

“The Halls” Facilitator Discussion Guide

Episode 1

Estimated time: 1- 1 ½ hours

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.

Disclaimer: Some of the topics in this episode and discussion guide can be triggering to members in the audience due to specific content such as: sexual assault, childhood sexual abuse, and unhealthy relationships. Since these can be sensitive topics to discuss, it is important to create a safe space for discussion. Please allow a few minutes to create ground rules for discussion (example: respect others, participants can step out of room if needed, what's discussed stays in the room, etc.) or to review established ground rules. If someone is concerned about their relationship or have concerns about a friend or family member, please refer to the BPHC national resource guide for support (Appendix a or www.thehallsboston.com) or a local agency (facilitator will insert resources). It is important to line these supports up before engaging in the webseries.

Episode Highlights:

- Introduction to characters.
- The young men on the basketball team have a conversation in the library about Jared.
- Tyler meets up with Kayla after she gets out of practice, and they decide not to go to a party.
- Stephen talks to the class about recruiting new members for the Gay Straight Alliance.
- Quincy picks his son Lucas up from daycare and has a conversation with his mother about Vye.
- Justin and Amaya have a fight in the hallway.
- Quincy talks to his father when he stops by the house to drop off a card.
- Tyler finds out from Emily that Kayla went to the party.

Discussion Themes:

- Healthy vs. non-healthy relationships
- Communication
- Sexual Assault and supporting a survivor
- Young parenthood
- Challenging norms on relationships and sex

Discussion questions:

Recommended Questions:

1. **What do you think is going to happen between Tyler and Kayla after he saw that video from the party?**
 - a. **Take Away:**
 1. It's important to be honest in a relationship and communicate feelings.
 2. Breaking up can be done in a healthy way.
 - b. **Anticipated Challenges:**
 1. Young adults may suggest that Tyler seek revenge on Kayla.
2. **What do you think about Quincy's relationship with his father?**

- a. **Take Away:**
 - 1. Based off Quincy's interaction, the audience can tell that there is a great deal of conflict between them and we will continue to find out more about their relationship.
 - b. **Anticipated Challenges:**
 - 1. There could be young adults in the room who are currently experiencing conflict with one of their parents.
3. What did you think of Justin and Amaya's fight in the hallway?
- a. Do you think they are going to talk afterwards?
 - b. What do you think will happen next in their relationship?
 - c. Was their fight healthy or unhealthy? Why?
 - d. **Take Away:**
 - 1. Important to be respectful of what makes your partner feel comfortable/uncomfortable.
 - 2. The fight between Justin and Amaya was not healthy because she was not respectful of his request to not be hugged from behind.
 - e. **Anticipated Challenges:**
 - 1. Young adults may not find their fight unhealthy or think that what Amaya did was disrespectful to Justin.
 - 2. Young adults may use belittling language towards Justin to challenge his masculinity such as: "what's wrong with him"
 - 3. Young adults may question Justin by saying: "it's not a big deal" or "they're dating, they should be physical"
4. Consider the following quote from Freddie: *"I'm just saying. Most these girls don't even know what they want until you tell them. And sometimes you have to convince them that they want it."*
- a. How can Freddie's thinking towards women, relationships, and sex be harmful?
 - b. How would you respond to this statement if you were his friend?
 - c. Why is it important that they challenge his opinions towards sex and relationships? What can be hard about challenging your friend's opinions?
 - d. **Take Away:**
 - 1. It is important for young adults to challenge their friends or peer's when they say something that is hurtful or degrading.
 - 2. This mindset could lead to young adults forcing someone to engage in sexual activities.
 - 3. Freddie's comments are disrespectful to women, because it implies that women are not able to make their own decisions about sex.
 - e. **Anticipated Challenges:**
 - 1. Young adults may agree with Freddie's statement or not see any issues with what he said.
 - 2. Young adults may not want to say anything to a friend/peer because they don't want to feel as though they are lecturing a friend or may think that it's their friends business and they shouldn't speak up.
5. Why are guys encouraged to sleep with a lot of women, but women are shamed for sleeping with lots of men?
- a. Why do you think this double standard exists?
 - b. **Take Away:**

1. This double standard is not okay, and we should refrain from labeling anyone based off how many partners they've had or how few partners they've had.

c. Anticipated Challenges:

1. "That's just the way it is"
2. "He's a stud, she's a slut".

Optional Questions:

1. Why do you think the girls in the library assume that the basketball players wouldn't want to sign the petition against Jarod?
 - a. How would you have responded if you were the basketball players? How would you have handled the situation if you were the two girls with the petition?
 - b. **Take Away:**
 1. Young adults should try to avoid making assumptions about others based on how they dress or who they hang out with.
 2. Young adults can let other people become allies by simply asking.
 - c. **Anticipated Challenges:**
 1. Young adults may agree with assumption that the basketball players wouldn't want to sign the petition because they are friends with Jarod.
2. How can Shafira's attitude affect people who may be in abusive relationships?
 - a. **Take Away:**
 1. It is never okay to be hit, and people should not resort to violence.
 - b. **Anticipated Challenges:**
 1. Young adults may be tired of having conversations about Rihanna and Chris Brown and not want to have another discussion about them.
 2. Young adults may feel as though Rihanna deserved the violence inflicted upon her, or feel that it's sometimes okay to hit someone if they "deserve it".
 3. Young adults may not agree with Chris Browns actions, but will side with him because of his celebrity status.

Activity:

- Puppet Master
- This activity helps participants to understand the different influences that exist to promote gendered behavior.
 - Ask who has seen Whose Line is it Anyway?
 - Explain that we are playing a Live Puppet Game. One person is the Puppet Master and the other is the Puppet. The Puppet is allowed to speak, but cannot move. The Puppet Master is allowed to move the Puppet, but not speak.
 - Have everyone partner up
 - Each pair is given a scenario that they must act out
 - After everyone has gone, debrief.
 - Please see Appendix B for scenarios and debrief questions

Episode 2

Estimated time: 1- 1 ½ hours

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.

Disclaimer: Some of the topics in this episode and discussion guide can be triggering to members in the audience due to specific content such as: sexual assault, childhood sexual abuse, and unhealthy relationships. Since these can be sensitive topics to discuss, it is important to create a safe space for discussion. Please allow a few minutes to create ground rules for discussion (example: respect others, participants can step out of room if needed, what's discussed stays in the room, etc.) or to review established ground rules. If someone is concerned about their relationship or have concerns about a friend or family member, please refer to the BPHC national resource guide for support (Appendix a or www.thehallsboston.com) or a local agency (facilitator will insert resources). It is important to line these supports up before engaging in the webseries.

Episode Highlights:

- Quincy and Vye discuss Jared and Quincy's father.
- Justin's father and Uncle visit him at the game.
- Shafira meets up with Akeem after the game.
- Gain insight of Justin's childhood and past trauma.

Discussion Themes:

- Decision making vs. losing control
- Role adults play in forming healthy views on sex and relationships
- Relationships (family and romantic)
- Childhood sexual abuse and support for survivors

Discussion Questions:

Recommended Questions:

1. Consider the following quote: *"We all have 'it' in us. To hurt like that. Hate...violence. That's a decision anyone can make..."*
 - a. What do you think Vye meant by when she said "we all have 'it' in us"? What is "it"? Are the people we care about capable of doing wrong?
 - b. **Take Away:**
 1. "It" = the choice to make decisions.
 2. Want to emphasize violence is a choice, and the issue here is getting past a major hurdle in victim blaming – that perpetrators don't look like the "bad guys" on Law and Order SVU.
 3. Want to emphasize that it is not about losing control, but is intentional.
 1. Violence is about power and control.
 4. The person conducting the violence (perpetrator) is responsible, not the victim. Anger management is different than abuse.

- c. **Anticipated Challenges:**
 1. They just lost their temper or their buttons were pushed.
- 2. Does Vye agree with Quincy's relationship with his dad?
 - a. Do you think Vye approached this difficult topic with Quincy positively or negatively? How does she show signs of support?
 - b. **Take Away:**
 1. Supporting a partner includes asking questions to find out what they need.
 2. Listen to how they are feeling and what they are sharing.
 - c. **Anticipated Challenges:**
 1. Homophobia.
- 3. What assumption is being made about men when we tell younger women not to wear provocative clothing? How can making a generalization about men not being able to "control" themselves harmful? How can we move away from this belief?
 - a. **Take Away:**
 1. This is not something men "can't control". It is a deliberate decision made by an individual and it is a disservice to men to make this generalization.
 2. Want to emphasize that it is not about sex, it's about power and control.
 3. Because society puts boxes around how men and women should act, this creates an unhealthy dynamic between two people.
 4. Saying men can't control their behavior excuses their choices and minimizes consequences.
 5. Breaking out of society's gender box encourages healthier and more equal behavior.
 - b. **Anticipated Challenges:**
 1. "She deserved it" or other victim blaming comments.
 2. "Boys will be boys."
- 4. Why do you think it is hard for Justin to tell his family about Uncle Scooter? What can we do as a community to change this?
 - a. Do you think society's pressure for young men to be strong and tough can have an affect one's decision to talk to someone?
 - b. **Take Away:**
 1. Society has created boxes that try to control how young men act and how young women act.
 2. Sometimes we encourage our young men to limit their potential by asking them to stay in society's box of how a man should act.
 - c. **Anticipated Challenges:**
 1. Homophobic remarks.

Optional Question:

- 1. Do you think an adult should be talking about young women this way in front of young men?
 - a. Is it okay for adults to catcall at younger people?
 - b. How may hearing these conversations affect a young man's perception of women and sex?
 - c. **Take Away:**
 1. Oppression can be remembered using this equation: person with privilege plus power = _____ism (e.g. An adult using their power = adultism or A White person using their power = racism).

2. Objectification of anybody puts the person being objectified in a powerless state. They become something instead of someone.

d. **Anticipated Challenges:**

1. "My parents do this and its fine."
2. "It's a compliment to cat call someone."
3. "If they dress like that then they are asking to be cat called."

Activity:

- Watch this clip: <http://www.youtube.com/watch?v=id34OH3KyUE>
- Discussion Questions:
 - Summarize what you understand from this clip?
 - How do you feel about the clip?
 - Does this change your perception of Lil Wayne? Why/Why not?
 - How did he reflect upon the incident? Why did he reflect this way?
 - How do you feel about the audience laughing at Lil' Wayne? Especially after he said it negatively impacted him.
 - Was it right for the audience to laugh? What could have been a more supportive response?
 - Why doesn't Lil' Wayne share his story as rape?
 - How may have this experience influenced his music and how he raps about women or sex?
 - Talking Point: Try to emphasize that we should not be critical of the coping mechanisms Lil Wayne developed around his experience, but instead of how society views male sexuality, abuse, and consent.
 - Talking Point: Want to emphasize that it is up to the survivor to define their experience, and up to them to choose who they share it with if they decide to do so.

Episode 3

Estimated time: 1 ½ hours

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.

Disclaimer: Some of the topics in this episode and discussion guide can be triggering to members in the audience due to specific content such as: sexual assault, childhood sexual abuse, and unhealthy relationships. Since these can be sensitive topics to discuss, it is important to create a safe space for discussion. Please allow a few minutes to create ground rules for discussion (example: respect others, participants can step out of room if needed, what's discussed stays in the room, etc.) or to review established ground rules. If someone is concerned about their relationship or have concerns about a friend or family member, please refer to the BPHC national resource guide for support (Appendix a or www.thehallsboston.com) or a local agency (facilitator will insert resources). It is important to line these supports up before engaging in the webseries.

Episode Highlights:

- Olivia creates Facebook page to support Tara.
- Tyler talks to his mother about Jared and his relationship frustrations.
- Tyler and Emily talk about his ex-girlfriend in the hallway.
- Health class discussion on consent.
- Tyler gives Summer his phone number.

Discussion Themes:

- Role adults play in forming healthy views on sex and relationships
- Societal influences on relationship behaviors
- Consent
- Sexual assault and supporting survivors

Discussion Questions:

Recommended Questions:

1. Consider the following quote: *“not anymore. I dropped that hoe”*. Why do you think Tyler used that word to describe his former girlfriend? Did he seem comfortable with the use of that word?
 - a. Why did Tyler change how he approaches girls?
 - b. If you were Summer, how would you react when you heard Tyler call his ex-girlfriend a “ho”? Would this be a concern for you?
 - c. **Take Away:**
 1. There is a lot of pressure to be a “player”, and both men and women buy into this idea. It’s important for us to challenge this gender norm.
 2. A lot of people learn early on how society says men and women should be acting, and this can affect how they view themselves and form relationships.
 3. It’s important to challenge derogatory language such as “ho”.
 - d. **Anticipated Challenges:**
 1. Young adults may not see an issue with Tyler’s language

2. Young adults may think these pressures to be a “player” or a “bad boy” are all women’s fault.
2. Why do you think derogatory language towards woman is so accepted by the students in these webisodes (or our culture)? How can this be harmful?
 - a. What messages do girls receive that makes them think they want a bad guy?
 - b. What messages do guys receive that makes them want to be a bad guy?
 - c. **Take Away:**
 1. It’s important to challenge derogatory language.
 2. Use of this language can contribute to rape culture
 - i. Rape culture can be defined as: “an environment in which rape is prevalent and in which sexual violence against women is normalized and excused in the media and popular culture. Rape culture is perpetuated through the use of misogynistic language, the objectification of women’s bodies, and the glamorization of sexual violence, thereby creating a society that disregards women’s rights and safety.”
 - ii. <http://www.marshall.edu/wpmu/wcenter/sexual-assault/rape-culture/>
 3. Girls receive messages that they can change the bad boy if he falls in love with them.
 4. Guys receive messages that women want a man who’s a risk taker and that if they don’t act like a “bad boy” they will be seen as weak.
 - d. **Anticipated Challenges:**
 1. Young adults may not find using derogatory language to be that big of a deal or may say that hearing derogatory language does not affect them personally.
 2. Young adults have bought into notion of girls only wanting to date bad boys, and they do not see the issue with this gender norm.
3. What is consent? How is consent more than just giving permission for something? Consider the following quote from Freddie: “How many times you been with a girl and she’s asking for it and you go to finish the deal and she’s all like ‘oh no! I can’t... I don’t want to”.
 - a. Where you do you think he got these ideas? How are they reinforced in our culture?
 - b. **Take Away:**
 1. Talking Point from Health Teacher: To consent is to give permission for something to happen.
 2. Talking Point from Health Teacher: Not just saying yes or giving permission. The person giving consent is a willing, enthusiastic and capable participant.
 3. It’s okay for someone to change their mind about a sexual act.
 4. Constantly asking until a person gives in and says yes is not okay.
 - c. **Anticipated Challenges:**
 1. Young adults may believe that once a sexual act has started, it can’t be stopped.
 2. May view asking for consent as an awkward or uncomfortable thing to do.
4. What does a girl “asking for it” mean, and is this considered consent?
 - a. **Take Away:**
 1. “Asking for it” does not replace asking for consent.
 2. Having someone verbally gives consent removes ambiguity.
 - b. **Anticipated Challenges:**
 1. Young adults may believe that flirting with someone means you want to have sex with them.

5. Is consent something you have to ask for each time or is once enough?
 - a. **Take Away:**
 1. Consent is needed every time, even if you are in a relationship with someone.
 - b. **Anticipated Challenges:**
 1. Young adults may believe that sex is required in a relationship or that if you have sex with someone once you don't have to ask for consent again.

6. What do you think we can do to help change the way our community views sexual assault and support people who have been victimized?
 - a. Do you think Olivia is taking the right steps to supporting her classmate by creating a Facebook page for Tara? Why or why not? What are other things you can do to support survivors?
 - b. **Take Away:**
 1. Helps young adults try to understand what a survivor may go through when they report a sexual assault (may result in loss of friends or people viewing them differently).
 2. There are many ways people can support survivors, but it is important to also be respectful of their privacy and boundaries.
 - c. **Anticipated Challenges:**
 1. Young adults may think that people lie about being sexually assaulted.
 2. Young adults do not think that Olivia should have made the Facebook page and should have minded her own business.

7. How would you respond to Freddie if you were in that health class?
 - a. **Take Away:**
 1. It can be hard to speak up, especially if it's against popular opinion. Young adults can do by simply saying "that's not cool" to a statement they feel is disrespectful or derogatory.
 - i. Freddie's statements contribute to rape culture, which is defined as: "an environment in which rape is prevalent and in which sexual violence against women is normalized and excused in the media and popular culture. Rape culture is perpetuated through the use of misogynistic language, the objectification of women's bodies, and the glamorization of sexual violence, thereby creating a society that disregards women's rights and safety."
 - b. **Anticipated Challenges:**
 1. Young adults may not want to speak up because they are afraid they will be shut down or made fun of.
 2. Young adults may think it's Freddie's business, and that nothing they can say will change his mind so why bother.
 3. Young adults may not see any issue with what Freddie said.

Optional Questions:

1. Consider the following quote: *"These girls, mom. I just don't understand them sometimes. They say they want one thing but they don't know how to act when they get it. And how do you know if someone's being straight with you? I mean if you can lie to my face and say that you like me then how*

come you can't tell me you don't wanna chill with me? And when you're rude and disrespectful and act like you don't care they're all over you... even the ugly dudes. It's like as long as you're an asshole you get in.."

- a. If you were Tyler, how would you want your mom to respond to this statement?
 4. How do you think Tyler's mom's response can affect Tyler's views towards relationships?
 5. Please see Appendix C for tip sheet for adults on talking to teens
 - c. **Take Away:**
 1. Parent should try to understand that all relationships are important and make teens feel as though they are being listened to.
 - d. **Anticipated Challenges:**
 1. Young adults don't see any issues in Tyler's mom's response.
 2. Young adults say they wouldn't talk to their parents about relationships.
2. 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. When watching the class play *Partner to Partner*, what were some cues students gave that showed they did not want to engage in the activity?
 - b. **Take Away:**
 1. 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.
 2. It's always important to get verbal consent to remove any ambiguity, instead of relying on non-verbal cues.
 1. Just because someone doesn't show any of the cue's above doesn't mean that it's okay to assume this is consent.
 3. It is the responsibility of the person initiating activity to get consent.
 - c. **Anticipated Challenges:**
 1. Young adults may believe that once a sexual act has started, it can't be stopped.
 2. May view asking for consent as an awkward or uncomfortable thing to do.
3. How do you think teens should communicate their sexual boundaries?
- a. **Take Away:**
 1. Make sure onus is on the person who is initiating to get consent from their partner.
 2. It's important to talk to you partner outside of physical acts to discuss boundaries.
 - b. **Anticipated Challenges:**
 1. May view asking for consent as an awkward or uncomfortable thing to do.
4. How do you "get consent"? (Have audience list examples.)
- a. **Take Away:**
 1. Make sure onus is on the person who is initiating to get consent from their partner.
 2. There is a difference between giving consent and getting consent.
 - a. Example: a partner keeps asking to engage in sexual activity and finally the other partner agrees. Is this truly considered consent? (no)
 3. Talking Point from Health Teacher: 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!
 - b. **Anticipated Challenges:**
 1. May view asking for consent as an awkward or uncomfortable thing to do.

Activity:

- Activity 1: Values Voting
 - Activity can be used to challenge participants to think critically about rape and rape culture in our society.
 - Statements:
 - It is wrong for someone to force someone to have sex with them.
 - If a girl flirts with a guy she is offering to have sex with him.
 - If a person chooses to get drunk it is their responsibility what happens to them.
 - It is okay to make jokes about someone being raped.
 - If a woman dresses in miniskirts she deserves to be harassed.
- Activity 2: Read the article below, about Steubenville High School which can serve as a real life example of what we are discussing in the webisode.
 - http://www.nytimes.com/2012/12/17/sports/high-school-football-rape-case-unfolds-online-and-divides-steubenville-ohio.html?pagewanted=all&_r=0
- Discussion:
 - What are your overall impressions of this case?
 - Do you think the town of Steubenville created a safe space for survivors of sexual assault? What could they have done differently?
 - Consider the following quote: “Some residents and others on social media blamed the girl, saying she put the football team in a bad light and put herself in a position to be violated. Others supported the girl, saying she was a victim of what they believed was a hero-worshipping culture build around football players who think they can do no wrong”
 - How can blaming the survivor be harmful for that person? For the community?
 - How do you think this type of “hero-worshipping” culture is created? How can a community tackle this issue?
 - Consider the following quote: “The whole question is consent. Was she conscious enough to give consent or not? We think she was. She gave out the passcode to her phone after the sexual assault was said to have occurred.”
 - Given our previous discussions on consent, what do you think about this statement? How would you respond?
- Take Aways:
 - It is the responsibility of those to not take advantage of someone sexually regardless of the situation.
 - It is important to look at someone and see them as a human being at all times. Regardless of the circumstances.
 - No one is entitled to sex it was that sense of entitlement that had those young men thinking they could behave anyway they wanted towards that young woman.
 - People are responsible for their actions no one can make you do something. No one can make you take sexual advantage of someone.

Episode 4

Estimated time: 1- 1 ½ hours

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.

Disclaimer: Some of the topics in this episode and discussion guide can be triggering to members in the audience due to specific content such as: sexual assault, childhood sexual abuse, and unhealthy relationships. Since these can be sensitive topics to discuss, it is important to create a safe space for discussion. Please allow a few minutes to create ground rules for discussion (example: respect others, participants can step out of room if needed, what's discussed stays in the room, etc.) or to review established ground rules. If someone is concerned about their relationship or have concerns about a friend or family member, please refer to the BPHC national resource guide for support (Appendix a or www.thehallsboston.com) or a local agency (facilitator will insert resources). It is important to line these supports up before engaging in the webseries.

Episode Highlights:

- Akeem talks to Shafira on the phone while he's at the gym.
- Quincy talks to the Coach.
- Quincy rips down the Gay Straight Alliance meeting poster down in front of Stephen.
- Tyler talks to Summer on the phone.
- Quincy and Vye have an argument after Quincy forgot to pick up Lucas.

Discussion Themes:

- Healthy vs. non-healthy relationships
- Conflict resolution
- Young parenthood
- Sexual orientation
- Homophobia and being an ally

Discussion Questions:

Recommended Questions:

1. **Should more young men step up when they hear other young men speaking disrespectfully towards women?**
 - a. **What would you do?**
 - b. **Why may it be hard to speak up?**
 - c. **Take Away:**
 1. **We can make powerful change if we shift from encouraging unhealthy masculine norms to encouraging healthy masculine norms.**
 - d. **Anticipated Challenge:**
 1. **"Boy's will be boys"**
 2. **"Man up"**
2. **What are some challenges young parents face?**

- a. Is Quincy a positive role model for young fathers? Why/Why not?
 - b. What makes Quincy stand out?
 - c. **Take Away:**
 - 1. Young parents may feel obligated/manipulated into staying with their partner in fear of losing their child.
 - 2. Young parents may have additional challenges juggling school, life, career, etc.
 - 3. Resources and opportunities may be limited if the young parents don't have adequate support
 - 4. Quincy is a positive role model for young fathers because he is doing what he can to support his child by being physically and emotionally there for his child. .
 - d. **Anticipated Challenges:**
 - 1. "It's not the guys job to take care of the kid."
 - 2. "She could have had an abortion, it's not his responsibility."
 - 3. Young adults may blame Vye and Quincy for being irresponsible
3. What did you think about Quincy and Vye's fight?
- a. What did you think about Quincy's comment on preventing slip-ups? How can that be hurtful?
 - b. Do you think their argument was healthy or unhealthy? Why or why not?
 - c. If you think it was unhealthy, what could have been a healthier way to handle the argument?
 - 1. If you were Quincy or Vye how would you have handled the argument?
 - d. Is it okay to argue with your partner?
 - e. Was it healthy for Vye and Quincy to argue in front of their child? Why or why not?
 - f. **Take Away:**
 - 1. It's helpful to know what triggers you in conflicts
 - 2. Using reflective listening skills is helpful when communicating with someone
 - 3. To recognize your own boundaries while making compromises
 - 4. Healthy ways of arguing can include: not raising your voice, hearing both sides of argument, giving both partners time to cool down and think things through carefully, avoiding hurtful comments or saying things you know will hurt your partner's feelings.
 - 5. Tips for healthy conflict resolution: When dealing with a conflict with your partner, or anyone, it is important to stay focused on the issue that is bothering you. When we begin to add in extra name calling, other or prior arguments the ability to resolve the original conflict gets lost and the conflict grows bigger and overwhelming very quickly. The ability to solve the original problem is harder when both people are stuck dealing with additional hurt emotions.
 - g. **Anticipated Challenges:**
 - 1. Quincy should just walk away
 - 2. Homophobic remarks
4. How can you be an ally to someone that is attracted to the same sex?
- a. Talking Points for being an ally:
 - 1. Use the pronouns that they use.
 - 2. Mirror their language (partner, girlfriend, etc).
 - 3. Be an upstander.
 - 4. Educate friends and family on the LGBTQ community.
 - b. **Take Away:**
 - 1. Listen to your friend

- 2. **If safe, stand up to people that are homophobic**
- 3. **Learn about the LGBTQ Community**
- c. Anticipated Challenges:**
 - 1. **Homophobic Comments**

Optional Question:

- 5. What do you think will happen to Vye and Quincy next?
- 6. When you think of some of the bad words we use or insults, what population of people are the target?
 - a. Other examples of language can include: “No homo”, “pause”, “faggot”, “pussy” “fruity”
 - b. Take Away:**
 - 1. Our insults are designed to continuously minimize and bully groups of people that don’t have any power (e.g. homosexuals, women, people of color, etc).
 - 2. When we choose to use words that make fun of specific groups of people, we are drawing thicker lines of what behaviors is and is not okay.
 - c. Anticipated Challenges:**
 - 1. I don’t mean gay people when I say “faggot”
 - 2. My friend’s gay and he uses words like that all the time.
 - 3. I don’t have any problem with gay people, I just don’t want people to think I’m gay.

Activity:

- Fishbowl
 - Objective: To provide an opportunity for different groups of people to have their voices heard (e.g. boys listen to girls, freshman listen to seniors, etc)
 - Directions:
 - Separate group into two different sections by either all boys, all freshman, etc.
 - Form a circle. Ask that one section stands in the middle (e.g. all the boys to the middle).
 - Ask a series of questions to the middle section then switch sections and ask the same set of questions.
 - Questions:
 - When arguing why do you think some teens say hurtful things to their partner?
 - How do you think someone could keep from saying something derogatory to their partner when upset? ie to avoid calling them a b*^&*.
 - What would you do if your partner cheats on you?
 - Do you think it is effective to get back at your partner if you are upset with them? Why or why not?
 - What are the characteristics of healthy relationship?
 - What is love? How do you show love?
 - We know that a big predictor of whether a person is violent in a relationship stems from violence in the home. How do you think someone who grew up in a violent home can break the cycle and not do the same thing in their relationships?
 - How do you handle disagreements in your relationship?
 - How do you handle being upset with your partner?
 - What does the ideal man/woman look like in a relationship?
 - How do you feel when you are obligated to act a certain way (e.g. boys are to be macho, girls are to be demure)?
 - What makes you stay inside your gender box? What happens if you step outside the gender norm?

- When does flirting go too far?
- Is flirting okay?
- Is discussing boundaries with your partner uncomfortable?
- How has social media affected your dating relationships?
- How can your partner demonstrate they care?

Episode 5

Estimated time: 1- 1 ½ hours

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.

Disclaimer: Some of the topics in this episode and discussion guide can be triggering to members in the audience due to specific content such as: sexual assault, childhood sexual abuse, and unhealthy relationships. Since these can be sensitive topics to discuss, it is important to create a safe space for discussion. Please allow a few minutes to create ground rules for discussion (example: respect others, participants can step out of room if needed, what's discussed stays in the room, etc.) or to review established ground rules. If someone is concerned about their relationship or have concerns about a friend or family member, please refer to the BPHC national resource guide for support (Appendix a or www.thehallsboston.com) or a local agency (facilitator will insert resources). It is important to line these supports up before engaging in the webseries.

Episode Highlights:

- Justin and Amaya discuss their relationship and Jared
- Olivia organizes a rally for Tara
- Tyler talks to Kayla in the hallway
- Tyler and Emily talk about Tyler's change in attitude
- Emily forgets to pick up Lucas from daycare

Discussion Themes:

- Gender expectations for sex and relationships
- Sexual Assault
- Rape Culture
- Healthy vs. unhealthy relationships

Discussion Questions:

Recommended Questions:

1. Consider the following quote: *"She's gonna make her own decision and she can handle it. It's not that big of a deal. I know you haven't ever been in a relationship but when you do, you'll see. It's all a game, Em. That's all it is."*
 - a. Do you think people "play games" in relationships? If so, how?
 1. Why is this unhealthy and how can it affect the way teens develop relationships?
 2. Where do you think people get this thinking from?
 - b. **Take Away:**
 1. Relationships are not a game. There is a message put out there that relationships are about manipulation but both parties can be hurt when we take that approach. It's possible to start a relationship with boundaries to reduce the chances of getting hurt while still being respectful towards your partner.
 - c. **Anticipated Challenges:**
 1. Teens can be entrenched in their views about the relationship

2. Consider the following quote: *“I know I agreed to use not having sex again... I just don’t understand why it’s necessary anymore... I love you. You love me. We trust each other now. What’s the problem?”*
 - a. Do you think Amaya supported Justin enough in the decision not to have sex?
 - b. If a guy does not want to have sex, what do you think people would say about him or how would people react? Why?
 - c. **Take Away:**
 1. That all sexual violence is wrong. It is important to not assume that men want to have sex all the time. We have been fed a message that men should want to have sex and be players and that can be very harmful to young men and their partners. It is important to get consent from your partner regardless of gender. It is important to sympathize with victims of sexual abuse
 - d. **Anticipated Challenges:**
 1. Young people may want to make jokes about Justin being weak and not man enough because he is turning down sex.
 2. Young people may be defensive and want to focus on the unfairness that male victims aren’t as supported. We should redirect them to thinking about how to end all instances of sexual violence.

3. Consider the following quote: *“There’s a lot that goes into being a ball player. Not even just being a ball player, anything that brings attention. Like the pressure to have sex with every chick that gives it up. We’re not held to the same expectations, as a regular student.... So what I’m saying is, if the world is handed to you why not take advantage of the opportunity?”*
 - a. What are your thoughts/feelings towards Justin’s statement?
 - b. Do you think that what Justin said is true in sports, both with school or professional players? Can you think of any examples where this situation Justin is describing actually happened?
 - c. Do you think there is a sense of entitlement for athletes or young men (example: if you invite someone to your room, it is assumed that that person wants to have sex with you)? Do you think there are messages in our society or in the media that create feed into this notion?
 1. How can we change this way of thinking?
 - d. **Take Away:**
 1. There is no justification of rape. Rape is a decision a person chooses to show their power and control over a person. It’s important that we think about how we as a society give power to famous people or men to do what they want including sexually with people.
 - e. **Anticipated Challenges:**
 1. Participants might believe it is the victims’ faults for being groupies.
 2. Participants might not be willing to empathize with the situations that contribute to someone using their body to move ahead in life.
 3. They are also bought into the idea that if you have power you should use it.

Optional Questions:

1. What are some of Tyler’s values and why do you think he acted contrary to them?
 - a. **Take Away:**

1. There is a lot of pressure to act the way you believe others want you to act ie uncaring about others feelings, a player, etc but it is important to be true to who you are.
 - b. **Anticipated Challenges:**
 1. Young people may feel that people are cold and unfeeling and they have to put up the hard exterior to protect themselves.

2. Consider the following quote: *"I just want to see you. Like really see you. I don't want to be thinking about what I'm gonna do to you or how you're gonna make me feel whenever I'm with you. I just wanna be with you. Like...enjoy your company and stuff. I don't know how to do that and have sex with you. I'm sorry. I'm not that kinda superstar"*
 - a. What do you think Justin means when he say's "I just want to see you. Like really see you"?
 - b. **Take Away:**
 1. Justin may be having trouble forming a deep connection with his girlfriend and have a physical relationship as well.
 - c. **Anticipated Challenges:**
 1. Teens are unsure of how to respond.

Activity:

- Gender and relationships
 - On one large piece write women and on another write men. Have audience give examples of how each gender behaves in relationships and record responses on the two large sheets of paper (or chalk/white board). Use the debrief questions below to discuss how these misperceptions can lead to issues surrounding consent and healthy relationships.
 - Why are these misperceptions harmful to the people involved in relationships?
 - How can we challenge our friends/classmates when they make these unhealthy statements?

Episode 6

Estimated time: 1- 1 ½ hours

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.

Disclaimer: Some of the topics in this episode and discussion guide can be triggering to members in the audience due to specific content such as: sexual assault, childhood sexual abuse, and unhealthy relationships. Since these can be sensitive topics to discuss, it is important to create a safe space for discussion. Please allow a few minutes to create ground rules for discussion (example: respect others, participants can step out of room if needed, what's discussed stays in the room, etc.) or to review established ground rules. If someone is concerned about their relationship or have concerns about a friend or family member, please refer to the BPHC national resource guide for support (Appendix a or www.thehallsboston.com) or a local agency (facilitator will insert resources). It is important to line these supports up before engaging in the webseries.

Episode Highlights:

- Justin and Freddy get into a fight.
- Vye asks Quincy's father to pick up Lucas from daycare.
- Quincy and Vye have an argument.
- Tyler and Summer are texting and Summer sends him a picture.

Discussion Themes:

- Masculinity
- Homophobia
- Family conflict
- Sexting and social media

Discussion Questions:

Recommended Questions:

1. **Why do you think Quincy reacts the way he does to Stephen's flyer?**
 - a. **Take Away:**
 1. Quincy could be taking his anger towards his father out on Stephen and his LGBT student group, which is an unhealthy way to express one's feelings.
 - b. **Anticipated Challenges:**
 1. Young adults may not think what Quincy did was a big deal.
2. **Consider the following quote: "Yo, me and my girl watch other girls all the time bro. Man, she's got you under control. She's got you by a chain. Now be a man, grow up, and come watch these butter bags"**
 - a. **What does Freddie mean when he says "be a man"?**
 - b. **What does it mean to "be a man" in our society? How do you think it affects people who do not "fit" the description of "being a man"**
 - c. **Take Away:**

1. There are strong pressures for both men and women to act and look a certain way, and it is important for young adults to recognize these gender norms and challenge them.

d. Anticipated Challenges:

1. Young adults may not see the issue with Freddie's statement, or agree that Justin was not "being a man" when he refused to watch the video.
2. Young adults may have trouble recognizing harmful gender norms or feel uncomfortable challenging them.

3. Where does homophobia come from? How does homophobia impact people who identify as LGBTQ? How does homophobia impact people who identify as straight?

a. Take Away:

1. Homophobia can come from the lack of knowledge, fear, or belief systems.
2. Homophobia can impact people who identify as LGBTQ by making them feel unsafe, as though they can't freely express who they are or who they date, and limits their access to resources/help.
3. Homophobia can impact people who identify as straight by making people feel as though they have to conform to society's rules of what it means to be a man or women to avoid being called homophobic slurs, which limits their potential.

b. Anticipated Challenges:

1. Young adults may not see homophobia as an issue.

Optional Questions:

4. Is Tyler right for posting the picture of Summer? Why do you think he posted it on his Instagram?

a. Is it the responsibility of the sender not to send the picture? Or the poster not to post the picture?

b. Take Away:

1. Summer is responsible for sending the picture and Tyler is responsible for posting the picture online without Summer's permission.
2. Tyler could have been posting the picture to get revenge against his ex to show that he has found other girl's since breaking up with her. This is unhealthy break up behavior.
3. If young adults (18+) are texting/sending pictures of someone under the age of 18, this can be considered a crime.

c. Anticipated Challenges:

1. Young adults may solely blame Summer for what happened.
2. Young adults may not see the issue in Tyler posting the picture without Summer's consent.

Activity:

- **Spectrum activity**
 - Have a displayed sign ready that has the below paper:



		Assigned Sex at Birth	
2.	♀	 Gender Identity	
3.	♀	 Gender Presentation	
4.	♀	 Sexual Orientation	

- Research famous celebrities that challenge gender roles and presentations (e.g. Ellen, RuPaul, Eddie Izzard, Andrej Pejic, Strav Strashko, etc) and post their images around the room.
- Using post-it notes have the teens guess the sex of the person and/or their sexual orientation.
- Debrief
 1. What made you decide to write what you did?
 2. Why would we ask assigned sex at birth versus sexual orientation?
 3. Have you ever seen a woman wearing a business suit (pants, vest, etc)?
 4. Have you ever seen a man working in a garden?
 5. What's the difference between gender identity and gender presentation?
 6. Have you ever felt like you had to wear a mask? Like maybe you acted angry when you were not to prevent people from seeing through.
 7. What is the difference between gender and sexual orientation?
 8. Have you ever heard of "coming out"? When did you come out as "straight"?
 9. Why might someone feel the need to "pass"?
 - "Passing" refers to someone that feels they need to conform to societal standards of presentation or sexual orientation in order to feel safe.
 10. What additional challenges may LGBTQ couples face?
- Take-Away
 1. Assigned sex at birth refers to the genitalia you have when born
 2. Gender is a social construct (i.e. it's made up)
 3. Gender Identity is what gender you most align with in that moment
 4. Gender Presentation is how you choose to show yourself that day
 5. Sexual Orientation is who you are attracted to

Episode 7

Estimated time: 1- 1 ½ hours

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.

Disclaimer: Some of the topics in this episode and discussion guide can be triggering to members in the audience due to specific content such as: sexual assault, childhood sexual abuse, and unhealthy relationships. Since these can be sensitive topics to discuss, it is important to create a safe space for discussion. Please allow a few minutes to create ground rules for discussion (example: respect others, participants can step out of room if needed, what's discussed stays in the room, etc.) or to review established ground rules. If someone is concerned about their relationship or have concerns about a friend or family member, please refer to the BPHC national resource guide for support (Appendix a or www.thehallsboston.com) or a local agency (facilitator will insert resources). It is important to line these supports up before engaging in the webseries.

Episode Highlights:

- Quincy picks up Lucas from his fathers house.
- Justin has a flashback of his Uncle Scooter and asks Amaya to leave.
- Justin texts Amaya to meet the next day, but she say's that she can't.
- Justin sees a flyer for a Rape Crisis Center and decides to talk to someone there.
- Shafira and Akeem have an argument.

Discussion Themes:

- Healthy vs. unhealthy breakups
- Childhood abuse

Discussion Questions:

Recommended Questions:

1. **Why do you think Shafira ends up being so disappointed with their relationship?**
 - a. **Anticipated Challenges:**
 1. Young people may feel that it was her fault for dating with a player.
 2. Young people may agree with the way Akeem treated Shafira.
2. **How do you think Akeem's friends may have influenced his behavior?**
 - a. **Take Away:**
 1. A lot of times guys will put out an image of being a player even if its not who they are. It is important to encourage our friends to be respectful in relationships and not intentionally try to hurt others.
 - b. **Anticipated Challenges:**
 1. Guys might think it is okay to be a player and they aren't responsible for their friend's behavior.
 2. Teens may think that someone's behavior is not influenced by external forces.

3. What happens to a survivor after they tell someone what happened?
 - a. Why is this a hard topic to talk about? Why do you think this conversation should be happening more frequently?
 - b. **Take Away:**
 1. **To note:** The term survivor is often used to describe someone who has survived sexual assault or abuse and it's used to recognize the strength of an individual to heal. (<http://www.clarku.edu/offices/dos/survivorguide/definition.cfm>)
 2. It's important to also discuss what may happen once a survivor tells someone about their experience to better understand the challenges and barriers in place that may be preventing someone from sharing their experience.
 - c. **Anticipated Challenges:**
 1. Participants might not know or understand challenges for survivor to share their experience.
4. Why might it be hard for men to talk about being sexually abused or raped?
 - a. **Take Away:**
 1. It can be challenging for men to talk about being sexually abused or raped because men are often told they need to be "strong", and they may fear this will make them look weak.
 - b. **Anticipated Challenges:**
 1. Participants may not think it's hard for men to talk about their experience.
5. How can society make it easier for men to talk about their experiences with rape or sexual abuse, and get services?
 - a. **Take Away:**
 1. We can help reduce the stigma of male victims sharing their experiences with rape or sexual abuse by talking about this issue more often and making services more available or known.
 - b. **Anticipated Challenges:**
 1. Participants may not see this as an issue.

Activity

Episode 8

Estimated time: 1- 1 ½ hours

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.

Disclaimer: Some of the topics in this episode and discussion guide can be triggering to members in the audience due to specific content such as: sexual assault, childhood sexual abuse, and unhealthy relationships. Since these can be sensitive topics to discuss, it is important to create a safe space for discussion. Please allow a few minutes to create ground rules for discussion (example: respect others, participants can step out of room if needed, what's discussed stays in the room, etc.) or to review established ground rules. If someone is concerned about their relationship or have concerns about a friend or family member, please refer to the BPHC national resource guide for support (Appendix a or www.thehallsboston.com) or a local agency (facilitator will insert resources). It is important to line these supports up before engaging in the webseries.

Episode Highlights:

- Quincy apologizes to Stephen.
- Summer yells at Tyler for posting a picture of her online.
- Tyler and Akeem get into a fight, and Tyler tries to console Shafira.
- Quincy visits Vye at work to apologize.
- Quincy visits his father and asks if he can pick Lucas up from daycare.
- Justin tells Amaya and his coach that his Uncle molested him when he was younger.

Discussion Themes:

- Healthy vs. unhealthy breakups
- Childhood abuse
- Supporting survivors

Discussion Questions:

Recommended Questions:

1. **What did you think about Stephen's reaction to Quincy's apology? Does Quincy's apology sound sincere? If not, how could his apology have been better? Why do you think Quincy decided to apologize?**
 - a. **Take Away:**
 1. When apologizing it isn't enough to say, "I am sorry". It is important to say and share how you have changed. It is important to own your wrongdoing.
 - b. **Anticipated Challenges:**
 1. Teens may feel that Stephen should have accepted Quincy's apology.
 2. Teens may think his apology was enough.
 3. Some teens may have thought that he should not have apologized.
2. **What did you think about Quincy's apology to Vye? Why do you think it was so hard for Quincy to share how he was truly feeling?**

- a. Talking points:
 - 1. Bottling up your emotions can cause a lot of stress and emotional pain. It can be incredibly beneficial to find someone you trust (such as: family, friend, partner, guidance counselor, coach, etc.) to talk to about how you are feeling.
 - b. **Anticipated Challenges:**
 - 1. Young adults may not see an issue with holding in your feelings.
 - 2. Young adults may criticize Quincy for not talking about his feelings earlier.
 - c. 3. “Do you think Tyler was being hypocritical when he was talking to Sharira about Akeem? Why or Why not?” Talking point:
 - 1. Tyler may not realize how his actions have affected the people in his life or that his “bad boy” behavior is harmful.
 - d. **Anticipated Challenges:**
 - 1. Young adults may not think Tyler’s actions were as disrespectful as Akeem’s.
3. Often times, people may think of sexual assault being an issue that mostly affects women. Why is it important for people to see sexual assault as more than just a “women’s issue”? Why do you think it’s just as important for men to be part of ending sexual violence as it is for women?
- a. **Take Away:**
 - 1. It’s important that we look at the issue of sexual violence as a human rights issue and not simply blame the victim. It’s important that we encourage all victims to come forward and not create a culture that condones rape.
 - b. **Anticipated Challenges:**
 - 1. Participants might want to turn the issue into a male victims versus women victims conversation. They may choose to focus on the lack of resources for male victims rather than understand that the true issue is preventing people from perpetrating sexual violence.

Series Debrief Question:

- 1. What do you think will happen to Tyler?
- 2. What do you think will happen for Ricky? What do you want to happen to him?
- 3. **What are you going to take away from watching the series?**
- 4. **What is one thing you think you can do to end sexual violence in your community? (it can be as simple as making sure they get consent from their partner)**

Thank you for watching “The Halls” and participating in the discussion the important issues featured in this web series. We hope that you take the knowledge gained from these discussions to create change in your community. If you are interested in learning more, please contact us at www.bphc.org

Appendix A – Resource Guide

Child Witness to Violence Project
Boston Medical Center
88 East Newton Street, Vose Hall
Boston, MA 02118
(617)414-4244

www.childwitnessstoviolence.org

<http://www.childwitnessstoviolence.org/contact-us.html>

- The Child Witness to Violence Project provides direct mental health services, case management and family advocacy to children (birth to 8 years old) and their families, to treat the effects of violence by providing, and provides training and consultation to community agencies and providers.

Children’s Advocacy Center of Suffolk County (CAC)

989 Commonwealth Avenue

Boston, MA 02215

(617)779-2146

www.suffolkcac.org

cac@suf.state.ma.us

- The Children’s Advocacy Center of Suffolk County (CAC) is an interagency, public/private partnership dedicated to minimizing trauma to children and families when concerns of abuse arise. The Center coordinates investigations and assessments with clinical and legal competence in an atmosphere that is safe and respectful of each family’s culture. The CAC works in partnership with all the necessary agencies and specialists to coordinate a plan of action. We work with police, prosecutors, social workers, advocates, medical and mental health professionals and others to provide high-quality, specialized services for abused children and their families. The Center collaborates in trainings for schools and community agencies and in research efforts to prevent child abuse in our community.
- *Services:* Multi-disciplinary (MDT) Investigative Teams; Forensic Interviews; Medical Services; Family Advocacy Services; Mental Health Services; Domestic Violence Services; Training & Community Education
- *Referrals:* The CAC receives referrals from the Department of Children and Families, Police Departments, the District Attorney’s Office and community agencies. A family can also contact us directly for assistance
- *Costs:* All services are provided at no cost to clients.
- *MBTA accessible:* Green Line B Trolley, Babcock St. stop
- *Handicap accessibility:* The CAC is located within the Family Justice Center of Boston building which is handicap accessible.
- *Neighborhoods:* Boston, Chelsea, Revere and Winthrop

Casa Myrna

PO Box 180019, Boston, MA 02118

(617)521-0100

(877)785-2020 SafeLink MA statewide domestic violence hotline

www.casamyrna.org

info@casamyrna.org

- Casa Myrna provides a range of residential and community based services, including SafeLink, statewide domestic violence hotline, to victims of domestic violence and their children.

Common Purpose Inc

455 Arborway

Boston, MA 02120
(617)522-6500
<http://commonpurpose.com/main.htm>
commonpurposeinc@aol.com

- Common Purpose Batterer Intervention Groups consist of a 41 week psycho-educational group in which men examine their use of violence, power, and control through discussion, video tapes, written exercises, self-examination and role plays. Clients include volunteers, court-mandated clients and Department of Social Service referred clients.

Family Justice Center of Boston
www.bphc.org/PROGRAMS/CAFH/VIOLENCEPREVENTION/FJC/Pages/Home.aspx
989 Commonwealth Ave
Boston, MA 02215
(617)779-2100

Boston Alliance of LGBT Youth (BAGLY, Inc.)
Offices/daily drop-in/Cyber Center/Tuesday and Thursday Clinic Location:

14 Beacon St.
Suite 620

Boston, MA 02108

Wednesday Night drop-in Meeting/Wednesday Clinic Location:

565 Boylston St (2nd Floor)

Boston, MA

(617)227-4313 (office)

(617)-227-TEST (8378) (clinic)

www.bagly.org

kmassarsky@bagly.org; Staff contact: Kurtlan Massarsky

- The Boston Alliance of Gay, Lesbian, Bisexual, and Transgender Youth (BAGLY, Inc.) is a youth-led, adult-supported social support organization committed to social justice, and creating, sustaining and advocating for programs, policies, and services for the GLBT youth community. BAGLY's programs include a weekly drop-in meeting, three day a week FREE sexual health clinic including FREE rapid HIV testing, 5 day a week drop in space and cyber center, youth speaker's bureau, local, state and national advocacy, and annual youth dance including the nation's oldest and largest LGBT youth Prom, the BAGLY Prom.
- *Program keywords:* Youth, LGBT, social support, youth led,
- *Target population:* LGBT youth 22 y/o and under in and around the Boston Metro area. Particular focus on youth of color, low-income, homeless/marginally-housed, and transgender youth.
- *MBTA Accessibility (nearby stations, bus routes etc.):*

Offices/daily drop-in/Cyber Center/Tuesday and Thursday Clinic Location:

Park Street Station (Red and Green Lines)

43 Bus Route (Beacon St. @ Park St.)

Wednesday Night drop-in Meeting/Wednesday Clinic Location:

Copley Square Station (Green Line)

- *Handicap Accessibility?* Yes (Both locations)
- *How to access your services:* General support accessed via walk-in during hours of operation. Clinic services accessed via walk-in during hours of operation or by appointment by calling 617-227-TEST(8378)

Fenway Health

Ansin Building
1340 Boylston Street
Boston, MA 02215
(617)927-6000; (888)242-0900
www.fenwayhealth.org
Information@fenwayhealth.org

- In keeping with Fenway Health's commitment to care for the whole person, behavioral health is a fundamental part of our primary care model. We offer individual, group, couple, and family therapy; psychiatric consultation; and addiction services. More about behavioral health care and services.

Services:

- LGBT Family & Parenting Services
- LGBT & Peer Listening Lines
- Substance Abuse Services
- Support Groups
- Violence Recovery Program

Samaritans hotlines

Samaritans Boston: (617) 247-0220;
Samaritans statewide toll free(877) 870 4673
Samariteens: (800)252 8336
24hr helplines: (617)247-0220 and (508)875-4500

- Samaritans' mission is to reduce the incidence of suicide. Our services emphasize confidential, nonjudgmental, and compassionate listening. Samaritans services include a 24-hour befriending helplines, a Samariteen helpline, the IM Hear_ Instant Messaging Program, Grief Support Services, an Education and Outreach Program (targeting elders and teens), and the Lifeline program for prisoners.

Boston Area Rape Crisis Center

99 Bishop Allen Drive
Cambridge, MA 02139
(617)492.8306 – 24 hr hotline (800)841-8371
www.barcc.org
info@barcc.org

- The Boston Area Rape Crisis Center's (BARCC) mission is to end sexual violence through healing and social change. BARCC provides comprehensive, free services including a 24-hour hotline, 24-hour medical advocacy, individual and group counseling, case management, and legal advocacy. BARCC also provides community awareness and prevention services through partnerships and training with organizations and communities.
- *T Accessibility:* BARCC has two offices: one in Central Square and another on Commonwealth Ave at the Family Justice Center. Central Square is accessible by the redline and bus lines: 1, 47, 70, CT1. The office at the Family Justice Center is accessible by the Green Line B Train at the Babcock Street stop and bus lines: 57, 57A.
- *Handicap Accessibility:* The Central Square office has an elevator to access the BARCC office, however the bathrooms are not handicap accessible. The FJC is on the first level and has handicap accessible bathrooms.
- *Access:* Services can be accessed by calling the hotline (800-841-8371) or the office ((617-492-8306) to set up an appointment with any of the departments.

My Life My Choice at Justice Resource Institute
989 Commonwealth Avenue
Boston, MA 02215

(617)779-2179

www.fightingexploitation.org

lgrace@jri.org

- MLMC works to end the commercial sexual exploitation of girls. Through training, mentoring, and prevention, we educate and empower girls while helping survivors find safety.

Family Nurturing Center of Massachusetts

200 Bowdoin Street

Dorchester, MA 02122

(617)474-1143

www.familynurturing.org

info@familynurturing.org

- Family Nurturing Center strengthens families by providing Nurturing Parenting Programs and community-based family support programs in Boston and training to expand Nurturing Programs across Massachusetts.



love is respect org **Get Help**

If you or a friend is in an abusive relationship, you may feel like you are all alone – know that you are not. We have resources to help you stay safe, build a support system, access legal protection and more.

RAINN

Attn: DoD Safe Helpline

1220 L Street, NW

Suite 505

Washington, DC 20005

(202) 544-1034

info@safeline.org

Need to Talk?

Get anonymous support today



safehelpline.org | 877-995-5247

Free. Confidential. 24/7.



A CALL TO MEN is a leading national violence prevention organization providing training and education for men, boys and communities. Our aim is to shift social norms that negatively impact our culture and promote a more healthy and respectful definition of manhood. We believe that preventing domestic and sexual violence is primarily the responsibility of men. Although historically it has been almost entirely women who have been at the forefront addressing this issue, we think it is essential that men play a primary role in the solution. To do that, well-meaning men...men who, for the most part don't see themselves as part of the problem...need to get involved. Our vision is to shift social norms that define manhood in our culture and create a world where women and girls are valued and safe.

Appendix B

Puppet Master Scenarios and Debrief Questions:

Scenarios:

1. A girl is getting ready for a date with her crush.
2. A boy sees an attractive person across the street.
3. A girl recently breaks up with her partner.
4. A boy recently breaks up with his partner.
5. A girl is upset with her friend.
6. A guy is upset with her friend.

Debrief:

1. How did it feel controlling the other person?
2. What role did your voice play in this activity?
3. What made you decide they should move/act this way?
4. How did you decide what to say?
5. Did words come first or actions?
6. Are these depictions realistic? Common?
7. Where do we see depictions like these?
8. What messages are these images/depictions saying?
9. How can these messages impact a relationship/break up?
10. Who is the puppet master in your life?
11. What power do you have over the puppet master?
12. Where do these behaviors come from?
13. What are the dangers of these behaviors?
14. What are the negative messages?
15. What are the consequences of going against the “puppet master”?
16. How does it feel to go against the “puppet master” when you are successful?

BREAKING-UP IS HARD TO DO TEN TIPS FOR SUPPORTING YOUR TEEN

As adults, it is often difficult to stand by and watch as a teen we love and care about suffers through a break-up. There are concrete things you can do, however, that will make you feel less helpless, and hopefully, more helpful.

Directions:

Below are a list of activities you can practice which will improve your ability to help a teen in need of support during a difficult time. Use the list below to assess your current level of comfort and skill in talking to your teen about his/her relationship.

- If you feel you already do the activity, place an \checkmark in the space.
- If you feel you will try the activity in the future, place a $+$ in the space.
- If you feel uncomfortable with the activity and do not feel you can do the activity, place an X in the space.

- Build a caring, supportive relationship with my teen, so he/she can come to me when he/she has a break-up.
- Talk to my teen about break-up myths he/she may have been exposed to by peers and media (i.e. Moving on to new partner immediately is the best way to get over the break-up).
- Take time to talk with my teen about friends and daily events.
- Provide educational opportunities for my teen to learn about the biological, social, and emotional changes taking place during adolescence.
- Join my teen in watching his/her favorite TV shows particularly those that involve teens in relationships. Save your comments for after the show when you will have time for a discussion. (For example ask your teen, "How might that situation really end up?", "What is healthy/unhealthy about this relationship or break-up?")
- Ask my teen open-ended questions about the status of his/her current dating relationships. Avoid forcing the issue, though.
- Keep information to myself that he/she shares in confidence.
- Talk to my teen about his/her desire to date. Talk about healthy relationship and break-up practices he/she should engage in when he/she does start to date.
- Help your teen recognize the signs of a threatening or potentially harmful relationship.
- Recognize and help your teen deal with the possible public nature of teen break-ups, particularly because of social networking sites.

WHAT NEXT? Now examine your responses. For any activity you already do, keep up the good work. For any activity you are willing to try, get going. For any activity you are uncomfortable with handling, seek outside help and resources. The most important thing is that you stay active and involved in your teen's life and continue to build your own skills to better support him/her through the ups and downs of his/her relationships.

Prepared by the Boston Public Health Commission, July 2010.
www.bphc.org

Support for this material was provided by a grant from the Robert Wood Johnson Foundation as part of *Start Strong: Building Healthy Teen Relationships*.

