

Healthy Relationships

8

PURPOSE

When relationships are healthy, it is easier to prevent STIs and unintended pregnancies. This lesson will begin to explore the characteristics of healthy and unhealthy relationships. Students will identify ways to promote healthy relationships using tools such as assertive communication, conflict resolution skills and reliable online and community-based support resources.

This lesson is meant to support, not replace, a more comprehensive unit on healthy relationships, dating violence prevention and bystander intervention. It can be a review or an introduction for the healthy relationships unit, particularly as it relates to pregnancy and STI prevention. For more resources and education support, contact your local domestic violence resource center or sexual assault crisis and prevention center. There is a map of Maine's resource centers at the end of this lesson.

STUDENT LEARNING OBJECTIVES

Participants will:

1. Identify healthy, unhealthy and abusive relationship characteristics that impact sexual decision-making.
2. Define, prioritize and apply the aspects of a healthy relationship to their own lives.
3. Analyze ways to resolve conflict and seek help from available resources.

LESSON SUMMARY

Activities	Minutes	Materials and Preparation Checklist
A Knowing the Signs	5	<input type="checkbox"/> Read through the Facilitator Note about relationship abuse. <input type="checkbox"/> Easel paper or whiteboard and markers.
B Relationship Flash Cards	20	<input type="checkbox"/> Copy and laminate the Healthy and Unhealthy signs and Relationship Flash Cards , at the end of the lesson. <input type="checkbox"/> Tape for posting the Flash Cards. <input type="checkbox"/> Provide MECASA and MCEDV maps and post help or chat lines in the classroom. <input type="checkbox"/> Copy and distribute the Relationship Spectrum Handout for each small group.
C Characteristics of Healthy Relationships	15	<input type="checkbox"/> Write the relationship characteristics on separate pieces of easel paper.
D Resolving Conflict in Relationships	15	<input type="checkbox"/> Easel paper or whiteboard and markers.
E Reflection & Closure	5	<input type="checkbox"/> Notecards or journaling option for students to complete reflection questions.



INTRODUCE THE LESSON

Say,

In this lesson, we are going to focus on relationships: what makes them healthy, unhealthy or abusive; how people can resolve relationship conflicts respectfully; and how to get support when hurtful behaviors arise. These activities will help you identify healthy characteristics in relationships whether it's with a dating partner, friend or family member. Healthy relationships are important to your sexual health. It's much easier to prevent STIs and pregnancy if partners are able to communicate their feelings and needs while listening and respecting the other person.



ACTIVITY 8A: KNOWING THE SIGNS



Say,

Let's brainstorm some signs of healthy, unhealthy and abusive relationships.

- On the board or easel paper, write down and ask the following questions and record student responses.

1. What are some of signs of a healthy relationship?

Possible answers:

- *Both people are honest with each other and feel safe.*
- *Both people respect each other and communicate, even when it is hard.*
- *The relationship has equality and trust.*

2. What are some signs of an unhealthy relationship?

Possible answers:

- *There are regular breaks in communication that are difficult to resolve.*
 - *One or both people don't show respect for the other.*
 - *One person might pressure or manipulate the other.*
 - *There may be dishonesty and lack of trust.*
- Say, It's common for relationships to have some unhealthy qualities at times, but when the unhealthy behaviors continue and get worse, the relationship may become abusive. In fact, research shows that about a third of all youth experience some type of relationship abuse.
 - Ask, What are some of the signs when a relationship is not just unhealthy, but is abusive?

-
- Review some of the unhealthy behaviors the students have brainstormed and ask what those may look like in an abusive relationship.

Additional signs of an abusive relationship may include:

- *Isolating the other person from friends and family.*
- *Calling the other person names and trying to make them feel small or not valued.*
- *Threats of violence or acts of physical violence.*
- *Restricting the other person's movements or decisions.*

FACILITATOR NOTE

One in three youth have experienced relationship abuse from a dating partner. Relationship violence has a significant impact on health.

According to loveisrespect.org:

- Being physically or sexually abused makes teen girls six times more likely to become pregnant and twice as likely to get an STI.
- Half of youth who have been victims of both dating violence and rape attempt suicide, compared to 12.5% of non-abused girls and 5.4% of non-abused boys.
- LGBTQ youth experience relationship violence as well, though they often face additional obstacles to seeking help.



ACTIVITY 8B: RELATIONSHIP FLASH CARDS



INTRODUCE THE ACTIVITY

Say,

Everyone has the right to be in a healthy relationship. We know that being in a healthy relationship makes it more likely partners will respect boundaries and have safer sex by using barrier methods and birth control. People who are in unhealthy or abusive relationships are more likely to have non-consensual sexual activity and be at risk for an STI or an unintended pregnancy.

In this activity, we will look at different situations and decide if they are healthy or unhealthy behaviors in relationships—whether it is in a dating relationship, or in friendships. It is important to practice healthy relationship skills in all types of relationships. Friends can also help each other figure out if unhealthy patterns are happening in a romantic relationship.

- Post the **Healthy** and **Unhealthy** cards on the board or wall with space in between.
- Pass out this **Relationship Spectrum Handout** to students to guide them in the activity.
<https://www.loveisrespect.org/wp-content/uploads/2017/07/Relationship-Spectrum-final.pdf>
- Ask students to get into small groups of 2-4. Distribute the **Relationship Flash Cards** evenly between all of the groups. Give each group 5 minutes to read their cards and discuss whether the situations represent healthy or unhealthy behaviors.
- Ask each small group to come up, one at a time, and tape their cards where they think they belong along the **Healthy – Unhealthy** spectrum. Have them explain their choice. Ask the large group if they agree with the placement of the cards or if they have comments to add.
- Use the Facilitator Key to guide the placement of the **Relationship Flash Cards**.

FACILITATOR NOTE

It may be helpful to point out that some behaviors might be healthy in moderation, but become unhealthy or abusive when they happen regularly and without improvement. When doing this activity, help facilitate the discussion students may have around the 'gray areas' in relationships, identifying when behaviors are healthy and when they can become signs of an unhealthy or abusive relationship.

For more information use one or both of these resources:

<https://www.thehotline.org/healthy-relationships/relationship-spectrum/>

<https://teenpregnancy.acf.hhs.gov/sites/default/files/resource-files/Healthy%20Relationships%20Infographic.pdf>

DEBRIEF THE ACTIVITY

Debrief the activity by asking the following questions.

1. How do healthy relationships make it easier for a person to have safer sex?

Possible answers:

- *In healthy relationships, you feel comfortable communicating and respecting each other's needs, safety and boundaries.*
- *Both partners practice affirmative consent in all aspects of their relationship.*
- *In healthy relationships, it is easier to use assertive communication so you can state what you want. If you can communicate effectively, for example, it may be easier to talk about and use barrier methods every time you have sex.*

2. What is the difference between an unhealthy and an abusive relationship?

Possible answers:

- *Unhealthy relationships might have occasional inconsiderate behaviors or struggles for control.*
- *In abusive relationships there is often one person regularly or always exerting power and control through things like isolation, manipulation, violence or threats of violence.*

3. What can you do if you notice you are engaging in unhealthy behaviors?

Possible answers:

- *Reach out to a counselor, trusted adult or friend for help in changing your behavior.*
- *Notice and write down when and where you are engaging in unhealthy behaviors and see if there is a pattern.*
- *Practice mindfulness and being more aware of your feelings so you can find healthy ways to express your emotions.*
- *Talk to your partner/friend and let them know that you are working on changing the behavior.*

4. What can you do or say to someone you see engaging in unhealthy or abusive behaviors?

Possible answers:

- *You could ask them questions like "how would you feel if someone treated you that way?"*
- *You could tell them "Hey that is not okay, you are better than that." or "That is not cool, stop it."*
- *You could express concern and help them process "hey I am worried that you are being controlling, why do you feel like you can't let them hang with their friends."*
- *If you are in the relationship, you could choose to leave it.*
- *You could talk to a trusted adult for help.*

SUMMARIZE

In summarizing the activity, include these key points:

- **Whether it is a relationship with a family member, friend or dating partner, interacting in a healthy way takes self-awareness, practice and the support of others.**
- **If you notice that you, or someone else, is engaging in unhealthy behaviors, it is important to reach out for help from a trusted adult.**
- **Many young people often want to stay in the relationship, even when it is unhealthy or abusive because they care about the other person. There may come a time when you need to leave the relationship for your well-being and safety.**
- **If you, or someone you know, is experiencing any of the unhealthy or abusive behaviors we talked about, it is not your fault and you don't need to deal with it alone. Talk to someone—a friend, a parent or trusted adult, the school nurse or guidance counselor or call a hotline to get help.**

Hand out the map of resource centers in the state of Maine and post the help or chat line information in your classroom so it's available if students need it, now or in the future.

FACILITATOR NOTE

Bystander intervention is a concept that you may want to introduce in this lesson. You may decide to bring in a guest speaker from a local domestic violence resource center or other community organization to teach students ways they can intervene when they see unhealthy or abusive situations. Bystander intervention helps to create a culture of community accountability where everyone can take part in keeping each other safe. Check out the bystander intervention handout at the end of this lesson from the Young Adult Abuse Prevention Program at the domestic violence resource center in Cumberland County.

Healthy Relationship Flash Cards (15)

You can be yourself without changing to please others.

You break up with a partner because they don't respect your boundaries.

You and your partner listen to each other's viewpoints and feelings.

You know you have the right to say "no", even when it may hurt someone's feelings.

Your friends accept you regardless of sexual orientation or gender identity.

You're not afraid to make mistakes.

Your partner is interested in meeting your family and friends.

Your partner is able to say "I'm sorry."

You and your partner agree it's important to communicate even when it's a difficult topic.

You and your partner handle conflicts without using violence.

You are confident your partner won't send your texts to other people.

You and your partner practice affirmative consent by discussing your boundaries and what you want to do before touching each other sexually.

You do not post pictures of friends without asking them first.

You use condoms or oral dams every time you have sex.

You and your partner go to the clinic together to get STI testing or birth control.

Unhealthy Relationship Flash Cards (17)

You feel like your partner manipulates you to do what they want.

You are afraid to say anything to upset your friend or partner. They get angry quickly.

Your partner pressures you to send them nudes.

Your friend or partner posts false or mean things about you on social media.

Your partner says, "I will hurt myself if you leave me."

Your partner texts you constantly to see where you are.

You have become secretive and defensive about your relationship with your parents.

Your partner sees you talking to another person and accuses you of flirting.

You are uncomfortable with the physical display of affection that your partner insists on in public.

Your partner refuses to use condoms even though you've asked them to many times.

You don't think your partner is being honest with you about using birth control.

You're worried that your partner is messing with your birth control.

You feel pressured by your friends to have sex.

You think sexy clothes, flirting, accepting a ride or a drink, equals consent to sex.

You throw and break things in front of your partner when you are angry.

You block your partner from leaving when you are in an argument.

You grab your partner so they can't walk away from you.



ACTIVITY 8C: CHARACTERISTICS OF HEALTHY RELATIONSHIPS



Say,

Now that we've identified some healthy and unhealthy behaviors in relationships, we will explore some common characteristics often found in healthy relationships. When you think about your relationships, you can think about dating relationships as well as friendships.

- Write each of the following relationship characteristics (or add your own) on separate pieces of easel paper. Give one paper/relationship characteristic to each small group of 2-4.
- Ask each small group to write some examples of what that characteristic might look like in a relationship. They should include an example of how that characteristic can support a person's sexual boundaries, whether it's choosing not to have sex, or choosing to have safer sex.
- Give each group 5 minutes to complete their examples.
- Have each group share their responses aloud. Ask the large group if they have anything to add. Use the possible answers below to help facilitate the discussion.

RESPECT

Possible responses:

- *Being accepted and allowed to be who you are.*
- *Your friend or partner respects your personal boundaries (including sexual boundaries).*
- *Not feeling pressured or pressuring someone into doing things they are not comfortable with, such as drinking, drugs or unwanted physical contact.*
- *Respecting someone's decision to not have sex or to use barrier methods or birth control.*

SAFETY

Possible responses:

- *You feel safe with this person—they aren't going to pressure you into going past your personal boundaries.*
- *Feeling safe, both emotionally and physically. Emotional safety means you feel comfortable being you without fear of being put down. Physical safety means you are not being hurt or pressured into unwanted physical contact.*
- *Ensuring that you're staying safe from STIs or an unintended pregnancy.*

SUPPORT

Possible responses:

- *Supporting someone's decision not to have sex.*
- *Going together to get tested for STIs or getting on birth control.*
- *Driving or going with your friend or partner to the clinic or for other support they may need.*
- *Helping each other meet your goals.*

INDIVIDUALITY

Possible responses:

- *Making a personal boundary without feeling pressured by friends or partners.*
- *Feeling like you can be yourself.*
- *Having time to explore your own interests or friendships.*
- *Knowing that your friend/partner wants you to make the best choices for you.*

FAIRNESS AND EQUALITY

Possible responses:

- *Having an equal say in the choices made in your relationships.*
- *Doing activities that you both enjoy.*
- *Sharing responsibilities or taking turns for things like picking out what movie to watch.*
- *Taking responsibility for actions and decisions you make together.*

ACCEPTANCE

Possible responses:

- *Friends or partners accepting you for who you really are.*
- *Not having to change or compromise your beliefs to make someone accept or like you.*
- *Recognizing and respecting that people have their own beliefs and perspectives.*

HONESTY AND TRUST

Possible responses:

- *Honesty builds trust.*
- *Healthy relationships require trust in each other to feel secure and safe.*
- *You don't feel like you need to hide important information or lie to get what you want.*
- *You are comfortable saying no to each other and saying what you want, without worrying that the other person will get defensive or mad.*

EFFECTIVE COMMUNICATION

Possible responses:

- *Being comfortable expressing your feelings.*
- *Listening to one another and hearing each other out.*
- *Communicating and reaching agreement on how you will stay safe from STIs or unintended pregnancy.*
- *Two-way communication about boundaries, needs and desires.*
- *Online communication (social media posts and messages) are respectful and not mean or hurtful.*

DEBRIEF THE ACTIVITY

Debrief the activity by asking the following questions.

1. **Are some of these characteristics easy to identify in your current or past relationships?**
2. **Who are people that support you in having healthy relationships?**

Possible answers: parents, siblings, friends, counselors, celebrity examples, teachers, coaches, faith leaders

3. **How can people support each other in having healthy relationships?**

Possible answers:

- *Practice it with them, recognizing that we all make mistakes sometimes.*
- *Let them know that you appreciate them when they do things that make you safe, respected and supported.*
- *Setting boundaries and not tolerating behavior that is hurtful.*
- *Connecting to a trusted adult for relationship advice and support*



ACTIVITY 8D: RESOLVING CONFLICT IN RELATIONSHIPS



INTRODUCE THE ACTIVITY

Say,

Conflict happens even in healthy relationships. In this activity, we are going to explore some foundations of conflict resolution. This includes how to identify your feelings and needs, strategies for managing big emotions, how to be a good listener and ways to compromise.

Ask, **What are the 3 types of communication we talked about in our communication lesson?**

Answer: Passive, Aggressive and Assertive

Say,

Using assertive communication is important for conflict resolution. That means: using a respectful tone, speaking with “I” statements, being clear and direct about your feelings and needs and finding solutions that are helpful and not hurtful to others.

- On easel paper, post the following Resolving Conflict questions around the room with markers at each station.
 1. How can you identify your feelings and what you need?
 2. What are some strategies for managing emotions like rejection, anger or embarrassment?
 3. What are characteristics of a good listener?
 4. What does compromise look like?
- Split the students into four groups, one at each station.
- Explain to students: **In small groups, you will discuss elements of conflict resolution and record your thoughts. Each group will have two minutes at each station, then you will move to the next station, moving clockwise. If another group has already written something you agree with, you can put a checkmark next to their example.**
- Instruct each group to have a reporter who will share the thoughts generated at the end of the carousel activity.
- Prompt them to move to the next station every two minutes, until each group has had a chance to add to each of the four questions.
- Debrief the activity together, using the following Facilitator Key.

Alternatively, this activity can be done in pairs/triads with each group responding to a single question, and reporting out to the large group. More than one pair/triad can have the same question.

1. How can you identify your feelings and what you need?

Possible answers:

- *You know the feeling because you have felt it before.*
- *You notice things in your body like your heart racing, feeling like you want to cry, etc.*
- *You think about what was helpful in the past, like getting a hug or going for a run.*
- *You talk to a trusted friend or adult to process and sort it out.*

2. What are some strategies for managing emotions like rejection, anger, or embarrassment?

Possible answers:

- *Taking a deep breath or counting to ten.*
- *Taking a break from the situation.*
- *Going for a walk (run, doing yoga, going fishing, etc.)*
- *Talking to someone you trust.*
- *Writing down what you are feeling/thinking.*

3. What are characteristics of a good listener?

Possible answers:

- *Making eye contact.*
- *Nodding their head.*
- *Not distracted with their phone or other things.*
- *Not interrupting.*
- *Repeating back what you are saying to clarify.*
- *Asking questions.*
- *Saying things that are supportive.*

4. What does compromise look like?

Possible answers:

- *Identifying what is most important to both of you.*
- *Meeting the other person's needs while respecting your own boundaries.*
- *Agreeing to disagree on some things.*

DEBRIEF THE ACTIVITY

Debrief the activity with the following questions.

1. What were two popular examples or strategies for each question?

Ask reporters of each group to report out to the larger group.

2. While compromise can be important for conflict resolution, what might be some non-negotiable things for you to be sexually healthy?

Possible answers:

- *Deciding not to have sex.*
- *Using barrier methods (condoms/oral dams) or birth control.*
- *Getting tested for STIs.*
- *Not doing things you aren't ready to do or don't want to do.*

3. Let's say you are having a bad day and say something mean or insensitive to someone, what can you do when you realize your actions were hurtful?

Possible answers:

- *Take responsibility for your actions and apologize.*
- *Talk about your bad day with a friend or trusted adult.*
- *Practice pausing and processing big emotions that may come up before speaking or acting.*

SUMMARIZE

In summarizing the activity, include these key points:

- **Conflict is normal in all relationships whether they are healthy or unhealthy.**
- **Ideally, it is best to resolve conflicts in a way that respects both people's autonomy, safety and desires.**
- **Assertive communication helps a person be honest about their feelings and stick to their own personal boundaries.**
- **Some aspects of conflict resolution might be easier or harder for you, the more you practice the skills the easier it will be.**



ACTIVITY 8E: REFLECTION & CLOSURE



REFLECTION

Ask students to write on a notecard or journaling option answers to the following questions.

1. What have you learned today that might help you in your current relationships with friends or a partner?
2. What were some healthy behaviors mentioned today that you feel are the most important to you in a relationship?

CLOSURE

In closing, include these key points.

- When relationships are not equal, it can be difficult to prevent pregnancy and STIs.
- It is important to be able to express your needs and wants in a relationship and not pressure or force your partner into anything.
- If you have concerns about yourself or a friend, there are people that can help, such as a parent, other trusted adult, counselor, school nurse or the local domestic violence or sexual assault support centers.

Post in your classroom contact information (website, chat/text, phone numbers) for local agencies students can contact.



**You can be yourself
without changing to
please others.**

**You break up with
a partner because
they don't respect
your boundaries.**



**You and your partner
listen to each other's
viewpoints and
feelings.**

**You know you have
the right to say “no”,
even when it may hurt
someone's feelings.**



**Your friends accept
you regardless of your
sexual orientation or
gender identity.**

**You're not afraid to
make mistakes.**



**Your partner
is interested in
meeting your family
and friends.**

**Your partner is able
to say “I’m sorry.”**



**You and your partner
agree it's important to
communicate, even when
it's a difficult topic.**

**You and your partner
handle conflicts
without using
violence.**



**You are confident
your partner won't
send your texts
to other people.**

**You and your partner
practice affirmative
consent by discussing your
boundaries and what you
want to do before touching
each other sexually.**



**You do not post
pictures of friends
without asking
them first.**

**You use condoms or
oral dams every time
you have sex.**



**You and your partner
go to the clinic
together to get STI
testing or birth control.**

**You feel like
your partner
manipulates you to
do what they want.**



You are afraid to say anything to upset your friend or partner. They get angry quickly.

Your partner pressures you to send them nudes.



**Your friend or partner
posts false or mean
things about you
on social media.**

**Your partner says,
“I will hurt myself if
you leave me.”**



**You partner texts
you constantly to see
where you are.**

**You have become
secretive and
defensive about
your relationship
with your parents.**



**Your partner sees you
talking to another
person and accuses
you of flirting.**

**You are uncomfortable
with the physical
display of affection
that your partner
insists on in public.**



**Your partner refuses
to use condoms even
though you've asked
them to many times.**

**You don't think
your partner is being
honest with you
about using
birth control.**



**You're worried that
your partner is
messing with your
birth control.**

**You feel pressured
by your friends
to have sex.**



**You think sexy clothes,
flirting, accepting a
ride or drink, equals
consent to sex.**

**You throw and break
things in front of
your partner when
you are angry.**

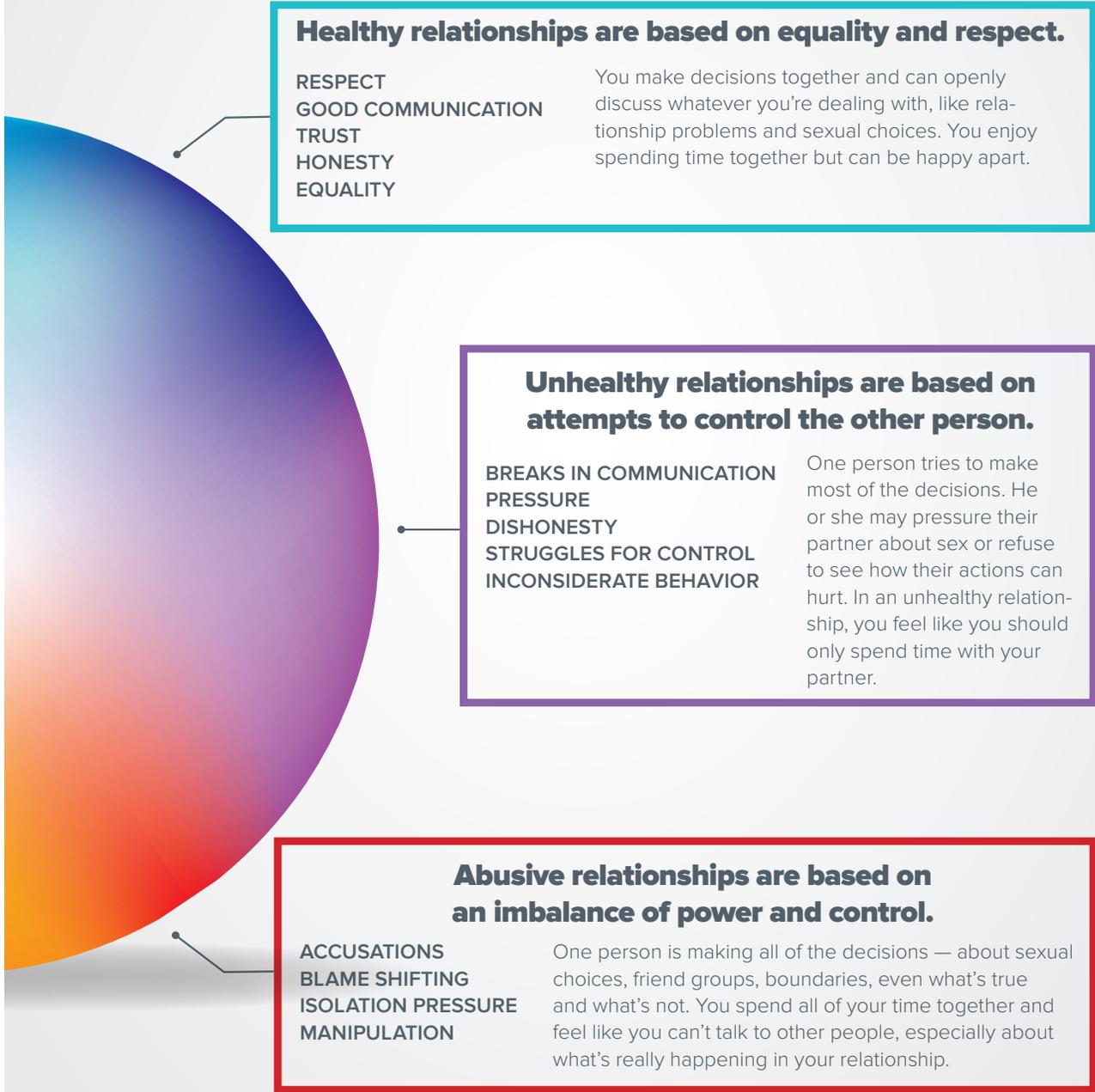


**You block your
partner from leaving
when you are in
an argument.**

**You grab your partner
so they can't walk
away from you.**

THE RELATIONSHIP SPECTRUM

All relationships exist on a spectrum from healthy to abusive with unhealthy somewhere in the middle

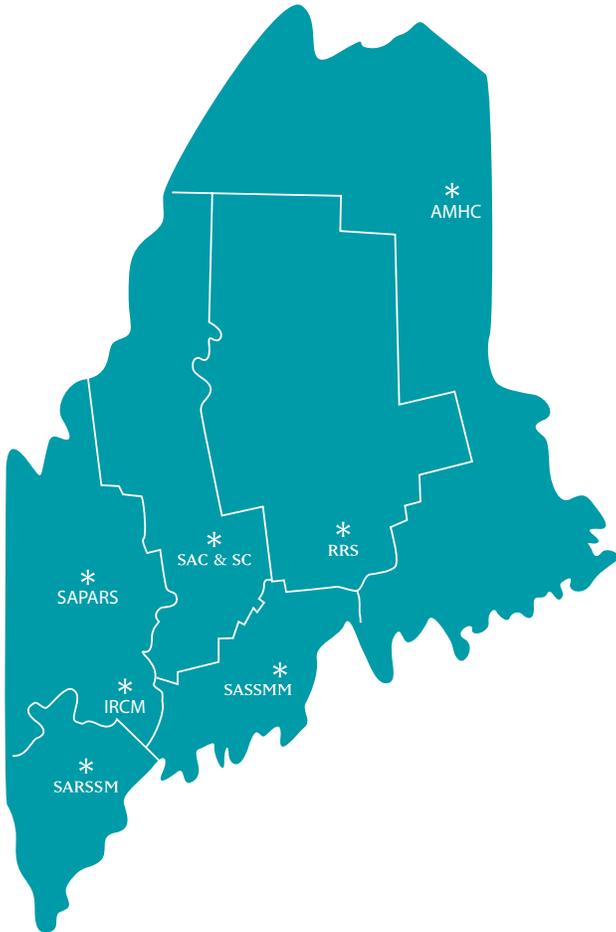


This project described was supported by Grant Number 90EV0426 from the Administration on Children, Youth and Families, Family and Youth Services Bureau, U.S. Department of Health and Human Services. The opinions, findings, conclusions and recommendations expressed in this publication are those of the author(s) and do not necessarily reflect the views of the Administration on Children, Youth and Families, Family and Youth Services Bureau, U.S. Department of Health and Human Services.

mecasa

MAINE COALITION AGAINST SEXUAL ASSAULT

info@mecasa.org | mecasa.org
207-626-0034



STATEWIDE SEXUAL ASSAULT HELPLINE

Text/Call: 1-800-871-7741

Chat: mecasa.org

Text & chat help: Monday-Friday, 8 am - 5 pm

Phone help: 24/7

Free. Private.

MAINE'S SEXUAL ASSAULT SUPPORT CENTERS

AMHC Sexual Assault Services (AMHC)

Serving Aroostook, Hancock, & Washington Counties •
amhcsexualassaultservices.org

Immigrant Resource Center of Maine

Serving Androscoggin & Cumberland Counties • ircofmaine.org

Rape Response Services (RRS)

Serving Penobscot & Piscataquis Counties • rrsonline.org

Sexual Assault Prevention & Response Services (SAPARS)

Serving Androscoggin, Oxford & Franklin Counties and the towns of
Bridgton & Harrison • sapars.org

Sexual Assault Crisis & Support Center (SAC & SC)

Serving Kennebec & Somerset Counties • silentnomore.org

Sexual Assault Response Services of Southern Maine (SARSSM)

Serving Cumberland & York Counties • sarsonline.org

Sexual Assault Support Services of Midcoast Maine (SASSMM)

Serving Eastern Cumberland, Sagadahoc, Knox, Waldo & Lincoln
Counties • sassmm.org

MORE SEXUAL VIOLENCE SERVICES

Wabanaki Women's Coalition • wabanakiwomenscoalition.org
207-763-3478

Aroostook Band of Micmacs, Domestic & Sexual Violence
Advocacy Center • 207-551-3639

Houlton Band of Maliseets, Domestic & Sexual Violence
Advocacy Center • 207-532-6401

Indian Township Passamaquoddy, Domestic & Sexual
Violence Advocacy Center • 207-214-1917

Passamaquoddy Peaceful Relations • 1-877-853-2613

Penobscot Indian Nation, Domestic & Sexual Violence
Advocacy Center • 207-631-4886



MCEDV.

The Maine Coalition
to End Domestic Violence

Help is just a call away.

24 Hour • Toll Free • Confidential

1-866-834-HELP (4357)

Maine Telecommunications Relay Service:
1-800-437-1220



MCEDV MEMBERS:

AROOSTOOK

Hope and Justice Project

PENOBSCOT & PISCATAQUIS

Partners for Peace

KENNEBEC & SOMERSET

Family Violence Project

HANCOCK & WASHINGTON

Next Step Domestic Violence Project

ANDROSCOGGIN, FRANKLIN & OXFORD

Safe Voices

KNOX, LINCOLN, SAGADAHOC & WALDO

New Hope for Women

CUMBERLAND

Through These Doors

YORK

Caring Unlimited

CULTURALLY SPECIFIC SERVICES

Immigrant Resource Center of Maine

mcedv.org

 **MCEDV MEMBERS**

Aroostook County

Hope and Justice Project

www.hopeandjusticeproject.org

P.O. Box 148, Presque Isle, ME 04769

Admin: 207-764-2977 Helpline: 1-800-439-2323

Penobscot & Piscataquis Counties

Partners for Peace

www.partnersforpeace.org

P.O. Box 653, Bangor, ME 04402

Admin: 207-945-5102 Helpline: 1-800-863-9909

Kennebec & Somerset Counties

Family Violence Project

www.familyviolenceproject.org

P.O. Box 304, Augusta, ME 04332

Admin: 207-623-8637 Helpline: 1-877-890-7788

Cumberland County

Through These Doors

www.familycrisis.org

P.O. Box 704, Portland, ME 04104

Admin: 207-767-4952 Helpline: 1-800-537-6066

Hancock & Washington Counties

Next Step Domestic Violence Project

www.nextstepdvproject.org

P.O. Box 1466, Ellsworth, ME 04605

Admin: 207-667-0176 Helpline: 1-800-315-5579

Androscoggin, Franklin & Oxford Counties

Safe Voices

www.safevoices.org

P.O. Box 713, Auburn, ME 04212

Admin: 207-795-6744 Helpline: 1-800-559-2927

Knox, Lincoln, Sagadahoc & Waldo Counties

New Hope for Women

www.newhopeforwomen.org

P.O. Box A, Rockland, ME 04841-0733

Admin: 207-594-2128 Helpline: 1-800-522-3304

York County

Caring Unlimited

www.caring-unlimited.org

P.O. Box 590, Sanford, ME 04073

Admin: 207-490-3227 Helpline: 1-800-239-7298

Serving Refugee and Immigrant Communities
Through Culturally and Linguistically Sensitive Services

Immigrant Resource Center of Maine

www.ircofmaine.org

PO Box 397 Lewiston, ME 04243

207-753-0061



Member Programs of the Wabanaki Women's Coalition

Tribal Domestic & Sexual Violence Coalition

www.wabanakiwomenscoalition.org

Aroostook Band of Micmacs

Domestic & Sexual Violence Advocacy Center

www.micmac-nsn.gov

7 Northern Rd., Presque Isle, ME 04769

Admin: 207-760-0570 Hotline: 207-551-3639

Houlton Band of Maliseets

Domestic & Sexual Violence Advocacy Center

www.maliseets.com

690 Foxcroft Rd., Houlton, ME 04730

Admin: 207-532-3000 Hotline: 207-532-6401

Pleasant Point Passamaquoddy

Peaceful Relations Domestic & Sexual

Violence Advocacy Center

www.wabanaki.com

P.O. Box 343, Perry, ME 04467

Admin: 207-853-0092 Hotline: 1-877-853-2613

Penobscot Indian Nation

Domestic & Sexual Violence Advocacy Center

www.penobscotnation.org

2 Down St., Indian Island ME, 04468

Admin: 207-817-3164 x2 Hotline: 207-631-4886

Indian Township Passamaquoddy

Domestic & Sexual Violence Advocacy Center

P.O. Box 301, Princeton, ME 04668

Admin: 207-796-6106 Hotline: 207-214-1917



MCEDV.

The Maine Coalition
to End Domestic Violence

Connecting people,
creating frameworks for change.

mcedv.org



Prevention Team of
Through These Doors

Active Bystander

Recognizes when something is wrong ; *acts* to make it right



Safety Note:

- Consider your own safety before intervening
- Use nonviolent tactics to interrupt a situation

Four Ways to Intervene:

**These are suggestions of what to do and say. You know your friends better than us; adapt these tactics to your specific personalities and situations. Make this your own!*

“That’s not okay. You can’t do that.”

“I know you care about your partner. You’re better than this behavior.”

“Come to the bathroom with me—emergency!”

“Is this your partner you’ve told me about? It’s so great to finally meet you!”

Direct: Step into the moment. This might mean saying something to the person being abusive, or stopping an act.

Distract: Get one or both people thinking about something else—you could even use humor!

Delegate: Talk to someone—a friend, a teacher, or even the police. Create a strategy together.

Delay: Maybe you felt uncomfortable or unsafe in a situation. You can always check in with someone a few hours later, or the next day.

“I’m worried this is going to get worse if it keeps happening.”

“Your friend is not okay right now—can you check in?”

“I’m concerned for you, and I’m here if you want to talk.”

I saw what happened last night—you were out of line.”

Through These Doors is the domestic violence resource center for Cumberland County

24/7, free, confidential helpline: 1-800-537-6066

www.throughthesedoors.org

Through These
DOORS
Domestic Violence Resources & Advocacy

