



# TEEN SAFETY **MATTERS**<sup>®</sup>

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Monique Burr Foundation for Children, Inc.

## FACILITATOR SCRIPT **9<sup>TH</sup> - 12<sup>TH</sup> GRADES / LESSON 1**



**9<sup>TH</sup> - 12<sup>TH</sup> GRADES / LESSON 1 OVERVIEW**

<p><b>LESSON TIMING</b></p>	<ul style="list-style-type: none"> <li>• Prep time: 15 minutes</li> <li>• Lesson time: 55 minutes (or two 30-minute lessons)             <ul style="list-style-type: none"> <li>– The noted lesson time is the average time it will take 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>
<p><b>LEARNING OBJECTIVES</b></p>	<ul style="list-style-type: none"> <li>• Students will understand the importance of personal safety education.</li> <li>• Students will use the 5 Safety Rules to prevent, recognize, and respond appropriately to unsafe situations.</li> <li>• Students will identify at least two Safe Adults who can help when faced with unsafe situations.</li> <li>• Students will recognize peer pressure and learn to apply the 5 Safety Rules to stay safe.</li> <li>• Students will understand bullying/cyberbullying risks and learn appropriate responses, including how to be an Upstander.</li> <li>• Students will understand digital dangers (such as sexting and sextortion) and how they can decrease their digital risk and increase their digital safety by remembering the 4 R's (Relationships, Responsibility, Reputation, and Risk).</li> </ul>
<p><b>MATERIALS</b></p>	<ul style="list-style-type: none"> <li>• Classroom PowerPoint Lesson</li> <li>• Facilitator Script</li> <li>• Parent Welcome and Opt-Out Forms (optional)</li> <li>• Student Pre-Test (optional)</li> <li>• Class Notes Sheet</li> <li>• Home Learning Assignment</li> <li>• 9-12.1 Parent Information and Activity Sheets</li> <li>• Pen</li> </ul>

9<sup>TH</sup> - 12<sup>TH</sup> GRADES / LESSON 1 OVERVIEW CONTINUED...

<p><b>KEY TERMS</b></p>	<ul style="list-style-type: none"> <li>• Bullying</li> <li>• Bystander</li> <li>• Catfishing</li> <li>• Conflict</li> <li>• Cyberbullying</li> <li>• Cybertipline</li> <li>• Digital Citizenship</li> <li>• Digital Immigrant</li> <li>• Digital Native</li> <li>• Digital Safety</li> <li>• Empathy</li> <li>• Keyboard Courage</li> <li>• Safe Adult</li> <li>• Safe Friend</li> <li>• Online Predators</li> <li>• Peer Pressure</li> <li>• Pornography</li> <li>• Public and Permanent®</li> <li>• Sex Trafficking</li> <li>• Sexting</li> <li>• Sextortion</li> <li>• Sexual Exploitation</li> <li>• Upstander</li> </ul>
<p><b>FACILITATION TIPS</b></p>	<ul style="list-style-type: none"> <li>• Before starting the lesson, write the key terms on the board to refer to throughout the lesson.</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 and encourage students to write the definitions on their Class Notes Sheets.</li> <li>• Have students remain seated at their desks or tables.</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 sometimes hard to know the difference between something that is safe or unsafe, but let's think about this one some more."</li> <li>• 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.</li> </ul>

RELATED SLIDE



TIME

1:30

FACILITATOR NOTES

- Before starting the lesson, distribute a Class Note Sheet and pen to each student.
- You may ask students to turn in their Notes Sheets for review at the end of each lesson, or have students turn them in for an incentive.
- Alternatively, you may have students keep their Notes Sheets, but remind them they will need it for Lesson 2.
- Periodically throughout the lesson, remind students to define key terms and take notes on their Class Notes Sheet to keep them engaged.

FACILITATOR SCRIPT

WELCOME & INTRODUCTION

CLASS WELCOME

- » Begin by welcoming students and discussing lesson and behavior expectations.
- » Distribute one Student Class Notes Sheet and one pen to each student.

LESSON INTRODUCTION

- » Today we are doing a lesson from the MBF Teen Safety Matters program, which teaches students how to be safe online and in the real world.
- » During these lessons, you will learn about digital safety, healthy vs. unhealthy relationships, abuse, trafficking, and how to use 5 Safety Rules to keep you safe.
- » Because this is such important information, I ask that everyone please pay attention and participate in the discussion and activities.
- » Everyone should have a Class Notes Sheet. Throughout the lesson, as you learn key terms and other important information, I want you to write it on your sheet, so you will need to pay attention and follow along.
- » Our goal is to make these lessons fun and interactive with meaningful discussion and activities.
- » But, we will be covering some sensitive topics. The expectation is that everyone will act maturely and be respectful of others' feelings, emotions, and privacy. Your Class Notes Sheet has some reminders about communicating respectfully that you can refer to throughout the lesson.
- » And if the information we discuss is difficult to hear or talk about, you may excuse yourself to the hall and/or talk to me, your school counselor, or another Safe Adult after the lesson.
- » I also ask that if you have any personal stories to share related to what we are discussing today, you wait and share them after the lesson; not because they're not important, but because we have a limited amount of time to get through the lesson today.

RELATED SLIDE

**The Why?**

<p>Internet Safety is now the <b>4<sup>th</sup> top ranked issue</b> on the list of health concerns for U.S. children and teens.</p>	<p>Every day, <b>77 million</b> young people use the Internet, and <b>1 out of every 7</b> will be sexually solicited online.</p>
<p><b>13 million</b> students will be bullied this year. <b>1 in 4</b> students will be bullied, and <b>1 in 5</b> will be cyberbullied.</p>	<p><b>16%</b> of teens considered meeting someone they've only talked to online. <b>8%</b> have actually met someone they only knew online.</p>

TIME

1:30

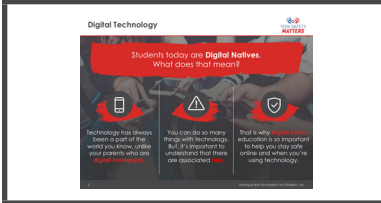
FACILITATOR NOTES

FACILITATOR SCRIPT

THE WHY?

- » Why do you need lessons to help you be safe?
- » The information in these lessons isn't presented to try to scare you, it's meant to educate you. This social awareness will allow you to make informed choices and to get help if you are unsafe.
- » But, it's important, because as you know, abuse, bullying, and digital dangers are a part of the world we live in.
- » **Click to advance slide.**
- » Because there are so many potential dangers online, Internet safety, or cyber safety, is now the 4th top-ranked issue on the list of health concerns for U.S. children and teens.
- » Every single day, 77 million young people use the Internet, and 1 out of every 7 will be sexually solicited online.
- » 13 million students will be bullied in the United States this year. 1 in 4 students will be bullied, and 1 in 5 will be cyberbullied.
- » 16% of teens considered meeting someone they've only talked to online. 8% have actually met someone they only knew online, which can be extremely dangerous.
- » Are any of these facts surprising to you? Take a minute to write what surprises you most on your Class Notes Sheet. *(Allow students to write what surprised them most, then elicit a few responses.)*
- » So this is why these conversations we are having are critical to your safety. It is important that you are educated and know how to recognize, respond, and prevent these types of things from happening to you.

RELATED SLIDE



TIME

1:00

FACILITATOR NOTES

FACILITATOR SCRIPT

DIGITAL TECHNOLOGY

- » Students today are **digital natives**. What does that mean? This is the first key term I will define in today's lesson, so as we are discussing this and other terms, jot down a brief definition or explanation on your Class Notes Sheet. *(Elicit responses)*
- » **Click to advance slide.**
- » Technology has always been a part of the world you know, unlike your parents who are **digital immigrants**, meaning they had technology introduced to them at some point during their lives. **(Click to advance slide.)**
- » You can do so many things with technology. But it is important to understand that there are very real, very dangerous risks associated with using the Internet and technology.
- » What are some dangers teens may experience online? *(Elicit responses being sure to cover the following):*
  - Seeing inappropriate images online
  - Sexting/sending or receiving inappropriate pictures
  - Cyberbullying
  - Apps and websites using your pictures and information
  - Identity theft
  - Online predators pretending to be someone they're not
- » **Click to advance slide.**
- » That is why **digital safety** education is so important.
- » That social awareness of the risks, along with self-management, or taking responsibility for your own behavior, is the first step in helping you stay safe online and when you are using technology.

RELATED SLIDE



TIME

1:00

FACILITATOR NOTES

FACILITATOR SCRIPT

DIGITAL TECHNOLOGY

- » Many teens think "bad things won't happen to me" or "what I do online won't hurt me."
- » But bad things do happen to teens. It's important to know that many risks encountered online are directly impacted by the choices you make.
- » Just like in the real world, in the digital world, you have to decide how you are going to interact. **(Click to advance slide.)**
  - Will you be safe? **(Click to advance slide.)**
  - Will you make responsible or risky decisions? **(Click to advance slide.)**
  - Will you be a leader or go along with the crowd?
- » So, to help you practice digital safety and make safe and smart decisions about your online behavior, there are 5 Safety Rules that can help.

RELATED SLIDE



TIME

1:30

FACILITATOR NOTES

- » The Safety Rules are the foundation of the MBF Teen Safety Matters program.
- » It is important to present 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

- » These 5 Safety Rules can be your guidelines as you interact online and as you encounter situations that might potentially be unsafe throughout high school.
- » As we address the different topics today, we will consider how each of these rules can help you, but let's start by learning what each rule means and how it can help you stay safe. There is an emoji that goes with each rule to help you remember it.
- » **Click to advance slide.**
- » **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 your safety and the safety of others. This includes things like:
  - knowing your personal information and your parents' or Safe Adults' work or cell phone numbers (many people have numbers saved in their phones but do not have the numbers memorized). 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, called social awareness, and knowing whether situations are safe and appropriate, and if people's behaviors are safe or not.
  - understanding if websites, apps, and online behavior is safe and appropriate. For example, most people don't read the Terms & Conditions before downloading apps. But that gives many developers access to your personal information and your pictures.
  - knowing how to make decisions that will help keep you safe as you get older and assume more responsibility.
- » **Click to advance slide.**
- » **Safety Rule #2 is Spot Red Flags. Spotting Red Flags** means recognizing 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



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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 if you can, or
  - 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:
  - Use an assertive voice to say no to an adult or another teen violating your personal boundaries or demonstrating unsafe or inappropriate behaviors to you or others.
  - Report unsafe situations or behaviors to a Safe Adult. 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.
- » **Click to advance slide.**
- » **Safety Rule #5 is No Blame | No Shame.** This rule reminds you that you should never feel ashamed to talk to a Safe Adult if you've been hurt or about decisions you've made, because making mistakes is inevitable as you mature. Talking to a Safe Adult can help you learn and help you avoid negative consequences.
  - » It also reminds you that it is never too late to tell a Safe Adult and seek help if you have been hurt.
  - » Let's review all 5 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**

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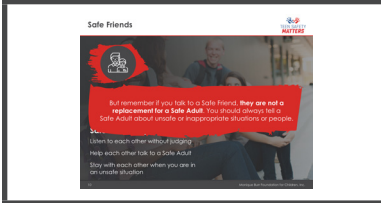
FACILITATOR NOTES

FACILITATOR SCRIPT

SAFE ADULTS

- » As we address different topics during the *MBF Teen Safety Matters* lessons, we will consider how these rules can help us.
- » You've heard the term Safe Adults, but who is a Safe Adult?
- » A **Safe Adult** is:
  - someone who is older than you that you can trust when you need help.
  - someone who can help you and keep you safe.
  - someone who is easy to talk to about difficult or unsafe things.
  - someone who doesn't break safety rules or ask you to break rules.
- » Examples of Safe Adults might be a parent, a coach, a relative such as an aunt, uncle, or older cousin, a trusted family friend, or a teacher or school staff member.
- » I want each of you to think about at least two different adults in your life who can be your Safe Adults. You should think of at least one person who lives with you and one person outside of your home.
- » Even if you cannot think of anyone right now, you can always talk to a Safe Adult at school. Think of someone you might go to for help with navigating school related stuff, classes, grades, etc. That same person can also help you navigate potentially unsafe situations or get you help if you need it. Examples might be a school counselor, a teacher, the Principal, or other administrators.
- » The reason we ask you to identify Safe Adults now is because if something unsafe ever happens to you, it will be easier to talk to a Safe Adult if you have already identified them.
- » And if you're hurt, scared, or don't know what to do, you will be more likely to talk to one of your Safe Adults.
- » It's good to think of a few Safe Adults you know, so you have options when you need to talk to someone.
- » And if you tell a Safe Adult about something unsafe and they don't help, you should always tell another Safe Adult.

RELATED SLIDE



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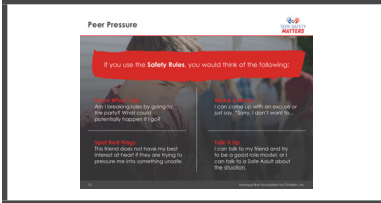
FACILITATOR NOTES

FACILITATOR SCRIPT

SAFE FRIENDS

- » You can also talk to a Safe Friend if you do not feel comfortable talking to a Safe Adult by yourself. Sometimes it is easier to talk to an adult if you have someone with you for support.
- » A **Safe Friend** is someone who values you and your relationship, is responsible and respectful, and follows the rules.
- » Safe Friends agree to:
  - listen to each other without judging.
  - help each other talk to a Safe Adult.
  - stay with each other when you're in an unsafe situation.
- » 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.

RELATED SLIDE



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FACILITATOR NOTES

FACILITATOR SCRIPT

PEER PRESSURE

- » Applying the Safety Rules to these situations and choices can also help you make safer, smarter decisions.
- » For example, think about someone pressuring you to go to a party where you know there will be drinking.
- » **Click to advance slide.**
- » If you use the Safety Rules, you would think of the following:
- » **Click to advance slide.**
  - **Know What's Up** – Am I breaking rules (my parents' or the school's) by going? What could potentially happen if I go?
- » **Click to advance slide.**
  - **Spot Red Flags** – This friend does not have my best interest at heart if they are trying to pressure me into something unsafe.
- » **Click to advance slide.**
  - **Make a Move** – I can come up with an excuse to not go or I can just say, "Sorry, I'm not willing to risk playing sports, losing my car, etc."
- » **Click to advance slide.**
  - **Talk It Up** – I can talk to my friend and try to be a good role model; or I can talk to a Safe Adult about the situation.
- » Others may pressure you to do the wrong thing, but how you choose to react depends on you.

RELATED SLIDE



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1:00

FACILITATOR NOTES

FACILITATOR SCRIPT

BULLYING & CYBERBULLYING

- » People often become involved in bullying and cyberbullying because of peer pressure.
- » I know you've all heard about bullying since elementary school, but I want to make sure every one knows the definitions and consequences of bullying and cyberbullying, because there is a difference between bullying and drama or conflict.
- » **Bullying**, by law, is repeated acts of hostility or aggression where there is a real or perceived imbalance of power (by someone bigger, stronger, or older, or even just someone more popular).
- » This is when someone continues to inflict physical or psychological distress on purpose. This is not two people fighting, and it's not drama.
- » **Cyberbullying**, as you know, is bullying someone using technology or a digital device. It includes threatening, insulting, or isolating someone online or via technology.
- » Raise your hand if you have experienced cyberbullying in some way...you've been cyberbullied, or cyberbullied someone, or you have seen cyberbullying happen to someone else. *(Raise hands)*
- » Which happens more in high school? Bullying or cyberbullying? *(Elicit responses)*
- » Research shows us that physical bullying declines in high school, while cyberbullying increases.
- » In fact, 1 in 5 kids or teens say they have experienced cyberbullying in some way.

RELATED SLIDE



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FACILITATOR NOTES

FACILITATOR SCRIPT

RESPONDING TO BULLYING/CYBERBULLYING

- » Many teens don't report cyberbullying. Why do you think that is? *(Elicit responses)*
- » Have you ever known someone who was cyberbullied? What could you do to support them? *(Elicit responses)*
- » I want each of you to consider the person that you want to be. Do you want to be kind and empathetic? Or mean and indifferent to someone else's suffering?
- » **Click to advance slide.**
- » Think about how you can respond to peers in bullying or cyberbullying situations. You can choose to be a Bystander or you can choose to be an Upstander.
- » **Click to advance slide.**
- » A **Bystander** is someone that stands by and watches bullying happen, or someone that videos mean behaviors while not doing anything to help the person being harmed.
- » **Click to advance slide.**
- » An **Upstander** is someone who stands up for others being bullied or cyberbullied.
- » Being an Upstander is important, because we know that when someone intervenes in a bullying situation, 57% of the time, the bullying will stop within 10 seconds.

RELATED SLIDE



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1:00

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

THE 4 "R'S" OF DIGITAL CITIZENSHIP

- » So, we've talked about bullying and cyberbullying, let's talk next about digital safety and citizenship.
- » **Digital citizenship** is the respectful, responsible, and safe use of technology.
- » Digital citizenship involves thinking about the impact your digital choices and behavior have on your life and the lives of others.
- » To help you be responsible digital citizens, we are going to talk about the 4 "R's" of digital citizenship.
- » **Click to advance slide.**
  1. Relationships
  2. Responsibility
  3. Reputation
  4. Risk
- » The 4 "R's," along with the 5 Safety Rules, will help you stay safe in the digital world.

RELATED SLIDE



TIME

1:00

FACILITATOR NOTES

FACILITATOR SCRIPT

RELATIONSHIPS

- » The first "R" of digital citizenship is our "Relationships" with others.
- » We have talked about cyberbullying and the impact this can have on others.
- » How does technology impact your relationships? *(Elicit responses such as takes time away from real-life activities, texts/posts can be misunderstood, can start drama, etc.)*
- » One way technology impacts our relationships is by taking our attention away from people.
- » Raise your hand if you've ever seen a room full of people and they're all on their phones, not really communicating or being present with each other. *(Raise hands)*
- » Everyone is so engrossed in their technology, they forget they have people right there with them.
- » The amount of time we spend on technology may also impact our real-life relationships with others.
- » It's important to have balance and not let technology affect the real-life relationships we have with people.



RELATED SLIDE



TIME

1:00

FACILITATOR NOTES

FACILITATOR SCRIPT

RESPONSIBLE USE OF TECHNOLOGY

- » One thing you can do is you can actually use technology to your advantage to help you determine if you are being a responsible user.
- » iPhones now have a screen time widget available to monitor the amount of time you spend on your digital device.
- » If your phone or computer doesn't have this monitoring feature, there are plenty of free apps that can help show you how much time you are spending online and allow you to set limits around your usage.
- » These apps are available for most android or Apple devices, some examples are:
  - *Moment*
  - *Offtime*
  - *Flipd*
  - *Space*
  - *Social Fever*
- » If you spend more time on your phone than you do with your family or friends, you may want to reassess and readjust! This is an example of having good self-management skills.
- » But it's not just the amount of time you spend online that impacts you, it's also what you post online.
- » How many pictures, tweets, or snaps do you think most teens post each day? (*Elicit responses*)
- » Why do teens post so much online? (*Elicit responses*)
- » Why do they think the number of friends and likes they get online are important? (*Elicit responses*)
- » For many teens, their online life and reputation has a tremendous impact on their self-esteem.
- » Sometimes, this desire to be liked and accepted online can lead to irresponsible or unsafe choices.

RELATED SLIDE



TIME

1:00

FACILITATOR NOTES

FACILITATOR SCRIPT

REPUTATION

- » That leads us to the third “R” of digital citizenship, “Reputation.”
- » The video we just watched was about “Responsibility” but also about “Reputation.”
- » Everything you do online impacts your digital reputation.
- » The website IROC2.org has coined a phrase and a mindset called **Public and Permanent**®.
- » What do you think this means? (*Elicit responses*)
- » Even with privacy settings, everything you post and do online can be public, and others may be able to access your information, posts, pictures, etc.
- » Have you ever noticed after looking for something online and then going to a social site, you see a pop up ad for what you were just looking at? Even if your settings are private, others know what you are doing online.
- » What you do online is also permanent. There really is no delete key, and once you've posted or shared content, you are no longer in control. It is out there and can remain out there forever. You can't ever take it back, and you won't be able to undo damage done to others, or to your own digital reputation.

RELATED SLIDE



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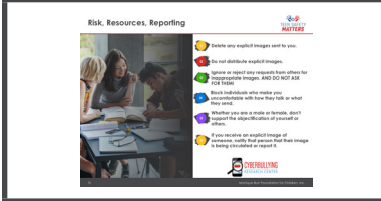
FACILITATOR NOTES

FACILITATOR SCRIPT

SEXTING

- » **Sexting** is sending or receiving nude/revealing photos or sexually explicit texts.
- » Do you think sexting is risky or dangerous? *(Elicit responses)*
- » Why do you think teens send sexts? *(Elicit responses)*
- » Studies have shown there are a variety of reasons kids and teens are sexting, including: to be fun, flirtatious, to show off, to be funny, to be popular, or simply because they are bored.
- » Taking and sending nude pictures, or asking for them or forwarding them can have social and emotional consequences, but if you are under the age of 18, it can have criminal and legal consequences as well.
- » **Click to advance slide.**
- » According to federal law, sexual images of a person under the age of 18 are considered child pornography.
  - If you take a sexual image or video, you can be found guilty of producing child pornography.
  - If you send a sext, you can be found guilty of distributing child pornography.
  - And if you ask for, receive, or keep a sext, you can be found guilty of possessing child pornography.
- » It may be commonplace these days to sext, but if you stop to think about all of the potential negative consequences associated with sexting, I hope you will agree, the risk is not worth it.
- » But only you can make that choice.

RELATED SLIDE



TIME

1:30

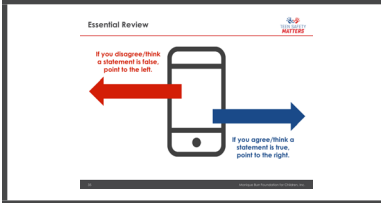
FACILITATOR NOTES

FACILITATOR SCRIPT

RISK, RESOURCES, REPORTING

- » Here's a true story about how this impacted a high-school student in real life.
- » A young man named Phillip was arrested and convicted after forwarding nudes of his girlfriend after their break up. He now has to register as a sex offender. He can't get into college, and he has trouble getting a job.
- » The Cyberbullying Research Center has resources to help, including these tips.
- » **Click to advance slide.**
- » **Select a different student to read each tip from the slide.**
- » We've talked about a lot of digital dangers. Other risks can include things like exposure to **pornography**, or inappropriate images of people without clothes on, and exposure to online predators.
- » **Online predators** are adults, or even other teens, who try to establish an online friendship with someone so they can groom them for sexual abuse or exploitation.
- » They often use online gaming, social media, virtual reality sites, and apps to find kids and teens. They usually look for teens who are feeling unhappy or unaccepted by those around them.
- » If you've heard the term "**catfishing**," which is when someone online uses a fake profile to pretend to be someone they are not (for a variety of reasons), this applies to online predators as well.
- » They may pretend to be someone else by using a fake profile, however, sometimes they are actually truthful about who they are.
- » The abuse may begin as an innocent friendship or relationship. Then, once they've established trust, they try to force the teen to do things they wouldn't normally do; unsafe things, such as sexting, or worse.
- » Once the predator receives one inappropriate picture, they force the teen to send more pictures or do other things to avoid making the picture public or their parents finding out. This is called sextortion.

RELATED SLIDE



TIME

1:30

FACILITATOR NOTES

FACILITATOR SCRIPT

ESSENTIAL REVIEW

- » Before we end today, let's do a quick review.
- » For our review, if you agree with a statement or think it's true, like you would swipe right on an app, raise your right hand or point to the right.
- » Like you would swipe left to disagree, if you think a statement is false, raise your left hand or point to the left.

REVIEW STATEMENTS

1. If you post something online that you later realize is not good for your digital reputation, you can simply delete it to ensure your reputation stays positive. *(Left/False)*
  - » Remember, everything you post online can be public and permanent, so damage to your reputation may have already been done.
2. Sexting is one example of something you can do online that is unsafe and harmful to yourself and may lead to many negative consequences. *(Right/True)*
3. It is okay to be friends with someone online that you don't know in real life as long as they are your age. *(Left/False)*
  - » 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.
4. Using the 5 Safety Rules, along with remembering the 4 R's of digital citizenship can help you stay safe online. *(Right/True)*
5. You can only be an Upstander by directly confronting a bully. *(Left/False)*
  - » There are a variety of ways to be an Upstander from passive to assertive. What is important is that you are an Upstander, however you choose to act.

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 contribute to 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 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. **(You may also include an incentive for students to complete and return the Home Learning Assignment.)**

FACILITATOR SCRIPT

WRAP UP & CLOSE

- » 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.
- » *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 a 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.
- » You also get to keep the MBF Pen with the 5 Safety Rules I gave you at the start of the lesson as a reminder of the Rules. 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 return for Lesson 2.
- » *Option 2:* Lastly, there is an online Home Learning Assignment for you to do before I return 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!