



TEEN SAFETY **MATTERS**

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Monique Burr Foundation for Children, Inc.

FACILITATOR SCRIPT **6TH GRADE - LESSON 1**



6TH GRADE - LESSON 1 OVERVIEW

<p>LESSON TIMING</p>	<ul style="list-style-type: none"> • Prep time: 15 minutes • Lesson time: 55 minutes (or two 30-minute lessons) <ul style="list-style-type: none"> – The noted lesson time is the average time it will take to present the lesson. – Suggested times are noted on each page of the script. – If presenting this lesson in two shorter lessons, the break is noted in the script. – Monitor your time/pacing for each section to help you present the lesson within the allotted time. – Throughout the lesson, monitor students' comprehension and adjust instructional pace to allow for additional processing, student response, etc. – 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. – To help facilitate discussion, when asking students questions, call on two or three to elicit answers and then move on. – It is better for student learning and safety to allow for more time, rather than to skip content or scenarios.
<p>LEARNING OBJECTIVES</p>	<ul style="list-style-type: none"> • Students will use the 5 Safety Rules to prevent, recognize, and respond appropriately to unsafe situations. • Students will understand how social awareness relates to digital safety. • Students will understand the rights and responsibilities of being a good digital citizen. • Students will understand and learn to avoid the digital risks from peers, themselves, and others. • Students will demonstrate increased knowledge regarding cyberbullying and reporting. • Students will understand the importance of avoiding digital drama.
<p>MATERIALS</p>	<ul style="list-style-type: none"> • Classroom PowerPoint Lesson • Facilitator Script • Parent Welcome and Opt-Out Forms (optional) • Student Pre-Test (optional) • "We Follow the Safety Rules" Classroom Poster • Class Notes Sheet • Home Learning Assignment • 6.1 Parent Information and Activity Sheets • MBF Pen

6TH GRADE - LESSON 1 OVERVIEW CONTINUED...

<p>KEY TERMS</p>	<ul style="list-style-type: none"> • Assertive • Cyberbullying • Digital Citizenship • Digital Dangers • Digital Drama • Digital Footprint • Digital Reputation • Empathy • Exploiting • Grooming • Online Predators • Pornography • Public and Permanent • Safe Adult • Safe Friend • Sexting
<p>FACILITATION TIPS</p>	<ul style="list-style-type: none"> • Before starting the lesson: <ul style="list-style-type: none"> – Hang the Safety Rules poster in a visible location in the classroom. – Write the key terms on the board to refer to throughout the lesson. • Have students remain seated at their desks or tables. • Key terms are located throughout the script as <u>bolded and underlined</u> words. Throughout the lesson, please define these words for students to ensure their comprehension and encourage students to write the definitions on their Class Notes Sheets. • To help guide discussions, suggested answers to questions are in parentheses after each question. • Reinforce correct answers, and if any students answer incorrectly, validate their answers with a comment like, "It is sometimes hard to know the difference between something that is safe or unsafe, but let's think about this one some more." • Encourage students 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 on their Class Notes Sheet during the lesson.

RELATED SLIDE



TIME

1:00

FACILITATOR NOTES

FACILITATOR SCRIPT

WELCOME & INTRODUCTION

CLASS WELCOME

- » *Begin by welcoming students and discussing lesson and behavior expectations.*
- » *Ensure students have their Class Notes Sheet and a pen or pencil ready.*

LESSON INTRODUCTION

- » *Today we are going to do the first lesson from the MBF Teen Safety Matters program. It is a program that helps teach students how to be safe.*
- » *During the two MBF Teen Safety Matters lessons, we are going to learn about digital, physical, and emotional safety. We will begin with digital safety.*
- » *Much of the information we will talk about today may be new to you, so I ask that everyone 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.*
- » *Throughout the lesson, I will mention your Class Notes Sheet and have you fill in related information. You can also write down any words or concepts you don't understand, questions you may have, or stories you may wish to share with me or a Safe Adult later.*

RELATED SLIDE



TIME

1:30

FACILITATOR NOTES

FACILITATOR SCRIPT

CHECK-IN

» Before we get started with today's lesson, let's do a quick check-in to see what you know about digital safety.

» I am going to read a statement, and I want you to STAND UP if you think the statement is true and SIT DOWN or STAY SEATED if you think it is false.

CHECK-IN STATEMENTS

» **Click to advance slide.**

1. The Internet is a good tool to use appropriately because it allows you to learn about resources you otherwise would not know. *(Stand up/True)*

» **Click to advance slide.**

2. If I meet someone online, it is okay to give them my personal information, like phone number and address, so we can meet up. *(Sit down/False)*

» This is false. It is never a good idea to give your personal information to strangers, even if you think it is another student, because you never know who it really is.

» **Click to advance slide.**

3. Cyberbullying is repeated online harassment or bullying, like posting rumors or gossip on social media. *(Stand up/True)*

» **Click to advance slide.**

4. Digital drama isn't as bad as cyberbullying. *(Sit down/False)*

» This is false. Both can have very negative consequences.

» **Click to advance slide.**

5. If you send a private image to another person online, you can get in trouble for sending/receiving the images by your school and law enforcement. *(Stand up/True)*

RELATED SLIDE



TIME

1:30

FACILITATOR NOTES

FACILITATOR SCRIPT

THE DIGITAL WORLD

- » In the past, people have communicated and interacted with others in a variety of ways.
- » We are now moving to a time where much of our interactions with others occur through technology in an ever-changing digital world.
- » The digital world involves communication using texts, emails, cell phones, video chats, messaging apps, and the Internet, which includes social media, websites, virtual reality, augmented reality, and online-gaming.
- » What are some of your favorite websites, apps, or online games, and what do you use them for? (*Elicit responses*)
- » Although the digital world has helped people become more connected, there are many **digital dangers** associated with online use. These are things you may encounter online or while using technology that can harm you.
- » Some of these dangers come from your peers, others from predators, and sometimes you actually put yourself at risk.
- » Adults are responsible for keeping kids safe, but as you get older and gain more independence, you will become more responsible for your own safety.
- » This responsibility will come from social awareness, which is understanding the environment around you, and the dangers in the environment.
- » Today we're going to talk about the online environment and digital safety and citizenship.
- » Let's start with 5 Safety Rules you can use to help protect you from many dangers associated with the digital world.
- » These 5 Safety Rules can be your guidelines as you interact online and as you encounter situations that might potentially be unsafe throughout middle school.

RELATED SLIDE



TIME

1:30

FACILITATOR NOTES

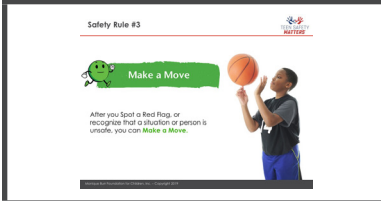
- » The 5 Safety Rules are the foundation of the program and are critically important for students to learn to help them stay safe.
- » Please deliver the Safety Rules with enthusiasm and reinforce them throughout the lessons.

FACILITATOR SCRIPT

SAFETY RULES

- » **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. This includes things like:
 - Knowing your personal information and your parents' or Safe Adults' work or cell phone numbers. This allows you to contact them during emergencies, or in times of need, even if you don't have your cell phone. (Many people have numbers saved in their phones but do not have the numbers memorized.)
 - Being aware of the social interactions of those around you, and knowing whether people and/or situations are safe and appropriate.
 - Understanding if websites, apps, and online behavior is safe and appropriate.
 - Knowing how to make decisions that will help keep you safe.
- » **Click to advance slide.**
- » **Safety Rule #2 is Spot Red Flags. Spotting Red Flags** means being aware of potential dangers online or offline. Red Flags may include.
 - Bullying, cyberbullying, or other inappropriate online behavior.
 - Adults or other teens trying to trick, force, or manipulate you into unsafe or inappropriate situations.
 - Controlling behaviors or emotional or physical abuse between partners in a relationship.

RELATED SLIDE



TIME

1:30

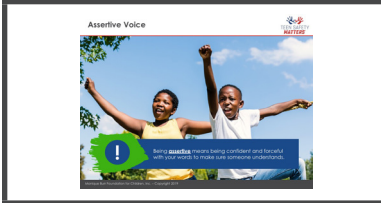
FACILITATOR NOTES

FACILITATOR SCRIPT

SAFETY RULES

- » **Safety Rule #3 is Make a Move.** After you Spot a Red Flag, or recognize that a situation or person is unsafe, you can **Make a Move** by:
 - getting away from an unsafe situation or person.
 - staying away from unsafe or inappropriate people and situations.
- » **Click to advance slide.**
- » **Safety Rule #4 is Talk It Up. Talking It Up** means using your voice to help keep you and others safe. Here are some ways you can **Talk It Up**:
 - Talk to a Safe Friend who will support you and help you talk to a Safe Adult.
 - Report unsafe situations or behaviors to a Safe Adult. Not reporting allows problems to continue to grow and may cause more damaging long-term consequences.
 - 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.
- » Let's talk more about what it means to use an assertive voice.

RELATED SLIDE



TIME

1:30

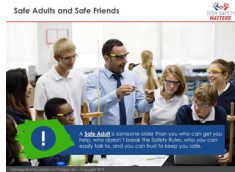
FACILITATOR NOTES

FACILITATOR SCRIPT

ASSERTIVE VOICE

- » What does assertive mean? *(Elicit responses)*
- » **Click to advance slide.**
- » Being **assertive** means being confident and forceful with your words to make sure someone understands.
- » You can use an assertive voice to say "no" if someone is hurting you or someone else.
- » 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.

RELATED SLIDE



TIME

2:00

FACILITATOR NOTES

FACILITATOR SCRIPT

SAFE ADULTS & SAFE FRIENDS

- » Let's talk about Safe Adults and Safe Friends.
- » A **Safe Adult** is someone:
 - who is older than you and can get you help if you are ever hurt or unsafe.
 - who doesn't break the Safety Rules, or try to get you to break them.
 - who you can easily talk to about things that may be difficult to talk about.
 - who you can trust to keep you safe.
- » Examples of Safe Adults might be a parent, a teacher, a counselor, or a coach.
- » I want you to think about at least two adults in your life who could 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, **or me (*if you are a school staff member)*. If you don't feel comfortable talking to a Safe Adult by yourself, you can talk to a Safe Friend first and ask them to talk to a Safe Adult with you.
- » A **Safe Friend** is a friend you trust and feel comfortable talking to. It is someone you can tell about unsafe situations, and ask them to help you talk to a Safe Adult.
- » But remember, if you talk to a Safe Friend, they are not a replacement for a Safe Adult. You should always tell a Safe Adult about unsafe or inappropriate situations or people.
- » Safe Friends should:
 - listen to each other without judging.
 - help each other talk to a Safe Adult.
 - stay with each other when you see something or someone you think is unsafe.
- » Let's move on to our last Safety Rule.

RELATED SLIDE



TIME

1:00

FACILITATOR NOTES

FACILITATOR SCRIPT

SAFETY RULES

- » **Safety Rule #5 is No Blame | No Shame.**
- » Adults are responsible for keeping you safe, so if an adult ever hurts you, you are not to blame, and you should not be ashamed to tell.
- » You are also never to blame if another teen hurts, bullies, or abuses you.
- » Even if something happened a long time ago and you never told, it is never too late to tell a Safe Adult.
- » And I want you to know, as you grow older, you will encounter new people and situations, and you will also make decisions that may impact your safety.
- » No matter what happens, it is important to remember:
 - You should never feel ashamed to talk to your Safe Adults about decisions you've made, because everyone makes mistakes.
 - Talking to a Safe Adult and asking for help if you feel unsafe, or if you have made an unsafe or inappropriate decision, can help you learn from the experience. It can also help you avoid further negative consequences.

RELATED SLIDE



TIME

0:30

FACILITATOR NOTES

FACILITATOR SCRIPT

5 SAFETY RULES

- » Let's review all 5 Safety Rules before we move on.
- » Everyone please 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

5:00

FACILITATOR NOTES

FACILITATOR SCRIPT

"DIGITAL CITIZENSHIP"

- » Raise your hand if you have heard the term digital citizenship. *(Raise hands)*
- » What do you think digital citizenship means? *(Elicit responses)*
- » **Digital citizenship** is the safe, responsible, and respectful use of technology.
- » Let's watch a video about digital citizenship.

- **Click to play video (2:03)**

FOLLOW-UP

- » This video contained a lot of important information for you. As we go through the lesson today, we will discuss the ideas presented in the video in more detail. Let's start with your rights and responsibilities as a digital citizen.
- » Take a minute to turn and talk with a neighbor. Discuss and write some of your rights as a digital citizen on your Class Notes Sheet.
- » What did you write? *(Elicit responses from several students being sure to cover the following:)*
 - The right to connect and communicate with others
 - The right to share and receive information
 - The right to privacy and safety
- » Now let's see if you can remember some of the responsibilities you have as a digital citizen. Work with your same partner and write a few on your Class Notes Sheet.
- » Raise your hand if you can name one. *(Students may not remember all of these, so elicit a few responses and then read the following list as a reminder:)*
- » You have the responsibility to:
 - Respect yourself and others
 - Only share positive, kind, appropriate things
 - Avoid cyberbullying and digital drama
 - Establish a good digital reputation
 - Use good digital etiquette and avoid using offensive language
 - Avoid and report inappropriate content
 - Be ethical and respectful of others' work (cite sources, etc.)
 - Keep yours and others' information private (avoid checking in, geomapping, etc.)
 - Understand the privacy terms and policies of apps and sites you use
- » In the digital world, everyone has a digital reputation. Everything you post and do online can follow you throughout middle and high school, college, and even when you get a job. It has the potential to contribute positively or negatively to your digital reputation.

RELATED SLIDE



TIME

1:30

FACILITATOR NOTES

FACILITATOR SCRIPT

SEXTING

- » There are a lot of things people post and do online that they may not want to become Public and Permanent.
- » Sexting is one example.
- » Raise your hand if you have heard the term sexting. *(Raise hands)*
- » **Sexting** 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.
- » 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 shared online for everyone to see. Even sending or receiving an "air drop" on your phone at school of a picture or text could put you at risk.
- » 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.
- » 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.
- » Once they are shared, there is no way to stop this or get them back.

RELATED SLIDE



TIME

2:00

FACILITATOR NOTES

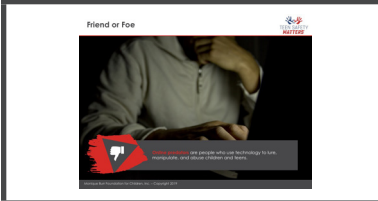
- » **IF YOU ARE IMPLEMENTING TWO SHORTER LESSONS, THIS IS WHERE YOU WILL RESUME THE LESSON.**
- » **DO A QUICK REVIEW OF THE SAFETY RULES AND THEN GO INTO CONTENT FOR THE SECOND HALF OF THE LESSON.**

FACILITATOR SCRIPT

CYBERBULLYING

- » So we've talked about being a responsible digital citizen and how sharing and posting things online may increase your risk for potential harm and negatively impact your digital reputation.
- » Another online behavior that may be harmful to you or others is cyberbullying.
- » **Cyberbullying** is repeated online bullying or harassment. 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 students has or will experience cyberbullying.
- » Raise your hand if you think cyberbullying is happening here at your school. *(Raise hands)*
- » Many digital users feel anonymous, or hidden behind their digital device.
- » This makes it easier to say or do things online that you might otherwise never say or do in the real world. Some people call this "keyboard courage."
- » Your online actions can have very hurtful and damaging consequences and you can't take them back.
- » Cyberbullying can have a negative impact on all areas of a person's life, including their self-esteem, their academic performance, their relationships, and more.
- » **Empathy** is putting yourself in someone else's shoes and thinking about how they might feel. If you have empathy for others, it will help ensure you are not posting anything that may hurt others.
- » *Click to advance slide.*
- » To have empathy, have a **HEART** online. This means:
 - H** - Hold your send or post until you....
 - E** - Evaluate what you are about to send/post/reply and...
 - A** - Ask yourself if it is TRUE, NECESSARY, and KIND, and if you are okay with it being Public and Permanent. If not,
 - R** - Refrain from sending or posting and...
 - I** - Tell a Safe Adult or talk to a Safe Friend, if needed.
- » Remember, being a good digital citizen means you avoid cyberbullying.

RELATED SLIDE



TIME

2:30

FACILITATOR NOTES

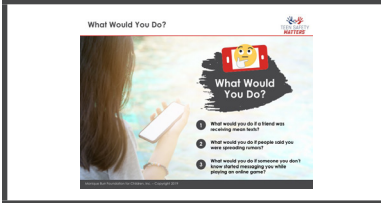
- » Some people are uncomfortable with this topic of discussion or using the term "pornography."
- » Research shows that 1 in 7 children/teens will be sexually solicited while online.
- » For this reason, we highly recommend teaching children and teens about this subject as research has shown it is developmentally appropriate and necessary at this age.
- » Many students this age know what pornography is. It is important to teach them in a developmentally appropriate way to arm them with knowledge against predators and to educate them should they discover this information inadvertently while online or should someone send them pornography.

FACILITATOR SCRIPT

FRIEND OR FOE

- » What social media sites or apps do you use? (*Elicit responses*)
- » Raise your hand if you have any online "friends" that you don't know in real life. (*Raise hands*)
- » Digital dangers online aren't just from your peers or your own behavior and actions, there are also strangers online who look for kids and teens to "get to know" for the purpose of abusing or **exploiting** them. This is called **grooming**.
- » **Click to advance slide.**
- » **Online predators** are people who use technology to lure, manipulate, and abuse children and teens. And they can be ANYONE!
- » They often use online gaming, social media, virtual reality sites, and apps to find kids and teens.
- » Sometimes they pretend to be someone they aren't by using a fake profile to establish a relationship with you. They act like they are your age and like the same things as you. They gain your trust and may even send you gifts.
- » Other times, predators tell kids exactly who they are and how old they are and kids still become "online friends," because they don't think the person can or will hurt them.
- » Once a predator has your trust, they may manipulate you and try to get you to do things you wouldn't normally do, such as sending inappropriate pictures, or meeting them in real life, which can have serious and dangerous consequences.
- » They may also send you inappropriate images of people without their clothes on, which is called **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 and harm your computer with malware.
- » 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. This will minimize your risk of being targeted by an online predator.

RELATED SLIDE



TIME

5:00

FACILITATOR NOTES

FACILITATOR SCRIPT

WHAT WOULD YOU DO?

- » In addition to remembering the HEART acronym, you can use the 5 Safety Rules to help you stay safe online.
- » Let's do an activity called "What Would You Do?" to see how you might react to certain online situations.
- » I want you to get into a group with the 2 or 3 people nearest to you.
- » I'm going to read several scenarios, and after each scenario, I will give you a few minutes to discuss what you would do when faced with digital dangers. Then I want you to write your responses on your Class Notes Sheet.
- » Be sure to think about the guidelines we've discussed and the 5 Safety Rules.

SCENARIOS

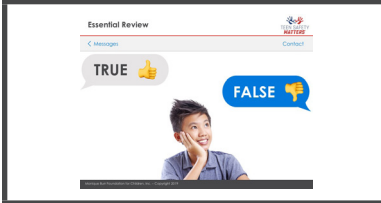
» **Click to advance slide.**

1. Your friend has been repeatedly receiving mean texts and social media posts from a group of students at school. What would you do?
2. You have received several texts from different people at your school telling you to stop spreading rumors and you know you haven't talked to anyone about a rumor. What would you do?
3. While playing a game online, someone you don't know in real life starts messaging you. What would you do?

FOLLOW-UP

- » After reading each scenario and allowing groups time to discuss, call on one or two groups to hear what they would do if faced with that situation.
- » Reinforce answers that use the Safety Rules and the Public and Permanent and HEART guidelines in their response.

RELATED SLIDE



TIME

1:30

FACILITATOR NOTES

FACILITATOR SCRIPT

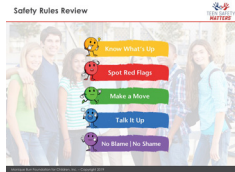
ESSENTIAL REVIEW

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

REVIEW STATEMENTS

1. If you post something online that you later think is not good for your digital reputation, you can always delete it, and no one will see it. *(Allow students to demonstrate a thumbs down then **click to advance slide.**)*
- » This is false. Remember, everything you post online can be public and permanent.
2. Using good online etiquette, or good online behavior and manners is part of good digital citizenship. *(Allow students to demonstrate a thumbs up then **click to advance slide.**)*
3. Digital drama is often not nice, but is not as bad as cyberbullying. *(Allow students to demonstrate a thumbs down then **click to advance slide.**)*
- » This is false. Remember, digital drama is still a very real and very painful experience and often leads to damaged friendships, hurt feelings, and low self-esteem. It can also escalate into cyberbullying or offline physical fights as well.
4. Sexting is one example of something you can do online that is unsafe and harmful to yourself. *(Allow students to demonstrate a thumbs up then **click to advance slide.**)*
5. It is okay to be friends with someone online that you don't know in real life as long as they are your age. *(Allow students to demonstrate a thumbs down then **click to advance slide.**)*
- » This is false. Remember, you never know if someone is who they say they are in real life, and it could be someone who is targeting you for abuse or exploitation.

RELATED SLIDE



TIME

0:30

FACILITATOR NOTES

FACILITATOR SCRIPT

SAFETY RULES REVIEW

- » You learned today how you can use the 5 Safety Rules to help keep you safe.
- » Let's review the 5 Safety Rules before we end. I want everyone to 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

1:30

FACILITATOR NOTES

- » Reinforcement items are a very important part of the program, as research shows that multiple exposures to a concept are necessary for student learning and retention. As you end the lesson with students, 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 students or email them directly to parents. Each option is noted in the script.
- » Note: The Home Learning Assignment is available on the Facilitator Portal and Facilitator Flash Drive to print and distribute. Please note that the document is a fillable PDF, so it can also be shared online via your school's online learning software (such as Schoology) for students to complete and submit. Each option is noted in the script. If completing it online, give students appropriate instructions for accessing and completing.

FACILITATOR SCRIPT

WRAP UP & CLOSE

- » 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 attention and participation.
- » To finish up today, I have a few things for you.
- » *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 an MBF Pen with the 5 Safety Rules for each of you as a reminder. And, as a bonus, you can use the stylus on the pen on your digital devices.
- » *Option 1:* Lastly, I have a Home Learning Assignment for you to do before I come back for Lesson 2.
- » *Option 2:* Lastly, there is an online Home Learning Assignment for you to do before I come back for Lesson 2. You can access it _____
- » It's important that you do this, because we will talk about some of the videos and things that are part of the Home Learning Assignment during Lesson 2.
- » Does anyone have any questions before I leave?
- » If you think of any questions, you can ask your teacher, **or you can ask me. (*If you are a school employee)*
- » Thank you all again for being so attentive during this *MBF Teen Safety Matters* lesson. I'll see you soon for Lesson 2.
- » I hope you'll all remember your Safety Rules and remember that you deserve to be safe!