



# TEEN SAFETY **MATTERS**<sup>™</sup>

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Monique Burr Foundation for Children, Inc.

## FACILITATOR SCRIPT **6<sup>TH</sup> GRADE - LESSON 1**





6<sup>TH</sup> GRADE - LESSON 1 OVERVIEW

| 6 <sup>TH</sup> GRADE - LESSON 1 OVERVIEW |  |
|---|--|
| <b>LESSON TIMING</b>                      | <ul style="list-style-type: none"><li>• Prep time: 15 minutes</li><li>• Lesson time: 45 minutes (or two 25-minute lessons)<ul style="list-style-type: none"><li>– The noted lesson time is the average time it will take you to present the lesson.</li><li>– Suggested times are noted on each page of the script.</li><li>– If presenting this lesson in two shorter lessons, the break is noted in 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 students' comprehension and adjust instructional pace to allow for additional processing, student response, etc.</li><li>– Depending on the amount of discussion, the number of students allowed to answer each question, the number of additional questions students ask, etc., it may take longer to complete the lesson.</li><li>– To help facilitate discussion, when asking students questions, call on two or three to elicit answers and then move on.</li><li>– It is better for student learning and safety to allow for more time, rather than to skip content or scenarios.</li></ul></li></ul> |
| <b>LEARNING OBJECTIVES</b>                | <ul style="list-style-type: none"><li>• Students will understand the importance of emotional safety.</li><li>• Students will use the 5 Safety Rules to prevent, recognize, and respond appropriately to unsafe situations.</li><li>• Students will identify and learn to talk to at least two Safe Adults who can help them when faced with unsafe situations.</li><li>• Students will identify a Safe Friend and understand how a Safe Friend can help them talk to a Safe Adult.</li><li>• Students will understand the social emotional skill of social awareness and how it relates to safety.</li><li>• Students will understand and demonstrate the use of good relationship skills.</li><li>• Students will understand how peer pressure can impact their decisions and safety.</li><li>• Students will practice ways to respond to peer pressure.</li><li>• Students will understand and identify positive versus negative ways to cope with stress.</li></ul>   |
| <b>MATERIALS</b>                          | <ul style="list-style-type: none"><li>• Classroom PowerPoint Lesson (on Facilitator Flash Drive)</li><li>• Facilitator Script</li><li>• "We Follow the Safety Rules" Classroom Poster</li><li>• Safety Connection: Parent Opt-Out and Welcome Forms (optional)</li><li>• Safety Connection 6.1: Parent Information and Activity Sheets</li><li>• Student Think-Learn-Do Sheet</li></ul>  |



6<sup>TH</sup> GRADE - LESSON 1 OVERVIEW CONTINUED...

| 6 <sup>TH</sup> GRADE - LESSON 1 OVERVIEW CONTINUED... |   |
|--|---|
| <b>KEY TERMS</b>                                       | <ul style="list-style-type: none"><li>• Active Listening Skills</li><li>• Assertive</li><li>• Confidence</li><li>• Conflict</li><li>• Consequences</li><li>• Coping Skills</li><li>• Culture</li><li>• Empathy</li><li>• Inappropriate</li><li>• Independence</li><li>• Norms</li><li>• Passive-Aggressive</li><li>• Peers</li><li>• Peer Pressure</li><li>• Persuade</li><li>• Relationship Skills</li><li>• Responsible</li><li>• Safe Adult</li><li>• Safe Friend</li><li>• Social Awareness</li><li>• Unsafe</li></ul>  |
| <b>FACILITATION TIPS</b>                               | <ul style="list-style-type: none"><li>• Before starting the lesson (it is helpful to arrive to the classroom 5 minutes early to do the following):<ul style="list-style-type: none"><li>– Hang the Safety Rules poster in a visible location in the classroom.</li><li>– Write the key terms on the board to refer to throughout the lesson.</li></ul></li><li>• Have students remain seated at their desks or tables.</li><li>• Key terms are located throughout the script as <b><u>bolded and underlined</u></b> words. Throughout the lesson, please define these words for students to ensure their comprehension.</li><li>• To help guide discussions, suggested answers to questions are in parentheses after each question.</li><li>• Reinforce correct answers and if any students answer incorrectly, validate their answers with a comment like, "It is hard to know the difference sometimes between something that is safe or unsafe, but let's think about this one some more."</li><li>• It may be helpful for students 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.</li></ul> |



RELATED SLIDE



TIME

1:00

FACILITATOR NOTES

- » Lesson 1 is based on social-emotional competencies; this is building a foundation for the safety and prevention information that will follow in Lessons 2 and 3.
- » It is important to use correct terminology when addressing the skills students are learning.
- » Remember, executive functioning in the brain does not fully mature until around the age of 24, so social awareness and decision-making skills develop later than impulsivity. However, if we teach children social emotional skills and strategies now, we can better equip them to be safe and successful.

FACILITATOR SCRIPT

WELCOME & INTRODUCTION

CLASS WELCOME

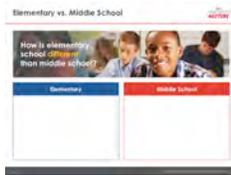
- » *Begin by welcoming students and discussing lesson and behavior expectations in whatever way is appropriate.*

LESSON INTRODUCTION

- » Today, we are going to do a lesson from the *MBF Teen Safety Matters* program. It is a program that helps teach students how to be safe and how to make the most out of their middle school experience.
- » During our 3 lessons, we are going to learn about emotional safety, physical safety, and digital safety, starting today with emotional safety.
- » Because much of this information will be new to you, and because this is such important information, I ask that everyone please pay attention and participate in the discussion and activities.
- » If you have any personal stories to share related to what we are discussing today, I want you to know they are very important, but because we have a limited amount of time to get through the lesson, I ask that you wait to share them with your teacher or with me after the lesson.



RELATED SLIDE



TIME

1:00

FACILITATOR NOTES

- » Optional: Have a student write things described on the board.

FACILITATOR SCRIPT

ELEMENTARY VS. MIDDLE SCHOOL

- » Middle school is very different from elementary school.
- » Let's talk about why it is so different.
- » Raise your hand and as I call on you, share something you've experienced in middle school that is different than elementary school.
- » Possible differences include:
  - Changing classes
  - More homework
  - New and unfamiliar buildings
  - Using a locker
  - Playing sports
- » In addition to being in a different building with independence, you have your own schedule with different classes at different times than your friends, so you may experience social changes.
- » You may also notice changes physically and emotionally in yourself and others.
- » During your middle school years, some of you may grow multiple inches, change clothing sizes, develop new habits, and meet new friends.



RELATED SLIDE



TIME

4:00

FACILITATOR NOTES

- » For this activity, students will sit at their own seat and wait for the person in front of, behind them, or next to them to tell them the phrase.
- » They will then repeat the phrase to the next person and so on.
- » You begin by whispering the phrase to the first student.
- » Instruct students to whisper the phrase/sentence so that no one else can hear them.

FACILITATOR SCRIPT

DOWN THE LINE

- » In middle school, you communicate a lot with your friends, your parents, and your teachers.
- » Some of you may have played the Telephone Game before so this may seem familiar. I will start and we will go around the room until we get to the last student. I will whisper a phrase to the first person and that person will then share it with the next person. This phrase will travel around the room until we get to the last person. The last person will share what they heard.
- » The rules are:
  - Make sure you whisper the phrase so others around you cannot hear it.
  - Only say the phrase once.
  - Repeat exactly what you heard.
- » *Whisper to the first student: "The quick brown fox jumps over the lazy dog and says hello to the cat."*

FOLLOW-UP

- » *Ask the last student to repeat the phrase they just heard, then reveal the phrase you said to the first student. Most likely, the phrase is now different.*
- » How did our phrase turn out so differently? (*Elicit responses*)



RELATED SLIDE



TIME

1:00

FACILITATOR NOTES

- A foundational element of the curriculum is that adults are responsible for keeping children/teens safe.
- However, as children get older there are things they can do to help the adults in their lives keep them safe; it becomes a joint responsibility.

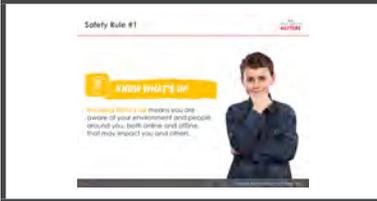
FACILITATOR SCRIPT

SAFETY IN MIDDLE SCHOOL

- » Everyone knows the world can be a dangerous place and knows there are good and bad people in the world. I am sure some of you read or see news on TV, Facebook, Twitter or hear stories about bad things that happen to kids and teens.
- » So how do you keep yourself safe? *(Follow rules, watch for unsafe situations, etc.)*
- » Adults are **responsible** for keeping kids and teens safe, which means it's the job of adults to keep you safe.
- » But as you are getting older and gaining more **independence**, or freedom, you may be spending more time away from home and away from your parents.
- » When this happens, you will need to become more responsible for your safety.
- » So, safety is actually a joint responsibility.
- » When you are away from home, how many of you have to text or call home to let your parents know where you are? *(Raise hands)*
- » Why is this? *(They are responsible for your safety, they want to know you are making good choices, they want to know you are safe.)*
- » So to keep you safe, parents set rules and limits for you. They check in with you to make sure you are being responsible.
- » Following rules minimizes negative **consequences**, or results from your actions, such as getting hurt, getting into trouble with your parents, etc.
- » During today's lesson, I want to give you even more skills to help you be safe and successful as you meet new people and have new experiences in middle school.
- » Let's start with 5 Safety Rules to help you deal with social conflicts and unsafe situations.



### RELATED SLIDE



### TIME

1:00

### FACILITATOR NOTES

- » The Safety Rules are the foundation of the MBF Teen Safety Matters program.
- » It is important to review and reinforce the Safety Rules as often as possible so students will remember and use them.
- » Please deliver the tips with enthusiasm and have students repeat the Safety Rules at the end to facilitate learning.

### FACILITATOR SCRIPT

#### SAFETY RULE #1

- » Let's talk about each rule and please notice that each one has an icon with it to help you remember it.
- » **Safety Rule #1 is Know What's Up.**
- » **Knowing What's Up** means you are aware of your environment and people around you, both online and offline, that may impact you and others. It means:
  - Knowing your personal information and your parents' or guardians' work or cell phone numbers (many people have numbers saved in their phones but do not know the numbers). This allows you to contact them during emergencies, or in times of need, even if you don't have your cell phone.
  - Being aware of the social interactions of those around you, and knowing whether situations are safe and appropriate, and if people are trustworthy or not.
  - Understanding if behavior on websites, apps, or other devices is safe and appropriate.
  - Knowing that as you get older and become more responsible, you will need to make decisions based on the actions or reactions of others, and knowing how to make positive decisions.



RELATED SLIDE



TIME

1:00

FACILITATOR NOTES

FACILITATOR SCRIPT

**SAFETY RULE #4**

» **Safety Rule #4** is **Talk It Up**, which means you have a voice and you can use it help keep you safe. Here are some ways you can **Talk It Up**:

- Use an assertive voice to tell an adult or another child/teen to stop hurting you or someone else.
- Use an assertive voice to say no to an adult or another child/teen violating your personal boundaries or demonstrating unsafe or inappropriate behaviors to you or others.
- Talk to a Safe Adult to ask for help or report unsafe or inappropriate situations or behaviors.
- Report unsafe 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.
- Talk to a Safe Friend who will support you and help you talk to a Safe Adult.
- Talk to a Safe Adult if your behavior is inappropriate or unsafe and you need help.
- Talk to your peers and be a role model for creating a culture of kindness and safety.

» Let's talk more about some of these things.



RELATED SLIDE



TIME

1:30

FACILITATOR NOTES

FACILITATOR SCRIPT

USING AN ASSERTIVE VOICE

- » The first is using an assertive voice to say no if someone is hurting you or someone else.
- » What does assertive mean? (*Elicit responses*)
- » Being **assertive** means being confident and forceful with your words to make sure someone understands.
- » You don't have to be mean to be assertive, you just have to get your point across.
- » For example, if someone is touching you or hurting you, you can say, "No. Do not touch me."
- » If someone close to you tries to touch you or show you affection you don't want, you can say, "No thank you, I do not want to be touched like that, or I do not want a hug, or I do not want to sit on your lap."
- » Sometimes it may be hard to say no, especially to an adult, however, when it comes to your body, you always have a right to say no and not be touched in a way you don't want.
- » If using an assertive voice doesn't stop someone from touching you or violating your personal boundaries, you can try to use **Safety Rule #3** to **Make a Move** and GET AWAY.
- » If anyone hurts you or touches you in a way that seems like a Red Flag, or if you tell someone to stop and they don't, always use **Safety Rule #4** to **Talk It Up** and tell a Safe Adult.



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TIME

1:00

FACILITATOR NOTES

FACILITATOR SCRIPT

SAFE ADULTS

- » Who is a **Safe Adult**? A Safe Adult is someone:
  - who is older than you and can get you help if you're ever hurt or unsafe
  - doesn't break the Safety Rules, or try to get you to break them
  - you can easily talk to about things that may be difficult or tough to talk about
  - someone you can trust to keep you safe
- » Examples of Safe Adults might be a parent, teacher, coach, etc.
- » I want each of you to think about at least two different adults in your life who will be your Safe Adults. You should think of someone inside your home and someone outside of your home.
- » Even if you cannot think of anyone right now, you can always talk to a Safe Adult at school, such as your teacher, the Principal, *\*and I am always available to talk to you as well (\*if you are a school staff member).*
- » It's good to think of a few Safe Adults you know, so if you tell a Safe Adult about something unsafe and they don't get you help, you can tell another Safe Adult. You should keep telling Safe Adults until someone does something and gets you help.
- » And if you have a Safe Adult now, and sometime in the future that Safe Adult doesn't make you feel safe, you can always choose another Safe Adult. It's always a good idea to have a few Safe Adults, both in your home living with you, and outside of your home.
- » Does anyone want to share who their Safe Adults are with the class? *(Elicit responses from a few students only.)*



RELATED SLIDE



TIME

1:00

FACILITATOR NOTES

FACILITATOR SCRIPT

RESPONDING TO PEER PRESSURE

- » If you know you will be around people that may pressure you, before you are faced with a situation, make a plan and think through some ideas and ways you can use **Safety Rule #3, Make a Move** to get away or stay away.
- » What would be some examples of positive ways to respond to peer pressure? (*Elicit responses*)
- » Here are some strategies you can use to help you respond to peer pressure.
  - Be direct and firm and say "NO." This may be hard, but it is often the best way to stop peer pressure. Having the **confidence**, or belief in yourself, to stand up for what you believe is right shows maturity and responsibility.
  - Change the subject. Sometimes changing the subject can distract the person or group pressuring you, at least for a bit of time, which may allow you to use **Safety Rule #3** and **Make a Move**.
  - You can also say something vague or use humor as a distraction, while using **Safety Rule #3** to **Make a Move** and get away from the situation.
  - You may also find **Safety Rule #4, Talk It Up** helpful. You can talk to a Safe Friend and a Safe Adult so they can help you respond to peer pressure.





RELATED SLIDE



TIME

2:00

FACILITATOR NOTES

FACILITATOR SCRIPT

SOCIAL AWARENESS AND RELATIONSHIP SKILLS

- » These scenarios bring up two important things I want to discuss with you that can help you stay safe and avoid using negative coping skills: social awareness and relationship skills.
- » We talked about being aware when we talked about **Safety Rule #1 - Know What's Up**, but let's talk about it a bit more.
- » Does anyone know what social awareness means? *(Elicit responses)*
- » **Social awareness** is being aware of your environment and the actions and behaviors of yourself and others.
- » It allows us to understand expected **norms**, or the actions and behaviors that are expected of us, and to recognize family, school, and community resources that can help and support us.
- » When we are socially aware, we learn how to better interact with others and have better relationship skills.
- » What are relationship skills? *(Elicit responses)*
- » Good **relationship skills** give us the ability to establish and maintain healthy and rewarding relationships with diverse individuals/groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.
- » So how do we become more socially aware?
- » Social awareness comes from:
  - Considering the needs of other individuals and groups.
  - Being inquisitive about your environment and the people in it; seeking to better understand.
  - Stepping outside your comfort zone to experience unfamiliar groups and things.
  - Being compassionate and having empathy for others.
- » **Empathy** is putting yourself in another person's shoes to try to better understand what they are feeling.



RELATED SLIDE



TIME

3:00

FACILITATOR NOTES

- » It is helpful to pair students with different partners for this group of scenarios.

FACILITATOR SCRIPT

WHAT WOULD YOU DO?

- » Lets look at a few situations and think about what each person in the scenario could do.
- » Turn and partner with someone near you, but someone different than the last time, and after I read each scenario to you, discuss the scenario and questions with your partner for one minute.
- » When you are done I'd like you to raise your hands and as I call on you, share with the class.

SCENARIO 1

- » Edwardo is a new student who just moved to America and does not speak English. Jeannie and her friends are sitting next to Edwardo, and Jeannie keeps laughing at him and pointing at him for not being able to read.
- » Ask each other the following questions:
  - What advice would you give Jeannie to help her be more socially aware and have better relationship skills?
  - Jeannie's friends might feel peer pressure to follow what Jeannie is doing. What could they do instead?

FOLLOW-UP

- » Call on one or two pairs to share with the class.
- » What advice would you give Jeannie to help her be more socially aware and have better relationship skills?
  - Help Jeannie be more accepting of others, have empathy for Edwardo and consider his feelings about how he might feel moving to a new country, starting a new school, etc.
- » Jeannie's friends might feel peer pressure to follow what Jeannie is doing. What could they do instead?
  - They could use **Safety Rule #3** to **Make a Move** and sit with Edwardo and talk to him.
  - They could use **Safety Rule #4** to **Talk It Up** and tell Jeannie to stop.



RELATED SLIDE



TIME

1:00

FACILITATOR NOTES

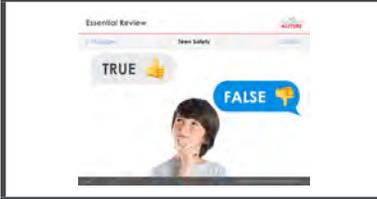
FACILITATOR SCRIPT

CONFLICT

- » Being more socially aware of how we react can help us when we get into a conflict with someone.
- » **Conflict**, or disagreeing with someone, is a natural part of life. However, how we respond to conflict is a choice.
- » There are negative ways to handle conflict such as:
  - Yelling, name calling, pushing, hitting.
  - Avoiding someone.
  - Being passive and not standing up for yourself.
  - Being **passive-aggressive**, or expressing your anger or frustration indirectly, for example, acting like everything is okay while making sarcastic/bitter comments to someone, or not doing something the person asks.
- » There are also positive ways to handle conflict such as:
  - Trying to remain calm.
  - Focusing on things you have in common or similar goals to reduce conflict.
  - Communicating with the person.
  - Asking for help if you cannot resolve the conflict.



RELATED SLIDE



TIME

2:00

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

- » We started out today saying we want you to be safe and successful.
- » We've talked about how being socially aware and having good relationship skills can help you with this.
- » So, let's do a review to see what you learned.
- » I am going to read a few statements, and as I read each statement, if you think the statement is true, show me a thumbs up.
- » If you think it is false, show me a thumbs down.

REVIEW QUESTIONS

1. Using the 5 Safety Rules, along with using positive coping skills and having good social awareness can help you stay safe from unsafe situations. *(Thumbs up/True)*
2. If you see a friend doing something unsafe, you should ignore it and mind your own business. *(Thumbs down/False. Having good relationship skills means helping friends or others when they are unsafe or when they are hurting.)*
3. Listening to music, writing in a journal, or reading are all positive coping skills you can use when you are stressed. *(Thumbs up/True)*
4. The best way to deal with conflict is to ignore it and hope it goes away. *(Thumbs down/False. This is being passive and it usually isn't a good way to deal with conflict.)*
5. Creating a culture of kindness and safety means using **Safety Rule #4 to Talk It Up** to your peers and to be a good role model. *(Thumbs up/True)*



RELATED SLIDE



TIME

1:00

FACILITATOR NOTES

- » Reinforcement items are a very important part of the TSM curriculum as research shows that multiple exposures to a concept is necessary for student learning and retention. Please ensure ALL students receive the appropriate reinforcement items, especially the Parent Information Sheets and Think-Learn-Do Sheets.
- » As you end the lesson with students, be sure to explain each reinforcement item you are providing them.
- » You may distribute the items at the end of the lesson or you may leave them with the teacher to distribute to students later. (Discuss with the teacher beforehand which option would be better for their classroom.)

FACILITATOR SCRIPT

WRAP UP & CLOSE

- » Great work today! Thank you for your attention today and thank you Mr./Mrs. \_\_\_\_\_.
- » I hope you all have enjoyed this *MBF Teen Safety Matters Lesson* and learned a lot.
- » I am very proud of you all. You have been a great class and I appreciate your help and participation.
- » To finish up today, I have a few things for you.
  - » I have a Parent Information & Activity Sheet for your parents/guardians. The sheet has information for them 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 make sure you give it to them today when you get home.
  - » I also have another important sheet for each of you, called a Think-Learn-Do Sheet. Just like you get homework for class subjects, this is a great way to study and reinforce the concepts you learned today about safety. Please do this sheet and the fun activities tonight or very soon so you can continue to learn more about the topics we discussed today.
  - » Finally, I have a Safety Rules Poster to hang in your classroom so it can remind you to follow the Safety Rules to help you stay safe.
  - » Does anyone have any questions before I leave?
  - » If you think of any questions, you can ask your teacher, *\*or you are welcome to come see me. (\*If you are are a school employee.)*
  - » I'll be back soon for Lesson 2 where we will discuss abuse and physical safety. In the meantime, practice your Safety Rules to help you stay safe.