



TEEN SAFETY **MATTERS™**

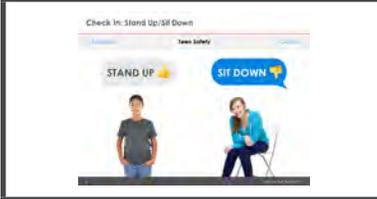
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FACILITATOR SCRIPT **8TH GRADE - LESSON 2**





RELATED SLIDE



TIME

2:00

FACILITATOR NOTES

FACILITATOR SCRIPT

CHECK-IN: STAND UP/SIT DOWN

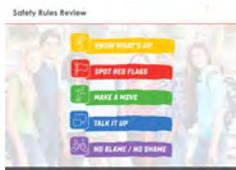
- » Before we get started with today's lesson, let's do a quick review of Lesson 1.
- » We are going to play Stand Up/Sit Down where everyone participates.
- » I'm going to read a statement and I want you to STAND UP if the statement is true and SIT DOWN or STAY SEATED if it is false.

CHECK-IN STATEMENTS

1. True or false: Self-management is being able to control our emotions and behaviors. *(Stand up/True)*
2. There are 4 Safety Rules. *(Sit down/False. There are five.)*
3. True or false: Self-awareness is knowing what is going on around you in the social environment. *(Sit down/False. This is social-awareness)*
4. If you have been hurt, you can talk to a Safe Friend or a Safe Adult. *(Sit down/False. A Safe Friend can help you talk to a Safe Adult, but is not a substitute for telling a Safe Adult; you should always tell a Safe Adult.)*
5. Using **Safety Rule #4, Talk It Up** can help you to use an assertive voice to help keep you and others safe. *(Stand up/True)*



RELATED SLIDE



TIME

2:00

FACILITATOR NOTES

- » Remember 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 Safety Rules with enthusiasm and have students repeat them at the end to facilitate learning.

FACILITATOR SCRIPT

SAFETY RULES REVIEW

- » As we learned in Lesson 1, there are 5 Safety Rules you can use to help you stay safe, and each rule has an icon to go with it to help you remember it. As we address the different topics today, we will consider how each of these rules can help us, but let's start with a quick review.

[CLICK TO START AND TO ADVANCE TO EACH RULE.](#)

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.

SAFETY RULE #2 IS SPOT RED FLAGS

- » Spotting Red Flags means being aware of potential dangers, online or offline.

SAFETY RULE #3 IS MAKE A MOVE

- » Making a Move involves using positive decision-making skills to respond to new or unsafe situations, both online or offline. You can Make a Move by getting away and staying away from unsafe situations or people.

SAFETY RULE #4 IS TALK IT UP

- » Talking It Up means using an assertive voice if you or others are in an unsafe situation, online or offline. It also means talking to a Safe Adult about unsafe situations or people, and talking to your peers to be a role model for creating a culture of kindness and safety.

SAFETY RULE #5 IS NO BLAME | NO SHAME

- » No Blame | No Shame reminds you that you are never at fault and you are never to blame if an adult or another teen hurts, bullies, or abuses you, and it is never too late to tell.
- » 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



TIME

1:00

FACILITATOR NOTES

FACILITATOR SCRIPT

BULLYING

- » We'll talk more about sexual abuse a bit later in the lesson, but first I want to talk some more about physical and emotional abuse because they can happen in other ways and by other people, such as with bullying and relationship abuse.
- » I know everyone knows what bullying is. You've all had assemblies and classes about bullying and you have probably even witnessed or experienced bullying.
- » **Bullying** is repeatedly harassing, threatening, or insulting another person when one person is more powerful or seems more powerful.
- » Raise your hand if you can tell me some of the different ways people bully others. *(Elicit responses, being sure to cover the following:)*
 - Physical *(hitting, shoving, etc.)*
 - Verbal *(threatening, calling names)*
 - Social/Isolation *(excluding people, starting rumors, gossiping)*
 - Sexual *(jokes, comments, calling derogatory names)*



RELATED SLIDE



TIME

1:00

FACILITATOR NOTES

FACILITATOR SCRIPT

BYSTANDERS VS. UPSTANDERS

- » Raise your hand if you think bullying happens at our school. (*Raise hands*)
- » What do students usually do in response to bullying? (*Elicit responses*)
- » What about teachers? (*Elicit responses*)
- » When we witness bullying, we have two choices.
- » We can either be a **Bystander** and do nothing, or be an Upstander and take action to stop it or help the person being bullied.
- » Being an **Upstander** requires empathy.
- » Who can share what they think empathy is? (*Elicit responses*)
- » **Empathy** is putting yourself in someone else's shoes to try to better understand how they are feeling.
- » Why is empathy important? (*Elicit responses*)
- » Empathy is important to understand what others may be going through.
- » When you have a better understanding of what others' may be feeling, it helps you treat them better, with kindness and also helps you be an Upstander.



RELATED SLIDE



TIME

7:00

FACILITATOR NOTES

- » Introduce the video.
- » When you are ready to watch the video, move your mouse until the cursor and start button appear on your computer screen.
- » Click start to play.
- » At the end of the video, complete the follow-up discussion, then you can advance to the next slide.

FACILITATOR SCRIPT

“CULTURE OF BULLYING”

- » Another thing that is important to stop bullying is to create a culture of kindness and safety in your school.
- » We can change the culture of bullying in our schools, our communities, and our country. But how?
- » Let's watch a video about one kid who did just that. It's a little long, but it's worth it.

- Play Video (6:05)

FOLLOW-UP

- » What do you think about what Josh did? (*Elicit responses*)
- » Did it surprise you how people responded to him? (*Elicit responses*)
- » Why do you think more people don't do things like this? (*Elicit responses*)
- » I hope after today you will each consider how you can change the culture of our school with empathy, big or small gestures of kindness and help for others.
- » You can also talk to your peers about being more empathetic and compassionate to help you create a culture of thoughtfulness and safety at your school. Remember, kindness matters.



RELATED SLIDE



TIME

2:00

FACILITATOR NOTES

» **IF YOU ARE IMPLEMENTING IN TWO 25-MINUTE LESSONS, RATHER THAN THE STANDARD 45-MINUTE LESSON, THIS IS WHERE YOU WILL RESUME THE LESSON. DO A QUICK REVIEW OF THE SAFETY RULES AND THEN GO INTO CONTENT FOR THE SECOND HALF OF THE LESSON.**

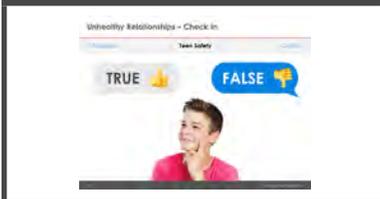
FACILITATOR SCRIPT

RELATIONSHIP ABUSE

- » Abuse can also happen in a “dating” or “going out” type of relationship.
- » Usually at this age, for many students, relationships are starting to change. You may find yourself becoming romantically interested in someone. You may find yourself wanting to be with them rather than family and possibly even rather than your friends.
- » More and more of you are now dating. And usually, dating or having a relationship with someone is a good experience.
- » It is also normal for relationships at this age to be tough sometimes, especially when it is all so new to you both. You may like each other one day and not the next, and you may break up and get back together again.
- » This is normal, but a relationship that is abusive is not normal.
- » However, a lot of young teenagers find themselves in a bad relationship and they aren't sure what to do.
- » **Relationship abuse** occurs when one person in a relationship tries to dominate and control the other person, is emotionally abusive, or is physically abusive.
- » You may also hear this referred to as **domestic violence**. This usually refers to partners that are married or living together, but it means the same thing as relationship abuse.
- » But to know what an unhealthy relationship looks like, you've first got to 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*)
- » 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



TIME

2:30

FACILITATOR NOTES

FACILITATOR SCRIPT

UNHEALTHY RELATIONSHIPS - CHECK-IN

- » Let's talk a little more about unhealthy relationships.
- » Let's do a check in and see if you can recognize the signs of an unhealthy relationship.
- » I'm going to read a statement. If you think it is a sign of a healthy relationship, show me a thumbs up. If you think it is a sign of an unhealthy relationship, show me a thumbs down.
 - Constant jealousy (*Thumbs down/Unhealthy*)
 - Giving a person space to be with their friends (*Thumbs up/Healthy*)
 - Trying to control the other person (*Thumbs down/Unhealthy*)
 - Isolating them from friends (*Thumbs down/Unhealthy*)
 - Supporting them in the things they like to do (*Thumbs up/Healthy*)
 - Pressuring the other person to do things they do not want to do, etc. (*Thumbs down/Unhealthy*)
 - Getting angry occasionally (*Thumbs up/Healthy. However, if it is frequent and about little things, it can be unhealthy.*)
 - Grabbing the other person's arm or hitting them (*Thumbs down/Unhealthy*)
- » Remember, signs of an unhealthy, or abusive relationship include:
 - Intensity
 - Control
 - Isolation
 - Changes in behavior
 - Showing up unannounced a lot
- » 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, 62% say 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, 54%, know what the signs of emotional abuse are. Without knowing the signs, it is hard to get help from a Safe Adult for you or a friend.



RELATED SLIDE



TIME

1:30

FACILITATOR NOTES

FACILITATOR SCRIPT

SEXUAL ABUSE

- » The last type of abuse I want to talk about today is sexual abuse.
- » **Sexual abuse** can happen in different ways, and by both adults and other youth.
 - If an adult - it could even be a teacher, a relative, a parent of a friend - engages in any sexual activity with a child or teen, that is sexual abuse. This includes an adult touching your private body parts or asking you to touch theirs, this is sexual abuse.
 - If an adult shows you pictures of others without their clothes on, or tries to take pictures of you without your clothes on, that is sexual abuse.
 - If an older youth engages in any sexual activity with a younger child, this is sexual abuse.
 - If another youth tries to **force** you, or threatens you, to touch their private body parts, or if they touch yours, this is also sexual abuse.
 - It is not okay for an older youth to touch your private parts and it is not okay for you to ever touch a younger child's private parts.
 - If anyone, an adult, an older youth, or even a peer, uses power, force, or threats to engage in sexual activity, this is sexual abuse.
- » What do we mean by sexual activity?
- » **Sexual activity** means touching the other person's private parts. Not just sexual intercourse, but intentional touching – inside or outside of clothing.
- » It can also mean trying to get them to engage in sexual activity by talking to them about sex or showing them sexual images or what is called **pornography**, or taking pictures of them without their clothes.



RELATED SLIDE



TIME

1:00

FACILITATOR NOTES

FACILITATOR SCRIPT

SEX TRAFFICKING

- » Sexual abuse can happen by someone a young person knows or by someone they meet in person or online who is trying to establish a relationship for the purpose of sexually abusing them.
- » If an older person begins a friendship or relationship with you and forces you to have sex with others, that is sexual abuse. This is also called sex trafficking.
- » **Sex trafficking** is forcing anyone into sex acts against their will.
- » Sex trafficking usually happens when someone targets, tricks, and traumatizes a child or teen.
 - They **target** them, or seek them out, online, in malls, at schools, or at other teen hangouts.
 - They **trick**, or fool them, by establishing a relationship with them without revealing what their true motives are.
 - They **traumatize**, or hurt them, with emotional, physical, and sexual abuse.



RELATED SLIDE



TIME

2:00

FACILITATOR NOTES

FACILITATOR SCRIPT

RESPONDING TO RED FLAGS

- » Sometimes, recognizing these **Red Flags** can be difficult, especially if they are from someone you trust and respect, an authority figure, or someone you look up to, such as a coach, teacher, or family member.
- » If you notice any of these **Red Flags**, no matter who it is, you can use your Safety Rules to respond.
- » You can try to use **Safety Rule #3 to Make a Move** and get away, or if you know a situation or person is demonstrating **Red Flag** behaviors with you, you can try to stay away from that person.
- » You can also use **Safety Rule #4 to Talk It Up**.
- » You can do this by using an assertive voice to tell someone to stop doing things that you know are unsafe or make you uncomfortable. For example, you can say:
 - "I'm sorry, but it makes me uncomfortable when you: touch me in that way, ask me those kinds of questions, say those kinds of things about me."
 - "Thank you very much for the gift (or saying these nice things, or offering to do that for me), but I don't feel comfortable about it."
 - "I really need to leave now."
- » If you recognize **Red Flags** in someone who is being trafficked, it is important to act to get them help because they are often scared and don't seek help on their own. Examples of these **Red Flags** include:
 - the sudden presence of an older boyfriend/girlfriend.
 - having new or expensive items.
 - being secretive about who they are talking to or meeting.
 - being secretive about their online activity.
 - becoming isolated from their friends or family.
 - responding to a job offer online such as modeling/acting.
 - suddenly seeming very anxious, hostile, or secretive.
 - engaging in risky sexual behavior.
 - using language not previously used about "the life" (the game, clients, pimps, recruiters).
 - signs of physical abuse (e.g., cuts and bruises).
 - a tattoo that they are unable/hesitant to explain.



RELATED SLIDE



TIME

1:00

FACILITATOR NOTES

FACILITATOR SCRIPT

PREVENTING SEXUAL ASSAULT

- » So how do we prevent sexual assault? Like bullying, sexual assault can often be stopped.
- » Often there are Bystanders who know or see of inappropriate behavior, sexual assault, or rape and do nothing. This allows the assault to happen or continue. You can be an Upstander when it comes to sexual assault as well.
- » Experiencing sexual assault or hearing about a friend who has, can be a scary and confusing thing.
- » If you have been sexually assaulted, it is **NOT** your fault and even if you've never told, it's not too late to tell a Safe Adult.
- » Remember **Safety Rule # 5 - No Blame | No Shame.**
- » If it has happened to you, or if it ever does, remember **Safety Rule #4 - Talk It Up,** and talk to a Safe Adult.
- » It is important to have someone to help you through it, to keep you safe, and to inform you of your options.



RELATED SLIDE

Reporting Abuse and Getting Help



TIME

1:30

FACILITATOR NOTES

FACILITATOR SCRIPT

REPORTING ABUSE AND GETTING HELP

- » We've talked about a lot of different kinds of abuse today.
- » If abuse ever happens to you or to a friend, you should remember **Safety Rule #3** to **Make a Move** and if you can, try to get away or stay away from the people and places where it has happened.
- » Sexual abuse can be hard to talk about, but it is important to use **Safety Rule #4** to **Talk It Up** and tell a Safe Adult. If someone is doing it to you, that person may be doing it to others too.
- » And if you think someone is showing Red Flags and trying to begin a relationship with you for sex trafficking, you can call the Trafficking Hotline at 888-373-7888.
- » And I always want you to remember **Safety Rule #5, No Blame | No Shame**. No matter what happens or has happened in the past, no matter what the person who hurt you said, even if they said you would get into trouble, or no one would believe you, if they made you promise not to tell, or if they've threatened you, it is important to remember abuse is never a child's fault.
- » Even if you think you made a bad choice, or you are worried your parents might be angry or disappointed, you should still tell.
- » You are never blame if you are abused, and you will not get into trouble for telling.
- » You should never be ashamed to ask for help or tell a Safe Adult if someone is hurting you now, or hurt you in the past, even if you've never told before.
- » It is important to remember that telling isn't snitching. Telling a Safe Adult will not only help you, but will also help the person who is hurting you and it may also prevent them from hurting others in the future.



RELATED SLIDE



TIME

1:30

FACILITATOR NOTES

FACILITATOR SCRIPT

ESSENTIAL REVIEW

- » So we have talked a lot about physical safety today.
- » Let's do a thumbs up/thumbs down review. If you think the statement is true, show me a thumbs up. If you think it is false, show me a thumbs down.

REVIEW STATEMENTS

1. Children and teens are more likely to be abused by strangers, or people they do not know. *(Thumbs down/False. Remember, 90% of abuse happens by someone known.)*
2. When I see bullying happening I should use **Safety Rule #4, Talk It Up**, to be an Upstander or get help from a Safe Adult. *(Thumbs up/True)*
3. Relationship abuse is always when one person uses physical violence against their partner. *(Thumbs down/False. It can also be verbal abuse, isolation, control, etc.)*
4. Neglect doesn't usually happen to students in middle school. *(Thumbs down/False. There are different types of neglect and it can happen at any age.)*
5. An Upstander is someone who sees bullying happening and does something to stop it. *(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 am very proud of you all. You have been a great class and I appreciate your help and participation.
- » I hope you all have enjoyed this MBF *Teen Safety Matters* Lesson and learned a lot.
- » 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 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.
 - » You'll also get a Highlighter. This is just a fun reminder of the program and what you learned to help you be safe. I hope you'll use the highlighter to help you do the Think-Learn-Do Sheet.
 - » Finally, the Safety Rules Poster can help you remember 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 a school employee.)*
- » I'll be back soon for Lesson 3 where we will discuss digital abuse and digital safety. In the meantime, practice your Safety Rules to help you stay safe.