

# TEEN SAFETY **MATTERS**

Powered by  
Monique Burr Foundation for Children, Inc.

## FACILITATOR SCRIPT **9<sup>TH</sup> - 12<sup>TH</sup> GRADES / LESSON 2**



# Acknowledgments

MBF Prevention Education Programs are comprehensive, evidence-based and trauma-informed primary prevention programs developed by the Monique Burr Foundation for Children (MBF). The programs educate and empower youth with the MBF 5 Safety Rules® to prevent, recognize, and respond appropriately to all types of child abuse, bullying, cyberbullying, digital dangers, exploitation, and human trafficking. The programs were developed by a team of subject matter experts and educators with the goals of producing quality content based on sound theoretical and pedagogical concepts and best practices for prevention education while ensuring the programs are practical and easy for facilitators to present and developmentally appropriate, fun, and engaging for youth.



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**The following individuals have reviewed, contributed to or supported the development, refinement, and evaluation of MBF Prevention Education Programs. We are grateful for their commitment to helping us protect children.**

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**YMCA of Florida's First Coast**, Jacksonville, FL



**9th - 12th Grade / Lesson 2 Overview**

<b>INTRODUCTION</b>	<ul style="list-style-type: none"> <li>The MBF Teen Safety Matters® program is a comprehensive, streamlined program for schools and organizations. Certified Facilitators present two lessons covering a wide range of personal safety and youth victimization prevention topics to students in grades 9-12 in blended grade-level classrooms.</li> <li>Alternatively, the two lessons can be delivered in four shorter lessons providing increased exposure, learning, and engagement with students.</li> </ul>
<b>LEARNING OBJECTIVES</b>	<ul style="list-style-type: none"> <li>Students will demonstrate retention of Lesson 1 concepts.</li> <li>Students will use the MBF 5 Safety Rules to prevent, recognize, and respond appropriately to unsafe situations.</li> <li>Students will understand the importance of physical safety.</li> <li>Students will identify Red Flags/indicators of physical abuse, emotional abuse, sexual abuse, and neglect and how to report.</li> <li>Students will understand sexual assault, how to report it, and how to prevent it.</li> <li>Students will understand the different types of human trafficking and how traffickers use force, fraud, coercion, and exploitation to target and traffic victims.</li> <li>Students will identify healthy versus unhealthy relationships.</li> <li>Students will identify indicators and consequences of unhealthy relationships and relationship abuse.</li> </ul>
<b>LESSON TIMING</b>	<ul style="list-style-type: none"> <li>Prep time: 30 minutes / Lesson time: 55-60 minutes</li> <li>If splitting the lesson into two parts, each part is approximately 30 minutes.</li> <li>MBF Teen Safety Matters was developed as a streamlined curriculum to be presented in schools with limited time. It can be presented in two lessons within the stated time with limited discussion. To stay within the time limit listed, you will need to closely monitor your time and pacing and present each page within the suggested time noted on that page of the script, only eliciting answers from a few students for each question asked.</li> <li>For increased exposure, learning, and discussion with students, you may break this lesson into two separate lessons (thus presenting four total MBF Teen Safety Matters lessons) and increase the time allowed for each lesson. This provides additional time for student engagement and discussion, which is better for student learning and safety.</li> <li>This option will also allow you to include some optional Student Discussion Point activities noted throughout the script in the Facilitator Notes.</li> <li>Additionally, breaking the lesson into two parts allows you to monitor students' comprehension and adjust the instructional pace to allow for increased processing time and student response for various learners.</li> <li>Note: To ensure program fidelity, it is recommended that you NOT skip content or scenarios to save time.</li> </ul>



**9th - 12th Grade / Lesson 2 Overview – Continued**

<b>KEY TERMS</b>	<ul style="list-style-type: none"><li>• Coercion</li><li>• Consent</li><li>• Domestic Violence</li><li>• Emotional Abuse</li><li>• Force</li><li>• Fraud</li><li>• Grooming</li><li>• Human Trafficking</li><li>• Intimate Partner Violence</li><li>• Labor Trafficking</li><li>• Neglect</li><li>• Physical Abuse</li><li>• Relationship Abuse</li><li>• Sex Trafficking</li><li>• Sexual Abuse</li><li>• Sexual Assault</li><li>• Sexual Exploitation</li><li>• Targeted</li><li>• Teen Dating Violence</li><li>• Traffickers</li><li>• Traumatized</li><li>• Tricked</li></ul>
<b>MATERIALS NEEDED</b>	<ul style="list-style-type: none"><li>• Technology for presenting the lesson (computer, projector, screen, speakers)</li><li>• 9-12th Grade / Lesson 2 Facilitator Script</li><li>• 9-12th Grade / Lesson 2 PowerPoint</li><li>• 9-12th Grade / Lesson 2 Class Notes Sheets (x1 per student)</li><li>• 9-12th Grade / Lesson 2 Parent Information Sheets</li><li>• Student Resource Cards (x1 per student)</li><li>• Optional: 9-12th Grade Post-Tests</li><li>• Optional: MBF 5 Safety Rules Banner and/or Classroom Poster</li></ul>
<b>LESSON PREPARATION</b>	<ul style="list-style-type: none"><li>• Print a copy of the 9-12th Grade / Lesson 2 Facilitator Script to present the lesson. Review the script prior to presenting the lesson, including the Facilitator Notes, to prepare for discussions and activities, fill in any state, school, or district specific information, as well as note optional Student Discussion Points.</li><li>• Access the 9-12th Grade / Lesson 2 PowerPoint from the Facilitator Portal.</li><li>• Print/copy one 9-12th Grade / Lesson 2 Class Notes Sheet for each student.</li><li>• Print/copy one 9-12th Grade / Lesson 2 Parent Information Sheet for each student, or you may send these home electronically.</li><li>• Print/copy one Student Resource Card for each student. (See printing instructions on Facilitator Portal.)</li><li>• Optional: If using Pre-/Post-tests, print/copy one 8th grade Post-test for each student.</li><li>• Optional: Display the MBF 5 Safety Rules Poster in a visible location where it can be viewed by all students during the lesson.</li><li>• Optional: Copy Key Terms onto a board/chart paper to refer to during lesson.</li></ul>



9th - 12th Grade / Lesson 2 Overview – Continued

FACILITATION  
TIPS

- The lesson is best received in small groups of 25-30 or less.
- Key Terms are located throughout the script as **bolded and underlined** words. During the lesson, define these words to ensure their comprehension.
- Allow students to remain seated at their desks or tables, where each student has their own personal space and feels safe and comfortable during the discussions about sensitive topics.
- Ensure you have the needed technology including a computer, projector, screen, and speakers for videos.
- Follow the script with the PowerPoint to present the lesson, clicking where noted to advance the slide animations or play videos.
- If the embedded videos will not play directly from the PowerPoint, you may play them from the Facilitator Portal if you have Internet access. Alternatively, you may download the videos to have ready to play on your local system if you don't have Internet access in the classroom.
- Although it is not noted in the script, at the end of each script page advance to the next slide.
- To help guide discussions, suggested answers to questions are italicized and in parentheses after each question. Reinforce correct answers, and if any students answer incorrectly, validate their answers with a comment like, "It's sometimes hard to know the difference between things that are safe or unsafe, but let's think about this some more."
- Facilitators should adhere to lesson scripts to ensure program fidelity with the exception of instances where definitions and information provided (which are based on generally accepted national definitions, statutes, and instructional and health education standards) differ from your state's specific definitions, statutes, or policy requirements. In those instances, facilitators may modify the content where applicable.
- If you have additional time, utilize the Student Discussion Points to engage in deeper conversations with students about important topics. Alternatively, you can use these discussion points for follow up conversations at a later time after presenting the lessons.
- If you are presenting virtually, please review the Virtual Facilitator Guide before presenting lessons.
- There is a Facilitator Adaptation Guide available to assist you with modifying lessons based on students' specialized needs in the classroom. Always discuss any needed modifications with the classroom teacher prior to presenting MBF lessons to ensure you are responding to students with intellectual and development disabilities or any other special needs.
- Allow students the opportunity to engage based on their choice and comfort level. Given the content discussed in the lesson, only solicit responses from students who are volunteering to talk.
- Ensure that conversations between students are respectful and supportive and that students observe appropriate boundaries.
- Ensure students have a means to report/disclose abuse, trauma or victimization safely following the lesson and follow up in a timely manner. Please report all suspected or disclosed abuse to the proper authorities.
- Follow MBF Teen Safety Matters lessons with MBF Mental Health Matters, supplemental mental health and wellness and substance use and abuse lessons. There are three blended lessons for grades 9-12.

## RELATED SLIDE



## TIME

1:30

## FACILITATOR NOTES

- Before starting the lesson, distribute Class Notes Sheets to students, or if teaching virtually, distribute electronically and remind students to have the fillable PDF Notes Sheet available throughout the lesson.
- You may ask students to turn in their Class Notes Sheets or cut/tear the exit slip and return just the exit slip for review at the end of the lesson.
- If you are presenting virtually, students can return them to you via email or other digital school platform.

## FACILITATOR SCRIPT

### WELCOME & INTRODUCTION

#### CLASS WELCOME

- » *Begin by welcoming students and discussing lesson and behavior expectations.*
- » *Distribute one Class Notes Sheet to each student (or ensure they have their sheet from Lesson 1) and ensure they have a pen/pencil.*

#### LESSON INTRODUCTION

- » Today we are going to do the second lesson from the MBF Teen Safety Matters program.
- » Everyone should have a Class Notes Sheet and a pen or pencil and be ready to follow along. Occasionally during the lesson, I will ask you to write on your sheet. You may also make any notes or record any thoughts you wish to share with me after the lesson.
- » During Lesson 1, we learned about digital safety and discussed peers and risky online behaviors including sexting and sextortion.
- » Today we're going to expand on those ideas and discuss healthy and unhealthy relationships, abuse and trafficking, and how to use the 5 Safety Rules to help you stay safe.
- » Remember, our goal is to make these lessons fun and interactive with meaningful discussion and activities. This should also be a safe space where everyone feels supported and respected.
- » Some of these topics are sensitive and may be difficult to talk about. This is really important information that will benefit you, so I ask that everyone please pay attention and participate in the discussion and activities. However, please know you have the right to engage in the conversation and activities to the extent that you feel comfortable.
- » Please remember during the activities in today's lesson, when you are communicating with your peers, to act maturely and be respectful of others' feelings, emotions, and privacy. We are all equal and deserve to be treated with respect.
- » I also ask that if you have any personal stories to share related to what we are discussing today, you wait and share them with me, your teacher/counselor, or another Safe Adult privately after the lesson; not because they're not important, but because we have a limited amount of time to get through the lesson today.
- » If any of the information we discuss today is difficult to hear or talk about, you may ask your teacher to be excused from the classroom. And if you'd like to talk about it after the lesson, please talk to me, your teacher or counselor, or another Safe Adult.

## RELATED SLIDE



## TIME

1:30

## FACILITATOR NOTES

- Remember, the 5 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

### THE MBF 5 SAFETY RULES®

» 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. Let's start with a quick review of each rule.

» **Click to advance slide.**

» **Safety Rule #1 is Know What's Up.** To Know What's Up means you have good self- and social awareness. It includes things like:

- knowing 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, knowing whether situations are safe and appropriate, and if people's behaviors are safe or not.
- understanding if websites, apps, and online behaviors are safe and appropriate.
- 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.** To Spot 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



## TIME

1:30

## FACILITATOR NOTES

## FACILITATOR SCRIPT

### THE MBF 5 SAFETY RULES® (CONTINUED)

- » **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 and:
  - GET AWAY from an unsafe situation or person if you can, or
  - STAY AWAY from unsafe or inappropriate people and situations.
- » **Click to advance slide.**
- » **Safety Rule #4 is Talk It Up.** To Talk 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 crossing 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.
- » **Click to advance slide.**
  - **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 (OPTIONAL)

## FACILITATOR NOTES

- This is an optional ice-breaker / introductory activity to get students engaged. If you are limited on time, you may skip this activity.

## FACILITATOR SCRIPT

### SPEED ROUND (OPTIONAL)

- » Let's do an activity to have some fun and help us learn why these Safety Rules are so important for our safety.
- » Let's see if you can quickly guess the correct answers and match the options on the right side of the screen with the correct option on the left as we go through each one.
- » If you think you know the correct answer, go ahead and shout it out.
- » It's okay if you don't get these all correct right now. We're just getting started and we'll learn together in today's lesson.
- » **Click to advance slide.**
  1. How many people will be sexually abused before the age of 18?
- » **Click to advance slide.**
  2. How many teens are victims of physical, sexual, emotional, or verbal abuse from a dating partner?
- » **Click to advance slide.**
  3. How many victims of sexual abuse are between the ages of 12 and 17?
- » The correct answers are:
  - » **Click to advance slide.**
    1. 1 in 10
  - » **Click to advance slide.**
    2. 1 in 3
  - » **Click to advance slide.**
    3. 2 out of 3
- » These facts show us why this type of personal safety education is so important.

## RELATED SLIDE



## TIME

2:30

## FACILITATOR NOTES

## FACILITATOR SCRIPT

### THE WHY

By the Monique Burr Foundation for Children

» Let's watch a video that explains more about why we need lessons on personal safety topics like we're discussing today.

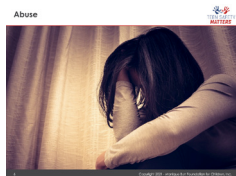
» **Click to play video. (1:50)**

### FOLLOW-UP

» **Click to advance slide.**

» Take a moment to record which fact surprises you the most or stood out the most? *(Allow students a minute to record a response on their Class Notes Sheet, then elicit a few responses)*

## RELATED SLIDE



## TIME

1:00

## FACILITATOR NOTES

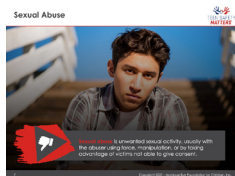
- These can be sensitive topics for many students, so please be aware of students' reactions and assist students if needed.

## FACILITATOR SCRIPT

### ABUSE

- » Do you think children and teens are most often abused by a stranger or someone they know? *(Elicit responses)*
- » **Click to advance slide.**
- » About 90% of the time, abuse happens by someone the victim knows. It can happen by family members, relatives, siblings, or friends. It can also happen in social relationships by dating partners.
- » There are four types of abuse.
- » **Click to advance slide.**
- » **Physical Abuse** is when someone intentionally hurts a person's body by hitting, punching, kicking, shaking, or grabbing them. Physical abuse can leave injuries like bruises, broken bones, and scratches.
- » **Click to advance slide.**
- » **Emotional Abuse** is when a person is repeatedly told harmful or hateful things about themselves that damages their self-esteem. Examples of emotional abuse include being called degrading names like "useless" over and over again by an adult or being manipulated, isolated or controlled by someone.
- » **Click to advance slide.**
- » **Neglect** is when a child or teen is not getting what he or she needs to be healthy and safe, including food, clothing, medical attention, education, and adequate supervision and shelter.

## RELATED SLIDE



## TIME

2:00

## FACILITATOR NOTES

- » You may want to write the website, [www.whatsOK.org](http://www.whatsOK.org) on the board or post on your virtual platform for any student who may want/need support.

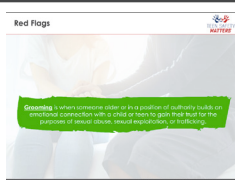
## FACILITATOR SCRIPT

### SEXUAL ABUSE

- » **Sexual abuse** is any unwanted sexual activity, usually with the abuser using force, manipulation, or by taking advantage of victims not able to give consent.
  - » **Click to advance slide.**
- » **Consent** is an agreement between participants who are legally able to consent to engage in sexual activity, meaning they are old enough, mentally able, not intoxicated, etc.
  - » All sexual activity without consent is a crime.
  - » **Click to advance slide.**
- » Sexual abuse typically refers to crimes against anyone under the age of 18. And it happens to children and teens of any gender.
  - » **Click to advance slide.**
- » If an adult engages in any sexual activity with a youth, such as touching their private body parts or asking them to touch theirs, under or over clothing, it is sexual abuse.
  - » It also includes non-touching behaviors such as looking at a youth without their clothes on, talking to youth in a sexual way, showing them inappropriate images, or asking them to take or send those kinds of pictures or videos.
  - » **Click to advance slide.**
- » It most often happens by a family member or relative, a friend's parent, or someone the child or teen knows and trusts or who is in a position of authority, like a teacher or coach.
  - » **Click to advance slide.**
- » It can also happen by another youth if they engage in sexual activity with a peer without consent, as a result of coercion, or where a power difference exists, as in a difference in age, size, or physical/mental ability.
  - » **Click to advance slide.**
- » If ANYONE (an adult, an older youth, or even a peer) uses tricks, power, force, or threats to engage in sexual activity with a child or teen, that is sexual abuse.
  - » **Click to advance slide.**
- » It is never okay for anyone to do this to you, and it is never okay for you to do this to anyone else.
  - » If you are ever concerned about your own behaviors, thoughts, or feelings, there is an anonymous and helpful website, [www.whatsOK.org](http://www.whatsOK.org).



## RELATED SLIDE



## TIME

2:00

## FACILITATOR NOTES

### STUDENT DISCUSSION POINT (OPTIONAL):

1. Ask students if there are any Red Flags for abuse that are surprising to them.
2. Ask students if they think it would be difficult to report Red Flags if they saw or experienced them from someone they know or trust. Explain this is normal but also that abusers rely on this and that's why they should talk to a Safe Adult, to get help understanding if behaviors are Red Flags.

## FACILITATOR SCRIPT

### RED FLAGS

- » **Grooming** is when someone older or in a position of authority builds an emotional connection with a child or teen to gain their trust and sexually abuse them.
- » **Click to advance slide.**
- » Grooming can include:
  - someone getting physically close or touching a child/teen in ways that make them uncomfortable or that don't seem right for the kind of relationship they have. This can include hugs, pats, kisses or "accidentally" touching them in ways that don't really seem accidental.
  - someone giving a youth gifts or flattering them in ways that single them out, seem too generous, or make them uncomfortable.
  - someone asking a child/teen about their romantic or sexual interests or talking to them in sexual ways.
  - someone showing a youth sexual images.
  - someone trying very hard to be alone with a child/teen.
  - someone offering them drugs or alcohol.
  - someone older trying to begin a romantic relationship with a younger child/teen.
  - someone trying to isolate a youth or keep them away from their parents or friends.
  - someone asking a youth to keep inappropriate or unsafe behaviors or activities a secret.
  - someone telling them this is how to show each other love. They may also say the child/teen has a duty or obligation to engage in sexual activity, threaten them, or say they will harm them or others if they don't do what they want.
- » This type of abuse typically involves breaking down boundaries so youth are less likely to report their behavior.
- » If you are ever uncomfortable or concerned about a person's behavior, no matter who it is, don't think it's just you or it's all in your head. It could be a Red Flag and you should talk to a Safe Adult.

## RELATED SLIDE



## TIME

1:30

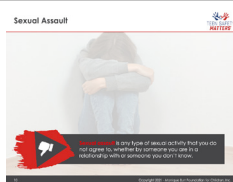
## FACILITATOR NOTES

## FACILITATOR SCRIPT

### RED FLAGS

- » Take a moment to read the texts on the slide. *(Read slide if any student is having difficulty seeing/reading)*
- » **Click to advance slide.**
- » Raise your hand if you spot a Red Flag in this scenario. *(Raise hands)*
- » Call on a few students with raised hands to share Red Flags being sure the following are covered: their uncle spends a lot of time alone with them, takes them shopping, gives them gifts, is possibly grooming them, etc.
- » It seems like their uncle is spending a lot of time alone with them and their friend is concerned and told them to tell their mom.
- » Anyone spending a lot of time alone with you or someone giving you gifts or flattering you in ways that single you out, seem too generous, or make you uncomfortable is possibly a Red Flag for sexual abuse.
- » Part of staying safe is being self-aware so you understand when behaviors or situations might be unsafe.

## RELATED SLIDE



## TIME

0:30

## FACILITATOR NOTES

- Age of consent is a relevant topic when presenting about consent to teenagers. However, due to the wide variability between states regarding legal age of consent, age differentials, etc. that makes this topic confusing, we have intentionally not included this information.
- If you would like to address age of consent, please ensure you know your state's law and present that specific information.

## FACILITATOR SCRIPT

### SEXUAL ASSAULT

- » **Sexual assault** is any type of sexual contact or behavior that occurs without the explicit consent of the recipient. It is any type of sexual activity that someone does not agree to, whether by someone they are in a relationship with or someone they don't know.
- » It is anything that forces a person into unwanted sexual contact or attention and can include rape (which is forced sexual intercourse) or attempted rape.
- » **Click to advance slide.**
- » Sometimes teens are assaulted by people they don't know, but most of the time (approximately 68% of the time) victims know their attacker. It is usually a friend, a boyfriend or girlfriend, or a casual acquaintance.
- » 6 out of 10 sexual assaults occur in the victim's own home or in a friend's or relative's home, not in a dark alley.
- » **Click to advance slide.**
- » In the United States, out of all sexual assaults, the majority of victims are between ages 12 and 17.
- » And it doesn't just happen to females. 1 out of every 10 victims is male. It can happen to youth of any gender or sexual orientation.

## RELATED SLIDE



## TIME

4:00

## FACILITATOR NOTES

### STUDENT DISCUSSION POINT (OPTIONAL):

- » Ask students to explain how consent is part of a bigger issue of healthy boundaries and respect.

## FACILITATOR SCRIPT

### CONSENT: SIMPLE AS TEA

Used with permission by Blue Seat Studios

- » Let's watch a video about consent.
- » While the video may be entertaining and even funny, it is actually talking about a very important way to prevent sexual assault, so pay attention to the underlying message.

» **Click to play video. (2:49)**

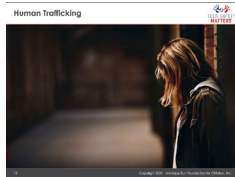
### FOLLOW-UP

» **Click to advance slide.**

- » Take a minute and record your main takeaway from the video.
- » *Allow students a moment to record their response and then elicit responses from a few students.*
- » The takeaway message you should have received from the video is that you should never be pressured into doing anything when it comes to sexual activity, and you should never pressure someone else, even if you are in a relationship.
- » Everyone should respect others and the decisions each individual makes about sexual activity.
- » Consent is everything when it comes to healthy relationships and preventing sexual assault.
- » Yes is yes and anything else is no. And the yes has to be from a person who is legally able to consent and that includes someone who is awake, alert, and sober.



## RELATED SLIDE



## TIME

1:00

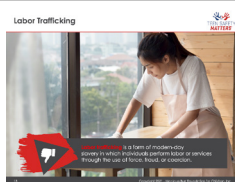
## FACILITATOR NOTES

## FACILITATOR SCRIPT

### HUMAN TRAFFICKING

- » Another type of sexual abuse is sex trafficking, but before we talk about sex trafficking, let's talk about human trafficking, because trafficking happens in several different ways.
- » **Click to advance slide.**
- » **Human Trafficking** is defined by U.S. law as the use of force, fraud, or coercion to compel a person into commercial sex acts or labor or services against their will.
- » The one exception is when a minor is involved in a commercial sex act, it is considered human trafficking even without the use of force, fraud, or coercion.
- » **Click to advance slide.**
- » Human trafficking happens everywhere in the U.S. and the world, and it impacts people of all races and genders.
- » Before we move on, let's define force, fraud, and coercion.
- » **Click to advance slide.**
- » **Force** means to compel a victim to do something with the use, or potential use, of physical harm or violence. Force can be physical assault, or it can be simply threatening to assault the victim or another person.
- » **Click to advance slide.**
- » **Fraud** consists of misrepresenting facts to deceive a person. The most common type of fraud is making false promises of jobs or other opportunities.
- » **Click to advance slide.**
- » **Coercion** involves threats of serious harm or physical restraint, any scheme or plan that would cause someone to believe that their failure to perform an act would result in serious harm or physical restraint against them or a loved one, or the abuse or threatened abuse of the legal process. Coercion is used to control a victim's mind through fear.

## RELATED SLIDE



## TIME

0:30

## FACILITATOR NOTES

## FACILITATOR SCRIPT

### LABOR TRAFFICKING

- » **Labor trafficking** is one type of human trafficking, often called modern-day slavery.
- » It involves individuals performing labor or services through the use of force, fraud, or coercion, and includes work such as house cleaning, construction, lawncare, farming, or factory work.
- » **Click to advance slide.**
- » Labor trafficking is a multi-billion-dollar industry that traps 24.9 million people across the world in forced labor.
- » Victims work under inhumane, illegal, and unacceptable conditions because they have been tricked, assaulted, manipulated, or threatened.
- » In the United States, the top three states for reported cases of labor trafficking are California, Florida, and Texas.

## RELATED SLIDE



## TIME

1:00

## FACILITATOR NOTES

- MBF provides a Human Trafficking tip sheet on the website to help you learn more about this topic and/or to share with students and parents. We also provide an online training on this topic.

## FACILITATOR SCRIPT

### SEX TRAFFICKING

- » If you'll recall, we talked about sexting and sexual exploitation in Lesson 1, and we said this sometimes leads to sex trafficking.
- » **Sexual exploitation** is a range of crimes and activities involving the sexual abuse or exploitation of a child or teen for financial benefit. It can include posting sexual abuse images or videos online, or real-life interactions for sexual purposes, called sex trafficking.
- » **Click to advance slide.**
- » **Sex trafficking** occurs when someone uses force, fraud, or coercion to cause an adult to participate in a sex act. It is also sex trafficking when someone causes a minor to participate in a sex act.
- » However, with anyone under the age of 18, force, fraud, or coercion is not necessary for it to be considered sex trafficking.
- » Trafficking often happens in exchange for money or something of value (food, drugs, clothes, or a place to stay). Victims often endure emotional, physical and sexual abuse, violence, exploitation and control.
- » Sex **traffickers**, who may be referred to as pimps, can be adults or even older teens.
- » Sexual exploitation and sex trafficking can have devastating consequences for victims.

## RELATED SLIDE



## TIME

1:00

## FACILITATOR NOTES

## FACILITATOR SCRIPT

### TRAFFICKING VICTIMS

- » One study estimates that as many as 325,000 children and teens are at risk of being trafficked each year. And it affects youth of all ages, races, and genders.
- » **Click to advance slide.**
- » Trafficking is often a result of victims being targeted, tricked, and traumatized.
- » They are **targeted** by traffickers who seek out vulnerable victims online, in malls, at schools, or at other teen hangouts. It could be a runaway or someone experiencing trouble at home. Or it could be a teen just struggling with their parents or friends and that makes them vulnerable.
- » Traffickers know these teens have emotional and physical needs they perceive are not being met, and they use this to their advantage.
- » They are often **tricked** by traffickers who are willing to invest a great deal of time and effort (sometimes months) building a false relationship with their victim to break down their natural resistance and suspicion – buying them gifts, providing a place to stay, promising a loving relationship – before revealing their true intent.
- » Many times, victims don't realize they are being groomed to be trafficked because they care about the person taking advantage of them and consider them a boyfriend/girlfriend or caretaker.
- » And they are usually **traumatized**. A trafficker will often manipulate their victim (causing them to truly believe the trafficker loves and cares for them). They often use emotional, physical, and sexual abuse, and may also use physical control (threats, violence, or drug addiction) to make a victim feel trapped and powerless, and feel like it's their fault.



RELATED SLIDE



TIME

2:30

FACILITATOR NOTES

FACILITATOR SCRIPT

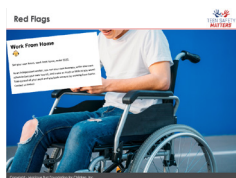
**THE RED FLAGS OF HUMAN TRAFFICKING**

By the Monique Burr Foundation for Children

» Let's watch a video about Red Flags for exploitation and trafficking.

» **Click to play video. (2:12)**

## RELATED SLIDE



## TIME

3:00

## FACILITATOR NOTES

- For this activity, ask students to break into pairs or groups of three and record their answer on their Class Notes sheet. Allow a minute for discussion and for students to record their responses.

## FACILITATOR SCRIPT

### RED FLAGS

- » Let's do an activity to see if you can identify possible Red Flags.
- » Partner with one or two people near you.
- » I'm going to read a scenario and then I want you to discuss it with your group and record any Red Flags on your Class Notes Sheet.
- » **Click to advance slide.**

### SCENARIO

- » Your friend Marcus is trying to save money for a car and has been looking for a job. He comes to school one day and tells you about a job he found online. He said all he has to do is post pictures of him doing things that people request and he gets paid. He said the person he talked to online said it's easy money and safe, but you're not so sure.

### FOLLOW-UP

- » *Allow students a minute or two to discuss and record their responses on their Class Notes Sheets, then ask a few students to share their responses.*
- » What Red Flags did you identify? *(Promise of a great job and money, sounds like a trick)*

## RELATED SLIDE



## TIME

0:30

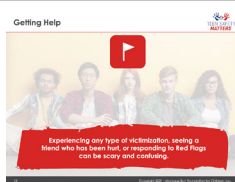
## FACILITATOR NOTES

## FACILITATOR SCRIPT

### RED FLAGS

- » Let's talk about how the Safety Rules can help in this situation.
- » **Know What's Up** – This rule means you are aware of abuse, exploitation, and trafficking and understand how young people are targeted and victimized.
- » **Spot Red Flags** – This rule helps you identify possible Red Flags of someone being groomed for abuse or exploitation, like the promise of a job and money or a trick.
- » **Make a Move** – This rule tells you to Get Away and Stay Away from the person offering this job.
- » **Talk It Up** – This rule reminds you to be a Safe Friend and talk to a Safe Adult to check in about situations or people that you're unsure of, such as things like this job offer.
- » And **No Blame | No Shame** – This rule reminds you it isn't your fault if you are targeted or tricked into these situations and it's never too late to tell or ask for help.

## RELATED SLIDE



## TIME

1:00

## FACILITATOR NOTES

### STUDENT DISCUSSION POINT (OPTIONAL):

- » Ask students to share their concerns about speaking up or getting involved in other people's business if they ever see indicators of trafficking.

## FACILITATOR SCRIPT

### GETTING HELP

- » Experiencing any type of victimization or seeing a friend who has been hurt can be a scary and confusing thing.
- » Recognizing and responding to Red Flags might be difficult or confusing, especially if the person demonstrating Red Flag behaviors is someone you trust and respect, an authority figure, or someone you look up to, such as a coach, teacher, or family member.
- » But if you notice any Red Flags in your own life or in a friend's, no matter who it is, you need to use the Safety Rules to respond.
- » **Click to advance slide.**
- » And it's important that you never think this couldn't happen to you or your friends.
- » It doesn't matter where you live, what your parents do, or what school you attend. Abuse, assault, exploitation, and trafficking happen everywhere in our country, and it can happen here.
- » These crimes, or the behaviors leading to the crimes, are often witnessed by bystanders who may see Red Flags and do nothing. This allows these types of behaviors to happen or continue.
- » Instead, be an upstander. Always try to be self-aware, socially aware, and be a responsible decision maker. If you need it, get help. And if you see something, say something to help others.
- » **Click to advance slide.**
- » Always talk to a Safe Adult. There are also hotlines you can call or text for help if you or a friend have been victimized. You will receive a resource card at the end of this lesson with helpful resources including hotlines/helplines for sexual abuse, sexual assault, online exploitation, trafficking, and more.



## RELATED SLIDE

Lesson Break - End Part 1

### LESSON BREAK

## TIME

1:30

## FACILITATOR NOTES

- If you ARE splitting the lesson into two shorter lessons, stop at the end of this page and resume the next lesson on the next page.
- If you ARE NOT splitting the lesson, you will skip this page and the next.
- If you'd like, you may also hide Slides 20 and 21 in the PowerPoint to avoid having to skip through them when presenting the lesson.
- You may want to collect the Class Notes Sheets and distribute them to students when you resume the lesson.

## FACILITATOR SCRIPT

### LESSON BREAK - END PART 1

**\*\*\*IF YOU ARE CONTINUING THIS LESSON AS ONE LESSON VERSUS BREAKING INTO TWO PARTS, SKIP THIS AND THE NEXT PAGE AND GO TO PAGE 22.\*\*\***

- » We're going to stop for now, and I'll be back soon to complete the second half of this lesson.
- » Remember you will need your Class Notes Sheet when I come back to complete the lesson, so be sure to keep it in a safe place so you'll have it next time. *(Or provide instructions if you are collecting Class Notes Sheets.)*
- » Let's review all 5 Safety Rules before we end.
- » **Click to advance slide.**
  - **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**
- » **Click to advance slide.**
- » Great work today. I hope you all have enjoyed this MBF Teen Safety Matters lesson and learned a lot.
- » You have been a great class, and I appreciate your attention and participation.
- » Does anyone have any questions?
- » If you think of any questions, you can ask your teacher, *\*or you can ask me. (\*If you are a school employee)*

**\*\*\*THIS IS THE END OF CONTENT FOR PART 1 IF YOU ARE IMPLEMENTING LESSON 2 IN TWO SHORTER LESSONS.\*\*\***

**END LESSON 9-12.2 PART 1 HERE**

## RELATED SLIDE



## TIME

1:30

## FACILITATOR NOTES

- If you ARE splitting the lesson into two shorter lessons, resume the lesson with this page.
- If you ARE NOT splitting the lesson and are continuing with 9-12.2 as one lesson, skip this page.
- If you collected the Class Notes Sheets after Part 1, distribute them to students as you resume the lesson.

## FACILITATOR SCRIPT

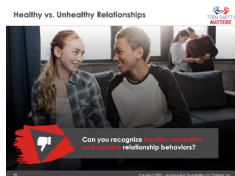
### LESSON BREAK - BEGIN PART 2

**\*\*\*THIS IS WHERE YOU WILL BEGIN PART 2 IF YOU ARE IMPLEMENTING LESSON 2 IN TWO SHORTER LESSONS.\*\*\***

### BEGIN LESSON 9-12.2 PART 2 HERE

- » Begin by welcoming students back and discussing lesson and behavior expectations.
- » Today I am back so we can finish the second half of Lesson 1 from the MBF Teen Safety Matters program.
- » Remember, 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.
- » Remember, 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.
- » Also remember, sometimes when we talk about safety and dangers we have to talk about uncomfortable or difficult things. Please be respectful of each other because it is important for everyone's safety.
- » And the last reminder, you need your Class Notes Sheet from the last lesson. Occasionally during the lesson, I will mention your Class Notes Sheet and have you fill in related information. You can also record 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.
- » Let's begin today by reviewing the MBF 5 Safety Rules.
  - » **Click to advance slide.**
    - **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**
- » In the first half of the lesson, we talked about the 5 Safety Rules, abuse, and trafficking. Let's continue our conversation today about peer abuse.

## RELATED SLIDE



## TIME

0:30

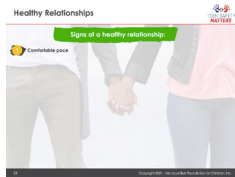
## FACILITATOR NOTES

## FACILITATOR SCRIPT

### HEALTHY VS. UNHEALTHY RELATIONSHIPS

- » Let's talk next about healthy and unhealthy relationships, because abuse can also happen in dating relationships.
- » At your age, relationships can sometimes be confusing. You may like each other one day and not the next, and you may break up and get back together again. But a relationship that is abusive is not healthy.
- » To know when a relationship is unhealthy, you've first got to understand what a healthy relationship looks like.

## RELATED SLIDE



## TIME

1:00

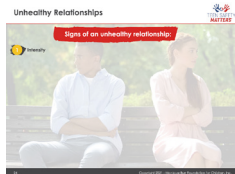
## FACILITATOR NOTES

## FACILITATOR SCRIPT

### HEALTHY RELATIONSHIPS

- » The following are all signs of a healthy relationship:
- Comfortable pace - not rushed, no pressure
  - Trust – respect privacy
  - Honesty – sharing without fear or judgment
  - Communication – talk about anything, listen and share
  - Independence – have friends and activities that are yours
  - Respect – partners value the other person's time, beliefs, opinions
  - Equality – mutual decisions, equal effort
  - Compassion – care, concern, kindness, support
  - Taking responsibility – no blame, own your behavior
  - Loyalty – reliable, supportive

## RELATED SLIDE



## TIME

2:00

## FACILITATOR NOTES

### STUDENT DISCUSSION POINT (OPTIONAL):

- » Ask students to share their thoughts about healthy vs. unhealthy ways to communicate during an argument (could be with a friend or partner).

## FACILITATOR SCRIPT

### UNHEALTHY RELATIONSHIPS

» And these are signs of an unhealthy relationship:

- Intensity – extreme feelings or behavior bordering on obsession
- Jealousy – excessive with lashing out and attempts to control
- Manipulation – attempts to influence decisions, actions or emotions by ignoring you or using gifts
- Isolation – keeping you away from family and friends – creating dependence
- Sabotage – purposely hurting you, your reputation
- Belittling – name calling, rude remarks
- Guiltting – making you feel responsible for their feelings or actions
- Volatility – overreactions, mood swings, violence
- Deflecting responsibility – making excuses, shifting blame
- Betrayal – lying, cheating

» **Click to advance slide.**

» An unhealthy relationship could be considered **relationship abuse** when one person in the relationship tries to dominate and control the other person, is emotionally abusive, or is physically abusive. This may also be called **teen dating violence**.

» For older persons in long term relationships this type of abuse is often called **domestic violence** or **intimate partner violence**.

» Regardless of the term to describe it, emotional abuse or physical violence should not be part of any relationship. It is unhealthy and it is not okay. You should seek help for yourself or others that you see in an unhealthy relationship because everyone deserves to be safe.



## RELATED SLIDE



## TIME

3:30

## FACILITATOR NOTES

## FACILITATOR SCRIPT

### TEEN DATING VIOLENCE

Used with permission by Kadena Air Base

» Next, let's watch a video about unhealthy relationships and teen dating violence.

» **Click to play video. (1:43)**

#### FOLLOW-UP

» **Click to advance slide.**

» It's important to recognize that it's not only physically abusive behaviors that indicate an unhealthy relationship, but controlling and isolating behaviors are also concerns in a relationship. Those are often signs of other problems to come.

» Any of these behaviors are Red Flags, and unfortunately, these behaviors are pretty common.

» Remember the facts from the beginning of this lesson? One in three teens is a victim of physical, sexual, emotional or verbal abuse from a dating partner. So, we need to know how to recognize the signs.

» **Click to advance slide.**

» The video mentioned talking to a trusted adult. Using your Safety Rules will remind you that if you experience any or see any warning signs, you should **Make a Move** and **Talk It Up** to a Safe Adult. You can also ask a Safe Friend to help you talk to a Safe Adult.

» And you can use the resource card you will receive at the end of the lesson to connect with support.

» Finally, remember that **No Blame | No Shame** tells us all that it's okay to seek help and support.

## RELATED SLIDE



## TIME

5:00

## FACILITATOR NOTES

- For each behavior listed, ask for a student volunteer to mark on the relationship continuum on the board where they think the stated behavior should fall.
- Students may use a sticker, sticky note, or just point to where on the continuum they think the behavior belongs.
- Students may ask their classmates for guidance or assistance.
- Optional: you can turn this into a team activity and divide the class into two teams to compete.

## FACILITATOR SCRIPT

### RELATIONSHIP BEHAVIOR CONTINUUM

» Let's do an activity to help us think about this more by looking at relationship behaviors along a continuum from healthy to unhealthy/abusive.

» I'm going to read a statement about a relationship and then I'd like a volunteer to come to the board and show where you think that behavior falls on the continuum. You may ask for guidance from your classmates if you'd like.

#### RELATIONSHIP BEHAVIORS

» **Click to advance slide.**

1. Your partner often threatens to break up with you when you have a disagreement.

» **Click to advance slide.**

2. Your partner is understanding and supportive when you have to cancel plans because of homework or practice.

» **Click to advance slide.**

3. Your partner asks you to meet their grandparents.

» **Click to advance slide.**

4. Your partner tells you they want to spend all their free time with you.

» **Click to advance slide.**

5. Your partner tells you they want to be with you all the time and gets mad when you spend time with your friends.

» **Click to advance slide.**

6. Your partner tries to control who you spend time with, including your family.

» **Click to advance slide.**

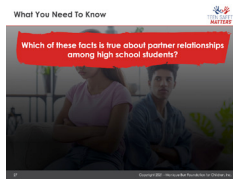
7. Your partner breaks or destroys things you care about when they become angry.

» **Click to advance slide.**

8. Your partner threatens to share pictures that were meant to be private between the two of you.

» Sometimes it may not be perfectly clear where a behavior fits on this continuum, but the important point is that if you are getting anywhere outside the "healthy" zone, it's time to use your Safety Rules.

## RELATED SLIDE



## TIME

2:30

## FACILITATOR NOTES

### STUDENT DISCUSSION POINT (OPTIONAL):

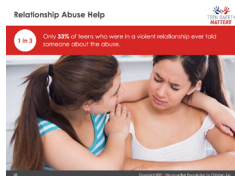
- » Ask students if these facts are surprising to them. Why or why not?

## FACILITATOR SCRIPT

### WHAT YOU NEED TO KNOW

- » Let's look at these statistics about relationships among high school students.
  - A. 1 in 5 has experienced physical abuse.
  - B. 1 in 4 has been isolated by a partner.
  - C. 1 in 5 has had a partner threaten violence or self-harm if they break up.
  - D. 1 in 4 has experienced verbal abuse.
- » Which of these do you think is true? (*Elicit responses*)
- » Actually, all of these are true.
- » Some teens your age may think, "This doesn't apply to me or my friends." However, as you can see from these facts, it applies to many teens and it could happen to you or a friend.
- » **Click to advance slide.**
- » In fact, nearly 1.5 million high school students nationwide experience physical abuse from a dating partner in a single year.
- » **Click to advance slide.**
- » And people of all genders may demonstrate unhealthy or abusive behaviors in a relationship.
- » Violent relationships in adolescence can have serious consequences by putting the victims at higher risk for substance abuse, eating disorders, risky sexual behavior, further domestic violence, teen pregnancy, and even suicide.
- » It is important for you to build your self-management skills, or ways to take responsibility for your own actions, to help you stay safe. For example, using the Safety Rules can help you set boundaries and also help you have expectations for how you treat others and how you allow others to treat you. This is especially true in dating relationships. We all deserve to be healthy and safe, especially in our close relationships. And we should all treat others with respect and kindness.

## RELATED SLIDE



## TIME

1:30

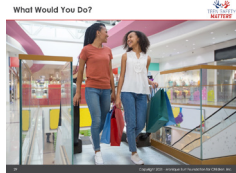
## FACILITATOR NOTES

## FACILITATOR SCRIPT

### RELATIONSHIP ABUSE HELP

- » The bigger problem is that only 1 in 3 teens who were in a violent relationship ever told anyone about the abuse.
- » Many times, victims don't report abuse or controlling behaviors. So it's important that each of you can recognize the Red Flags and that you act as an upstander and look out for your friends.
- » **Click to advance slide.**
- » If you are involved in a controlling or abusive relationship, or you know a friend who is, I hope you will use the Safety Rules to seek help. Don't be the person who suffers from mistreatment or abuse in silence. And don't be the friend who suspects something and doesn't speak up.
- » Being self-aware and socially-aware will help keep you and the people you care about safe.
- » And, if you are the person that is controlling, isolating, or abusing your partner, please get help before you do something you cannot take back. Use the Safety Rules and seek help.
- » The MBF Student Resource Card has resources and hotlines if you ever need help.
- » And if you're not sure if your relationship is healthy or if you need help, retake the relationship quiz from the Home Learning Assignment at [www.loveisrespect.org](http://www.loveisrespect.org) and talk about it with a Safe Adult.

## RELATED SLIDE



## TIME

3:00

## FACILITATOR NOTES

- For this activity, ask students to break into pairs or groups of three and refer to the questions on their Class Notes sheet. Allow a minute or two for discussion and for students to record their responses on their Class Notes Sheets. Then reconvene as a group to follow up.

## FACILITATOR SCRIPT

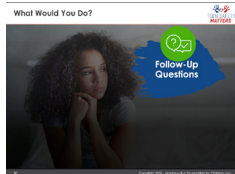
### WHAT WOULD YOU DO?

- » Just like with the topics we talked about earlier, relationship abuse will only stop when everyone is aware and involved.
- » So what can you do?
- » You can start by talking about it with others and learning the Red Flags so you can recognize it if you see it.
- » This will help protect you if you find yourself in an unsafe situation. And it will help you help others who may be too afraid to report that it is happening to them.
- » Partner with one or two people near you, and let's do a What Would You Do? activity.
- » **Click to advance slide.**
- » I'm going to share a scenario on the slide for you to read, discuss, and answer the questions on your Class Notes Sheet.
- » **Click to advance slide.**

### SCENARIO

- » Your friend Desiree has a new boyfriend who goes to another high school in town. You haven't met him yet, but she says he's super cool and she really likes him.
- » After a few weeks, you are seeing less and less of her because she is spending all of her free time with him. When you ask her to get together, she always makes an excuse.
- » Recently you overheard her on the phone arguing with him because he doesn't want her hanging out with you. When you asked her about it, she said it was no big deal, he was just a little jealous and that meant he really liked her.
- » This morning Desiree showed up to school with bruises on her arm. When you asked her about the bruises, she told you to mind your own business and walked away.
- » *Allow students a minute or two to discuss and record their responses on their Class Notes Sheets.*

## RELATED SLIDE



## TIME

3:00

## FACILITATOR NOTES

### STUDENT DISCUSSION POINT (OPTIONAL):

- » Extend the discussion by asking students to share any concerns they may have about talking to a friend who may be involved in an unhealthy or abusive relationship.

## FACILITATOR SCRIPT

### WHAT WOULD YOU DO?

#### FOLLOW-UP

- » Ask a few students to share their responses to each question listed.
- » **Click to advance slide.**
- » What Red Flags did you identify? (Her new boyfriend is controlling her, isolating her from friends, jealousy, bruises)
- » **Click to advance slide.**
- » How could the Safety Rules have helped Desiree potentially avoid being harmed? (Would have helped her identify Red Flags earlier and helped her Make a Move to get away and Talk It Up to a friend/Safe Adult)
- » **Click to advance slide.**
- » What would you do if you were Desiree's friend and noticed these Red Flags? (Encourage her to break up with him and talk to a Safe Adult; let her know it's not her fault and that it isn't too late to get help; talk to a Safe Adult yourself)
- » **Click to advance slide.**
- » Let's talk about what it would have looked like if Desiree had applied the Safety Rules to her situation.
- » **Know What's Up** – She would have asked herself if her boyfriend was breaking any rules about safety or acting unsafe.
- » **Spot Red Flags** – She would have recognized that he was displaying several Red Flags such as jealousy and isolating her.
- » **Make a Move** – She could have broken up with him prior to his behavior escalating into physical violence.
- » **Talk It Up** – She could have talked to her friend and to a Safe Adult about the situation.
- » And finally, with **No Blame | No Shame** - She would have known she was not to blame for his behavior and known she should not be ashamed to ask for help.



## RELATED SLIDE



## TIME

3:00

## FACILITATOR NOTES

## FACILITATOR SCRIPT

### THE MBF 5 SAFETY RULES® REVIEW

- » We've covered some pretty serious topics today and in the previous lesson(s). Remember for all types of abuse that we've talked about in these lessons, the MBF 5 Safety Rules can help guide your decisions to keep you and others safe.
- » **Click to advance slide.**
- » **Safety Rule #1 – Know What's Up** means you are aware of digital dangers, abuse, assault, exploitation and trafficking and you understand how young people are targeted and victimized.
- » **Click to advance slide.**
- » **Safety Rule #2 – Spot Red Flags** means you can recognize the ways in which abusers try to groom their victims. Sometimes recognizing and responding to Red Flags might be difficult or confusing, especially if the person demonstrating Red Flags is someone you trust and respect, an authority figure, or someone you look up to, such as a coach, teacher, or family member. If you notice any Red Flags in your own life, no matter who it is, you need to use your Safety Rules to respond.
- » **Click to advance slide.**
- » You can also try to use **Safety Rule #3 to Make a Move** and get away, or if you know a person is demonstrating Red Flag behaviors, you can stay away.
- » **Click to advance slide.**
- » **Safety Rule #4 – Talk It Up** means using an assertive voice to tell someone to stop doing things that you know are unsafe or that make you uncomfortable. It can also mean speaking up to help a friend. If you see Red Flags, say something. Reporting unsafe behaviors or situations and talking to a Safe Adult if you or someone you know is being abused or trafficked is important. It is important to have someone to help you and to keep you safe.
- » **Click to advance slide.**
- » Finally, **Safety Rule #5 – No Blame | No Shame** reminds you that you are never at fault, and you are never to blame if you are a victim of any type of abuse. If anything has ever happened to you in the past, or if it ever does, it is NOT your fault and if you've never told, it's not too late to tell a Safe Adult.
- » Let's review the 5 Safety Rules before we end today. 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

2:30 (OPTIONAL)

## FACILITATOR NOTES

- This page contains a final review and the next page an exit slip activity (from the Class Notes Sheets).
- If you need to save some time, you may choose to do one or the other of these two activities.
- The final review can be a valuable activity as it allows you to see at a quick glance if students in general have grasped the content you taught during the lesson.

## FACILITATOR SCRIPT

### FINAL REVIEW (OPTIONAL)

- » Let's do a quick final 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

» **Click to advance slide.**

1. Children and teens are more likely to be abused by strangers, or people they do not know. *(Left/False. Remember, 90% of abuse happens by someone known by the victim.)*

» **Click to advance slide.**

2. Sexual assault is any type of sexual contact or behavior that occurs without the explicit consent of the recipient. *(Right/ True)*

» **Click to advance slide.**

3. If someone is under the influence of drugs and alcohol, they can still give consent for sexual activity. *(Left/ False)*

» **Click to advance slide.**

4. Relationship abuse is always when one person uses physical violence against their partner. *(Left/False. It can also be verbal abuse, isolation, control, etc.)*

» **Click to advance slide.**

5. Traffickers often target young people, or seek them out online, in malls, at schools, and other teen hangouts in order to groom them for trafficking. *(Right/ True)*

» **Click to advance slide.**

6. Red Flags for sexual exploitation can include: someone trying to manipulate, or control you, someone offering to make you a model, someone trying to isolate you or come between you and your family or friends, or someone offering you gifts, money, or drugs in exchange for sexual acts or pictures. *(Right/True)*

## RELATED SLIDE



Exit Slip

EXIT SLIP: WHY TEEN SAFETY MATTERS! - GRADES 9-12 / LESSON 2

Name: \_\_\_\_\_

Let the 3 main things you learned from the lesson:

Let 2 things you think will be important three years from now:

Let 1 question you still have and/or any additional comments:

CHECK THE BOX IF YOU WOULD LIKE TO TALK TO ME LATER: ☐

## TIME

2:30+/-  
(OPTIONAL)

## FACILITATOR NOTES

- The exit slip can be a valuable activity as it allows students the opportunity to answer questions and privately share any concerns.
- You can follow up and respond to outstanding questions, or if you don't have time to answer questions, you can return for in the future to discuss/answer students' questions.
- Note: If presenting virtually, the Class Notes Sheet is available as a fillable PDF that you can provide students and ask them to return to you via email.
- Please follow up with any student who states that they need to speak with you or discloses any potential abuse or danger (or if you are not a school employee, ensure the counselor or another staff member follows up).

## FACILITATOR SCRIPT

### EXIT SLIP (OPTIONAL)

- » Let's spend our last few minutes today and complete the exit slip on your Class Notes Sheet.
- » Make sure you record your name, today's date, and your teacher's name, and then complete the following:
  - 3 main things you learned from the lesson
  - 2 things you think will be important three years from now
  - 1 question you still have
- » You can also note on your paper if you would like to talk to me about anything later and you can add any additional notes or comments about the lesson.
- » Allow students a minute to complete their exit slip and then collect papers. (Clarify instructions for students to either cut/tear and return just the exit slip or to return the entire Class Notes Sheet. If students are virtual, clarify how to return the exit slip to you.)
- » If you have time remaining, you can answer several of the questions or you can choose one question and ask the class to discuss.

## RELATED SLIDE



## TIME

1:30

## FACILITATOR NOTES

- Reinforcement items are an important part of the program, as research shows that multiple exposures to a concept contribute to student learning and retention.
- Most reinforcement items are available on the Facilitator Portal for you to self-print or share with parents and/or students digitally.
- As you end the lesson with students, be sure to explain any reinforcement materials you will be providing and how students will get them (skip any reinforcements you will not be providing).

## FACILITATOR SCRIPT

### WRAP-UP/CLOSE

- » I hope you all have enjoyed this MBF Teen Safety Matters lesson and learned a lot.
- » Thank you all again for being so attentive during this MBF Teen Safety Matters lesson.
- » **To finish up, let students know about any reinforcement items you will provide to them or how you will make them available.**
- » **Share the following as applicable:**
  - » There is a Parent Information Sheet for your parent or guardian with information about what you learned today, and there is also an activity for you to do together.
  - » You will each receive a Student Resource Card as well. It's small enough to tuck in your phone or wallet and contains a variety of helpful resources such as hotlines inside, so if you or a friend ever need help, you have the numbers and websites easily accessible.
  - » You can also take a picture of it with your phone to have it easily accessible.
- » 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)
- » I want to leave you all with a few final thoughts:
  - I want you to all remember that you deserve to be safe and the MBF 5 Safety Rules can help you stay safe.
  - I want you to remember there is help available. Whether it's one of your Safe Adults or someone you don't know on a hotline, there is always someone available who cares and who wants to help you, no matter the problem.
  - And lastly, no matter what has happened, even if you think you've done something wrong, there is hope and you can feel safe and happy.