

TEEN SAFETY **MATTERS**[®]

Powered by
Monique Burr Foundation for Children, Inc.

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



8TH GRADE - LESSON 2 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 demonstrate retention of Lesson 1 concepts. • Students will use the 5 Safety Rules to prevent, recognize, and respond appropriately to unsafe situations. • Students will understand the importance of physical safety. • Students will identify Red Flags/indicators of physical abuse, emotional abuse, and neglect. • Students will identify indicators of a healthy relationship. • Students will identify indicators and consequences of unhealthy relationships and relationship abuse. • Students will demonstrate increased knowledge regarding bullying, how to report it, and how to create a culture of kindness. • Students will understand and practice being an Upstander versus a Bystander. • Students will learn to identify Red Flags related to sexual abuse and sex trafficking and to report abuse and exploitation. • Students will understand sexual assault, how to report it, and how to prevent it.
<p>MATERIALS</p>	<ul style="list-style-type: none"> • Classroom PowerPoint Lesson • Facilitator Script • Student Post-Test (optional) • "We Follow the Safety Rules" Classroom Poster • Class Notes Sheet • 8.2 Parent Information and Activity Sheets • Student Resource Cards • Safe Adult Bookmarks

8TH GRADE - LESSON 2 OVERVIEW CONTINUED...

<p>KEY TERMS</p>	<ul style="list-style-type: none"> • Abuse • Authority Figure • Bullying • Bystander • Emotional Abuse • Empathy • Force • Grooming • Manipulate • Neglect • Physical Abuse • Pornography • Relationship Abuse • Sex Trafficking • Sextortion • Sexual Abuse • Sexual Activity • Sexual Assault • Targeted • Traumatized • Tricked • Upstander
<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

1:30

FACILITATOR NOTES

FACILITATOR SCRIPT

WELCOME & INTRODUCTION

CLASS WELCOME

» *Begin by welcoming students and discussing lesson and behavior expectations.*

LESSON INTRODUCTION

» Today we are going to do the second lesson from the MBF Teen Safety Matters program. It is a program that helps teach students how to be safe.

» Much of the information we will talk about today may be new to you. I ask that everyone please pay attention and participate in this important discussion and activities.

» If you have any personal stories to share related to what we are discussing today, please 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.

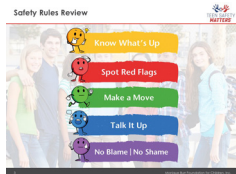
» Like I did in Lesson 1, throughout this lesson, I will mention your Class Notes Sheet and have you fill in related information. You can also write down any words or concepts you don't understand, questions you may have, or stories you may wish to share with me or a Safe Adult later.

» During Lesson 1, we learned about digital safety, and today we're going to talk about physical safety.

» What are some ways you've learned that you can keep yourself safe? (*Elicit responses such as follow rules, watch for unsafe situations, etc.*)

» We also talked about how adults are responsible for keeping kids safe. However, as you get older and gain more independence, you have to become more responsible for your safety.

RELATED SLIDE



TIME

1:30

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. Each rule has an emoji to go with it to help you remember it. As we talk about different topics today, you will learn how these rules can help you stay safe.
- » Let's start with a quick review of the rules.
- » **Click to advance slide.**
- **Safety Rule #1 is Know What's Up**
- » **Knowing What's Up** means you are aware of your environment and the people around you, both online and offline.
- » **Click to advance slide.**
- **Safety Rule #2 is Spot Red Flags**
- » **Spotting Red Flags** means being aware of potential dangers when you're online or out in the real world.
- » **Click to advance slide.**
- **Safety Rule #3 is Make a Move**
- » **Making a Move** involves using positive decision-making skills to respond to any new or unsafe situations. You can Make a Move by getting away and staying away from unsafe situations or people.
- » **Click to advance slide.**
- **Safety Rule #4 is Talk It Up**
- » **Talking It Up** means using an assertive voice if you or others are in an unsafe situation. 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.
- » **Click to advance slide.**
- **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. It is never too late to tell.
- » Let's review all the Safety Rules. 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

1:30

FACILITATOR NOTES

» These can be sensitive topics for many students, so please be aware of students' reactions and assist students if needed.

FACILITATOR SCRIPT

ABUSE

- » Let's start our discussion about physical safety and abuse.
- » How many of you have heard the term abuse? *(Raise hands)*
- » **Abuse** is when another person hurts you on purpose.
- » Child abuse can happen to anyone under the age of 18.
- » Sadly, it is usually not strangers that abuse children and teens. About 90% of the time, abuse happens by someone the child knows, such as a parent, step-parent, sibling, other relative, family friend, or a neighbor, coach, pastor, etc.
- » There are laws against abuse in every state. These laws exist to help protect children from abuse. No child ever deserves to be hurt or abused.
- » Many people think of abuse as physical injuries such as bruises or broken bones. That is one type of abuse, but abuse can happen in many different ways.
- » As I mention each one, record the definition or a brief description on your Class Notes Sheet.
- » **Click to advance slide.**
- » **Physical Abuse** is when someone intentionally, or on purpose, hurts a child's or teen's body by hitting, punching, kicking, shaking, or sometimes even breaking bones. Physical abuse can leave injuries like bruises, broken bones, and scratches.
- » **Emotional Abuse** is when children or teens are repeatedly told harmful or hateful things about themselves.
- » **Neglect** is when a child is not getting what he or she needs to be healthy and safe.
- » **Sexual Abuse** is when someone touches, talks about, shows, or takes pictures of private body parts in a way that will harm or hurt someone.

RELATED SLIDE



TIME

1:00

FACILITATOR NOTES

FACILITATOR SCRIPT

BULLYING

- » Let's talk more about physical and emotional abuse, because they can happen in several ways, such as bullying and relationship abuse.
- » To meet the legal definition of **bullying**, the behavior must be repeated, it must be intentional, and there must be a real or perceived imbalance of power. Bullying may occur through harassment, threats, insults, or even social exclusion.
- » If you think of all the different ways someone can be bullied, can anyone share a situation where you have seen someone bullied? (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)
 - Cyber (online or with technology)

RELATED SLIDE



TIME

3:00

FACILITATOR NOTES

- » **IF YOU ARE IMPLEMENTING IN TWO SHORTER LESSONS, RATHER THAN THE STANDARD 55-MINUTE LESSON, STOP AFTER THIS SLIDE.**
- » **TELL STUDENTS YOU WILL BE BACK SOON TO FINISH THIS LESSON. REMIND THEM TO PRACTICE THE 5 SAFETY RULES IN THE MEANTIME.**

FACILITATOR SCRIPT

WHAT WOULD YOU DO?

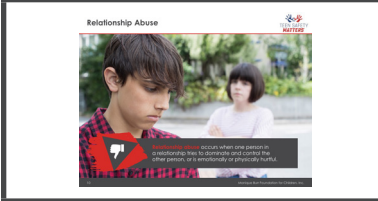
- » For the next activity, I want you to form groups by joining with the 2 or 3 people nearest to you and discuss the questions on the slide.
- » **Click to advance slide.**
- » If you have witnessed bullying, discuss what you did, or what you could do to make it stop.
- » Also, how can we create a culture of kindness and safety at our school?
- » Write your response on your Class Notes Sheet,

FOLLOW-UP

- » Share the top two things your group came up with to create a culture of kindness and safety. *(Elicit responses from two or three groups.)*

*****STOP AFTER THIS SLIDE IF YOU ARE IMPLEMENTING THIS LESSON IN TWO SHORTER LESSONS*****

RELATED SLIDE



TIME

2:00

FACILITATOR NOTES

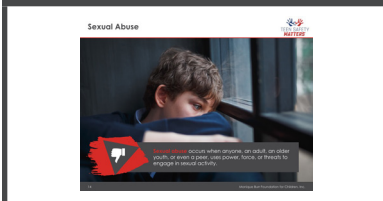
- » **IF YOU ARE IMPLEMENTING IN TWO SHORTER LESSONS, THIS IS WHERE YOU WILL RESUME THE LESSON.**
- » **DO A QUICK REVIEW OF THE SAFETY RULES AND THEN GO INTO CONTENT FOR THE SECOND HALF OF THE LESSON.**

FACILITATOR SCRIPT

RELATIONSHIP ABUSE

- » Abuse can also happen in a “dating” or “going out” relationship.
- » Throughout middle school, you may have noticed your relationships changing. Many students find themselves romantically interested in someone, and wanting to spend time with them, rather than their family and friends.
- » Usually, dating or having a relationship with someone is a good experience.
- » It is also normal for relationships to be confusing sometimes, especially at this age. Students may like each other one day and not the next, and may break up and get back together again.
- » But, despite that, relationships should never be harmful or abusive.
- » However, many 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.
- » But most teens don't know the signs of relationship abuse. So let's start by talking about healthy versus unhealthy relationships.
- » To know what an unhealthy relationship looks like, you have to first understand what a healthy relationship looks like.
- » What do you think are the signs of a healthy relationship? (*Elicit responses*)
- » A healthy relationship exists when two people:
 - are supportive of each others' time, activities, and friends.
 - can disagree without emotional or physical harm.
 - respect each other, including their thoughts, privacy, and boundaries.

RELATED SLIDE



TIME

1:30

FACILITATOR NOTES

FACILITATOR SCRIPT

SEXUAL ABUSE

- » The last type of abuse we will talk about today is sexual abuse. This may be an uncomfortable topic for us to talk about. However, this is very important, because 1 in 10 people will be sexually abused before their 18th birthday.
- » **Sexual abuse** is unwanted sexual activity, usually with the abuser using force, manipulation, or taking advantage of victims not able to give consent.
- » **Sexual activity** is not just sexual intercourse, or sex. It is the intentional looking or talking about another person's private parts, or touching inside or outside of clothing.
- » It can happen in different ways, and by both adults and other youth.
 - If an adult engages in any sexual activity with you, that is sexual abuse. This includes touching your private body parts or asking you to touch their's.
 - It could be a family member or relative, a friend's parent, or someone you know and trust, like a teacher or coach.
 - If an older youth engages in any sexual activity with a younger child, that is sexual abuse.
 - It is never okay for an older youth to touch your private parts, and it is never okay for you to touch a younger child's private parts.
 - 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 another youth tries to **force** or threaten you to touch their private body parts, or if they touch yours, that is also sexual abuse.
 - If anyone, an adult, an older youth, or even a peer uses power, force, or threats to engage in sexual activity with you, that is sexual abuse.
 - If an adult talks to you in a sexual way, shows you sexual images or **pornography**, or tries to take pictures of you without your clothes on, that is sexual abuse.

RELATED SLIDE



TIME

1:00

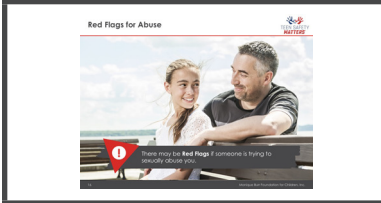
FACILITATOR NOTES

FACILITATOR SCRIPT

SEX TRAFFICKING

- » One particular type of sexual abuse that is on the rise among teens is sex trafficking.
- » **Sex trafficking** is forcing someone into sex acts against their will.
- » It often involves an older person that begins a friendship or relationship with a teen and ultimately forces them to have sex with others for money, and it happens to both girls and boys.
- » Young people are often targeted by someone they meet in person or online, who tries to establish a relationship for the purpose of sexually abusing and trafficking them.
- » *Click to advance slide.*
 - Teens are **targeted**, or sought out, online, in malls, at schools, or at other teen hangouts.
 - They are **tricked**, or fooled into a relationship with another person who they think cares for them while hiding their true motives and their real identity.
 - They are **traumatized**, or hurt by emotional, physical, and sexual abuse.

RELATED SLIDE



TIME

2:00

FACILITATOR NOTES

FACILITATOR SCRIPT

RED FLAGS FOR ABUSE

- » There may be **Red Flags** if someone is trying to sexually abuse you. As we talk about these, write a few that stand out to you on your Class Notes Sheet.
- » Red Flags to watch for include:
 - Is someone getting physically close or touching you in ways that make you uncomfortable or doesn't seem right for the kind of relationship you have? This can include hugs, pats, kisses or "accidentally" touching you in ways that don't really seem accidental.
 - Is someone giving you gifts or flattering you in ways that single you out, seem too generous or make you uncomfortable?
 - Is someone asking you about your romantic or sexual interests, talking to you about sex, or trying to find out about your body or personal details?
 - Is someone trying to show you sexual images?
 - Is someone trying very hard to be alone with you?
 - Is someone offering you drugs or alcohol?
 - Is someone saying you have a duty or obligation to engage in sexual activity, threatening your friendship, or saying they will harm you or others if you don't do it?
 - Is someone asking you to keep their activities with you a **secret**? Surprises, such as parties or gifts are safe secrets, but if someone is asking you to keep these kinds of behaviors a secret, that is an unsafe secret.
- » Other **Red Flags** can come from someone trying to **manipulate** you. This could include situations like:
 - Someone older trying to begin a romantic relationship with you.
 - Someone constantly complimenting you, telling you that you should be a model, or offering to make you a model.
 - Someone offering you gifts or money in exchange for sexual acts or pictures.
 - Someone trying to isolate you or come between you and your parents or friends.

RELATED SLIDE



TIME

1:00

FACILITATOR NOTES

FACILITATOR SCRIPT

RED FLAGS FOR TRAFFICKING

- » There are also **Red Flags** if someone is trying to traffic you. As we talk about these, add a few Red Flags to your Class Notes Sheet.
- » Traffickers often groom their victims by taking advantage of their vulnerabilities. Sometimes a trafficker can spend weeks or months building a false relationship and isolating their victims, who do not even realize that they are being groomed or exploited.
- » The best way to avoid becoming a victim of sex trafficking is to know how traffickers work, to know how children and teens are manipulated into sex trafficking, and to use the Safety Rules to avoid this type of behavior from anyone.
- » **Grooming** can involve a variety of behaviors, and it happens online and in real life. Signs include things like:
 - the trafficker providing the victim their basic needs or more expensive items.
 - meeting the emotional needs of the victim who feels alone and not understood (spending time, listening, giving compliments).
 - using pictures, personal information, or anything else to embarrass their victim or lead them to believe they will get into trouble.
 - making false promises about getting them modeling or other jobs, or about helping their family out financially.
 - coercing the victim to send pictures online and using those to blackmail them to send more, meet offline, and eventually to have sex with others. This is called **sextortion**.

RELATED SLIDE



TIME

2:00

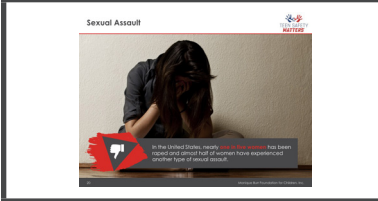
FACILITATOR NOTES

FACILITATOR SCRIPT

RESPONDING TO RED FLAGS

- » Sometimes, recognizing **Red Flags** of abuse can be difficult, especially if they are from an **authority figure**, someone you trust and respect, 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 use **Safety Rule #3 to Make a Move** and get away. If you know a situation or person is demonstrating **Red Flag** behaviors with you, you can also try to stay away from that person.
- » How can you use **Safety Rule #4 to Talk It Up?** *(Use an assertive voice to say no, tell a Safe Adult)*
- » You can use 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 right 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

1:30

FACILITATOR NOTES

FACILITATOR SCRIPT

SEXUAL ASSAULT

- » Sometimes teens are assaulted by people they don't know. However, 68 % of the time, victims know their rapist. It is a boyfriend, friend, or casual acquaintance.
- » 6 out of 10 rapes of young women occur in their own home or a friend's or relative's home.
- » But even if you are not sexually assaulted, many teens feel pressured to do more than they really want to.
- » In middle school, sexual activity should not be a part of any relationship.
- » Yet 25% of girls who have been in a relationship reported going further sexually than they wanted as a result of pressure.
- » You should never be pressured into something when it comes to sexual activity, and you should never pressure someone else, even if you are in a relationship.

RELATED SLIDE



TIME

2:00

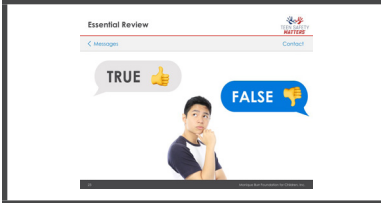
FACILITATOR NOTES

FACILITATOR SCRIPT

REPORTING ABUSE AND GETTING HELP

- » We've talked about many 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 abusing you, they may be abusing others as well.
- » If you think someone is showing **Red Flags** and trying to begin a relationship with you for sex trafficking, or if you think a friend may be a victim of sex trafficking, you can call the Trafficking Hotline at 888-373-7888.
- » And it's very important to not think, "this can't happen to me or my friends, or it can't happen here," because it is happening in every community in the U.S.
- » Always 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 to 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. This is being an Upstander, just like with bullying.

RELATED SLIDE



TIME

1:30

FACILITATOR NOTES

FACILITATOR SCRIPT

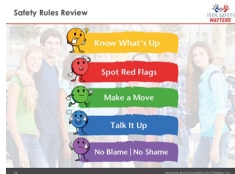
ESSENTIAL REVIEW

- » Let's do a thumbs up/thumbs down review to make sure you understand all the types of abuse we discussed today.
- » If you agree with a statement, show me a thumbs up. If you disagree, 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. *(Allow students to demonstrate a thumbs down, then **click to advance slide.**)*
 - » This is false. Remember, 90% of abuse happens by someone the child knows.
2. When you see bullying happening, you should use **Safety Rule #4, Talk It Up**, to be an Upstander or get help from a Safe Adult. *(Allow students to demonstrate a thumbs up, then **click to advance slide.**)*
3. Relationship abuse is always when one person uses physical violence against their partner. *(Allow students to demonstrate a thumbs down, then **click to advance slide.**)*
 - » This is false. It can also be verbal abuse, isolation, control, etc.
4. Trafficking doesn't happen to students in middle school. It typically happens to older teens in high school. *(Allow students to demonstrate a thumbs down, then **click to advance slide.**)*
 - » This is also false. Trafficking happens to girls and boys of all ages.
5. An Upstander is someone who sees bullying or trafficking happening and does something to stop it. *(Allow students to demonstrate a thumbs up.)*

RELATED SLIDE



TIME

0:30

FACILITATOR NOTES

FACILITATOR SCRIPT

SAFETY RULES REVIEW

- » You have learned 5 Safety Rules to help keep you safe.
- » Let's review the 5 Safety Rules before we end today. 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

1:00

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.

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 two Safe Adult Bookmarks for each of you. I want you to personalize these and give them to your two Safe Adults, so if you ever need their help, they will know how to help you.
 - » And I have a Student Resource Card for each of you. This card has resources and hotline numbers for a variety of organizations that can offer you help if you ever need it. Tuck this away somewhere safe and if you or a friend are ever in need of help, you'll be able to easily access these support hotlines.
- » 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 hope you'll all remember your Safety Rules and remember that you deserve to be safe!