

# Pleasure-Based Consent Training

This training covers the basics of **consent**, **boundaries**, and **relationship safety** through guided *group discussions*, *written reflections*, and *interactive activities*.

**Age:** 12 to adult

**Time:** 2 hours

*This training can be conducted virtually or in-person.*



*Graduates of this training will be able to:*

- **define** and **use** consent-related terminology,
- **identify** the different components of consent,
- **understand** the significance of and how to set boundaries,
- **detect** and **respond** to different types of relational abuse.

# Pleasure-Based Consent Training

Time: 2 hours

Age group: 12 - adult

Accompanying zines (to print or download): [Consent is sexy.](#), [Boundaries 101](#), [Toxicity & Abuse](#)

- The purpose of this training is to provide participants with a comprehensive understanding of pleasure-based consent in sex and in romantic, platonic, and professional relationships.
- Participants will engage in both individual reflection and group discussions aimed at ingraining the meanings of “pleasure-based consent” through real-world examples.
- **Content warning:** *this training includes descriptions of domestic abuse and sexual assault. (Please encourage participants to take breaks and prioritize their well-being during the training.)*

Preparation: Before beginning training, make sure each participant has access to writing materials (pen and paper or virtual documents).

| Time   | Activity  | Materials   | Facilitator |
|--------|---|---|-------------|
| 20 min | <u>Opening</u> <ul style="list-style-type: none"> <li>• Facilitator introductions</li> <li>• Agenda overview and <b>content warning</b></li> <li>• Create community guidelines</li> </ul>   | <ul style="list-style-type: none"> <li>• “What is a content warning?” hand out</li> <li>• Blank community guidelines</li> </ul> |             |
| 30 min | <u>Pleasure-Based Consent</u> <ul style="list-style-type: none"> <li>• Open discussion: <i>what is consent?</i></li> <li>• <i>Everyday Consent Reflection</i> activity and share-out</li> <li>• Share the <i>keys to consent-based pleasure</i> hand out and discuss.                             <ul style="list-style-type: none"> <li>◦ Make sure to credit <a href="#">Pleasure Activism</a> by adrienne maree brown</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Keys to consent-based pleasure hand out</li> </ul>                                     |             |
| 10 min | <u>Break</u>  |   |             |

|        |   |   |  |
|--------|---|---|--|
| 30 min | <u>Boundaries</u> <ul style="list-style-type: none"> <li>• Open discussion: <i>what are boundaries?</i></li> <li>• Share <i>Boundaries 101</i> hand out</li> <li>• Important boundaries self-reflection activity</li> </ul>   | <ul style="list-style-type: none"> <li>• Boundaries 101 hand out</li> </ul>   |  |
| 5 min  | <u>Break</u>  |   |  |
| 15 min | <u>Relationship safety</u> <ul style="list-style-type: none"> <li>• Open discussion: <i>what's the difference between a toxic and an abusive relationship?</i> <ul style="list-style-type: none"> <li>◦ Define both terms.</li> </ul> </li> <li>• Read through the <i>Six Types of Relational Abuse</i></li> <li>• Share the warning signs of abuse.                             <ul style="list-style-type: none"> <li>◦ Pass out Resources for Survivors hand out.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Six Types of Relational Abuse hand out</li> <li>• Resources for Survivors</li> </ul> |  |
| 10 min | <u>Ending</u> <ul style="list-style-type: none"> <li>• Decompression</li> <li>• Close</li> <li>• <a href="#">Feedback form</a></li> </ul>   |   |  |

## Facilitation Notes Introduction

Below are guided facilitation notes which include step-by-step instructions for facilitating this training.

- **There is plenty of room for flexibility**, so feel free to adapt these notes to your style.
  - This training is **customizable** depending on how many facilitators are presenting. There are options for "Facilitator A" or "Facilitator B" - and you can add more!
    - *Before you begin facilitating this training, write down who will be facilitating which activities in the agenda above.*
  - Important **definitions** or **phrases** are *italicized and color-coded in blue* to indicate that these sections should be read aloud.
  - Remember to adapt to the atmosphere of your particular group setting.
    - Check-in with participants to gauge whether they are interested in **diving deeper** into a topic, or **moving on**.
    - Check-in with participants to gauge whether they are interested in **sharing and discussing collectively**, or **working independently**.
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### Open discussion: *What is consent?*

- Allow a few minutes for people to think and write down their definitions before sharing out.
  - It's okay to not know or to have different definitions! This is a time to reach a consensus.
- Share the definition: *Consent should always be **voluntary** and **ongoing**, meaning that consent is not given under any pressures or persuasion, and it is repeatedly or continuously given. Consent should also be given **enthusiastically**, **specifically**, and with an **informed** mindset.*

### Interactive activity: *Under what circumstances can consent not be given?*

- *There are some circumstances where someone cannot give consent. What are these circumstances?*
- Allow a few minutes for people to think.
  - On a (virtual) whiteboard, record participant's answers. Form a list of possible circumstances wherein consent cannot be freely given.
- If they have not already stated all of these circumstances, fill in the blanks:
  - *If they are drunk or high*
  - *If they are asleep or unconscious*
  - *If they are a minor or underaged*
  - *If they are in a position of disempowerment (i.e. correctional officers and prisoners, boss and employee, etc.)*

### Writing reflection: *Why is consent important?*

- Offer space for anyone to share out if they want to.

## Everyday Consent Reflection activity

- Facilitator A read aloud:
  - ***There are a ton of reasons why knowledge of consent is withheld from us.*** A lot of interactions and transactions that we deal with rely on non-consensual acts; in interpersonal relationships, in workplace relationships, in interactions between people and corporations, or between people and their government. These are lessons we have to teach ourselves on our own time, but they are deeply essential lessons- for our protection, and the protection of people around us.
- Facilitator B read aloud:
  - ***Consent is such a critical practice because it applies to most interactions we have every day;*** we all could benefit from deepening our understanding of consent because negotiations of power are a part of so many aspects of our lives, not just sex. We tend to associate consensual and non-consensual acts with **sex** or **sexual assault**, but anytime there is an interaction between people there are elements of **power** and **accessibility** being worked through in real-time. This means that all social interactions have the possibility to be **consensual** or **non-consensual**.

### Individual reflection: Consent in our daily lives.

Recall a recent conversation or social interaction with a friend, partner, teacher, boss, parent, etc. Consider these components of the interaction.

1. *Who was in a social position of power based on aspects like race, age, class, or gender? Who was in a social position of less power?*
2. *What did your body language look like? What did their body language look like?*
3. *Who initiated the conversation? Did either person seem more engaged? Did the engagement level feel balanced or unbalanced?*
4. *Was either person more forceful during the interaction? Was either person more quiet or withdrawn?*

*[If anyone wants to share-out, give space to do so. If no one wants to, offer at least one example from yourself.]*

### Group Discussion: What are the four components of consent?

- **Ask the group:** *Based on this reflection, can you identify the four components of consent that occur in all social interactions?*
- Allow time for participants to think and share their ideas. Fill in the gaps with these answers:

*These questions correspond to four components of consent that also affect consent in sexual encounters. They are:*

1. **Power dynamics** or the way in which social power works in a setting. Aspects of someone's identity like race, age, gender, class, and more all affect power dynamics.
2. **Body language** or the way in which someone is using their body to achieve a certain goal or communicate a particular feeling.
3. **Enthusiasm** or the way in which someone is engaged or disengaged from a particular activity.
4. **Pressure** or the way in which someone is forceful or withdrawn during a particular activity.

**Group question:** Are there any other components that we think should be on this list?

*Consent is more than just saying "yes" or "no." Factors such as these are essential to pay attention to and play an equal role in ongoing and enthusiastic consent. Consent takes some special care and practice to get right **because** of these factors.*

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### **Amb's Keys to Consent-Based Pleasure**

- Read aloud: *adrienne maree brown, author of "Pleasure Activism," has created an incredible framework for understanding and indulging ourselves in the pleasure of consent. She calls these the **keys to consent-based pleasure**. Let's explore them a bit.*

[Share hand-out]

**Group Discussion or Individual reflection:** Read through hand-out

- You have the options of: taking turns between participants, bouncing back and forth between facilitators, or having participants read it individually.

**Individual Reflection:** *In what ways do you plan to center consent in your life? (This can include sex, but it can also include parts of your life outside of sex.)*

- Allow participants to reflect on this question individually and write down their answers. If they want to share-out, offer that space to do so.
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*Take a break!*

### Open discussion: *What are boundaries?*

- Allow a few minutes for people to think and write down their definitions before sharing out.
    - It's okay to not know or to have different definitions! This is a time to reach a consensus.
  - Share the definition:
    - *Boundaries are a communicated limit that is set between you and another person. Boundaries can be strong, meaning they should never be pushed, or loose, meaning they are malleable. Boundaries can change over time and can change depending on who we are interacting with, where we are, or how we feel that day.*
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### Boundaries 101

- [Share hand-out]
- Read through the first two sections aloud, or allow everyone to read through them by themselves.

### Interactive Activity: Boundaries Everyday

- Break into small groups of 3 or 4 people. Instruct participants to read through the scenarios and discuss the questions. They will have the option to share their answers afterwards.
  - Alternatively, split the group in half; have one group run through the **A** scenarios, and the other run through the **B** scenarios. Return to the main group and have each group summarize the scenario, boundary, and how it was communicated.
- Before beginning this activity, let participants know that these conversations include explicit discussions of sex. Give participants the option of skipping "Section 3: Boundaries in Sex."
- *Optional answers for Boundaries Everyday exercise:*
  1. Boundaries at work
    - a. "I only work from 9-5, so I won't check my email or answer calls at night."
    - b. "I appreciate constructive criticism but I am not okay with being yelled at."
  2. Boundaries in partnership
    - a. "I need one day of the week to spend by myself."
    - b. "I am not okay with disclosing my location at all times."
  3. Boundaries in sex
    - a. "We can see and have sex with other people as long as we are using

- barrier-method contraception."*
- b. *"I like being submissive but I don't like to be degraded."*
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### **Self-Reflection Activity:** Important Boundaries

*Boundaries are a commitment to protect yourself, to keep yourself feeling safe and comfortable, and to communicate to others how best to care for you. They are essential when it comes to caring for our mental and emotional health, and can create better environments in the short-term and long term.*

- Invite group members to take some time to self-reflect and write down some of their boundaries.
    - Emphasize that these won't be shared; they're just for group members to have and reference.
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*Take a break!*

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### **Open discussion:** *What is the difference between a toxic and abusive relationship?*

- Allow a few minutes for people to think and write down their definitions before sharing out.
  - It's okay to not know or to have different definitions! This is a time to reach a consensus.
- Read aloud:
  - *These two descriptors often go hand-in-hand, but the distinguishing line is control.*
    - *Toxic relationships can be one-sided or two-sided, and toxic relationships tend to occur when people feel **out of control** of their relationship.*
    - *Abusive behavior works to elevate one person's power while diminishing the other person's agency. Abuse is **all about control**.*
- **Share the definition of toxicity:**

*Toxicity can be understood as **disproportionately negative reactions or interactions**. These can look like:*

*"Every time I ask my partner to do a chore it results in a fight that lasts for hours."*

*"When I ask my partner to spend more quality time with me, they degrade me for being needy or attention-seeking."*



*We can often tell when a relationship becomes **toxic** when these disproportionate negative interactions **outweigh** any positive interactions. If the relationship feels frequently or consistently overwhelming, draining, or stressful, then it might be a toxic relationship.*

- **Share the definition of abuse:**

***Abuse intentional and all about control.** Several studies on domestic abuse suggest that abusers tend to be both aware and intentional when it comes to manipulating their partners. This means that although an abuser may perform ignorance or innocence, abuse is **calculated** and meant to manipulate a partner into feeling weak, inferior, or powerless.*

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## **Six Types of Relational Abuse**

- This is a good time to remind participants of the original content-warning. Inform them that the next activities involve discussions of relational and sexual abuse, and remind them to take breaks or disengage if they need to.

[Share hand out]

- Offer everyone a few minutes to read through these individually.
  - Take some time to share-out any thoughts or questions.

### **Guiding questions:**

- *Did any of these types of abuse surprise you?*
- *Which kinds of abuse have you heard of before, which ones were new?*
- *Are there any behaviors listed here that you didn't know were considered abusive?*
- *Is there anything this list is missing?*

**Remember that this is an intense and sensitive topic.** Don't force anyone to participate in the conversation if they don't want to. Allow for silences and move on if conversation isn't happening organically.

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### **Open discussion:** *What are the warning signs of abuse?*

- Allow for a few moments for people to write some down, and then offer time to share-out.
- Read through the signs below (if any go unsaid during the discussion):
  - ***The warning signs of abuse can include:***
    - *Degrading or belittling your self-image*
    - *Extreme jealousy or possessiveness*

- *Inflicting control over your physical body or your location (i.e. not letting you see friends or family members)*
- *Publicly humiliating you*
- *Controlling finances or making financial decisions without you*
- *Destroying your belongings*
- *Threatening children, pets, or other loved ones*

**Share out:** Three things to remember.

*Remember: it is healthy to have arguments, conflict, and even fights in relationships. It becomes unhealthy as soon as someone feels unsafe or not cared for.*

*Remember: it is always imperative to **believe victims/survivors** who come forward to report abuse.*

*Remember: if you are currently weary of, surviving, trying to escape from an abusive relationship, there are established support systems and advocates for you to turn to and lean on.*

**Pass out Resources for Survivors hand out.**

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### **Decompression Activity:**

- Walk through the **5 senses grounding activity** to decompress with the group.
  - Ask each member to participate silently in their head.
  - Begin by taking three deep breaths with the group.
  - Instruct group members to use their senses and silently list:
    - *5 things you can see*
    - *4 things you can hear*
    - *3 things you can touch*
    - *2 things you can smell*
    - *1 thing you can taste*

**\*Alternative activity:** This grounding activity relies on ableist notions that everyone uses the same senses to navigate the world. You can offer or choose to go with this grounding activity instead:

- Facilitate a **mindful body scan**.
  - Begin by inviting group members to move into a comfortable seated position. Invite them to close their eyes, if comfortable.
  - Take 3 deep breaths, paying attention to how each breath feels as it enters and exits the body.
  - Walk through a guided body scan: begin at the head, and move slowly down the body. Invite members to name the sensations they feel in the different

parts of their body, and to sit with them.

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### **Closing Discussion Questions:**

- *What are you taking with you from this training?*
  - *Did the meaning of any words shift to you during this training?*
  - *Any last questions?*
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### **Training Feedback Form:**

- Please encourage participants to fill out this feedback form! This helps us curate our curriculums to be the most effective and fun for everyone. You can access it here: <https://forms.gle/LFtUgn7CmD8F5QBh8>

# Hand-outs included below:

1. "What is a content warning?"
2. Blank community guidelines
3. Keys to consent-based pleasure
4. Boundaries 101
5. Six Types of Relational Abuse hand out
6. Resources for Survivors

# Content Warning 101

## What is a content warning?

A content warning is a message to group members to be aware that there will most likely be discussions of material that could be upsetting or “triggering” to people for various reasons. This is a trauma-informed practice which allocates specific time and resources to caring for people without forcing them to divulge their personal histories.

## How do I take care of myself when I am triggered in a group setting?

Taking care of yourself is difficult, and prioritizing your own well-being in group setting can be particularly challenging. There are added pressures like “appropriateness” and social norms. Some ways to take care of yourself in group settings can be:

- **Use a grounding technique** such as holding a heavy object in your hand, focusing on your breath, or using the 5-senses technique.
- **Physically removing yourself from the space.** This can look like getting up and going for a walk or, if you are in a virtual meeting, turning your mic and camera off and walking away from your computer for a minute.
- If you don’t want to leave the group, allow yourself some time to **relax and disengage** from the discussion. This can look like sitting back and allowing yourself space just to listen and observe, instead of actively speaking and engaging, and choosing to “pass” if you’re chosen to speak.

## ***Assume the Bathroom Rule***

We assume everyone who leaves the group is just using the bathroom! We agree to not make assumptions about anyone’s personal history. This rule is to keep everyone safe and make sure that the option of getting up and leaving the group is an accessible option that isn’t under surveillance.

# Community Guidelines

**What are community guidelines?** Community guidelines are a set of agreements that are unique and personalized by your group. It's important to arrive at these agreements through *consensus*, paying attention to give space for everyone's voice, and to work through any disagreements that might arise.

Sample community guidelines:

- *Step up, step back* - This means that we are conscious of how much space we are taking up; if you've been talking a lot, step back and make room for others, and if you've been silently observing, try stepping up and sharing out loud with the group.
- *Call in, don't call out* - This means that if someone says something we might perceive as ignorant or offensive, we try to communicate with them and educate them before we decide to "cancel" them, or ignore them completely.

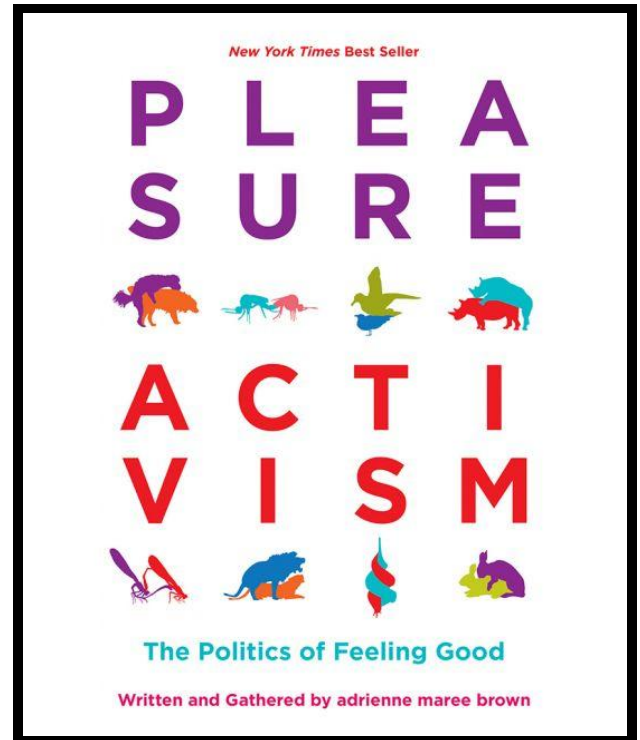
Community guidelines for our group:

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## adrienne maree brown's keys to consent-based pleasure

### **Not only is consent necessary - it's sexy!**

We are often socialized to be uncomfortable talking about sex, even with someone who we are engaging in sexual activities with! Talking about consent can feel like a big step, and it can definitely feel awkward at first. That's where the idea of *consent-based pleasure* comes into play. Consent based pleasure teaches us that consent is an essential component to sex, and that talking about what feels good can open doors to health experimentation and better sexual encounters.



**Consent is self-care:** It is always helpful to have a good understanding of your personal boundaries before embarking on sexual encounters. As amb says, "It is a gift to be in touch with our own desires" (p. 197). But this is harder than it sounds! For those just beginning to explore sexual desire, for survivors or victims of sexual assault, for those experiencing gender dysphoria, for those with chronic pain (and many other reasons) this can be particularly challenging.

Some ways to conquer this are to **start** and **start slow**. This typically looks like exploring your body by yourself for a while: discover what feels good and what doesn't, and bring that information confidently into sexual encounters with others.

**No one knows your body like you do.**

**Consent has levels:** Just because someone is saying yes to one thing doesn't mean they are saying yes to *everything*. Consent can fluctuate during sexual encounters - ask for consent frequently!

**Asking for consent is sexy!** We aren't really taught how to ask or give consent, so it's important to practice this one, even outside of the realm of sex and intimacy. Try asking your friends if it's okay to give them a hug or enter their personal space. The more we practice, the easier it becomes.

# Boundaries 101

## 1. How do I identify a boundary that I have?

You can do this right now by imagining a scenario in which you feel **safe, comfortable, and relaxed**.

- *How are other people treating you in that scenario?*
- *What aspects of your body, time, mind, and space are being respected?*

Now imagine a scenario that feels **uncomfortable, stressful, and overstimulating**.

- *How are other people treating you in that scenario?*
- *What aspects of your body, time, mind, and space are being disrespected?*

**These are your boundaries;** the different ways you expect people to treat you, and the way you *choose* to interact with people.

**Boundaries are more than preferences.** We might prefer sunny days over rainy ones, or pleasant conversations over tough ones, but boundaries *communicate personal limits to ensure our safety*.

## 2. How do I set a boundary? (How do I communicate my boundaries to other people?)

*Boundaries work best when other people are aware of them and understand their significance.*

1. Find a way to articulate your boundary in a **clear** and **concise** way.
2. Begin by starting a conversation. You can say something like:
  - a. "I think it would be best for me if..." or
  - b. "I will be most comfortable if..."
  - c. and then **state your boundary**.
3. (Very optional) If it's in your capacity, explain what a boundary *means*.
  - a. Some people may have never heard what a boundary is, and this knowledge could help them set and communicate their own boundaries, or begin to recognize when their boundaries have been crossed in the past.
  - b. (*You can use the sample definition from above: Boundaries are more than a preference; this is me communicating a personal limit for my own safety.*)

Helpful tip!\* **Boundaries should be focused on *you* and not someone else.**



- For instance, setting a boundary might look like saying “I need...” instead of “You need to stop doing...”

**It’s important to have conversations about boundaries.** Since most of us aren’t taught about what boundaries are or why each person has autonomy over themselves, talking about boundaries with our co-workers, friends, bosses, partners, or family members can be an eye-opening experience. We all have boundaries already embedded in our subconscious, so finding ways to articulate and communicate them seems like it should be advantageous for everyone.

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## Boundaries Everywhere exercise:

Let’s look at some examples of boundaries in various aspects of our lives. (Maybe some of these are boundaries you hold and have been searching for ways to express. Maybe some of these are boundaries you never thought you were allowed to establish in your own life.)

**Instructions:** In small groups or by yourself, read through the scenarios presented below and answer the questions to identify *a) what boundary you might have in this situation*, and *b) how you could best communicate the boundary*.

### 1. Boundaries at work:

Scenario A: You’ve recently started a new job where you have agreed to work from 9am to 5pm on Monday - Friday in the company office. After your first week of work, you go home and spend the weekend with your friends and family. You don’t check your work email. On Monday when you go into work, your co-worker asks why you didn’t reply to an email they sent to you last night. You feel frustrated.

- What is a boundary you might have in this situation?
- How could you communicate that boundary to your co-worker?

Scenario B: You are very passionate about your work and take it very seriously. You work alongside co-workers who feel similarly about the importance of your job. During a team meeting, you suggest an idea that creates some disagreements amongst your co-workers. Instead of focusing on the original point of the meeting, everyone begins to debate your idea. Your team leader is frustrated by the disruption which has derailed the conversation. In an effort to resume the original conversation, your team leader raises their voice at you in front of your co-workers in a way that feels unnecessary and uncomfortable. You instantly start to panic and are unsure of how to react.

- What is a boundary you might have in this situation?
- How could you communicate that boundary to your boss?

## **2. Boundaries in partnership:**

Scenario A: You're in a brand new "situationship" with a person someone that you love spending time with. The two of you always have fun together and enjoy the same activities. You quickly start to spend almost every day of the week together. After a few weeks of this, you start to feel a little agitated and energetically drained after hanging out with this person. As much as you love spending time with this person, you miss having some time by yourself to relax and recharge your social battery.

- What is a boundary you might have in this situation?
- How could you communicate that boundary to this person?

Scenario B: You're in a newly long-distance relationship with your partner. The two of you have lived together for a few years, but this is your first time living apart. Before your flight, they ask you to share your location with them so they could make sure you get safely to your new apartment. That was a few weeks ago, so you decide to turn off your shared location. This makes your partner anxious, and although they don't explicitly ask you to turn your location sharing back on, they begin to exhibit less trust in the security of your relationship. Over the next few days, they begin to call you more frequently to ask where you are and what you are doing, and these calls begin to lead to small arguments that leave you feeling tired and upset.

- What is a boundary you might have in this situation?
- How could you communicate that boundary to your partner?

## **3. Boundaries in sex:**

Scenario A: You and your partner recently decided to try an open relationship. After discussing it for a while, you both agree upon a structure wherein both of you agree to have sexual partners outside of your established relationship. Everything is going smoothly until your partner mentions that they recently had sex with someone without barrier-method contraception (i.e. a condom). This is alarming to you, and you begin to feel panicked about the possibilities of STIs and STDs since you are also having sex with your partner without any barrier-method contraceptives.

- What is a boundary you might have in this situation?
- How could you communicate that boundary to your partner?

Scenario B: You and a friend enjoy having sex with each other, and have been doing so for a while now. You both decide you want to experiment with new sexual dynamics. After discussing it, you both decide that you want to explore BDSM, specifically domination and submission. You decide to do a “trial run.” Everything is going great until your friend says something demeaning to you. Their comment really offends you, but you don’t address it at the moment. You know they were just using degrading language to achieve the level of dominance commonly portrayed in BDSM, but the comment sticks with you and you feel uncomfortable for a while afterward.

- What is a boundary you might have in this situation?
- How could you communicate that boundary to your partner?

# Six Types of Relational Abuse

There are six different kinds of relational abuse, and abusers tend to rely on multiple forms of manipulation. Let's run through them quickly. For more information on the specifics of each kind, check out this helpful website. (<https://reachma.org/6-different-types-abuse/>)

## 1. Physical abuse

- When a partner causes physical harm to another
- This can also look like hitting walls or throwing objects
- This can also look like causing harm to children or pets

## 2. Emotional abuse

- Threats to physical, financial, or sexual safety
- Degrading, demeaning, or belittling

## 3. Psychological abuse

- Gaslighting or denying one's reality
- Chipping away at a partner's self-esteem or confidence

## 4. Financial abuse

- Taking control of a partner's finances, bank information, etc.
- Breaking or destroying possessions or property
- Accumulating debt under a partner's name

## 5. Sexual abuse

- Assault, rape, coercion
- Weaponizing sex or using sex to judge or evaluate a partner's worth

## 6. Cultural abuse

- Using ethnic or racial slurs
- Threatening to 'out' a partner
- Isolating a partner who doesn't speak the dominant language

# Resources for Survivors

**Domestic Violence Support hotline:** 1-800-799-SAFE (7233) or live chat at <https://www.thehotline.org>

**Domestic Violence Support website:** This website contains a wealth of information about how to spot abuse and how to escape abusive situations. When you click on the link, it will bring you to the hotline where you have the option to call or chat with a supporter. <https://www.thehotline.org>

**Interactive Safety Plan:** This interactive safety plan helps create a printable, personalized safety plan for anyone currently in an abusive situation, or someone who feels they might be at risk. It walks you through home, work, and other aspects of your life to identify key people who could be called in a crisis, code words that can be used over the phone or text, and established safe places to escape to in emergencies.

**Resources by state:** This website is an archive of resources to support people in situations of domestic violence, organized by state. <https://www.womenshealth.gov/relationships-and-safety/get-help/state-resources>

**How to help a friend who is being abused:** This website offers step-by-step instructions on how to help someone who you suspect is in an abusive situation. <https://www.womenshealth.gov/relationships-and-safety/get-help/how-help-friend>

**Financial Help for People in Abusive Situations:** This website offers tips, support, and instructions on how to secure your finances while escaping abusive situations. <https://www.moneygeek.com/financial-planning/resources/financial-help-women-abusive-relationships/>