

## Ep2: Exploring Boundaries (feat. Hoover FACES)

### Transcription

U1

0:00

Welcome back to San Diego YOUth REALtionships. It's me, Kevin. I am a youth within the Youth Leadership Team, a program in City Heights run by CCS. To learn more about this podcast and the program who runs it, please go back, and listen to the first episode. See you in a second.

\*music\*

This episode may contain sensitive information. If some stuff comes up for you, here is a 24 hour hotline you can call to talk to someone: (888) 385-4657. Let me repeat that again. (888) 385-4657.

\*music\*

1:07

How do boundaries impact your life? What are some sort of boundaries that you didn't realize you had until listening to this episode? In this episode will be answering these questions.

Hi, I'm Kevin. You met me in the first episode and I'm back. Excited to be here. Looking forward to sharing these topics with listeners. This episode is hosted by the FACES program at Hoover High School in City Heights. FACES allows its students to explore a variety of different careers that identify within health care. This episode will introduce us to boundaries and consent. The students will cover some personal examples, as well as some great scenarios about consent, such as peer pressure. This episode also covers a lot of topics that will be discussed more in detail in the following episodes, such as teen violence, social norms, bystander intervention, adultism, school dress code, and more. Thank you and we hope you enjoy this episode. We will now let this episode's host take over.

\*music\*

U2

2:14

Quick disclaimer: There will be discussions of intimate partner violence and sex. If that's something you're not comfortable with, I suggest you stop listening.

U2-6

2:21

\*singing\* Bam, bam, bam, bam, bam, bam, bam, bam, bam.

U4

2:23

Sorry.

U3

2:26

Could you repeat that?

U6

2:27

Yeah, could you repeat that?

U3-6

2:28

\*Laughing\*

U2-6

2:30

\*Singing\* Bum, bum, bum bum bum bum bum, bum bum. \*Laughing\* “Mr. Sandman...”

U3

2:45

Hello everyone, my name is Josiris DeLaTorre. I am 16 years old, and I am a Pisces.

U4

2:51

Hello, this is Yamileth. I'm 16, and I am a cancer.

U5

2:55

Hi, My name is Isis Barajas. and I'm 16, and I'm a Sagittarius.

U6

3:01

And my name is Elishia. I'm 17, and then I'm a Capricorn.

\*music\*

U6

3:08

So all of us here are Hoover students and we are in the FACES program. And today we'll be talking about exploring boundaries.

\*music\*

So consent and boundaries. Like, what do they mean to us?

U3

3:31

I mean, when I hear the word consent, the first thing that pops to my mind is no means no and yes means yes.

U6

3:39

I mean, that's a good point. Yeah, like no mean no, yes means yes. Like when I think of boundaries, I think of like... things like... it's like, you tell someone... it's like, kind of like the distance you put between yourself and someone else. That like, you don't want them to do or like it's for you.

U4

4:00

Yeah, I agree. But I also feel like there's so many more things to consent that isn't on the surface.

U5

4:08

I agree too.

U3

4:09

Can anyone else go more deep into what consent and boundaries could actually be? In a deep level?

U6

4:18

Well, I mean, when we're talking about consent, I think on the surface level, it's like it's a verbal kind of like a verbal answer. It's like when I say no, it means no. Or when I say yes, it means yes. But like, I mean, consent can go like, either way. I mean, it's like when we bring up, like a sexual factor of it it's like when someone isn't able to say anything or like they're not responsive, like they can't answer. So it doesn't mean they're giving the answer, but it doesn't mean you could do what you want to, I guess. So like it goes on a deeper level as far as like people can answer in many ways, like body gestures, facial expressions, you know, it's more than just verbal words.

\*music\*

U3

5:04

So what does CLEAR stand for?

U5

5:08

Communication. Limited, Enthusiastic, Active, and Reversible.

U5

5:14

So, just to get like, a like a clear definition- CLEAR! \*Laughing\* Let's talk about communication first.

U4

5:21

Okay. So communication basically just means that you are able to freely state how you feel. Um, without, um, basically being scared to... feeling comfortable enough to express how you feel and express what you are able to do or want to do or not.

U6

5:42

Yeah. And then, um, also about communication as well, other than like a verbal answer, it's like it kind of has to be like a, like a really clear... a clear yes. Like, that person looks like they want to do it rather than, like, not wanting to do it and saying yes while they don't look like we want to do it.

And then I guess getting on to limited. Limited is more like... like, when we say no limits, this isn't... this isn't, isn't like... When someone consents something, it doesn't mean you could, like, do it over and over again because they consented to it once. So limited, in other words, is just like you have to keep. That whatever they consented to then is what they consented to what you said specifically.

U4

6:28

Like, continuously.

U6

6:30

Yeah.

U4

6:28

Continuously state if you're okay with it or not.

U6

6:34

Yeah, basically. And then what about enthusiastic?

U5

6:35

So enthusiastic is like... if the- if you're asking for consent- if they don't look like very excited or like positive about it, like they don't look like they want to say yes, then you should just take it as a no.

U3

6:55

So for the last two- Active and Reversible. Active is wanting to be involved, like you're... as you know, enthusiastic as well, you want to be excited for it. You want to be you know, you're in it, you know. So what does reversible mean? Or can anyone explain reversible? Reversible is at any time, whatever you consented to, you can take it back. And it's that's really important.

U6

7:21

Yeah. So now that we have a clear understanding of CLEAR which we said was- stood for Communication, Limited, Enthusiastic, Active, and Reversible. So I believe, we all have... anything else we want to say about consent before moving on?

U3

7:42

Does anyone else have any other examples, real life...? Or, an example, you guys can add on.

Sarah, 17 years old, and Bobby, 15 years old, are dating, are in a relationship for over six months.

U6

8:04

It seems like a very serious relationship.

U4

8:06

Very serious long-term relationship.

U3

8:08

And, you know, make sure, you know, the ages 17 and 15. Oh, Sarah wants to go to her friend's party.

U6

8:16

Spicy.

U4

8:16

Interesting, interesting, interesting

U3

8:17

Sarah wants to go to a party, and she lets Bobby know that she wants to go to a party and that she wants to go together as a couple. Bobby doesn't feel really comfortable. You know, he is 15 years old. He would be the youngest there. He knows that there will be drinks and other substances, so he kindly refuses. However, Sarah is... I said Sarah, right? Sarah is really... What's the word?

U4

8:51

Pushy?

U3

8:53

Pushy. She's really pushy and tells him that he has to go, now they're in a relationship and he should go no matter what. Bobby feels pressured and decides to say, "Sure, let's go." What do you guys think about the situation?

U4

9:08

I think that if Bobby had expressed... if Bobby had expressed prior that he was not comfortable with going, she should have accepted that. And I feel like, if he only said yes because he was pressured, I feel like that should really be valid.

U5

9:25

I, yeah. And I feel like... the way she asked for his consent wasn't really like, a good way because she was pressuring him and making him feel uncomfortable and like, that's things you shouldn't do while asking for consent.

U6

9:40

Yeah. I mean, you guys pretty much said it, like, you don't- you never want to pressure anyone into making a decision, especially if they express that they had disinterest in it before. So it's like, yeah, I

mean, like in this case, in this scenario, this isn't like a clear example of consent because obviously he didn't show any like, he didn't- his answer wasn't very active or enthusiastic. So.

U3

10:06

Yeah. Go ahead.

U4

10:08

And she really didn't ask. She just kind of told him to go. And that wasn't really asking.

U3

10:13

Mhm. It's much of a power dynamic. You know, she's 17, maybe a junior. He's like a freshman.

U4

10:18

He's being manipulated.

U6

10:21

Yeah. I think that in itself, with that power dynamic, it's like... he feels the need to, like, listen to her.

U3

10:28

Yeah. Okay. Thank you very much.

U4

10:32

Are we good on consent?

U3

10:34

I think we're really good.

U4

10:36

Yeah, okay.

\*music\*

U4

10:43

So what are boundaries? What are boundaries?

U6

10:46

That's a good question.

U4

10:48

What do boundaries mean to us? What are they?

U6

10:52

I mean, I kind of said this in the beginning before. Boundaries are like, it's something you set between you and another person. Like, um, it's kind of like... it's not a limitation, but it's more like it's kind of hard to put into words.

U5

11:11

Um, I feel like it could be like rules that you have with people, and they could be, like, verbal or like, physical or emotional.

U4

11:22

Uh, yeah. Boundaries are a hard topic to discuss, for sure. It's not like, an easy thing to talk about. I feel like it should be more normalized.

U3

11:30

Yeah, and everyone has different boundaries, you know? Yeah.

U4

11:33

And it's not like one exact meaning either. That there's, like, not an exact meaning on boundaries. It's very different for everyone.

U3

11:42



Yeah, I agree.

U3

11:43

What are some examples maybe that you guys have in your own personal life with boundaries?  
Could be at school, home.

U6

11:52

I don't know about you guys, but whenever I'm like, at home, it's like, \*sigh\* It's like when your parents take away your phone or like, they try to look at your phone because they think like you're doing something on your phone. I don't know about you guys, but my mom does that sometimes and I think she doesn't watch my little brother because she trusts me a little bit more now. But I think it's not more trust, it's just like... it's like they feel like they could do it because they're the parent. And that's kind of like a boundary I had to set with my mother. Like, you can't take my phone whenever you feel like it because it's like, it's still- it's still mine. It's still my privacy. And then that privacy should be respected.

And I guess that kind of ties to our other topic, like social norms, well, which we will get into later... is like adults seem to think when you set a boundary, it's more like disrespect rather than you trying to like speak against what they're trying to do. I guess you could say. So it's like we don't mean it in like a disrespectful way. It's more like, okay, this is mine, but I should be respected for this because, you know, you can't just do this because you want to. And I guess you could say that's like a boundary at home.

U4

13:08

Also, I feel like us who are students that are in high school, um, one of our boundaries that are crossed is the whole like, bathroom situation.

U6

13:19

Oh, for sure.

U3

13:21

Absolutely.

U4

13:22

I agree.

U4

13:24

So, anybody would like to elaborate on the school bathrooms?

U3

13:28

So, here at our school, Hoover High School, we have many bathrooms. However, at a certain point they started to get closed. Even um, during class and during lunch, where students basically have to start going on missions to go look for an open bathroom. And at that point, you know, we aren't- we don't have that kind of... not personal, but something to us, you know, actually, some of us have to go to the bathroom and that was taken away from us and we don't even know when or why.

U4

14:10

Yeah, we're like basically being blamed or like we're the ones that have to deal with the consequences of other people's actions. And I don't think it's fair because we should be able to use the bathroom whenever we need it. And I feel like by taking that away, it's just a huge like... disrespect to us and our boundaries because anybody should be able to use the bathroom whenever they need to. It's a human necessity at the end of the day.

U6

14:40

Yeah. I mean, like, today. Like, today, even today I asked to go to the bathroom and, like, remind you our campus is pretty large. Like, it's not like a small campus. It's not an indoor campus. But like, there's, there's a good amount of students here. And with only like the 100 building bathrooms and not even like the second floor, like the third floor bathrooms, being the only ones open. And it's like there was only like two ground floor bathrooms that were open today. And I wanted to go to the bathroom and the one closest to my classroom building had a long line almost going outside the door. And so I went to the one by like the library building and like there was still a line, but like, at least it was shorter than the other one. But I don't think I should be that way. I mean, yes, there are students that should not be doing the things they aren't supposed to inside the bathrooms, but their actions shouldn't like reflect onto us either. And kind of like, because we've been talking about it for a bit, like the bathroom situation, it's like, today, literally, I had to go use the bathroom and there was like one of the vice principals yesterday even. There was like, a long line going up a bathroom. And he was like, "Oh, you guys got to hurry it up because I'm about to close the bathrooms." Like, what for? Why do you have to close the bathrooms? A lot of girls have to use the bathroom. I get it, like, it's a time situation. They should go, like, during lunch or something. But a lot of us don't get the chance to, and we're waiting in line for like 15, 20 minutes at a time, depending on what that person is doing in the bathroom.

U4

16:11

Yeah. And I 100% get why they... I mean, I understand that there's problems that happen in the bathrooms, but I think that there's 100% other ways to deal with it rather than closing the bathrooms because it puts everyone in a in a weird position. They can't use the bathrooms.

U5

16:32

Also talking about the boundary thing in the bathroom. Um. Like, when I was standing in line in the bathroom, um, like some of the staff was looking into the bathroom and telling us we had to hurry up because we were late to class. But I think most of us had already checked in with our teachers first and like, we were just trying to have like... like being in the bathroom, like, you need your privacy and like, we don't want, like, adults going into the bathroom and telling us what to do. Like, we're in high school, we're 16 years old, and I think we know, like, what to do.

U6

17:09

I mean, connecting the bathroom issue, everyone's probably like, "okay, they're enraged by this bathroom situation."

U4

17:15

So enraged.

U6

17:16

Like how does how does this situation relate to boundaries? Like how can how can we connect this situation to boundaries?

U3

17:23

I mean, I feel like we as students have to somehow talk to these superiors and get them to make changes. And it's not going to be easy because we're still students. So probably our word won't be as, or our voices won't be as heard, but we have to like, get together and build that kind of trust within each other to go towards that kind of authority.

U6

17:57

So are you saying like, the boundary between like, these two issues is like... they don't have enough trust with us? So we're like, we're like saying like, okay. We're like, we're... we're like grown kids. We should be able- you guys should be able to trust us to go use the bathroom is what we're trying to say.

U4

18:17

Yeah. They literally don't trust us to do, like, a basic thing.

U6

18:21

Yeah.

U4

18:23

And it's, like, really weird. And we shouldn't have to deal with it.

U3

18:267

No respect for us. That's basically them closing those bathrooms is kind of a way of them saying, "we don't respect you."

U6

18:35

And I mean, I guess it could technically kind of tie to consent. And I'm not sure if what I'm saying right now it's going to be correct as well. But this is what I'm thinking. It's like,... um, like none of us really, because like, one was this decision made one did our bathrooms start closing? Like, why weren't we there to make this decision?

U4

18:59

Yeah, they didn't even let us know. We kind of had to find out literally the hard way. Like, right when we trying to use the bathroom and they're closed. Like, we had no control over it. They didn't try here with us, either.

U5

19:11

They didn't get our consent to lock the bathrooms.

U4

19:13

They did not. That's very wrong.

U6

19:17

And now our bladders suffer for it. \*Laughing\*

U3

19:19

We're forever suffering between long classes, having to use the bathroom because there's no bathrooms.

U6

19:27

I mean, I- I can tell this bathroom situation is very huge.

U4

19:32

I mean, imagine if it was them.

U6

19:34

Oh, yeah. They get to have their own bathrooms.

U4

19:36

They would be freaking out. Imagine.

U3

19:39

Besides our bathroom situation. What about our dress code? I know here at Hoover we don't really have a dress code as... that's very enforced. But what about past experiences? Maybe like in middle school? Do you guys have an experience?

U4

19:58

Okay. My school. I went to Clark. That's very controversial already. \*Laughing\* No, but they were so strict about, um, the dress codes. And I was, like, so confused because I feel like, of course, there's things that you shouldn't wear to school, but I also feel like dress code is, like, wrong because you're just- I feel like clothes and fashion is a way to express yourselves and they're taking that away. And I like that here it isn't as forced, even though although I feel like there is still problems mainly with like also like, um, the difference with what women are allowed to wear and what men are allowed to wear. Yeah, that is, it is social norms \*laughing\* because of the way that they allow men to like, they can put on tank tops and we put on a tank top and they're like, "Whoa, that's a spaghetti strap."

U3

20:57

Yeah.

U5

20:59

Also, if men have like, a shirt that's see-through, they usually don't get told anything. But if it's a girl that has it like that, it's like they're really fast

U4

21:09

And it's literally like... they're always like "because you're going to distract the men." And I'm like, \*laughing\* "Whoa, Men really are gonna like my shoulders." Like.

U6

21:19

Oh, I know. My kneecaps are so pretty today.

U4

21:22

I know. I saw them and I was like, "Elishia, your kneecaps." \*Laughing\*

U6

21:30

I was like "hold up, "Your collarbone is so gonna-" \*Laughing\*

U3

21:34

It's basically to do with the victim blaming. They blame the victim.

U4

21:40

Yeah. \*Laughing\* I mean, no, they really do, though. Because, like, um. Like us. Like we're not literally doing anything to, like, distract guys. Um, but they blame us for it, even though we're not literally doing anything. We're the ones that end up getting like, told to change or like, kicked out of class and they blame us for it when we literally did nothing and we weren't the ones being distracting.

U3

22:14

So we agree it's way more enforced for women than men.

U6

22:19

Yeah. I think it's like... As we approach, or as we're pretty much already in our social norms part of this, it's like. If... I think it's like, a pretty bad version of what most women and young girls are treated unfairly rather than men, which is like, I mean, let's example with the um, well, it's an example, but it's reality. It's more reality for most kids, probably younger than us. It may not happen here at Hoover as much, but it definitely happens with younger kids who are.. I guess, like, a lot more immature about the topic. I guess you could say that a lot of young girls are often uncomfortable with um, with having their body like, kind of talked upon.

\*Music\*

U4

23:16

And we're back,

U3

23:18

By the way, you guys, we got someone. A special guest in the house!

U4

23:22

Special, special guest!

U3

23:23

Special, special.

U6

23:24

Can we get a drumroll, please? \*Drumroll\* Introducing to you

U3-6

23:30

Director Dante. \*Laughing\* Woo!

U2

23:34

Hi! An honor to be here.

U4

23:35

Woo! I love him.!

U2

23:38

Honored to be here. Um. As you heard, this group is really amazing at what they talk about. They have a lot of focus when it comes to conversations, especially with something serious like consent or boundaries, you know? So, yeah, I just want to say amazing group. I'm glad I'm directing them and. Good to be here.

U6

23:59

Give a hand. \*Clapping\* Director Dante.

U3-6

24:02

All right, let's bring back Isis. Isis! Isis is back! Good to have you. It's good to have you back. Isis! We missed you!

U6

24:11

She went to Puerto Rico, for a bit, but she's back.

U4

24:13

\*Laughing\* We missed you so much.

U5

24:14

My flight got a little delayed, but I'm back, guys.

U4

24:16

Oh, yeah. Well, I'm glad you're here. Sorry about the flight.

\*Music\*

U3

24:21

Um, so let's get serious, guys.

U4



24:24

Okay. Back to business. Back to business.

U3

24:25

Back to business. I have a little true or false questions for you.

U4

24:29

Ooh!

U3

24:30

About... What do you guys think?

U4

24:33

I don't know. Maybe something about... Something about norms.

U3

24:37

Norms?

U5

24:38

Yeah, maybe it's like social norms?

U4

24:41

Mmm! Oh, that's a good one! That was a good guess!

U3

24:43

Isis, you were completely right.

U4

24:46

Dang.

U3

24:47

We have our first true or false question. Jealousy is a sign of love. True or false? Let's go around in a circle.

U2

24:53

Falsity falsity false false, false.

U3

24:55

False!

U5

24:57

Oh, I say false.

U6

24:58

False. In case you don't know what that is: F-A-L-S-E. False.

U3

25:03

Thank you, I don't know how to spell it. \*Laughing\*

U4

25:07

Yeah. Um. Yeah. Jealousy is not a sign of love. Because here's the thing. Like, okay, you can be jealous if you're in love, for sure. I think we've been there. Well I don't know, actually. I've been there. But I think that you can also for sure be jealous of someone you hate. And I feel like jealousy isn't just in love. It's really not. And it can be- and it's not even like, positive. It can also be really negative. And I feel like that's not part of love. That's that's... that's just my opinion, though.

U3

25:38

Thank you. So, we have our next true or false. Violence in relationships is a private matter and other people should not get involved. True or false?

U4

25:48

So insanely supercalifragilistically false. \*Laughing\*

U6

25:54

I don't think you use the right... anyways. False. \*Laughing\*

U3

25:58

That's false.

U5

26:00

Um. I say false too. Violence, it could get to a point where um you have to tell somebody because you're in an unsafe position. So I think that's why it isn't a private matter and like you need people to help you if you're like in trouble

U4

26:16

For sure. I 100% agree. Yeah.

U6

26:20

I think so, too. Like, when violence in a relationship gets very serious, it's good to, like, um, ask for help. And I think we could bring this into the five D's. And, before that, I didn't want things to get so teary eyed. But it's going to have to come to this point. Sorry. Anyways, so yeah, I mean, violence in a relationship can mean a lot of things. Whether this is in the perspective of someone in the family or someone outside of the family and just this is like, this is an example, but this is from personal experience. Like before my mother and father, like, separated, my father would like um... he would like, I guess, violently hit our mother. And, I kind of just felt like a bystander, like, I didn't like I couldn't stand up for my mom at the same time. And I think me then, and I decided to like, yell at him and I was just yelling. And before that, like, now that I think about it now, it's like, I was a kid. I was like only like 10 or 9 or something like that. And it's like, it's really important to like, think about these things. When you think back, like, when I think back on it, I feel really proud of myself for speaking about it now that I'm older. And I think we could go into the-

U3

27:53

Before that, I just want to say thank you, Elishia, for bringing the... having the courage to give that, you know, personal experience. Thank you very much.

U4

28:06

Thanks for being comfortable here. Thank you.

U3

28:08

We're in a safe space right here.

U6

28:11

Very, very safe.

U4

28:12

I love this little community.

\*Music\*

U5

28:08

This is a good example to bring up the four D's, because in Elishia's situation she felt like a bystander when she could have felt like an upstander by using bystander intervention. Bystander intervention has four D's which stand for Direct, Delegate, Distract, and Delay.

U6

28:39

So let's start off with Direct. Would anyone like to... or actually I'll say something for direct. So like... direct intervention you could say is like, kind of in the moment or immediate. So like, I think an example of that would be like, if you see someone on the street and there's like, I don't know, I guess there's like a couple fighting or like, maybe like, this guy is trying to like, ask out this girl but this girl is clearly saying no, like a direct intervention. Be like me going up to her and being like, "oh, I was like, waiting for you. Let's go let's, like, get there already or like, you know, something like that.

U5

29:27

And the second D stands for Distract, which is like you... you come up with something creative to distract someone from the situation. Like, for example, like, if you see that you're in a situation, you could just like make them turn the other way and make a quick joke or something that, you know, will make them laugh and get distracted.

U3

29:51

The third D is Delegate. Basically to delegate, you alert others, um, you know, if you need help or if you need assistance, you ask for them. Because that just makes more people know about your situation and being able to help you through it or find ways to get you out of it safely.

U4

30:16

And the last D. Yep. The last one. Delay. So to delay, you basically just take a moment to figure out the best thing you could possibly do. Um, because oh. \*Laughing\* Because I feel like... there's times where if the situation that you want to intervene in is dangerous, you can come back later, check up later, and it doesn't have to be immediate. It's just after when you feel as best you try to help. That was the last D. D D D D.

U6

31:05

I said 5 D's. It's actually 4. My bad. I can't count.

U5

31:07

So we have our last true or false question. 1 in 3 teens will experience violence in their relationship by the age of 18. True or false?

U4

31:20

That's a tough one, but that's true. I feel like true. Sadly true.

U6

31:26

Cierto. Mhm.

U5

31:20

Yeah, I think true.

U4

31:30

That's some good Spanish.

U6

31:31

Bilingual. \*Laughing\*

U4

31:33

No, I feel like that's true. Like I feel like... it's very like common, honestly, like, sadly. And I feel like, it's not really because the person is violent, but I also feel like it depends on the environment a person grew up in. That's what they, um, grew up with. And it's what it's only what they know. And I feel like that's something that happens a lot.

U6

32:03

I think it's like, completely overlooked Not even overlooked. I think it's noticeable. But I think a lot of people think of this as a normal, I guess, this is like a social norm in the community, I would say, because um when you grow up, like in a cultural household, like a lot of the pains or like, things you have to suffer through aren't really seen as such. It's more seen as normal because it's like, I guess, people would put it as it's culture or like, this is how people here grow up, you know? So, I mean, it's really, I would say, true. I would say it's completely factual or completely true because I mean, yeah. And it's, it happens quite frequently.

U5

32:50

Yeah. And I feel like it also like happens like at home and at school and like, kind of everywhere and just people don't really talk about it because I feel like growing up, whenever there was like issues at home and stuff, like my family wouldn't really talk about it and we would just keep to ourselves. So, I feel like maybe others can relate to that. And that's why, like violence isn't talked about as much because you feel like maybe shamed or embarrassed to be talking about it

U3

33:23

Yeah, and adding on to what Isis said. But it could be at home or school. It didn't- the question didn't really state, you know, certain type relationship. So it could be, you know, a friend or it could be like a parent, a teacher, you know. So I feel like it makes more sense that it's 1 in 3 because it could be anywhere that they could experience this.

U5

33:47

That's true.

U6

33:47

Very true.

U3

33:49

Yeah.

\*Music\*

U3

33:59

So like ... Santa, does he respect boundaries?

U4

34:02

Oh, my.

U5

34:02

He goes into people's houses!

U4

34:04

Oh, my God! \*Laughing\*

U5

34:08

That's totally- I just- He literally breaks into houses.

U2

34:09

Sees you when you're sleeping.

U5

34:12

That's actually scary.

U3

34:13

And he eats our cookies!

U4

34:15

I mean, we kind of leave it for them. So. I mean, but still, though, he's literally breaking in. Yeah. At least he leaves gifts though.

U3

34:20

Yeah, he does.

U4

34:22

That doesn't make it right, though!

U6

34:24

Guys. But guess what?

U4

34:25

What?

U6

34:26

It's normal.

U5

34:26

It's a social norm!

U3

34:28

Oh, my God! So, like an old man is allowed to come to our house because he gives us gifts. Yeah, that doesn't sound right. But anyways,

U4

34:38

That could go wrong.

U3

34:40



That could go wrong.

U4

34:41

It could go violent. Mhm!

\*Music\*

U4

34:50

What's CHARM? What is CHARM? \*Laughing\*

U3

34:53

It's Communication.

U4

34:55

Having fun!

U5

34:56

Acknowledging and apologizing.

U6

34:58

Respect.

U3-6

35:00

Making space and taking space. \*Laughing\*

\*Music\*

U5

35:07

Yeah, I think we've knocked out communication.

U3

345:09

So, what's having fun?

U5

35:12

Having fun is... is having fun!

U4

35:16

Nice.

U5

35:17

With all the relationships you have, you should be enjoying them and not feeling pressured to do anything and just enjoying your time with them... and just feeling refreshed when you're with them.

U4

35:32

I agree. I definitely agree. Acknowledging and apologizing. Tell me why that is the hardest thing I've ever had to do in my entire life.

U4

35:43

Apologizing?

U4

34:53

Acknowledging and apologizing. It's so hard to do. Like truly, because, like, you're technically admitting that you're wrong.

U3

35:53

No one wants to say that wrong.

U4

35:55

No one wants to say they're wrong. And like, I feel like apologizing doesn't even have to be admitting that you're wrong. But the other person can take it that way. But I think it is very important to acknowledge everything. Take accountability and apologize because there's no there's no CHARM without Acknowledge and Apologize. Literally.

U6

36:16

Yeah. And with that CHARM, I mean, without respect, there is no CHARM.

U4

36:22

That's just CHM. \*Laughing\* Yeah, that's just CHAM.

U6

36:22

Anyways, respect. So, I mean, we all have our differences here. Like we're all like, speaking with each other. We all have like, our different values, our beliefs and ideas and respecting and just being able to respect that person for who they are, for what they believe. And, you know, just being able to respect that person for who they are.

U4

36:45

And then last one, we have Make space, Take space. Making space... Is basically just creating room for others to be a part of our lives. Well, taking space is taking time for ourselves, taking time for us to reflect on our thoughts and just being only to ourselves, not thinking about what others are doing or stuff like that. It's just caring about yourself at that moment and it's not selfish. It's not.

U4

37:17

Guys, can we talk about how communication is literally key? Oh, because look look look look. Take this. Take the communication out... What does that say?

U3-6

37:29

HARM!

U4

37:30

Oh, my sweet Jesus.

U3

37:32

We don't like harm.

U4

37:32

We don't like harm.

U6

37:33

We don't like harm. So communicate, guys.

U4

37:35

And I know we skipped over communication, but communication is very important.

U6

37:39

Like they always say, communication is key, is a saying for a reason.

U3

37:43

Yep. Don't make it harm. Communicate, guys.

\*Music\*

U3

37:50

So how does this relate to violence prevention?

U4

37:53

Um, I don't know. How it does it, Josi? \*Laughing\*

U3

37:57

Oh, you kind of bounce it back to me.

U4

37:59

Yeah, You always ask the question like, literally.

U6

38:04

That in itself. Following these five simple... I wouldn't want to say rules, but like, these five values, I'd say. I mean, that makes a difference in itself because it starts with you. I mean, we can't say, Oh, let's just end violence today. Everyone's going to stop, you know, killing today if we just do this, you know, I mean, hopefully it's a possibility, but we know it's not going to happen anytime soon.

U4

38:33

Yeah, it's a very hard to attain.

U3

38:34

It's an ongoing pattern. Like if you stop some violence, more it's going to come by.

U6

38:39

Yeah, but, you know, just following these five values really, you make a difference in itself between your life and your relationships with other people. Really. You'll see the difference that it makes being able to have a healthy relationship with the people in your lives, and hopefully they will be able to see how much of a difference that makes and they'll want to reflect on those on those ideals and want to do it in their lives, in their relationships, kind of creating a chain effect.

U3

39:10

It's kind of like the ocean and the baby thing.

U6

39:13

\*Laughing\* Can you elaborate? Can you elaborate?

U4

39:15

Oh my God. I thought it was like, a lake, but go off.

U3

39:19

Oh, I thought it was a waterfall.

U4

39:21

Oh, I mean, yeah. But like.

U3

39:23

I thought it was like a dam. Um, so basically, the story goes a baby starts falling down a waterfall.

U6

39:31

Beautiful. I think it was a river.

U3

39:33

Oh, it was it river? Oh, it was a river. Yeah. They fall down either way. Okay. \*Laughing\*

U4

39:37

They're the low key drowning. They're drowning.

U5

39:39

Drowning. And one person decides to help out that... that poor, that poor thing. Poor thing.

U4

39:47

Poor thing. Dying, drowning. Prune.

U3

39:49

But then guess what? Guess what, guys?

U6

39:50

What?

U3

39:51

Two more appear.

U3

39:52

Oh, my. Wow. Where are these babies coming from?

U56

39:49

I got no idea. They're just spawning. They're spawning because then three more come down, then like ten more.

U4

40:02

That's a whole population.

U3

40:02

And then at that point, everyone's trying to help out. But guess what?

U6

40:06

There's still more coming, huh?

U3

40:07

There's, like, a million more coming.

U6

40:10

Oh, that's a lot.

U4

40:10

Like, what would you do in that moment? Because, like, you could save all the babies, right?

U5

40:14

You could get more and more help. Maybe.

U3

40:18

What else, what else could we do?

U4

40:20

Try to find where the direct problem is, like before the babies fall.

U3

40:25

Yeah. Like, why are they falling?

U4

40:26

Why are they falling?

U3

40:27

Who's not taking care of them?

U4

40:28

Yeah. You have to go to the direct problem. Just try to solve the whole problem. Oh, cause we're... Didn't you say there was a bridge that was broken or something? Yeah, like try to fix the bridge.

U3

40:41

Try to prevent it from happening.

U4

40:43

Yeah. Amazing. Makes the bridge so no more kids fall.

U43

40:48

This is not a real life example, by the way.

U4

40:51

I hope there was no babies falling.

U6

40:53

These babies are completely safe.

U4



40:55

And with their mommies.

U6

40:56

So please don't call anyone on us.

U4

40:58

Upstream theory.

U6

41:00

And then we talk about prevention education.

U5

41:05

Teaching the babies to take a different route so they don't break the bridge. \*Laughing\*

U3

41:10

So that's actually a good idea because then it relates to like, real life.

U6

41:16

Yeah, it really does.

U4

41:17

How does it relate to how does it relate to real life?

U3-6

41:20

Um. Um...

U4

41:22

Go to let's go learn, teach people. Yeah, yeah. To take the, the another way out I guess. Because look, you try if you said teach the babies to not... what you say?

U5

41:37

Teach the babies to take a different route.

U4

41:41

Yeah, yeah, yeah. Instead of going the hard way go another way because I mean it might be scary, of course, but, like, it can lead you to something completely better and, like, not drowning like the babies.

U5

41:55

It's okay to ask for help.

U4

41:57

It is!

U3

41:57

Yeah. Yeah, that's a big one.

U6

42:00

It really is. Don't be scared. Don't be scared ever.

U3

42:03

Because then it turns into, like, violence, you know? Don't be scared to... maybe just at least tell one person that you confide in that you need help, that you need someone there for you.

U6

42:15

Yeah. And it's not. It's. I mean, it's not. I mean, keeping these things in... some people might see you as weak because I guess that's the normal thing to... to say, because we're all taught to keep these things inside of us instead of, like, saying it to other people. So don't be afraid. Don't feel weak.

U5

42:36

Yeah, you are strong.

U4

42:37

Ask for help. That's the only way that there will ever be a change. Um, like, I mean, what changes would you want to see?

U3

42:46

For what, specifically? Violence?

U6

42:48

Great question. What about you, Yamileth? What about you? \*Laughing\*

U4

42:52

What about me? Changes I want to see? Okay, let's see. Like, in the violence aspect, if you're asking for help, what changes would I want to see? That's a very hard question

U3

43:08

In our community? Or like...

U6

43:10

You know what I want to see? I want to see open bathrooms in our school!

U3-5

43:15

Oh my! Amen.

U

43:15

You know, I'd want to see?

U4

43:18

hat?

U6

43:19

I want to see students being able to do things or being able to discuss this- these things that happen to us, we should be involved in that conversation.

U4

43:30

You know what I want to see- collarbones and kneecaps without them- Okay! \*Laughing\* Sexualized by technically teachers because, like, not even guys aren't even, like, tripping over kneecaps or collarbones. It's literally the teachers. That's what I want to see.

U5

43:47

Yeah. Guys, you know, I want to see?

U3-6

43:47

What do you want to see Isis?

U5

43:50

I want to see respect from our staff.

U4

43:53

Oh my God. And trust!

U6

43:57

For real, right? Like, just because they're younger doesn't make us wrong. You know?

U4

44:00

Literally, we're literally as much as human as they are, and we deserve as much as they deserve.

U3

44:08

You know what I want to see?

U4

44:08

What do you want to see, Josi?

U2

44:11

Well, let me think about it.

U4

44:11

Oh, I thought you already had it, girl. \*Laughing\* I thought you had it.

U6

44:15

Be like “this is what I want to see.”

U4

44:17

I was ready to hear you out.

U3

44:19

Well, I want to see is a bunch of us teens...young adults... face these problems, talk to each other, find the “proper”... be that solution.

U6

44:37

Yes! I want to bang on the table more! \*Banging\* \*Laughing\*

U3

44:39

I want to see these solutions play out because I feel like everyone has so many ideas, so many changes that they want, we want. We got to be heard.

U4

44:50

And this has to be like, a much more open conversation. Like, why are we so scared to talk about this? Because I feel like we don't even... people don't talk about this.

U3

45:00

It's a good question.

U4

45:01

We don't talk about it. We shouldn't be scared to. It should be a conversation. It should... we shouldn't feel like we're talking about it because at the end of the day, we're literally going through it. There is every-everyone else is going through it, too.

U3

45:17

Yeah. We started talking about this because we're in a program, we're in this internship- Center for Community Solutions where we are learning about this. We're seeing what types of ways we can prevent violence in our community. So it kind of just ties in. Why are other people not scared? Why were we even scared to talk about this in the beginning?

U5

45:42

Why are we- why are we having this conversation right now, guys? It's to make aware of things that are happening on a daily basis that should be brought into light because we are the teens of the FACES program and we prioritize health of our community

U4

45:58

1,000%. I mean, we're literally I mean, technically, we're the ones with the power right now. Like we are the ones that are even starting this conversation.

U3

46:10

And we're initiate- we're taking the initiative- initiative- thank you very much.

U5

46:20

We're trying to change the future, our future.

U4

46:22

And I think we got it. I think we really can do it. I just think we need to reach more people.

U3

46:29

Need more people. That's why we're talking to y'all.

U4

46:36

That's why I was into this podcast.

U6

46:36

Yes. Anyone listening right now? Comment down below. \*Laughing\* You know what? I want to say something inspirational right now. Okay. Anyone listening right now gets you? The change starts with you. \*Clap\* It doesn't have to be- Thank you. Yeah.

U3

46:51

Well, quote of the year, Elishia. She really did that.

U3

46:55

I agree. Thank you, Elishia.

U4

46:36

I agree. And by you, I mean...

U3-6

46:36

You.

U4

47:02

The person listening.

\*Music\*

U3

47:07

Can I ask y'all a question? Yes. It's going to be multiple choice, so you can, you know, choose some of them. Okay.

U3

47:13

Okay. Which of the following are signs of love? Hold up. There's five. Five choices. Okay. Jealousy

U4

47:23

Immediately no. I'm kidding.

U3

47:13

They give you- Oh, wait. Do you guys want to respond? Jealousy?

U4

47:29

No, no, no. I say no.

U3

47:31

They give you flowers?

U4

47:33

Yes. Immediately. Yes. It's a very thoughtful gift.

U4

47:36

It's the cutest thing ever.

U3

47:33

Three. They support you in what you do.

U2-6

47:41

Yes. Yes. That's very healthy.

U3

47:45

Doing things you told them you were uncomfortable with.

U4

47:47



Absolutely not. I cannot stress this enough. N-O equals No.

U3

47:54

No means no.

U4

47:56

No means no.

U3

47:58

Um. Five. They talk to you about how and what they are feeling.

U2-6

48:02

Yes! Yes. Communication! Communication is key.

U4

48:06

There is no there's no CHARM without Communication. That's just harm. Come on, guys.

U6

48:11

So I think it's also important to point out that I think some of these, although they are signs of love, I think it depends on the circumstances. Have you guys heard of, like, trauma dumping?

U3-6

48:24

Yeah, yeah, yeah, yeah, definitely.

U6

48:27

Last time could be like an either-or type of situation because depending on your relationship with the person, the receiver end could be really uncomfortable for that person

U4

48:37

Yeah, it definitely depends for sure.

U3

48:39

So you would say that all of them are like uh, very, because like, maybe for like they support you and what you do.

U4

48:47

What if you commit murder, do they support you?

U6

48:49

Definitely not support.

U3

48:51

I wasn't gonna get on to that, but I mean I mean, makes sense, you know, but maybe like the other person because they're supporting you so much, you're not supporting themselves. You're not. And you're not supporting them because you're based on your dreams.

U4

49:04

That just kind of like, it's so superficial. There's so much more and like, it's literally way deeper than it literally sounds. Like they gave you flowers. Like, yes, it's a sign of love, but what if they give you flowers after they've done something terrible to you? You know what I mean?

U3

49:20

Yes, I agree. Yeah. To, like, maybe summarize not everything, but then does someone have anything they learned or stuck out to them?

U5

49:29

How does this relate to boundaries, guys?

U6

49:31

Good question.

U4

49:33

That was an amazing, because, I don't know. I would have never seen that one coming. How does this relate to boundaries?

U5

49:39

Um, I feel like for the one where they're talking about what they're going through and what they're feeling like, there's like you put boundaries on that because like, you don't want them telling you, like, the most traumatizing thing ever, which makes you traumatized. And that's like a boundary you could put.

U6

50:02

Yeah. And I mean, this could connect to everything because, I mean, we've talked about... Red flags before. So, I mean, not all red flags have to be extremely bad unless they're like hitting, you know, they're not going to change that much. But, I mean. You can always figure things out with a form of communication, like jealousy as an example, which was one of our multiple choice answers, was like, I mean, when you put it in terms of relationship, it's like, if your significant other is jealous, you kind of have to communicate with that person. Set a boundary. Like, you should be able to trust me or like I should be able to do this or that without you having to get jealous because that other person might think of it as a trust issue.

U3

50:51

Boundaries.

U4

50:52

Lock in. Boundaries!

U3

50:54

Boundaries! How does this, um, I would say just making sure that both partners, if we're talking about that kind of relationship, know each other's limitations, know what they want and what they don't want. And it could also be like friendships, you know, knowing if your friend doesn't want to talk right now or if your friend doesn't feel like this right now.

U4

51:15

Guys. What have we learned from each other?

U4

U6

51:18

Honestly, I need this in my house.

U2

51:19

What have we learned from each other?

U4

51:21

Oh, for me, I think the different levels of consent because, like... because I didn't know this, but I thought I used to... I used to think that it was like, yes, maybe, no. And then, like, I saw this diagram. Was it a diagram? I don't know. It was like a picture. And it literally showed like all of the in-betweens of yes, and maybe, and then no, and then maybe. Like, it's literally crazy because like, there's just literally so much more than yes or no. And I didn't know that. And I was like, hmm. That is very, very crazy because there's like, maybe to know it's unsafe and then I guess maybe uncomfortable, you know? It's just like so many aspects that you have to literally pay attention to because it's like the yes or no spectrum is really like big. And it's something that definitely is like overlooked for sure and not talked about. And it's very, very important to know.

U5

52:32

Something I learned was about boundaries and like that they're different for everyone. And boundaries can be emotional boundaries or physical, verbal, or they could even be unspoken. Like with a stranger, you don't come up to a stranger and just like. Like, hug them.

U6

52:56

I'd say something that I took away from this is like, I guess, social norms. I think they're everywhere. It's like I feel like when you hear social norms, you really can't think of anything specific because it's very it's a very broad spectrum of several like things, I guess. And I mean, social norms don't just fall into school. It also falls at home, in the community, in relationships, and it really falls into everywhere.

U3

53:28

I feel like something I took out of this was the Make Space Take Space mostly because you're, you know, you either want to give space to others or like give them some of your time or you want to have it for yourself. And that's something really important because, you know, you don't... people would call you selfish for it, but you're not selfish because at a certain point you have to think about yourself,

U4

53:52

Oh my God, Guys, I think someone just entered the podcast.

U6

53:55

Yeah. Welcome back.

U4

53:55

What's up, Director Dante here, and I wanted to join in on this convo just for a bit. And I want to say what I learned. And, um. You know what? I think I learned that boundaries extend, um, much more than what we're usually told by society. You know, sometimes, uh, like a definition we all mostly know is boundaries are just limits, you know, or rules- some rules, something like that. But I've learned that it goes beyond that, you know, many types of boundaries, many a lot of them unspoken, a lot of them that, you know, you should already know. Basically, be a decent human being.

\*Music\*

U6

54:38

Wise words. Wise words.

U4

54:40

Guys. So we talked about consent, \*applause\* boundaries, \*applause\*

U3-6

54:47

social norms

U2

54:49

and healthy relationships.

U6

54:50

Yeah.

U4

54:52

Well, thank you very much, everybody who's listening to this podcast. I hope you guys had a great time.

U4

54:57

I hope you guys learned something. We enjoyed this so much.

U2

55:01

Leave a like and subscribe.

U4

55:03

Guys, I've had so much fun. Literally-

U2

55:04

TBH, yeah.

U

55:07

This went by fast.

U4

55:08

Yeah, we're literally almost done And. I'm going to... I want to do this again,

U2

55:14

To be honest? Yeah. Yeah. It was pretty fun. I like directing.

U4

55:19

Yamileth, out.

U5

55:20

Josiris, out.

U6

55:22

Elishia, out.

U5

55:24

Isis, out.

U2

55:25

Director Dante out.

U6

55:27

Oh, we should sing. We should sing our closing music. Watch us get copyrighted.

U2-6

55:24

\*Singing\* Bum, bum, bum, bum bum bum, bum, \*Laughing\* Bum, bum, bum, bum, bum, bum, bum, bum, bum. "Mr. Sandman..."

\*Music\*

U6

55:57

You guys ever just want to, like, beatbox into it?

U5

56:01

I used to want to be a beatboxer. \*Beatboxing\*

U6

56:03

Oh yeah!

U6

56:03

I think we can run that back.

U3

56:08

Okay, so, Communication. I think we went over that.

U3-6

56:28

\*Laughing\* Acknowledge and apologize. \*Laughing\* Okay.

U1

56:28

Wow! Thank you to the junior FACES group for sharing with us once again. We hope you enjoyed this episode. We hope that you discovered some boundaries that you didn't know you had and how they affected you in the past without you even knowing, how they affect you now, and how they will affect you in the future. Tune in for our next episode. Thank you.

\*Music\*

U3

56:54

I'm thinking of a... Of a pie joke.

U7

57:00

That was good, Kevin.

\*Music\*