thanks so much, Eleanor, for your insightful presentation and your time, and I thank you everyone for rejoining.

This was a reschedule, so I appreciate you coming back.

We will be sending out all the materials that Eleanor referenced.

The power point presentation and some of the links as well as the recording to the Webinar, and please feel free to give us your feedback about this Webinar and other topics you would like to hear by clicking on the survey monkey link on the slide that is showing right now, also when you close out of adobe it should prompt you to fill out the survey.

We take your feedback very seriously, and it will help us create better and more interesting topics in the future for you all.

So thank you again, and please feel free to reach out if you have any questions about anything you have heard or seen today, and hopefully we will see you on our next Webinar.

Thank you and have a great day.