

# Be the Solution Game & Discussion GUIDE



**WCSAP**  
Washington Coalition of  
Sexual Assault Programs



# BE THE SOLUTION

## Game & Discussion Guide

The *Be The Solution* game encourages youth to discuss topics related to developing healthy sexuality, boundaries, and fulfilling relationships. This Discussion Guide can be used on its own, or use with the brightly colored, bilingual (English/Spanish) game board to make the discussion fun and interactive!

As the facilitator, pick and choose from the suggested questions, Role Plays, and activities to best fit the goal of your group and any time limitations. Of course, customize these to reflect what is important to you and your community. It may even be fun to ask the spinner to come up with questions of their own. Be creative and have fun!

You can enhance the impact of this activity by providing youth resources to learn more about these topics on their own. We've created a simple web page with resources designed for youth: <http://www.wcsap.org/consent>. Share this link with participants, or even go through some of the links together as a group!

## Before You Begin . . .

Some of these questions could be potentially triggering.

Keep in mind who you are working with and select questions and Role Plays that are age and culturally appropriate.

Have a plan for how you will respond should a participant disclose abuse or assault. When playing this game, do it with your organizational policies and procedures in mind.

Tell participants you are a mandated reporter (if applicable) at the beginning so they can make an informed choice about how to answer potentially sensitive questions.

These are personal conversations. In order to keep the space safe and inclusive, it might be helpful to create ground rules to avoid assumptions about people's sexual orientation, relationship preferences, gender identity, trauma history, etc.

In the spirit of inclusiveness, WCSAP has made this guide gender neutral.



# Consent

How do you define consent?

Why do you think consent is important?

Besides sex, where else can consent be a helpful or important practice?

In what ways do you already use consent in your daily life?

What are some verbal cues and some non-verbal cues of consent?

Do you think you can always read people's non-verbal expressions?

Can you tell me about a time someone misread your non-verbal cues?

What ideas do you have to clarify your non-verbal cues or find out more about someone else's non-verbal cues?

How would you communicate with a partner or friend about something that you really want to do and they do not?

How much is too much "checking in" with someone you are dating?

In the media, do partners ever check in with one another? Is it portrayed as pleasurable for both parties?

**Role Play:** Ask for a volunteer to act out a Role Play with the person whose turn it is. Ask the two volunteers to brainstorm about some scenarios that feel realistic but are not overly personal, such as: ditching class, sneaking out of the house during the night, etc. Have Person 1 ask Person 2 to participate in the activity. This is an opportunity for Person 1 to respect when Person 2 says “no”.

Afterwards, ask the rest of the group “What are other ways they could have respected the “no”?”

**Role Play:** Ask for a volunteer to act out a Role Play with the person whose turn it is. The point of this Role Play will be to model what it looks like when someone doesn’t respect you when you say “no”. Have Person 1 ask Person 2 to do something that is very simple, for example, to eat an apple. Have Person 2 model saying no. At this point, Person 1 models how to be persistent and continues to pressure Person 2 to eat the apple.

Afterwards, debrief the Role Play. Ask how it felt to be the person saying no and how it felt to be the one trying to break the other’s boundary. Ask the rest of the group “What do you wish that person had done differently?”



## Friends

Name the top three most important characteristics of a friendship/friend? Why are those three things the most important for you?

How can you tell when you are becoming friends with someone?

How do things such as a person's clothes, hair, the way they talk, their other friends, etc. influence your ability to be friends?

Tell us about a time a friendship ended and why.

What are some "red flags" of unhealthy or unsafe friendships?

What would you do if you thought your friend was in an unhealthy relationship?

How would you communicate to a friend if you felt like they were not treating their partner well?

How would you respond if a friend told you they felt you were in an unhealthy relationship? Try responding three times: if you agreed, disagreed, and unsure.

How would you respond to a friend if you felt uncomfortable with something they said or did?

How about if they said something offensive (racist, sexist, homophobic, etc.)?

**Role Play:** Ask for two additional volunteers to help act out a series of conversations. Have one person take the role of the bystander and have the other two act out scenarios that would take place in a public place, like the mall or school hallway. Ask the bystander to model different methods on interrupting, intervening, or distracting to diffuse the situation. Such as a couple having an argument or someone picking on or bullying another person.

Afterward, ask the group which seemed the most effective and appropriate methods for diffusing the situations.

**Role Play:** Ask for a volunteer to act out a Role Play with the person whose turn it is. Have both people come in front of the group. Ask Person 1 to pretend something bad had just happened to them, for example, they have lost their dog or they had their iPod stolen. Ask that this person does not share anything too personal for the purpose of this Role Play. Person 1 asks their friend if they can talk about what has happened. Then, have Person 2 model good/active listening.

Afterwards, ask the group what they saw that showed the other person was listening. What did they do well? What would other folks have done differently? Then, ask the participants in the Role Play how it felt. Did the talker feel supported? Did the listener feel unsure or uncomfortable?



# Boundaries

How would you define boundaries? (You may have only heard of it as a physical barrier. What do you think it means in other contexts?)

What types of boundaries do you set for yourself?

Some boundaries are consistent and unchanging; these are sometimes called “hard” boundaries. What is an example of a hard boundary?

Some boundaries are permeable and may change over time, depending on the context, or who interacts with these boundaries. What is an example of a flexible boundary?

How do you determine your own boundaries? How do these boundaries feel physically and emotionally?

How do you communicate your boundaries with others?

How do others communicate their boundaries with you?



**Role Play:** Ask for three additional volunteers. Ask for two volunteers to stand at one end of the room and tell their partners to stand anywhere in the room they want that has a clear path to their partner. One pair at a time, instruct the person against the wall to walk toward their partner until they are reaching the end of their boundary (their “space bubble.”). Ask the person standing still to say “stop” when they want the other person to stop (or for the person to stop walking if they start to feel uncomfortable). Let the other pair do the same activity.

Afterwards, ask why they told the person to stop when they did. Ask how it feels when others stand too close, or do other things that violate boundaries. Ask the rest of the group how the exercise made them feel and if they ever wanted to intervene on behalf of one of the volunteers. Notice that everyone will have somewhat different boundaries.

**Activity:** Draw a boundary map. Have each participant draw a series of circles descending in size like a target sign. The smallest, most inner circle is for the individual participant and no one else should be listed there. Ask participants where they would put people in their lives around the circles. They should have at least 4 or 5 layers to their target. They can name people as individuals like “Michelle” or “my dad” or can choose to list groups of people “soccer team mates” or “teachers.” Participants don’t have to share their maps, but the facilitator can ask questions to consider as they build their boundary maps: Do you move people from one circle to another? Is that AN EASY OR HARD THING TO DO? Can you see the path some people took to get to the circle you keep them in now? If you don’t like where someone is now, do you feel like you could move them to a different level?



## Dating

What does dating look like for you?

How are decisions made about dates or activities?

What are attractive and unattractive qualities in a partner?

Is it important for your friends to like the person you are dating?

What are some characteristics of a healthy relationship?

What assumptions and expectations do you have about how partners in a heterosexual relationship should act? What about the assumptions of our group/school/community? Are there different expectations for queer/LGBTQ relationships?

What is a good place to meet people to date?

How much do you like to communicate with your partner and in what ways?

Who do you talk to if you have questions or concerns about your relationship?

**Role Play:** Ask for a volunteer to act out a Role Play with the person whose turn it is. The point of this Role Play is to model different ways of asking someone out. Try a few scenarios and switch roles. (A) Person 1 asks someone they have just met and thinks is cute (Person 2) on a date, (B) Person 2 practices saying no to a date, and (C) Person 2 practices talking with someone (Person 1) they've been dating about making it more serious.

Afterwards, ask the volunteers how it felt to be both the asker and the responder. Ask the group what they would have done differently.

**Role Play:** Ask for a volunteer to act out a Role Play with the person whose turn it is. Person 1 and 2 will act out the beginning of a date. Ask the volunteers to model what they think a date is "supposed" to look like – this may be based on what their friends think or from what they see in TV and movies.

Afterwards, ask the group what traditional behaviors they saw, and what behaviors were totally new. How did those dating behaviors make them feel? Ask the group what might be different without any prescribed expectations.



## Tough Stuff

How would you respond if a friend or partner told you they had sexually assaulted or abused someone?

Who are safe people to talk to if you or a friend is sexually assaulted?

Who would you feel safe talking to if you or your partner became pregnant?

What are ways you could intervene as a bystander if you hear or see something that is hurtful to someone else, for example, if you see someone being made fun of at school?

What is the difference between “persuading” and “pressuring?” Give an example of a time you felt it was okay for someone to talk you into something. How about a time when it didn’t feel good?

What do you think the differences are between bullying and joking around?

In what circumstances is it okay to read your partners text, emails, or other messages on social media? Why?

How could someone respond if a partner is pressuring to send, or threatening to forward, sexual pictures of them?

**Role Play:** Ask for a volunteer to act out a Role Play with the person whose turn it is. Ask Person 1 to talk Person 2 into something that is “good”, such as brushing their teeth or going for a walk. Then, ask Person 2 to talk Person 1 into a situation in which is “bad”, such as cutting a class or being mean to someone else.

Afterwards ask the rest of the group: What was the difference between those situations? What was the verbal language? What was the non-verbal language?

**Role Play:** Ask for a volunteer to act out a Role Play with the person whose turn it is. Ask two volunteers to help model different ways to respond to a difficult situation. Ask the volunteers to act out a way of handling the situation that feels comfortable and safe. Example situations: You overhear a friend say someone deserved being bullied or sexually assault because of the way they look or act, a friend tells you they don’t always feel safe in their relationship, or you hear comments or jokes that sound like they may be racist/sexist/ablest/homophobic.

Afterwards, have the rest of the group discuss whether they felt comfortable, and what they might have done differently.



## Hopes + Beliefs

What is your dream job?

If you could have anything, what would your life look like?  
Consider how this may be different now, in five years, or in 10 years.

How do beliefs you were raised with impact your relationships?

What kind of messages about sex and relationships do you get from your community? (This might be a spiritual or religious group, teammates, cultural group, etc.)

What would your ideal relationship look like?

How do you think you create/maintain a relationship like that?

What would your ideal friendship look like?

How do you think you create/maintain a friendship like that?

What types of messages do you get in the media and from friends about your body and appearance?

What factors are most important when making big decisions?  
What people in your life also impact your decisions?

What do you value the most in the world? (Friends, family, the church, romantic relationships, pets, etc.)

**Role Play:** Ask for a volunteer to act out a Role Play with the person whose turn it is. Explain that Person 1 has recently started spending a lot of time with Person 2 and while they have a lot of things in common, there are some values in which they differ. For example, Person 1's family places high value on eating dinner together each night but this is not a norm or value in Person 2's family. This has caused tension when trying to hang out after school. Ask the volunteers to model the scenario with at least two different strategies of communicating these different values; such as being defensive, making a joke out of it, inviting the other person to join in, or balancing time for both activities.

Afterward, ask the rest of the group if Person 1 and Person 2 effectively heard each other and communicated their values. Ask for examples of other ways of negotiating differing values and beliefs with friends and partners.

**Activity:** Give each person a piece of paper and have them put down whatever makes them happy on it. They can draw things, make a list, represent it through abstract art, whatever they want to do. Have them present it to the other people in the group. Ask them what they feel, both in their hearts and in their bodies, when they talk about those things. Note the similarities and differences between the people in the group.



## Sex

What does the word “sex” mean to you?

What is protection and why is it important?

Do you know where you can get protection?

Who are safe people in your life that you could talk to about sex, sexuality, and protection?

Where are places you would go to get information about sex, sexuality, and protection?

How can people feel sexy without having sex?

How do you know when you’re ready to have sex?

Do you need to be in love to have sex?



**Role Play:** Ask for three additional volunteers to act out a Role Play with the person whose turn it is. Assign each of the volunteers a different role – they could be a parent, older sibling, friend, teacher, coach, or another trusted adult or relative. Let the person whose turn it is practice having a conversation about sex or sexuality with each of the other volunteers.

Ask everyone if the situation seemed realistic, what they might have done differently, and how it felt.

**\*\* Get tips on these conversations using this tool: [http://sexetc.org/action-center/communication-tool/?type=partner&topic=communication\\_pregnancy](http://sexetc.org/action-center/communication-tool/?type=partner&topic=communication_pregnancy)**

**Role Play:** Ask for a volunteer to act out a Role Play with the person whose turn it is. The point of this Role Play is to practice having a conversation about using protection. Have Person 1 pressure Person 2 into not using protection. Person 2 should practice maintaining their boundary about using protection. Next, have the volunteers switch roles and practice having opposing views but not pressuring the other.

Afterwards, ask the group if the scenario seemed realistic, what they might have done differently, and how it felt.

**Activity:** If there is internet access, try playing the Condom Game: <http://sexetc.org/fun/condom-game/>.

**Activity:** Talking about sex can be awkward, because many of us have been raised to think of the words we use for genitals as “dirty” or “improper.” But some of the words are fun! First, have the group list off all of the euphemisms they know for genitals and sex. Then, tell them they’re not allowed to use any of those words for the purpose of this discussion - only medically accurate terms can be used in the group. This can be a fun, engaging, and silly way to get people comfortable using these words.



# Respect

What is respect?

When it comes to respecting others, is this something that is given right away or earned over time?

Describe how you feel respected by a particular adult in your life.

What's one way someone you're with can show they respect you?

How do you show respect to friends, classmates, or partners?

Sometimes we are told that we must "respect our elders." What does this mean to you?

In what ways do you see respect influencing your interactions in this group and beyond?

**Role Play:** Ask the group to throw out a few suggestions of a situation that often happens between couples and choose two. Ask for a volunteer to act out a Role Play with the person whose turn it is. Ask both volunteers to act out this scenario(s). For the first scenario, Person 1 responds disrespectfully the first time and then re-do the scenario and ask them to respond respectfully. For the second scenario, have Person 2 respond disrespectfully to person 1. In this scenario tell the group that they can step in to intervene.

Afterward, ask the group how they felt about the situation and what they would have done differently. Then ask all involved how it felt, and ask the audience how it was perceived.

**Activity:** Print out copies of the tool “Sound Relationships Nutritional Label”. Ask participants to brainstorm a list of songs that portray both respectful and disrespectful relationships. Use lyrics from these to fill out the Nutritional Label. <http://www.bphc.org/whatwedo/violence-prevention/start-strong/Documents/Start%20Strong%20Sound%20Relationships.pdf>

Afterwards, open up a discussion about the lyrics and the respectful or disrespectful messages. How could you change a disrespectful song to be respectful?



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