

**SAFER, SMARTER TEENS**

# **PERSONAL POWER**

**DIFFERENTIATION GUIDE**



**SAFER, SMARTER TEENS**

# LESSON 1

**SELF-ESTEEM & PERSONAL POWER**

# LESSON 1

## SELF-ESTEEM & PERSONAL POWER



### SPOTLIGHT

We all have personal power to recognize and say “no” to unsafe situations and to set our body boundaries. How we view ourselves influences how we build and use our personal power.

### CURRENT ACTIVITIES

- Close-up
  - Self-Esteem Worksheet
- Take Action Activities
  - Design a T-Shirt
  - Design a Campaign Flyer
  - Write a Resume



### 6TH GRADE

#### *Teacher Tip:*

Self-esteem can be very fragile at this age. Concerns about how they are viewed by others can impact self-esteem. Students often feel that all eyes are on them creating a sense of insecurity. Students may become very self-conscious of their appearance. It is important to help students see their accomplishments and appreciate their positive qualities

### Guiding Questions

1. Think about the Self-Esteem inventory and the positive qualities you identified.
  - a. What are some ideas about how to build self-esteem?
  - b. What would help students your age feel more confident?
2. Consider the connection between self-esteem and personal power. Compare and contrast how self-esteem impacts personal power.
3. How does self-esteem connect to use of personal power to protect yourself from unsafe situations?

## Additions to Key Vocabulary

**Good Character:** Having positive behaviors and admirable qualities such as empathy, honesty, responsibility, and courage

**Resiliency:** The ability to bounce back and overcome difficult situations

## 6th Grade Supplementary Activities

### Practicing Good Character

- Discuss the meaning of Good Character. Have the class develop a definition of good character.
- Review your Take Action Activity (T-Shirt Design, Campaign Flyer, or Resume)
- Think about the personal qualities that you identified
- Consider how those personal qualities can be used to demonstrate good character
- Create another T-Shirt, Campaign Flyer, or Resume to highlight your good character.

### Resiliency

- Discuss the meaning of Resilience. Review how Lauren was resilient and able to overcome her abuse to thrive and become an advocate.
- Review your Take Action Activity (T-Shirt Design, Campaign Flyer, or Resume)
- Think about the personal qualities that you identified
- Consider how those personal qualities will help you to be resilient if you face a difficult situation.
- Create a #Hashtag about your resilient qualities
  - Examples:
  - #kindnessmatters
  - #smilesformiles



## 7TH GRADE

### Teacher Tip:

Peers are very important at this age. Friends can provide encouragement and support which will influence self-esteem. Individual accomplishments and positive qualities should be recognized to help reinforce positive self-esteem.

## Guiding Questions

1. Think about the Self-Esteem inventory and the positive qualities you identified.

- a. What are some examples of events or activities that contribute to developing a positive self-esteem?
- b. How do family and friend's interactions contribute to self-esteem?
2. Consider the connection between self-esteem and setting and achieving personal goals.
  - a. Compare and contrast how self-esteem impacts personal goals.
3. Why is it important to set goals to maintain your personal safety?

### Additions to Key Vocabulary

**Goal:** a desired result or achievement

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

### 7th Grade Supplementary Activity

#### Practicing Goal Setting

- Discuss goals and setting goals
- Review the difference between short-term and long-term goals
- Have students identify one or two personal short-term and long-term goals
- Review your Take Action Activity (T-Shirt Design, Campaign Flyer, or Resume)
- Think about the personal qualities that were identified
- Consider how those personal qualities can be used to help achieve personal goals
- Create another T-Shirt, Campaign Flyer, or Resume to highlight your goals.



### 8TH GRADE

#### *Teacher Tip:*

Peers are gaining more importance in the lives of teens. As they seek independence from their parents, peers have greater influence on behaviors and attitudes. Student may be very hard on themselves, expecting everything to be perfect. Help students to recognize their positive qualities, while also accepting that they do not have to be perfect.

### Guiding Questions

1. Think about the Self-Esteem inventory and the positive qualities you identified.
  - a. Consider events, activities, and people that influence the development of self-esteem. What helps to build or destroy self-esteem?
  - b. Discuss social media. How can social media impact self-esteem?
  - c. How can the impact of social media on self-esteem be controlled?
2. Discuss being responsible for choices and the resulting consequences.

- a. How can your choices impact yourselves and others?
  - b. Why is it important to consider the consequences of your choices?
  - c. How are your choices connected to your self-esteem?
3. Why is it important to consider choices and consequences to maintain personal safety?

### Additions to Key Vocabulary

**Social Media:** Online social communication networks to share information, thoughts, and ideas

**Responsibility:** Being accountable, taking control to do the right thing

**Consequences:** The results or effects of choices and actions

### 8th Grade Supplementary Activity

#### Practicing Responsibility

- Discuss the connection between choices, consequences, and responsibility. Remind students that as they mature they must take responsibility for their choices and the resulting consequences.
- Have students identify one or two choices that resulted in positive consequences.
- Review your Take Action Activity (T-Shirt Design, Campaign Flyer, or Resume)
- Think about the personal qualities that were identified
- Consider how those personal qualities can be used to make good choices with positive consequences.
- Create another T-Shirt, Campaign Flyer, or Resume to highlight your positive choices.



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# LESSON 2

**FITTING IN & ACCEPTANCE**

# LESSON 2

## FITTING IN & ACCEPTANCE



### SPOTLIGHT

Safe relationships have an appropriate balance of power. We can use the Think, Feel, Act (TFA) rule and look for red flags to help us determine whether a relationship is safe or unsafe.

### CURRENT ACTIVITIES

- Close-up Activity – Using TFA Worksheet
  - A group of students ask you to join them at their lunch table, but only if you tell the friends you normally sit with that they are not allowed to join.
  - Your boyfriend/girlfriend want to walk with his/her arm around you, and that makes you feel uncomfortable.
- Take Action: Scenario Cards
  - Making fun of a girl's dress
  - Not being invited to a party
  - Jealous boy grabs girl's arm and yells at her
  - Asks to copy homework
  - Party with parents out of town
  - Posts break-up on social media



### 6TH GRADE

#### *Teacher Tip:*

It is important at this age to help students as they navigate moving from elementary school into the middle school years. At this age, students begin to gain more independence from family, therefore peer relationships are very important. Friendships become stronger and more complex. Peer pressure increases and there is a greater desire to “fit in”. Students are developing a sense of right and wrong, as well as learning to take responsibility for their actions.

### Guiding Questions

1. Friendships can be very important.
  - a. What are the qualities that make a good friend?
  - b. What qualities help to maintain a healthy balance of power in the friendship?
2. Think about your own friendships or friendships you have observed.
  - a. How do students your age feel pressure to “fit in”?
  - b. Are there times that a friendship may test or challenge what you think is right or wrong?
  - c. How can you maintain both your personal ideas of right and wrong and your friendships?
3. How do friends influence each other?
  - a. Consider the difference between standing up for yourself versus giving in. What makes it difficult to stand up to friends or peers?
  - b. How can using your guiding voice help you stand up to others?

### 6th Grade Supplementary Activity

#### Practice using your Guiding Voice

- Review the definition of guiding voice
- Have students discuss why their guiding voice is important. Help students make the connection between their guiding voice and their understanding of right and wrong and safe and unsafe
- Have students work in pairs or small groups to write a scenario that illustrates trying to “fit in” or be accepted and how to use your guiding voice to make decisions.
- Have the students role play their scenario.
- Have the class discuss the importance of using your guiding voice when you face difficult or uncomfortable situations.



### 7TH GRADE

#### **Teacher Tip:**

Students at this age experience many changes physically, emotionally, and socially. These changes often create feelings of uncertainty and concern about how others view these changes. At this developmental stage, students have very high expectations, however, they lack confidence and often face disappointment when they fall short of their expectations. Their personalities and areas of interest are becoming more defined. Peer pressure increases and sense of right and wrong is tested. While parents and family are still important, students seek to increase independence, therefore friendships and acceptance become more important.

### Guiding Questions

1. Discuss the importance of friendships.
  - a. Why is having a balance of power in a friendship important?
  - b. Why can it be difficult to say “no” to friends?
2. How can friends help you when you face difficult situations?
  - a. How can you help a friend who was not invited to a party?
  - b. How can you help a friend who was teased about his/her clothes?
  - c. How can you help a friend who was disappointed about a test grade?
3. Now that you have considered how you would support a friend, think about how you would react if each situation involved another student in your class or a new student to your school.
  - a. How can you help a classmate who was not invited to a party?
  - b. How can you help a classmate who was teased about his/her clothes?
  - c. How can you help a classmate who is upset about a test grade?

### Addition to Key Vocabulary

**Compromise:** To settle a difference by reaching an agreement that requires all sides to make some concessions.

### 7th Grade Supplementary Activity

**Review the definition of assertiveness:** Using your personal power to be confident and stand up for yourself and others while being considerate of others and not violating their rights.

**Review the definition of compromise:** To settle a difference by reaching an agreement that requires all sides to make some concessions.

With a partner or in small groups, consider how you can use assertiveness and compromise in each situation:

1. One of your friends is not invited to a pool party.
2. You are going to the movies with a group of friends. One of your friends does not like scary movies. Everyone wants to see the new horror movie.
3. You meet some friends at the mall food court. You see a new girl from school walk by. Your friends turn around and giggle so she won't see them. You think it would be nice to invite her join your group.
4. You are at the park with friends. Some want to play basketball and others want to play soccer. They begin to argue and start insulting each other.

# 8

## 8TH GRADE

### **Teacher Tip:**

At this age students are developing a stronger sense of right and wrong. They are better able to express their feelings. Their ability for complex thought is increasing. They are also developing greater concern for personal appearance. In turn, there may be issues with body image. Students this age may be concerned with the clothes they wear, the products they use, and the image they portray in order to fit in with their peers.

### **Guiding Questions**

1. Think about what creates an identity. Sometimes people have a unique and individual identity. Sometimes people create an identity that goes along with a group. Discuss things that contribute to an identity, such as:
  - a. Clothes
  - b. Electronics
  - c. Physical Attributes, such as hair style
  - d. Activities
2. Sometimes we define ourselves by our group of friends. However, there may be pressure to fit in with that group. This can create problems when the groups actions and beliefs conflict with your personal identity. Consider Think, Feel, Act. How would you handle pressure from your friends in the following situations?
  - a. You are expected to tell a new student that he or she cannot hang out with you this weekend.
  - b. When you walk down the hall with your friends they often push or bump shoulders with students, if the other students say anything, your friends get in his or her face and make threatening remarks.
  - c. Your friends find out your parents are going out of town. They tell you that they want to come over and have a party.
  - d. Each morning before school you meet your friends. Recently, they started talking about other students as they walk by and making rude comments loud enough for the students to hear.

### **Addition to Key Vocabulary**

**Identity:** The features or qualities that distinguish and identify a person

### **8th Grade Supplementary Activity**

Review each scenario from the Take Action Activity. Answer the following questions.

**Scenario 1**

If you were Student #3 and someone made fun of your dress:

- What would you want someone to say to support you?
- What would you want someone to do to support you?

**Scenario 2**

If you were Student #4 or #5 and hear that you are not invited to a party:

- What would you want someone to say to support you?
- What would you want someone to do to support you?

**Scenario 3**

If you were Student #1 and someone grabbed you and started yelling

- What would you want someone to say to support you?
- What would you want someone to do to support you?

**Scenario 4**

If you were Student # 1 or #2 and someone wanted to copy your homework

- What would you want someone to say to support you?
- What would you want someone to do to support you?

**Scenario 5**

If you were Student #5 and your friends wanted you to go to a party

- What would you want someone to say to support you?
- What would you want someone to do to support you?

**Scenario 6**

If you were student #2 and someone posted your breakup online

- What would you want someone to say to support you?
- What would you want someone to do to support you?

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# **LESSON 3**

**GROOMING & BOUNDARIES**

# LESSON 3

## GROOMING & BOUNDARIES



### SPOTLIGHT

Grooming behaviors are the steps an abuser takes to win the trust of kids and their families over time to set the stage for sexual abuse. Expensive gifts, special treatment, testing boundaries, checking reactions, isolation, unsafe secrets, and unsafe touches are red flags of grooming.

### CURRENT ACTIVITIES

- Close-up Activity
  - Grooming Concept Map
- Take Action Activity
  - Red Flags Worksheet



### 6TH GRADE

#### **Teacher Tip:**

There are vast variations in the physical, social, and emotional maturity of 6th grade students. It is important to be aware of these differences. At this age, it is common for children to “dare” each other to engage in risk-taking behavior. Students may be willing to test the limits. It is essential that students understand that part of the grooming process includes testing limits. The child’s reaction to boundary violations will determine if the grooming process continues to a more dangerous level.

### Guiding Questions

1. Sometimes friends challenge or “dare” each other.
  - a. Why do you think people dare each other?
  - b. How does being “dared” make you feel?
  - c. Is it easy or difficult to refuse a dare?
  - d. Discuss different types of dares.

- Some dares may seem silly – “I dare you to balance your lunchbox on your head.”
  - Some dares may be dangerous – “I dare you sneak into that vacant house.”
  - Some dares violate body boundaries – “I dare you to hold hands on the way to lunch.”
2. It can be difficult to stand up for yourself when someone is pressuring or daring you. Think about the grooming process. The predator often uses dares or pressure to test the boundaries. How can you stand up for yourself when a groomer is daring you?

### Addition to Key Vocabulary

**Refusal Skills:** A set of skills or techniques to protect yourself by avoiding risky situations or behaviors

### 6th Grade Supplementary Activity

#### Practice Refusal Statements

There are different ways to say NO when you are pressured or dared. The following are some options of what you can say.

1. Simply say “no”
2. Make it a joke
3. Come up with a better idea
4. "I'm not doing that because..."
5. "You are entitled to your opinion and I am entitled to mine"

Example:

You are dared to take the sandwich out of the lunchbox of a friend and throw it away.

1. “No! That’s ridiculous, why would I do that?”
2. “Yeah right, I will become the sandwich bandit! I don’t think so.”
3. “I’m hungry. Let’s just sit down and eat.”
4. “I’m not doing that because it wasn’t funny when you did it last week.”
5. “You may think it is a joke, but I just think it’s a waste of time.”

Consider the options of how to respond to a dare. Practice refusing the following dares.

1. I dare you to eat this spicy pepper.
2. I dare you to jump your bike over that ditch.
3. I dare you to put your arm around him or her during lunch.



## 7TH GRADE

### **Teacher Tip:**

At this age, students may consider themselves quite grown-up, however they often revert to very childish behavior. They may be more likely to test limits by ignoring or breaking rules. This desire to be grown-up and independent may make children vulnerable to predators who convince children not be a “baby” or a “tattle-tale.”

### **Guiding Questions**

1. Discuss why it can be difficult to say “no” to friends or adults.
  - a. How does being teased impact your ability to say “no”, such as, “Come on, this is no big deal, stop acting like a baby” or “Hey, I thought you were cool, I guess you are just a little goodie, goodie.”
2. Think back to lesson one. You identified some of your positive qualities. What qualities help you say “no”.
3. Review the meaning of self-confidence. How does self-confidence help you say “no”?
4. How do personal power and self-confidence keep you safe from grooming tactics?

### **Addition to Key Vocabulary**

**Self-confidence:** Having trust and certainty in your own abilities and decisions

### **7th Grade Supplementary Activity**

#### **Using Personal Power and Self-Confidence**

There are red flags that signal you of an unsafe situation. Your personal power and self-confidence can help you when there is a red flag. Review your answers to the Take Action – Red Flags Worksheet. Identify how personal power and self-confidence were used.



## 8TH GRADE

### **Teacher Tip:**

At this age, students are seeking more independence. They may be described as moody and overly sensitive. There are frequent concerns that their physical, social and emotional develop differs from peers. They may feel watched or judged, which can lead to insecurities. There are increased interests in romantic relationships. However, these are uncharted waters that they may not know how to navigate.

### **Guiding Questions**

1. Everyone is unique. However, sometimes we worry about what other people think of us.
  - a. How could worrying about what others think make someone susceptible to doing what others want them to do?
  - b. How could worrying about what others think about make someone vulnerable to grooming tactics?
2. You have more independence as you get older. This freedom could put in a vulnerable position.
  - a. How to you keep your personal power in new situations?
  - b. How do you maintain the balance of power in new relationships?

### Addition to Key Vocabulary

**Refusal Skills:** A set of skills or techniques to protect yourself by avoiding risky situations or behaviors

### 8th Grade Supplementary Activity

#### Practice Refusal Skills

You have learned to identify red flags. You have also practiced Think, Feel, Act. Review each situation. Use TFA to refuse the risky situation.

1. Your coach has been asking you to stay after practice for some extra help and offers to drive you home.
  - What do you think?
  - How do you feel?
  - What action do you take to refuse your coach?
2. Your adult neighbor has been inviting you over to play his new gaming system. He tells you to keep it a secret so the other kids in the neighborhood won't get jealous.
  - What do you think?
  - How do you feel?
  - What action do you take to refuse your neighbor?
3. An adult friend of your mother often comes over when your mother is at work. He offers to help you with homework. He tells you tomorrow he wants you to come over to his apartment after school since he has a better computer to use for your science project. He tells you that you will be home before your mother gets back, so there is no need to tell her.
  - What do you think?
  - How do you feel?
  - What action do you take to refuse your mothers friend?



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# LESSON 4

**A.C.T. - ABUSE, DISCLOSURE, AND GETTING HELP**

# LESSON 4

## A.C.T. - ABUSE, DISCLOSURE, AND GETTING HELP



### SPOTLIGHT

Grooming behaviors may escalate to include experiences that are inappropriate, such as offering beer to a teen. Confiding in a friend or a friend asking directly are beneficial steps to stopping the abuse until the next step of telling an adult until they are heard and helped is followed.

### CURRENT ACTIVITIES

- Close-up Activity
  - Storyboard Plan Worksheet
- Take Action Activity
  - ACT – Ask, Care Tell



### 6TH GRADE

#### *Teacher Tip:*

At this age, it is common for students to believe that their experiences, feelings, and emotions are so unique that no one else has experienced them or will understand them. This may result in reluctance to share personal information with others. Therefore, it is essential to inform students of the importance of looking for red flags, using A.C.T. when they observe potential red flags with friends, disclosure, and the necessity of seeking adult help.

### Guiding Questions

1. There may be times when you feel that no one will understand what you are going through. Even if you think they may not understand you need to let someone know when you are in an unsafe or uncomfortable situation. Discuss each situation and determine why it is important tell someone.
  - a. Feeling – Worried  
Situation – Spending the weekend at Aunt Nancy’s house. Cousin often sits too close and tries to cuddle.  
Why is it important to tell?  
Who can you tell?
  - b. Feeling – Sad  
Situation – Failing a math test and needing a tutor. A friend’s brother offers to tutor only when no one else is home.  
Why is it important to tell?  
Who can you tell?
  - c. Feeling – Confused  
Situation – Invited to a party by a neighbor at the park, however, no other kids are there, just the adult neighbor.  
Why is it important to tell?  
Who can you tell?



### 7TH GRADE

#### **Teacher Tip:**

Students this age look up to older students. They seek the approval of peers and fear peer disapproval. They may struggle with how to make the right choices because of their desire to fit in. Therefore, it is important to help students understand the need to reach out to a friend in need or to seek help when they are in need. While peer support is important, it is essential to seek help from a trusted adult when needed.

### Guiding Questions

1. We have talked about A.C.T. as a way to help a friend. Telling someone and seeking help are the last steps. Discuss how you can use your self-confidence to solve the following problems.
  - a. Your friend begs you not to tell anyone.
  - b. Your friend tells you that he cannot tell you because it will just make things worse.
  - c. Your friend tells you that there is no point in telling anyone because no one can help.

# 8

## 8TH GRADE

### **Teacher Tip:**

Students this age seek privacy. They are more likely to share their thoughts and ideas with friends than with family. They often feel adults cannot possibly understand what they are going through. Therefore, they may be more likely to disclose abuse to a friend. It is essential to stress the importance to seek help from a trusted adult for a friend in need.

### **Guiding Questions**

1. When you need information, advice, or help who are you most likely to ask?
  - a. If you wanted to know a good movie to watch, who would you ask?
  - b. If you wanted to know ideas of songs to download, who would you ask?
  - c. If you wanted to know about a new social media site, who would you ask?
2. When are you more likely to ask a friend versus a parent or other adult?
3. How do you decide who to ask?

### **8th Grade Supplementary Activity**

#### **When to Ask for Help**

Directions: Have students work in pairs or small groups. Read each situation. Determine if an adult should be contacted for help. Create a list of adults who could be contacted for each situation.

1. Your friend is upset that her tennis coach often puts his arm around her to show her how to hit the ball. His touches make her feel uncomfortable.
2. Your friend has started skipping school. When you ask why, he says he has been sick so he stayed home. But you notice lots of bruises and cuts on his face and arms.
3. Your friend asks you to keep a secret that she likes the new student in your science class.
4. You notice your friend has been wearing new clothes and has a new expensive backpack. When you ask about them, your friend says she can't talk about it. When you let her know you are worried she tells you it is no big deal. She has a new adult friend who buys her things but she has to keep it a secret.
5. You go shopping for a birthday present for your mom. While at the mall you see a friend talking to an older man. When you ask your friend about it, she looks away and says she doesn't know what you are talking about.

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# LESSON 5

**ISOLATION: STAYING SAFE IN THE VIRTUAL WORLD**

# LESSON 5

## ISOLATION: STAYING SAFE IN THE VIRTUAL WORLD



### SPOTLIGHT

Because abusers have found their way into our cyber-worlds, we need a plan to keep ourselves safe when we use social media or engage in other online activities. These rules are applicable to situations among peers as well.

### CURRENT ACTIVITIES

- Close-up Activity
  - Cyber P.L.A.N. Worksheet
- Take Action Activities
  - Use TFA with online scenarios
  - Cyber Code of Conduct



### 6TH GRADE

#### *Teacher Tip:*

Children at this age enjoy play. However, the emphasis is shifting from play for fun to play to win. Competition to win is not limited to games, there is also social competition. This can manifest itself as cyber-bullying. Hurting someone else can make the cyber bully feel powerful. Help students understand the importance of safety in the real world and the cyberworld.

### Guiding Questions

1. Discuss the various means of connecting with other people, such as online, phones, social media.
  - a. How does connecting with others using these methods differ from connecting to someone in person?
  - b. What methods give you more or less independence?
  - c. As you gain greater independence what additional responsibilities do you have to maintain your personal safety?

### 6th Grade Supplementary Activity:

#### Where Did You Go?

1. Have students list 10 places they have gone to in the past week.
2. Have them review the list to see if they included both physical locations as well as cyber locations.
3. Have student revise their list to include cyber locations.
4. Discuss physical locations from the students lists.
  - i. Did they get permission from an adult to go to those locations?
  - ii. Where they supervised by an adult at those locations?
5. 5. Discuss the cyber locations from the students lists.
  - i. Did they get permission from an adult to go to those locations?
  - ii. Where they supervised by an adult at those locations?
6. Have students discuss the importance of being cautious in cyber locations just as we are cautious in physical locations.



### 7TH GRADE

#### *Teacher Tip:*

As children seek and gain more independence, they often increase internet use. The internet can serve as a place to create and test out identities. The internet is also a way to access and connect with peers. Peer connections may be positive or negative. Jealousy, lack of empathy, and desire for attention can lead to cyberbullying. The internet is also a way to connect with new people. A lack of judgement and a desire to take risks can make students this age vulnerable to online predators.

#### Guiding Questions

1. Setting goals can be important to establish good personal habits and to maintain personal safety. You may think of setting a goal to exercise daily or to study for a test. It is also important to set goals for online safety, including computer use, texting, and social media.
  - a. What are important elements of a cyber safety goal? (For example: amount of time online, location, information to share or not share)
  - b. What are some examples of goals for cyber safety. (List ideas on the board.)
  - c. Why are goals important?
  - d. Why are goals for cyber safety important?
  - e. How will personal cyber safety goals keep you safe?

### 7th Grade Supplementary Activity:

1. Have students list all the ways they connected with other people during the past week. For example:

Online  
Phone call  
Text messages  
Social Media  
Social apps

2. List approximately how much time was spend on each method.
3. What the purpose of using each method?
4. Consider when personal safety may have been jeopardized.
  - a. What can be done in the future to prevent unsafe situations?
  - b. What can be done to insure personal information is protected?
  - c. What can be done if you have connected with someone that may be unsafe?
  - d. Who can you go to for help if you have connected with someone unsafe?
  - e. Who can you go to if someone you know has connected with someone unsafe?



## 8TH GRADE

### *Teacher Tip:*

**Students are very concerned with appearances and how they are viewed by others. Student may be extremely sensitive to the opinions and comments of others. Lack of self-esteem, desire to be accepted by a group, and feeling rewarded are all factors that can lead to increased use of cyber communication. Students are very tech savvy; however, they often lack adequate judgement to make good decisions about their use of technology.**

### Guiding Questions

1. Why do we have laws?
2. Why do we have rules?
3. Think about the cyberworld. Many of the laws and rules we have in the real world do not exist in the cyber world.
  - a. Do you think there should be laws or rules that restrict how students your age use technology?
  - b. What rules could help protect the safety of students your age?

### 8th Grade Supplementary Activity

#### Real world versus Cyberworld

1. Have students:
  - a. Make a list of some of the people they contacted in the real world during the past week.
  - b. Make a list of some of the people they contacted in the cyberworld during the past week.

- c. Make a list of some of the activities they participated in in the real world during the past week.
  - d. Make a list of some of the activities they participated in in the cyberworld during the past week.
  - e. Make a list of the types of information they shared in the real world during the past week.
  - f. Make a list of the types of information they shared in the cyberworld during the past week.
2. Have students discuss the differences between how they access the real world versus the cyberworld.
  3. Have students discuss why they choose the cyberworld over the real world.
  4. Have students consider safety risks of the cyberworld.



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# LESSON 6

**S.A.F.E.: IT'S OK TO TELL**

# LESSON 6

S.A.F.E.: IT'S OK TO TELL



## SPOTLIGHT

Use your personal power as a power play to protect your body boundaries, and access help by confiding in a peer and telling a trusted adult.

## CURRENT ACTIVITIES

- Close-up Activity
  - S.A.F.E.
- Take Action Activity
  - Carousel Sharing Activity



## 6TH GRADE

### *Teacher Tip:*

Students this age generally consider adults as authority figures. They follow rules out of respect for authority. It is important for students to identify the adult in their life who can be trusted and relied upon for help. Peer relationships and close friendships are becoming more important.

## Guiding Questions

1. If you had a problem with a friend, who would you be most likely to talk to?
2. If you had a problem with school work, who would you be most likely to talk to?
3. If you had someone making fun of you, bullying you, or threatening you, who would you be most likely to talk to?
4. How do you decide who to go to for help?
5. If someone comes to you for help, how do you decide when to get help from an adult?
6. Why is it important to get adult help?

## Addition to Key Vocabulary

**Reflective Listening:** Listening to someone’s statement and responding back to show them you understood what they said

## 6th Grade Supplementary Activity

### Practice Reflective Listening

Directions: Working with a partner, read each statement. Then discuss what is being communicated. Develop a response to reflect what was communicated.

1. “I cannot figure this social studies assignment.”
2. “I just found out that my dad got transferred. I can’t believe I have to move again.”
3. “I don’t want to go to aunt’s house this weekend. Especially now that my cousin is home from college. He always bothers me.”
4. “I can’t go to pool with you this weekend. I don’t want anyone to see the bruises on my arms.”
5. “Can I come over to you house this weekend? I just can’t take another weekend at home alone with my stepdad.”



## 7TH GRADE

### Teacher Tip:

Students seek independence from parents and rely more on friends. Peer acceptance is increasingly important. Developing and maintaining close friendships is important. Concerns about peer rejection may influence willingness to disclose abuse.

## Guiding Questions

1. Think about all of the people in your life: family, friends, teammates, coaches, teachers, etc.
  - a. If you thought you were getting the flu, who would you ask for help?
  - b. If you didn’t understand how to complete the science project, who would you ask for help?
  - c. If you had someone threatening you, who would you ask for help?
  - d. If someone were touching you and making you feel uncomfortable, who would you ask for help?
2. If a friend shared information with you that they were in an unsafe situation:
  - a. When do you go to an adult for help?
  - b. How do you decide what trusted adult to go to for help?
  - c. When should you go to another trusted adult?
3. What do you do if you suspect something unsafe is happening to a friend, who can you turn to for help?

## 7th Grade Supplementary Activity

### Seeking Help

Directions: With a partner, read each statement. Decide if you need to get help from an adult. Determine the adults who could help.

1. Your friend is upset that she failed her math test.
2. You see your friend being pushed by several boys in the hall before school.
3. A student in your social studies class has several bruises on her cheek and upper arm.
4. When talking about weekend plans, your friend tells you that she wishes she didn't have to go to her uncles this weekend because he can be creepy.
5. On the way to gymnastics practice your friend tells you she doesn't want to go because the new coach makes her feel uncomfortable.
6. Your friend left her lunch on the bus.
7. You notice that your friend stops meeting you after school to study. When you invite her over, she tells you that she goes over to her neighbors for tutoring. She tells you that the neighbor has done things and is making her keep it a secret.



## 8TH GRADE

### Teacher Tip:

Friendships and social acceptance are very important. Seeking separation from family, especially parents is common. Teens often find parents embarrassing at this age. They begin to question authority and often test the rules. While developing independence is important, students must maintain understanding that trusted adults can be important to maintain safety.

### Guiding Questions

1. Are there things you tell a friend that you do not want them to tell anyone else?
  - a. Ask for examples of general subjects, such as
    - i. If you like someone
    - ii. If someone texted you
    - iii. Ideas about who to invite to a birthday party
2. Why is it important to keep that information in confidence?
3. If a friend asks you to keep information secret, how do you decide if you should seek help from an adult?
  - a. Your friend is in an unsafe situation
  - b. Your friend is in an unsafe relationship
  - c. Your friend could be in danger
4. What is the difference between breaking someone's trust and seeking needed help?

### 8th Grade Supplementary Activity

Directions: Read each statement and determine if it is an example of Seeking Needed Adult Help or if it is an example of Breaking a Friend's Confidence

	<b>Seeking Needed Adult Help</b>	<b>Breaking A Friend's Confidence</b>
You post on social media that your friend broke up with his girlfriend		
You tell the school resource officer that a group of boys have been threatening your friend at lunch		
You post an unflattering picture of your friends on social media		
You tell the school counselor that you are worried about your friend who confided she is uncomfortable with her soccer coach.		
You tell your mother that your friend is in an unsafe relationship.		
You share a text message from a friend about a new girl he likes.		
You tell your friends mother that her daughter has been seeing a much older boy who is pressuring her to do things she is not ready for.		



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