



# Facilitator Script

## Grades 6-8 | Lesson 2



## Grades 6-8 – Lesson 2 Overview

Lesson 2 Overview	
<b>LESSON TIMING</b>	<ul style="list-style-type: none"> <li>» Prep time: 15 minutes</li> <li>» Lesson time: 55 minutes (Optional two 30-minute lessons)</li> <li>- Stated time is the minimum time the lesson will take to present. Depending on the amount of discussion, the number of athletes allowed to answer each question, the number of additional questions asked, etc., it may take longer than the stated time to complete the lesson.</li> <li>- Suggested times are noted on each page of the script.</li> <li>- Monitor your time/pacing for each section to help you present the lesson within the allotted time.</li> <li>- Throughout the lesson, monitor youth athletes' comprehension and adjust instructional pace to allow for additional processing, responses, etc.</li> <li>- It is better for athlete learning and safety to allow for more time, rather than to skip content or scenarios.</li> <li>- It may also be better for these young athletes to present this lesson in two shorter sessions to increase attention and retention.</li> </ul>
<b>LEARNING OBJECTIVES</b>	<ul style="list-style-type: none"> <li>» Youth athletes will demonstrate retention of Lesson 1 concepts.</li> <li>» Youth athletes will review and practice using the 5 Safety Rules to recognize and respond appropriately to unsafe situations.</li> <li>» Youth athletes will demonstrate increased knowledge regarding bullying.</li> <li>» Youth athletes will demonstrate increased knowledge regarding Bystanders and Upstanders.</li> <li>» Youth athletes will practice identifying Red Flags in unsafe situations.</li> <li>» Youth athletes will demonstrate increased knowledge regarding digital dangers, exploitation/trafficking, and digital safety practices.</li> </ul>
<b>MATERIALS</b>	<ul style="list-style-type: none"> <li>» PowerPoint Lesson</li> <li>» Facilitator Script</li> <li>» Safety Rules Banner</li> <li>» Parent Information and Activity Sheets</li> <li>» Safe Adult Club Cards (x2 for each athlete)</li> <li>» Athlete Bag Tags</li> <li>» <i>Optional: Pen/pencil and paper for student athletes to write down questions during the lesson.</i></li> </ul>

### Lesson 2 Overview Continued

#### KEY TERMS

- » Bullying
- » Bystanders
- » Cyberbullying
- » Digital Citizenship
- » Digital Dangers
- » Digital Reputation
- » Empathy
- » Hazing
- » Internet or Online Predators
- » Peers
- » Pornography (or Inappropriate Images)
- » Public and Permanent®
- » Relationship Abuse
- » Reporting
- » Safe Adult
- » Safe Friend
- » Sex Trafficking
- » Sexting
- » Upstanders

#### FACILITATION TIPS

- » Before starting the lesson, hang the Safety Rules Banner in a visible location so youth athletes can view it during the lesson. (Optional)
- » Youth athletes may sit together on the floor or be seated at tables.
- » Key terms are located throughout the script as **bolded and underlined** words. Throughout the lesson, please define these words to ensure their comprehension.
- » To help guide discussions, suggested answers to questions are in parentheses after each question.
- » Reinforce correct answers, and if any athletes answer incorrectly, validate their answers with a comment like "Sometimes it's hard to know the difference between something that is safe or unsafe, but let's think about this one some more."
- » It may be helpful for youth athletes to have paper and a pen/pencil out during the lesson to write down any words or concepts they don't understand, questions they may have, or stories they may wish to share with you later.

### Related Slide



### Slide Time

1:00

### Facilitator Notes

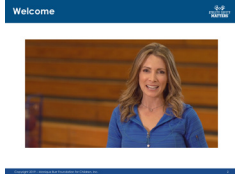
### Facilitator Script

#### INTRODUCTION

- » *Begin by welcoming students and discussing lesson and behavior expectations in whatever way is appropriate.*
- » Hi everyone. Welcome to the second lesson of MBF Athlete Safety Matters.
- » As you recall from Lesson 1, this training is about your personal safety.
- » I hope you all remember how important this information is, so I want everyone to really pay attention and participate.
- » If you have any personal stories to share related to what we are discussing, I want you to know they are very important, but because we don't have much time for the lesson, I want you to wait and share them with me or another Safe Adult after the lesson.



### Related Slide



### Slide Time

1:00

### Facilitator Notes

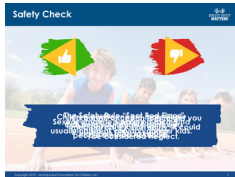
### Facilitator Script

#### WELCOME

» Before we start, I want to show you another video from Olympic gold medal gymnast, Shannon Miller.

- *Click to play video (0:41)*

## Related Slide



## Slide Time

1:30

## Facilitator Notes

- » Athletes will review what they learned in Lesson 1 using a Safety Check. If they think the answer is true, they will show you a thumbs up; if they think it is false, they will show you a thumbs down.
- » When you are explaining the instructions to students, demonstrate the motions.

## Facilitator Script

### SAFETY CHECK - REVIEW LESSON 1

- » Let's start with a quick review of things you learned in Lesson 1.
- » As I read each statement, show me a thumbs up if you think it's true or a thumbs down if you think it's false.
- » **Click to advance slide.**
- 1. Sexual abuse is always physical and usually happens only to younger kids. *(Allow athletes to demonstrate a Thumbs down, then **click to advance slide.**)*
- » Sexual abuse can happen in many ways, such as touching, talking, and looking, and can happen to children or teens of any age up to age 18.
- » **Click to advance slide.**
- 2. A teammate's parent is taking pictures of you at a game. This is safe. *(Allow athletes to demonstrate a Thumbs up, then **click to advance slide.**)*
- » **Click to advance slide.**
- 3. Children and teens are more likely to be abused by strangers, or people they do not know. *(Allow athletes to demonstrate a Thumbs down, then **click to advance slide.**)*
- » This is False. Remember, 90% of abuse happens by someone the child knows.
- » **Click to advance slide.**
- 4. The Safety Rule Spot Red Flags can help you identify behaviors that may lead to abuse. *(Allow athletes to demonstrate a Thumbs up, then **click to advance slide.**)*
- » **Click to advance slide.**
- 5. If a parent or coach fails to get you medical care for an injury, it could be considered neglect. *(Allow athletes to demonstrate a Thumbs up, then **click to advance slide.**)*
- » Raise your hand if you remember the 5 Safety Rules. *(Raise hands)*
- » Good, Let's review those next.

## Related Slide



## Slide Time

1:00

## Facilitator Notes

- » Remember, the Safety Rules are the foundation of the MBF Athlete Safety Matters curriculum and are very important.
- » Please deliver the Safety Rules with enthusiasm.

## Facilitator Script

### SAFETY RULES REVIEW

- » **Safety Rule #1 is Know What's Up.**
- » **Knowing What's Up** means being aware of your environment and people around you, both online and offline, that may impact you and others.
- » And it means having your parents and other Safe Adults' phone numbers memorized in case you need to reach them.
- » **Click to advance slide.**
- » **Safety Rule #2 is Spot Red Flags. Spotting Red Flags** means that you are aware of warning signs that may alert you that a person or situation is not safe.
- » Remember some **Red Flags** we learned about are:
  - *Hurtful touches*
  - *Mean or abusive words*
  - *Touching private body parts*
  - *Someone asking a you to keep a secret*

## Related Slide



## Slide Time

1:30

## Facilitator Notes

## Facilitator Script

### SAFETY RULES REVIEW

- » **Safety Rule #3 is Make a Move.** Remember, some moves you can make if you are not safe are to GET AWAY or STAY AWAY.
- » **Click to advance slide.**
- » **Safety Rule #4 is Talk It Up.** You can **Talk It Up** by using an assertive voice to say no to an adult or another teen violating your personal boundaries or demonstrating unsafe, hurtful or inappropriate behaviors to you or others.
- » You can also talk to a Safe Adult to ask for help or report unsafe or inappropriate situations or behaviors.
- » Not reporting, to avoid being seen as a snitch, allows problems to continue to grow, and may cause more damaging long-term consequences.
- » **Click to advance slide.**
- » Lastly, **Safety Rule #5 is No Blame | No Shame.** You should never feel ashamed to talk to a Safe Adult if you've been hurt, and it is never too late to tell a Safe Adult and seek help if you are unsafe.
- » And if you've made decisions that have hurt you or others in the past, for example posting something online you shouldn't have, remember everyone makes mistakes. Talking to a Safe Adult can help you learn from your mistakes, and can help you avoid negative consequences in the future.
- » **Click to advance slide.**
- » Let's review all the Safety Rules. Everyone say them with me.
  - **Safety Rule #1 is Know What's Up**
  - **Safety Rule #2 is Spot Red Flags**
  - **Safety Rule #3 is Make a Move**
  - **Safety Rule #4 is Talk It Up**
  - **Safety Rule #5 is No Blame | No Shame**



## Related Slide



## Slide Time

1:00

## Facilitator Notes

## Facilitator Script

### REPORTING

- » Also remember that telling a Safe Adult about something unsafe that is happening, or that happened in the past is important; it is called reporting.
- » Sometimes, kids think that telling is snitching, but if you are reporting Red Flags, it's not.
- » **Reporting** is telling to get you or someone help, and that is a good thing.

## Related Slide



## Slide Time

1:00

## Facilitator Notes

## Facilitator Script

### TYPES OF BULLYING

- » Raise your hand if you can tell me some of the different ways people bully others. (*Elicit responses*)
- » Bullying can happen in different ways, including: (*Click to advance slide*)
- » Physical, like hitting, shoving, etc.
  - Verbal, including threatening someone, or calling someone names
  - Social or isolation, such as excluding people, starting rumors, and gossiping
  - Sexual, like jokes, comments, or calling someone derogatory names
- » When we talk about bullying, people often think of it happening at school.
- » A lot of bullying does happen at school, but it can also happen wherever you participate in sports.

## Related Slide



## Slide Time

1:30

## Facilitator Notes

## Facilitator Script

### UPSTANDERS VS. BYSTANDERS

- » Raise your hand if you've ever witnessed bullying. (*Raise hands*)
- » When you witness bullying, you have two choices.
- » You have to decide to either be a Bystander or an Upstander.
- » **Click to advance slide.**
- » **Bystanders** are people that just "stand by" and watch the bullying and don't do anything to stop it. Sometimes they may even get involved.
- » For example, if you see a teammate making fun of someone, you can stand by and laugh, or not do anything at all. This would make you a Bystander.
- » **Click to advance slide.**
- » **Upstanders** are people that do act or help in some way. They stand up to the bully or stand up for the person being bullied.
- » So, if you see a teammate making fun of someone and you walk over and say to the person being bullied, "Come on, don't listen to them." That would make you an Upstander.
- » When someone stands up to a bully, over half of the time the bullying stops within 10 seconds. So if bullying is happening, we need an Upstander to act.
- » How do you think we can encourage more people to be Upstanders? (*Elicit responses such as be an Upstander yourself.*)

## Related Slide



## Slide Time

1:30

## Facilitator Notes

## Facilitator Script

### HAZING

» Another type of bullying is hazing. Who can tell me what hazing is? *(Elicit responses)*

» **Click to advance slide.**

» **Hazing** is a ritual someone must do in order to belong to a team or group.

» Sometimes in sports, hazing is seen as a rite of passage, something everyone does, but many times hazing can cross a line and become abusive and dangerous.

» How many youth athletes do you think are hazed? *(Elicit responses)*

» **Click to advance slide.**

» Consider these numbers:

- 79% of athletes report being involved in hazing.
- 43% were subjected to humiliating activities and 30% performed potentially illegal acts as part of their initiation.
- 92% of them will never report the hazing.
- 46% believe that the most important thing is to keep the code of silence.

» **Click to advance slide.**

» In most places, hazing is against policy, and in many cases, it is also illegal.

» No one likes being hazed, but many are too afraid to take a stand against it. But you have a right to feel safe when you participate in sports.

» If you are ever involved in hazing, you can use your Safety Rules to help you. You can use **Safety Rule #3 to Make a Move** and **Safety Rule #4 to Talk It Up**.

» And you can be an Upstander. Show your teammates you have integrity and you will not be involved. Have the courage to take a stand. You may find others who are relieved and are willing to stand up with you.

» Encourage your teammates to build unity in a positive way. Let them know that hazing is about power and control, not teambuilding.



## Related Slide



## Slide Time

1:00

## Facilitator Notes

- » If your club or organization has a policy about bullying or hazing and reporting, write it in the script and share it with athletes when presenting the lesson.
- » If you do not have a policy, many states have laws against bullying and hazing. This would be a great place to start to develop a policy.
- » You may also want to refer to the policies on abuse, bullying, hazing, etc. from the U.S. Center for SafeSport.

## Facilitator Script

### REPORTING BULLYING OR HAZING

- » I hope if any of you see bullying or hazing, you will be an Upstander.
- » You can also talk to your peers about being more empathetic and kind to help you create a culture of kindness and safety. Remember, kindness matters.
- » And if you are being bullied or hazed, you need to remember to use your Safety Rules, because ignoring it will not make it stop. It usually just gets worse.
- » You should always use **Safety Rule #4** and **Talk It Up** to report the bullying or hazing. Here's how you can report:

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## Related Slide



## Slide Time

1:00

## Facilitator Notes

- » **IF YOU ARE IMPLEMENTING THIS LESSON IN TWO SHORTER LESSONS, THIS IS WHERE YOU WILL RESUME.**
- » **DO A QUICK REVIEW OF THE PREVIOUS CONTENT AND THE SAFETY RULES AND THEN BEGIN CONTENT FOR THE SECOND HALF OF THE LESSON.**

## Facilitator Script

### RELATIONSHIP ABUSE

- » So, we've talked about bullying, which is abuse by your peers, but abuse can also happen in a "dating" or "going out" type of relationship.
- » Many of you may know someone in this type of relationship, or you may be in one yourself.
- » At your age, many relationships are starting to change and you may find yourself becoming romantically interested in someone.
- » That is normal, and it is also normal for relationships to be tough sometimes, especially when it is all so new. People may like each other one day and not the next, and may break up and get back together again.
- » But relationships should never be harmful or abusive.
- » **Relationship abuse** occurs when one person in a relationship tries to dominate and control the other person, or is emotionally or physically hurtful.

## Related Slide



## Slide Time

1:00

## Facilitator Notes

## Facilitator Script

### HEALTHY RELATIONSHIPS

- » To know what an unhealthy relationship looks like, you have to first understand what a healthy relationship looks like.
- » This is true not only with people who are going out, but all relationships.
- » So what are the signs of a healthy relationship? *(Elicit responses)*
- » **Click to advance slide.**
- » A healthy relationship between two people exists when:
  - they are supportive of each others' time, activities, and friends.
  - they can disagree without emotional or physical harm.
  - they respect each other, including their thoughts, privacy, and boundaries.

## Related Slide



## Slide Time

1:00

## Facilitator Notes

## Facilitator Script

### UNHEALTHY RELATIONSHIPS

» Remember, signs of an unhealthy, or abusive relationship include things like:

- Intensity
- Control
- Isolation
- Changes in behavior
- Showing up unannounced a lot

» It's important you understand that abuse is not just physical.

» And I don't want you to think, "This can't happen to me or my friends," because it happens to a lot of teens.

» Consider these facts:

- Among 11 – 14 year olds asked, over half said they know friends who have been emotionally abused by a boyfriend or girlfriend. In other words, they have been called names like stupid, worthless or ugly.
- 20% say they know friends who have been physically abused.
- Yet only about half of students in this age group, know what the signs of abuse are.
- Without knowing the signs, it is hard to get help from a Safe Adult for you or a friend.



## Related Slide



## Slide Time

1:00

## Facilitator Notes

## Facilitator Script

### RELATIONSHIP ABUSE HELP

- » If you are involved in a controlling or abusive relationship, or you know a friend who is, it is important to seek help.
- » You can use **Safety Rule #3** to **Make a Move**, and **Safety Rule #4** to **Talk It Up** and seek help from a Safe Adult, or have a Safe Friend help you reach out to a Safe Adult.
- » If you are the person that is controlling or isolating, or abusing your girlfriend or boyfriend, please seek help before you do something worse and cannot take it back.
- » And remember, it is not just boys that are abusive towards girls, there are girls that act this way as well.
- » If you need help, here are two websites that have a lot of resources available:
  - [joinonelove.org](http://joinonelove.org)
  - [loveisrespect.org](http://loveisrespect.org)
- » If you're not sure if your relationship is healthy, there is a relationship quiz at [www.loveisrespect.org](http://www.loveisrespect.org).

### Related Slide



### Slide Time

1:00

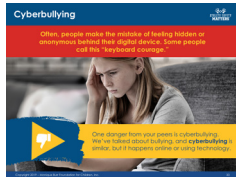
### Facilitator Notes

### Facilitator Script

#### DIGITAL SAFETY

- » The other thing I said you would learn about in this lesson was how to stay safe when you are using technology and digital devices, like a computer, an iPad/tablet, or a cell phone, so let's talk about that next.
- » People use digital devices to do lots of different things. They play games, look up things on the Internet, chat with friends, or send messages.
- » Technology is great because it gives people access to virtually anything they want, all over the world, at any time. But there are also dangers associated with using technology.
- » You need to know about all the potential **digital dangers**, or dangers you might encounter when you are going online or using these devices.
- » There are dangers from people you know, your peers, and from people you do not know when you are online.

## Related Slide



## Slide Time

1:00

## Facilitator Notes

## Facilitator Script

### CYBERBULLYING

- » One danger from your peers is cyberbullying. We've talked about bullying, and **cyberbullying** is similar, but it happens online or using technology.
- » It can be posting rumors or gossip, saying mean things, posting embarrassing pictures, pretending to be someone online to hurt another person, and more.
- » Cyberbullying is a problem for many children and teens; one in five have experienced cyberbullying.
- » Raise your hand if you've ever seen or experienced cyberbullying.  
(Raise hands)
- » **Click to advance slide.**
- » Often, people make the mistake of feeling hidden or anonymous behind their digital device. Some people call this "keyboard courage."
- » This makes it easier to say or do things online that you might otherwise never say or do in the real world.
- » But you need to remember that your online actions can have very hurtful and damaging consequences and you can't take things back.
- » Cyberbullying can have a negative impact on all areas of a person's life including their self-esteem, their academic performance, their relationships, their sports performance, etc.

## Related Slide



## Slide Time

1:30

## Facilitator Notes

## Facilitator Script

### DIGITAL DANGERS

- » So, we know cyberbullying is an unsafe behavior you may encounter if you use the Internet or play games online.
- » Aside from that, there are other digital dangers that exist from online predators. These include things like:
  - Someone you don't know sending you a private or direct message.
  - Someone asking for your personal information.
  - Someone pretending to be someone they're not.
  - Seeing a website or post with inappropriate pictures (of people without their clothes on or of someone hurting another person).
  - Someone sending you an inappropriate picture.
  - Online exploitation.
- » Raise your hand if you have friends online that you have never met in real life or don't really know. (*Raise hands*)
- » For many children and teens, they think the more friends they have and the more likes or retweets someone gets, the more liked or popular they are. Raise your hand if you think that is true. (*Raise hands*)
- » But the more you use digital devices, and the more you put yourself out there, the more likely it is that you will encounter problems or consequences you were not expecting.
- » Being friends with people online that you don't know can be dangerous.



## Related Slide



## Slide Time

1:30

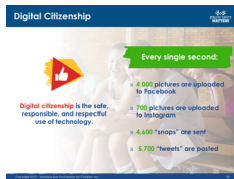
## Facilitator Notes

## Facilitator Script

### INAPPROPRIATE IMAGES

- » They may also send you sexually explicit or inappropriate images of people without their clothes on (**pornography**).
- » If someone sends you pornography, or if you accidentally encounter pornography online, it is important to use **Safety Rule #4 to Talk It Up** to a Safe Adult and ask them for help.
- » Many of these sites are set up so it is difficult to exit them. More and more sites will pop up as you try to close them and they often infect your computer with malware which harms your computer.
- » Other times, online predators may try to meet you in person. This is very dangerous and you should never give out your personal information online or go to meet anyone in real life that you've only met online. Never go to meet anyone without first talking to your parents or a Safe Adult.
- » For these reasons and more, it is very important to understand that just as you know not everyone you meet in real life is a friend, not everyone you encounter online should be treated like a friend.
- » You should only be online friends with people you know in real life and this will minimize your risk of being targeted by an online predator.
- » Choosing your online friends and choosing what to post are digital decisions that are important for everyone and it's part of being a smart digital citizen.

## Related Slide



## Slide Time

1:30

## Facilitator Notes

## Facilitator Script

### DIGITAL CITIZENSHIP

» What is digital citizenship? (*Elicit responses*)

» **Click to advance slide.**

» **Digital citizenship** is the safe, responsible, and respectful use of technology.

» This includes things like balancing your screen time with real world activities, being kind to others online, and not oversharing.

» According to the Cyberbullying Research Center, every single second:

- 4,000 pictures are uploaded to Facebook
- 700 pictures are uploaded to Instagram
- 4,600 “snaps” are sent
- 5,700 “tweets” are posted

» And for the record, girls post and tag twice as many photos as boys.

» So, how many times do you go online and post each day? (*Elicit responses*)

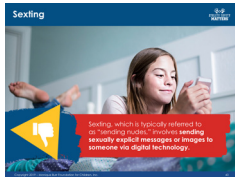
» In today's digital world, which is constantly growing and expanding our connections, it is important that you think about not just how much you post, but what you post.

» So how do you know if you are oversharing?

» How do you know if what you are posting needs to be shared?

» How do you know if what you are sharing is increasing your digital risk and if it will put you in danger from others or if you are harming yourself by negatively impacting your own digital reputation?

## Related Slide



## Slide Time

1:30

## Facilitator Notes

## Facilitator Script

### SEXTING

- » Sexting is one example of something that can become public and permanent and have negative short- and long-term consequences.
- » **Sexting**, which is typically referred to as "sending nudes," involves sending sexually explicit messages or images to someone via digital technology.
- » Some people will take risks or be less careful about what they do online because they think they are anonymous or don't think anything bad can happen to them.
- » And many people have sexted with someone thinking their pictures would remain private.
- » But pictures and texts may be forwarded and sent to a lot of people, and they can also be put online for everyone to see.
- » You need to be aware that relationships can change quickly and someone you trust today may not be a friend tomorrow. This is often how private images sent to one person get shared with others.
- » Remember that sexting is a digital danger that you can control by making smart decisions.
- » If you choose to send someone private or inappropriate images, you need to understand that besides getting into trouble for sending or receiving inappropriate images, your private images may be shared with others whom you would not want to see them.
- » And once they are shared, there is no way to stop it or get them back.
- » Sexting is also illegal, and not just if you send it, but also if you receive a nude or explicit image from someone else and either forward it or don't report it.
- » However, if you receive an inappropriate image you did not ask for, if you don't share it with others, and if you report it to a Safe Adult, such as a parent/guardian, school official, or law enforcement official, you are making a smart digital decision and will not get into trouble.

## Related Slide



## Slide Time

2:30

## Facilitator Notes

- » Students will demonstrate knowledge of key concepts learned in the lesson using a Thumbs up/Thumbs down Essential Review.
- » If they think the statement is true, they will show you a thumbs up.
- » If they think it is false, they will show you a thumbs down.

## Facilitator Script

### ESSENTIAL REVIEW

» Okay, let's do a review to see what you learned today. For each statement I read, tell me if the statement is true with a thumbs up, or false with a thumbs down.

» **Click to advance slide.**

### REVIEW STATEMENTS

1. It is not considered cyberbullying if someone sends a message with mean words on a cell phone; it is only cyberbullying if they send it on a computer. *(Allow athletes to demonstrate a Thumbs down, then **click to advance slide.**)*
  - » False, sending mean messages on any device is cyberbullying.
  - » **Click to advance slide.**
2. A Bystander is someone who stands up to bullies or helps someone being bullied. *(Allow athletes to demonstrate a Thumbs down, then **click to advance slide.**)*
  - » False, this would be an Upstander.
  - » **Click to advance slide.**
3. Bullying is repeatedly name calling, threatening, hitting, or teasing someone. *(Allow athletes to demonstrate a Thumbs up, then **click to advance slide.**)*
  - » This is true.
  - » **Click to advance slide.**
4. There are different ways to be an Upstander without you directly confronting a bully. *(Allow athletes to demonstrate a Thumbs up, then **click to advance slide.**)*
  - » True, you can talk to a Safe Adult and ask them for help. You only want to confront a bully if you know you will be safe or there are other Upstanders with you.
  - » **Click to advance slide.**
5. If someone sends you inappropriate images, you should immediately delete them. *(Allow athletes to demonstrate a Thumbs down, then **click to advance slide.**)*
  - » False, you should always tell a Safe Adult so they can ensure you are safe, report the image if necessary, and make sure your computer hasn't been affected.

## Related Slide



## Slide Time

1:00

## Facilitator Notes

- » This is the final opportunity to review the Safety Rules with athletes.
- » Please be enthusiastic in your review.

## Facilitator Script

### SAFETY RULES REVIEW

- » Remember, you can use the Safety Rules to help keep you safe in any situation.
- » Let's all say them together one last time.
  - **Safety Rule #1** is **Know What's Up**
  - **Safety Rule #2** is **Spot Red Flags**
  - **Safety Rule #3** is **Make a Move**
  - **Safety Rule #4** is **Talk It Up**
  - **Safety Rule #5** is **No Blame | No Shame**

## Related Slide



## Slide Time

1:30

## Facilitator Notes

- » Reinforcement items are a very important part of the program, as research shows that multiple exposures to a concept are necessary for learning and retention. As you end the lesson with athletes, be sure to explain each reinforcement item you are providing them.
- » Note: The Parent Information and Activity Sheet is located on the Facilitator Portal and Facilitator Flash Drive. You can print and distribute them to youth or email them directly to parents. Each option is noted in the script.

## Facilitator Script

### WRAP-UP

- » Thank you for paying attention today. I am very proud of you all and I appreciate your participation.
- » To finish up today, I have a few things to remind you and others about the Safety Rules and how to help you stay safe.

### **DEPENDING ON THE REINFORCEMENT MATERIALS YOU HAVE TO DISTRIBUTE, READ THE APPLICABLE STATEMENTS BELOW.**

- » *Option 1:* I have a Parent Information & Activity Sheet for your parents/guardians. The sheet has information about what you learned today, and there is also an activity for you to do together. It is very important that your parents receive this information, so please make sure you give it to them when you get home.
- » *Option 2:* Your parents/guardians will receive an email with a digital copy of the Parent Information & Activity Sheet. This sheet has information about what you learned today, and there is also an activity for you to do together. Please ask your parents to check their email for this information.
- » I also have for each of you, two Safe Adult Club Cards. I want you to give these to whomever you choose as your two Safe Adults. Make sure you choose at least one Safe Adult inside your home and one outside your home. You can ask your parent/guardian to help you give the cards to your Safe Adults so they know that you are counting on them to help keep you safe.
- » And there is a fun MBF Athlete Safety Matters Bag Tag. Make sure you put this on your sports bag or school backpack to help remind you of the Safety Rules always. It also shows others you know the Safety Rules and you will use them to help you stay safe.
- » Also, don't forget, we have a Banner hanging up so you can see it often to help you remember the Safety Rules.
- » **Click to advance slide.**
- » I hope you all have enjoyed the *MBF Athlete Safety Matters* Lessons.
- » I want you to always remember, every athlete, every child deserves to be safe. You each deserve to be safe!
- » And remember to practice your Safety Rules frequently so you don't forget them.