



My Voice Matters: Creating a Safe and Supportive Community

High School Parent Toolkit





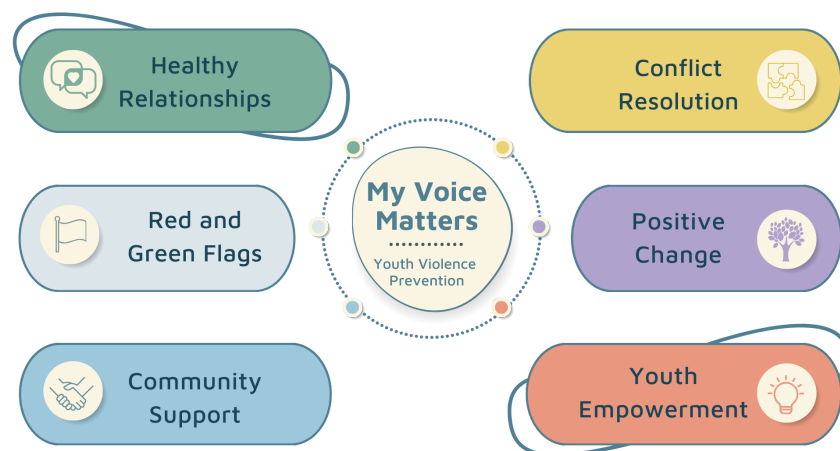
SAFE | HAVEN
PREVENTION PRAXIS

education connecting with action
to end violence

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The **'My Voice Matters'** program for adolescent youth is an initiative of Safe Haven Ministries, a domestic violence and human trafficking agency located in Grand Rapids, Michigan. At Safe Haven, we believe violence and human trafficking are completely preventable, and that we can come together with our surrounding communities in a joint effort to end violence. In order to nurture safe and supportive communities for everyone, the *My Voice Matters* initiative engages youth and the trusted adults in their lives, including resources and tools to help parents and caregivers have important conversations with their child(ren).

The program lessons are based on current research, adapted from other evidence-based programs, and focuses on 5 key topics:

- Healthy relationships and boundaries
- Recognizing and responding to red flags; avoiding dangerous situations, including human trafficking
- Getting help for oneself or for a friend
- Bystander Intervention
- Challenging harmful social norms and stereotypes

When we promote healthy relationship skills, build awareness, connect youth to trusted adults, step in to help others, and talk about things that influence our behaviors, we are working towards a world free from violence. Trusted adults, including parents and caregivers, play an important role in preventing violence.

The Center For Disease Control and Prevention calls the ideas above "protective factors." View the "[Moving Forward](#)"¹ video on YouTube or visit the Veto Violence website² to learn more about protective factors. You can also check out the CDC's website to learn more about the research^{3,4,5} behind strategies for preventing violence.



¹ <https://youtu.be/FJDwe2RkOqo>

² <https://vetoviolence.cdc.gov/apps/connecting-the-dots/node/5>

³ <https://www.cdc.gov/violenceprevention/intimatepartnerviolence/prevention.html>

⁴ <https://www.cdc.gov/violenceprevention/youthviolence/prevention.html>

⁵ <https://www.cdc.gov/violenceprevention/sexualviolence/prevention.html>

Important Note for Caregivers

Violence and human trafficking are sad realities in our world, and many people in our community experience violence regularly. The *My Voice Matters* curriculum discusses various types of relationships and scenarios that some teens might encounter involving abuse or risky situations. Safe Haven does not promote any type of unhealthy relationship. Scenarios involving risky behaviors are included to help students think critically about potentially dangerous situations and build skills to avoid them in real life.

This Parent/Caregiver toolkit will help trusted adults process and work through important conversations about domestic violence, sexual assault, human trafficking and other forms of violence, with the youth in their lives. We know that these issues deeply impact our community.

Self Care

When you're having conversations or preparing to have conversations with your child(ren) or the youth you work with, remember your own self-care. If the conversation starts to feel overwhelming, be honest and tell them you need to take a break, and you can talk again later. Reach out to someone you trust to talk about how you are feeling.

Having conversations about any type of violence can feel heavy or uncomfortable. If you have experienced violence or abuse, it can be especially difficult to talk to your child(ren) about topics that remind you of your abuse.

As you are likely aware, a **trigger** is a connection to a traumatic event that may cause a deep and emotional reaction. Triggers can be smells, colors, songs, touches, and even certain words. Triggers can be anything, and there is no way to fully prevent a potential trigger.

Having these conversations with children and youth can bring up (or trigger) difficult feelings. These feelings are normal. To address these challenges, try building a system of support that helps you as you begin to explore more of these topics. These additional supports will aid in processing any hurtful reminders and understanding the responses you may have to them.

Supports may look like:

- Calling hotlines that specialize in domestic violence, sexual violence, and human trafficking
- Reaching out to advocates at local domestic and sexual violence agencies
- Having a friend, a family member, or a partner that you can speak with
- Putting a pause on the discussion until you're emotionally ready to continue

You aren't alone, and you don't have to work through it alone. At the end of this guide, you will find information on resources in your community.



SAFE HAVEN
MINISTRIES

Safe Haven is a safe place to visit, call, or text for help and support.

2627 Birchcrest Dr. SE (8a-5p) | Hotline: 616-452-6664 (24/7) | Webchat shmgr.org (24/7)

When Your Child Wants to Share

It is difficult to imagine that anyone would want to harm a child. But the truth is that there are many people who will. Sometimes, talking to children about topics addressed in this curriculum can lead to a child opening up about violence or abuse they have experienced. We call this “**making a disclosure.**”

It's usually difficult to receive this disclosure, but it's important to remember that this is a result of your support. The child felt safe enough to tell you. This is important because, all too often, children and teens don't initially disclose abuse out of fear.

Four important steps you can take following a disclosure:

1. Thank them for trusting you and let them know you believe them.
2. Let them know that what was done to them was not their fault and that you're sorry they were harmed.
3. Keep them away from the person who harmed them.
4. Seek professional help to support them.

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The *My Voice Matters* Curriculum Snapshot

My Voice Matters is a youth violence prevention program that teaches youth about healthy relationships, making wise choices, staying safe, and knowing how to get help if needed. The high school curriculum uses engaging and interactive lessons to address the following topics: unhealthy relationships, abusive relationships, healthy relationships, risk factors, human trafficking, safety planning, how to change harmful social norms, bystander intervention strategies, and how to get help for yourself or a friend.

Yes, that's a lot! That's why we put together this guide for the trusted adults in the lives of youth who participate in the program. We recommend using the information and discussion questions included in the guide to keep the conversations going, and build upon what was discussed in each lesson.

General Curriculum Outline:

Social Norms

- Helpful, Neutral, and Harmful
- The Impact of Harmful norms
- Changing Harmful Norms

What's the Difference?

- Healthy, Unhealthy, and Abusive Relationships
- How Our Relationships Impact Our Lives and Our Community
- Defining and Understanding Consent

Risky Situations

- Risk and Protective Factors
- Red Flags - dangerous situations, in person and online
- Human Trafficking - awareness and safety planning

Safety and Support

- Creating a Safety Plan
- Learn How to Get Help
- Safely Provide Help or Support to Others



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My Voice Matters: Parent Discussion & Safety Guide

A home companion to the My Voice Matters high school curriculum

Welcome Parents and Caregivers!

Your teenagers are currently participating in the *My Voice Matters* curriculum at school. This program helps them navigate relationships, understand social influences, and build strong safety skills. While classroom discussions are powerful, research shows that **you** remain the primary influence in your child's life.

This guide bridges the gap between school and home. It provides you with low-pressure, engaging ways to talk about complex topics like social norms, healthy boundaries, consent, and digital safety. By using the scenarios and activities below, you can help your teen practice critical thinking before they face difficult situations in real life. [1]

A Quick Tip Before You Start: Teenagers rarely give perfect, cooperative answers right away. They might roll their eyes, say "I don't know," or give a shocking answer just to test your boundaries. Don't panic! **We have included a Parent Response Guide at the end of this document (just before the Glossary)** to give you quick, battle-tested strategies to handle these exact reactions and keep the conversation flowing.

Thank you for partnering with us to empower the next generation to use their voices safely and confidently.

Warmly,

Safe Haven|Prevention Praxis
and **Praxis|Youth** team



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What Your High Schooler is Learning

Social Norms

Key Terms and Ideas in This Lesson

Social norms
Stereotypes
Gender norms
Gender expression
Sexual violence
Sexual harassment

Lesson Description

The unwritten rules of peer groups heavily influence teenager behavior. This section helps you explore **Helpful, Neutral, and Harmful norms** with your teen. By discussing these topics, you will empower them to recognize the impact of social pressure, challenge harmful behaviors, and confidently stand up for positive changes in their peer circles.

During this lesson, youth participants had an opportunity to discuss social norms that they have experienced, and identify four ways to help change harmful social norms:

- modeling healthy social norms
- convincing other teens to change their behavior
- asking someone with influence to talk about healthier social norms
- change rules or policies to support healthier social norms

*(If your teen shrugs this off or says "everyone does it," check out **Reaction 2** in the Response Guide at the back for a quick way to redirect them!)*

Talking About What Your High-Schooler Learned — — — — —



1. Prompt: Ask your child to teach you about social norms.
2. Ask: Do you see any bullying or harassment at your school?
3. Ask: What are some ways someone can help to change harmful social norms?

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Discussion Scenario: The Picture Perfect Party

Read Together

"Your teen is at a gathering where a classmate falls asleep in an embarrassing position. Several people take photos. One friend wants to post it online with a mean caption, saying, 'Everyone is doing it, it's just a joke.'"



Activity: The Impact Line



- **Ask your teen** how they would handle this situation if they were the one holding the phone. Ask: *"Would you respect someone's wishes if they didn't want their photo posted online, even if everyone else was laughing?"*
- **Discuss** the difference between a **Helpful Norm** (protecting a friend's privacy), a **Neutral Norm** (just hanging out), and a **Harmful Norm** (cyberbullying for laughs).
- **Apply:** Have your teen identify one way to safely disrupt a harmful norm in their peer group.

What Your High Schooler is Learning

What's the Difference?

Key Terms and Ideas in This Lesson

Healthy Relationships
Unhealthy Relationships
Abusive Relationships
Consent

Lesson Description

In a **healthy relationship**, everyone involved feels safe and is treated equally. In an **unhealthy relationship**, at least one person involved feels unsafe and there is an imbalance or inequality between the members of the relationship. **Abusive relationships** involve one person who tries to have *power and control* over another. In the *My Voice Matters* (MVM) curriculum these three definitions are used as a starting point for understanding healthy relationships. Your child will have talked about different types of relationships (family, friends, and dating), and how certain relationship characteristics contribute to a healthy, unhealthy, or abusive relationship.

This leads to an interactive activity and discussion to help teens recognize the characteristics that can help determine the 'overall health' of any relationship.

After gaining a clear understanding of healthy, unhealthy, and abusive relationship characteristics, youth participants learn more about what **consent** is and how to respect other people's consent in a variety of relationships. Consent is simply an agreement to do something. Examples include giving grandma a hug, receiving medical treatment, holding hands with a romantic partner, and more.

A helpful way to remember what consent looks like is the acronym **FRIES**:



Freely Given: consent can't be forced or coerced

Reversible: if someone wants to stop at any time, they can

Informed: everyone knows what they are consenting to

Enthusiastic: everyone wants to be involved

Specific: everyone knows the details (what, when, where)

Navigating modern dating can be confusing for teens. This section clarifies the boundaries between **Healthy, Unhealthy, and Abusive relationships**. Use these activities to talk openly about how relationship choices impact our broader community, and to build a deep, shared understanding of what personal boundaries and verbal consent look like in practice.

*(Conversations about sex and boundaries can feel awkward. If your teen gets defensive or asks why you don't trust them, refer to **Reaction 4** in the Response Guide for help.)*

Talking About What Your High-Schooler Learned — — — — —



1. Prompt: Teach me what you know about consent.
2. Ask: What does consent mean to you?
3. Ask: Do you feel like you can say “no” to friends or the person you’re dating/involved with?
4. Ask: How do you know if someone wants to do something with you?

Discussion Scenario: Knowing the Boundaries

“Two teens have been dating for a month. One partner constantly texts to check in, gets upset if the other hangs out with friends, and pushes to get physically intimate, ignoring hints that the other wants to slow down.”

Read Together



Activity: The Space and Consent Check



- **Read the scenario together.** Ask your teen: *“How do you know when to give someone space if they ask for it? If someone says ‘no’ to sex, how do you show full respect for that boundary?”*
- **Follow-Up:** Use this to define the strict lines between **Healthy** (respecting space), **Unhealthy** (constant tracking), and **Abusive** (ignoring boundaries) relationships.
- **Practice** verbalizing consent boundaries. Ask your teen if they feel they would be able to firmly say “no” to someone who wants to have sex, and role-play confident ways to say it.

What Your High Schooler is Learning

Risky Situations

Key Terms and Ideas in This Lesson

Human Trafficking
Force, Fraud, Coercion
Exploitation, Extortion, Sextortion
Forced Labor, Commercial Sex
Grooming
Risk Factors, Protective Factors
Vulnerability
Community Connections

Lesson Description

Teenagers frequently encounter complex risks both in person and online. This section focuses on identifying environmental **Risk and Protective factors**, spotting dangerous "red flags," and building awareness around the tactics used in human trafficking. These discussions will help you build concrete safety habits with your teen before dangerous situations arise.

Human trafficking is the use of **force, fraud, and coercion** to make someone participate in **forced labor** or engage in **commercial sex**. Human trafficking is a serious danger to our community and can happen to anyone, of any gender, race, or sexual orientation. That's why it's so important that we as a community educate our children about human trafficking, equipping them with skills to avoid dangerous situations and to seek help whenever needed. Your child will have learned about the two types of human trafficking (labor trafficking and sex trafficking), discussed trafficking risk and protective factors, and identified a trusted adult they could go to if they need help. *Human trafficking definitions are included in the Glossary at the end of this guide.*

*(If your teen reacts with silence or claims they "don't know" how to spot these dangers, use the pressure-free mapping tricks found in **Reaction 1** of the Response Guide.)*

Talking About What Your High-Schooler Learned — — — — —



1. Prompt: Ask your child to teach you what they know about human trafficking.
2. Ask: What kinds of things protect people from trafficking and what puts them at risk?
3. Ask: What does it feel like when something isn't right? What would you do if you got a red flag feeling?
4. Prompt: Ask your child who some of their trusted adults are and how they would get in touch with them if they needed help.

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Discussion Scenario: The Online Recruiter

Read Together

"Two teens have been dating for a month. One partner constantly texts to check in, gets upset if the other hangs out with friends, and pushes to get physically intimate, ignoring hints that the other wants to slow down."



Activity: Red Flag Mapping



- **Ask your teen** to list the "Red Flags" in this scenario, both for in-person danger and online grooming/human trafficking.
- **Talk about** how predators use secrecy and financial pressure to isolate young people.
- **Co-create a 3-step Safety Plan** for online interactions (e.g., Never meet an online stranger alone, never send explicit photos, always verify job offers with a trusted adult).

What Your High Schooler is Learning

Safety and Support

Key Terms and Ideas in This Lesson

Safety Plan
Support
Title IX Policy
Bystander Intervention
Trusted Adult(s)
'Triggers' / warning signs

Lesson Description

Lesson Description: One of the most effective ways to reduce the presence of violence in the community is to increase the number of people who are willing to interrupt all types of harassment and violence.

Your child will have learned 5 strategies for intervening: creating a **distraction**, **delegating** to share responsibility with a friend or an authority figure, safely and appropriately **documenting** the harassment if someone else is intervening, checking in a bit later with the person being harassed (**delaying**), and using a more **direct** method to confront the harasser. We also discussed 3 "Do's" and 3 "Don't's" for **Bystander Intervention**, including when it is safe to intervene, when to get help from an authority figure, and how to ensure they're doing what they can to help the person who is being harassed.

Do's	Don't's
Do keep everyone safe!	Don't escalate the situation!
Do make your presence known!	Don't call the police *unless* someone's life is in danger or the person being harassed asks you to!
Do follow cues from the person being harassed!	Don't do nothing!
Do Something.	

Feeling supported by your friends and your community is important to nurturing a safe and supportive community. When a friend needs help, it can be difficult to know what to say or do. The final lesson teaches how to use the steps: **Ask**, **Believe**, and **Support** to help a friend. We end with a "What Would You Do?" scenario activity that gives youth a chance to practice everything they've learned.

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Ask	Believe	Support
Be gentle and honest with them.	Use active listening to communicate that you believe them.	Let them know that it is ok to feel the way they are feeling.
Allow them to choose how and when they talk about their experience	Don't be judgemental about their choices.	Offer to help them get in touch with a trusted adult, school staff, or a hotline.

Talking About What Your High-Schooler Learned — — — — —



1. Prompt: Ask your teen to teach you about the 5 D's of bystander intervention.
2. Ask: Which of the 5 Ds strategies do you like the most? (OR) Which 5D strategy do you feel most comfortable with? Why?

Reflection Activity

Knowing how to react in a crisis is a critical life skill. This final activity provides practical tools for **creating an actionable safety plan**, identifying reliable resources for help, and learning how to safely support peers in distress. Work through these steps together so your teen knows exactly who to turn to when it matters most.

*(If your teen gives a defiant response here to act tough, remember to stay calm and use the cause-and-effect questioning outlined in **Reaction 3** of the Response Guide.)*

Discussion Scenario: The code Word Call

"Your teen is at a party or a friend's house. The situation starts getting out of hand—drugs or alcohol appear, or the ride home is compromised—and they feel unsafe, but they don't want to look 'uncool' in front of their peers."

Read Together



Activity: Building the Lifeline



- **To-Do:** Establish a "No-Questions-Asked" exit plan.
- **Create a hidden code word or emoji** (like a puzzle piece 🧩 or a key 🔑) that your teen can text you. If they text it, it means: *"Call me immediately with an 'emergency' and tell me you are coming to pick me up right now."*
- **Discuss** how to safely provide help to a friend in the same situation without putting themselves in danger.

Family Safety Plan Template

1. My Red Flags (Triggers & Early Warning Signs)

How do I know a situation, place, or person is becoming unsafe? (Examples: A gut feeling, a friend acting strange, being asked to keep secrets, feeling pressured).

- _____
- _____

2. Our Fast-Exit Strategy (The Digital Lifeline)

If I am in an uncomfortable or unsafe situation, our family code word/emoji is: [_____]

- **The Agreement:** If I text this code, my parent/caregiver will call me immediately with a believable "family emergency" excuse and come pick me up.
- **The Promise:** There will be **zero lectures or immediate punishments** when I use this code to get to safety.

3. My Trusted Support Network

If I cannot reach my primary parent/caregiver, these are the adults I can contact who will answer my call and help me without judgment:

- Name: _____ Phone: _____
- Name: _____ Phone: _____
- School/Community Contact: _____

4. Digital Boundaries & Safety

- **Photos/Posting:** I agree to always ask for explicit verbal permission before taking or posting a photo of someone else. I expect the same in return.
- **Online Strangers:** If an unknown person offers me gifts, jobs, or asks to meet up, I will pause and show a trusted adult before replying.

Immediate Backup Resources

TIP: Keep these numbers saved directly in your teen's cell phone contacts:

- **Emergency Services:** 911
- **National Domestic Violence/Teen Dating Abuse Hotline (Love is Respect):**
Call 1-866-331-9474 or Text "LOVEIS" to 22522
- **National Human Trafficking Hotline:** Call 1-888-373-7888 or Text "HELP" or "INFO" to 233733
- **Suicide & Crisis Lifeline:** Call or Text 988

Parent Response Guide: Handling Teen Reactions

When starting these discussions, how you respond to defensiveness or silence matters more than the scenario itself. Use these quick strategies to keep the dialogue moving forward.

Reaction 1: The Brick Wall — *"I don't know" or silence.*

- **What it means:** They might feel put on the spot, bored, or worried that this is a "trap" to lecture them.
-  **What to avoid:** Pressuring them for an immediate answer or snapping, *"You have to talk to me about this."*
-  **How to respond:** De-escalate the pressure by focusing on others rather than them.
 - *Say this:* "That's okay, it's a big question. What do you think *most* kids at your school would do in that situation?"
 - *Or this:* "No worries. If you don't want to talk right now, just think about it for a minute while we finish driving/making dinner."

Reaction 2: The Eye-Roll — *"This is so unrealistic/cringe. Nobody does this."*

- **What it means:** The scenario feels too formal, or they want to distance themselves from the awkwardness of the topic.
-  **What to avoid:** Getting defensive or arguing about the accuracy of the scenario.
-  **How to respond:** Give them the control to fix it and make it realistic.
 - *Say this:* "Fair enough! If this scenario is unrealistic, how would it actually happen in real life? Help me write a better version."
 - *Or this:* "I get it, it sounds like a bad after-school special. But if a friend *did* end up in a tight spot online, what does that actually look like today?"

Reaction 3: The Defiant Answer — *"I'd post it anyway" or "I wouldn't care if they said no."*

- **What it means:** They are testing your boundaries, trying to shock you, or genuinely misjudging a risky situation.
- **✗ What to avoid:** Gasping, yelling, or immediately jumping into a lecture or punishment. This shuts down future honesty. [2]
- **✓ How to respond:** Stay calm, remain curious, and walk them through the real-world cause and effect.
 - *Say this:* "You say that, but let's look at the ripple effect. If that photo gets screenshotted and sent to the sports coach or a boss, what happens next?"
 - *Or this:* "It's easy to say that now, but if you were the person on the receiving end of that choice, how would it change how you view that relationship?"

Reaction 4: The Defensive Counter — *"Why are you asking me this? Don't you trust me?"*

- **What it means:** They feel accused of doing something wrong just because you brought up the topic.
- **✗ What to avoid:** Apologizing and dropping the topic entirely, or snapping back with reasons why they aren't trustworthy.
- **✓ How to respond:** Reassure them that this is about preparation, not suspicion.
 - *Say this:* "I absolutely trust you. I'm asking because I know *other* people will put you in tough spots, and I want you to have your game plan ready before that happens."
 - *Or this:* "This isn't an interrogation. I just know the *My Voice Matters* program is talking about this at school, and I want to make sure you know I'm a safe place to talk about it at home."

SOURCES:

[1] <https://texascpslawyer.net>

[2] <https://www.cybl.net>

Glossary of Terms

Boundaries	Limits and rules we set in our relationships to make sure they stay healthy and safe
Bullying	When someone who is stronger or has more power acts aggressively towards another person over and over again, or could repeat the action over and over again.
Bystander Intervention	When someone who observes harassment chooses to step in to help the person who is being harassed.
Coercion	Using threats or manipulation to control someone else.
Commercial Sex	Exchanging something valuable (such as shelter, money, or drugs) for sexual acts.
Consent	Permission for something to happen or agreement to do something. Consent must be Freely Given, Reversible, Informed, Enthusiastic, and Specific (FRIES)
Disclosure	Something (such as information) that is made known or revealed
Domestic Violence	A pattern of abusive behavior in any relationship that is used by one partner to gain or maintain power and control over another intimate partner.
Exploitation	When someone benefits from causing harm to others.
Force	Physically harming someone or controlling where they can go.
Forced labor	Making someone work against their will, making them work without pay, or making them work in order to “pay off a debt.”
Fraud	Making false promises or claims about things like how much someone will get paid, working conditions, love, marriage, etc.
Grooming	Tactics used by abusers to gain someone’s trust in order to more easily abuse them and to prevent them from reporting the abuse.

Healthy Relationship	A relationship where everyone involved feels safe and is treated equally.
Human Trafficking	When someone uses force, fraud, or coercion to make someone else work or engage in commercial sex.
Sexting	Sending sexually explicit messages or nude photographs. Sexting is a high risk behavior for anyone, and sexually explicit photographs and messages are often used to exploit people of all ages. It is also illegal in the state of Michigan for anyone to take, possess, or distribute a sexually explicit photo of a child under the age of 18, even if the person who is taking, keeping, or sending a photograph is a minor themselves. Local prosecutors often choose not to charge minors who photograph or distribute photos of themselves when those children have been exploited; they instead charge the person who has been exploiting the children.
Sexual Harassment	A type of sexual violence involving unwanted physical, verbal, or written sexual advances, OR any harassment related to a persons perceived gender or sexual orientation.
Sexual Violence	Any sexual act committed or attempted by another person against an individual who has not freely given consent or is unable to consent or refuse. This includes both unwanted sexual contact and sexual harassment.
Social Norms	The unwritten or unspoken rules that influence how people in a society behave.
Vulnerabilities	Circumstances that abusers and traffickers take advantage of when they try to exploit or harm someone.

Additional Resources

This guide was created with the intent to give people who care for children and youth the tools to talk about subjects that often are avoided. Having these kinds of conversations can seem challenging at times. Do your best to speak to kids from a place of concern and care.

If you or someone that you know has experienced or is experiencing violence, abuse, or human trafficking, the following local resources can provide free and confidential support:

Local

Safe Haven Ministries

Website: www.shmgr.org
24/7 Hotline: 616- 452- 6664

YWCA West Central Michigan

Website: www.ywcawcmi.org
24/7 Hotline: 616-454 -9922

Children's Advocacy Center of Kent County

Website: www.cac-kent.org
Telephone Number: 616-336-5160

Hispanic Center of Western Michigan

Website: www.hispanic-center.org
Telephone Number: 616-742-0200

Network 180,

Kent County Mental Health Authority
Website: www.network180.org
24/7 Hotline: 616-336-3909

the bridge of Arbor Circle

Website: www.arborcircle.org/the-bridge
Telephone Number: 616-451-3001

AYA Youth Collective

Website: www.ayayouth.org
Telephone Number: 616-406-3945

State and National

Michigan Coalition to End Domestic and Sexual Violence

Website: www.mcedsv.org
24/7 Hotline: 855-864-2376
24/7 Textline: 866-238-1454

Rape, Abuse, and Incest National Network (RAINN)

Website: <https://www.rainn.org/>
24/7 Hotline: 800-656-4673

National Human Trafficking Hotline

Website: www.humantraffickinghotline.org
24/7 Hotline: 1-888-373-7888
24/7 Textline: 233733

love is respect

Website: loveisrespect.org
24/7 Hotline: 866-331-9474
24/7 Textline: text "LOVEIS" to 22522

Suicide and Crisis Lifeline

Website: 988lifeline.org
24/7 Hotline/Textline: 988

The Trevor Project

Website: www.thetrevorproject.org
24/7 Hotline: 1-866-488-7386
24/7 Textline: 678-678

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