



**DO
YOU**

**ASK.
LISTEN.
RESPECT.**

**FACILITATOR
DISCUSSION GUIDE**



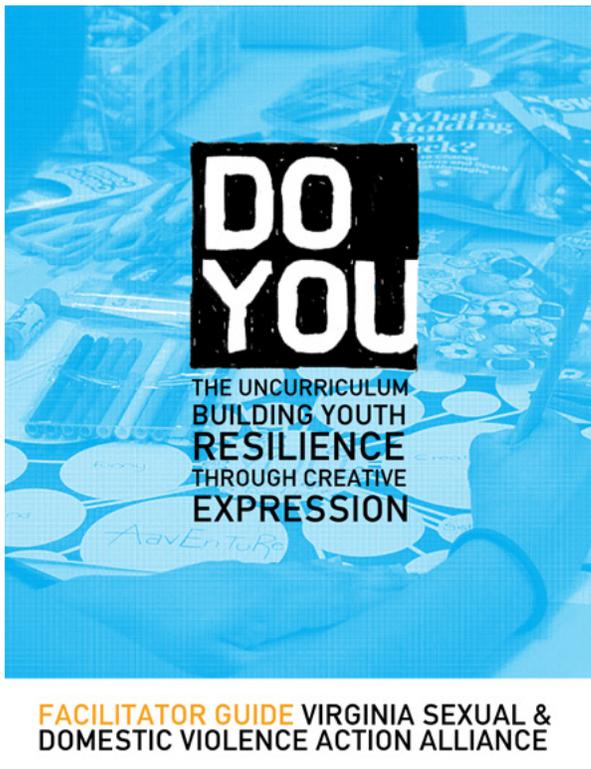
Virginia Sexual and Domestic Violence
ACTION ALLIANCE

DO YOU

“I thought it was just going to be a journal... but this was like “whoa” ...every page was different”
DO YOU pilot participant

Primary prevention is about reducing the root causes of violence and building protective factors that help promote healthy behaviors.

In 2013, we wrapped up our pilot for DO YOU: Building Youth Resilience Through Creative Expression, our prevention strategy for 13-16 year olds. Taking what we learned from the pilot, we revised The UnCurriculum (facilitator’s guide), added some beautiful graphic design to it, and tripled the length of training content in our Facilitator’s training to start January 2014!



PROMOTING HEALTHY RELATIONSHIPS

PURPOSE & GOALS

The **ASK. LISTEN. RESPECT.** video was created to promote healthy relationships among children and teens (ages 11-16) by providing concrete examples of:

- How to ask for consent
- What enthusiastic, verbal consent looks like
- How to accept “no” as normal boundary-setting in relationships

USING THE VIDEO AND DISCUSSION GUIDE

This video and discussion guide can be used in a classroom setting, with a small group of tweens/teens, or one-on-one with an adult who can lead an informed discussion.



OVERVIEW

Not all 11-16 year olds are dating, but most have probably thought about what it means to be in a dating relationship. The attitudes and beliefs that are formed during these critical years will most likely affect how they treat their dating partners now and in the future.

According to the [National Intimate Partner and Sexual Violence Survey Report](#)¹:

- 1 in 5 females and 1 in 7 males who ever experienced rape, physical violence, and/or stalking by an intimate partner, first experienced some form of intimate partner violence between 11 and 17 years of age.
- More than half of all rapes of females occur before age 18; 22% occur before the age of 12.
- Adolescent girls who experience dating violence are more likely to exhibit other serious behaviors such as substance abuse, increased suicide attempts, unhealthy weight control, and risky sexual behavior.

Sexual violence is a big problem in young dating relationships in part because people are not getting and giving consent. This video and discussion guide stresses the importance of understanding what consent means. The more we talk about consent, the more normal it becomes, so talking openly and respectfully with friends and partners will become second nature to teens.

¹Black MC, Basile KC, Breiding MJ, Smith SG, Walters ML, Merrick MT, Chen J, Stevens MR. The National Intimate Partner and Sexual Violence Survey (NISVS): 2010 Summary Report. Atlanta, GA: National Center for Injury Prevention and Control, Centers for Disease Control and Prevention, 2011.

CHECK OUT THESE OTHER RESOURCES FOR TEENS

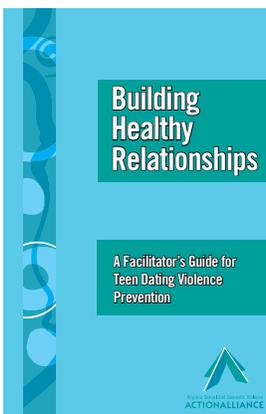
www.vsdvalliance.org



Homework folder
Healthy relationships

Bookmark
Healthy sexuality

Two great ways to let teens know about trusted, accurate online resources.



Facilitator's Guide

Building Healthy Relationships

An essential resource for anyone leading dating violence prevention groups.

Available at our online store

<https://app.etapestry.com/cart/VirginiaSexualDomestic/cart3/>

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A FEW WORDS ABOUT CONSENT...

WHY TEACH ABOUT CONSENT?

Communication, respect, and honesty are the building blocks of healthy relationships, and consent is about all those things.

When we talk with children and teens about consent, we help them learn how to express what they want and don't want. We give them tools to express their limits. We teach them that they deserve to be treated in a respectful way.

Teaching consent also means teaching teens that it is just as important to respect the limits and wishes of others. We teach them that their friends have a right to say "no" or "yes" and have that be respected.

CONSENT IS...

- a clear and enthusiastic "yes";
- an active, voluntary, and verbal agreement;
- a process, which must be asked for every step of the way.

**CONSENT CAN
ALWAYS
BE WITHDRAWN.**

WHAT IS "FREE AND INFORMED" CONSENT?

Someone is able to give their free and informed consent if they:

- Know what they are consenting to;
- Are able to choose whether or not to do something;
- Know what their feelings are about the particular situation;
- Are able to communicate their choice without coercion (either a 'yes' or 'no' is acceptable...not refusing is not the same as consent);
- Are able to understand if something is harmful;
- Are able to prevent being harmed, physically or emotionally, by another.

Consent should always come before contact with another person's body, whether sexual or not. No one should touch another without their consent.

SPARK A DISCUSSION



OBJECTIVE: The goal of this activity is for teens to understand what consent means in the context of intimate partner relationships. This is done by breaking down the meaning of consent into smaller pieces and going over each part of the definition piece by piece. This activity utilizes ambiguous statements to illustrate how consent can be confusing in the sense that if you're not sure, ASK.

A. PIZZA INTRODUCTION:

(adapted from Vermont Network Against Domestic and Sexual Violence)

Discuss the following:

- If your brother walks into the house with a big pizza and puts it in the fridge, and you eat a slice, is it fair for him to express anger that you ate a slice?
- If your brother walks into the house with a big pizza, and tells you to help yourself to a slice, and puts it in the fridge, and you eat a slice, is it fair for him to express anger that you ate a slice?
- What if you eat the whole pizza?
- If your brother walks into the house with a big pizza, tells you to help yourself to the whole pizza, and puts it in the fridge, and you eat the whole pizza, is it fair for him to express anger that you ate the whole pizza?
- Next day, your brother brings home a new pizza and puts it in the fridge, and you eat the whole pizza, is it fair for him to express anger that you ate the whole pizza?

Discuss the following: If someone wants to hold your hand/kiss you, does that mean they want to kiss you/go further with you? If someone wants to kiss you/go further with you, does that mean they will want to kiss you/go further with you the next time without ever changing their mind? (Use whatever language is appropriate for your group).

B. VIEW THE ASK. LISTEN. RESPECT. VIDEO

Explain to your group that everyone will be watching a video about consent.

Prior to viewing the video, ask teens:

- What do you think about when you hear the word 'consent'?
- How would you explain consent to someone who doesn't know what it is?

Once teens have viewed the video, ask:

- Can you spot 2 or 3 examples of how each teen asked for consent (in the video)?”

Here are the examples of asking for consent in the video:

- | | |
|--|---------------------------------------|
| o Girl: “Can I come over?” | Boy’s response: “Sure” |
| o Boy: “Want to shoot some hoops?” | Girl’s response: “Um no, not really.” |
| o Girl: “Do you want to play [this video game]?” | Boy’s response: “Yeah” |
| o Girl: “Hey, do you want to go see a movie?” | Boy’s response: “Nah...” |
| o Boy: “You want to kiss?” | Girl’s response: (smiles) “Yeah!” |

- In a few of the examples, one of the teens did not give their consent. How did each teen respond when the other said "no "?
- Do you think this could happen in real life? Why or why not?

Discussion about consent in dating relationships:

- How do you know when someone gives their consent?
- How can someone tell if their partner is ready to kiss?

Explain enthusiastic consent, and the importance of asking permission to kiss or touch someone. Further explain that only "yes" means "yes". Just because someone does not say "no", it does not mean that the person is giving consent. Remember: ask; listen; respect.

C. CLOSE QUARTERS EXERCISE:

Ask for 4 volunteers. Place volunteers in pairs and have each pair stand facing each other several feet apart.

Explain that the goal of this exercise is for each pair to get as close as possible to each other. This is done by having each person from each pair take turns taking a step towards the other who is to remain in their "spot". Explain that before each step, they must ask for and receive consent.

At the end of this exercise, ask teens which responses were unclear. Ask what words, gestures or phrases demonstrated whether or not consent was given pointing out that some people have different ideas of what means yes and no.

Re-emphasize: When you don't know, ask; listen; respect.

HELP IS RIGHT HERE

IF A CHILD OR TEEN HAS BEEN COERCED OR ASSAULTED...

It is possible that a child or teen might talk with you about a situation where they have not been respected, and may even have been coerced or assaulted. If that happens, the most helpful first response is to listen and offer support.

“

- 1 I believe you.
- 2 It's not your fault.
- 3 I'm here to support you.
- 4 Let's get some help.”

4 ESSENTIAL ELEMENTS OF A SUPPORTIVE RESPONSE

GET HELP, SUPPORT, AND INFORMATION FROM THESE GREAT RESOURCES:



VIRGINIA HOTLINES

Virginia Family Violence & Sexual Assault Hotline

Call: 800.838.8238 (24 hours a day)

Text: 804.793.9999 (Monday-Friday 8am-8pm)

Chat: www.vadata.org/chat (Monday-Friday 8am-8pm)



LGBTQ
partner abuse
& sexual assault
HELPLINE
1.866.356.6998

LGBTQ Partner Abuse and Sexual Assault Helpline (Virginia)

Call: 866.356.6998 (Monday-Friday, 8am-8pm)

Text: 804.793.9999 (Monday-Friday 8am-8pm)

Chat: www.vadata.org/chat (Monday-Friday 8am-8pm)

NATIONAL HOTLINES

Love is Respect Teen Dating Violence Hotline

Call: 866.331.9474

Text: loveis to 22522

Chat: www.loveisrespect.org



Trevor Project Hotline

Call: 866.488.7386 (24 hours a day)

Text: Trevor to 202.304.1200

(Thurs & Fri 4pm-8pm ET)

Chat: www.thetrevorproject.org
(Everyday 3pm-9pm)



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Virginia Sexual and Domestic Violence
ACTION ALLIANCE

Virginia's leading voice on sexual and domestic violence for over 30 years.

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