

SAFETY

BUST -MYTHS



WE'RE IN THIS TOGETHER .

PARENT

AND

GUARDIAN

GUIDE



CONSENT







CREATED BY THE MINNESOTA COALITION AGAINST SEXUAL ASSAULT 161 SAINT ANTHONY AVENUE SAINT PAUL, MINNESOTA 55163



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INTRODUCTION

The Minnesota Coalition Against Sexual Assault (MNCASA) provides leadership and resources for sexual assault programs and allies to prevent sexual violence while promoting a comprehensive, socially just response for all victims/survivors.

Sexual violence prevention can seem complicated and feel overwhelming, but this activity packet is intended to help make things a little easier. Primary prevention means stopping sexual violence before it occurs, including before someone is harmed and/or causes harm. One way you can help stop sexual violence before it occurs is to practice healthy relationship skills with the children in your life.

The Healthy Relationships Activity Packet is a response to research conducted by MNCASA in 2017 and 2018 about sexual violence prevention messaging. The purpose of this research was to test and recommend key messaging for use by those advocating healthy relationships and sexual violence prevention education for children and youth in schools and community settings. Findings from the report – The Messaging Report: How to Talk about Healthy Relationships and Sexual Violence Prevention Education – indicate that participants across the state of Minnesota believe both schools and parents have a responsibility to teach curriculum to children about healthy relationships. Furthermore, participants preferred that curriculum included parents so they could become more educated and have the skills to teach children about such topics. This activity packet is intended to give parents/guardians and their youth the opportunity and resources to begin discussions about healthy relationships and learn together in their own homes.

INTRODUCTION

PAGE Z IN ACTIVITY BOOK

The Healthy Relationships Activity Packet is split into two separate guides – the Activity Book and Parent/Guardian Guide. Each document is split into a total of four different parts:

- 1) IDENTIFYING HEALTHY RELATIONSHIPS
- 2) WHAT IS CONSENT?
- 3) BUSTING GENDER STEREOTYPES
- 4) TRUST + SUPPORT

The Activity Book is created specifically for youth and includes educational, engaging activities and in-depth discussion. This guide – the Parent/Guardian Guide – is a tool that offers you the dialogue and knowledge to facilitate these discussions with your youth. Both guides put together are considered the Healthy Relationships Activity Packet. The Parent/Guardian Guide is designed to be in conversation with the Activity Book. Regardless of your comfortability within these topics, the Parent/Guardian Guide provides you with skills to educate your youth about healthy relationships.

THE PARENT/GUARDIAN GUIDE ACHIEVES THIS IN THE FOLLOWING WAYS:

- The beginning of the guide encourages you to reflect upon your own previous experiences, relationships, and beliefs and how that has not only impacted you, but also your youth.
- For each topic addressed in the Activity Book, this guide offers helpful information, discussion questions to share with your youth, and resources to make you feel prepared to facilitate such conversations
- Included within the Parent/Guardian Guide are answer keys, a glossary, general resources, and additional exercises designed to assist both you and your youth.

It is highly recommended that parents and guardians look through both the Parent/ Guardian Guide and Activity Book to familiarize themselves with the content prior to beginning the Healthy Relationships Activity Packet with your youth.

The Activity Book contains all of the exercises you will be facilitating for your youth. Although the Parent/Guardian Guide does not include the activities, each section or activity heading will provide the page number in the youth guide so you can follow along. Unique to the Parent/Guardian Guide are sections titled "Reflection & Talking Points" that offer helpful considerations, reminders, general information, and discussion questions to make you feel as prepared as possible to facilitate conversations with your youth.

Rather than completing this booklet in a couple of time consuming sessions, we suggest that the Healthy Relationships Activity Packet be completed together over a consistent period of time. Consider making plans with your youth on when to complete the Packet with one another (for example: every Wednesday night for 30 minutes). This enables both of you to get in the right mindset and mentally prepare if necessary. Furthermore, this benefits you as you have the opportunity to look over the Parent/Guardian Guide in advance to review helpful tips and information. It is encouraged that both you and your youth come to the activity book when you feel comfortable, available, and in the right mindset.

Here are some tips for starting conversations with your youth:

LEEP IT SHORT.

Brief but frequent conversations are more effective than one big talk. It is a process to learn new skills and it takes time for young people to practice them. The time it takes to complete an activity should be enough time to explore important concepts like consent, honoring other peoples' boundaries, or being a good friend.

MAKE IT POSITIVE.

Preventing violence and helping young people have healthy relationships are serious topics, but you'll be more effective if what you do together is enjoyable and the conversation is positive. Completing activities together is a great way to make what you talk about a positive experience.

BRUSH UP ON YOUR HEALTHY RELATIONSHIP SKILLS.

As mentioned previously, consider reviewing both documents before beginning these conversations with your youth. Additionally, check out some of the resources at the end of this guide to explore and learn new skills. Practicing and modeling healthy relationship skills with your youth emphasizes the importance of these behaviors in both your and their everyday lives.

PREPARE FOR DIFFICULT CONVERSATIONS.

The topics addressed in this Packet can be difficult not only for your youth, but also for you. Emphasizing open and honest communication with one another is key. Furthermore, it is crucial to support one another – both you and your youth, together. Resources have been made available in both documents if you or your youth need additional information or support.

FOCUS ON TOGETHERNESS.

Pick a time when you and your youth can enjoy this book together. You are an important part of this process and simply being present with your youth promotes communication and collaboration between each of you.

EMPOWER YOUR YOUTH.

Let your youth lead conversations. Allow them space to educate you. Your youth may be familiar with concepts (via peers, social media, etc.) that you are unaware of. Personal autonomy and choice are empowering for your youth and can lead to more in-depth discussions.

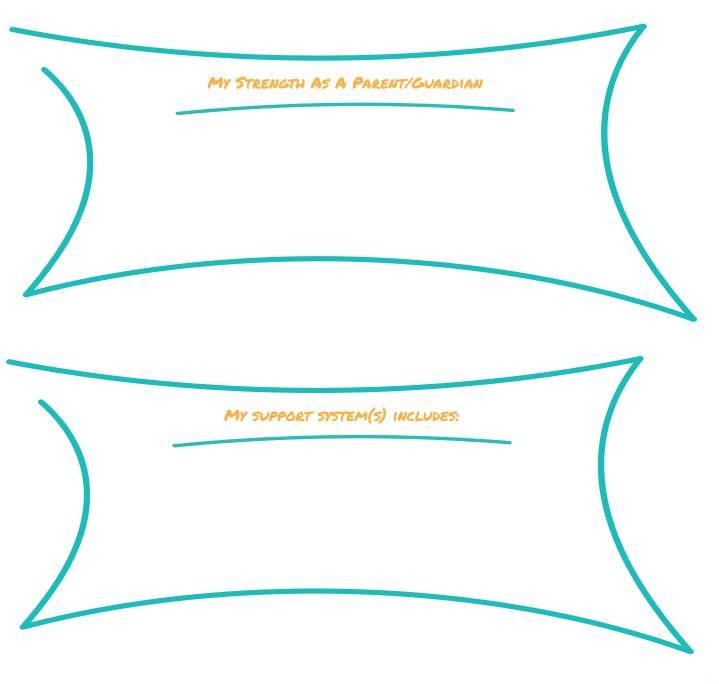
MAKE IT YOUR OWN!

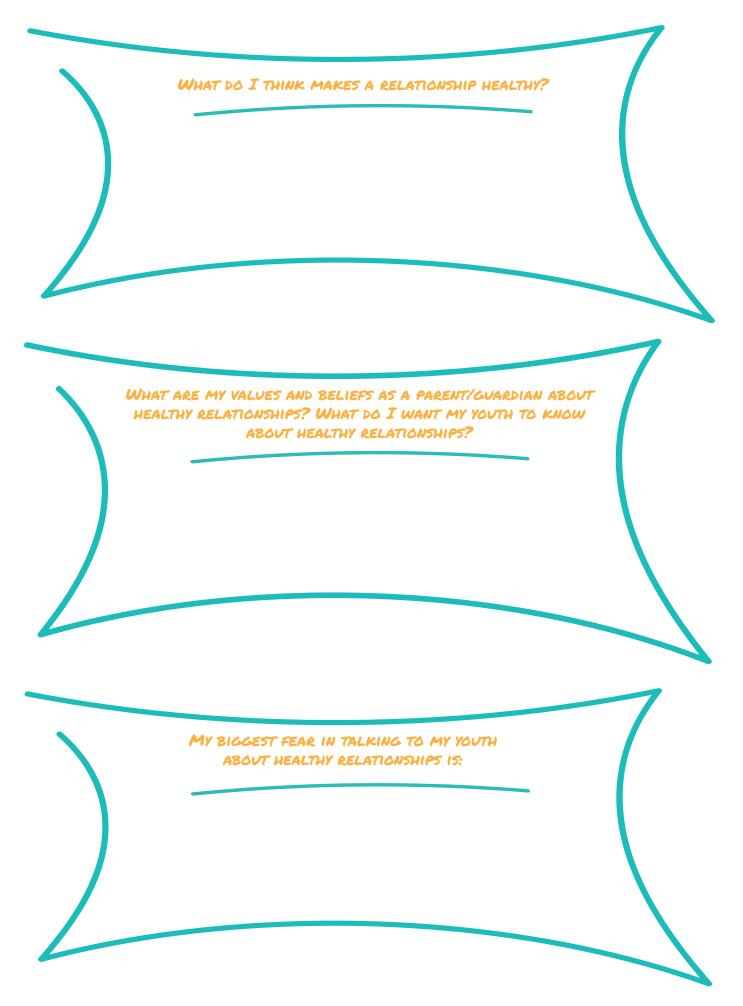
This Packet is simply a tool to help you and your youth have conversations about healthy relationship skills. Both documents can be used however you and

your youth see fit. You can adjust the activities to better suit your values, skip sections that don't work for your family, or dive deep into an important idea.

TAKING INVENTORY:

Sometimes our biggest hurdle to talking about healthy relationship skills is simply our own concerns, fears, and discomfort with the topic. You are one of the most important influences in your youth's life, and you have the power to teach them the skills they need to have happy and healthy relationships. It may be helpful to explore your own ideas and feelings first before starting conversations with your youth. Consider using this space to think about the strengths you bring to this process, explore your values, and identify who can support you in teaching and modeling these healthy relationship skills.







BUILDING EXPECTATIONS + AGREEMENTS

PAGE Y IN ACTIVITY BOOK

The Activity Book begins by establishing agreements and setting expectations throughout the guide between you and your youth. This is provided to reinforce open communication and trust.

Review the offered list of common expectations and discuss any additional agreements you would like to include on the lines provided with your youth. *Remember*, always feel free to encourage your youth to come back to the agreements page to add expectations if needed.

REFLECTION + TALKING POINTS

+ ANALYZE THE RELATIONSHIP BETWEEN YOU AND YOUR YOUTH

HAVE YOU ENGAGED IN POTENTIALLY DIFFICULT, AWKWARD, OR EMBARRASSING CONVERSATIONS SUCH AS THIS? IS YOUR YOUTH

TIMID, SHY, OR HESITANT AT SPEAKING UP? HOW CAN YOU ENCOURAGE YOUR YOUTH TO SHARE WHAT IS ON THEIR MIND?

+ BE HONEST

IT IS LIKELY THAT YOU WON'T HAVE ALL THE ANSWERS
TO THE QUESTIONS YOUR YOUTH MAY HAVE. BE BOLD AND
OWN WHAT YOU DO NOT KNOW. RATHER THAN POTENTIALLY
OFFERING YOUR YOUTH INCORRECT INFORMATION, OFFER
RESEARCHING THE SUBJECT TOGETHER. THIS WAY YOU CAN
NAVIGATE TOWARD A SOLUTION AS A TEAM.

+ CONFRONTING FEARS

YOU MAY FEEL A SOURCE OF ANXIETY AT ADDRESSING CERTAIN SUBJECTS WITH YOUR YOUTH. THIS MIGHT STEM FROM PREVIOUS EXPERIENCES YOU'VE HAD, FEARS REGARDING YOUR YOUTH'S HEALTH AND WELL-BEING, AND CONCERNS ABOUT MATURE TOPICS AROUND YOUR YOUTH. YOUR YOUTH MIGHT ALREADY HAVE CERTAIN KNOWLEDGE (WHETHER RIGHT OR WRONG) ABOUT THESE TOPICS FROM THEIR PEERS, SOCIAL MEDIA, OR OTHER AVENUES. ACKNOWLEDGING SUCH POSSIBILITIES RATHER THAN IGNORING THEM HAS THE POSSIBILITY OF HAVING REALISTIC AND DEVELOPMENTAL CONVERSATIONS. BE SURE TO UTILIZE YOUR OWN SUPPORT SYSTEMS WHEN NECESSARY.

PART I: IDENTIFYING HEALTHY RELATIONSHIPS

PAGE 6 IN ACTIVITY BOOK

WHAT DOES A HEALTHY DATING RELATIONSHIP LOOK LIKE?

PAGE 6 IN ACTIVITY BOOK

The first topic of the Activity Book begins by identifying what a healthy relationship looks like. Although we specifically talk about healthy indicators of a relationship with a partner, feel free to discuss healthy relationships with others – family, friends, neighbors, teachers, professionals, etc. Later on in the Activity Book, healthy boundaries with different groups of people are addressed which also helps reinforce characteristics of what a healthy relationship can include.

REFLECTION + TALKING POINTS

+ EXAMINE YOUR OWN RELATIONSHIPS

THE RELATIONSHIPS WE OBSERVE AS A YOUNG PERSON HAVE A SIGNIFICANT INFLUENCE ON US AS WE GROW OLDER. THE RELATIONSHIP YOU SHARE WITH YOUR SPOUSE, PARTNER, OR PREVIOUS INTIMATE PARTNERS HAS LIKELY SHAPED WHAT YOUR YOUTH SEES AS A HEALTHY OR UNHEALTHY RELATIONSHIP. LIKEWISE, THIS ALSO INCLUDES THE RELATIONSHIP YOU HAVE WITH YOUR YOUTH. IT IS NECESSARY TO HAVE AN HONEST PERSPECTIVE OF HOW YOU HAVE MODELED RELATIONSHIPS FOR YOUR YOUTH AS IT WILL IMPACT MANY OF THE TOPICS AND CONVERSATIONS THROUGHOUT THIS PACKET.

CONVERSATION TIPS:

- Other factors of a healthy relationships to consider:
 - Discussions about the future of a relationship
 - Healthy conflict resolution and compromise
 - Relationship is moving at a comfortable pace
 - Taking responsibility for your actions and words genuine apologies
 - Affection and intimacy
- What characteristics of a healthy relationship either familial or intimate do you take pride in expressing?
- Share how you learned about healthy relationship when you were growing up

- Think of a time you improved a relationship and share with your youth
- You will notice that at the bottom of the page we define what we mean by the term "partner" we intentionally use this as a broad term to include many forms of relationships
 - See the end of this guide for additional resources on this topic if necessary or if your youth shows interest

DISCUSSION QUESTIONS WITH YOUR YOUTH

What are other signs of a healthy relationship?

What are your favorite or most important parts of a good relationship?

Were any of these signs unexpected or shocking?

How can you and I create a healthier relationship together?

WHAT DOES AN UNHEALTHY DATING RELATIONSHIP LOOK LIKE?

PAGE 7 IN ACTIVITY BOOK

1

1

As with many of the topics in this Packet, your youth may already have a significant amount of knowledge as to what an unhealthy dating relationship may look like. Either way, educating about red flags is very important for your youth as it explains how a relationship may turn unhealthy or even violently abusive in the future. You will see that the red flags include clear signs of unhealthy relationships such as threatening to harm a partner but also factors like controlling, blaming, isolating, and more that might not be as explicit.

REFLECTION + TALKING POINTS

- + If your youth notices that one of the red flags is present in their own relationship, this is not to say that the relationship is automatically unhealthy or abusive. Rather, focus building the skills to identify harmful red flags.
- + SOME RED FLAGS ARE EVEN GLORIFIED OR SEEN AS ROMANTIC IN OUR CULTURE AS WELL. AN EXAMPLE OF THIS IS WHEN A PARTNER IS CONSTANTLY JEALOUS OR TRACKS THEIR PARTNER'S

MOVEMENTS IN MOVIES YET IT IS DEPICTED AS ROMANTIC. BOTH OF THESE BEHAVIORS ARE RED FLAGS.

+ IT IS POSSIBLE THAT DIFFICULT CONVERSATIONS MAY ARISE FROM THIS TOPIC. BE SURE TO TAKE A BREAK IF ANYONE - YOURSELF INCLUDED - NEEDS ONE.

CONVERSATION TIPS:

- 1 "Treating partners as if they are not equals" examples of this could be a partner claims they can control the relationship since they are a certain gender or if they make more money than the other person
- Gaslighting" this term refers to a form of emotional abuse that causes someone to question their own feelings, instincts, and sanity. The abusive partner uses manipulation, power, and control to gaslight their partner or make them feel "crazy." (https://www.thehotline.org/resources/what-is-gaslighting/)
- Gaslighting can also look like normalizing unhealthy and abusive behaviors. Examples of phrases could be: "everyone else shares their passwords" or "this is just how I am when I get mad or stressed"

DISCUSSION QUESTIONS WITH YOUR YOUTH

- What might be other factors of an unhealthy relationship that you are familiar with?
- If you see a friend in an unhealthy relationship, how do you share these red flags with them?

SETTING PERSONAL BOUNDARIES

PAGE 9 IN ACTIVITY BOOK

Setting boundaries allows us to draw our own line in the sand to determine what we are comfortable with. It is important to talk about different types of boundaries. This might include physical boundaries, emotional boundaries, sexual boundaries, and more. Furthermore, boundaries will differ depending upon the role the person plays in your youth's life.

REFLECTION + TALKING POINTS

+ BOUNDARIES WITH YOU (THE PARENT/GUARDIAN)

THIS MIGHT BE A HARD CONVERSATION FOR BOTH YOU AND YOUR YOUTH, BUT IT IS AN IMPORTANT ONE. YOU MAY FEEL LIKE THERE ARE CERTAIN BOUNDARIES THAT SHOULD OR SHOULD NOT BE PRESENT BETWEEN YOU AND YOUR YOUTH. HOWEVER, YOUR YOUTH MAY THINK OTHERWISE. SHARE WHY YOU FEEL CERTAIN BOUNDARIES BETWEEN A PARENT/GUARDIAN AND YOUTH ARE IMPORTANT TO YOU. HAVING AN OPEN AND HONEST CONVERSATION ABOUT HOW TO NAVIGATE ONE ANOTHER'S BOUNDARIES PROVIDES YOUR YOUTH THE SKILLS TO DO SO IN THE FUTURE WITH OTHERS. IF THIS IS A CHALLENGING CONVERSATION, IT MIGHT BE HELPFUL TO REVISIT THE AGREEMENTS AT THE BEGINNING OF THE YOUTH GUIDE.

+ BOUNDARIES WITH FRIENDS

ALTHOUGH FRIENDS CAN BE A SYSTEM OF SUPPORT FOR YOUR YOUTH, THEY MAY ALSO PRESSURE YOUR YOUTH AND POTENTIALLY MAKE THEM UNCOMFORTABLE. BY HAVING CLEAR BOUNDARIES, YOUR YOUTH CAN SUCCESSFULLY NAVIGATE THESE EXPERIENCES. ASK ABOUT A TIME WHEN YOUR YOUTH'S FRIEND PUSHED THEIR BOUNDARIES AND HOW THEY RESPONDED. ASK THEM IF THEY FEEL LIKE THEY RECEIVE ENOUGH SUPPORT FROM THEIR FRIENDS. IF YOUR YOUTH HAS A DIFFICULT TIME ESTABLISHING BOUNDARIES, BE SURE TO PRACTICE WITH THEM SO THEY DEVELOP THESE SKILLS AS THEY WILL BE USED THROUGHOUT THEIR ENTIRE LIFE.

+ BOUNDARIES WITH ADULTS

THIS CATEGORY OF 'ADULTS' CAN BE VERY BROAD INCLUDING PROFESSIONALS SUCH AS TEACHERS, EMERGENCY RESPONSE AND MEDICAL PERSONNEL, THERAPISTS, COACHES, OR EVEN OTHER FAMILY MEMBERS AND STRANGERS YOUR YOUTH MAY COME INTO CONTACT WITH. SOME ADULTS IN HELPING PROFESSIONS MIGHT HAVE TO TOUCH ONE'S BODY TO PROVIDE CARE. THESE

INDIVIDUALS SHOULD STILL ASK PERMISSION TO DO SO AND TREAT YOUR YOUTH'S BODY AND EMOTIONS WITH RESPECT. FURTHERMORE, LET YOUR YOUTH KNOW THAT, IF THEY ARE EVER UNSURE ABOUT SOMETHING OR HAVE AN UNCOMFORTABLE EXPERIENCE WITH ANOTHER ADULT, YOU ARE THERE TO ASSIST THEM OR OFFER SUPPORT.

+ BOUNDARIES WITH A DATING PARTNER

IF YOU AND YOUR YOUTH ARE HAVING A DIFFICULT TIME CONSIDERING BOUNDARIES WITH A DATING PARTNER, GO BACK TO IDENTIFYING SIGNS OF A HEALTHY RELATIONSHIP - THIS CAN BE A GOOD PLACE TO START! BEGINNING NEW DATING RELATIONSHIPS CAN BE A NEW AND EXCITING TIME FOR YOUR YOUTH. HOWEVER, ENCOURAGING THEM TO ESTABLISH BOUNDARIES AT AN EARLY STAGE CAN SET THE FOUNDATION FOR A HEALTHY RELATIONSHIP. LIKEWISE, IF A PARTNER PUSHES AGAINST THESE BOUNDARIES, YOUR YOUTH WILL ALSO BE ABLE TO SEE THIS AS A RED FLAG.

CONVERSATION TIPS:

- Be mindful of the possibility that your youth will bring up boundary violations they have experienced support them and actively listen if this occurs
 - Your youth may bring up a time that you even violated a boundary, such as, their privacy
 - If this is the case: listen to your youth's reasoning, apologize, validate your youth's emotions, and discuss how the boundary can be re-established

DISCUSSION QUESTIONS WITH YOUR YOUTH

- What boundaries have you already established?
- With whom might you need to set boundaries?
- How has creating boundaries improved your relationships with friends, partners, or other family members?

Do you feel comfortable in telling someone they violated a boundary? How can you confidently communicate this and establish a boundary?

RELATIONSHIPS IN THE MEDIA

PAGE 11 IN ACTIVITY BOOK

The media often glamorizes unhealthy or toxic relationships which are modeled to people at a young age. This can create an infatuation with harmful relationships. Without education on healthy boundaries and relationships, these representations become the goal of future relationships.

The last activity in this section encourages you both to examine relationships portrayed in the media. This will give your youth the opportunity to observe such relationships from a different perspective now that they have the skills to identify between healthy and unhealthy relationships.

You may feel a bit unprepared for this activity if you are not familiar with some of the media and thus, some of the relationships your youth is consuming. However, even if this is the case, take this as an opportunity to learn from your youth. Be sure to ask questions in order to gain a better perspective of the relationships that your youth is observing.

Once you feel like you have a thorough understanding of the relationships that your youth consumes, answer the questions in the Activity Book together.

If you or your youth is having a difficult time with this activity, below is an example of a movie that glamorizes unhealthy relationships:

BEAUTY AND THE BEAST

- + THE BEAST ROUTINELY FORCES, THREATENS, AND INTIMIDATES
 BELLE
 - · "YOU MUST PROMISE TO STAY HERE FOREVER."
 - · "YOU WILL JOIN ME FOR DINNER. THAT'S NOT A REQUEST."
 - · "YOU'LL JOIN ME OR I'LL BREAK DOWN THE DOOR."
- + THE BEAST ISOLATES, CONTROLS, AND MANIPULATES BELLE AND SEEMS TO ALWAYS BE ON THE VERGE OF VIOLENCE.

- + THE FILM REINFORCES THE HARMFUL IDEA THAT YOU CAN "FIX"
 AN ABUSIVE PARTNER.
- + SEE HTTPS://WWW.JOINONELOVE.ORG/LEARN/BEAUTY_AND_THE_ BEAST_ABUSIVE_RELATIONSHIP/

PART II: WHAT IS CONSENT?

PAGE 13 IN ACTIVITY BOOK

Consent is a key and foundational component for all healthy relationships. As mentioned in the youth guide, consent is not only for sexual activity, consent is present in our social interactions each and every day.

Practicing consent can begin at an early age for your youth. An easy first step to practice is asking your youth for a hug before giving it to them and respecting the answer they give in response. This can also be extended to other family members or friends. However, we acknowledge that a family member may react negatively if your youth, for example, refuses a hug. While it may be a difficult conversation, we encourage explaining the importance of consent to the unhappy party and why it is vital to teach youth these skills.

If discussing consent and sexual interactions with your youth makes you or them uncomfortable, start by talking about consent in the context of our everyday interactions. In the examples below you will see circumstances that include both typical social interactions as well as intimate and sexual interactions. Go at whatever pace feels most comfortable for you and your youth.

Because consent can sometimes be a tricky concept, we break it down into an acronym – FRIES. This is a helpful way to think about the important components of consent without having to memorize a definition.

This guide shows you just a couple of ways in which youth can learn about consent. For more resources on this topic, see the list of resources at the end of this guide.

FRIES AND CONSENT

PAGE 13 IN ACTIVITY BOOK

For this activity, we recommend taking each letter of the FRIES acronym slowly. Start by selecting one fry to begin with, for example, "Enthusiastic." You can either prompt your youth to try and match the fry with the correct statement right away, or, feel free to introduce the meaning of "Enthusiastic" in the Reflection & Talking Points below first for your youth. Do whatever you think will be most beneficial for your youth. You will also notice that each letter of the FRIES acronym below includes scenarios of both consensual and non-consensual examples of that letter as well.

FRIES MATCHING EXERCISE

PAGE 13 IN ACTIVITY BOOK



REFLECTION + TALKING POINTS

+ FREELY-GIVEN

WHEN CONSENT IS PROVIDED CONSCIOUSLY AND WITHOUT FORCE. AT ITS MOST BASIC, CONSENT SHOULD BE FREELY-GIVEN. UNDER NO CIRCUMSTANCES CAN IT BE FORCED NOR CAN IT BE OFFERED WHEN SOMEONE IS UNCONSCIOUS FOR ANY REASON. WHEN DISCUSSING THIS PART OF CONSENT WITH YOUR YOUTH, CONSIDER ADDRESSING CONVERSATIONS REGARDING PEER PRESSURE AND POWER DYNAMICS. FURTHERMORE, EXPLAIN CLEARLY THAT SOMEONE IS UNABLE TO CONSENT IF THEY ARE SLEEPING OR INCAPACITATED BY ALCOHOL OR DRUGS.

SCENARIOS:

- · FREELY-GIVEN
 - O A FRIEND ASKS FOR A HUG AND YOU SAY YES
 - O YOU ASK A TEACHER TO BORROW A PEN AND THEY SAY
 YES
- · NOT FREELY-GIVEN
 - A BOSS THREATENS TO FIRE YOU IF YOU DON'T GO ON A DATE WITH THEM
 - O SOMEONE KISSES YOU AND CUDDLES WITH YOU WHILE YOU ARE SLEEPING

+ REVERSIBLE

CONSENT CAN CHANGE AT ANY TIME AND FOR ANY REASON.
THIS COMPONENT OF CONSENT IS IMPORTANT BECAUSE OUR
THOUGHTS, FEELINGS, EMOTIONS, AND CIRCUMSTANCES CAN
CHANGE. ENCOURAGE YOUR YOUTH THAT - FOR ANY REASON THEY CAN CHANGE THEIR MIND ABOUT WHETHER THEY WANT TO
CONSENT TO AN INTERACTION OR NOT. LIKEWISE, IT DOES NOT
MATTER WHAT THAT REASON MIGHT BE. JUST AS CONSENT CAN

BE OFFERED, IT CAN BE TAKEN AWAY.

SCENARIOS:

- · REVERSIBLE
 - O YOU WERE SCHEDULED TO HANG OUT WITH A FRIEND
 BUT YOU NEED TO CANCEL BECAUSE OF HOMEWORK
- · NOT REVERSIBLE (NOT CONSENSUAL)
 - ASKING.

 LAST WEEK YOU LET YOUR FRIEND BORROW YOUR
 BICYCLE BUT THIS WEEK, THEY TOOK IT WITHOUT
 ASKING.

+ INFORMED

CONSENT IS INFORMED BECAUSE YOU ARE FULLY AWARE AND COGNIZANT OF THE SITUATION.

WHEN YOU HAVE INFORMED CONSENT, YOU ARE COMPLETELY KNOWLEDGEABLE OF WHAT IS HAPPENING IN A GIVEN SITUATION. HOWEVER, BECAUSE CIRCUMSTANCES CAN CHANGE, IT IS NECESSARY TO HAVE HONEST COMMUNICATION ON HOW TO NAVIGATE SUCH CHANGES TOGETHER.

SCENARIOS:

- · INFORMED
 - O YOUR PARTNER COMES OVER AND YOU BOTH AGREE TO KISS AND CUDDLE BUT NOTHING MORE
 - O YOUR FRIEND TELLS YOU THAT THE PLANS YOU MADE
 TOGETHER FELL THROUGH BUT ASKS IF YOU WOULD
 LIKE TO DO SOMETHING ELSE INSTEAD AND YOU AGREE

TO THE NEW PLANS

- · NOT INFORMED
 - O YOUR FRIEND INVITES YOU TO COME OVER BUT ONCE
 YOU ARRIVE, YOU SEE THAT THERE ARE OTHER PEOPLE
 THERE THEY DIDN'T TELL YOU ABOUT
 - O YOU AND YOUR PARTNER AGREE TO HAVING SEX BUT ONLY A CERTAIN WAY YET YOUR PARTNER TRIES TO PRESSURE YOU TO DO IT ANOTHER WAY

+ ENTHUSIASTIC

A GENUINE AGREEMENT BOTH VERBALLY AND THROUGH BODY LANGUAGE.

OFFERING AND RECEIVING ENTHUSIASTIC CONSENT IS THE CLEAREST RESPONSE THAT SOMEONE CAN PROVIDE. BECAUSE A LARGE AMOUNT OF COMMUNICATION IS NON-VERBAL, OBSERVING CLEAR SIGNS OF ENTHUSIASM AND EXCITEMENT IS KEY. CONSIDER EXPLAINING TO YOUR YOUTH THAT IF ENTHUSIASTIC CONSENT IS NOT PROVIDED AT THE FIRST ASK, IT IS NOT LIKELY THAT CONSENT WILL BE RECEIVED AND CONTINUED REQUESTS MAY RESULT IN THE PERSON'S ANNOYANCE OR DISCOMFORT.

SCENARIOS:

- · ENTHUSIASTIC
 - O YOU ASK YOUR FRIEND IF THEY WANT TO HAVE A
 SLEEPOVER AND THEY GET A BIG SMILE ON THEIR FACE
 AND SAY, "YEAH THAT WOULD BE A LOT OF FUN"
- · NOT ENTHUSIASTIC
 - O A CO-WORKER ASKS YOU ON A DATE BUT YOU DON'T

KNOW HOW TO TURN THEM DOWN SO YOU SAY, "I GUESS SO" DESPITE LOOKING VERY UNCOMFORTABLE

* SPECIFIC

CONSENT MUST BE ESTABLISHED FOR EVERY INTERACTION.

EVEN IF SOMEONE HAS RECEIVED CONSENT FOR AN INTERACTION PREVIOUSLY, THAT DOES NOT MEAN THEY AUTOMATICALLY HAVE THE RIGHT TO THE SAME ACTION IN THE FUTURE - WHETHER THAT IS HANGING OUT, BORROWING AN ITEM, OR HAVING SEX. CONSENT IS SPECIFIC AND UNIQUE TO THAT MOMENT. ADDITIONALLY, CONSENT MUST BE PRESENT THROUGHOUT ALL STAGES OF THE INTERACTION. FOR EXAMPLE, YOU MUST RECEIVE CONSENT TO KISS SOMEONE BUT ALSO WHEN TOUCHING INTIMATELY, DECIDING TO MOVE ON TO SEX, AND EVEN WITH DIFFERENT TYPES OF INTERCOURSE.

SCENARIOS:

- · SPECIFIC
 - O YOUR FRIEND ASKS IF YOU WANT TO PLAY VIDEO
 GAMES THE NEXT TIME YOU BOTH HANG OUT AND YOU
 SAY YES
- NOT SPECIFIC
 - O YOU ASK YOUR PARTNER TO HAVE SEX BUT THEY SAY NO AND YOU RESPOND BY SAYING, "OH, COME ON, YOU SAID YES LAST TIME"

"YES MEANS YES" VS. "NO MEANS NO"

While both of these statements are true, an important distinction must be made between them. "No means no" explains someone refusing consent. However, enthusiastic consent is key here. People might not specifically say "no" but are not honestly consenting to the interaction either. It is possible that someone is too uncomfortable to say no.

This is why we say "yes means yes" because the lack of a no does not mean yes.

FRIES + CONSENT SCENARIOS

PAGE 15 IN ACTIVITY BOOK

After you had the opportunity to get an understanding of consent with your youth, the next six pages of the Activity Book are dedicated to practicing every day scenarios on consent. If you feel like your youth has a firm grasp of this concept, feel free to let them take the lead on this activity. However, whatever your youth's comfortability, continue to support them and help facilitate these conversations.

The youth guide offers a total of six different scenarios illustrating a social interaction. Each scenario depicts a before and after with pictures labeled as "Part 1" and "Part 2." For every scenario, complete the following with your youth:

- ldentify if consent was established or not
- Determine which letter of the FRIES acronym were either present or ignored
 - Be aware that more than one letter might be present
 - While all aspects of FRIES should be a part of a truly consensual scenario, for the purpose of this activity, some may be more emphasized than others
- If consent was not established within the scenario, brainstorm alternatives as to how the scenario can be consensual

The following pages provide an answer key for each scenario. Additionally, near the end of this guide, more consent scenarios are offered if your youth is interested in furthering their skills.

FRIES + CONSENT SCENARIO ANSWER KEY

SCENARIO 1

Scene – a person in a wheelchair is trying to enter a building while someone attempts to help them without their consent.

- Was consent established? No
 - Because the person using the wheelchair did not ask for assistance nor did the other individual ask consent prior to touching the person's wheelchair
- FRIES (F) Freely-given
 - F = the person using the wheelchair never got the opportunity to freely provide their consent since the other individual assumed they could help prior to asking
- How could consent be established?
 - Rather than presuming the person using the wheelchair required assistance, the individual should ask beforehand if they would like help. At that point, the person can say yes or still decline the request.

SCENARIO Z

Scene – a group of friends are taking pictures together and consider posting them online.

- Was consent established? Yes
 - Consent was clearly provided because the characters accepted and responded positively
- FRIES (F) Freely-given, (I) Informed, (E) Enthusiastic
 - F = consent was willingly offered without any influences of coercion or force
 - I = the picture will be shared online with each characters consent
 - E = the character's response was verbally enthusiastic
- How could consent be established?
 - Consent was present.

SCENARIO 3

Scene – two people are walking home from school and one of them asks the other to go out on a date with them.

- Was consent established? Yes
 - The person said they would like go to the movies and offered their phone number
- FRIES (F) Freely-given, (I) Informed, (E) Enthusiastic, (S) Specific
 - F = consent was willingly offered without any influences of coercion or force
 - I = the expectation is to go to the movies
 - E = the characters responded by saying, "I would really like that!"
 - S = the interaction is only unique for the coming Friday
- How could consent be established?
 - Consent was present.

SCENARIO 4

Scene – a friend is asked to come over after school but is not told about the other people who were also invited to attend.

- Was consent established? No
 - Although consent was provided for the two friends to hang out together, the person coming over was not aware of the other people involved
- FRIES (I) Informed
 - I = the friend never informed the person coming over that there would be others present and it is possible that the person may have refused if they knew that this was the case
- How could consent be established?
 - Rather than neglecting to tell the person that others would be there as well, the friend should have been honest that many people would be over.

SCENARIO 5

Scene -someone sees a dog and asks the owner if they can pet the dog.

- Was consent established? No
 - While consent was not provided to pet the service dog, this is a good example of how to take "no" for an answer
- FRIES (F) Freely-given
 - F = the person with the service dog did not allow the other individual to pet their dog because she was on duty
- How could consent be established?
 - If the person with the service dog wanted the other individual to pet their dog, they could have offered but this was not the case
 - Notice that the person asking to pet the dog respected the boundaries set and consent given. They responded kindly and accepted that they could not do this action at this time.

SCENARIO 6

Scene – one partner decides they are ready to have sex but the other partner refuses because they feel like they are being pressured.

- Was consent established? No
 - One partner uses coercive language to try and pressure the other into having sex by saying "I have needs" and "don't you want me to be happy?"
- FRIES (F) Freely-given
 - F = a situation cannot be consensual if someone is trying to pressure or coerce another person
- 1 How could consent be established?
 - The one partner felt it was too soon to have sex because they just started dating last week. It is possible that at a later time the partner would be comfortable having sex.

TAKING "NO" FOR AN ANSWER

PAGE 22 IN ACTIVITY BOOK

By learning how to accept "no" as an answer, your youth can have healthier relationships and better communication skills. Respecting other people's responses demonstrates kindness and understanding. This skill will also help your youth be aware of other people's boundaries.

STOPLIGHT GAME:

This activity encourages your youth to identify healthy and appropriate responses when someone says "no." Read the directions in the Activity Book and check in with your youth to make sure they understand. Because some responses might be a little confusing – especially the yellow/in-between responses – feel free to have deeper discussions with your youth. Included below are the answers for this exercise:

#1 = GREEN

#Z = RED

#3 = YELLOW

#4 = GREEN

#5 = GREEN

#6 = RED

#7 = RED

#8 = GREEN

#9 = YELLOW

#10 = RED

#11 = RED

#12 = GREEN

#13 = YELLOW

#14 = RED

#15 = GREEN

#16 = YELLOW

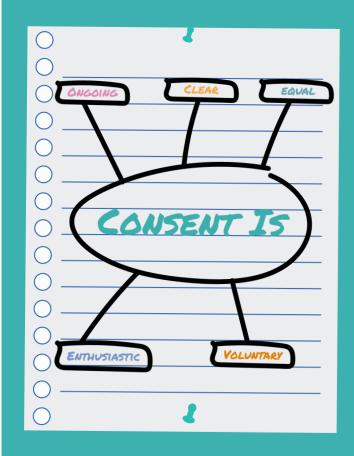
A NOTE

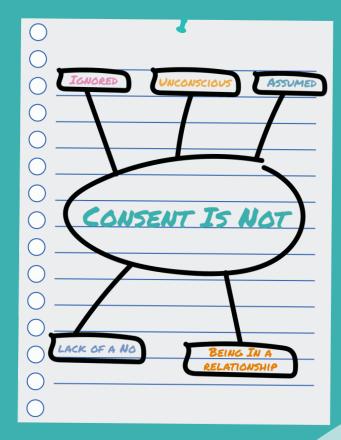
PHRASES LABELED AS RED AND YELLOW ARE DONE SO BECAUSE THEY ARE CONSIDERED FORCEFUL, COERCIVE, MANIPULATIVE, OR CAN CAUSE DISCOMFORT OR FEELINGS OF OBLIGATION OR GUILT. THE PURPOSE OF THIS EXERCISE 15 TO RESPECT A PERSON'S ANSWER OF "NO" - FOR ANY REASON. ANSWERS SUCH AS #3 ("I MEAN, IF THAT'S HOW YOU FEEL ABOUT IT THEN") MAY VERY WELL HAPPEN IN MANY INTERACTIONS. HOWEVER WHILE THIS TYPE OF RESPONSE SEEMS TO ACCEPT "NO" AS AN ANSWER IT IS IMPORTANT TO REALIZE HOW IT HAS THE POSSIBILITY OF MAKING SOMEONE FEEL VERY UNCOMFORTABLE OR GUILTY FOR SAYING NO. FOR THIS REASON, OUR GOAL IN THIS EXERCISE IS TO ENCOURAGE PEOPLE TO USE LANGUAGE THAT IS RESPECTFUL WHEN RESPONDING TO THE WORD "NO."

CONSENT IS VS. CONSENT IS NOT

PAGE 23 IN ACTIVITY BOOK

THIS PAGE IS DEDICATED TO A SUMMARY OF WHAT IS CONSIDERED CONSENSUAL AND WHAT IS NOT. GO OVER EACH TIP WITH YOUR YOUTH AND BE SURE TO DISCUSS ANY POINTS THAT ARE STILL CONFUSING OR DIFFICULT. FOR ADDITIONAL PRACTICE ON CONSENT, THE END OF THIS GUIDE OFFERS ADDITIONAL SCENARIOS. THIS SECTION IS TITLED "EXTRA PRACTICE ON CONSENT SCENARIOS."





High School FLASH, 3rd Edition (2015). Public Health – Seattle & King County. (www.kingcounty.gov/health/flash) Sexual Consent. Planned Parenthood. (https://www.plannedparenthood.org/learn/relationships/sexual-consent)

PART III: BUSTING GENDER STEREOTYPES

PAGE 24 IN ACTIVITY BOOK

The third main theme of this booklet addresses stereotypes. We include conversations and activities around stereotypes for several reasons. Gender stereotypes and social norms such as hypermasculinity, male superiority and sexual entitlement, and perceptions of women's inferiority all play a significant role in reinforcing violence in our world. However, evidence shows that this reality can be confronted and significantly reduced. According to the World Health Organization, promoting gender equality is a critical part of violence prevention. Furthermore, research demonstrates that educational interventions can promote gender equality and prevent violence against women by challenging gender stereotypes that give men power over women. Finally, as the activities within the Activity Book will demonstrate, gender stereotypes limit and pressure youth into acting, thinking, and expressing themselves in certain ways. Our goal is to minimize any potential damage and encourage youth to positively express themselves in the healthy ways they choose.

When discussing stereotypes with your youth, the aim is not to reinforce these ideas. Rather, it is to be aware of how we learn about stereotypes, from whom we learn them, and how they can harm people.

REFLECTION + TALKING POINTS

+ CONSIDER YOUR OWN BIASES

AS MENTIONED IN THE ACTIVITY BOOK, WE LEARN ABOUT STEREOTYPES FROM A VERY EARLY AGE. WE MAY HAVE INTERNALIZED THESE IDEAS AND HAVE DEEP FEELINGS ABOUT THEM. KEEPING THE ABOVE INFORMATION IN MIND, REMEMBER THE GOAL IS TO BRAINSTORM HOW STEREOTYPES CAN BE HARMFUL. ADDITIONALLY, THINK ABOUT PREVIOUS CONVERSATIONS ABOUT STEREOTYPES YOU MAY HAVE HAD WITH

YOUR YOUTH. THIS MAY SHAPE AND INFLUENCE YOUR DISCUSSIONS ON THIS TOPIC.

+ WHERE WE LEARN ABOUT STEREOTYPES

THE ACTIVITY BOOK OFFERS A BRIEF LIST OF DIFFERENT TYPES OF PEOPLE, GROUPS, AND INSTITUTIONS THAT WE HAVE LEARNED STEREOTYPES FROM. THIS INCLUDES FAMILY, FRIENDS, CLASSMATES, SCHOOL, SOCIAL MEDIA, THE INTERNET, LEGISLATION AND POLICY, RELIGIONS, T.V. SHOWS, MOVIES, VIDEOGAMES, AND MORE. IT IS IMPORTANT TO KNOW THAT WE ARE NOT BORN WITH THESE STEREOTYPES. INSTEAD, WE ARE TAUGHT ABOUT THEM.

DISCUSSION QUESTIONS WITH YOUR YOUTH

What do you know about stereotypes?

Where have you learned about stereotypes?

What stereotypes are you familiar with? – *only focus on young people

• How does it make you feel when people say that about young people?

*For this question, only focus on stereotypes about young people. Some might be that young people are naive, lazy, self-centered, reckless, drink or use drugs, are promiscuous, rude, irresponsible, etc.

GENDER BOX BRAINSTORMING

PAGE 26 IN ACTIVITY BOOK

The purpose of this activity is to brainstorm with your youth about the messages they receive about what it means to be a man or woman in our society. If your youth is having difficulty thinking of answers, remember to bring up where we learn about stereotypes. Feel free to use resources like the internet or even browsing social media or what is on T.V. briefly to get ideas.

Violence Prevention: The Evidence (2009). World Health Organization. (https://www.who.int/violence_injury_prevention/violence/gender.pdf)

Below are questions and examples of how you might want to facilitate this activity:

ACT LIKE A MAN

- How do people think guys are supposed to act?
 - Tough, in charge, sexually in control, initiators of dating and sex, intelligent, dominant, arrogant, reckless
- What do people think guys are supposed to look like?
 - Handsome, tall, athletic, strong, big
- Are guys supposed to have feelings?
 - Boys are told to limit or bottle up their emotions unless it is related to anger, violence, arrogance, or sex
- In a movie, what would the leading male actor be like?
 - Think of James Bond, super hero movies, shows about gangs
- Who are guys supposed to date (what gender)? How do guys treat the people they date?
 - It is expected that boys are heterosexual/straight and only date girls
 - Men are encouraged to date a lot of women
 - In our society, we are told that men use women for sex, play with their feelings, and tell women what they can and cannot do
- How do they treat other guys?
 - Boys are supposed to act tough around each other, be competitive, reckless, and reinforce one another's hypermasculinity
- What about sex?
 - Boys are told to be craving sex constantly
 - That they should always be "on the prowl" for women and have many sexual partners
- What about money?

- Boys are expected to make a lot of money, pay for dates, and be the breadwinner
- How are guys supposed to spend their time and what should they be interested in?
 - They should be working out, playing sports, playing video games, drinking and partying, chasing after girls, etc.

Now, discuss the same messages about what it means to be a woman:

ACT LIKE A LADY

- How do people think girls are supposed to act?
 - Submissive, weak, emotionally unstable, nurturing, cooperative, insecure
- What do people think girls are supposed to look like?
 - Beautiful, skinny, petite, hourglass figure
- Are girls supposed to have feelings? What kinds of feelings do they have?
 - Girls are assumed to have too many feelings and be irrational, moody, dependent, dramatic, etc.
- In a movie, what would the leading female actress be like?
 - Think of heroines such as Wonder Woman or Black Widow, Hermione Granger in Harry Potter, Angelina Jolie in Maleficent, Megan Fox in Transformers, etc.
- Who are girls supposed to date (what gender)? How do girls treat the guys they date?
 - Girls are told they can only date boys
 - Girls are expected to put boys on a pedestal, clean up after them, please boys sexually in whatever way they want, listen and obey
- How do they treat other girls?
 - Girls are "catty" to one another, talk behind their backs, start drama
- What about sex?

- Girls are held to an impossible sexual double standard needing to be sexy while also being a virgin
- o A stereotypical phrase for this is "a lady in the streets but a freak in the sheets"
- What about money?
 - Girls are not expected to be the breadwinner, to rely on a man, be naïve about finances, and spend recklessly
- How are girls supposed to spend their time?
 - Girls need to obsess over their looks through keeping an attractive figure and always wearing makeup, like to go shopping, gossiping, tending to the needs of men

ANALYZING GENDER PRESSURES

For the second part of this activity, stay on the "Gender Box Brainstorming" page in the Activity Book. At this point, you have had an in-depth conversation as to who men and women are expected to be, how they should act, and what they are expected to accomplish in our society. Now, the goal is to discuss the pressures that are placed on people to conform to the expectations you have brainstormed with your youth.

Questions to ask your youth and potential answers are provided here as well. Please be aware that we use swear words and derogatory language in this section. While we understand this language is offensive and oppressive, it is intentional due to societal pressure around gender stereotypes and many youth are likely familiar with such terms or phrases. Take time beforehand to consider how you want to approach this with your youth.

PRESSURES TO "ACT LIKE A MAN"

- + If this is how a guy is supposed to act, then what kinds of things is a guy called if he steps outside of this box? What names might people call him?
 - · HE MIGHT BE CALLED A GIRL, 5155Y, WIMP, BITCH, FAG, GAY, QUEER
- * What if a guy gets hurt and starts to cry?

- SIMILAR LANGUAGE TO THE FIRST QUESTION WOULD BE USED BUT OTHERS MAY TELL HIM TO "MAN UP" OR THAT "CRYING IS FOR GIRLS" IN ORDER TO ELIMINATE SHOWING EMOTIONS
- + WHAT IF A GUY ISN'T ALWAYS INTERESTED IN SEX?
 - IT MIGHT BE ASSUMED THE BOY IS A VIRGIN OR GAY
 BECAUSE IT IS EXPECTED THAT BOYS SHOULD BE
 HETEROSEXUAL/STRAIGHT AND HAVE A LOT OF SEX
- + WHAT IF HE DOESN'T WANT TO BE IN CHARGE OR ALWAYS MAKE
 THE DECISIONS?
 - HIS MASCULINITY WILL BE AT RISK BECAUSE GUYS ARE SUPPOSED TO BE DOMINANT, IN CHARGE, AND FORCING OTHERS TO DO WHAT THEY WANT

PRESSURES TO "ACT LIKE A LADY"

- + IF THIS IS HOW A GIRL IS SUPPOSED TO ACT, THEN WHAT KINDS OF THINGS IS A GIRL CALLED IF SHE STEPS OUTSIDE OF THIS BOX? WHAT NAMES MIGHT PEOPLE CALL HER?
 - SHE MIGHT BE CALLED IRRATIONAL, HYSTERICAL, A BITCH, PRUDE, LESBIAN, DYKE, SLUT
- What if a girl has had several boyfriends, or if people think she's had sex with several guys?
 - PEOPLE WILL CALL HER A HOE, SLUT, WHORE, OR DAMAGED AND USED

PRESSURES TO "ACT LIKE A LADY"

- + WHAT IF A GIRL IS TOUGH, OR WANTS TO MAKE THE DECISIONS?
 - WOMEN WHO MAKE DECISIONS OR WHO ARE AMBITIOUS
 ARE OFTEN SEEN AS BOSSY, BITCHY, OVER-ACHIEVERS, NOT
 "MOTHER/WIFE MATERIAL"
- What if a girl doesn't want to go out with a guy who

 + Likes her, or if she shows that she feels confident in

 Herself?
 - SHE WILL BE SEEN AS A PRUDE, BORING, OR ACTING HARD
 TO GET
 - WOMEN WHO ACT CONFIDENTLY ARE ALSO SEEN AS BOSSY, UPTIGHT, BITCHY, AND TOO AMBITIOUS

CONVERSATIONS ON PRESSURES + PUNISHMENTS:

Read the box below before continuing the conversation with your youth to decide what information is best to share. As you will see below, people use sexism, homophobia, transphobia, sexual double standards, and other forms of discrimination to reinforce stereotypes. The pressure, fear, and potential risk of such punishment forces us to abide by these social rules surrounding gender. By shedding light on the damaging impact of gender stereotypes, we hope your youth is able to more freely express themselves and have healthier relationships.

PUNISHMENT FOR BEING OUTSIDE OF THE BOX

- + DISCRIMINATION AGAINST LGBTQ+ (LESBIAN, GAY, BISEXUAL, TRANS, QUEER) PEOPLE:
 - FEAR, DISCOMFORT, AND HATRED OF LGBTQ+ PEOPLE IS CALLED HOMOPHOBIA, BIPHOBIA, OR TRANSPHOBIA.

- O THIS OPPRESSES BOTH LGBTQ+ PEOPLE AND THOSE WHO DO NOT CONFORM TO TRADITIONAL EXPECTATIONS OF WHAT IT MEANS TO BE A MAN OR WOMAN.
- IF BOYS DON'T ACT TOUGH, DOMINANT, OR DEMONSTRATE
 ATTRACTION TO GIRLS THEY ARE IMMEDIATELY LABELED AS
 GAY OR A FAG.
- SIMILARLY, IF GIRLS DO NOT APPEAR TO LIKE BOYS, THEY ARE SEEN AS LESBIANS OR DYKES. THIS SHOWS THE DEVALUING AND NEGATIVE IMPLICATIONS OF BEING LGBTQ+ FROM OUR SOCIETY'S PERSPECTIVE.

COMPARISONS BETWEEN GENDERS IN THE BINARY:

- · GENDER BINARY THE BELIEF THAT THERE ARE ONLY TWO GENDERS; MEN AND WOMEN
- BOYS WHO FALL OUTSIDE OF THE MAN BOX ARE CATEGORIZED AS GIRLS OR FEMININE BECAUSE IT IS MEANT TO PUNISH THEM FOR NOT ACTING BY STEREOTYPICAL STANDARDS.
- GIRLS THAT EXPRESS DECISION—MAKING, AMBITION,
 CONFIDENCE, AND OTHER CHARACTERISTICS ARE LIKEWISE
 OSTRACIZED AND CLASSIFIED AS BOSSY AND BITCHY BECAUSE
 ONLY MEN SHOULD ACT IN THESE WAYS ACCORDING TO
 SOCIAL NORMS.

SEXUAL DOUBLE STANDARDS BETWEEN MEN AND WOMEN:

- THERE IS A MAJOR DISTINCTION BETWEEN REACTIONS
 TO MEN WHO HAVE SEX WITH MULTIPLE PEOPLE AND TO
 WOMEN WHO HAVE SEX WITH MULTIPLE PEOPLE.
- O BOYS ARE REWARDED AND ENCOURAGED TO PARTICIPATE IN THIS BEHAVIOR
- THEY ARE OFTEN CALLED A "PLAYER" OR A "STUD"
- O ON THE OTHER HAND, GIRLS ARE PUNISHED FOR THE

SAME ACTIONS

THEY ARE LABELED AS A "SLUT," "WHORE," "EASY," "HOE,"

AND MORE

CREATING WHO I WANT TO BE

PAGE 27 IN ACTIVITY BOOK

At this point in their life, it is very possible that your youth may be struggling with their identity and who they want to be. During this time, our bodies are changing, we are highly influenced by our peers, and there is constant pressure to fit in. Furthermore, having access to endless amounts of technology and social media also impacts our thoughts, beliefs, and feelings towards ourselves.

On this page, while they create an illustration of who they want to be, take some time to check in with your youth. Ask them how school has been going. How are their friendships with other youth? Are there significant sources of stress or difficulty in their life? What brings them joy and how do they cope with stress? Do they feel supported? How might you be able to support them even more?

These questions serve as suggestions as to how you might want to check in with your youth. Simply providing space and the opportunity for your youth to be vulnerable and express their thoughts or feelings can strengthen your bond together. Feel free to share your own experiences growing up and navigating stressful times and relationships. It may help to remind your youth that at one point you were also a young person and likely experienced similar difficulties.

As a parent/guardian, you fulfill many influential roles for your youth. You may be a role model, caretaker, educator, and much more. However, above all, arguably your most important role in your youth's life is being a support system. This includes being emotionally present, affectionate, trustworthy, and a general safe space for your youth. Emphasizing this valuable role in your youth's life will help encourage healthy, happy, and safe relationships.

PART IV: TRUST 4 SUPPORT PAGE 28 IN ACTIVITY BOOK

HOW TO IDENTIFY A TRUSTED ADULT

Your youth has the benefit of already having a trusted adult in you as their parent/guardian. Even just having a single trustworthy and supportive adult in a youth's life can make a world of difference. However, the more support systems a youth has at their disposal, the more uplifted and reassured they will be. This section will allow both you and your youth to brainstorm other trusted adults in your lives and community.

REFLECTION + TALKING POINTS

* YOUR PERSPECTIVE IS KEY IN THIS CONVERSATION. INITIALLY, YOU ALSO EXPERIENCED THIS PROCESS OF ATTEMPTING TO IDENTIFY TRUSTWORTHY ADULTS WHEN YOU WERE YOUNG. THE LESSONS YOU LEARNED AND GENERAL KNOWLEDGE YOU GAINED WILL BE HELPFUL FOR YOUR YOUTH. IF YOU ARE COMFORTABLE, REMEMBER TO TRY AND SHARE SOME OF THIS INFORMATION DURING THE EXERCISE.

FURTHERMORE, YOU ARE LIKELY SOMEWHAT FAMILIAR WITH THE COMMUNITY AND ITS MEMBERS WHERE YOU LIVE. BEGIN WITH IDENTIFYING ADULTS THAT YOUR YOUTH IS FAMILIAR WITH SUCH AS NEIGHBORS, PARENTS/GUARDIANS OF FRIENDS, TEACHERS, AND OTHERS. THERE MAY ALSO BE REPUTABLE ADULTS IN RECOGNIZABLE POSITIONS WITHIN THE COMMUNITY. THESE FOLKS MIGHT BE COACHES, EDUCATORS, LOCAL STOREOWNERS, MEMBERS FROM FAITH-BASED ORGANIZATIONS, LEADERS OF YOUTH CLUBS, AND MORE.

DISCUSSION QUESTIONS WITH YOUR YOUTH

- Who are other adults you know you can trust?
- Have you met an adult who you thought was untrustworthy? Why did you consider them untrustworthy?
- What might be other indicators of a trusted adult?

BEING A SUPPORTIVE FRIEND

PAGE 29 IN ACTIVITY BOOK

This section shares skills and helpful phrases that your youth can utilize in order to be a supportive peer. While your youth has likely already demonstrated such practices, this information and specific language can help encourage them to be even more empathetic and respectful in their relationships.

Prior to going over this information with your youth, be sure to familiarize yourself with the content in the Activity Book. Below are helpful tips and considerations while you discuss with your youth.

REFLECTION + TALKING POINTS

+ HOW CAN I HELP?

Share with your youth that it takes a lot of courage to disclose a difficult story or experience and that it should be taken seriously. Go through each italicized theme at length.

In the Activity Book, we do not explain what is considered a difficult story. This is intentionally done because, regardless of the experience, the responses and supportive steps to take are the same. However, if you want to practice specific scenarios, here are a couple of examples: (1) your friend shares that they were bullied at school (2) a friend tells you that they heard their parents arguing (3) a friend discloses that someone touched them without their consent.

+ HELPFUL PHRASES

THIS SECTION BUILDS UPON YOUR YOUTH'S SKILLS BY PROVIDING THEM WITH SPECIFIC LANGUAGE TO UTILIZE IN SUCH SITUATIONS. EVEN IF YOUR YOUTH FEELS UNPREPARED IN SUCH CIRCUMSTANCES, RECALLING THESE STATEMENTS WILL DEMONSTRATE KINDNESS AND SYMPATHY. FEEL FREE TO CREATE YOUR OWN SCENARIOS OF HOW TO BE A HELPFUL AND SUPPORTIVE FRIEND WITH YOUR YOUTH IN ORDER TO PRACTICE TOGETHER!

THINGS TO AVOID

THE MAIN TAKEAWAY FROM THIS SECTION IS TO ENCOURAGE YOUR YOUTH NOT TO BLAME OR FURTHER DISTRESS THE PERSON WHO IS SHARING THEIR STORY. SUCH PHRASES OFTEN SHIFT THE RESPONSIBILITY ONTO THE STORYTELLER.

DISCUSSION QUESTIONS WITH YOUR YOUTH

- What have you done in the past when someone has shared a difficult story with you?
 - If you have shared such a story with someone, how did they respond?
- What might be other helpful phrases or things to keep in mind in situations such as these?

CONGRATULATIONS!

Together, you and your youth completed the Healthy Relationships Activity Packet. What a wonderful achievement to experience together!

We hope this journey had the opportunity for you and your youth to share deep conversations, learn from one another, and strengthen the bond you have together. Be sure to share with your youth how proud you are of them for accomplishing this work.

We also want to share our appreciation to you as well. It is an important step to have these difficult and, at times, uncomfortable conversations with the youth in your life. You have taken an important step in preparing your youth to have healthy, happy, and safe relationships in the future. Not only will this positively influence them in some of the most intimate and crucial connections in their life, but it will also benefit them in countless other ways from communication skills to building empathy.

Finally, the conversations and growth don't have to stop here. Continue to build upon this knowledge with your youth. Keep checking in with them. It is likely that the more relationships they create and experiment with, the more questions they may have. Furthermore, encourage your own peers, friends, family members, neighbors, and more to have these discussions. It is imperative to create communities that value healthy relationships because in turn, this will benefit everyone together as a whole.

Thank you!



GLOSSARY OF TERMS

BODY LANGUAGE — the process of communicating nonverbally through gestures and movements.

BOUNDARIES – are the limits we set with other people, which indicate what we find acceptable and unacceptable in their behavior towards us.

BULLYING — includes a wide variety of behaviors, but all involve a person or group repeatedly trying to harm someone who is believed to be weaker or more vulnerable than others. Much of the bullying that occurs in elementary, middle, and high schools is related to sexuality, race, and gender issues. Bullying and sexual harassment often go hand-in-hand in school environments.

CONSENSUAL — in terms of consent, a circumstance that involves the freely given acceptance to engage in a specific activity.

CONSENT — occurs when one person voluntarily agrees to the proposal or desires of another. Consent always has two parts: asking for permission and respecting the answer. Consent cannot be given if that person is unable to give an answer such as being asleep, unconscious, or not physically present to give permission. Consent must be freely given and cannot involve manipulation, force, or misrepresentation. Consent can be revoked at any time, and consent to one action does not automatically indicate consent to another.

CASLIGHTING ("CRAZY—MAKING") — a form of emotional abuse that causes someone to question their own feelings, instincts, and sanity which gives the abusive partner power over the other.

GENDER BINARY — is the classification of people into two distinct and opposing gender categories (man/woman, masculine/feminine).

GENDER IDENTITY — is the individual sense of one's gender and the language they might use to describe that gender. For example: boy, girl, man, woman, transgender/trans, non-binary, agender, genderqueer.

GENDER EXPRESSION — is how we convey our gender to others and how gender is read by others through mannerisms, dress, behavior, or interests.

CUARDIAN — a person who looks after another and may be considered legally responsible for the other individual.

HEALTHY RELATIONSHIP SKILLS – describes the ability, skills, trust, tools, knowledge, and understanding needed to be in a relationships; the ability to create, develop, maintain, and grow within a relationship.

HOMOPHOBIA – the oppression, prejudice, dislike, and/or fear against lesbian, gay, and bisexual people.

HYPERMASCULIMITY – the heightened emphasis of traditional and stereotypical male behavior such as the glamorization of violence, sexualization and objectification of women, and lack of emotion other than aggression

PARTNER/INTIMATE PARTNER — is gender neutral term for one person in a committed relationship that can include sexual intimacy or not.

PRIMARY PREVENTION — means stopping sexual violence before it occurs, including before someone is harmed and/or causes harm.

FLAGS – a warning sign that a relationship may become unhealthy or abusive, or even already is.

RELATIONSHIPS — are the connections between people or groups, and the way they feel and behave toward each other.

RISK REDUCTION - strategies on minimizing risk that primarily fall on the responsibility of the (potential) victim such as self-defense classes, rape whistles, protecting your drink, etc.

SEXUAL VIOLENCE — is the use of sexual actions and words that are unwanted by and/or harmful to another person.

STEREOTYPES — are widely held but overly simplified images or beliefs about a particular person or group of people.

TRANSPHOBIA — the oppression, prejudice, dislike, and/or fear against Trans people.

EXTRA PRACTICE ON CONSENT SCENARIOS

If you and your youth are interested in continuing discussions on consent, feel free to complete this section of scenarios. Each scenario offers a unique engagement between two or more people. The goal is to identify whether the scenario was consensual ("Yes") or not ("No"). If the answer is no, create the scenario to be consensual.

ANSWER KEY

A = NO

B = YES

C = NO

D = NO

E = NO

F = YES

G = NO

H = NO

I = No

SCENARIO A

James asks Tracy if he can call and text her over the weekend, but Tracy is not sure she wants to give him her cellphone number. "Oh come on, Tracy. It'll be fun to text each other, don't you think?" Tracy pauses to think and says: "I'm not so sure...uh, maybe? I guess it's fine."

DID TRACY GIVE CONSENT?

YES NO

SCENARIO B

Julia asks if she can walk with Tae home after school. Tae says, "Sure! I like hanging out with you."

DOES JULIA HAVE CONSENT?

YES NO

SCENARIO C

Karina and Jessica are having a sleep over. Jessica opens her diary and reads one entry to Karina about her latest crush. Karina asks if she can read other entries in Jessica's diary and Jessica says, "No, I want to keep that private."

DOES KARINA HAVE CONSENT? YES NO

SCENARIO D

Sarah, Kia, and Yasmin are hanging out in Kia's room after school. Kia leaves the room to grab popcorn and drinks for her friends. While she is away, Sarah opens the drawer to Kia's desk and picks up a tube of lipstick. Yasmin asks: "Are you sure you should be going through Kia's drawers and using her lipstick?" Sarah says: "Well, we're best friends. She won't mind."

DOES SARAH HAVE CONSENT? YES NO

SCENARIO E

Last Saturday, Lee and Ramona went on a date to see a movie. Lee and Ramona kissed at the end of the date and agreed to another date next weekend. Fast forward to Saturday night: Lee and Ramona are on another date at the mall. Lee leans in to kiss Ramona, but Ramona turns away and says: "I think I should head home. It's getting late."

DOES LEE HAVE CONSENT? YES NO

SCENARIO F

Antonio, Ben, and Finn are at a concert together. Ben asks his friends: "Hey, can I take a picture of you and post it to Instagram?" Antonio and Finn both agree and pose for the photo: "Yeah! That would be awesome!"

DOES BEN HAVE CONSENT? YES NO

SCENARIO 6

Joanna and Kim love taking photos and selfies of each other. Joanna is scrolling through her pictures and decides to post a recent picture of Kim to Facebook. The next day, Kim texts Joanna: "Why did you post that picture of me? I didn't want that on Facebook." Joanna responds to Kim, saying: "We're always taking and posting pictures of each other on Facebook. You were fine with it last week, so I thought it was fine this time, too. You look great in the picture, so what's the big deal?"

DOES JOANNA HAVE CONSENT? YES NO

SCENARIO H

Jess and Sam are siblings who love to play together. Jess teases Sam saying: "I'm gonna tickle you!" Sam laughs a little and says, "No! Hehe..." Jess teases a little more: "Oh yeah, I'm gonna tickle you!" Sam isn't laughing anymore and says, "No, Jess. Don't tickle me. I don't like that!"

DOES JESS HAVE CONSENT? YES NO

SCENARIO I

Jake and Dylan are on a date at the park. Jake asks Dylan if he can hold Dylan's hand and Dylan agrees. Jake is enjoying holding hands and really wants to kiss Dylan. After walking around the park for a while, Jake says: "Hey Dylan, I really like you. I was wondering if it is okay to kiss you?" Dylan smiles and agrees: "Yeah, I'd like that." Dylan gives Jake a small kiss on the mouth. Jake leans in for another kiss, but Dylan wasn't expecting another. Dylan pulls back and says: "Hey, can we cool it for a little while? I don't think I want to do that again right now. Can we just talk instead?"

DOES JAKE HAVE CONSENT? YES NO

HELPFUL RESOURCES FOR EACH SECTION

PART 1: IDENTIFYING HEALTHY RELATIONSHIPS

LOVING AND HEALTHY RELATIONSHIPS

- Love is Respect website https://www.loveisrespect.org/
- One Love website https://www.joinonelove.org/
- The Equality Wheel https://www.theduluthmodel.org/wp-content/uploads/2017/03/Equality.pdf
 Relationship Rights & Responsibilities https://iamcourageous.org/courageous-youth/relationship-rights-and-reponsibilities

RED FLAGS

- The Power & Control Wheel https://www.theduluthmodel.org/wheels/ understanding-power-control-wheel/

 There are many different types of Power & Control Wheels. They can be for specific types of violence such as bullying, human trafficking, or work place harassment. Additionally, there are wheels for specific types of victims/survivors as well such as men, children, LGBTQIA+ folks, college students, immigrants, and more.
- The Red Flag Campaign http://redflag.mit.edu/images/red_flags_for_abusive_relationship.pdf
- KidsHealth worksheet "Raise a Red Flag" https://classroom.kidshealth.org/classroom.kidshealth.org/classroom/6to8/personal/growing/healthy_relationships_handout1.pdf

BOUNDARIES

- Healthy vs. Unhealthy Boundaries https://kimsaeed.com/wp-content/ uploads/2016/09/Healthy-Boundaries-vs-Unhealthy-Boundaries-Download.pdf
- Kids in the Know Assertiveness Skills https://kidsintheknow.ca/pdfs/KIK_Grade6_
 AssertivenessSkills en.pdf
- Using "I" Statements https://www.washoeschools.net/cms/lib/NV01912265/ Centricity/Domain/176/2.3_I%20Statements.pdf

RELATIONSHIPS IN THE MEDIA

- Link to "Beauty & the Beast" article https://www.joinonelove.org/learn/beauty_and_ the beast abusive relationship/
- LovelsRespect, "Unhealthy Disney Romances" article https://www.loveisrespect.org/resources/unhealthy-disney-romances/

PART II: WHAT IS CONSENT?

CONSENT

- Teach Consent website http://www.teachconsent.org/
- #ConsentIsEverything & Tea and Consent http://www.consentiseverything.com/
- Cycling Through Consent YouTube video https://www.youtube.com/watch?v=-JwlKjRaUaw
- Teen Talk's "Is It Consent?" Game http://teentalk.ca/consentgame/
- Blue Seat Studio's Consent for Kids YouTube video https://www.youtube.com/watch?v=h3nhM9UlJjc

CONSENT AND FRIES

Planned Parenthood, "All About Consent" website – https://www.plannedparenthood.org/learn/teens/sex/all-about-consent

TAKING "NO" FOR AN ANSWER

- How to Say No Assertively" https://www.cci.health.wa.gov.au/~/media/CCI/Consumer%20Modules/Assert%20Yourself/Assert%20Yourself%20-%2006%20-%20How%20to%20Say%20No%20Assertively.pdf
- Teaching Assertive Communication" http://www.srcp.org/pdf_versions/assertiveDD.pdf

PART III: BUSTING GENDER STEREOTYPES

TEACHING GENDER + STEREOTYPES

- AMAZE's "Range of Gender Identity" https://amaze.org/video/gender-identity-range-gender-identities/
- AMAZE's "Gender Roles & Stereotypes" YouTube video https://www.youtube.

Secom/watch?v=UlhODnFUGsk
Planned Parenthood's "Teaching Kids About Gender" – https://www.plannedparenthood.org/learn/parents/preschool/how-do-i-talk-with-my-preschooler-about-identity

GENDER BOX BRAINSTORMING

- Gender Role Boxes" https://www.pcc.edu/illumination/wp-content/uploads/sites/54/2018/05/gender-role-boxes-glbtq-and-sexism-exercise.pdf
- Tony Porter's "The Man Box" TED Talk https://www.youtube.com/watch?v=td1PbsV6B80
- "Miss Representation" Film http://therepresentationproject.org/film/miss-representation-film/

PART IV: TRUST AND SUPPORT

HOW TO IDENTIFY A TRUSTED ADULT

MAZE's "Finding An Adult You Can Trust" – https://amaze.org/video/healthy-relationships-finding-an-adult-you-can-trust/

BEING A SUPPORTIVE FRIEND

- Friendship Soup Recipe" YouTube video https://www.youtube.com/watch?v=H7w7yXkJTu0
- "Be a Good Listener" https://www1.villanova.edu/content/dam/villanova/studentlife/documents/healthpromotion/Be%20a%20Good%20Listener.pdf
- "How to Help Someone Affected by Sexual Violence" https://www.nsvrc.org/how-to-help
- Victim Blaming, Blue Seat Studio's "James is Dead" YouTube video https://www.youtube.com/watch?v=Op14XhETfBw
- *Rape Myths" https://prevent.richmond.edu/prevention/education/rape-myths.html

HELPFUL RESOURCES

GENERAL

Teen Talk - http://teentalk.ca/

AMAZE - https://amaze.org/

1 National Sexual Violence Resource Center – https://www.nsvrc.org/

1 Planned Parenthood – https://www.plannedparenthood.org/

Minnesota Coalition Against Sexual Assault – https://www.mncasa.org/ 1

PreventConnect - http://www.preventconnect.org/

Safe Havens – https://www.interfaithpartners.org/

1 National Domestic Violence Helpline – https://www.thehotline.org/ 1

National Center on Domestic Violence, Trauma & Mental Health - http://www.

nationalcenterdytraumamh.org/

OutFront - https://www.outfront.org/

TOOLKITS

- AMAZE's "Sexual Violence Toolkit" https://amaze.org/educators/toolkits/sexual-violence/ 1 Love is Respect's "Healthy Relationship High School Educators Toolkit" - http://www. loveisrespect.org/wp-content/uploads/2016/08/highschool-educators-toolkit.pdf
- 1 Centers for Disease Control & Prevention's "STOP SV: A Technical Package to Prevent Sexual Violence" - https://www.cdc.gov/violenceprevention/pdf/sv-preventiontechnical-package.pdf
- 1 Circle of 6's "Healthy Relationships Toolkit" – https://www.circleof6app.com/wpcontent/uploads/2015/12/C6 Toolkit 2014RGB1.pdf
- 1 Gender Equity Reading Initiative's "Parent Toolkit" – https://gerigr.org/parent-tool-kit/
- 1 Vermont Network's "Askable Adult" - https://vtnetwork.org/askableadult/
- National Resource Center on Domestic Violence's "Runaway & Homeless Youth and 1 Relationship Violence Toolkit" - https://www.nrcdv.org/rhydvtoolkit/

RESOURCES ON DIGITAL/TECHNOLOGY/SOCIAL MEDIA ABUSE:

- 1 One Love's "Facts About Digital Abuse You Need to Know" - https://www.joinonelove.org/ learn/digital abuse/
- Love is Respect's "What is Digital Abuse?" https://www.loveisrespect.org/pdf/What Is 1 Digital Abuse.pdf
- 1 National Resource Center of Domestic Violence's "Technology-Facilitated Abuse" website - https://vawnet.org/sc/technology-assisted-abuse
- Stop the Hurt's "Digital Abuse: Healthy Love Online and Off" https://stopthehurt.org/ 1 digital-abuse-healthy-love-online-and-off/
- Cyberbulling Research Center's "Digital Dating Abuse: A Brief Guide for Educators and Parents" - https://cyberbullying.org/digital-dating-abuse.pdf

HEALTHY RELATIONSHIP RESOURCES FOR CHILDREN + TEENS: YOUNG CHILDREN'S BOOKS

- "Ahn's Anger" by Gail Silver (2009)
- "Be Boy Buzz" by bell hooks (2002)
- Ĭ "C is for Consent" by Eleanor Morrison (2018)
 - "How to Accept No" by Michael Gordon (2020)
- 1 "I Can Do Hard Things" by Gabi Garcia (2018)
- 1 "Kona and His Hard Shell" by Crissy Miyake (2017)
- "Listening to My Heart" by Gabi Garcia (2017)
- "Meet Polkadot" by Talcott Broadhead (2013)
- "Power Poems for Small Humans" curated by S. Bear Bergman (2019)
- 1111 "Sex is a Funny Word: A Book About Bodies, Feelings, and You!" by Corey Silversmith and Fiona Smvth (2015)
- 1 "Steps and Stones" by Gail Silver (2011)
- 1 "The Boy and the Bindi" by Vivek Shraya (2016)
- "The Boy with Big, Big Feelings" by Britney Winn Lee (2019)
- 1 "The Story of Fish and Snail" by Deborah Freedman (2013)
- Ì "Visiting Feelings" by Lauren J. Rubenstein JD PsyD. (2013)

HEALTHY RELATIONSHIP RESOURCES FOR CHILDREN 4 TEEMS: YOUNG CHILDREN'S VIDEOS

- 1 AMAZE's "Expressing Myself, My Way" - https://www.youtube.com/ watch?v=ITRdvGnpILU
- 1 Handling Everyday Conflicts – https://www.youtube.com/watch?v=7p2UbPsR9CU
- 1 Kid President's "How to Change the World" -https://www.youtube.com/ watch?v=4z7gDsSKUmU

HEALTHY RELATIONSHIP RESOURCES FOR CHILDREN + TEENS: OLDER CHILDREN'S BOOKS

- "Can a Unicorn Help Me Make Good Choices?" by Steve Herman (2019)
- 1 "Me and My Feelings: A Kids' Guide to Understanding and Expressing Themselves" by Vanessa Van Allen, M.Ed. (2019)
- "Speak Up and Get Along!: Learn the Mighty Might, Thought Chop, and More Tools to
- 1 Make Friends, Stop Teasing, and Feel Good About Yourself" by Scott Cooper (2005)
- "The Gender Wheel School Edition" by Maya Christina Gonzalez (2018)

HEALTHY RELATIONSHIP RESOURCES FOR CHILDREN + TEENS: OLDER CHILDREN'S VIDEOS

- AMAZE's "Healthy Relationships" https://amaze.org/?topic=healthy-relationships
- "Understanding Your Feelings" https://www.youtube.com/watch?v=KYfRzAll7TQ

HEALTHY RELATIONSHIP RESOURCES FOR CHILDREN + TEENS: TEEN BOOKS

- This Book is Anti-Racist" by Tiffany Jewell (2020)
- 1 "Mindfulness for Teens in 10 Minutes a Day: Exercises to Feel Calm, Stay Focused &
- Be Your Best Self" by Jennie Marie Battistin (2019)
- (2011) "Queer: The Ultimate LGBTQ Guide for Teens" by Kathy Belge and Marke Bieschke
- "S.E.X.: All-You-Need-To-Know Sexuality Guide to Get you Through Your Teens and Twenties" by Heather Corinna (2016)
- Trans+: Love, Sex, Romance and Being You" by Kathryn Gonzales MBA and Karen Rayne PhD. (2019)
- "Wait, What?: A Comic Book Guide to Relationships, Bodies, and Growing Up" by Isabella Rotman (2019)
- "Yes Means Yes!: Visions of Female Sexual Power and a World Without Rape" by Jaclyn Friedman and Jessica Valenti (2008)

HEALTHY RELATIONSHIP RESOURCES FOR CHILDREN + TEENS: TEEN WEBSITES + VIDEOS

- "Coming Out: A Handbook for LGBTQ Young People" https://www.thetrevorproject. org/wp-content/uploads/2019/10/Coming-Out-Handbook.pdf
- Decision Making Strategies" https://www.youtube.com/watch?v=pPlhAm_WGbQ
- OutFront's "Get Help and Find an LGBTQ Anti-Violence Advocate" https://www.outfront.org/crisis-anti-violence#sexual-violence
- Scarleteen: Sex Ed for the Real World website https://www.scarleteen.com/
- Sex Trafficking: What Is It?" https://www.youtube.com/watch?v=STdXoOqpwmo
- MNCASA's "Rosemary Pledge" https://www.mncasa.org/wp-content/uploads/2018/10/Rosemary-Pledge-One-Pager-NEW.pdf
- The Trevor Project website https://www.thetrevorproject.org/

HEALTHY RELATIONSHIP RESOURCES FOR PARENTS AND GUARDIANS: BOOKS

- Boys and Sex: Young Men on Hook Ups, Love, Porn, Consent, and Navigating the New Masculinity" by Peggy Orenstein (2020)
- Girls and Sex: Navigating the Complicated New Landscape" by Peggy Orenstein (2016)
- 1 "How to Understand Your Gender: A Practical Guide to Exploring Who You Are" by Meg-John Barker and Alex Iantaffi (2017)
- Life Isn't Binary: On Being Both, Beyond, and In-Between" by Meg-John Barker and Alex Iantaffi (2019)
- "Non-Violent Communication: A Language of Life" by Marshall B. Rosenberg and Deepak Chopra (2015)
- Rewriting the Rules: The Anti Self-Help Guide to Love, Sex, and Relationships" by Meg-John Barker (2018)

HEALTHY RELATIONSHIP RESOURCES FOR PARENTS AND GUARDIANS: WEBSITES + VIDEOS

- Becoming a School Board Member" http://www.mnmsba.org/
 BecomingASchoolBoardMember
- Ben Hurst's TED Talk "Boys Won't Be Boys...Boys Will Be What We Teach Them" https://www.youtube.com/watch?v=3dp08bAUwi8
- Coaching Boys into Men website https://www.coachescorner.org/
- National Sexual Violence Resource Center's Resource List on "Engaging Bystanders to Prevent Sexual Violence" https://www.nsvrc.org/sites/default/files/2013-08/ publications_nsvrc_resource-list_engaging-bystanders-prevent-sexual-violence.pdf
- Faith Trust Institute's resource webpage https://www.faithtrustinstitute.org/resources/learn-the-basics
- National Center on Parent, Family & Community Engagement's "Healthy Gender Development and Young Children" https://depts.washington.edu/dbpeds/healthy-gender-development.pdf
- MNCASA's "Helpful Prevention Information and Tools" https://www.mncasa.org/ wp-content/uploads/2018/08/Helpful-Prevention-Information-and-Tools.pdf
- MNCASA's "Making a Change Together: Sexual Harassment within Secondary Schools Resource Package" https://www.mncasa.org/wp-content/uploads/2018/08/
 Making-a-Change-Together-Sexual-Harassment-within-Secondary-Schools.pdf
- MNCASA's "Evidenced-Based and Informed Sexual Violence Prevention Curriculum List" https://www.mncasa.org/wp-content/uploads/2018/08/Evidence-based-and-informed-prevention-curricula.pdf
- MNCASA's "Healthy Relationship Skills and Sexual Violence Prevention Programming Assessment Tool" https://www.mncasa.org/wp-content/uploads/2020/04/Healthy-Relationship-Skills-and-Sexual-Violence-Prevention-Programming-Assessment-Tool. pdf
- MNCASA's "Sexual Development in Children Guide" https://www.mncasa.org/wp-content/uploads/2018/08/Sexual-Development-in-Children.pdf
- MNCASA's "Responding to Children with Sexual Behavior Problems" https://www.mncasa.org/wp-content/uploads/2018/08/Responding-to-Children-with-SBPs-For-Parents.pdf
- MNCASA's "What is Sexual Violence?" https://www.mncasa.org/what-is-sexual-violence/
- Jackson Katz's TED Talk "Sexual Violence Against Women It's a Men's Issue" https://www.youtube.com/watch?v=KTvSfeCRxe8&t=4s
- Mentors in Violence Prevention website https://www.mvpstrat.com/resources/downloadable-tools/
- Minnesota Department of Education's "Connect with Your School District" https://education.mn.gov/mde/index.html
 Minnesota School Board Association's "Connect with Your School Board" https://education.mn.gov/mde/index.html
 - www.mnmsba.org/

- National Sexual Violence Resource Center's "Guide for Transformative Prevention Programming: Sexual Violence and Individuals Who Identify as LGBTQ" https://www.nsvrc.org/sites/default/files/Publications_NSVRC_Guides_Transformative-Prevention-Programming.pdf
- Planned Parenthood's "How Do I Talk to My Kids about Healthy Relationships?" https://www.youtube.com/watch?v=7MGvGhacwjo&list=PL3xP1jlf1jgJbMnUV_oQZDJgppnQYBUbu&index=5
- Al Vemacchio's TED Talk "Sex Needs a New Metaphor" https://www.ted.com/talks/al_vernacchio_sex_needs_a_new_metaphor_here_s_one/up-next?language=en "DBT Communication Skills: The Most Effective Way to Make a Request" https://www.youtube.com/watch?v=el O72aTZzE
- Rape Help MN's "Where to Get Help" http://rapehelpmn.org/
- National Sexual Violence Resource Center's "Where to Get Help: National Directory of Advocacy Organizations" https://www.nsvrc.org/organizations?field_organizations_target_id=8&field_states_territories_target_id=All

