

“The Halls II” Facilitator Discussion Guide



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Episode 1

Estimated time: 1- 1 ½ hours (Episode Length: 7 minutes)

Before you start:

- Research agencies in your area that provide support and services for: domestic violence, sexual assault, childhood sexual abuse, sexual harassment, and LGBTQ services.
- Think about the anticipated challenges listed with the discussion questions, and try to connect your responses to those challenges back to discussion themes.

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Episode 1 Highlights:

- Introduction to Simone and Devon's characters.
- Devon and Simone get into a heated argument at the bus stop in front of her friends
- Simone and Devon talk about their plans after they graduate high school

Discussion Themes:

- Warning Signs of an unhealthy relationship
- Online Boundaries
- Communication in a relationship
- Healthy vs. unhealthy relationships

Discussion Questions:

1. Do you feel like the conversation that took place between Devon and Simone on the rooftop was healthy or unhealthy? What aspects of it made it healthy or unhealthy?
2. What warning signs did you notice, if any, with Devon and Simone's conversation on the rooftop?
3. How do you decide when you should post public displays of affection on social media?

Activity: Wave of Abuse

This exercise helps participants understand how the pattern of violence in a relationship is manifested. It also begins to help them understand why victims stay in violent relationships.

Directions:

1. Have the participants provide names and ages for a fictitious couple. Also have them provide details about where the couple met locally and what the start of the relationship was like in the honeymoon phase.
2. Next, have them provide an issue that they have a violent conflict over.
3. The facilitator will then explain the series of stages that can lead up to the next violent encounter. As you explain each of the stages (in the order below) and talk about the couple write the terminology on the sheet around the wave.

The Incident: The actual violent conflict

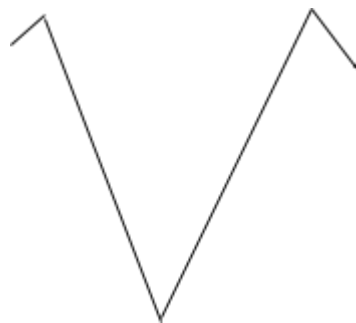
Hearts and Flowers: In this phase, the perpetrator apologizes for their actions, promises never to do it again, possibly buys the victim gifts.

S.O.S. - Same old stuff phase: In this phase, things go back to normal. Things are neither particularly bad nor good. The perpetrator may be talking down to his or her partner, or being disrespectful in various ways.

Eggshell Stage: In this phase, things are getting tenser. The couple is arguing more. The partner may be threatening her or him verbally or physically. The victim is constantly seeking ways to pacify his or her abuser.

Another incident: Have the audience cite possible situations that leads to the couple having another explosive fight.

Example of the Wave:



4. After discussing relationship stages it is important to ask the participants who they think is responsible for the violence that ensues.

Takeaway: If there are participants who think that in some cases it is the victim's fault, it is important to call out their victim blaming. It is important to call out the societal norm that, as a society, we find it easier to blame someone who has been sexually violated as opposed to blaming the person committing the crime. If someone is hit by a drunk driver we don't blame the victim, we blame the person who decided to drink and then drive.

Episode 2

Estimated time: 1- 1 ½ hours (Episode Length: 11 minutes)

Before you start:

- Research agencies in your area that provide support and services for: domestic violence, sexual assault, childhood sexual abuse, sexual harassment, and LGBTQ services.
- Think about the anticipated challenges listed with the discussion questions, and try to connect your responses to those challenges back to discussion themes.

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Episode 2 Highlights:

- Introduction to Simone and Devon's characters.
- Devon 's friend plays his song to students in his film class
- Teacher of film class speaks with students about the messages around sex for different genders
- Melo and Devon have a conversation in stairwell about his song lyrics
- Christine and Melo discuss their relationship

Discussion Themes:

- Gender identity
- Gender identity vs sexuality
- Healthy vs. unhealthy relationships
- Social media's influence on relationships
- Music/ Media's influence on groups of people
- Being a caregiver to a sick parent

Discussion Questions:

1. What are the different messages that young men and women receive when it comes to sexual activity? How may these messages differ if you are interested in someone of the same-sex?

Nutritional Impact

Artist:

Song title:

Serving Size: Min:

Sec:

Amount per serving:	Present (X)	Intensity level (1-10)
Unhealthy Relationship Ingredients		
Drama		
Possession/obsession		
Disrespect		
Relationship = sex		
Manipulation		
Total Unhealthy		
Healthy Relationship Ingredients		
Fun/enjoyable		
Support		
Respect		
Equality		
Trust		
Total Healthy		

The song may portray: **Drama:** a belief that making up/breaking up, yelling, bitter arguing, destroying property or a general sense that unhealthy conflict in the relationship is part of a normal relationship; **Possession/Obsession:** a belief that another person is an object to use for one's personal benefit. This could also include stalking, objectification, and controlling behavior; **Disrespect:** a belief that it is acceptable to disregard another person's feelings, ideas, opinions and wishes. This could include name calling, put downs, minimizing language, and cheating; **Relationship=sex:** a belief that the main component or focus of the relationship is sex; **Manipulation:** a belief that it is acceptable to lie or use another person's emotions or vulnerabilities to get what is desired. This could include guilt trips, lying, and using alcohol to get sex; **Fun/Enjoyable:** a belief that relationships are enjoyable and fun; **Support:** a belief that a relationship includes building up the other person's confidence and strengths. This could include encouraging another person to make healthy decisions to better themselves, even when the other person may not totally agree; **Respect:** a belief that another person has value and is appreciated and recognized for their ideas, thoughts, and decisions. This could include the use of positive or supportive words to describe the other person; **Equality:** a belief that both parties share in decision making and are free to choose what is right for them. One person does not have power over the other either in decision making or sex; **Trust:** a belief that the other person in the relationship has your best interest at heart. This could include being faithful and honest.

SOUND RELATIONSHIPS

Music, like food, can feed our brains and give us energy. But, it also can be filled with ingredients that can affect us negatively. Some music may even have an influence on our health and the health of our relationships. This instrument will help you evaluate the "nutritional" value of the music you might listen to. We want you to put on your headphones, turn up the volume and become a song lyrics nutritionist. Just follow these easy steps:

STEP ONE: Find a song

Select a song. Find the lyrics of the song either from the CD insert, or search for them online. Print out the lyrics, and read them to get a feel for the main themes in the song.

STEP TWO: Determine if the song has a relationship theme

Songs with a relationship theme describe an emotional or physical connection between two or more people and should support, celebrate or glorify the unhealthy or healthy characteristics of the relationship.

STEP THREE: Score the song lyrics

Carefully examine the song's title and all lyrics in the chorus and verses of the song. Now look at the Song Lyric Scoring Label to the left. Check the "PRESENT" box for each relationship ingredient that you find in the song. The definitions for each relationship ingredient are at the bottom of the label. Finally, for each ingredient that is present in the song, assign it a score from 1-10 in the "INTENSITY LEVEL."

box based on how much of that relationship ingredient you feel is in the song. A score of 1 would indicate that there is a very low level of that relationship ingredient in the song while a score of 10 would indicate a very high level of that relationship ingredient. When assigning an intensity score, consider how those particular lyrics impact the overall message of the song.

STEP FOUR: Total your numbers

Add up the scores from the intensity column in both the unhealthy and healthy sections. These totals indicate the unhealthy and healthy relationship "nutritional" value of the song's lyrics.

STEP FIVE: Balance your "lyrical" diet

Use this tool whenever you want to find out the relationship ingredients of a song. Just like with the food we eat, it is important to have a balanced "song" diet that includes lots of healthy relationship ingredients. Knowing the ingredients will help you make an informed decision about which songs will promote good relationship health.

Prepared by the Boston Public Health Commission, July 2010.

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www.bphc.org
Start Strong: Building Healthy Teen Relationships.

Episode 3

Estimated time: 1- 1 ½ hours (Episode Length: 12 minutes)

Before you start:

- Research agencies in your area that provide support and services for: domestic violence, sexual assault, childhood sexual abuse, sexual harassment, and LGBTQ services.
- Think about the anticipated challenges listed with the discussion questions, and try to connect your responses to those challenges back to discussion themes.

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Episode 3 Highlights:

- Felix talks with Janelle and Wes about his experience on the train.
- Wes confronts Janelle about her social media post
- Janelle and Simone discuss, Simone's relationship with Devon
- Devon ask Simone for money

Discussion Themes:

- Gender identity
- Online boundaries
- Warning Signs
- Communication
- Healthy vs. unhealthy relationships
- Parental divorce

Discussion Questions:

1. In what ways might have gender played a role in the interaction with Felix and the passengers on the train? In what ways did his whiteness play a role? **(Note to facilitator: privilege + prejudice = _____ism. For example, if a white person is prejudice against a black person they are exhibiting racism. If a black person is prejudice against a white person, they don't hold as much privilege in society, so they cannot exhibit racism.)**
2. In what ways can you communicate your boundaries for posting online about your relationship?

3. In what ways do we notice the wave of abuse happening with Simone and Devon? What warning signs do you notice now looking back on their relationship that maybe you didn't notice before?
-

Activity: Warning Signs

Directions: This exercise is geared to have the participants visualize what warning signs could possibly look like. Strongly encourage that some groups depict a same sex relationships in their role plays.

Have the participants break down into pairs or groups of three. Give each pair a slip of paper with a warning sign role play description written on it.

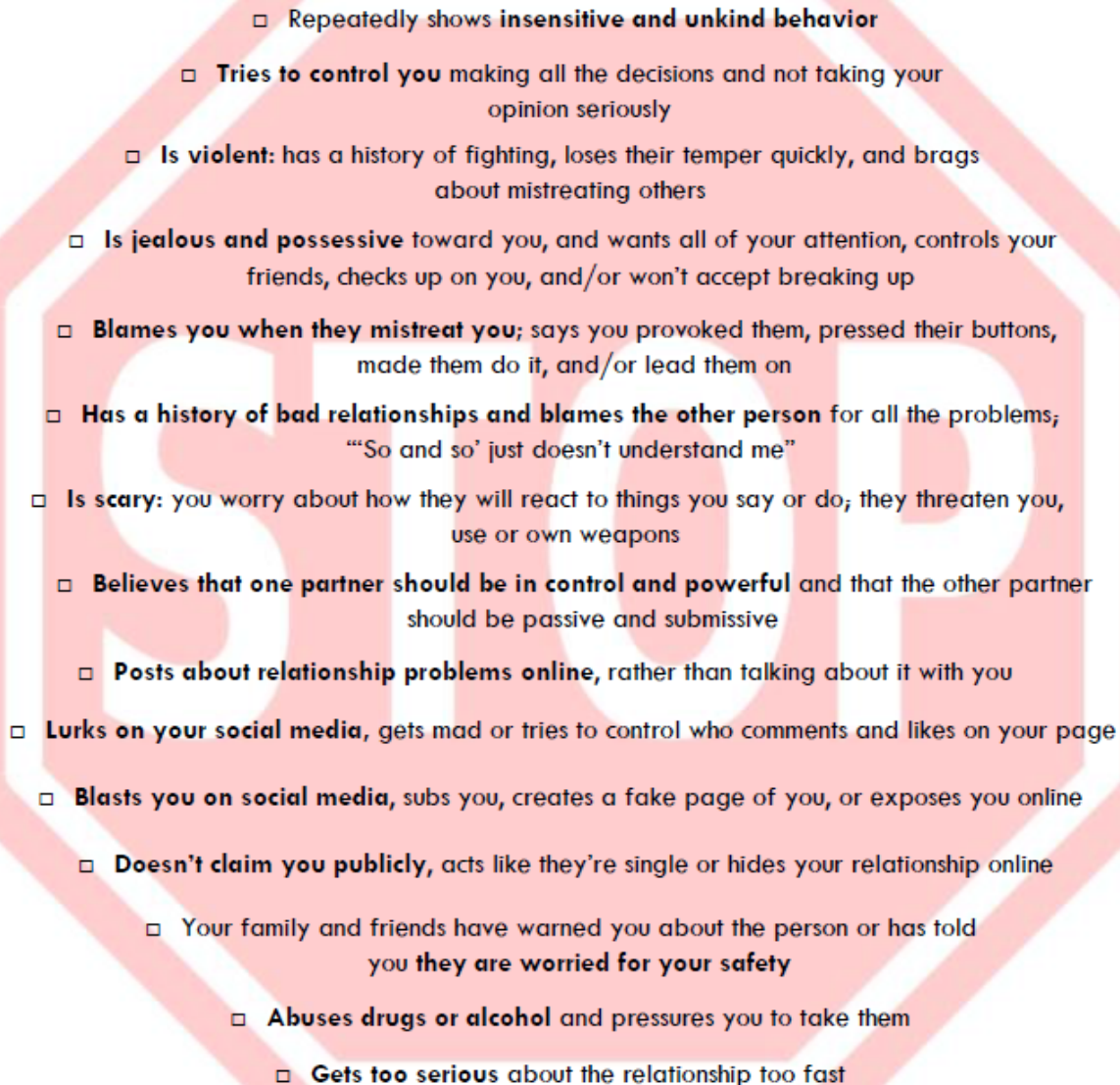
1. Have the participants play out the different warning sign behaviors and allow the rest of the group to identify what is occurring in the scene.
2. Give out the Warning Signs hand out and have participants read over it and ask questions of the behaviors they saw in the role plays.
3. Tell participants that there are signs that lead into an abusive relationship, but often times friends, families and the victims themselves don't often recognize the signs. It is important for them to be the forefront of disseminating this information.

Debrief Questions:

1. Do you think the role play you just saw was realistic?
2. In real life, what makes it hard to tell if a partner is abusive in the early period of the relationship?
3. What decisions do you have to weigh when you are starting a relationship with a person? What good things do you have to weigh? What are the bad things you have to look out for?

Warning Signs of an Unhealthy Relationship

Are you in a relationship with someone who...

- 
- Repeatedly shows **insensitive and unkind behavior**
 - Tries to control you** making all the decisions and not taking your opinion seriously
 - Is violent:** has a history of fighting, loses their temper quickly, and brags about mistreating others
 - Is jealous and possessive** toward you, and wants all of your attention, controls your friends, checks up on you, and/or won't accept breaking up
 - Blames you when they mistreat you;** says you provoked them, pressed their buttons, made them do it, and/or lead them on
 - Has a history of bad relationships and blames the other person** for all the problems; "So and so' just doesn't understand me"
 - Is scary:** you worry about how they will react to things you say or do, they threaten you, use or own weapons
 - Believes that one partner should be in control and powerful** and that the other partner should be passive and submissive
 - Posts about relationship problems online,** rather than talking about it with you
 - Lurks on your social media,** gets mad or tries to control who comments and likes on your page
 - Blasts you on social media,** subs you, creates a fake page of you, or exposes you online
 - Doesn't claim you publicly,** acts like they're single or hides your relationship online
 - Your family and friends have warned you about the person or has told you **they are worried for your safety**
 - Abuses drugs or alcohol** and pressures you to take them
 - Gets too serious** about the relationship too fast

If you've experienced these signs or have done this to others, consider calling Safelink, an anonymous, free, listening ear at 1-877-785-2020.

Episode 4

Estimated time: 1- 1 ½ hours (Episode Length: 9 minutes)

Before you start:

- Research agencies in your area that provide support and services for: domestic violence, sexual assault, childhood sexual abuse, sexual harassment, and LGBTQ services.
- Think about the anticipated challenges listed with the discussion questions, and try to connect your responses to those challenges back to discussion themes.

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Episode 4 Highlights:

- Devon talks about his relationship problems with Wes
- Devon gets into an argument with Simone

Discussion Themes:

- 5 Types of abuse
- Communication
- Healthy vs. unhealthy relationships
- Social media's influence on relationships

Activity: 5 Types of Abuse

(Note to Facilitator: Explain that there are 5 types of abuse. Abuse = a pattern of power + control.)

- Set up five stations. Take 5 large pieces of paper write 1 of the 5 different types of violence on the top of each sheet:
 1. Physical
 2. Financial
 3. Verbal
 4. Mental/Emotional
 5. Sexual
- Split the participants up into 5 groups. Have each group start at one sheet of paper and write as many examples of abuse in Devon and Simone's relationship that correspond to the paper heading. Give them 3 minutes at each station.
- After each group has had a chance to contribute to each station have one reporter come to the front of the room and read the list to the group and discuss.

Take Away: There are different types of abuse and many times they overlap. These behaviors are considered abuse when it becomes a pattern. So, if someone has a pattern of insulting you and losing their temper and pressuring you to do more sexually then you want that is a pattern of abusive behavior.

Activity: Healthy Relationships

(Note to Facilitator: Explain that there are 4 Healthy Relationship Characteristics.)

- Set up four stations. Take 4 large pieces of paper write 1 of the 4 different types of healthy characteristics on the top of each sheet:
 1. Communication
 2. Conflict Resolution
 3. Trust
 4. Support
- Split the participants up into 5 groups. Have each group start at one sheet of paper and write as many examples of healthy relationship characteristics in Wes and Janelle's relationship that corresponds to the paper heading. Give them 3 minutes at each station.
- After each group has had a chance to contribute to each station have one reporter come to the front of the room and read the list to the group and discuss.

Episode 5

Estimated time: 1- 1 ½ hours (11 minutes)

Before you start:

- Research agencies in your area that provide support and services for: domestic violence, sexual assault, childhood sexual abuse, sexual harassment, and LGBTQ services.
- Think about the anticipated challenges listed with the discussion questions, and try to connect your responses to those challenges back to discussion themes.

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Episode 5 Highlights:

- Flashback to students discussing Jared's party
- Flashback to Jared's party
- Melo and meet at club meeting
- Simone creates post on snapchat about Devon

Discussion Themes:

- Consent
- Communication
- Healthy vs. non-healthy relationships

Discussion Questions:

1. What is the responsibility for two people that are physically intimate with one another?
2. What is consent and what does it look like in a healthy relationship? **(Note to facilitator: Consent is when you enthusiastically agree to do something).**
3. In what ways can Jared (or others) hold him accountable for his actions against Melo (aka Tara)?

Activity: Partner to Partner

Directions:

- Before beginning, remind partners that this activity is challenge by choice and they have the right to observe instead of participating
- Participants pair up
- Caller will say commands (e.g. “touch elbow to elbow” or “touch hand to knee”, etc.)
 - Caller can say “partner to partner” and everyone must switch their partner
- Participants follow commands
- After some minutes of playing caller says, “nose to nose”
- Participants typically back away or verbalize some form of discomfort
- Note: Excellent opportunity to then discuss boundary lines and consent

Discussion/Debrief:

1. What should happen if someone decides to stop a sexual activity that is going on? How would someone know if his or her partner didn't want to do something?
 - a. What were some cues students gave that showed they did not want to engage in the activity?

Take Away:

- Other cues that show someone doesn't want to do something include: pulling back, nervous laughter, avoiding eye contact, freezing or stiffening, saying “no”, “stop”, “we shouldn't do this”, etc.
- It's always important to get verbal consent to remove any ambiguity, instead of relying on non-verbal cues.
 - Just because someone doesn't show any of the cues above doesn't mean that it's okay to assume this is consent.
- It is the responsibility of the person initiating activity to get consent.

Anticipated Challenges:

- Young adults may believe that once a sexual act has started, it can't be stopped.
- May view asking for consent as an awkward or uncomfortable thing to do.

Discussion/Debrief Continued:

2. How do you think teens should communicate their sexual boundaries?

Take Away:

- Make sure onus is on the person who is initiating to get consent from their partner.
- It's important to talk to you partner outside of physical acts to discuss boundaries.

Anticipated Challenges:

- May view asking for consent as an awkward or uncomfortable thing to do.

3. How do you "get consent"? (Have audience list examples.)

Take Away:

- Make sure onus is on the person who is initiating to get consent from their partner.
- There is a difference between giving consent and getting consent.
 - Example: a partner keeps asking to engage in sexual activity and finally the other partner agrees. Is this truly considered consent? (no)
- Consent is never vague. It's never cloudy. It's very intentional. And a lot of times... if you think about it. Consent is Sexy!

Anticipated Challenges:

- May view asking for consent as an awkward or uncomfortable thing to do.

Episode 6

Estimated time: 1- 1 ½ hours (Episode Length: 8 minutes)

Before you start:

- Research agencies in your area that provide support and services for: domestic violence, sexual assault, childhood sexual abuse, sexual harassment, and LGBTQ services.
- Think about the anticipated challenges listed with the discussion questions, and try to connect your responses to those challenges back to discussion themes.

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Episode 6 Highlights:

- Janelle confronts Simone about asking for her money back from Devon
- Wes confronts Janelle about publicizing their relationship on social media
- Devon and Simone get into a heated argument at the bus stop in front of her friends

Discussion Themes:

- Communication
- Warning Signs
- 5 Types of Abuse
- Healthy vs. non-healthy relationships
- Social media's influence on relationships

Discussion Questions:

1. In what ways do Janelle and Wes display healthy conflict resolution? Knowing the types of healthy relationship characteristics, what have you seen displayed between Wes and Janelle?
2. Reflect back on the wave of abuse. Where would you place Devon and Simone on the wave?
3. Knowing the five types of abuse, what have you seen displayed between Devon and Simone?

Activity: Healthy Relationships Quiz

HEALTHY RELATIONSHIP QUIZ

Each relationship is unique, but all **healthy relationships** have a few things in common.

In a healthy relationship there should be trust, support, respect, equality, and it should be fun.

Take the quiz below, and find out how healthy your relationship is!

Directions:

Indicate who in your current relationship does the following things by marking one of the boxes to the right of each statement. You should put an **X** in either the **Neither Person/One Person** or **Both People** columns.

	Neither Person Or One Person	Both People
Considers partner's likes and dislikes when making plans		
Shares things he/she likes about their partner		
Supports partner in setting and meeting personal and school goals		
Encourages partner to be the person they want to be		
Comforts partner when upset, sad, frustrated, etc.		
Asks for and listens to partner's point of view (even when having a disagreement)		
Respects partner's need for alone time		
Treats partner's property/belongings well		
Treats partner as an equal		
Respects online privacy (Facebook, e-mail, text messages etc)		
Respects decisions around sex		
Admits mistakes		
Okay with partner spending time with family and friends		
Trusts that partner is being honest about his/her actions and activities		
Cares if the other person has fun when going out		
Communicates respectfully both publically and privately		
TOTAL: Count the number of X's for the Both People column only, and write the number in the bold box to the right.		

HOW DID YOUR RELATIONSHIP SCORE?
SEE BACK TO FIND OUT

HOW DID YOUR RELATIONSHIP SCORE?

Score of 0-8: This relationship has room for improvement. A healthy relationship needs both people to contribute equally. A score between 0-8 indicates that the relationship is either one-sided or nobody's trying very hard. This relationship might work with combined effort and commitment, but it may be time for a reality check for both partners. Does this relationship feel good to you?

Score of 8-12: Your relationship has potential but it might take a good amount of work. If this is a relationship that you and your partner want to continue to be in, you both need to pick a few areas to work on in order to make this a more healthy relationship. Make it a shared goal with your partner to increase the number of **X**'s in the **Both People** column.

Score of 12-16: You're on track for a healthy relationship! Healthy relationships take time and effort and you are both definitely working at it. You have high levels of trust, support, fun, equality, and respect in your relationship. Both partners should keep up the good work in this relationship and remember that there is always room for improvement!



Episode 7

Estimated time: 1- 1 ½ hours (11 minutes)

Before you start:

- Research agencies in your area that provide support and services for: domestic violence, sexual assault, childhood sexual abuse, sexual harassment, and LGBTQ services.
- Think about the anticipated challenges listed with the discussion questions, and try to connect your responses to those challenges back to discussion themes.

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Episode 7 Highlights:

- Janelle confronts Simone about asking for her money back from Devon
- Wes confronts Janelle about publicizing their relationship on social media
- Devon and Simone get into a heated argument at the bus stop in front of her friends

Discussion Themes:

- Online/Offline Boundaries
- Warning Signs
- Healthy vs. non-healthy relationships
- Communication
- Sexual Assault and supporting a survivor

Activity: THE HALLS Campaign

Directions: Create an online campaign that showcases what you've learned from watching THE HALLS. Tweet us @thehallsboston

THE SPECTRUM

Understanding the difference amongst sex, gender, and sexuality can be confusing and overwhelming. This tool breaks down those differences, using a spectrum as a reminder that gender and sexuality is not static. Fill in the lines below to show where you fall in each spectrum.



VAGINA

ASSIGNED SEX AT BIRTH



PENIS

Stating whether you are born with a penis, vagina, or Intersex.



GENDER IDENTITY SPECTRUM



How you feel in your heart about your gender, may not align with assigned sex at birth.



GENDER PRESENTATION SPECTRUM



How you choose to present yourself to the world, may not align with your gender identity for safety reasons.



SEXUALITY SPECTRUM



Who you are attracted to and feel comfortable being intimate with.

00 x 8.50 in