

# TEEN SAFETY **MATTERS**<sup>®</sup>

Powered by  
Monique Burr Foundation for Children, Inc.

## FACILITATOR SCRIPT **6<sup>TH</sup> GRADE / 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.



## CURRICULUM DEVELOPMENT TEAM

**Cynthia Bean**  
Educator, St. Johns  
County Schools, FL

**Beth Dudjak, MA**  
MBF Outreach  
Manager

**Lynn Layton**  
MBF  
President/CEO

**Mallory Layton**  
Educator, Duval  
County Schools, FL

**Stacy Vaughan (Pendarvis), MSW, MA**  
MBF Vice President - Programs  
\*Lead Curriculum Developer

## MBF TEAM MEMBERS

**Hazel Cressler**, Senior Learning Experience Manager  
**Ashle Fike**, Marketing Manager/Curriculum Graphic Design  
**Julie LeMay**, Customer Service Manager

**Shelly Mason**, Accounting Assistant/Program Editor  
**Megan Richard**, Customer Service Manager  
**Cori Wilson**, Vice President - Finance/Operations

## CONSULTANTS / SUBJECT MATTER EXPERTS

**Beth Jenkins**, M.Ed., School Counselor, Duval County Schools, FL  
**Carol Neal-Rossi**, Issues Consulting, MBF Curriculum and Program Specialist  
**Mikayla Parsons**, Marketing/Graphic Design Intern

**Joni Shook**, MA, School Counselor/ASCA Certified Trainer  
**Stefanie Szwejbka**, MCJ, Community Education Manager, Bivona Child Advocacy Center  
**Nan Worsowicz**, M.Ed., School Counselor/ASCA Certified Trainer

## CURRICULUM RESEARCH TEAM

**Melissa A. Bright, Ph.D.** – Executive Director, Center for Violence Prevention Research  
**David Finkelhor, Ph.D.** – Director, Crimes against Children Research Center, Family Research Laboratory, Department of Sociology, University of New Hampshire

**David Miller, Ph.D.** – Professor, Research Methods and Evaluation; Director, Collaborative Assessment and Program Evaluation Services (CAPES); Director, UF Quality Enhancement, University of Florida

*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.*

**Randell Alexander, MD, Ph.D.** – Professor and Chief, Division of Child Protection and Forensic Pediatrics, University of Florida  
**Michele Borba, Ed.D.** – Educational Psychologist, Parenting and Child Expert, Award-Winning Author and Speaker  
**Sharon W. Cooper, MD, FAAP** – CEO, Developmental and Forensic Pediatrics; Consultant, Internet Crimes Against Children; Faculty, University of North Carolina at Chapel Hill; Consultant, National Center for Missing & Exploited Children  
**Richard Guerry** – Founder/Executive Director, Institute for Responsible Online and Cellphone Communication (IROC2), Author, and Speaker  
**Sameer Hinduja, Ph.D.** – Co-Director, Cyberbullying Research Center; Professor of Criminology/Criminal Justice, Florida Atlantic University  
**Maureen C. Kenny, Ph.D.** – Professor and Program Director, Counselor Education, School of Education and Human Development, Florida International University

**Erin Merryn, MSW** – Survivor, Author, and Child Advocate; Founder and President of Erin's Law  
**Shannon Miller** – President, Shannon Miller Enterprises; 7-Time Olympic Medalist  
**Donna Orender** – CEO, Orender Unlimited; Monique Burr Foundation for Children Board Member  
**Russell A. Sabella, Ph.D.** – Professor of Counseling, College of Education, Florida Gulf Coast University  
**Tiffany Sawyer** – Director of Prevention Services, Georgia Center for Child Advocacy  
**Erin Weeks, MPH** – Research Coordinator, National SafeCare Training and Research Center, School of Public Health, Georgia State University  
**Daniel Whitaker, Ph.D.** – Professor and Co-Director, National SafeCare Training and Research Center, School of Public Health, Georgia State University

*MBF would also like to thank the following supporters and partners for their invaluable assistance.*

**Bivona Child Advocacy Center**, Rochester, NY  
**Bold City Design**, Jacksonville, FL  
**CAPS**, Elkhart, IN  
**Dalton Agency**, Jacksonville, FL  
**Darkness to Light**, Charleston, SC  
**Drummond**, Jacksonville, FL  
**Florida Department of Education and Florida School Districts**  
**Florida Office of the Attorney General**  
**Florida State Alliance of YMCAs**, St. Petersburg, FL  
**Go Bright Marketing**, Jacksonville, FL  
**Gulf Coast Children's Advocacy Center**, Panama City, FL

**Gulf Coast Kids House**, Pensacola, FL  
**Horizon Education Alliance**, Elkhart County, IN  
**Kristi House**, Miami, FL  
**Maria Chrissovergis PR and Marketing**, Jacksonville, FL  
**National Center for Missing & Exploited Children**, Washington, DC  
**One Love Foundation**, Bronxville, NY  
**Richard S. Vermut**, DMH&D, Jacksonville, FL  
**Susie's Place Child Advocacy Center**, Avon, IN  
**Thorn**, Los Angeles, CA  
**Will Harden**, Jacksonville, FL  
**YMCA of Florida's First Coast**, Jacksonville, FL



## 6th 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 6-8 in individual grade-specific 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 as it relates to abuse and peer abuse.</li> <li>Students will identify Red Flags/indicators of neglect, physical abuse, emotional abuse, and sexual abuse and how to report.</li> <li>Students will understand the different types of human trafficking and how traffickers use force, fraud and coercion to target and traffic victims.</li> <li>Students will demonstrate increased knowledge regarding bullying and how to report.</li> <li>Students will understand and practice being an upstander versus a bystander.</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>

**6th Grade / Lesson 2 Overview – Continued**

<b>KEY TERMS</b>	<ul style="list-style-type: none"> <li>• Abuse</li> <li>• Authority Figure</li> <li>• Bullying</li> <li>• Bystander</li> <li>• Coercion</li> <li>• Consent</li> <li>• Corporal Punishment</li> <li>• Domestic Violence</li> <li>• Emotional Abuse</li> <li>• Empathy</li> <li>• Exploitation</li> <li>• Force</li> <li>• Fraud</li> <li>• Grooming</li> <li>• Human Trafficking</li> <li>• Labor Trafficking</li> <li>• Manipulated</li> <li>• Neglect</li> <li>• Peers</li> <li>• Peer Abuse</li> <li>• Peer on Peer Abuse</li> <li>• Physical Abuse</li> <li>• Porn</li> <li>• Relationship Abuse</li> <li>• Sex Trafficking</li> <li>• Sexual Abuse</li> <li>• Sexual Activity</li> <li>• Targeted</li> <li>• Tricked</li> <li>• Traumatized</li> <li>• Upstander</li> </ul>
<b>MATERIALS NEEDED</b>	<ul style="list-style-type: none"> <li>• Technology for presenting the lesson (computer, projector, screen, speakers)</li> <li>• 6th Grade / Lesson 2 Facilitator Script</li> <li>• 6th Grade / Lesson 2 PowerPoint</li> <li>• 6th Grade / Lesson 2 Class Notes Sheets (x1 per student)</li> <li>• 6th Grade / Lesson 2 Parent Information Sheets</li> <li>• Student Resource Cards (x1 per student)</li> <li>• Optional: 6th 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 6th 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 6th Grade / Lesson 2 PowerPoint from the Facilitator Portal.</li> <li>• Print/copy one 6th Grade / Lesson 2 Class Notes Sheet for each student.</li> <li>• Print/copy one 6th 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 6th 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> <li>• Note: If you are presenting virtually or remotely, lesson handouts are available as fillable PDFs on the Facilitator Portal for you to access and share digitally with students and/or parents/guardians.</li> </ul>



## 6th 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 6-8.

## 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 doing the second lesson from the MBF Teen Safety Matters program.
- » Everyone should have their 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 talked about digital safety. Today we are going to learn about other types of personal safety.
- » 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.
- » During the activities in today's lesson, when you are communicating with your peers, please act maturely and be respectful of others' feelings, emotions, and privacy. We are all equal and deserve to be treated with respect.
- » 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.
- » 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.
- » 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.

## RELATED SLIDE

The MBF 5 Safety Rules®



## 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®

- » Adults are responsible for keeping kids safe. However, as you get older and gain more independence, you will inevitably become more responsible for your safety.
- » 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.** Knowing 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 you stay 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 in other situations. Red Flags may include:
  - bullying, cyberbullying, or other inappropriate 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.** 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 crossing your personal boundary 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

## FACILITATOR NOTES

## FACILITATOR SCRIPT

### CHECK-IN

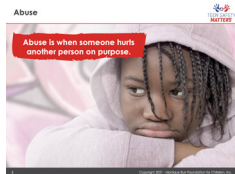
- » In addition to the Safety Rules, during Lesson 1 we learned about digital safety.
- » Let's do a quick check-in to review.
- » I am going to read a statement, and I want you to show me a thumbs up if you think the statement is true and a thumbs down if you think it is false.

» **Click to advance slide.**

### CHECK-IN STATEMENTS

1. If you meet someone online, it is okay to give them your personal information, like your phone number and address, so you can meet up. *(Thumbs down/False)*
  - » This is false. It is never a good idea to give your personal information to someone online, even if you think it's another student, because you never know who it really is.
  - » **Click to advance slide.**
2. The Internet is a good tool to use appropriately, because it allows you to learn about information you otherwise would not know about. *(Thumbs up/True)*
  - » **Click to advance slide.**
3. If you have been hurt, you can tell a Safe Friend instead of a Safe Adult. *(Thumbs down/False)*
  - » This is false. A Safe Friend can help you talk to a Safe Adult, but you should always tell a Safe Adult.
  - » **Click to advance slide.**
4. Cyberbullying is repeated online harassment or bullying, like posting rumors or gossip on social media. *(Thumbs up/True)*
  - » **Click to advance slide.**
5. If you ask for or send an explicit image, you can get into trouble for sending/receiving the image by your school or law enforcement. *(Thumbs up/True)*

## RELATED SLIDE



## TIME

1:30

## FACILITATOR NOTES

- This can be a sensitive topic, so please be aware of students' reactions and assist students if needed.

## FACILITATOR SCRIPT

### ABUSE

- » Let's start our discussion today about physical safety and talk about abuse.
- » How many of you have heard the term abuse? *(Raise hands)*
- » **Abuse** is when someone hurts a child on purpose.
- » Child abuse can happen to anyone under the age of 18.
- » Sadly, it is usually not strangers who abuse children. About 90% of the time, the abuser is someone a child knows, such as a parent, step-parent, sibling, other relative, family friend, neighbor, teacher, coach, or pastor.
- » There are laws against abuse in every state. These laws exist to help protect children from abuse, because no child ever deserves to be hurt or abused.
- » Many people think of abuse as physical injuries such as bruises or broken bones, but abuse can happen in many different ways.
- » **Click to advance slide.**
- » Today we are going to talk about four different types of abuse, including:
  1. Neglect
  2. Physical Abuse
  3. Emotional Abuse
  4. Sexual Abuse



RELATED SLIDE



TIME

2:00

FACILITATOR NOTES

FACILITATOR SCRIPT

**NEGLECT**

- » The first type of abuse I want to talk about is called neglect.
- » Raise your hand if you have a pet at home. *(Raise hands)*
- » What do those pets need to be healthy? *(Elicit responses such as food, water, and shelter)*
- » **Click to advance slide.**
- » What might happen to a pet if it is neglected or doesn't get the things that it needs to be healthy? *(Elicit responses such as it might get sick)*
- » **Click to advance slide.**
- » The same is true for children who are neglected.
- » **Neglect** is when a child/teen is not getting what they need to be healthy and safe.
- » It is not neglect if you aren't getting something you want. Neglect is not getting what you NEED.
- » **Click to advance slide.**
- » There are different kinds of neglect:
  - Physical neglect is when children are not provided with things they need to be healthy and safe, such as food, clothing, or shelter.
  - Medical neglect is when children are sick or injured and are not taken to the doctor or provided with needed medical care.
  - Emotional neglect is when a parent/guardian withholds love and attention from a child/teen or repeatedly says hateful, harmful things to them.
  - It is also considered neglect if children don't receive an education, have inadequate supervision, or are exposed to a dangerous environment such as exposure to drugs or **domestic violence**, which is when the adults they live with constantly yell, scream, or physically fight with each other.
- » Can anyone tell me why not getting something you want, like the newest iPhone, is not considered neglect? *(Elicit responses such as you can be healthy and safe without the newest technology)*

## RELATED SLIDE



## TIME

1:30

## FACILITATOR NOTES

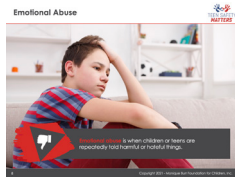
- Physical abuse vs. spanking can be a difficult concept for some students. If students ask about spanking, make sure they understand parents are allowed to spank them for discipline as long as they don't injure them or leave marks or bruises.
- While MBF does not condone spanking, the fact remains that corporal punishment in the home is legal in all states. Therefore, unfortunately, we cannot tell children that parents cannot hit or spank them. Instead, we try to explain in an age- and developmentally-appropriate way that abuse is different than discipline.
- To learn more about this topic and efforts to end corporal punishment, visit: <https://endcorporalpunishment.org/reports-on-every-state-and-territory/usa/>.

## FACILITATOR SCRIPT

### PHYSICAL ABUSE

- » The second type of abuse is physical abuse.
- » **Physical abuse** is when someone intentionally, or on purpose, hurts another person's body.
- » **Click to advance slide.**
- » Red Flags of physical abuse include things like:
  - Hitting
  - Punching
  - Kicking
  - Shaking
  - Burning
  - Biting
- » Physical abuse leaves a mark or injuries like bruises, broken bones, burns, and scratches.
- » **Click to advance slide.**
- » If you are rough housing with your sibling and they push you and you fall and break your arm, would that be considered physical abuse? Why or why not? (*Elicit responses being sure to explain it was accidental and not intentional*)
- » It's also important to note that **corporal punishment**, or spanking for discipline is legal in the U.S. However, it should never leave a mark or lasting injury, or it may be considered abuse.

## RELATED SLIDE



## TIME

1:00

## FACILITATOR NOTES

### STUDENT DISCUSSION POINT (OPTIONAL):

- Ask students if they think physical or emotional abuse is worse. Explain that victims of emotional abuse carry those internal scars forever.

## FACILITATOR SCRIPT

### EMOTIONAL ABUSE

- » A third type of abuse is **emotional abuse**. This is when a person is repeatedly told harmful or hateful things.
- » Red Flags of emotional abuse include things like an adult telling a child "I never want to see you again," or repeatedly calling them names like "stupid." It is not a parent simply yelling at a child or being mad.
- » Sometimes people say things that aren't nice, but it may not be emotional abuse. Emotional abuse is repeated, and it's very harmful.
- » No one deserves to be told things like he or she is worthless or stupid or to be deprived of social and emotional support. Everyone deserves to be respected and safe.



## RELATED SLIDE



## TIME

1:30

## FACILITATOR NOTES

## FACILITATOR SCRIPT

### CHECK-IN

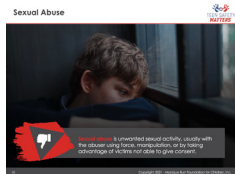
- » Let's do a quick Check-In to see if you understand the different types of abuse we've talked about so far.
- » As I read each statement, if you think the statement is true, show me a thumbs up. If you think it is false, show me a thumbs down.

» **Click to advance slide.**

### CHECK-IN STATEMENTS

1. Child Abuse can only happen to kids younger than 13. *(Thumbs down/False)*
  - » This is false. Anyone under 18 can be abused.
  - » **Click to advance slide.**
2. It is emotional abuse if your parent yells at you for not studying enough after you bring home a bad grade on a test. *(Thumbs down/False)*
  - » This is also false. Remember, emotional abuse is repetitive, hateful or harmful words or actions.
  - » **Click to advance slide.**
3. It is physical abuse if a parent hits a child and leaves a large bruise or cut after bringing home a bad report card. *(Thumbs up/True)*
  - » This is true. Some parents and guardians use spankings to discipline children. But, if spanking leaves lasting marks or injuries, like bruises, welts, burns, cuts, or broken bones, it is physical abuse.
  - » **Click to advance slide.**
4. It is neglect when a child is very sick and their parent or caregiver doesn't take them to see a doctor. *(Thumbs up/True)*
  - » **Click to advance slide.**
5. It is physical abuse if your friend punches you on the arm while playing around and it leaves a bruise. *(Thumbs down/False)*
  - » This is false. Yes it left a mark, but your friend was playing around and it was not done intentionally to harm you.

## RELATED SLIDE



## TIME

1:30

## FACILITATOR NOTES

- This can also be a sensitive topic for some students. Please be aware of students' reactions and assist students if needed.

## FACILITATOR SCRIPT

### SEXUAL ABUSE

- » Next we're going to talk about sexual abuse. This may be an uncomfortable topic for us to talk about, but it is very important because 1 in 10 people will be sexually abused before their 18th birthday.
- » Let's start by defining some terms.
- » **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.**
- » **Sexual activity** is not just intercourse, or sex, it also includes looking at or talking about another person's private body parts, or touching over or under clothing.
- » **Click to advance slide.**
- » **Consent** is agreeing to something or giving permission for something to happen. When it comes to sexual activity, consent also means you have to be old enough to legally give consent, not just giving your verbal permission.
- » **Click to advance slide.**
- » Sexual abuse typically refers to crimes against anyone under the age of 18. And it happens to people of all genders.
- » It most often happens by an adult, and usually by a family member or relative, or someone the child or teen knows and trusts, like a friend's parent, pastor, teacher, or coach.
- » It can also happen by another youth if they engage in sexual activity with a peer without consent, as a result of force, threats, or where a power difference exists, as in age, size, or physical/mental ability.
- » **Click to advance slide.**
- » This is not okay. It is not okay for anyone to force another person into sexual activity.

## RELATED SLIDE



## TIME

1:00

## FACILITATOR NOTES

- Some people are uncomfortable with this topic of discussion. Thus, the term pornography can be excluded when presenting the script if desired.
- However, given that research shows that 1 in 7 children/teens will be sexually solicited while online, we highly recommend teaching children and teens about this subject as research has shown it is developmentally appropriate and necessary at this age.
- Many students this age know what pornography is. It is important to teach them in a developmentally-appropriate way to arm them with knowledge against predators and to educate them should they discover these materials inadvertently while online or should someone send them inappropriate images.

## FACILITATOR SCRIPT

### SEXUAL ABUSE (CONTINUED)

» The following are examples of sexual abuse:

- an adult engages in any sexual activity with a child or teen. This includes touching their private body parts or asking them to touch theirs, over or under clothing.

» **Click to advance slide.**

- an older or more powerful youth engages in any sexual activity with a younger person. It is never okay for an older youth to touch a younger person's private parts.

» **Click to advance slide.**

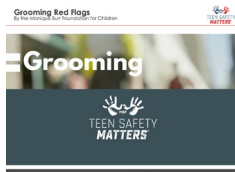
- an adult or another youth looks at a child/teen without their clothes on, talks to them in a sexual way, shows them inappropriate images of people without their clothes on (**pornography**), or asks them to take or send inappropriate pictures or videos.

» **Click to advance slide.**

- anyone (an adult, an older youth, or even a peer) that uses tricks, power, force, or threats to engage in sexual activity with a child or teen.



## RELATED SLIDE



## TIME

2:30

## FACILITATOR NOTES

### STUDENT DISCUSSION POINTS (OPTIONAL):

- Ask students if there are any Red Flags for grooming/abuse that are surprising to them
- 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

### GROOMING RED FLAGS

By Monique Burr Foundation for Children

- » We've talked about what sexual abuse is, but how does it happen?
- » It typically starts with someone **grooming**, or manipulating a child or teen to abuse them.
- » Let's watch a video to learn more about this.
- » **Click to play video. (2:23)**
- » **Click to advance slide.**
- » Take a minute and record the Red Flags that surprised you or stood out the most to you on your Class Notes Sheet.
- » *Allow students a minute to record their response and then ask two or three students to share.*

## RELATED SLIDE



## TIME

2:00

## FACILITATOR NOTES

### STUDENT DISCUSSION POINT (OPTIONAL):

- Ask students to share their concerns if they ever had to say NO to an authority figure or someone they trusted.

## FACILITATOR SCRIPT

### RESPONDING TO RED FLAGS

- » Sometimes recognizing those Red Flags of abuse can be difficult, especially if they are from someone you trust.
- » The Safety Rules can help. Remember that **Safety Rule #1** helps you **Know What's Up** and **Safety Rule #2** helps you **Spot Red Flags**.
- » If you see any Red Flags, or you are 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 the Safety Rules can help you respond.
- » **Click to advance slide.**
- » You can use **Safety Rule #3** to **Make a Move** and get away. If you know a situation or person is demonstrating Red Flag behaviors, you can try to stay away from that person.
- » **Click to advance slide.**
- » How can you use **Safety Rule #4** to **Talk It Up**? (*Use an assertive voice to say "No," and tell a Safe Adult*)
- » It may be hard to say no to adults, especially an adult you trust or an **authority figure**, someone in charge or with some kind of power over you, but you can try to use an assertive voice to tell someone to stop doing things that you know are unsafe or make you uncomfortable.
- » **Click to advance slide.**
- » For example, you can say:
  - "I'm sorry, but it makes me uncomfortable when you touch me in that way," or "ask me those kinds of questions," or "say those kinds of things."
- » **Click to advance slide.**
- » "Thank you very much for the gift (or saying these nice things, or offering to do that for me), but I don't feel right about it."
- » **Click to advance slide.**
- » "I really need to leave now!!"
- » Sexual abuse can be hard to talk about, but it is important to use **Safety Rule #4** to **Talk It Up** and tell a Safe Adult because if someone is abusing you, it's unlikely to stop without help, and they may be abusing others as well so you'll be acting as an upstander too.
- » **Click to advance slide.**
- » And it's important to use **Safety Rule #5, No Blame | No Shame** because it is never your fault and it's never too late to tell a Safe Adult.

## RELATED SLIDE



## TIME

2:00

## FACILITATOR NOTES

### STUDENT DISCUSSION POINT (OPTIONAL):

- Ask students to share their thoughts about the fact that trafficking is the second most profitable criminal activity in our country second only to illegal drug sales.

## FACILITATOR SCRIPT

### HUMAN TRAFFICKING

- » Sex trafficking is a particular type of sexual abuse that is happening to teens more and more, but before we talk about sex trafficking, let's talk about human trafficking, because it can happen in several different ways.
- » **Human Trafficking**, often called modern day slavery, 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 his or her will. It is the **exploitation** of a person where the trafficker benefits from forcing the victim to do something.
- » **Click to advance slide.**
- » Human trafficking happens everywhere, and it impacts men, women, boys, girls, and transgender individuals. In all forms of trafficking, the presence of force, fraud and/or coercion indicates that a participant has not consented of his or her own free will. However for minors, or anyone under the age of 18, force, fraud, and coercion do not have to happen for it to be trafficking.
- » 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 of (or threats of) physical harm, a weapon, or physical strength or violence sufficient to overcome, restrain, or injure a person.
- » **Click to advance slide.**
- » **Fraud** consists of deceitful actions with the intent to deprive a victim of his or her rights, or to harm or injure a person in some way such as making false promises of jobs or other opportunities.
- » **Click to advance slide.**
- » **Coercion** involves threats 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 would result in their involvement in the legal system.
- » **Click to advance slide.**
- » Labor trafficking is one type of human trafficking.
- » **Labor trafficking** 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.

## RELATED SLIDE



## TIME

1:30

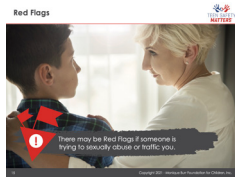
## FACILITATOR NOTES

## FACILITATOR SCRIPT

### SEX TRAFFICKING

- » Another type of human trafficking is sex trafficking.
- » **Sex trafficking** involves forcing someone into sex acts in exchange for money or something of value (food, drugs, clothes, a place to stay, gifts, etc.).
- » It can involve force, fraud or coercion, but remember, with anyone under the age of 18, force, fraud, or coercion is not necessary for it to be considered sex trafficking.
- » **Click to advance slide.**
- » Victims are **targeted** by traffickers who seek out vulnerable victims online, in malls, at schools, or at other teen hangouts.
- » Traffickers seek out teens who have needs they perceive are not being met, and they use this to their advantage.
- » **Click to advance slide.**
- » 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.
- » **Click to advance slide.**
- » 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

2:00

## FACILITATOR NOTES

## FACILITATOR SCRIPT

### RED FLAGS FOR TRAFFICKING

- » Although traffickers may acquire their victims in many ways, they often groom them by taking advantage of their vulnerabilities.
- » The best way to avoid becoming a victim of sex trafficking is to know how traffickers work, to know how children and teens are **manipulated**, or tricked into sex trafficking, and to use the 5 Safety Rules to avoid this type of behavior from anyone.
- » Red Flags for trafficking can include:
  - » **Click to advance slide.**
    - someone older asking you about your romantic or sexual interests, talking to you about sex, or trying to begin a romantic relationship with you.
  - » **Click to advance slide.**
    - someone constantly complimenting you, telling you that you should be a model, or offering you a great job.
  - » **Click to advance slide.**
    - someone trying to isolate you or come between you and your parents or friends or threatening to harm a loved one if you tell.
  - » **Click to advance slide.**
    - someone giving you expensive gifts, money or drugs, or flattering you in ways that single you out or seem too generous in exchange for sexual acts or pictures.
  - » **Click to advance slide.**
    - someone asking you to keep their activities with you a secret or telling you that nobody will believe you if you tell.
- » Red Flags to watch for in friends include:
  - the sudden presence of an older boyfriend/girlfriend
  - suddenly seeming very anxious, hostile, or secretive
  - engaging in risky sexual behavior
  - using language not previously used about "the life" (the game, clients, pimps, recruiters)
  - signs of physical abuse (e.g., cuts and bruises)
  - a tattoo that they are unable/hesitant to explain



## RELATED SLIDE



## TIME

1:30

## FACILITATOR NOTES

- You may want to point out the Trafficking Hotline phone number 888-373-7888 to call or text HELP to 233733 on the Safety Rules poster and mention that the numbers are listed on the Resource Card students will receive at the end of the lesson.

### STUDENT DISCUSSION POINT (OPTIONAL):

- Ask students to share any concerns about getting involved in someone else's business.

## FACILITATOR SCRIPT

### RESPONDING TO RED FLAGS

- » Experiencing any type of victimization or seeing a friend who has been hurt can be a scary and confusing thing.
- » But as with abuse, if you notice any Red Flags in your own life or in a friend's, no matter who the abuser is, you need to use your Safety Rules to respond. Make a Move to GET AWAY and STAY AWAY and Talk It Up to a Safe Adult.
- » And it's important that you never think this couldn't happen to you or your friends.
- » **Click to advance slide.**
- » It doesn't matter where you live, what your parents do, or what school you attend. Abuse and trafficking happen everywhere in our country, and they 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, which 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.
- » If you think someone is demonstrating Red Flags that could be inappropriate behavior or they may be trying to begin a relationship with you for sex trafficking, or if you think a friend may be a victim of sex trafficking, talk to a Safe Adult or call the Trafficking Hotline.
- » **Click to advance slide.**
- » You will receive a Student Resource Card at the end of this lesson that has this hotline printed on it along with other helpful resources such as hotlines/text lines you can use if you ever need help.
- » Whether it's someone you know, or someone on a hotline, always talk to a Safe Adult.

## RELATED SLIDE



## TIME

1:00

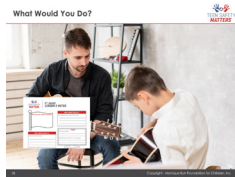
## FACILITATOR NOTES

## FACILITATOR SCRIPT

### REPORTING ABUSE AND GETTING HELP

- » Always remember **Safety Rule #5, No Blame | No Shame**. No matter what happens or has happened in the past, no matter what the person who hurt you said, even if they said you would get into trouble, or no one would believe you, if they made you promise not to tell, or if they've threatened you, it is important to remember abuse is never your fault.
- » Even if you think you made a bad choice, or you are worried your parents might be angry or disappointed, you should still tell.
- » You are never to blame, and you will not get into trouble for telling.
- » You should never be ashamed to ask for help or tell a Safe Adult if someone is hurting you now, or hurt you in the past, even if you've never told before.
- » It is important to remember that telling a Safe Adult will not only help you but will also help the person who is hurting you and it may also prevent them from hurting others.

## RELATED SLIDE



## TIME

2:30

## FACILITATOR NOTES

## FACILITATOR SCRIPT

### WHAT WOULD YOU DO?

- » Partner with someone sitting near you and let's do a turn and talk.
- » I want you to read the scenario on the slide and discuss with your partner if you think this is a potentially unsafe situation or not. If so, what are the Red Flags, and if not, why?
- » Record your response on your Class Notes Sheet.

» **Click to advance slide.**

### SCENARIO

- » Your new friend Ritchie is constantly telling you about his older cousin who lives an hour away. He says he and his cousin chat all the time and are very close. You've even heard him mention some really expensive gifts his cousin has given him (and did not give to his younger brother).
- » *Allow students a minute to discuss then ask two or three pairs to share their responses.*

## RELATED SLIDE



## TIME

1:00

## FACILITATOR NOTES

## FACILITATOR SCRIPT

### WHAT WOULD YOU DO? (CONTINUED)

» Let's review how the Safety Rules could help in this situation.

» **Click to advance slide.**

» **Know What's Up** - We understand that abuse often happens by someone we know and trust, like in this situation.

» **Click to advance slide.**

» **Spot Red Flags** - We see Ritchie being singled out, given gifts, etc., which are Red Flags of grooming.

» **Click to advance slide.**

» **Make a Move** - It would be best for Ritchie to stay away from this cousin and not accept these kinds of gifts to ensure his safety.

» **Click to advance slide.**

» **Talk It Up** - We can be a Safe Friend and support Ritchie in talking to a Safe Adult, or we can talk to a Safe Adult ourselves.

» **Click to advance slide.**

» **No Blame | No Shame** - We can remind Ritchie it's not his fault if he is being groomed or has been abused and he should not be ashamed to get help.

## RELATED SLIDE

Lesson Break - End Part 1

**LESSON  
BREAK**

## TIME

1:00

## 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 21 and 22 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 23.\*\*\***

- » 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 6.2 PART 1 HERE**



## RELATED SLIDE

Lesson Break - Begin Part 2

Welcome Back!

## TIME

1:00

## 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 6.2 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

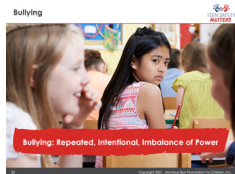
### LESSON BREAK - BEGIN PART 2

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

### BEGIN LESSON 6.2 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

2:00

## FACILITATOR NOTES

- If you would like to present a more detailed definition of bullying as defined by your state law or your school or organization policy, you may add it to the script here and present it with the content on this page.

## FACILITATOR SCRIPT

### BULLYING

- » So far we've talked about ways adults typically harm children and teens. But there are also ways people your own age, or your **peers**, can hurt you. This is often called **peer abuse** or **peer on peer abuse**.
- » One of these ways is bullying, which I know you've all heard of many times.
- » To meet the definition of **bullying** the behavior must be repeated, it must be intentional, and there must be a real or perceived imbalance of power.
- » In other words the person bullying someone must be older, bigger, stronger, more popular, etc.
- » Bullying may include harassment, threats, insults, or even social exclusion.
- » *Optional: Add and present your specific bullying definition here:*

» **Click to advance slide.**

- » There are different types of bullying:
  - Physical (hitting, shoving, etc.)
  - Verbal (threatening, calling names)
  - Social/Isolation (starting rumors, gossiping, excluding people)
  - Sexual (jokes, comments, calling negative or derogatory names)
  - Cyber (on digital devices or online bullying)

» **Click to advance slide.**

- » Why do you think bullying happens? *(Elicit responses being sure to cover the following: people think they are better than others; they think they can get away with it; they want to be popular; they are jealous; they've been harmed in the past)*

## RELATED SLIDE



## TIME

1:00

## FACILITATOR NOTES

## FACILITATOR SCRIPT

### BYSTANDERS VS. UPSTANDERS

- » When we witness bullying, we have two choices. We can either be a bystander or be an upstander.
- » **Click to advance slide.**
- » Bystanders allow the bullying to happen by standing by and watching, doing nothing to stop it.
- » Upstanders speak up or act and try to help the person who is being bullied.
- » **Click to advance slide.**
- » Upstanders don't have to stand up to a bully directly. They can ask others to stand up with them, or they can talk to a Safe Adult to ask for help.
- » However they act, it's important to understand that upstanders can often stop bullying. When someone stands up to a bully, over half of the time, the bullying stops within 10 seconds.
- » So what does it take to be an upstander? Most people would say it starts with empathy.

## RELATED SLIDE



## TIME

3:30

## FACILITATOR NOTES

### STUDENT DISCUSSION POINT (OPTIONAL):

- Ask students to share examples of empathy in action.

## FACILITATOR SCRIPT

### EMPATHY CAN CHANGE THE WORLD

Used with permission by Noah Couser

- » Let's watch a video that shows what some students have to say about empathy.

» **Click to play video. (2:21)**

» **Click to advance slide.**

### FOLLOW-UP

- » Take a minute and describe empathy in your own words on your Class Notes Sheet.

- » *Allow students a minute to discuss then ask two or three students to share their responses.*

» **Click to advance slide.**

- » **Empathy** is putting yourself in someone else's shoes to try to understand how they are feeling.

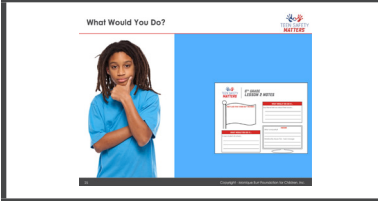
- » Why is empathy important? *(Elicit responses)*

- » Understanding what others may be feeling is a part of being socially aware and having healthy relationship skills. It will help you treat others better, and it also helps you to be an upstander.

- » We can become more socially aware and empathetic by:

- considering the needs of other individuals and groups.
- seeking to better understand our environment and the people in it.
- stepping outside of our comfort zone to experience new things.
- having compassion for others.

## RELATED SLIDE



## TIME

3:00

## FACILITATOR NOTES

- You can also do this activity as a Turn & Talk with pairs to minimize movement and save time.

## FACILITATOR SCRIPT

### WHAT WOULD YOU DO?

- » I'd like you to form small groups by joining with the 2 or 3 people nearest you.
- » I am going to read a scenario, and I would like your group to spend a few minutes discussing what you would do in that situation. Record your response on your Class Notes Sheet. Make sure you are keeping empathy in mind.

» **Click to advance slide.**

### SCENARIO

- » There is a new student in your school who transferred from a middle school across town. You have seen him walking alone in the halls, and you have seen other kids teasing him between classes. You walk in to the cafeteria and sit with a group of friends. You see him sitting alone. You suggest that your group invite him to sit at your table. Your friends start making fun of you, saying they don't want that loser sitting with them, and tell you to go sit with him.

» **Click to advance slide.**

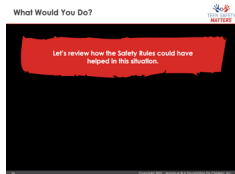
- » Allow students a minute to discuss then ask two or three pairs to share their responses.

### FOLLOW-UP

- » How do you think the new student is feeling? (*Elicit responses*)
- » If you can understand how he may be feeling, you are being empathetic. However, to be an upstander, you have to act and do something to help him.
- » What would you do? (*Elicit responses from several groups*)



RELATED SLIDE



TIME

1:00

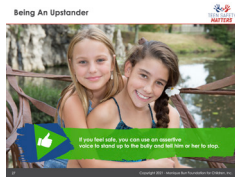
FACILITATOR NOTES

FACILITATOR SCRIPT

**WHAT WOULD YOU DO? (CONTINUED)**

- » Let's review how the Safety Rules could have helped in this situation.
- » *Click to advance slide.*
- » **Know What's Up** helps us know the value in being an upstander to stop bullying.
- » *Click to advance slide.*
- » **Spot Red Flags** lets us know the behaviors we are seeing are bullying.
- » *Click to advance slide.*
- » **Make a Move** reminds us we have options to act as an upstander, such as sit with him at lunch or walk with him to class.
- » *Click to advance slide.*
- » **Talk It Up** tells us to use our voice to be an upstander. We could invite him to sit with us anyway and be a role model, get to know him so he's not alone all the time, and/or talk to a Safe Adult.
- » *Click to advance slide.*
- » And remember, **No Blame | No Shame** reminds us it's okay to not go along with the crowd. You don't have to feel guilty for finding your own path and making safe choices.

## RELATED SLIDE



## TIME

1:30

## FACILITATOR NOTES

- It is important to understand your school policy regarding bullying so you can properly educate students.
- Fill in the blanks on the script with the procedures students can use to report bullying at your school

### STUDENT DISCUSSION POINT (OPTIONAL):

- Ask students to share their concerns about being an upstander and standing up to a bully.

## FACILITATOR SCRIPT

### BEING AN UPSTANDER

- » Many people fear standing up to a bully. They are afraid of being bullied themselves, or they may not want to be seen as uncool.
- » But you don't always have to do it by directly confronting someone who is bullying another person.
- » Of course if you feel safe, you can use an assertive voice to stand up to the bully directly and tell them to stop.
- » **Click to advance slide.**
- » But you can also talk to a friend or several friends and ask them to be upstanders with you. It may be easier to be an upstander if you have support and backup.
- » **Click to advance slide.**
- » Another thing you can do is talk to your peers about being more empathetic and kind to help you create a culture of kindness and safety at school.
- » **Click to advance slide.**
- » And you can tell a Safe Adult about what is happening and ask them to help. Ask a Safe Friend to help you talk to a Safe Adult if you need support.
- » Ignoring bullying will not make it stop.
- » It's important to remember, whether you see bullying or you are being bullied, you should always report it, because it is unlikely to stop without adult involvement.
- » Here's how you can report bullying at our school:
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- » **Click to advance slide.**
- » Lastly, if you are the person bullying others, I hope our discussion today will help you think about that behavior and that you will choose to act differently in the future. You can get help by talking to a Safe Adult. Your desire to change your behavior will show maturity and empathy, and you will be respected for taking that step.

## RELATED SLIDE



## TIME

1:30

## FACILITATOR NOTES

## FACILITATOR SCRIPT

### RELATIONSHIP ABUSE

- » Peer abuse can also happen in a “dating” or “going out” type of relationship.
- » In middle school, many relationships are starting to change. Students may find themselves becoming romantically interested in someone.
- » That is normal, and it's also normal for relationships to be confusing sometimes. Students may like each other one day and not the next and may break up and get back together again.
- » But relationships should never be harmful or abusive.
- » This is true of friendships and in dating relationships.
- » **Click to advance slide.**
- » **Relationship abuse** occurs when one person in a relationship tries to dominate and control the other person or is emotionally or physically hurtful.
- » To know what an unhealthy relationship looks like, you have to first understand what a healthy relationship looks like.
- » **Click to advance slide.**
- » What are the signs of a healthy relationship? (*Elicit responses*)
- » A healthy relationship exists when two people:
  - are supportive of each other's time, activities, and friends.
  - can disagree without emotional or physical harm.
  - respect each other, including their thoughts, privacy, and boundaries.

RELATED SLIDE



TIME

2:30

FACILITATOR NOTES

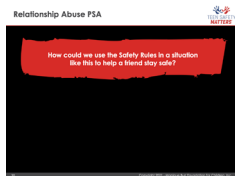
FACILITATOR SCRIPT

**RELATIONSHIP ABUSE PSA**

By [seeitandstopit.org](http://seeitandstopit.org)

- » Let's watch a video and see if it shows us a healthy relationship.
- » **Click to play video. (1:00)**
- » **Click to advance slide.**
- » Take a minute and record what you think the main message of the video was on your Class Notes Sheet.
- » Allow students a minute to write their response and then ask one or two students to share.

## RELATED SLIDE



## TIME

1:30

## FACILITATOR NOTES

## FACILITATOR SCRIPT

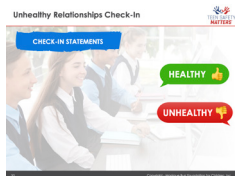
### RELATIONSHIP ABUSE PSA

#### FOLLOW-UP

- » Let's talk about how we could use the Safety Rules in a situation like this to help a friend stay safe.
- » **Click to advance slide.**
- » In the video, we saw the girl recognize that her friend was not in a healthy relationship. This was her using **Safety Rule #1, Know What's Up.**
- » **Click to advance slide.**
- » **Safety Rule #2 is Spot Red Flags.** What Red Flags did you see? *(Elicit responses such as her boyfriend questioning her, asking where she was, what she was wearing, hanging up on her, etc.)*
- » **Click to advance slide.**
- » **Safety Rule #3 is Make a Move.** How could you help a friend Make a Move in a situation like this? *(Elicit responses such as help support her if she decides to break up with her boyfriend, show her what healthy relationships look like, etc.)*
- » **Click to advance slide.**
- » **Safety Rule #4 is Talk It Up.** We saw one example of this in the video when the friend told her, "It's not okay for him to treat you like that." How else could she Talk It Up? *(Elicit responses such as talk to a Safe Adult or help her friend talk to Safe Adult)*
- » **Click to advance slide.**
- » **Safety Rule #5 is No Blame | No Shame** and it reminds us we don't have to be ashamed if we're ever hurt or in an unsafe situation. This reminder might be what her friend needs to hear to enable her to seek help.



## RELATED SLIDE



## TIME

2:00

## FACILITATOR NOTES

## FACILITATOR SCRIPT

### UNHEALTHY RELATIONSHIPS CHECK-IN

- » Only 54% of students in a relationship know the signs of emotional abuse, and without knowing the signs, it's hard to get help from a Safe Adult.
- » Let's do a Check-In to see if you can recognize other Red Flags of an unhealthy relationship. I'm going to read a statement. If you think it is a healthy relationship, show me a thumbs up. If you think it is an unhealthy relationship, show me a thumbs down.
- » **Click to advance slide.**
- 1. Constant jealousy (*Thumbs down/Unhealthy*)
- » **Click to advance slide.**
- 2. Trying to control the other person (*Thumbs down/Unhealthy*)
- » **Click to advance slide.**
- 3. Being angry occasionally (*Thumbs up/Healthy*)
- » However, if it is frequent and about little things, it may be unhealthy.
- » **Click to advance slide.**
- 4. Isolating them from friends (*Thumbs down/Unhealthy*)
- » **Click to advance slide.**
- 5. Supporting each other in things they each like to do (*Thumbs up/Healthy*)
- » **Click to advance slide.**
- 6. Pressuring the other person to do things they do not want to do (*Thumbs down/Unhealthy*)
- » **Click to advance slide.**
- 7. Grabbing the other person's arm or hitting them (*Thumbs down/Unhealthy*)
- » **Click to advance slide.**
- 8. Calling the other person names like stupid or ugly when they are mad (*Thumbs down/Unhealthy*)
- » It doesn't matter if they are mad; this is never acceptable and is sometimes a sign that physical violence may follow.

RELATED SLIDE



TIME

1:00

FACILITATOR NOTES

FACILITATOR SCRIPT

**RED FLAGS OF UNHEALTHY RELATIONSHIPS**

» Red Flags of an unhealthy or abusive relationship may also include:

- Intensity
- Control
- Isolation
- Changes in behavior
- Showing up unannounced

» I don't want you to ever think, "This won't happen to me or my friends," because it is happening to a lot of students.

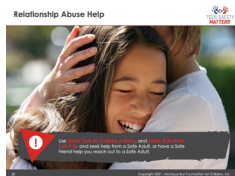
» **Click to advance slide.**

» In fact, among 11- to 14-year-olds, 62% say they know friends in a relationship who have been emotionally abused by a partner.

» And 20% say they know friends who have been physically abused.

» It is important to note that relationship abuse affects couples of all genders and all sexual orientations.

## RELATED SLIDE



## TIME

1:30

## FACILITATOR NOTES

- You may want to write the website on the board so students can copy it to save.
- Encourage students to visit the website listed for more information.
- Students should also be given a Student Resource Card at the end of this lesson with this and other resources/hotlines listed.

## FACILITATOR SCRIPT

### RELATIONSHIP ABUSE HELP

- » If you are involved in a controlling or abusive relationship, or you know a friend who is, it's important to seek help.
- » You can use **Safety Rule #3 to Make a Move**, and **Safety Rule #4 to Talk It Up** and seek help from a Safe Adult, or have a Safe Friend help you reach out to a Safe Adult.
- » If you are the person who is controlling, isolating, or abusing your partner, please use **Safety Rule #4 to Talk It Up** and seek help from a Safe Adult. Please seek help before you do something worse and cannot take it back. It's never too late to ask for help.
- » In fact, asking for help is a sign of maturity and strength and shows you want help. You will be respected for making that decision and you can get help and change your behavior.
- » **Click to advance slide.**
- » If you need help, you can find support and resources on the website [loveisrespect.org](http://loveisrespect.org). They even have a relationship quiz you can take if you're not sure if your relationship is healthy.
- » You will also receive a Student Resource Card at the end of this lesson that has this website and other helpful resources such as hotlines printed on it. You can hold on to the card or take a picture of it and keep the numbers in your phone in case you or a friend ever need them.

RELATED SLIDE

The MBF 5 Safety Rules® Review



TIME

1:00

FACILITATOR NOTES

FACILITATOR SCRIPT

**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 and harm that we've talked about in these lessons, the MBF 5 Safety Rules can help guide your decisions to keep you and others safe.
- » Let's review the 5 Safety Rules before we end today. I want everyone to 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

FACILITATOR NOTES

FACILITATOR SCRIPT

**FINAL REVIEW**

- » Let's do a quick final review.
- » I'm going to read some statements. If you think a statement is true, show me a thumbs up. If you think it's false, show me a thumbs down.

REVIEW STATEMENTS

» **Click to advance slide.**

1. Children and teens are more likely to be abused by strangers, or people they do not know. *(Thumbs down/False)*

» This is false. Remember, 90% of abuse happens by someone the child knows.

» **Click to advance slide.**

2. When you see bullying happening, you should use **Safety Rule #4, Talk It Up** to be an upstander or report it to a Safe Adult. *(Thumbs up/True)*

» **Click to advance slide.**

3. Relationship abuse is always when one person uses physical violence against their partner. *(Thumbs down/False)*

» This is false. It can also be verbal abuse, isolation, control, etc.

» **Click to advance slide.**

4. Trafficking doesn't happen to students in middle school. It typically happens to older teens in high school. *(Thumbs down/False)*

» This is also false. Trafficking happens to children and teens of all ages and genders.

» **Click to advance slide.**

5. An upstander is someone who sees bullying or trafficking happening and does something to help. *(Thumbs up/True)*

## RELATED SLIDE



Exit Slip

NAME \_\_\_\_\_

DATE \_\_\_\_\_

Let's 3 main things you learned from the lesson:

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

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

CHECK THIS BOX IF YOU WOULD LIKE TO TALK TO ME LATER ☐

## TIME

2:00 (+/-)

## FACILITATOR NOTES

- The exit slip is an important 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

- » 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 or another Safe Adult 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

3:00 (+/-)  
(OPTIONAL)

FACILITATOR NOTES

- If you choose to skip this review game, skip this page and slide 38 on the PowerPoint.

FACILITATOR SCRIPT

**AROUND THE WORLD - REVIEW GAME (OPTIONAL)**

- » Now let's finish with a fun review called "Around the World."
- » Everyone will remain seated. We will go around the room quickly with each of you sharing one thing you learned from today's lesson that you can use to help keep you and your friends safe.

## 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.

## RELATED SLIDE



## TIME

4:00 (OPTIONAL)

## FACILITATOR NOTES

- **OPTIONAL:** If you have additional time, this is an optional but worthwhile activity.
- It will help reinforce the 5 Safety Rules through a fun music video.
- If students are interested in learning more about the artist, Will Harden currently resides in Atlanta and can be found on various social media channels. Additionally, his music can be found on Apple Music, ReverbNation, Spotify, Sound Cloud, and Amazon Music.

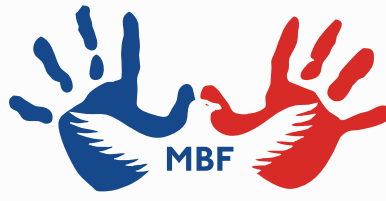
## FACILITATOR SCRIPT

### **SAFETY MATTERS (OPTIONAL)**

By the Monique Burr Foundation for Children

- » I have one last video to share with you guys today.
- » This video was created by a young man named Will Harden who was 14 at the time, and he writes and performs songs at schools to promote anti-violence and safety.
- » This is a great example of someone using their passion and talent to be a Safe Friend and help others stay safe.
- » **Click to play video. (3:53)**

**Note: This and various other videos are available for use within the lessons or as reinforcements. Videos can be accessed on the MBF website at <https://www.mbfpreventioneducation.org/videos/>.**



# TEEN SAFETY **MATTERS<sup>®</sup>**

Powered by  
Monique Burr Foundation for Children, Inc.

## FACILITATOR SCRIPT **7<sup>TH</sup> GRADE / 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.



## CURRICULUM DEVELOPMENT TEAM

**Cynthia Bean**  
Educator, St. Johns  
County Schools, FL

**Beth Dudjak, MA**  
MBF Outreach  
Manager

**Lynn Layton**  
MBF  
President/CEO

**Mallory Layton**  
Educator, Duval  
County Schools, FL

**Stacy Vaughan (Pendarvis), MSW, MA**  
MBF Vice President - Programs  
\*Lead Curriculum Developer

## MBF TEAM MEMBERS

**Hazel Cressler**, Senior Learning Experience Manager  
**Ashle Fike**, Marketing Manager/Curriculum Graphic Design  
**Julie LeMay**, Customer Service Manager

**Shelly Mason**, Accounting Assistant/Program Editor  
**Megan Richard**, Customer Service Manager  
**Cori Wilson**, Vice President - Finance/Operations

## CONSULTANTS / SUBJECT MATTER EXPERTS

**Beth Jenkins**, M.Ed., School Counselor, Duval County Schools, FL  
**Carol Neal-Rossi**, Issues Consulting, MBF Curriculum and Program Specialist  
**Mikayla Parsons**, Marketing/Graphic Design Intern

**Joni Shook**, MA, School Counselor/ASCA Certified Trainer  
**Stefanie Szwejbka**, MCJ, Community Education Manager, Bivona Child Advocacy Center  
**Nan Worsowicz**, M.Ed., School Counselor/ASCA Certified Trainer

## CURRICULUM RESEARCH TEAM

**Melissa A. Bright, Ph.D.** – Executive Director, Center for Violence Prevention Research  
**David Finkelhor, Ph.D.** – Director, Crimes against Children Research Center, Family Research Laboratory, Department of Sociology, University of New Hampshire

**David Miller, Ph.D.** – Professor, Research Methods and Evaluation; Director, Collaborative Assessment and Program Evaluation Services (CAPES); Director, UF Quality Enhancement, University of Florida

*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.*

**Randell Alexander, MD, Ph.D.** – Professor and Chief, Division of Child Protection and Forensic Pediatrics, University of Florida  
**Michele Borba, Ed.D.** – Educational Psychologist, Parenting and Child Expert, Award-Winning Author and Speaker  
**Sharon W. Cooper, MD, FAAP** – CEO, Developmental and Forensic Pediatrics; Consultant, Internet Crimes Against Children; Faculty, University of North Carolina at Chapel Hill; Consultant, National Center for Missing & Exploited Children  
**Richard Guerry** – Founder/Executive Director, Institute for Responsible Online and Cellphone Communication (IROC2), Author, and Speaker  
**Sameer Hinduja, Ph.D.** – Co-Director, Cyberbullying Research Center; Professor of Criminology/Criminal Justice, Florida Atlantic University  
**Maureen C. Kenny, Ph.D.** – Professor and Program Director, Counselor Education, School of Education and Human Development, Florida International University

**Erin Merryn, MSW** – Survivor, Author, and Child Advocate; Founder and President of Erin's Law  
**Shannon Miller** – President, Shannon Miller Enterprises; 7-Time Olympic Medalist  
**Donna Orender** – CEO, Orender Unlimited; Monique Burr Foundation for Children Board Member  
**Russell A. Sabella, Ph.D.** – Professor of Counseling, College of Education, Florida Gulf Coast University  
**Tiffany Sawyer** – Director of Prevention Services, Georgia Center for Child Advocacy  
**Erin Weeks, MPH** – Research Coordinator, National SafeCare Training and Research Center, School of Public Health, Georgia State University  
**Daniel Whitaker, Ph.D.** – Professor and Co-Director, National SafeCare Training and Research Center, School of Public Health, Georgia State University

*MBF would also like to thank the following supporters and partners for their invaluable assistance.*

**Bivona Child Advocacy Center**, Rochester, NY  
**Bold City Design**, Jacksonville, FL  
**CAPS**, Elkhart, IN  
**Dalton Agency**, Jacksonville, FL  
**Darkness to Light**, Charleston, SC  
**Drummond**, Jacksonville, FL  
**Florida Department of Education and Florida School Districts**  
**Florida Office of the Attorney General**  
**Florida State Alliance of YMCAs**, St. Petersburg, FL  
**Go Bright Marketing**, Jacksonville, FL  
**Gulf Coast Children's Advocacy Center**, Panama City, FL

**Gulf Coast Kids House**, Pensacola, FL  
**Horizon Education Alliance**, Elkhart County, IN  
**Kristi House**, Miami, FL  
**Maria Chrissovergis PR and Marketing**, Jacksonville, FL  
**National Center for Missing & Exploited Children**, Washington, DC  
**One Love Foundation**, Bronxville, NY  
**Richard S. Vermut**, DMH&D, Jacksonville, FL  
**Susie's Place Child Advocacy Center**, Avon, IN  
**Thorn**, Los Angeles, CA  
**Will Harden**, Jacksonville, FL  
**YMCA of Florida's First Coast**, Jacksonville, FL

7th 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 6-8 in individual grade-specific 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, and neglect.</li> <li>Students will identify indicators of a healthy relationship.</li> <li>Students will identify indicators and consequences of unhealthy relationships and relationship abuse.</li> <li>Students will demonstrate increased knowledge regarding bullying and how to report.</li> <li>Students will understand and practice being an upstander versus a bystander.</li> <li>Students will learn to identify Red Flags related to sexual abuse, human trafficking, and exploitation, how to report, and how to access resources.</li> <li>Students will understand sexual assault, how to report it, and how to prevent it.</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>



## 7th Grade / Lesson 2 Overview – Continued

<b>KEY TERMS</b>	<ul style="list-style-type: none"> <li>Abuse</li> <li>Authority Figure</li> <li>Bullying</li> <li>Bystander</li> <li>Coercion</li> <li>Consent</li> <li>Corporal Punishment</li> <li>Domestic Violence</li> <li>Emotional Abuse</li> <li>Empathy</li> <li>Exploitation</li> <li>Force</li> <li>Fraud</li> <li>Grooming</li> <li>Human Trafficking</li> <li>Labor Trafficking</li> <li>Manipulating</li> <li>Neglect</li> <li>Peers</li> <li>Peer Abuse</li> <li>Peer on Peer Abuse</li> <li>Physical Abuse</li> <li>Pornography</li> <li>Rape</li> <li>Relationship Abuse</li> <li>Sex Trafficking</li> <li>Sextortion</li> <li>Sexual Abuse</li> <li>Sexual Activity</li> <li>Sexual Assault</li> <li>Targeted</li> <li>Traumatized</li> <li>Tricked</li> <li>Upstander</li> </ul>
<b>MATERIALS NEEDED</b>	<ul style="list-style-type: none"> <li>Technology for presenting the lesson (computer, projector, screen, speakers)</li> <li>7th Grade / Lesson 2 Facilitator Script</li> <li>7th Grade / Lesson 2 PowerPoint</li> <li>7th Grade / Lesson 2 Class Notes Sheets (x1 per student)</li> <li>7th Grade / Lesson 2 Parent Information Sheets</li> <li>Student Resource Cards (x1 per student)</li> <li>Optional: 7th 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 7th 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 7th Grade / Lesson 2 PowerPoint from the Facilitator Portal.</li> <li>Print/copy one 7th Grade / Lesson 2 Class Notes Sheet for each student.</li> <li>Print/copy one 7th 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 7th 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>

## 7th 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 6-8.

## 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 doing the second lesson from the MBF Teen Safety Matters program.
- » Everyone should have their 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 talked about digital safety. Today we are going to learn about other types of personal safety.
- » 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.
- » During the activities in today's lesson, when you are communicating with your peers, please act maturely and be respectful of others' feelings, emotions, and privacy. We are all equal and deserve to be treated with respect.
- » 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.
- » 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.
- » 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.

## 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®

- » Adults are responsible for keeping kids safe. However, as you get older and gain more independence, you will inevitably become more responsible for your safety.
- » 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.** Knowing 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 you stay 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 in other situations. Red Flags may include:
  - bullying, cyberbullying, or other inappropriate 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

2:00

## 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.** 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 crossing your personal boundary 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

## FACILITATOR NOTES

## FACILITATOR SCRIPT

### CHECK-IN

- » In addition to the Safety Rules, during Lesson 1 we learned about digital safety.
- » Let's do a quick check-in to review.
- » I am going to read a statement, and I want you to show me a thumbs up if you think the statement is true and a thumbs down if you think it is false.

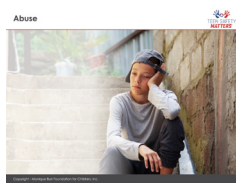
» **Click to advance slide.**

### CHECK-IN STATEMENTS

1. If you meet someone online, it is okay to give them your personal information, like your phone number and address, so you can meet up. *(Thumbs down/False)*
  - » This is false. It is never a good idea to give your personal information to someone online, even if you think it's another student, because you never know who it really is.
  - » **Click to advance slide.**
2. The Internet is a good tool to use appropriately, because it allows you to learn about information you otherwise would not know. *(Thumbs up/True)*
  - » **Click to advance slide.**
3. If you have been hurt, you can tell a Safe Friend instead of a Safe Adult. *(Thumbs down/False)*
  - » This is false. A Safe Friend can help you talk to a Safe Adult, but you should always tell a Safe Adult.
  - » **Click to advance slide.**
4. Cyberbullying is repeated online harassment or bullying, like posting rumors or gossip on social media. *(Thumbs up/True)*
  - » **Click to advance slide.**
5. If you ask for or send an explicit image, you can get in trouble for sending/receiving the image by your school and/or law enforcement. *(Thumbs up/True)*



## RELATED SLIDE



## TIME

1:00

## FACILITATOR NOTES

- This can be a sensitive topic, so please be aware of students' reactions and assist students if needed.

## FACILITATOR SCRIPT

### ABUSE

- » Let's start our discussion today about physical safety and talk about abuse.
- » How many of you have heard the term abuse? *(Raise hands)*
- » **Click to advance slide.**
- » **Abuse** is when someone hurts a child or teen on purpose.
- » Child abuse can happen to anyone under the age of 18.
- » Sadly, it is usually not strangers who abuse children. About 90% of the time, the abuser is someone a child knows, such as a parent, step-parent, sibling, other relative, family friend, neighbor, teacher, coach, or pastor.
- » There are laws against abuse in every state. These laws exist to help protect children from abuse, because no child ever deserves to be hurt or abused.
- » Many people think of abuse as physical injuries such as bruises or broken bones, but abuse can happen in many different ways.
- » **Click to advance slide.**
- » Today we are going to talk about four different types of abuse, including:
  1. Neglect
  2. Physical Abuse
  3. Emotional Abuse
  4. Sexual Abuse

RELATED SLIDE



TIME

2:00

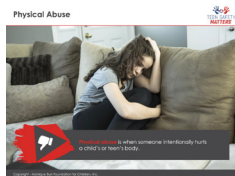
FACILITATOR NOTES

FACILITATOR SCRIPT

**NEGLECT**

- » The first type of abuse I want to talk about is called neglect.
- » Raise your hand if you have a pet at home. *(Raise hands)*
- » What do those pets need to be healthy? *(Elicit responses such as food, water, and shelter)*
- » **Click to advance slide.**
- » What might happen to a pet if it is neglected or doesn't get the things that it needs to be healthy? *(Elicit responses such as it might get sick)*
- » **Click to advance slide.**
- » The same is true for children who are neglected.
- » **Neglect** is when a child/teen is not getting what they need to be healthy and safe.
- » It is not neglect if you aren't getting something you want. Neglect is not getting what you **NEED**.
- » **Click to advance slide.**
- » There are different kinds of neglect:
  - Physical neglect is when children are not provided with things they need to be healthy and safe, such as food, clothing, or shelter.
  - Medical neglect is when children are sick or injured and are not taken to the doctor or provided with needed medical care.
  - Emotional neglect is when a parent/guardian withholds love and attention from a child/teen or repeatedly says hateful, harmful things to them.
  - It is also considered neglect if children don't receive an education, have inadequate supervision, or are exposed to a dangerous environment such as exposure to drugs or **domestic violence**, which is when the adults they live with constantly yell, scream, or physically fight with each other.
- » Can anyone tell me why not getting something you want, like the newest iPhone, is not considered neglect? *(Elicit responses such as you can be healthy and safe without the newest technology)*

## RELATED SLIDE



## TIME

1:00

## FACILITATOR NOTES

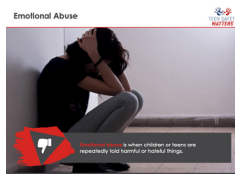
- Physical abuse vs. spanking can be a difficult concept for some students. If students ask about spanking, make sure they understand parents are allowed to spank them for discipline as long as they don't injure them or leave marks or bruises.
- While MBF does not condone spanking, the fact remains that corporal punishment in the home is legal in all states. Therefore, unfortunately, we cannot tell children that parents cannot hit or spank them. Instead, we try to explain in an age- and developmentally-appropriate way that abuse is different than discipline.
- To learn more about this topic and efforts to end corporal punishment, visit: <https://endcorporalpunishment.org/reports-on-every-state-and-territory/usa/>.

## FACILITATOR SCRIPT

### PHYSICAL ABUSE

- » The second type of abuse I want to talk about is physical abuse.
- » **Physical abuse** is when someone intentionally hurts a child's or teen's body.
- » Some Red Flags of physical abuse might include:
  - Hitting
  - Punching
  - Kicking
  - Shaking
  - Burning
  - Biting
- » Physical abuse leaves a mark or injuries like bruises, broken bones, burns, and scratches.
- » **Click to advance slide.**
- » How can you tell the difference between physical abuse and an accidental injury? (*Elicit responses and be sure to emphasize that physical abuse is intentional and leaves a mark*)
- » It's also important to note that **corporal punishment**, or spanking for discipline is legal in the U.S. However, it should never leave a mark or lasting injury, or it may be considered abuse.

## RELATED SLIDE



## TIME

0:30

## FACILITATOR NOTES

### STUDENT DISCUSSION POINT (OPTIONAL):

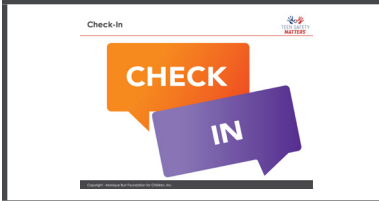
- Ask students if they think physical or emotional abuse is worse. Explain that victims of emotional abuse carry those internal scars forever.

## FACILITATOR SCRIPT

### EMOTIONAL ABUSE

- » A third type of abuse is **emotional abuse**. This is when children or teens are repeatedly told harmful or hateful things.
- » Red Flags of emotional abuse include a child being called names like "stupid" by an adult or being told "I never want to see you again." It is not a parent simply yelling at a child or being mad.
- » Sometimes people say things that aren't nice, but this is not emotional abuse. Emotional abuse is repeated and it's very harmful.
- » No one deserves to be told things like they are worthless or stupid or to be deprived of social and emotional support. Everyone deserves to be respected and safe.

RELATED SLIDE



TIME

1:30

FACILITATOR NOTES

FACILITATOR SCRIPT

**CHECK-IN**

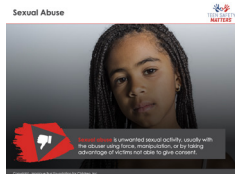
- » Let's do a quick Check-In to see if you understand the different types of abuse we've talked about so far.
- » As I read each statement, if you think the statement is true, show me a thumbs up. If you think it is false, show me a thumbs down.

» **Click to advance slide.**

CHECK-IN STATEMENTS

1. Child Abuse can only happen to kids younger than 13. *(Thumbs down/False)*
  - » This is false. Anyone under 18 can be abused.
  - » **Click to advance slide.**
2. It is emotional abuse if your parent yells at you for not studying enough after you bring home a bad grade on a test. *(Thumbs down/False)*
  - » This is also false. Remember, emotional abuse is repetitive, hateful or harmful words or actions.
  - » **Click to advance slide.**
3. It is physical abuse if a parent hits a child and leaves a large bruise or cut after bringing home a bad report card. *(Thumbs up/True)*
  - » This is true. Some parents and guardians use spankings to discipline children. But, if spanking leaves lasting marks or injuries, like bruises, welts, burns, cuts, or broken bones, it is physical abuse.
  - » **Click to advance slide.**
4. It is neglect when a child is very sick and their parent or caregiver doesn't take them to see a doctor. *(Thumbs up/True)*
  - » **Click to advance slide.**
5. It is physical abuse if your friend punches you on the arm while playing around and it leaves a bruise. *(Thumbs down/False)*
  - » This is false. Yes it left a mark, but your friend was playing around and it was not done intentionally to harm you.

## RELATED SLIDE



## TIME

2:00

## FACILITATOR NOTES

- This can also be a sensitive topic for some students. Please be aware of students' reactions and assist students if needed.

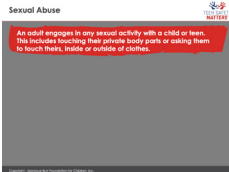
## FACILITATOR SCRIPT

### SEXUAL ABUSE

- » Next we're going to talk about sexual abuse. This may be an uncomfortable topic for us to talk about, but it is very important because 1 in 10 people will be sexually abused before their 18th birthday.
- » Let's start by defining some terms.
- » **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.**
- » **Sexual activity** is not just intercourse, or sex, it also includes looking at or talking about another person's private body parts, or touching over or under clothing.
- » **Click to advance slide.**
- » **Consent** is agreeing to something or giving permission for something to happen. When it comes to sexual activity, consent also means you have to be old enough to legally give consent, not just giving your verbal permission.
- » **Click to advance slide.**
- » Sexual abuse typically refers to crimes against anyone under the age of 18. And it happens to people of all genders.
- » It most often happens by an adult, and usually by a family member or relative, or someone the child or teen knows and trusts, like a friend's parent, pastor, teacher, or coach.
- » It can also happen by another youth if they engage in sexual activity with a peer without consent, as a result of force, threats, or where a power difference exists, as in age, size, or physical/mental ability.
- » **Click to advance slide.**
- » This is not okay. It is not okay for anyone to force another person into sexual activity.



## RELATED SLIDE



## TIME

1:30

## FACILITATOR NOTES

- Some people are uncomfortable with this topic of discussion. Thus, the term pornography can be excluded when presenting the script if desired.
- However, given that research shows that 1 in 7 children/teens will be sexually solicited while online, we highly recommend teaching children and teens about this subject as research has shown it is developmentally appropriate and necessary at this age.
- Many students this age know what pornography is. It is important to teach them in a developmentally-appropriate way to arm them with knowledge against predators and to educate them should they discover these materials inadvertently while online or should someone send them inappropriate images.

## FACILITATOR SCRIPT

### SEXUAL ABUSE (CONTINUED)

» The following are examples of sexual abuse:

- an adult engages in any sexual activity with a child or teen. This includes touching their private body parts or asking them to touch theirs, over or under clothing.

» **Click to advance slide.**

- an older or more powerful youth engages in any sexual activity with a younger person. It is never okay for an older youth to touch a younger person's private parts.

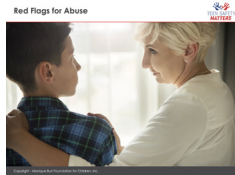
» **Click to advance slide.**

- an adult or another youth looks at a child/teen without their clothes on, talks to them in a sexual way, shows them inappropriate images of people without their clothes on (**pornography**), or asks them to take or send inappropriate pictures or videos.

» **Click to advance slide.**

- anyone (an adult, an older youth, or even a peer) that uses tricks, power, force, or threats to engage in sexual activity with a child or teen.

## RELATED SLIDE



## TIME

2:00

## FACILITATOR NOTES

## FACILITATOR SCRIPT

### RED FLAGS FOR ABUSE

» Sexual abuse typically starts with someone **grooming** or **manipulating** a child or teen, building a relationship and breaking down their personal boundaries so they can abuse them without the child or teen reporting the abuse, or even recognizing the behavior as abuse.

» **Click to advance slide.**

» Red Flags to watch for include:

- Someone getting physically close or touching another person in ways that make them uncomfortable or doesn'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 asking a child/teen about their romantic or sexual interests, talking to them about sex, or trying to find out about their body or personal details.

- Someone trying to show a youth sexual images.

» Other Red Flags can come from someone trying to manipulate a youth. This could include situations like:

- Someone older trying to begin a romantic relationship with a child/teen.
- Someone constantly complimenting a younger person; perhaps telling them that they should be a model, or offering to make them a model or star.
- Someone offering a younger person gifts, money, drugs, or alcohol in exchange for sexual acts or pictures.
- Someone trying to isolate a youth or come between them and their parents or friends.
- Someone asking a youth to keep their activities with them a secret.
- Someone telling a youth they have a duty or obligation to engage in sexual activity, threatening their friendship or relationship, or saying they will harm them or others if they don't do it.

» **Click to advance slide.**

» Turn and talk with a neighbor and record three Red Flags that surprised you or stood out to you on your Class Notes Sheet.

RELATED SLIDE



TIME

2:00

FACILITATOR NOTES

**STUDENT DISCUSSION  
POINT (OPTIONAL):**

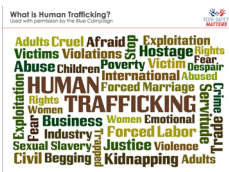
- Ask students to share their concerns if they ever had to say NO to an authority figure or someone they trusted.

FACILITATOR SCRIPT

**RESPONDING TO RED FLAGS**

- » Sometimes recognizing those Red Flags of abuse can be difficult, especially if they are from someone you trust.
- » The Safety Rules can help. Remember that **Safety Rule #1** helps you **Know What's Up** and **Safety Rule #2** helps you **Spot Red Flags**.
- » If you see any Red Flags, or you are 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 need to use the Safety Rules to respond.
- » **Click to advance slide.**
- » You can use **Safety Rule #3** to **Make a Move** and get away. If you know a situation or person is demonstrating Red Flag behaviors, you can try to stay away from that person.
- » **Click to advance slide.**
- » How can you use **Safety Rule #4** to **Talk It Up?** (*Use an assertive voice to say "No," and tell a Safe Adult*)
- » It may be hard to say no to adults, especially an adult you trust or an **authority figure**, someone in charge or with some kind of power over you, but you can try to use an assertive voice to tell someone to stop doing things that you know are unsafe or make you uncomfortable.
- » **Click to advance slide.**
- » For example, you can say:
  - "I'm sorry, but it makes me uncomfortable when you touch me in that way," or "ask me those kinds of questions," or "say those kinds of things."
- » **Click to advance slide.**
- "Thank you very much for the gift (or saying these nice things, or offering to do that for me), but I don't feel right about it."
- » **Click to advance slide.**
- "I really need to leave now!!"
- » Sexual abuse can be hard to talk about, but it is important to use **Safety Rule #4** to **Talk It Up** and tell a Safe Adult because if someone is abusing you, it's unlikely to stop without help, and they may be abusing others as well so you'll be acting as an upstander too.
- » **Click to advance slide.**
- » And it's important to use **Safety Rule #5, No Blame | No Shame** because it is never your fault and it's never too late to tell a Safe Adult.

## RELATED SLIDE



## TIME

5:30

## FACILITATOR NOTES

### STUDENT DISCUSSION POINT (OPTIONAL):

- Ask students to share their thoughts about the fact that trafficking is the second most profitable criminal activity in our country second only to illegal drug sales.

## FACILITATOR SCRIPT

### WHAT IS HUMAN TRAFFICKING?

Used with permission by the Blue Campaign

- » Sex trafficking is a particular type of sexual abuse that is happening to teens more and more, but before we talk about sex trafficking, let's talk about human trafficking.
- » **Click to advance slide.**
- » **Human Trafficking** is the **exploitation** of a person through force, fraud, or coercion for the purpose of forced labor or commercial sex. It means the trafficker benefits from forcing the victim to do something.
- » Let's watch a video about this.
- » **Click to play video. (4:15)**
- » **Click to advance slide.**
- » Take a moment and write something that stood out the most to you from the video on your Class Notes Sheet.
- » *Allow students a minute to record their responses and then elicit responses from a few students.*
- » **Click to advance slide.**
- » Human trafficking happens everywhere, and it impacts men, women, boys, girls, and transgender individuals. In all forms of trafficking, the presence of force, fraud and/or coercion indicates that a participant has not consented of his or her own free will. However for minors, or anyone under the age of 18, force, fraud, and coercion do not have to happen for it to be trafficking.
- » 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 of (or threats of) physical harm, a weapon, or physical strength or violence sufficient to overcome, restrain, or injure a person.
- » **Click to advance slide.**
- » **Fraud** consists of deceitful actions with the intent to deprive a victim of his or her rights, or to harm or injure a person in some way such as making false promises of jobs or other opportunities.
- » **Click to advance slide.**
- » **Coercion** involves threats 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 would result in their involvement in the legal system.

RELATED SLIDE



TIME

1:00

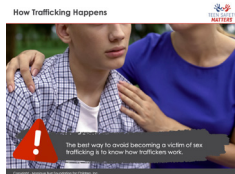
FACILITATOR NOTES

FACILITATOR SCRIPT

**HUMAN TRAFFICKING**

- » As you saw in the video, human trafficking happens in many forms, one of those is labor trafficking.
- » **Labor trafficking** is a form of modern-day slavery in which individuals are forced to perform labor or services through the use of force, fraud, or coercion.
- » **Click to advance slide.**
- » However, the majority of reports among people your age are for **sex trafficking** which involves forcing someone into sex acts in exchange for money or something of value (food, drugs, clothes, a place to stay, gifts, etc.).
- » It can involve force, fraud or coercion, but remember, with anyone under the age of 18, force, fraud, or coercion is not necessary for it to be considered sex trafficking.
- » This can happen to people of any age and gender and it often involves an older person that begins a friendship or relationship with a teen and ultimately forces them to have sex with others.

## RELATED SLIDE



## TIME

1:30

## FACILITATOR NOTES

## FACILITATOR SCRIPT

### HOW TRAFFICKING HAPPENS

- » The best way to avoid becoming a victim of sex trafficking is to know how traffickers work.
- » **Click to advance slide.**
- » Victims are **targeted** by traffickers who seek out vulnerable victims online, or in person at malls, at schools, or at other teen hangouts.
- » Traffickers often groom their victims by taking advantage of their vulnerabilities. They seek out teens who have needs they perceive are not being met, and they use this to their advantage.
- » They often groom victims; they take advantage of them by building false relationships and isolating them.
- » **Click to advance slide.**
- » They are often **tricked** by traffickers who are willing to invest a great deal of time and effort building a false relationship with their victim to break down their natural resistance and suspicion.
- » Like with sexual abuse, they often spend weeks or months manipulating or grooming them, building this relationship and isolating them, buying them gifts, providing a place to stay, promising a loving relationship – before revealing their true intent.
- » And 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.
- » **Click to advance slide.**
- » 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.
- » **Click to advance slide.**
- » Another tactic used is coercing the victim to send inappropriate or nude pictures and then using those images to threaten or blackmail them to send more images or videos, meet them in person, and/or eventually, to have sex with others. This is called **sexortion**.



RELATED SLIDE



TIME

1:30

FACILITATOR NOTES

FACILITATOR SCRIPT

**RED FLAGS FOR TRAFFICKING**

» Red Flags for trafficking can include:

- providing the victim with basic needs or more expensive items
- meeting the emotional needs of the victim who feels alone and not understood (spending time, listening, giving compliments)
- using pictures, personal information, or anything else to embarrass their victim or lead them to believe they will get into trouble
- making false promises about getting them modeling or other jobs, or about helping their family out financially

» Even if this never happens to you, it's important to be aware of the signs, so you can possibly help a friend or someone else who is being trafficked.

» **Click to advance slide.**

» Red Flags you may see in someone that is being trafficked include:

- the sudden presence of an older boyfriend/girlfriend
- having new or expensive items
- being secretive about their online activity and who they are talking to or meeting
- becoming isolated from their friends or family
- responding to a job offer online such as modeling/acting
- suddenly seeming very anxious, hostile, or secretive
- engaging in risky sexual behavior
- using language not previously used about "the life" (the game, clients, pimps, recruiters)
- signs of physical abuse (e.g., cuts and bruises)
- a tattoo that they are unable/hesitant to explain

## RELATED SLIDE



## TIME

1:30

## FACILITATOR NOTES

- You may want to point out the Trafficking Hotline phone number 888-373-7888 to call or text HELP to 233733 on the Safety Rules poster and mention that the numbers are listed on the Resource Card students will receive at the end of the lesson.

### STUDENT DISCUSSION POINT (OPTIONAL):

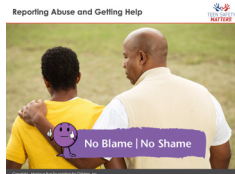
- Ask students to share any concerns about getting involved in someone else's business.

## FACILITATOR SCRIPT

### RESPONDING TO TRAFFICKING RED FLAGS

- » Experiencing any type of victimization or seeing a friend who has been hurt can be a scary and confusing thing.
- » But as with abuse, if you notice any Red Flags in your own life or in a friend's, no matter who the abuser is, you need to use the Safety Rules to respond. **Make a Move** to GET AWAY and STAY AWAY and **Talk It Up** to a Safe Adult.
- » And it's important that you never think this couldn't happen to you or your friends.
- » **Click to advance slide.**
- » It doesn't matter where you live, what your parents do, or what school you attend. Abuse and trafficking happen everywhere in our country, and they 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, which 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.
- » If you think someone is demonstrating Red Flags that could be inappropriate behavior or they may be trying to begin a relationship with you for sex trafficking, or if you think a friend may be a victim of sex trafficking, talk to a Safe Adult or call the Trafficking Hotline.
- » **Click to advance slide.**
- » You will receive a Student Resource Card at the end of this lesson that has this hotline printed on it along with other helpful resources such as hotlines/text lines you can use if you ever need help.
- » Whether it's someone you know, or someone on a hotline, always talk to a Safe Adult.

RELATED SLIDE



TIME

1:00

FACILITATOR NOTES

FACILITATOR SCRIPT

**REPORTING ABUSE AND GETTING HELP**

- » We've talked about different kinds of abuse, but with any type of abuse, always remember **Safety Rule #5, No Blame | No Shame**. No matter what happens or has happened in the past, it is important to remember abuse is never your fault.
- » Even if you think you made a bad choice, or you are worried your parents might be angry or disappointed, you should still tell.
- » You are never to blame if you are abused, and you will not get into trouble for telling.
- » You should never be ashamed to ask for help or tell a Safe Adult if someone is hurting you now, or hurt you in the past, even if you've never told before.
- » It is important to remember that telling a Safe Adult will not only help you but will also help the person who is hurting you and it may also prevent them from hurting others.

## RELATED SLIDE

Lesson Break - End Part 1

**LESSON  
BREAK**

## TIME

1:00

## 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)*

» **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 7.2 PART 1 HERE**

## RELATED SLIDE

Lesson Break - Begin Part 2

Welcome Back!

## TIME

1:00

## 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 7.2 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

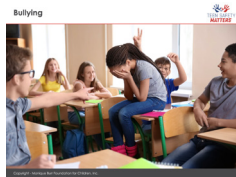
### LESSON BREAK - BEGIN PART 2

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

### BEGIN LESSON 7.2 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

2:00

## FACILITATOR NOTES

- If you would like to present a more detailed definition of bullying as defined by your state law or your school or organization policy, you may add it to the script here and present it with the content on this page.

## FACILITATOR SCRIPT

### BULLYING

» So far we've talked about ways adults typically harm children and teens. But there are also ways people your own age, or your **peers**, can hurt you. This is often called **peer abuse** or **peer on peer abuse**.

» One of these ways is bullying, which I know you've all heard of many times.

» To meet the definition of **bullying** the behavior must be repeated, it must be intentional, and there must be a real or perceived imbalance of power.

» In other words the person bullying someone must be older, bigger, stronger, more popular, etc.

» Bullying may include harassment, threats, insults, or even social exclusion.

» *Optional: Add and present your specific bullying definition here:*

---

---

---

---

---

---

» **Click to advance slide.**

» There are different types of bullying:

- Physical (hitting, shoving, etc.)
- Verbal (threatening, calling names)
- Social/Isolation (starting rumors, gossiping, excluding people)
- Sexual (jokes, comments, calling negative or derogatory names)
- Cyber (on digital devices or online bullying)

» **Click to advance slide.**

» Why do you think bullying happens? *(Elicit responses being sure to cover the following: people think they are better than others; they think they can get away with it; they want to be popular; they are jealous; they've been harmed in the past)*



RELATED SLIDE



TIME

1:00

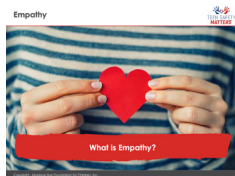
FACILITATOR NOTES

FACILITATOR SCRIPT

**BYSTANDERS VS. UPSTANDERS**

- » When we witness bullying, we have two choices. We can either be a bystander or be an upstander.
- » **Click to advance slide.**
- » Bystanders allow the bullying to happen by standing by and watching, doing nothing to stop it.
- » Upstanders speak up or act and try to help the person who is being bullied.
- » Many people fear standing up to a bully. They are afraid of being bullied themselves, or they may not want to be seen as uncool.
- » **Click to advance slide.**
- » Upstanders don't have to stand up to a bully directly. They can ask others to stand up with them, or they can talk to a Safe Adult to ask for help.
- » However they act, it's important to understand that upstanders can often stop bullying. When someone stands up to a bully, over half of the time, the bullying stops within 10 seconds.

## RELATED SLIDE



## TIME

1:30

## FACILITATOR NOTES

## FACILITATOR SCRIPT

### EMPATHY

- » Becoming an upstander starts with empathy.
- » What is empathy? *(Elicit responses)*
- » **Click to advance slide.**
- » **Empathy** is putting yourself in someone else's shoes to try to better understand how they are feeling.
- » Why is empathy important? *(Elicit responses)*
- » Empathy is important to understand what others may be going through.
- » When you have a better understanding of what others may be feeling, it helps you treat them with kindness and helps you to be an upstander.
- » **Click to advance slide.**
- » Positive relationship skills help us establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes:
  - communicating clearly
  - listening actively
  - cooperating
  - resisting inappropriate social pressure
  - negotiating conflict constructively
  - seeking and offering help when needed
- » **Click to advance slide.**
- » We can become more socially aware and empathetic by:
  - considering the needs of other individuals and groups
  - seeking to better understand your environment and people in it
  - stepping outside of your comfort zone to experience new things
  - having compassion for others

## RELATED SLIDE



## TIME

2:30

## FACILITATOR NOTES

## FACILITATOR SCRIPT

### BE KIND

Used with permission by B Squared Productions

» Let's watch a video about bullying and empathy in action.

» **Click to play video. (1:03)**

» **Click to advance slide.**

### FOLLOW-UP

» Take a minute and record what you think the main message of the video was on your Class Notes Sheet.

» *Allow students a minute to record their response and then elicit responses from one or two, such as: To stand together; help each other out; never leave each other alone to face bullying)*

» **Click to advance slide.**

» What were some of the bullying behaviors you saw in the video?  
*(The girls got up and left the table when another student sat down; the girls rolled their eyes at her)*

» **Click to advance slide.**

» Who were the bystanders? *(The girls that followed the lead of the mean girl when she said, "Let's go")*

» **Click to advance slide.**

» Who were the upstanders? *(The group of girls that went and sat with the student who was left sitting by herself)*

## RELATED SLIDE

What Would You Do?

What  
would  
YOU?  
DO

## TIME

3:00

## FACILITATOR NOTES

- You can also do this activity as a Turn & Talk with pairs to minimize movement and save time.

## FACILITATOR SCRIPT

### WHAT WOULD YOU DO?

- » I'd like you to form groups by joining with the 2 or 3 people nearest to you.
- » I am going to read a scenario, and then I would like your group to spend a few minutes discussing it.

» **Click to advance slide.**

### SCENARIO

- » There is a student in your school who does not seem to have any friends. He is very quiet, and no one ever speaks to him. He always sits by himself at lunch. In the halls, kids make fun of him and some kids walk by and knock him down. While you have never done that, you also have not done anything to help him.

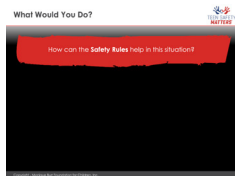
» **Click to advance slide.**

- » Discuss with your group what you could do and how you could use empathy to respond to this situation. Write your response on your Class Notes Sheet.

### FOLLOW-UP

- » Allow students a minute to discuss then ask the following questions.
- » **Click to advance slide.**
- » How do you think this student is feeling? *(Elicit responses)*
- » If you can understand how he may be feeling, you are being empathetic. But, to be an upstander, you have to act and do something to help him.
- » What would you do? How could you the Safety Rules to be an upstander? *(Elicit responses from several groups)*

RELATED SLIDE



TIME

1:30

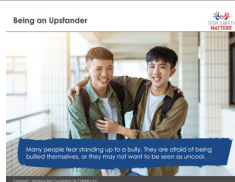
FACILITATOR NOTES

FACILITATOR SCRIPT

**WHAT WOULD YOU DO? (CONTINUED)**

- » Let's review how the Safety Rules could have helped in this situation.
- » **Click to advance slide.**
- » **Know What's Up** helps us know the value in being an upstander to stop bullying.
- » **Click to advance slide.**
- » **Spot Red Flags** lets us know the behaviors we are seeing are bullying and even lets us recognize our own bystander behaviors.
- » **Click to advance slide.**
- » **Make a Move** reminds us we have options to act as an upstander. You could offer to sit with him at lunch or walk with him to class.
- » **Click to advance slide.**
- » **Talk It Up** tells us to use our voice to be an upstander. You could talk to others and try to be a role model, get to know him so he's not alone all the time, and/or talk to a Safe Adult to get help.
- » **Click to advance slide.**
- » And remember, **No Blame | No Shame** reminds us it's okay to not go along with the crowd. You don't have to feel guilty for finding your own path and making safe choices.

## RELATED SLIDE



## TIME

2:00

## FACILITATOR NOTES

- It is important to understand your school policy regarding bullying so you can properly educate students.
- Fill in the blanks on the script with the procedures students can use to report bullying at your school

### STUDENT DISCUSSION POINT (OPTIONAL):

- Ask students to share their concerns about being an upstander and standing up to a bully.

## FACILITATOR SCRIPT

### BEING AN UPSTANDER

- » Many people fear standing up to a bully. They are afraid of being bullied themselves, or they may not want to be seen as uncool.
- » But you don't always have to do it by directly confronting someone who is bullying another person.
- » Of course if you feel safe, you can use an assertive voice to stand up to the bully directly and tell them to stop.
- » **Click to advance slide.**
- » But you can also talk to a friend or several friends and ask them to be upstanders with you. It may be easier to be an upstander if you have support and backup.
- » Another thing you can do is talk to your peers about being more empathetic and kind to help you create a culture of kindness and safety at school.
- » And you can tell a Safe Adult about what is happening and ask them to help. Ask a Safe Friend to help you talk to a Safe Adult if you need support.
- » Ignoring bullying will not make it stop.
- » It's important to remember, whether you see bullying or you are being bullied, you should always report it, because it is unlikely to stop without adult involvement.
- » Here's how you can report bullying at our school:

» **Click to advance slide.**

- » Lastly, if you are the person bullying others, I hope our discussion today will help you think about that behavior and that you will choose to act differently in the future. You can get help by talking to a Safe Adult. Your desire to change your behavior will show maturity and empathy, and you will be respected for taking that step.



RELATED SLIDE



TIME

1:30

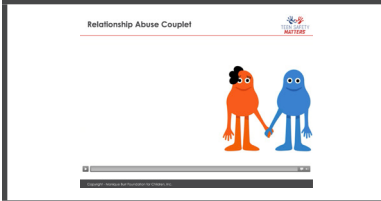
FACILITATOR NOTES

FACILITATOR SCRIPT

**RELATIONSHIP ABUSE**

- » Peer abuse can also happen in a “dating” or “going out” type of relationship.
- » In middle school, many relationships are starting to change. Students may find themselves becoming romantically interested in someone.
- » That is normal, and it's also normal for relationships to be confusing sometimes. Students may like each other one day and not the next and may break up and get back together again.
- » But relationships should never be harmful or abusive.
- » This is true of friendships and in dating relationships.
- » **Click to advance slide.**
- » **Relationship abuse** occurs when one person in a relationship tries to dominate and control the other person or is emotionally or physically hurtful.
- » To know what an unhealthy relationship looks like, you have to first understand what a healthy relationship looks like.
- » **Click to advance slide.**
- » What are the signs of a healthy relationship? *(Elicit responses)*
- » A healthy relationship exists when two people:
  - are supportive of each other's time, activities, and friends.
  - can disagree without emotional or physical harm.
  - respect each other, including their thoughts, privacy, and boundaries.

RELATED SLIDE



TIME

1:30

FACILITATOR NOTES

FACILITATOR SCRIPT

**RELATIONSHIP ABUSE COUPLET**

Used with permission by the One Love Foundation

» Let's watch a video from the One Love Foundation about relationships.

» **Click to play video. (0:15)**

» **Click to advance slide.**

FOLLOW-UP

» Take a minute and record what you think the main message of the video was on your Class Notes Sheet.

» **Click to advance slide.**

» If you think about **Safety Rule #2, Spot Red Flags**, what Red Flags did you see? *(She is with her boyfriend every day and can't hang out with her friends)*

» How could you use **Safety Rule #4 to Talk It Up** in this situation? *(Elicit responses such as talk to her friend about your concerns, help her talk to a Safe Adult or report to a Safe Adult yourself)*

» Let's talk more about the signs of an unhealthy relationship.

## RELATED SLIDE



## TIME

2:00

## FACILITATOR NOTES

## FACILITATOR SCRIPT

### UNHEALTHY RELATIONSHIPS CHECK-IN

- » Only 54% of students in a relationship know the signs of emotional abuse, and without knowing the signs, it's hard to get help from a Safe Adult.
- » Let's do a check-in to see if you can recognize other Red Flags of an unhealthy relationship. I'm going to read a statement. If you think it is a healthy relationship, show me a thumbs up. If you think it is an unhealthy relationship, show me a thumbs down.
- » **Click to advance slide.**
- 1. Constant jealousy (*Thumbs down/Unhealthy*)
- » **Click to advance slide.**
- 2. Trying to control the other person (*Thumbs down/Unhealthy*)
- » **Click to advance slide.**
- 3. Being angry occasionally (*Thumbs up/Healthy*)
- » However, if it is frequent and about little things, it may be unhealthy.
- » **Click to advance slide.**
- 4. Isolating them from friends (*Thumbs down/Unhealthy*)
- » **Click to advance slide.**
- 5. Supporting each other in things they each like to do (*Thumbs up/Healthy*)
- » **Click to advance slide.**
- 6. Pressuring the other person to do things they do not want to do (*Thumbs down/Unhealthy*)
- » **Click to advance slide.**
- 7. Grabbing the other person's arm or hitting them (*Thumbs down/Unhealthy*)
- » **Click to advance slide.**
- 8. Calling the other person names like stupid or ugly when they are mad (*Thumbs down/Unhealthy*)
- » It doesn't matter if they are mad; this is never acceptable and is sometimes a sign that physical violence may follow.

RELATED SLIDE



TIME

0:30

FACILITATOR NOTES

FACILITATOR SCRIPT

**RED FLAGS OF UNHEALTHY RELATIONSHIPS**

» Red Flags of an unhealthy or abusive relationship may also include:

- Intensity
- Control
- Isolation
- Changes in behavior
- Showing up unannounced

» I don't want you to ever think, "This won't happen to me or my friends," because it is happening to a lot of students.

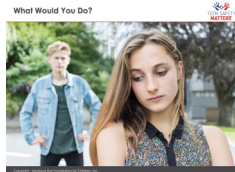
» **Click to advance slide.**

» In fact, among 11- to 14-year-olds, 62% say they know friends in a relationship who have been emotionally abused by a partner.

» And 20% say they know friends who have been physically abused.

» It is important to note that relationship abuse affects couples of all genders and all sexual orientations.

## RELATED SLIDE



## TIME

2:00

## FACILITATOR NOTES

- You can place students in the same groups as the previous activity or ask them to form different groups.

## FACILITATOR SCRIPT

### WHAT WOULD YOU DO?

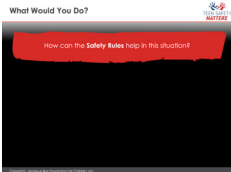
- » Let's get into groups of 3 or 4 again and do another activity.
- » Read the scenario and then take just a minute to discuss with your group what Red Flags you hear in this situation, how you can use the Safety Rules, and what you would do in this situation if you were a friend of those involved. Record your response on your Class Notes Sheet.

» **Click to advance slide.**

### SCENARIO

- » Jared and Stefanie have been going out for a few months. According to Jared's friends, Stefanie has been isolating Jared. Today, she is threatening to leave him if he goes to a basketball game with his friends. His friends say he's not the same since he started dating her. He never shows up at school events or comes online to game with them.
- » *Allow students a minute to discuss and record their responses.*

## RELATED SLIDE



## TIME

1:30

## FACILITATOR NOTES

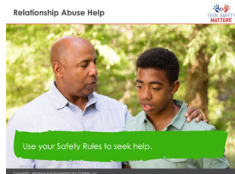
## FACILITATOR SCRIPT

### RESPONDING TO RELATIONSHIP ABUSE

- » Let's talk about how we could use the Safety Rules in a situation like this to help a friend stay safe.
- » **Click to advance slide.**
- » The first step is using **Safety Rule #1, Know What's Up** to recognize that this is not a healthy relationship.
- » **Click to advance slide.**
- » **Safety Rule #2 is Spot Red Flags.** What Red Flags did you hear? *(Elicit responses such as Stefanie is isolating Jared; she doesn't let him hang out with friends; Jared's behavior is changing)*
- » **Click to advance slide.**
- » **Safety Rule #3 is Make a Move.** How could you help a friend Make a Move in a situation like this? *(Elicit responses such as help support them in seeking help or walking away; show them what a healthy relationship looks like)*
- » **Click to advance slide.**
- » **Safety Rule #4 is Talk It Up.** How could you Talk It Up? *(Elicit responses such as telling your friend this relationship is not healthy and they need to get help; talk to a Safe Adult yourself)*
- » **Click to advance slide.**
- » **Safety Rule #5 is No Blame | No Shame** How does Safety Rule #5 help? *(Elicit responses such as it reminds us we don't have to be ashamed if we're ever hurt or in an unsafe situation; this reminder might be what Stefanie and Jared need to hear to seek help)*



## RELATED SLIDE



## TIME

1:00

## FACILITATOR NOTES

- You may want to write the website on the board so students can copy it to save.
- Encourage students to visit the website listed for more information.
- Students should also be given a Student Resource Card at the end of this lesson with this and other resources/hotlines listed.

## FACILITATOR SCRIPT

### RELATIONSHIP ABUSE HELP

- » If you are involved in a controlling or abusive relationship, or you know a friend who is, it's important to seek help.
- » You can use **Safety Rule #3** to **Make a Move**, and **Safety Rule #4** to **Talk It Up** and seek help from a Safe Adult, or have a Safe Friend help you reach out to a Safe Adult.
- » If you are the person who is controlling, isolating, or abusing your partner, please use **Safety Rule #4** to **Talk It Up** and seek help from a Safe Adult. Please seek help before you do something worse and cannot take it back. It's never too late to ask for help.
- » In fact, asking for help is a sign of maturity and strength and shows you want help. You will be respected for making that decision and you can get help and change your behavior.
- » **Click to advance slide.**
- » If you need help, you can find support and resources on the website [loveisrespect.org](http://loveisrespect.org). They even have a relationship quiz you can take if you're not sure if your relationship is healthy.
- » You will also receive a Student Resource Card at the end of this lesson that has this website and other hotlines printed on it. You can hold on to the card or take a picture of it and keep the numbers in your phone in case you or a friend ever need them.

RELATED SLIDE



TIME

1:30

FACILITATOR NOTES

FACILITATOR SCRIPT

**SEXUAL ASSAULT**

- » Another type of peer abuse is sexual assault.
- » While it doesn't always happen by peers and can happen by a stranger, 68% of the time, the victims know the person who sexually assaults them. It is often a boyfriend, girlfriend, friend, or casual acquaintance.
- » **Sexual assault** is often thought of as **rape** (which is forced sexual intercourse) or attempted rape, but it can be any type of sexual activity that you do not consent to, or agree to.
- » **Click to advance slide.**
- » In the United States, nearly one in five women has been raped and almost half of all women have experienced some type of sexual assault.
- » **Click to advance slide.**
- » 6 out of 10 sexual assaults of young women occur in their own home or a friend's or relative's home.
- » 1 out of every 10 victims is male. This does not just happen to females.
- » Studies have shown that 1 in 3 boys feel pressure to have sex. This pressure often comes from their male friends.
- » Similarly 25% of girls who have been in a relationship reported going further sexually than they wanted as a result of pressure.
- » **Click to advance slide.**
- » You should never be pressured into something when it comes to sexual activity, and you should never pressure someone else, even if you are in a relationship.
- » **Click to advance slide.**
- » Understanding sexual assault and consent means having the skills and courage to communicate with others and act in a respectful, appropriate way.

RELATED SLIDE



TIME

1:30

FACILITATOR NOTES

FACILITATOR SCRIPT

**PREVENTING AND RESPONDING TO SEXUAL ASSAULT**

- » There are things we can all do to prevent sexual assault.
- » Bystanders may know about or witness inappropriate behavior or sexual assault and do nothing. This allows the assault to happen or continue.
- » Additionally, engaging in or overlooking conversations that promote a culture of disrespect, harassment, or assault also contributes to the problem.
- » It's important to be an upstander in these situations.
- » It's equally important that everyone respect themselves and others and not violate anyone's boundaries.
- » Experiencing sexual assault or hearing about a friend who has, can be a scary and confusing thing.
- » You can use your voice to be an upstander if you suspect someone is being or has been sexually assaulted or if you overhear disrespectful or harassing conversations.
- » This could involve actually reporting something to the authorities, or being a Safe Friend and helping someone **Talk It Up** to a Safe Adult and get help to get out of an unsafe situation.
- » **Click to advance slide.**
- » If you are ever assaulted or harmed, remember to use the Safety Rules and talk to a Safe Adult.
- » It is important to have someone to help you through it, to keep you safe, and to inform you of your options.
- » Remember at the end of the lesson you'll receive a Resource Card that has hotlines and other resources and information for help. You can keep the card or take a picture of it to keep the numbers in your phone so if you ever need it, you can reach out for support.

RELATED SLIDE



TIME

0:30

FACILITATOR NOTES

FACILITATOR SCRIPT

**SAFETY RULE #5 NO BLAME NO SHAME**

- » We've talked about many different kinds of abuse today and how to use the Safety Rules to help you.
- » But I want you to always remember **Safety Rule #5, No Blame | No Shame**. No matter what happens or has happened in the past, no matter what the person who hurt you said, even if they said you would get into trouble, or no one would believe you, if they made you promise not to tell, or if they've threatened you, it is important to remember abuse is never your fault.
- » Even if you think you made a bad choice, or you are worried your family or caregivers might be angry or disappointed, you should still tell.
- » You are never to blame, and you should not get into trouble for telling.
- » You should never be ashamed to ask for help or tell a Safe Adult if someone is hurting you now, or hurt you in the past, even if you've never told before.
- » It is important to remember that telling a Safe Adult will not only help you but will also help the person who is hurting you and it may also prevent them from hurting others. This is being an upstander, just like with bullying.

## RELATED SLIDE

The MBF 5 Safety Rules® Review

Remember for all types of abuse and harm that we've talked about in these lessons, the MBF 5 Safety Rules can help guide your decisions to keep you and others safe.

## TIME

1:00

## FACILITATOR NOTES

## FACILITATOR SCRIPT

### 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 and harm that we've talked about in these lessons, the MBF 5 Safety Rules can help guide your decisions to keep you and others safe.
- » Let's review the 5 Safety Rules before we end today. I want everyone to 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

FACILITATOR NOTES

FACILITATOR SCRIPT

**FINAL REVIEW**

- » Let's do a quick final review.
- » I'm going to read some statements. If you think a statement is true, show me a thumbs up. If you think it's false, show me a thumbs down.

REVIEW STATEMENTS

» **Click to advance slide.**

1. Children and teens are more likely to be abused by strangers, or people they do not know. *(Thumbs down/False)*

- » This is false. Remember, 90% of abuse happens by someone the child knows.

» **Click to advance slide.**

2. When you see bullying happening, you should use **Safety Rule #4, Talk It Up** to be an upstander or report it to a Safe Adult. *(Thumbs up/True)*

» **Click to advance slide.**

3. Relationship abuse is always when one person uses physical violence against their partner. *(Thumbs down/False)*

- » This is false. It can also be verbal abuse, isolation, control, etc.

» **Click to advance slide.**

4. Trafficking doesn't happen to students in middle school. It typically happens to older teens in high school. *(Thumbs down/False)*

- » This is also false. Trafficking happens to children and teens of all ages and genders.

» **Click to advance slide.**

5. An upstander is someone who sees bullying or trafficking happening and does something to help. *(Thumbs up/True)*



## RELATED SLIDE



## TIME

3:00 (+/-)

## FACILITATOR NOTES

- The exit slip is an important 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

- » 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 or another Safe Adult 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

3:00 (+/-)  
(OPTIONAL)

## FACILITATOR NOTES

- For this review activity, divide the class into two teams (1/2 on the left, 1/2 on the right).
- You will need a board with a marker, chalk, etc. to keep score.
- After each question, record the number of points won by each team.
- If you choose to skip this review game, just skip this page and slide #41 on the PowerPoint.

## FACILITATOR SCRIPT

### BLUFF - REVIEW GAME (OPTIONAL)

- » Now let's get into teams and finish with a review game called "Bluff."
- » I will ask each team a true or false question. You will take turns answering for your team. However, you cannot confer, or talk about your answer with your team.
- » If you think you know the answer, or if you're not sure of the answer but you want to try to "bluff" to earn points for your team, you will stand up.
- » If someone from both teams stands up, I will call on the person who stood up first.
- » If you get the answer correct, you earn a point for your team. If you answer incorrectly, I will call on the other team. If they get the answer correct, they earn the point. If neither team answers correctly, neither team earns a point.

### QUESTIONS

» **Click to advance slide.**

1. The decisions you make don't really affect your safety. (*False; they impact your safety and others' safety as well*)

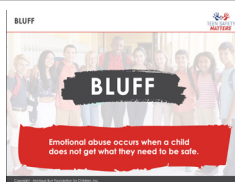
» **Click to advance slide.**

2. Emotional abuse can hurt as bad as physical abuse. (*True*)

» **Click to advance slide.**

3. Children who are abused are usually abused by strangers. (*False; they are most often abused by someone they know*)

RELATED SLIDE



TIME

3:00 (+/-)  
(OPTIONAL)

FACILITATOR NOTES

FACILITATOR SCRIPT

**BLUFF - REVIEW GAME (OPTIONAL)**

4. Emotional abuse occurs when a child does not get what they need to be safe. *(False; this is neglect)*  
» **Click to advance slide.**
5. Online predators can pretend to be someone they are not to establish a relationship with you. *(True; but sometimes they are honest about who they are)*  
» **Click to advance slide.**
6. Sexual abuse can happen to anyone of any age/gender. *(True)*  
» **Click to advance slide.**
7. It is okay to have online friends that you don't know in real life because they have no way of knowing where you live. *(False; this puts you at risk by online predators)*  
» **Click to advance slide.**
8. It is important to have as many online friends as you can to be popular and liked. *(False; if you don't know someone, it is a risk to be friends with them online because predators then have more access and ways to get information about you)*  
» **Click to advance slide.**
9. Cyberbullying is only done on social media. *(False; it can also be done in online games, by phone, chat, apps, etc.)*  
» **Click to advance slide.**
10. Sex trafficking happens only to women and young girls/teens. *(False; it can happen to people of any gender and any age)*

## 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.

## RELATED SLIDE



## TIME

4:00 (OPTIONAL)

## FACILITATOR NOTES

- **OPTIONAL:** If you have additional time, this is an optional but worthwhile activity.
- It will help reinforce the 5 Safety Rules through a fun music video.
- If students are interested in learning more about the artist, Will Harden currently resides in Atlanta and can be found on various social media channels. Additionally, his music can be found on Apple Music, ReverbNation, Spotify, Sound Cloud, and Amazon Music.

## FACILITATOR SCRIPT

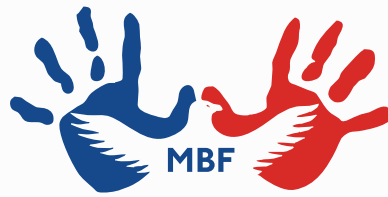
### SAFETY MATTERS (OPTIONAL)

By the Monique Burr Foundation for Children

- » I have one last video to share with you guys today.
- » This video was created by a young man named Will Harden who was 14 at the time, and he writes and performs songs at schools to promote anti-violence and safety.
- » This is a great example of someone using their passion and talent to be a Safe Friend and help others stay safe.
- » **Click to play video. (3:53)**

**Note: This and various other videos are available for use within the lessons or as reinforcements. Videos can be accessed on the MBF website at <https://www.mbfpreventioneducation.org/videos/>.**





# TEEN SAFETY **MATTERS**

Powered by  
Monique Burr Foundation for Children, Inc.

## FACILITATOR SCRIPT **8<sup>TH</sup> GRADE / 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.



## CURRICULUM DEVELOPMENT TEAM

**Cynthia Bean**  
Educator, St. Johns  
County Schools, FL

**Beth Dudjak, MA**  
MBF Outreach  
Manager

**Lynn Layton**  
MBF  
President/CEO

**Mallory Layton**  
Educator, Duval  
County Schools, FL

**Stacy Vaughan (Pendarvis), MSW, MA**  
MBF Vice President - Programs  
\*Lead Curriculum Developer

## MBF TEAM MEMBERS

**Hazel Cressler**, Senior Learning Experience Manager  
**Ashle Fike**, Marketing Manager/Curriculum Graphic Design  
**Julie LeMay**, Customer Service Manager

**Shelly Mason**, Accounting Assistant/Program Editor  
**Megan Richard**, Customer Service Manager  
**Cori Wilson**, Vice President - Finance/Operations

## CONSULTANTS / SUBJECT MATTER EXPERTS

**Beth Jenkins**, M.Ed., School Counselor, Duval County Schools, FL  
**Carol Neal-Rossi**, Issues Consulting, MBF Curriculum and Program Specialist  
**Mikayla Parsons**, Marketing/Graphic Design Intern

**Joni Shook**, MA, School Counselor/ASCA Certified Trainer  
**Stefanie Szwejbka**, MCJ, Community Education Manager, Bivona Child Advocacy Center  
**Nan Worsowicz**, M.Ed., School Counselor/ASCA Certified Trainer

## CURRICULUM RESEARCH TEAM

**Melissa A. Bright, Ph.D.** – Executive Director, Center for Violence Prevention Research  
**David Finkelhor, Ph.D.** – Director, Crimes against Children Research Center, Family Research Laboratory, Department of Sociology, University of New Hampshire

**David Miller, Ph.D.** – Professor, Research Methods and Evaluation; Director, Collaborative Assessment and Program Evaluation Services (CAPES); Director, UF Quality Enhancement, University of Florida

**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.**

**Randell Alexander, MD, Ph.D.** – Professor and Chief, Division of Child Protection and Forensic Pediatrics, University of Florida  
**Michele Borba, Ed.D.** – Educational Psychologist, Parenting and Child Expert, Award-Winning Author and Speaker  
**Sharon W. Cooper, MD, FAAP** – CEO, Developmental and Forensic Pediatrics; Consultant, Internet Crimes Against Children; Faculty, University of North Carolina at Chapel Hill; Consultant, National Center for Missing & Exploited Children  
**Richard Guerry** – Founder/Executive Director, Institute for Responsible Online and Cellphone Communication (IROC2), Author, and Speaker  
**Sameer Hinduja, Ph.D.** – Co-Director, Cyberbullying Research Center; Professor of Criminology/Criminal Justice, Florida Atlantic University  
**Maureen C. Kenny, Ph.D.** – Professor and Program Director, Counselor Education, School of Education and Human Development, Florida International University

**Erin Merryn, MSW** – Survivor, Author, and Child Advocate; Founder and President of Erin's Law  
**Shannon Miller** – President, Shannon Miller Enterprises; 7-Time Olympic Medalist  
**Donna Orender** – CEO, Orender Unlimited; Monique Burr Foundation for Children Board Member  
**Russell A. Sabella, Ph.D.** – Professor of Counseling, College of Education, Florida Gulf Coast University  
**Tiffany Sawyer** – Director of Prevention Services, Georgia Center for Child Advocacy  
**Erin Weeks, MPH** – Research Coordinator, National SafeCare Training and Research Center, School of Public Health, Georgia State University  
**Daniel Whitaker, Ph.D.** – Professor and Co-Director, National SafeCare Training and Research Center, School of Public Health, Georgia State University

**MBF would also like to thank the following supporters and partners for their invaluable assistance.**

**Bivona Child Advocacy Center**, Rochester, NY  
**Bold City Design**, Jacksonville, FL  
**CAPS**, Elkhart, IN  
**Dalton Agency**, Jacksonville, FL  
**Darkness to Light**, Charleston, SC  
**Drummond**, Jacksonville, FL  
**Florida Department of Education and Florida School Districts**  
**Florida Office of the Attorney General**  
**Florida State Alliance of YMCAs**, St. Petersburg, FL  
**Go Bright Marketing**, Jacksonville, FL  
**Gulf Coast Children's Advocacy Center**, Panama City, FL

**Gulf Coast Kids House**, Pensacola, FL  
**Horizon Education Alliance**, Elkhart County, IN  
**Kristi House**, Miami, FL  
**Maria Chrissovergis PR and Marketing**, Jacksonville, FL  
**National Center for Missing & Exploited Children**, Washington, DC  
**One Love Foundation**, Bronxville, NY  
**Richard S. Vermut**, DMH&D, Jacksonville, FL  
**Susie's Place Child Advocacy Center**, Avon, IN  
**Thorn**, Los Angeles, CA  
**Will Harden**, Jacksonville, FL  
**YMCA of Florida's First Coast**, Jacksonville, FL

8th 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 6-8 in individual grade-specific 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, and neglect.</li> <li>Students will identify indicators of a healthy relationship.</li> <li>Students will identify indicators and consequences of unhealthy relationships and relationship abuse.</li> <li>Students will demonstrate increased knowledge regarding bullying, how to report it, and how to create a culture of kindness.</li> <li>Students will understand and practice being an upstander versus a bystander.</li> <li>Students will learn to identify Red Flags related to sexual abuse, human trafficking, and exploitation, how to report, and how to access resources</li> <li>Students will understand sexual assault, how to report it, and how to prevent it.</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>

**8th Grade / Lesson 2 Overview – Continued**

<b>KEY TERMS</b>	<ul style="list-style-type: none"> <li>• Abuse</li> <li>• Authority Figure</li> <li>• Bullying</li> <li>• Bystander</li> <li>• Coercion</li> <li>• Consent</li> <li>• Domestic Servitude</li> <li>• Emotional Abuse</li> <li>• Exploitation</li> <li>• Empathy</li> <li>• Force</li> <li>• Fraud</li> <li>• Grooming</li> <li>• Human Trafficking</li> <li>• Labor Trafficking</li> <li>• Manipulate</li> <li>• Neglect</li> <li>• Peers</li> <li>• Peer Abuse</li> <li>• Peer-on-peer Abuse</li> <li>• Physical Abuse</li> <li>• Pornography</li> <li>• Relationship Abuse</li> <li>• Sex Trafficking</li> <li>• Sextortion</li> <li>• Sexual Abuse</li> <li>• Sexual Activity</li> <li>• Sexual Assault</li> <li>• Targeted</li> <li>• Traumatized</li> <li>• Tricked</li> <li>• Upstander</li> </ul>
<b>MATERIALS NEEDED</b>	<ul style="list-style-type: none"> <li>• Technology for presenting the lesson (computer, projector, screen, speakers)</li> <li>• 8th Grade / Lesson 2 Facilitator Script</li> <li>• 8th Grade / Lesson 2 PowerPoint</li> <li>• 8th Grade / Lesson 2 Class Notes Sheets (x1 per student)</li> <li>• 8th Grade / Lesson 2 Parent Information Sheets</li> <li>• Student Resource Cards (x1 per student)</li> <li>• Optional: 8th 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 8th 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 8th Grade / Lesson 2 PowerPoint from the Facilitator Portal.</li> <li>• Print/copy one 8th Grade / Lesson 2 Class Notes Sheet for each student.</li> <li>• Print/copy one 8th 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>

## 8th 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.
- 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 or disclose abuse, trauma or victimization in a safe way following the lesson and follow up in a timely manner. Please report all suspected or disclosed abuse.
- Follow the two MBF Teen Safety Matters lessons with MBF Mental Health Matters which are supplemental lessons that address mental health and wellness and substance use and abuse. There are three blended lesson for grades 6-8.

## 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 doing the second lesson from the MBF Teen Safety Matters program.
- » Everyone should have their 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 talked about digital safety. Today we are going to learn about other types of personal safety, such as physical and emotional safety.
- » 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.
- » During the activities in today's lesson, when you are communicating with your peers, please act maturely and be respectful of others' feelings, emotions, and privacy. We are all equal and deserve to be treated with respect.
- » 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.
- » 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.
- » 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.



## RELATED SLIDE



## TIME

2:00

## FACILITATOR NOTES

## FACILITATOR SCRIPT

### CHECK-IN

- » Let's do a quick check-in to review what you learned in Lesson 1.
- » I am going to read a statement, and I want you to show me a thumbs up if you think the statement is true and a thumbs down if you think it is false.

» **Click to advance slide.**

### CHECK-IN STATEMENTS

1. If I meet someone online, it is okay to give them my personal information, like my phone number and address, so we can meet up. *(Thumbs down/False)*
  - » This is false. It is never a good idea to give your personal information to someone online, even if you think it's another student, because you never know who it really is.
  - » **Click to advance slide.**
2. The Internet is a good tool to use appropriately, because it allows you to learn about information you otherwise would not know. *(Thumbs up/True)*
  - » **Click to advance slide.**
3. If you have been hurt, you can tell a Safe Friend instead of a Safe Adult. *(Thumbs down/False)*
  - » This is false. A Safe Friend can help you talk to a Safe Adult, but you should always tell a Safe Adult.
  - » **Click to advance slide.**
4. Cyberbullying is repeated online harassment or bullying, like posting rumors or gossip on social media. *(Thumbs up/True)*
  - » **Click to advance slide.**
5. If you ask for or send an explicit image, you can get in trouble for sending/receiving the image by your school and/or law enforcement. *(Thumbs up/True)*



## RELATED SLIDE

The MBF 5 Safety Rules®

Adults are responsible for keeping kids safe. However, as you get older and gain more independence, you will inevitably become more responsible for your safety.

## TIME

2:00

## 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®

- » We also learned in Lesson 1 that adults are responsible for keeping youth safe. However, as you get older and gain more independence, you will inevitably become more responsible for your safety.
- » Remember, 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.** Knowing 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.** Spotting Red Flags means recognizing potential dangers, online or in other situations. Red Flags may include:
  - bullying, cyberbullying, or other inappropriate or harmful 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

2:00

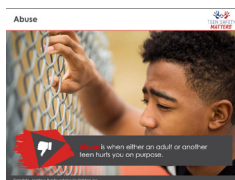
## FACILITATOR NOTES

## 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.** 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 crossing your personal boundary 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 will happen 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

2:30

## FACILITATOR NOTES

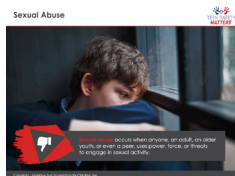
- This can be a sensitive topic, so please be aware of students' reactions and assist students if needed.

## FACILITATOR SCRIPT

### ABUSE

- » In Lesson 1, we learned about digital safety. Today we're going to talk about physical safety and abuse.
- » Many of you have probably heard the term abuse.
- » **Abuse** is when someone hurts a child or teen on purpose.
- » Child abuse can happen to anyone under the age of 18.
- » Sadly, it is usually not strangers that abuse children and teens. About 90% of the time, abuse happens by someone the child knows, such as a parent, step-parent, sibling, other relative, family friend, or a neighbor, coach, pastor, etc.
- » There are laws against abuse in every state. These laws exist to help protect children from abuse because no child ever deserves to be hurt or abused.
- » Many people think of abuse as physical injuries such as bruises or broken bones, but abuse can happen in many different ways.
- » **Click to advance slide.**
- » **Physical Abuse** is when someone intentionally, or on purpose, hurts a person's body by hitting, punching, kicking, shaking, or sometimes even breaking bones. Physical abuse can leave injuries like bruises, broken bones, and scratches. Even a one time incident of discipline that goes too far and leaves injuries would be considered physical abuse.
- » **Emotional Abuse** is when children or teens are repeatedly told harmful or hateful things about themselves. It is not a parent getting mad and yelling, it is repeated harmful, verbal attacks or withholding love and affection. For example, when a caregiver is constantly threatening to leave or not care for a child/teen, this would be considered emotional abuse.
- » **Neglect** is when a child or teen is not getting what they need to be healthy and safe. It could be considered neglect if a child or teen is not given proper medical care, supervision, education or health care. Neglect is about what you need, not what you want.
- » These are all devastating to children and teens and they are all against the law, and no child or teen ever deserves to experience abuse.

## RELATED SLIDE



## TIME

2:00

## FACILITATOR NOTES

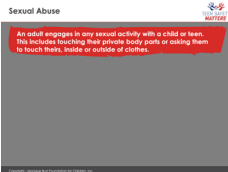
- This can also be a sensitive topic for some students. Please be aware of students' reactions and assist students if needed.

## FACILITATOR SCRIPT

### SEXUAL ABUSE

- » Another type of abuse we will talk about today is sexual abuse. This may be an uncomfortable topic for us to talk about. However, it's very important, because 1 in 10 people will be sexually abused before their 18th birthday.
- » **Sexual abuse** is any unwanted sexual activity, usually with the abuser using force, manipulation, or taking advantage of victims not able to give consent.
- » **Click to advance slide.**
- » **Sexual activity** is not just sexual intercourse, or sex. It is the intentional looking at or talking about another person's private parts or touching over or under clothing.
- » **Click to advance slide.**
- » **Consent** is agreeing to something or giving permission for something to happen. When it comes to sexual activity, consent also means you have to be old enough to legally give consent, not just giving your verbal permission.
- » **Click to advance slide.**
- » Sexual abuse typically refers to crimes against anyone under the age of 18. And it happens to people of all genders.
- » It most often happens by an adult, and usually by a family member or relative, or someone the child or teen knows and trusts, like a friend's parent, pastor, teacher, or coach.
- » It can also happen by another youth if they engage in sexual activity with a peer without consent, as a result of force, threats, or where a power difference exists, as in age, size, or physical/mental ability.
- » **Click to advance slide.**
- » This is not okay. It is not okay for anyone to force another person into sexual activity.

## RELATED SLIDE



## TIME

1:30

## FACILITATOR NOTES

- Some people are uncomfortable with this topic of discussion. Thus, the term pornography can be excluded when presenting the script if desired.
- However, given that research shows that 1 in 7 children/teens will be sexually solicited while online, we highly recommend teaching children and teens about this subject as research has shown it is developmentally appropriate and necessary at this age.
- Many students this age know what pornography is. It is important to teach them in a developmentally-appropriate way to arm them with knowledge against predators and to educate them should they discover these materials inadvertently while online or should someone send them inappropriate images.

## FACILITATOR SCRIPT

### SEXUAL ABUSE (CONTINUED)

» The following are examples of sexual abuse:

- an adult engages in any sexual activity with a child or teen. This includes touching their private body parts or asking them to touch theirs, over or under clothing.

» **Click to advance slide.**

- an older or more powerful youth engages in any sexual activity with a younger person. It is never okay for an older youth to touch a younger person's private parts.

» **Click to advance slide.**

- an adult or another youth looks at a child/teen without their clothes on, talks to them in a sexual way, shows them inappropriate images of people without their clothes on (**pornography**), or asks them to take or send inappropriate pictures or videos.

» **Click to advance slide.**

- 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.

## RELATED SLIDE



## TIME

2:30

## FACILITATOR NOTES

## FACILITATOR SCRIPT

### RED FLAGS FOR ABUSE

- » Sexual abuse typically starts with someone **grooming** or **manipulating** a child or teen, building a relationship and breaking down their personal boundaries so they can abuse them without the child or teen reporting the abuse, or even recognizing the behavior as abuse.
- » **Click to advance slide.**
- » Red Flags to watch for include:
  - Someone getting physically close or touching another person in ways that make them uncomfortable or doesn'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 asking a child/teen about their romantic or sexual interests, talking to them about sex, or trying to find out about their body or personal details.
  - Someone trying to show a youth sexual images.
- » Other Red Flags can come from someone trying to manipulate a youth. This could include situations like:
  - Someone older trying to begin a romantic relationship with a child/teen.
  - Someone constantly complimenting a younger person; perhaps telling them that they should be a model, or offering to make them a model or star.
  - Someone offering a younger person gifts, money, drugs, or alcohol in exchange for sexual acts or pictures.
  - Someone trying to isolate a youth or come between them and their parents or friends.
  - Someone asking a youth to keep their activities with them a secret.
  - Someone telling a youth they have a duty or obligation to engage in sexual activity, threatening their friendship or relationship, or saying they will harm them or others if they don't do it.
- » **Click to advance slide.**
- » Turn and talk with a neighbor and record three Red Flags that surprised you or stood out to you on your Class Notes Sheet.



## RELATED SLIDE



## TIME

2:30

## FACILITATOR NOTES

### STUDENT DISCUSSION POINT (OPTIONAL):

- Ask students to share their concerns if they ever had to say NO to an authority figure or someone they trusted.

## FACILITATOR SCRIPT

### RESPONDING TO RED FLAGS

- » Sometimes recognizing Red Flags of abuse can be difficult, especially if they are from someone you trust.
- » Your Safety Rules can help. Remember that **Safety Rule #1** helps you **Know What's Up** and **Safety Rule #2** helps you **Spot Red Flags**.
- » If you see any Red Flags, or you are 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 need to use the Safety Rules to respond.
- » **Click to advance slide.**
- » You can use **Safety Rule #3** to **Make a Move** and get away. If you know a situation or person is demonstrating Red Flag behaviors, you can try to stay away from that person.
- » **Click to advance slide.**
- » How can you use **Safety Rule #4** to **Talk It Up**? (Use an assertive voice to say "No," and tell a Safe Adult)
- » It may be hard to say no to adults, especially an adult you trust or an **authority figure**, someone in charge or with some kind of power over you, but you can try to use an assertive voice to tell someone to stop doing things that you know are unsafe or make you uncomfortable.
- » **Click to advance slide.**
- » For example, you can say:
  - "I'm sorry, but it makes me uncomfortable when you touch me in that way," or "ask me those kinds of questions," or "say those kinds of things."
- » **Click to advance slide.**
- "Thank you very much for the gift (or saying these nice things, or offering to do that for me), but I don't feel right about it."
- » **Click to advance slide.**
- "I really need to leave now!"
- » Sexual abuse can be hard to talk about, but it is important to use **Safety Rule #4** to **Talk It Up** and tell a Safe Adult because if someone is abusing you, it's unlikely to stop without help, and they may be abusing others as well so you'll be acting as an Upstander too.
- » **Click to advance slide.**
- » And it's important to use **Safety Rule #5, No Blame | No Shame** because it is never your fault and it's never too late to tell a Safe Adult.

## RELATED SLIDE



## TIME

2:00

## FACILITATOR NOTES

### STUDENT DISCUSSION POINT (OPTIONAL):

- Ask students to share their thoughts about the fact that trafficking is the second most profitable criminal activity in our country second only to illegal drug sales.

## FACILITATOR SCRIPT

### HUMAN TRAFFICKING

» Sex trafficking is a particular type of sexual abuse that is happening to teens more and more, but before we talk about sex trafficking, let's talk about human trafficking.

» **Click to advance slide.**

» **Human Trafficking** is the **exploitation** of a person through force, fraud, or coercion for the purpose of forced labor or commercial sex. It means the trafficker benefits from forcing the victim to do something.

» **Click to advance slide.**

» Human trafficking happens everywhere, and it impacts men, women, boys, girls, and transgender individuals. In all forms of trafficking, the presence of force, fraud and/or coercion indicates that a participant has not consented of his or her own free will.

» However for minors, or anyone under the age of 18, force, fraud, and coercion do not have to happen for it to be trafficking.

» 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 of (or threats of) physical harm, a weapon, or physical strength or violence sufficient to overcome, restrain, or injure a person.

» **Click to advance slide.**

» **Fraud** consists of deceitful actions with the intent to deprive a victim of his or her rights, or to harm or injure a person in some way such as making false promises of jobs or other opportunities.

» **Click to advance slide.**

» **Coercion** involves threats 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 would result in their involvement in the legal system.

RELATED SLIDE



TIME

1:30

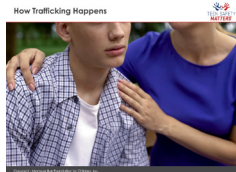
FACILITATOR NOTES

FACILITATOR SCRIPT

**TYPES OF TRAFFICKING**

- » Human trafficking happens in several ways.
- » **Click to advance slide.**
- » **Labor trafficking** is a form of modern-day slavery in which individuals are forced to perform labor or services through the use of force, fraud, or coercion.
- » **Click to advance slide.**
- » **Domestic servitude** is another form. This is when someone is forced to do domestic work, like housecleaning or childcare against their will.
- » **Click to advance slide.**
- » However, the majority of reports among people your age are for **sex trafficking** which involves forcing someone into sex acts in exchange for money or something of value (food, drugs, clothes, a place to stay, gifts, etc.).
- » It can involve force, fraud or coercion, but remember, with anyone under the age of 18, force, fraud, or coercion is not necessary for it to be considered sex trafficking.
- » This can happen to people of any age and gender and it often involves an older person that begins a friendship or relationship with a teen and ultimately forces them to have sex with others.

## RELATED SLIDE



## TIME

2:30

## FACILITATOR NOTES

## FACILITATOR SCRIPT

### HOW TRAFFICKING HAPPENS

- » The best way to avoid becoming a victim of sex trafficking is to know how traffickers work.
- » **Click to advance slide.**
- » Victims are **targeted** by traffickers who seek out vulnerable victims online, or in person at malls, at schools, or at other teen hangouts.
- » Traffickers often groom their victims by taking advantage of their vulnerabilities. They seek out teens who have needs they perceive are not being met, and they use this to their advantage.
- » They often groom victims; they take advantage of them by building false relationships and isolating them.
- » **Click to advance slide.**
- » They are often **tricked** by traffickers who are willing to invest a great deal of time and effort building a false relationship with their victim to break down their natural resistance and suspicion.
- » Like with sexual abuse, they often spend weeks or months manipulating or grooming them, building this relationship and isolating them, buying them gifts, providing a place to stay, promising a loving relationship – before revealing their true intent.
- » And 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.
- » **Click to advance slide.**
- » 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.
- » **Click to advance slide.**
- » Another tactic used is coercing the victim to send inappropriate or nude pictures and then using those images to threaten or blackmail them to send more images or videos, meet them in person, and/or eventually, to have sex with others. Remember we talked about this in Lesson 1 and watched the Cat Video from Thorn that explained it well. This is called **sextortion**.

RELATED SLIDE



TIME

2:30

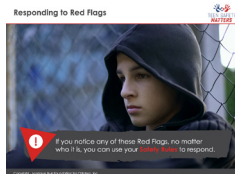
FACILITATOR NOTES

FACILITATOR SCRIPT

**RED FLAGS FOR TRAFFICKING**

- » Just like the other types of abuse, there are also Red Flags that can warn you that someone may be trying to traffic you.
- » Red Flags for trafficking can include:
  - providing the victim their basic needs or more expensive items
  - meeting the emotional needs of the victim who feels alone and not understood (spending time, listening, giving compliments)
  - using pictures, personal information, or anything else to embarrass their victim or lead them to believe they will get into trouble
  - making false promises about getting them modeling or other jobs, or about helping their family out financially
- » Even if this never happens to you, it's important to be aware of the signs, so you can possibly help a friend or someone else who is being trafficked.
- » **Click to advance slide.**
- » Red Flags you may see in someone that is being trafficked include:
  - the sudden presence of an older boyfriend/girlfriend
  - having new or expensive items
  - being secretive about their online activity and who they are talking to or meeting
  - becoming isolated from their friends or family
  - responding to a job offer online such as modeling/acting
  - suddenly seeming very anxious, hostile, or secretive
  - engaging in risky sexual behavior
  - using language not previously used about "the life" (the game, clients, pimps, recruiters)
  - signs of physical abuse (e.g., cuts and bruises)
  - a tattoo that they are unable/hesitant to explain

## RELATED SLIDE



## TIME

2:30

## FACILITATOR NOTES

- You may want to point out the Trafficking Hotline phone number 888-373-7888 to call or text HELP to 233733 on the Safety Rules poster and mention that the numbers are listed on the Resource Card students will receive at the end of the lesson.

### STUDENT DISCUSSION POINT (OPTIONAL):

- Ask students to share any concerns about getting involved in someone else's business.

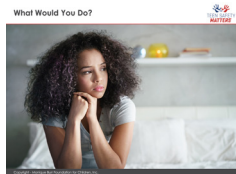
## FACILITATOR SCRIPT

### RESPONDING TO TRAFFICKING RED FLAGS

- » Experiencing any type of victimization or seeing a friend who has been hurt can be a scary and confusing thing.
- » But as with abuse, if you notice any Red Flags in your own life or in a friend's, no matter who the abuser is, you need to use your Safety Rules to respond. Make a Move to GET AWAY and STAY AWAY and Talk It Up to a Safe Adult.
- » And it's important that you never think this couldn't happen to you or your friends.
- » As many as 300,000 school-aged children are at risk for sexual exploitation each year in the United States, and research shows that 1 in 7 youth has received a sexual solicitation online via message or the Internet, so it is happening to a lot of teens.
- » **Click to advance slide.**
- » It doesn't matter where you live, what your parents do, or what school you attend. Abuse and trafficking happen everywhere in our country, and they 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, which 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.
- » If you think someone is demonstrating Red Flags that could be inappropriate behavior or they may be trying to begin a relationship with you for sex trafficking, or if you think a friend may be a victim of sex trafficking, talk to a Safe Adult or call the Trafficking Hotline.
- » **Click to advance slide.**
- » You will receive a Student Resource Card at the end of this lesson that has this hotline printed on it along with other helpful resources such as hotlines/text lines you can use if you ever need help.
- » Whether it's someone you know, or someone on a hotline, always talk to a Safe Adult.



## RELATED SLIDE



## TIME

3:30

## FACILITATOR NOTES

- You can also do this activity as a Turn & Talk with pairs to minimize movement and save time.

## FACILITATOR SCRIPT

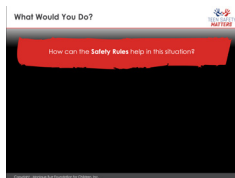
### WHAT WOULD YOU DO?

- » For the next activity, I want you to form groups by joining with the 2 or 3 people nearest to you.
- » I am going to read a scenario, and I would like your group to spend a few minutes discussing what you would do in that situation and how you might use the Safety Rules to respond.
- » Record your responses on your Class Notes Sheet.
- » **Click to advance slide.**

### SCENARIO

- » A new girl named Kira recently moved to the area and started at your school. You've become friends and are spending more and more time together. However, you are starting to see things that you think may be Red Flags for abuse and trafficking. She comes to your house but won't invite you to hers. She has mentioned that she has to work for her uncle, who lives with her, when her mom is at work at night. She tells you it's fine though because he gives her expensive gifts. You recently asked her to spend the night on a weekend and she said she can't, she has to work to help contribute to the household by making money for her uncle. When you ask her what kind of work, she says she can't talk about it and won't elaborate further.
- » *Allow students a minute to discuss then ask two or three groups to share their responses.*

## RELATED SLIDE



## TIME

2:00

## FACILITATOR NOTES

## FACILITATOR SCRIPT

### WHAT WOULD YOU DO?

- » Let's review how the Safety Rules could help you in this situation or in any situation to keep yourself and others safe.
- » **Click to advance slide.**
- » **Safety Rule #1 - Know What's Up** means you are aware that abuse and trafficking happen and understand how they happen, and that they often happen by someone we know and trust like in this situation.
- » **Click to advance slide.**
- » **Safety Rule #2 - Spot Red Flags** helps us recognize the Red Flags of grooming, abuse, and trafficking.
- » **Click to advance slide.**
- » **Safety Rule #3 - Make a Move** involves getting away and staying away from unsafe situations or people who may be trying to harm you. In this situation, we could be a Safe Friend and encourage Kira to Make a Move to Get Away and Stay Away.
- » **Click to advance slide.**
- » **Safety Rule #4 - Talk It Up** means talking to a Safe Adult if you think you or someone you know is being harmed. Here we could be a Safe Friend and support Kira in talking to a Safe Adult, or we can report our concerns to a Safe Adult ourselves.
- » **Click to advance slide.**
- » And **Safety Rule #5 - No Blame | No Shame** reminds us that no matter what happens or has happened in the past, it is important to remember abuse and trafficking are never our fault.
- » We could remind Kira it's not her fault if she is being hurt and she should not be ashamed to get help, even if she thinks she made a bad choice or did something wrong, or if she is worried her mom might be angry or disappointed, she should still tell.
- » We should never be ashamed to ask for help or tell a Safe Adult if someone is hurting us now, or has hurt us in the past, even if we've never told before.

## RELATED SLIDE

Lesson Break - End Part 1

### LESSON BREAK

## TIME

1:00

## 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 17 and 18 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 19.\*\*\***

- » 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 8.2 PART 1 HERE**

## RELATED SLIDE

Lesson Break - Begin Part 2

Welcome Back!

## TIME

1:00

## 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 8.2 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

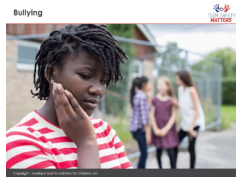
### LESSON BREAK - BEGIN PART 2

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

### BEGIN LESSON 8.2 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

2:30

FACILITATOR NOTES

- If you would like to present a more detailed definition of bullying as defined by your state law or your school or organization policy, you may add it to the script here and present it with the content on this page.

FACILITATOR SCRIPT

**BULLYING**

- » So far we've talked about ways adults typically harm children and teens. But there are also ways people your own age, or your **peers**, can hurt you. This is often called **peer abuse** or **peer on peer abuse**.
- » One of these ways is bullying, which I know you've all heard of many times.
- » To meet the definition of **bullying** the behavior must be repeated, it must be intentional, and there must be a real or perceived imbalance of power.
- » In other words the person bullying someone must be older, bigger, stronger, more popular, etc.
- » Bullying may include harassment, threats, insults, or even social exclusion.
- » *Optional: Add and present your specific bullying definition here:*  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- » **Click to advance slide.**
- » There are different types of bullying:
  - Physical (hitting, shoving, etc.)
  - Verbal (threatening, calling names)
  - Social/Isolation (starting rumors, gossiping, excluding people)
  - Sexual (jokes, comments, calling negative or derogatory names)
  - Cyber (on digital devices or online bullying)
- » **Click to advance slide.**
- » Why do you think bullying happens? *(Elicit responses being sure to cover the following: people think they are better than others; they think they can get away with it; they want to be popular; they are jealous; they've been harmed in the past)*

## RELATED SLIDE



## TIME

2:00

## FACILITATOR NOTES

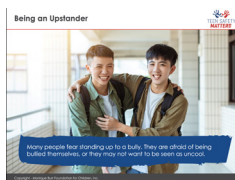
## FACILITATOR SCRIPT

### BYSTANDERS VS. UPSTANDERS

- » Raise your hand if you have seen bullying happen at our school or online. (*Raise hands*)
- » When we witness bullying, we have two choices. We can either be a bystander or be an upstander.
- » **Click to advance slide.**
- » Bystanders allow the bullying to happen by standing by and watching, doing nothing to stop it.
- » Upstanders speak up or act and try to help the person who is being bullied.
- » To be an upstander, it is important to understand what others may be going through.
- » **Click to advance slide.**
- » **Empathy** is putting yourself in someone else's shoes to try to better understand how they are feeling.
- » **Click to advance slide.**
- » It's important to know that upstanders can often stop bullying. When someone stands up to a bully, over half of the time, the bullying stops within 10 seconds.
- » So becoming socially aware, having empathy, and being an upstander are important.
- » When you are socially aware and have a better understanding of what others may be feeling, it helps you treat them with kindness and helps you be an upstander.
- » We can become more socially aware and empathetic by:
  - Considering the needs of other individuals and groups.
  - Seeking to better understand your environment and people in it.
  - Stepping outside your comfort zone to experience new things.
  - Having compassion for others.



## RELATED SLIDE



## TIME

1:30

## FACILITATOR NOTES

- It is important to understand your school policy regarding bullying so you can properly educate students.
- Fill in the blanks on the script with the procedures students can use to report bullying at your school

### STUDENT DISCUSSION POINT (OPTIONAL):

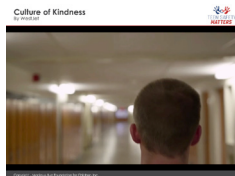
- Ask students to share their concerns about being an upstander and standing up to a bully.

## FACILITATOR SCRIPT

### BEING AN UPSTANDER

- » Many people fear standing up to a bully. They are afraid of being bullied themselves, or they may not want to be seen as uncool.
- » But you don't always have to do it by directly confronting someone who is bullying another person.
- » Of course if you feel safe, you can use an assertive voice to stand up to the bully directly and tell them to stop.
- » **Click to advance slide.**
- » But you can also talk to a friend or several friends and ask them to be upstanders with you. It may be easier to be an upstander if you have support and backup.
- » Another thing you can do is talk to your peers about being more empathetic and kind to help you create a culture of kindness and safety at school.
- » And you can tell a Safe Adult about what is happening and ask them to help. Ask a Safe Friend to help you talk to a Safe Adult if you need support.
- » Ignoring bullying will not make it stop.
- » It's important to remember, whether you see bullying or you are being bullied, you should always report it, because it is unlikely to stop without adult involvement.
- » Here's how you can report bullying at our school:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- » **Click to advance slide.**
- » Lastly, if you are the person bullying others, I hope our discussion today will help you think about that behavior and that you will choose to act differently in the future. You can get help by talking to a Safe Adult. Your desire to change your behavior will show maturity and empathy, and you will be respected for taking that step.

## RELATED SLIDE



## TIME

7:00

## FACILITATOR NOTES

## FACILITATOR SCRIPT

### CULTURE OF KINDNESS

Used with permission by WestJet

- » You can also talk to your peers about being more empathetic and kind to help you create a culture of kindness and safety at our school. Remember, kindness matters.
- » Let's watch a video about changing the culture of bullying in a school. This is a story of how one student made a difference.

» **Click to play video. (5:51)**

» **Click to advance slide.**

### FOLLOW-UP

- » Spend a minute and record your takeaway from the video on your Class Notes Sheet.
- » *Allow students a minute to write their responses.*
- » **Click to advance slide.**
- » How did Josh use **Safety Rule # 3** to **Make a Move** and help create a culture of kindness at his school? (*Elicit responses*)
- » **Click to advance slide.**
- » Did it surprise you how people responded to him? (*Elicit responses*)
- » **Click to advance slide.**
- » Why do you think more people don't do things like this? (*Elicit responses*)

RELATED SLIDE



TIME

1:30

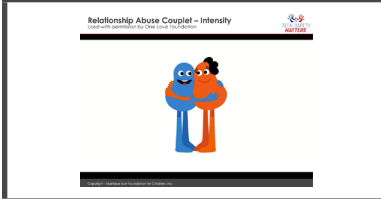
FACILITATOR NOTES

FACILITATOR SCRIPT

**RELATIONSHIP ABUSE**

- » Peer abuse can also happen in a “dating” or “going out” type of relationship.
- » You or your friends may be involved in relationships.
- » And what you may discover is that it is normal for relationships to be confusing sometimes. Students may like each other one day and not the next and may break up and get back together again.
- » But relationships should never be harmful or abusive.
- » This all very true of friendships as well as dating relationships.
- » **Click to advance slide.**
- » **Relationship abuse** occurs when one person in a relationship tries to dominate and control the other person or is emotionally or physically hurtful.
- » To know what an unhealthy relationship looks like, you have to first understand what a healthy relationship looks like.
- » What are the signs of a healthy relationship? (*Elicit responses*)
- » **Click to advance slide.**
- » A healthy relationship exists when two people:
  - are supportive of each other's time, activities, and friends.
  - can disagree without emotional or physical harm.
  - respect each other, including their thoughts, privacy, and boundaries.

RELATED SLIDE



TIME

2:00

FACILITATOR NOTES

FACILITATOR SCRIPT

**RELATIONSHIP ABUSE COUPLET - INTENSITY**

Used with permission by One Love Foundation

» Let's watch a quick video clip.

» **Click to play video. (0:15)**

» **Click to advance slide.**

*FOLLOW-UP*

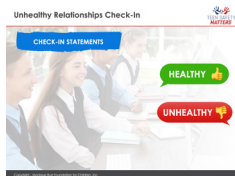
» Take a moment and record two Red Flags on your Class Notes Sheet that you spotted in the video that could be considered signs of an unhealthy relationship.

» *Allow students 1 minute to record their responses and ask one or two students to share.*

» It is not only physically abusive behaviors that indicate an unhealthy relationship, but controlling and isolating behaviors are also concerns. They are often signs of other problems to come, or that may already be happening.

» Only 54% of students in a relationship know the signs of emotional abuse. Without knowing the signs, it is hard to get help from a Safe Adult.

## RELATED SLIDE



## TIME

2:30

## FACILITATOR NOTES

## FACILITATOR SCRIPT

### UNHEALTHY RELATIONSHIPS - CHECK-IN

» Let's do a check-in to see if you can recognize other Red Flags of an unhealthy relationship. I'm going to read a statement. If you think it is a healthy relationship, show me a thumbs up. If you think it is an unhealthy relationship, show me a thumbs down.

» **Click to advance slide.**

1. Constant jealousy (*Thumbs down/Unhealthy*)

» **Click to advance slide.**

2. Trying to control the other person (*Thumbs down/Unhealthy*)

» **Click to advance slide.**

3. Being angry occasionally (*Thumbs up/Healthy*)

» However, if it is frequent and about little things, it may be unhealthy.

» **Click to advance slide.**

4. Isolating them from friends (*Thumbs down/Unhealthy*)

» **Click to advance slide.**

5. Supporting each other in things they each like to do (*Thumbs up/Healthy*)

» **Click to advance slide.**

6. Pressuring the other person to do things they do not want to do (*Thumbs down/Unhealthy*)

» **Click to advance slide.**

7. Grabbing the other person's arm or hitting them (*Thumbs down/Unhealthy*)

» **Click to advance slide.**

8. Calling the other person names like stupid or ugly when they are mad (*Thumbs down/Unhealthy*)

» It doesn't matter if they are mad; this is never acceptable and is sometimes a sign that physical violence may follow.

RELATED SLIDE



TIME

0:30

FACILITATOR NOTES

FACILITATOR SCRIPT

**RELATIONSHIP ABUSE RED FLAGS**

» Red Flags of an unhealthy or abusive relationship may also include:

- Intensity
- Control
- Isolation
- Changes in behavior
- Showing up unannounced

» I don't want you to ever think, "This won't happen to me or my friends," because it is happening to a lot of students.

» **Click to advance slide.**

» In fact, among 11- to 14-year-olds, 62% say they know friends in a relationship who have been emotionally abused by a partner.

» And 20% say they know friends who have been physically abused.

» It is important to note that relationship abuse affects couples of all genders and all sexual orientations.

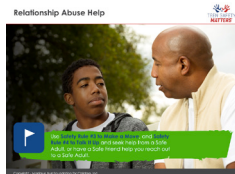
» **Click to advance slide.**

» Take a minute and out of all of the signs of an unhealthy relationship that we've talked about, record four that stood out to you on your Class Notes Sheet.

» *Allow students a minute to record their responses then ask one or two to share.*



## RELATED SLIDE



## TIME

1:30

## FACILITATOR NOTES

- You may want to write the website on the board so students can copy it to save.
- Encourage students to visit the website listed for more information.
- Students should also be given a Student Resource Card at the end of this lesson with this and other resources/hotlines listed.

## FACILITATOR SCRIPT

### RELATIONSHIP ABUSE HELP

- » If you are involved in a controlling or abusive relationship, or you know a friend who is, it's important to seek help.
- » You can use **Safety Rule #3 to Make a Move**, and **Safety Rule #4 to Talk It Up** and seek help from a Safe Adult, or have a Safe Friend help you reach out to a Safe Adult.
- » If you are the person who is controlling, isolating, or abusing your partner, please use **Safety Rule #4 to Talk It Up** and seek help from a Safe Adult. Please seek help before you do something worse and cannot take it back. It's never too late to ask for help.
- » In fact, asking for help is a sign of maturity and strength and shows you want help. You will be respected for making that decision and you can get help and change your behavior.
- » **Click to advance slide.**
- » If you need help, you can find support and resources on the website [loveisrespect.org](http://loveisrespect.org). They even have a relationship quiz you can take if you're not sure if your relationship is healthy.
- » You will also receive a Student Resource Card at the end of this lesson that has this website and other helpful resources such as hotlines printed on it. You can hold on to the card or take a picture of it and keep the numbers in your phone in case you or a friend ever need them.

## RELATED SLIDE



## TIME

4:30

## FACILITATOR NOTES

## FACILITATOR SCRIPT

### CONSENT: SIMPLE AS TEA

Used with permission by Blue Seat Studios

- » Another type of peer abuse is sexual assault.
- » While it doesn't always happen by peers and can happen by a stranger, 68% of the time, the victims know the person who sexually assaults them. It is often a boyfriend, girlfriend, friend, or casual acquaintance.
- » **Sexual assault** is often thought of as rape (which is forced sexual intercourse) or attempted rape, but it can be any type of sexual activity that you do not consent to, or agree to.
- » Let's watch a video about this. While the video may be funny, this is a very serious topic and I want you all to pay attention to the underlying message.

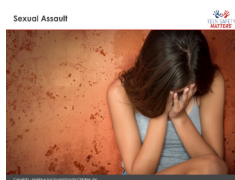
» **Click to play video. (2:49)**

» **Click to advance slide.**

### FOLLOW-UP

- » Take a minute and record your takeaway from the video on the Class Notes Sheet.
- » *Allow students a moment to record their response on their Class Notes Sheet and ask one or two students to share.*

## RELATED SLIDE



## TIME

1:30

## FACILITATOR NOTES

## FACILITATOR SCRIPT

### SEXUAL ASSAULT

- » Let's discuss some additional facts about sexual assault.
- » **Click to advance slide.**
- » In the United States, nearly one in five women has been raped and almost half of all women have experienced some type of sexual assault.
- » **Click to advance slide.**
- » 6 out of 10 rapes of young women occur in their own home or a friend's or relative's home.
- » 1 out of every 10 rape victims is male. This does not just happen to females.
- » Sexual assault sometimes happens by a stranger, or someone you don't know.
- » Studies have shown that 1 in 3 boys feel pressure to have sex. This pressure often comes from their male friends.
- » Similarly 25% of girls who have been in a relationship reported going further sexually than they wanted as a result of pressure.
- » **Click to advance slide.**
- » You should never be pressured into something when it comes to sexual activity, and you should never pressure someone else, even if you are in a relationship.
- » Understanding sexual assault and consent means having the skills, and courage to communicate with others and act in a respectful, appropriate way.

## RELATED SLIDE



## TIME

1:30

## FACILITATOR NOTES

## FACILITATOR SCRIPT

### PREVENTING AND RESPONDING TO SEXUAL ASSAULT

- » Like bullying, sexual assault can often be prevented.
- » Bystanders may know about or witness inappropriate behavior, sexual assault, or rape and do nothing. This allows the assault to happen or continue.
- » Additionally, engaging in or overlooking conversations that promote a culture of disrespect, harassment, or assault also contributes to the problem.
- » It's important to be an upstander in these situations. It's equally important that everyone respect themselves and others to not violate anyone's boundaries.
- » Experiencing sexual assault or hearing about a friend who has, or even just talking about it can be scary and confusing.
- » You can use your voice to be an upstander if you suspect someone is being or has been sexually assaulted or if you overhear disrespectful or harassing conversations.
- » This could involve actually reporting something to the authorities, or being a Safe Friend and helping someone **Talk It Up** to a Safe Adult and get help to get out of an unsafe situation.
- » **Click to advance slide.**
- » If you are ever assaulted or harmed, remember to use the Safety Rules and talk to a Safe Adult.
- » It is important to have someone to help you through it, to keep you safe, and to inform you of your options.
- » Remember at the end of the lesson you'll receive a Resource Card that has hotlines and other resources and information for help. You can keep the card or take a picture of it to keep the numbers in your phone so if you ever need it, you can reach out for support.

RELATED SLIDE



TIME

1:00

FACILITATOR NOTES

FACILITATOR SCRIPT

**SAFETY RULE #5 NO BLAME NO SHAME**

- » We've talked about many different kinds of abuse today and how to use the Safety Rules to help you.
- » But I want you to always remember **Safety Rule #5, No Blame | No Shame**. No matter what happens or has happened in the past, no matter what the person who hurt you said, even if they said you would get into trouble, or no one would believe you, if they made you promise not to tell, or if they've threatened you, it is important to remember abuse is never your fault.
- » Even if you think you made a bad choice, or you are worried your family or caregiver might be angry or disappointed, you should still tell.
- » You are never to blame, and you should not get into trouble for telling.
- » You should never be ashamed to ask for help or tell a Safe Adult if someone is hurting you now, or hurt you in the past, even if you've never told before.
- » It is important to remember that telling a Safe Adult will not only help you but will also help the person who is hurting you and it may also prevent them from hurting others. This is being an upstander, just like with bullying.

## RELATED SLIDE

The MBF 5 Safety Rules® Review

Remember for all types of abuse and harm that we've talked about in these lessons, the MBF 5 Safety Rules can help guide your decisions to keep you and others safe.

## TIME

1:00

## FACILITATOR NOTES

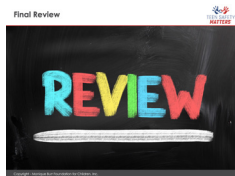
## FACILITATOR SCRIPT

### 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 and harm that we've talked about in these lessons, the MBF 5 Safety Rules can help guide your decisions to keep you and others safe.
- » Let's review the 5 Safety Rules before we end today. I want everyone to 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

## FACILITATOR NOTES

## FACILITATOR SCRIPT

### FINAL REVIEW

- » Let's do a quick final review.
- » I'm going to read some statements. If you think a statement is true, show me a thumbs up. If you think it's false, show me a thumbs down.

### REVIEW STATEMENTS

#### » Click to advance slide.

1. Children and teens are more likely to be abused by strangers, or people they do not know. *(Thumbs down/False)*

- » This is false. Remember, 90% of abuse happens by someone the child knows.

#### » Click to advance slide.

2. When you see bullying happening, you should use **Safety Rule #4, Talk It Up** to be an upstander or report it to a Safe Adult. *(Thumbs up/True)*

#### » Click to advance slide.

3. Relationship abuse is always when one person uses physical violence against their partner. *(Thumbs down/False)*

- » This is false. It can also be verbal abuse, isolation, control, etc.

#### » Click to advance slide.

4. Trafficking doesn't happen to students in middle school. It typically happens to older teens in high school. *(Thumbs down/False)*

- » This is also false. Trafficking happens to children and teens of all ages and genders.

#### » Click to advance slide.

5. An upstander is someone who sees bullying or trafficking happening and does something to help. *(Thumbs up/True)*

## RELATED SLIDE



Exit Slip

EXIT SLIP: WHY TEEN SAFETY MATTERS - 8TH GRADE / LESSON 2

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

Teacher's Name: \_\_\_\_\_

Let the 3 main things you learned from the lesson:

Let 2 things you think will be important 3 years from now:

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

CHECK THIS BOX IF YOU WOULD LIKE TO TALK TO ME LATER

\_\_\_\_\_

## TIME

3:00 (+/-)

## FACILITATOR NOTES

- The exit slip is an important 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

- » 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 or another Safe Adult 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

4:00 +/-  
(OPTIONAL)

## FACILITATOR NOTES

- For this review activity, students will pair up against each other to answer review questions.
- Two students at a time stand up and the first person who answers correctly remains standing while the other student sits down and the next student stands up.
- Play continues until all questions have been answered and the last student standing who answered correctly is the winner.

## FACILITATOR SCRIPT

### LAST PERSON STANDING - REVIEW GAME (OPTIONAL)

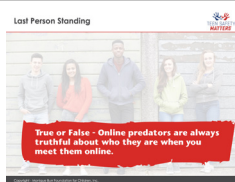
- » The last thing I want to do today is review what we've talked about in both lessons with a game called Last Person Standing.
- » The first two students will stand up and when I ask a review question, the first student to raise their hand and answer correctly is the winner of the challenge.
- » The student that answered correctly will remain standing and the other student will sit down and a new student will stand up for the next challenge.
- » The last student standing is the winner.

» **Click to advance slide.**

### QUESTIONS

1. True or False - the 4 types of abuse are physical, emotional, sexual abuse and neglect. *(True)*  
» **Click to advance slide.**
2. True or False - If someone is under the influence of drugs and alcohol, they can still give consent for sexual activity. *(False)*  
» **Click to advance slide.**
3. True or False - Physical abuse hurts worse than emotional abuse. *(False)*  
» **Click to advance slide.**
4. True or False - The choices we make online do not put us at risk of any danger in real life. *(False)*  
» **Click to advance slide.**
5. True or False - Oversharing is not really a problem with kids and teens online. *(False)*  
» **Click to advance slide.**
6. True or False - Neglect is when a child does not get what they need to be safe. *(True)*

## RELATED SLIDE



## TIME

4:00 +/-  
(OPTIONAL)

## FACILITATOR NOTES

## FACILITATOR SCRIPT

### LAST PERSON STANDING - REVIEW GAME (OPTIONAL)

7. True or False - Online predators are always truthful about who they are when you meet them online. *(False)*  
» **Click to advance slide.**
8. True or False - Sextortion is when someone sends a sext and the person they sent it to then forces them to send more or threatens them in some other way. *(True)*  
» **Click to advance slide.**
9. True or False - Cyberbullying is not as bad as bullying. *(False)*  
» **Click to advance slide.**
10. True or False - If someone doesn't say no to sex, that means they give consent. *(False)*  
» **Click to advance slide.**
11. True or False - When I see bullying happening, I should use **Safety Rule #4, Talk It Up**, to be an upstander or get help from a Safe Adult. *(True)*  
» **Click to advance slide.**
12. True or False - It is only considered relationship abuse if one person hits the other. *(False)*  
» **Click to advance slide.**
13. True or False - Human trafficking only happens to older teens not to younger kids. *(False)*  
» **Click to advance slide.**
14. True or False - An upstander helps stop cyberbullying and/or sexual assault. *(True)*  
» **Click to advance slide.**
15. True or False - Children and teens are more likely to be abused by someone they know and trust versus a stranger. *(True)*

## RELATED SLIDE



## TIME

1:30

## FACILITATOR NOTES

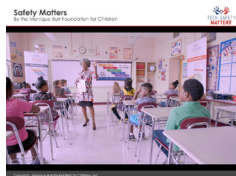
- Reinforcement items are an important part of the program, as research shows that multiple exposures to a concept contribute to student learning and retention.
- Most reinforcement items are available on the Facilitator Portal for you to self-print or share with parents and/or students digitally.
- 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.

## RELATED SLIDE



## TIME

4:00 (OPTIONAL)

## FACILITATOR NOTES

- **OPTIONAL:** If you have additional time, this is an optional but worthwhile activity.
- It will help reinforce the 5 Safety Rules through a fun music video.
- If students are interested in learning more about the artist, Will Harden currently resides in Atlanta and can be found on various social media channels. Additionally, his music can be found on Apple Music, ReverbNation, Spotify, Sound Cloud, and Amazon Music.

## FACILITATOR SCRIPT

### **SAFETY MATTERS (OPTIONAL)**

By the Monique Burr Foundation for Children

- » I have one last video to share with you guys today.
- » This video was created by a young man named Will Harden who was 14 at the time, and he writes and performs songs at schools to promote anti-violence and safety.
- » This is a great example of someone using their passion and talent to be a Safe Friend and help others stay safe.
- » **Click to play video. (3:53)**

**Note: This and various other videos are available for use within the lessons or as reinforcements. Videos can be accessed on the MBF website at <https://www.mbfpreventioneducation.org/videos/>.**