

SAFER, SMARTER TEENS

BE THE CHANGE

DIFFERENTIATION GUIDE

SAFER, SMARTER TEENS

LESSON 1

PERSONAL RIGHTS AND RESPONSIBILITIES

LESSON 1

PERSONAL RIGHTS AND RESPONSIBILITIES

CURRENT ACTIVITIES:

Safer Smarter Teens Vocabulary: Rights and Responsibilities
Communication Skills Survey
Building Communication Skills
Identify the Communication Style
Communication Bill of Rights



9TH GRADE

Teacher Tip:

This is a pivotal point in students' lives. Many will move forward to lead responsible and healthy lives. Others may become confused and lack direction. They may rebel and connect with people who are not positive influences. Students this age need support and guidance to help them make responsible decisions that will lead to a successful future.



9th Grade Supplementary Activity

9th Grade Communication Skills Discussion Questions



“Let’s talk for a minute about communicating in high school. I want you to think about last summer. You finished 8th grade and were preparing to come to high school. Whenever we make a transition to something new, like coming to high school, there can be a variety of thoughts and feelings. Everyone has the right to their own thoughts and feelings, and there is no right or wrong way to feel. As we discuss and share thoughts and feelings, be respectful of others.”

Guiding Discussion Questions

- How were you feeling about coming to high school?
- What were you excited about?
- What were you worried about?
- Is high school what you thought it would be?
- After being the oldest group in middle school, what is different about being the youngest group in high school?
- Think about your comfort level communicating with others in middle school versus high school. Are you more comfortable, less comfortable, or there is no difference?



10TH GRADE

Teacher Tip:

It is common for students this age to think that they know everything. In reality, they are not emotionally or socially mature enough to be successful navigating the world. With support, students can develop the skills needed to understand their personal rights and accept responsibility for their actions.



10th Grade Supplementary Activity

10th Grade Communication Skills Discussion Questions



“Communication skills can change over time. I want you to make some comparisons to your communication skills now compared to your communication skills when you first started high school.”

1. Distribute the Communication Skills Questionnaire.
2. Have students complete the questionnaire individually.
3. Have students refer to their questionnaire when answering the following discussion questions.

Guiding Discussion Questions

- Think back to your first few days of high school. In 9th grade, how comfortable were you talking to new people?
- Now that you are in 10th grade, has your comfort level for talking to new people changed?
- In 9th grade, what was your confidence level in stating your own opinion?
- Has your confidence level changed this year?
- Would it make a difference if you were in a new school in 10th grade? Do you think your confidence level would be affected?

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11TH GRADE

Teacher Tip:

At this stage, students often live primarily in the here and now. Students may dismiss the connection between their choices and actions today with consequences in the future. This is the time for students to begin to plan and set post-high school goals. Help students identify their responsibility for making future goals become a reality.



11th Grade Supplementary Activity

Listening Skills



“Communication is a two-way process. For information to be transmitted between people, one person sends a message and the other person receives the message. Sometimes we need to pay attention to our listening skills. To be an effective communicator, you must also be a good listener. Listening and truly hearing what is being communicated is an important component of personal safety.”

Guiding Discussion Questions

- What do you think is important to be a good listener?
- What listening behaviors do you think improve communication?
- What listening behaviors do you think break down communication?
- Why is it important to be an effective communicator?
- How can you take responsibility for being an effective communicator?

1. Help students to identify positive listening skills that enhance communication versus negative or poor listening skills that break down communication. Some examples of positive listening include:

- Making eye contact
- Nodding or acknowledging that you are listening
- Paying attention
- Thinking about what the speaker is saying
- Asking for questions

Some examples of negative listening include:

- Looking around
- Interrupting or finishing the other person’s sentence
- Thinking about what you want to say instead of listening to what the speaker is saying
- Changing the subject

2. Distribute the Listening Skills Survey.
3. Have students work independently to complete the survey.
4. Review the examples of both negative and positive listening skills.
5. Have students share ideas about how to become a better listener.

Teacher Tip:

1, 2, 3, 8, 9, 10 are examples of poor listening skills.
4, 5, 6, 7 are examples of positive listening skills.

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12TH GRADE

Teacher Tip:

This is a time when the school life students have known is coming to an end. Plans for post- high school life are being emphasized. The uncertainty of the future can create tremendous stress. Students are preparing for life after high school. They may be preparing to go to college or begin working. Many will be living on their own for the first time. Being able to communicate effectively is important to maintain personal safety.



12th Grade Supplementary Activity

What Did You Say? What Did You Mean?



“As you prepare to leave high school and move to a new phase of your life, you need to have effective communication skills. What we communicate is far more than the words we use.”

“Beside words, what else sends a message when you are communicating?”

The list could include: tone of voice, facial expressions, body language

“How can these factors cause your message to be misunderstood?”

The list could include:

- The listener may be more influenced by non-verbal messages than by the words
- The listener may misinterpret the non-verbal signals
- The listener may stop hearing the words because he/she is focusing on the non-verbal message

Guiding Discussion Questions

- Why is it important to be aware of your own non-verbal messages?
- If you put your hands on your hips, what message might that send?
- If you cross your arms, what message might that send?
- If you roll your eyes, what message might that send?

- If you smile, what message might that send?
- If you raise your voice, what message might that send?

Teacher Tip:

Non-verbal communication can send different messages. For example, putting your hands on your hips may send the message “I mean business” or “I am angry.” Help students realize that non-verbal communication can have different meanings in different situations.

Teacher Tip:

Help students to identify their personal verbal and non-verbal communication skills. Have them consider what they say and do that can enhance positive communication as well as what they say and do that can break-down communication. They must determine if they are aware of the message they are sending.

1. Distribute the What did You Say? What Did You Mean? worksheet.
2. Have students work in small groups or with a partner to complete the What Did You Say? What Did You Mean? activity. Emphasize that the exact same words may be spoken, however a totally different message is received based on non-verbal communication. As students prepare for life after high school, they must consider what messages they are sending. They must also pay close attention to the messages they may be receiving.

SAFER, SMARTER TEENS

LESSON 1

Personal Rights and Responsibilities
STUDENT MATERIALS

- **Communication Skills Questionnaire**
- **Listening Skills Survey**
- **What Did You Say? What Did You Mean?**

For more information, visit SaferSmarterTeens.org
or LaurensKids.org.

LESSON 1

Personal Rights and Responsibilities

Communication Skills Questionnaire

Directions: Read each statement. Below each statement, mark whether you agree or disagree with that situation.

1. I was comfortable talking to new people with I started 9th grade.

Agree Somewhat Agree Neutral Somewhat Disagree Disagree

2. I was confident in expressing my thoughts and opinions when I started 9th grade.

Agree Somewhat Agree Neutral Somewhat Disagree Disagree

3. I am more comfortable talking to new people this year.

Agree Somewhat Agree Neutral Somewhat Disagree Disagree

4. I am more confident expressing my thoughts and opinions this year.

Agree Somewhat Agree Neutral Somewhat Disagree Disagree

5. I am able to communicate effectively.

Agree Somewhat Agree Neutral Somewhat Disagree Disagree

LESSON 1

Personal Rights and Responsibilities

Listening Skills Survey

Directions: Imagine that you are in a conversation with one or two of your classmates. Read each statement and consider your personal listening skills. For each listening statement, mark **Never**, **Sometimes**, or **Often** to reflect how you listen to others.

Listening Statement	Never	Sometimes	Often
1. I interrupt often or try to finish the other person's sentence			
2. I am thinking about other things when someone is talking			
3. I try to change the subject to something I am interested in			
4. I look at the person who is talking			
5. I nod or show that I am paying attention			
6. I ask for clarification if I don't understand what they are saying			
7. I wait for the person to finish talking before I make a comment			
8. I look around the room when they are talking			
9. I can't wait for then person to stop talking			
10. I rarely respond to what the people say because I wasn't paying attention			

LESSON 1

Personal Rights and Responsibilities

What Did You Say? What Did You Mean?

Directions: Work in small groups or with a partner. Read each statement out loud using tone of voice, inflections, facial expressions, and body language to present different meanings.

1. Wow, I can't believe the grade I got on this test.
 - a. Excited
 - b. Disappointed

2. I can't wait to go get sushi.
 - a. Looking forward to getting sushi
 - b. Dreading getting sushi

3. You are so ridiculous.
 - a. Kidding
 - b. Angry

4. What are you doing here?
 - a. Confused
 - b. Rude

5. Are you serious?
 - a. Questioning
 - b. Angry

SAFER, SMARTER TEENS

Lesson 2

HEALTHY VS. UNHEALTHY RELATIONSHIPS

Lesson 2

HEALTHY VS. UNHEALTHY RELATIONSHIPS

CURRENT ACTIVITIES:

Self-Esteem Activity
Boundaries
Balance of Power
Draw the Line
Control vs Equality Activity
Healthy and Unhealthy Relationships
Relationship Chart
Relationship Bill of Rights



9TH GRADE

Teacher Tip:

Feeling a sense of control is important at this age. Students may begin to question authority and rules. Help students understand that with responsibility comes greater control. As students show that they can handle their independence responsibly, they will earn greater control.



9th Grade Supplementary Activity

Connect the Dots to Responsibility

1. Introduce the concept of responsibility.
2. Have students generate a definition of responsibility.
The definition should include: being accountable, taking control to do the right thing
3. Have students generate a list of their responsibilities and write the list on the board.

4. Select one responsibility from the list (For example: “I am responsible for feeding and walking my dog”).
 - a. What happens if you fulfill your responsibility for “feeding and walking my dog”?
 - b. What happens if you do not fulfill your responsibility for “feeding and walking my dog”?
5. Distribute the Connect the Dots to Responsibility Worksheet.

TL *“When you were younger you may have completed Connect the Dots activities. You start with an abstract group of dots. When you connect them in the correct order, it creates a picture. In high school, you may not make pictures by connecting the dots, but your actions and decisions create a pattern, and you get to choose how to “connect the dots” of your choices to get the outcomes you want. Think about your personal responsibilities as a high school student. You can take control of the outcome or consequences based upon your choices and actions.”*

6. Review the example of “Getting good grades” to help students make the connection between their responsibilities, their actions, and the resulting consequences.
7. Complete the Connect the Dots to Responsibility Worksheet through class discussion.

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10TH GRADE

Teacher Tip:

A desire for a dating or romantic relationship is common at this age. However, these relationships may be greatly influenced by a desire for peer acceptance. The combination of the desire for acceptance, a reluctance to go to parents or others for advice, and increased privacy can leave students vulnerable to unhealthy relationships.



10th Grade Supplementary Activity

Don't Give Up

TL *“Are you giving up who you are or what is important to you to keep a friend? Friendships can be very important. Positive friendships can be wonderful. However, some friendships or relationships are neither positive nor beneficial. One person may give up who they are or sacrifice what is important to them just to keep a relationship. We have talked about self-esteem, boundaries, balance of power, and equality in relationships. Now we are going to consider what someone might do to keep a friendship.”*

1. Distribute the Don't Give Up worksheet.

TL *“In a relationship such as a friendship or a dating relationship, there should be an equal give and take. One person should not have to give up all the control, or give up their self-esteem, or give up what they value to make the other person happy. Read each statement and consider what is being given up in order to keep the relationship.”*

2. Have students read each statement and determine what is being given up for the relationship.
3. After students complete the worksheet, review the importance of having a balance of power in a relationship.
4. Have students share ideas for how to handle each situation to maintain a balance of power and not give up who they are or what is important to them.

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11TH GRADE

Teacher Tip:

Dating or romantic relationships gain greater importance at this age. Very strong bonds are formed which can result in broken hearts when the relationship ends. Because of the intense desire for romantic love, there is a danger of sacrificing personal boundaries to maintain a relationship. It is vital for students to understand the difference between healthy and unhealthy relationships.



11th Grade Supplementary Activity

What I'm Looking For

TL *“Relationships are very important. This includes both friendships and dating or romantic relationships. There are things that attract us to our friends. It may be things you have in common, it may be a long-term friendship, or feeling connected in some way.”*

“Let’s talk about positive relationships. There are things that you like and admire about each other. You may be alike in some ways and different in others. You may appreciate the way you treat each other. Even when you disagree, you can work things out.”

“What do you think makes a positive friendship?”

Answers should include the following:

We respect each other

We trust each other

We believe in each other
We listen to each other
We help each other
We can talk about anything

TL *“You have identified the qualities of a positive friendship: respect, trust, listening, being able to talk about anything.”*

“Do you think these qualities are important in a dating relationship?”

1. Distribute the What I’m Looking For worksheet
2. Have students work individually to complete the worksheet
3. Have students who are comfortable share their answers

Teacher Tip:

If you notice a student who is having difficulty identify positive qualities or gives indications of being in an unhealthy relationship, contact your school counselor or other support staff.



12TH GRADE

Teacher Tip:

As students plan for the future, there may be uncertainty. Students may be moving to go to college, joining the military, or entering the world of work. As they prepare to move to a new stage of life, the importance of forming new healthy relationships is essential.



12th Grade Supplementary Activity

TL *“Today we communicate more and more through texts, social media, and other digital communication channels. This can create unique situations in both friendships and dating relationships. Think about how many people you sent a text message to this week. What about social media? How many things did you post? Did you use the chat feature on video games? Social media, texting, and other technology can contribute to the formation of both healthy and unhealthy relationships.”*

“Let’s discuss each situation and determine if there are any indications of a problem in the relationship.”

1. Read each situation and the corresponding questions.
2. Have a class discussion to answer the questions.

Molly and Kyle

Molly and Kyle have been dating for about 2 months. During winter break, Molly is visiting family across the country. Molly and her family enjoy outdoor winter activities such as snow skiing and ice skating. They also have several day trips planned to visit old friends and go sight-seeing. Molly explained to Kyle that she will be very busy and often in remote locations with limited cell service. After a day of snow skiing, Molly checks her phone. She has 10 missed phone calls and 35 text messages from Kyle. The last text message says: “Molly, I miss you. Why aren’t you writing me back!?!”

- What would you think if you were Molly?
- Was it too much for Kyle to call 10 times and text her 35 times?
- How should Molly handle this situation?

Ronnie and Jessie

Ronnie and Jessie have been dating for a few weeks. Jessie had a bike accident and had to have surgery for her broken arm. Ronnie comes to visit and brings her flowers. They are sitting on the couch watching a movie and Jessie falls asleep. Ronnie takes an unflattering picture of her and posts it on social media.

- What would you think if you were Jessie?
- Was it appropriate for Ronnie to post a picture without Jessie’s permission?
- How should Jessie handle the situation?

Terrance and Tyra

Terrance and Tyra have known each other since elementary school. They have always been just friends and have spent a lot of time hanging out together. For years they have taken silly pictures together and posted them. Three weeks ago, they started dating. Tyra is constantly posting pictures of the two of them with hashtags such as:

#MyLove

#Soulmates

#MyEverything

- What would you think if you were Terrance?
- Was it appropriate for Tyra to post those hashtags?
- How should Terrance handle the situation?

SAFER, SMARTER TEENS

Lesson 2

Healthy vs. Unhealthy Relationships **STUDENT MATERIALS**

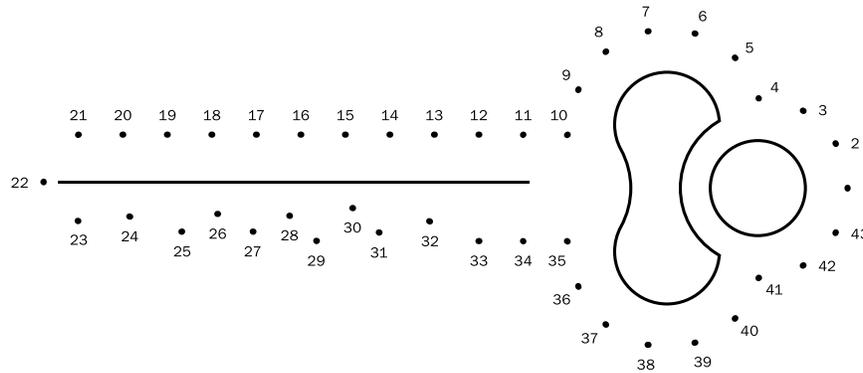
- **Connect the Dots to Responsibility**
- **Don't Give Up**
- **What I'm Looking For**

For more information, visit SaferSmarterTeens.org
or LaurensKids.org.

Lesson 2

Healthy vs. Unhealthy Relationships

Connect the Dots to Responsibility



Directions: In the Responsibility column write three of your responsibilities. In the Actions column, list the actions you must take to fulfill your responsibility. In the Consequences column, list the result of your actions.

Responsibility	Actions	Consequence
I am responsible for getting good grades.	I do my homework. I make notecards of vocabulary words. I study for tests by reviewing my notes and re-reading the chapter.	I get high scores on my tests and quizzes. I get better grades on my classwork and homework. My semester grades improve.
I am responsible for		
I am responsible for		
I am responsible for		

Lesson 2

Healthy vs. Unhealthy Relationships

Don't Give Up

Directions: Read each statement. Circle what you are giving up to maintain the relationship.

Situation	What is being given up?
Your friend teases and makes fun of you.	Control Self-esteem Personal Values
Your friend always decides what you will do.	Control Self-esteem Personal Values
Your friend makes you do things you don't want to do.	Control Self-esteem Personal Values
Your friend tells you that you cannot hang out with certain people.	Control Self-esteem Personal Values
Your friend insults you and gets angry if you disagree with him/her.	Control Self-esteem Personal Values
Your friend criticizes people you care about.	Control Self-esteem Personal Values

Lesson 2

Healthy vs. Unhealthy Relationships

What I'm Looking For

Directions: Read each of the qualities. Select and rank the top five qualities that you are looking for in a dating relationship. Write a short explanation about why those qualities are important to you.

- | | |
|---|---|
| <input type="checkbox"/> Respect | <input type="checkbox"/> Equality |
| <input type="checkbox"/> Trust | <input type="checkbox"/> Honesty |
| <input type="checkbox"/> Protection | <input type="checkbox"/> Fairness |
| <input type="checkbox"/> Encouragement | <input type="checkbox"/> Laughter |
| <input type="checkbox"/> Support | <input type="checkbox"/> Good listener |
| <input type="checkbox"/> Love | <input type="checkbox"/> Gives me space |
| <input type="checkbox"/> Same interests | <input type="checkbox"/> Commitment |

I am looking for someone who will treat me

These qualities are important to me because

SAFER, SMARTER TEENS

LESSON 3

THE PROBLEM OF SEXUAL ABUSE

LESSON 3

THE PROBLEM OF SEXUAL ABUSE

CURRENT ACTIVITIES:

Is It Grooming?
To Share or Not to Share
Control: Force, Coercion, or Fraud
Safety Bill of Rights



9TH GRADE

Teacher Tip:

At this age, students begin to seek more privacy. Students become more secretive and share less information with parents and adults. While peers may be the primary source of advice, it is critical to help students understand that they must seek help from a trusted adult if they or someone they know is being sexually abused.



9th Grade Supplementary Activity

After students complete the Is It Grooming? activity, use the following questions to guide discussion about how to access help.



“When you have something on your mind, think about who you are most likely to talk to or ask for advice. Some of you may be most comfortable talking to a parent, an older sister or brother, or a friend. It may depend on what is on your mind.”

“If you liked the new boy or new girl at school – who would you be most likely to talk with about that?”

“If you were wondering about how to deal with someone who makes rude comments to you on the bus – who would you be most likely to talk with about that?”

“As we just saw, deciding who to talk to may be influenced by the situation.”

Guiding Discussion Questions

- If you suspected that a friend or someone you know was being groomed, what would be your first thought about what to do?
- If a friend or someone you know told you that they felt uncomfortable with an adult and thought someone might be grooming them:
 - a. What would you do?
 - b. Could you fix the problem?
 - c. How could you provide support for your friend?
- If a friend or someone you know was being groomed, who would you be comfortable telling?
 - a. Would you share this information with a friend?
 - b. Would you share this information with a trusted adult?
 - i. What makes it difficult to talk to adults?
 - ii. What would make it more comfortable?

Teacher Tip:

Help students understand that while their first inclination may be to go to a friend for help, in situations involving abuse or other unsafe situations, it is essential to tell a trusted adult until you are heard and helped.



10TH GRADE

Teacher Tip:

An increased desire for privacy and secrecy from parents and other adults is common at this age. It is essential for students to understand the difference between safe and unsafe secrets so they can determine when they need to seek help.

Additional Terms

Safe Secret: A secret that will eventually be told. When it is told it makes people happy. For example, a surprise party or a birthday present.

Unsafe Secret: A secret that you are told not to tell. Unsafe secrets may make you feel uncomfortable or confused. An unsafe secret must be told until you are heard and helped.



10th Grade Supplementary Activity

Safe or Unsafe Secrets



“There are two types of secrets. A safe secret and an unsafe secret. A safe secret is one that will eventually be told and when it is told everyone will feel happy. Such as a surprise party or a birthday present. An unsafe secret is one that you are told never to tell. It may involve threats or fear of getting in trouble. Such as an adult giving you gifts and telling you to keep it a secret or being touched in a way that makes you uncomfortable and being told not to tell. Unsafe secrets make you feel worried, scared, nervous, or uncomfortable. It is important to tell the unsafe secret so you can be heard and helped.”

1. Distribute the Safe or Unsafe Secret Worksheet.
2. Have students work in pairs, small groups, or complete as whole group discussion.
3. When students have finished, review their answers. Have students read each scenario and share their answers.



11TH GRADE

Teacher Tip:

At this age, students are gaining life skills to prepare them for greater independence. Students often believe that they know everything they need to know and that they are fully equipped to face all of life's challenges. However, in reality, students may lack many of the practical and emotional skills needed to successfully manage the challenges they will face. This may lead to reluctance to admit or disclose that they have been victimized.

Additional Terms

Safe Secret: A secret that will eventually be told. When it is told it makes people happy. For example, a surprise party or a birthday present.

Unsafe Secret: A secret that you are told not to tell. Unsafe secrets may make you feel uncomfortable or confused. An unsafe secret must be told until you are heard and helped.

Trusted Adult: Someone who will listen and get you the help you need.



11th Grade Supplementary Activity

It's Okay to Tell



“Sometimes things happen and we don’t know what to do and we don’t know how to get help. It is important to know who you can go to when you or someone you know needs help. Think about the adults in your life who will listen and help you. It may be a parent, a teacher, a coach, or a friend’s mom. Think about three or four adults who could help you.”

“One of the ways abusers manipulate victims is through secrets. The abuse continues because it is kept a secret. So, it is important to understand the difference between safe and unsafe secrets. An unsafe secret is one that you are told never to tell. It may involve threats or fear of getting in trouble, such as an adult giving you gifts and telling you to keep it a secret – or being touched in a way that makes you uncomfortable and being told not to tell. Unsafe secrets make you feel worried, scared, nervous, or uncomfortable. It is important to tell the unsafe secret until you are heard and helped.”

“Sometimes we think we have reached an age where we just need to handle things on our own. However, in unsafe situations like abuse, you need to confide in an adult who can help you. This could be one of your trusted adults or it could be an official such as a school resource officer or someone at the abuse hotline. This is a problem that you just can’t fix on your own. Knowing who you can tell to get help is so important. Let’s write some examples of safe and unsafe secrets, then determine who to tell and how to get help.”

1. Distribute the It’s Okay to Tell Worksheet
2. Have students work with a partner or in small groups.
 - a. Have each group write a scenario of a safe secret and an unsafe secret.
 - b. For the unsafe secrets, students should give examples of who they can tell.
 - c. They will list why they need to seek help from a trusted adult or official.
 - d. Students will explain what to do if the first person they tell does not help.

Teacher Tip:

Remind students of the importance of continuing to tell until they are heard and helped.



12TH GRADE

Teacher Tip:

Students need to be reminded that even when they are “adults” or living on their own, they may need to seek help for an unsafe or abusive situation. They need to know who they can turn to be heard and help. They have the right to be safe.



12th Grade Supplementary Activity

It's Never Too Late to Tell



“As seniors, many of you have plans for what you want to do after high school. Let’s talk about what you think you will be doing next year and how that affects your personal safety. It is important to remember that everyone has the right to be safe. If something happens, you always have the right to tell someone and to get the help you need, no matter how old you are. It’s never too late to tell if you or someone you know is a victim of abuse.”

1. Use the Guiding Discussion Questions to lead the classroom discussion on independence, personal safety, and telling when help is needed.
2. Remind students that it is never too late to tell someone if they are in an unsafe situation or being abused.

Guiding Discussion Questions

- What are your plans for next year?
Examples: college, working, moving away from home
- Where do you think you will be living?
Examples: college dorm, apartment, at home
- Who do you think you will be living with?
Examples: friends, roommate, family
- How could this independence put your personal safety at risk?
- How can you protect yourself when you are more independent?

Teacher Tip:

During the senior year, there is so much emphasis on what comes next that past trauma may be overlooked. Be aware of insecurities or other red flags that may have made students vulnerable.

SAFER, SMARTER TEENS

LESSON 3

The Problem of Sexual Abuse

STUDENT MATERIALS

- **Safe or Unsafe Secret**
- **It's Okay to Tell**

For more information, visit SaferSmarterTeens.org
or LaurensKids.org.

LESSON 3

The Problem of Sexual Abuse

Safe or Unsafe Secret

Directions: Read each situation and determine if it is a safe or unsafe secret. Then discuss and answer the questions with a partner or small group.

1. Your Lacrosse coach offers to give you extra lessons on weekends. He tells you not to tell anyone because he doesn't have time to give extra lessons to everyone on the team.
 - Is the secret safe or unsafe?
 - How did you determine if it was safe or unsafe?
 - If it was an unsafe secret – what are possible consequences of keeping that secret?
 - Who could be told about the unsafe secret?
2. Your teacher is planning to give everyone a homework pass next week. She asks you to keep it a secret.
 - Is the secret safe or unsafe?
 - How did you determine if it was safe or unsafe?
 - If it was an unsafe secret – what are possible consequences of keeping that secret?
 - Who could be told about the unsafe secret?
3. You overhear someone at lunch talking about her neighbor coming over when her parents are at work. He helped with her homework and actually wrote one her papers for English. Then he started asking her to sit next to him on the couch and watch movies. He told her not to tell her parents because if she did, he would tell them she cheated on her English essay and she would be punished.
 - Is the secret safe or unsafe?
 - How did you determine if it was safe or unsafe?
 - If it was an unsafe secret – what are possible consequences of keeping that secret?
 - Who could be told about the unsafe secret?
4. Your friend tells you that her cousin came home from college and is staying at her house for a few weeks. He always tickles her and then touches her in places that make her feel uncomfortable, then hugs her and tell her that this was their special secret.
 - Is the secret safe or unsafe?
 - How did you determine if it was safe or unsafe?
 - If it was an unsafe secret – what are possible consequences of keeping that secret?
 - Who could be told about the unsafe secret?
5. Your little brother is getting a new football for his birthday. You mom asks to hide it in your closet.
 - Is the secret safe or unsafe?
 - How did you determine if it was safe or unsafe?
 - If it was an unsafe secret – what are possible consequences of keeping that secret?
 - Who could be told about the unsafe secret?

LESSON 3

The Problem of Sexual Abuse

It's Okay to Tell

Directions: Working with a partner or in a small group, write your answer in each section.

Example of a safe secret:

Example of an unsafe secret:

Who can you tell about the unsafe secret?

Why do you need to get help?

What can you do if the first person you tell does not help?

SAFER, SMARTER TEENS

Lesson 4

DATING VIOLENCE AND HARASSMENT

Lesson 4

DATING VIOLENCE AND HARASSMENT

CURRENT ACTIVITIES:

How Do You Use Social Media?
Harassment at School
Flirting or Harassment
Harassment Chart
How to Confront Harassment
Individual Bill of Rights



9TH GRADE

Teacher Tip:

Being accepted by peers is of paramount importance at this age. This desire to be accepted can limit students' individuality. The desire to fit in can make students vulnerable to being manipulated and victimized. Help students embrace their uniqueness and learn to stand up for themselves.



9th Grade Supplementary Activity

Don't Follow the Leader



"To help determine if a situation is safe or unsafe, we can use Think, Feel, Act (TFA). This is a way to stop and evaluate a situation. First you take a look and THINK about the situation, then you consider how that situation makes you FEEL, and finally you determine how you will ACT or what you will do. Choosing what to do can be influenced by others. For many students your age, being accepted by others is really important, and it can be difficult to do what you think is right when it goes against what other kids are doing. Let's discuss each situation using Think, Feel, Act and the importance of making your own decisions."

1. Distribute the Don't Follow the Leader worksheet.
2. Have students read each scenario and write down what they think, how they feel, and how they would act.
3. When students have completed the worksheet, have them share their answers.
4. Discuss with students how peer pressure can make it difficult to do what they think is right and the importance of standing up for what you believe is right.

10

10TH GRADE

Teacher Tip:

At this age students look to older peers as they plan for their future. They may begin to question plans, like if they want to go to college or get a job. The ideas of older peers are often held in high esteem. Students must understand the difference between healthy admiration and manipulation.

Additional Terms

Admiration is liking, approving, or appreciating someone or something.

Manipulation is handling and controlling something or someone. It is exerting influence to control the behavior or emotions of others for one's own purposes.



10th Grade Supplementary Activity

Admiration or Manipulation

1. Discuss the definition of Admiration

Admiration is liking, approving, or appreciating someone or something. When you admire someone, you look up to them and may want to be like them. You often share the same beliefs and values. Therefore, you may strive to be like that person.

2. Discuss the definition of Manipulation

Manipulation is handling and controlling something or someone. It is exerting influence to control the behavior or emotions of others for one's own purposes. When you are manipulated by someone you may be influenced to do something you do not want to do or not to do something you want to do.

3. Discuss the how both admiration and manipulation can influence our behavior.
4. Discuss the importance of understanding the difference between admiration and manipulation to help keep from being controlled by someone else.
5. Have students create a written reflection using the following prompt:
Writing Prompt: Who do I admire and why?



11TH GRADE

Teacher Tip:

It is common for students to believe that they know everything they need to know. They often believe parents are clueless. They may consider interactions with teachers as practice or training for how to interact with adults they will encounter in the future, such as employers. It is important for students to balance appropriate social interaction skills with the need to stand up for themselves in unsafe situations.



11th Grade Supplementary Activity

It's Okay to Tell



“During the first lesson we learned about communication skills. It is very important to express yourself in a positive and productive manner. We learned about assertive communication; when you stand up for yourself and state your thoughts, feelings, and opinions while being considerate of the feelings of others and not violating their rights.”

“Using the Flirting or Harassment activity we are going to review the situations that you considered harassment and practice using assertive communication to respond.”

“For example, if Kevin licked his lips, winked, and said 'Hey girl, you wanna get some of this?’”

“How could Tonya use assertive communication to respond to Kevin?”

1. Have students share their ideas of what Tonya could say.
2. Have students work with partners or in small groups to generate ideas of how to respond using assertive communication to the examples of harassment.
3. Have groups share their answers by demonstrating assertive communication.

Examples of harassment from the Flirting or Harassment worksheet:

- Jessica – “Hey Marcus, why don’t you get over here and show me some lovin’?”
- Jeremy comes up behind Sarah and puts his arms around her waist, squeezes her, and rubs his hands over her stomach. Sarah pulls away and looks angry.
- Thomas – “Oh, hey, Krista, do you think you’re better than me?”
- Between classes, Tony corners Christina and hugs her. He then touches her inappropriately. When she pulls away, he grabs her again. Christina yells and runs away.



12TH GRADE

Teacher Tip:

As students prepare for their lives after high school, they will face many new challenges. A student may have felt confident and comfortable in his/her high school world. However, that confidence may not transfer into their college world, military life, or world of work. Remind students of their right to personal safety in all situations.



12th Grade Supplementary Activity

How to Protect Yourself in New Situations



“Many of you have been thinking about what you will be doing after graduation. Some of you have very definite plans and others are still figuring out what you want to do. For this activity we are going to think about your life in one year, two years, and five years. You don’t know exactly what you will be doing or who you will be with, so I want you to use your imagination. Think about what you want to do and what you may realistically be doing.”

1. Distribute the How to Protect Yourself in New Situations worksheet.
2. Have students think about their future: one year from now, two years from now, and five years from now.
3. Have students answer each question for one year, two years, and five years in the future.
 - What are you doing?
 - Where are you living?
 - Who are you with?
 - Do you feel as confident as you do now?
 - What do you think influences your confidence?
 - Who could you turn to if you needed help?
4. Have students share their thoughts about differences in their confidence level now and at each time period.
5. Have students share what influences these differences.

SAFER, SMARTER TEENS

Lesson 4

Dating Violence and Harassment

STUDENT MATERIALS

- **Don't Follow the Leader**
- **How to Protect Yourself in New Situations**

For more information, visit SaferSmarterTeens.org
or LaurensKids.org.

Lesson 4

Dating Violence and Harassment

Don't Follow the Leader

Directions: Read each scenario and write down what you think, how you feel, and how you would act.

1. You are sitting with your friends at lunch. When someone walks by your table, your friends start making loud and rude comments about the other student's appearance or what they are wearing. Then everyone at the table starts laughing.

What do you THINK? _____

How does it make you FEEL? _____

How do you ACT? _____

2. You notice that your friend's former girlfriend posted online that he was a cry-baby after they broke up. A lot of kids from school posted negative comments about your friend. The next day at school someone asked you what you were going to post about it.

What do you THINK? _____

How does it make you FEEL? _____

How do you ACT? _____

3. You have been friends with your "best friend" since 2nd grade. You always meet by the gym and walk to first period. Today your friend is standing with some older students. One of them is vaping and wants you to try it. Your friend looks at you with concern and subtly shakes her head as if to say "no".

What do you THINK? _____

How does it make you FEEL? _____

How do you ACT? _____

Lesson 4

Dating Violence and Harassment

How to Protect Yourself in New Situations

Directions: Think about your future: one year from now, two years from now, and five years from now. Answer each question for one year, two years, and five years in the future.

	One Year	Two Years	Five Years
What are you doing?			
Where are you living?			
Who are you with?			
Do you feel more or less confident than you do now?			
What do you think influences your confidence?			
Who can you turn to for help?			

SAFER, SMARTER TEENS

Lesson 5

ADVOCACY IN ACTION

SAFER, SMARTER TEENS

Lesson 5

ADVOCACY IN ACTION

CURRENT ACTIVITIES:

Safety P.L.A.N.
Advocacy in Action
Personal Bill of Rights



9TH GRADE

Teacher Tip:

This is the age when students seek help and support from peers. Parents and other adults are often secondary to peers. Students must be cognizant of friends that are in need of help.



9th Grade Supplementary Activity

Lean on Me



“Friends are very important. In many situations, you may go to your friends if you want to talk or if you have a problem. Being there for your friends when they need help is important. Let’s talk about how friends can help keep each other safe.”

Guiding Discussion Questions

- Why do you think you might be more likely to talk to a friend when you have a problem?
 - If you have a problem, what are you hoping your friend can do for you?
 - When a friend shares a problem with you, how does it make you feel?
 - When is it important to advocate for your friend and tell an adult?
1. Distribute the Lean on Me worksheet.
 2. Have students work with a partner or in small groups to complete the worksheet.
 3. When the worksheet is completed have students share their answers.



10TH GRADE

Teacher Tip:

Students are developing social and emotional maturity. They want to be independent, however they often lack confidence in their skills. Developing a plan and following through to completion will help students build skills and increase confidence.



10th Grade Supplementary Activity

Planning for Safety



“Having confidence in yourself is an important part of personal safety. We often feel more confident when we have plans and we know what to expect. You created a Safety P.L.A.N. Let’s talk about how plans can help keep you and others safe.”

Guiding Discussion Questions

- Why is it important to have plans?
 - How can having a plan help you?
 - When there is a problem, how does having a plan help keep you and others safe?
 - How can plans give you more confidence?
 - How can you handle situations when your original plans need to change?
1. Distribute the Planning for Safety Scenarios.
 2. Have students read each scenario and create a plan to deal with the situation.
 3. When students have completed the worksheet, have them share their plans.
 4. Have students discuss how they felt and what influenced their confidence level.

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11TH GRADE

Teacher Tip:

Students should now have an understanding of the importance of setting goals. At this age, students often believe that they have the means to accomplish those goals. Many of the goals they set can be achieved with good choices and hard work. However, they may also set lofty goals that are unattainable. Help students to channel their grandiose ideas into manageable plans to advocate for positive change.

Additional Terms

Goal: A desired result or achievement.

Goal Setting: The process of determining something you desire to accomplish with measurable steps and a specific timeframe.



11th Grade Supplementary Activity

Advocacy Plan Review

TL “Goals are very important. A goal is a desired result or achievement. When you set goals, you should determine the specific steps you need to take to achieve those goals. While goals are important, it is also important for goals to be realistic and attainable. Understand that as you grow and change, your goals may, too.”

“Goals should be specific, include the steps needed to achieve the goal, have a timeframe to complete the goal, and be realistic or attainable.”

Guiding Discussion Questions

- Why are goals important?
- What are some goals that you’ve set for yourself?
- What is wrong with setting this goal? "I will write a 20-page research paper on Saturday between 1:00 pm and 5:30pm."
(This goal is specific and has a time frame, however, it is not realistic to complete the research and write a 20-page paper in 4.5 hours.)
- What is wrong with setting this goal? "I will play in the next World Cup soccer match. I will start by practicing kicking the ball in the net for 30 minutes once a week."

(This goal is specific and has a timeframe, however, the steps will not lead to the desired goal. Practicing kicking a soccer ball for 30 minutes per week will not make you a World Cup-level athlete.)

1. Have students review the advocacy plans they previously completed.
2. Working individually or in small groups, have students consider the goal of their plan.
 - What are at least three steps needed to achieve the goal of the advocacy plan?
 - What is the timeframe to complete the goal?
 - Is the plan realistic?
 - If the plan is unrealistic, what revisions can be made to make it more attainable?
3. Have students share the revisions to their plans.



12TH GRADE

Teacher Tip:

As students prepare for the next step in their lives, they will experience a variety of emotions: excitement, fear, anxiety, loss of control. Help students identify their individual strengths that will help them maintain their personal safety and advocate for the safety of others.



12th Grade Supplementary Activity

Find Your Strengths



“It is important to set goals. Goals are a desired result or achievement. When we set goals, we determine the specific steps we need to take to achieve those goals.”

Guiding Discussion Questions

- Why are goals important?
- How is setting goals helpful?
- What are some examples of goals that you set?



“We have been talking about advocacy. You will continue to be an advocate when you leave high school. You may advocate for your rights and the rights of others. You may have a specific cause for which you advocate, such as saving sea turtles or school safety. To help you with your future advocacy, we are going to look at your current strengths and what skills you need to develop.”

1. Distribute the Setting Goals for Safety worksheet.

2. Have students think about their own personal safety and the safety of others.
3. Have students determine three goals that will promote safety.
4. For each goal have students determine the skills they currently have to achieve the goal, what skills they need to develop to achieve the goal, and who can help them achieve the goal.
5. Discuss at least one goal with students and possible answers to the questions.

Example 1:

- The goal: I will use positive communication skills to express the importance of standing up for my rights.
- What skills I have to achieve this goal: I know how to communicate assertively, I am confident standing up for myself with people I know.
- What additional skills I need to achieve this goal: I need to become more comfortable standing up for myself with people I do not know, and in situations that intimidate me.
- People who can help me achieve this goal: My friends, my mom, my teacher, my coach

Example 2:

- The goal: At college I want to start an organization to work with new students on personal safety on campus.
- What skills do I have to achieve this goal: I am organized and I can develop a step-by-step plan. I can get people I know well to help me out.
- What skills do I need to develop to achieve this goal: I need to learn to contact school officials for help. I need to gain confidence talking to people I don't know well and asking them for help.
- People who can help me achieve this goal: School administration, student government, office of campus life

SAFER, SMARTER TEENS

Lesson 5

Advocacy in Action
STUDENT MATERIALS

- **Lean on Me**
- **Planning for Safety Scenarios**
- **Setting Goals for Safety**

For more information, visit SaferSmarterTeens.org
or LaurensKids.org.

Lesson 5

Advocacy in Action

Lean on Me

Directions: Working with a partner or in a small group answer each of the questions.

1. How do you support your friends or classmates?

2. How do others support you?

3. If a friend or someone you know was in an unhealthy relationship? How could you support them?

4. If a friend or someone you know was in an abusive situation? How could you support them?

Lesson 5

Advocacy in Action

Planning for Safety Scenarios

Directions: Read each scenario and answer the questions that follow.

1. You have a P.L.A.N. to go get frozen yogurt with a friend. Her older sister agrees to drive you to the frozen yogurt shop. On the way she tells you she is going to drop you and your friend off at the mall instead because she is going to hang out with friend.

What is your plan for handling this situation? _____

How confident do you feel about this plan? _____

What increases your confidence? _____

What decreases your confidence? _____

2. You have a P.L.A.N. to spend the weekend at your friend's house. When you get there he tells you that his mom had to leave town to take care of her sick mother. She left \$20 to order pizza for dinner.

What is your plan for handling this situation? _____

How confident do you feel about this plan? _____

What increases your confidence? _____

What decreases your confidence? _____

3. You are meeting a friend at the park and then walking to the movie theater together. When you get to the park he is not there. You try calling, but it goes straight to voicemail and he is not answering your texts.

What is your plan for handling this situation? _____

How confident do you feel about this plan? _____

What increases your confidence? _____

What decreases your confidence? _____

Lesson 5

Advocacy in Action

Setting Goals for Safety

Directions: Write three safety goals. For each goal determine what skills you currently have to help you achieve the goal, what skills you need to develop to achieve the goal, and who can help you achieve the goal.

Goal #1: _____

What skills do I have to achieve this goal? _____

What skills do I need to develop to achieve this goal? _____

Who can help me achieve this goal? _____

Goal #2: _____

What skills do I have to achieve this goal? _____

What skills do I need to develop to achieve this goal? _____

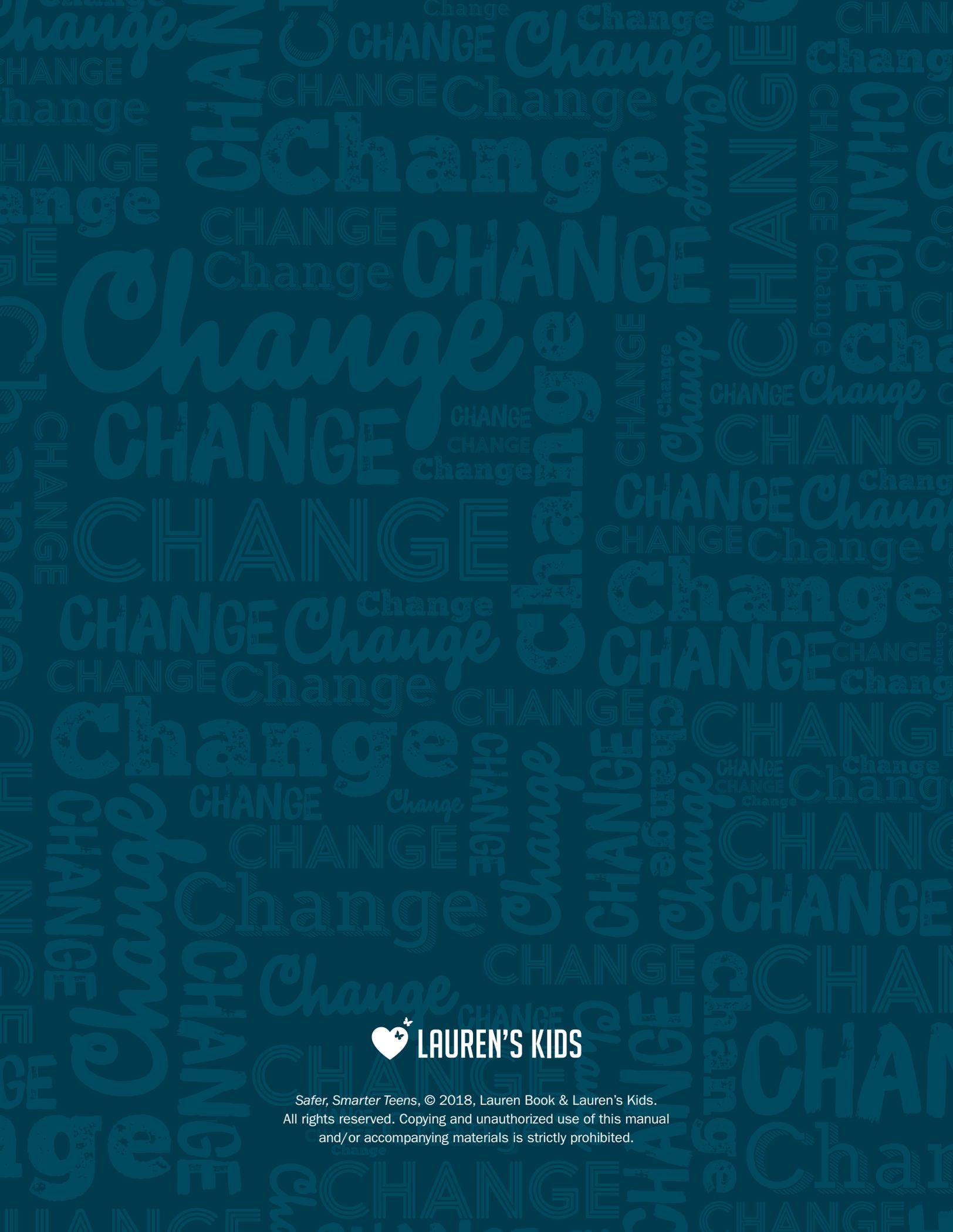
Who can help me achieve this goal? _____

Goal #3: _____

What skills do I have to achieve this goal? _____

What skills do I need to develop to achieve this goal? _____

Who can help me achieve this goal? _____



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