

Teen Lures™ PREVENTION

SCHOOL PROGRAM

Class Discussion Plans for Grades 7-8

Promoting Healthy Relationships
to Prevent

Bullying/Cyberbullying, Harassment, Dating Violence,
Sexual Abuse & Human Trafficking



Corresponding Class Discussion Plans
for Grades 7-8 to complement the
Student Anchor-led Newscasts





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By Jennifer Wooden Mitchell, Rosemary Wooden Webb and Kenneth Wooden.

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The Team Behind Teen Lures Prevention

National Child Safety Experts Jennifer Mitchell and Rosemary Webb, Co-Presidents of Child Lures, Ltd., have been at the forefront of Primary Prevention efforts for 32 years - preventing abuse before it happens. Their ongoing research and training has led this Team of Sisters to work collaboratively with communities across the country, and indeed the world. They have testified to State Legislatures on the importance of school-based prevention programming, served on the Educational Standards Task Force at the National Center for Missing & Exploited Children in Washington, DC and accepted a Presidential invitation to attend the signing of the PROTECT Act at The White House. Utilizing the power of television, they have worked with over 70 local network television stations, as well as national and international media, to help raise awareness about child sexual abuse and teen sexual assault - and provide prevention strategies to children, teens and families.

Ken Wooden, founder and creator of Child Lures Prevention is an internationally recognized child personal safety expert. As an educator turned investigative reporter, Ken combined his diverse expertise to create the acclaimed Child Lures Prevention Community Plan, which was the sole prevention program featured at the most recent White House Conference on Missing, Exploited and Runaway Children. Ken has testified on children's issues to the United States Congress on thirteen occasions.

Jennifer, Rosemary and Ken were each awarded Emmy Awards as co-producers and Executive Producer of Smart Choices/Safe Kids: A Child Lures Prevention Town Hall Meeting, which was broadcast statewide throughout Illinois. For over thirty years, they have collaborated with educators, law enforcement, child advocates and the news media to bring comprehensive prevention education to communities across the country. They are proud to work with your community to provide primary prevention education.

Visit them on the web at childluresprevention.com and teenluresprevention.com



Dear Program Facilitator,

Thank you for proactively teaching teens about the importance of healthy relationships and its connection to personal safety. When we give teenagers the knowledge and tools to encourage mutual respect and support one another in making healthy choices, we help protect teens from unhealthy relationships. This is vitally important, as teenagers make up the majority of bullying, harassment, dating violence and sexual assault victims, and are increasingly being lured into human trafficking.

It is usually educators who witness first-hand the aftermath of mistreatment, which can include: inability to concentrate, behavioral problems, low self-esteem, poor school performance, eating disorders, anxiety, depression, self-harm, tobacco use, substance abuse, teen pregnancy and suicide.

The innovative *Teen Lures TV Newscast School Program* facilitates peer to peer dialogue about personal safety issues facing teens. The student anchor-led Newscasts give teens a platform to discuss personal boundaries and explore protective choices that lead to healthy relationships. By creating opportunities for interactive discussions about issues like peer pressure, abusive relationships, sexual assault and human trafficking, we can help keep teens healthy and safe.

When teenagers share information, they typically utilize electronic and video means, as well as good old-fashioned word of mouth. Our mission is to ensure the information teens are sharing about their personal safety is accurate and effective. Teens truly can improve their world by promoting healthy relationships, establishing and respecting personal boundaries, and supporting one another in making healthy choices.

These Class Discussions, facilitated by a trained educator, follow each Newscast performance or broadcast and encourage student conversations around Newscast topics. By implementing the *Teen Lures TV Newscast curriculum*, you have put student personal safety first, where it belongs! We thank you.

In Education and Safety,

Jennifer Mitchell & Rosemary Webb
National Child Safety Experts *and* Co-Presidents
Child Lures Prevention/Teen Lures Prevention



Jennifer Wooden Mitchell



Rosemary Wooden Webb



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Introduction

Today's teens face increasingly challenging personal safety issues, and many of these are technology-enabled. No family, school or community is immune to bullying/cyberbullying, harassment, dating violence, sexual abuse and human trafficking.

How pervasive are these issues? The Cyberbullying Research Center (2016 data) documents that 1 in 6 teens aged 12-17 experience cyberbullying. In 2016, the Centers for Disease Control and Prevention reported that in the twelve months prior to Grades 9-12 students being surveyed: one out of every five teens was bullied on school property; 8% of students reported physical dating violence; 9% reported sexual dating violence; 15% seriously considered attempting suicide. Gender and sexually diverse students face 2-4 times increased risk of these violence-related health issues. Nationally, teens account for one third of all sexual assaults.¹

Having students create and analyze media messages that influence them daily helps teens become purveyors of reliable health and safety information. (See Media Literacy, p. 8 & p.11) By participating in the Teen Lures TV Newscast, students can positively influence their peers' beliefs, attitudes, values and behaviors, as related to teen personal safety. By talking openly with teens about what constitutes healthy and respectful family, social and dating relationships, we provide behavioral guidelines and prepare young people to better recognize aggressive and exploitative behaviors.

The *Teen Lures TV Newscast* and corresponding Class Discussions are designed for students in Grades 7-8 and 9-12. Schools provide an ideal environment for reaching every student with positive messages and proven prevention strategies -- **ideally before any mistreatment occurs**. Staffed with mandatory reporters, schools provide a safe environment for teens to obtain help and/or disclose incidents of bullying, sexual violence, self-harm or harm to others. National helplines are provided at the close of each Newscast, on the *Helplines for Teens* student handout on p. 67 and at teenluresprevention.com/links.asp. If not currently available, consider compiling a list of local resources for teens and making it accessible to students via the Newscasts, school bulletin boards, e-newsletters, social media and other methods regularly referenced by

¹ US Dept of Health & Human Services, 2014

Building Mutual Respect: Safe & Healthy Relationships

When teens understand what healthy and respectful social relationships look like, it is easier for them to recognize inappropriate and abusive behaviors. Assuring teens of their right to control what happens to their own bodies gives them the confidence to assert themselves with adults or peers who attempt to mistreat them. Throughout Teen Lures Prevention, students learn characteristics of healthy relationships, practice standing up to mistreatment and identify where and how to obtain help.

Building self-esteem at every opportunity is of vital importance, because teens with self-confidence are less likely to engage in risky behaviors or become victimized. By nurturing their sense of self-worth, we instill in students an expectation to be treated with, and to treat others with, respect and compassion.

Technology, Digital Citizenship and e-Safety

Today's teens have grown up using technology, and the majority of them regularly and safely interact online and electronically with people they don't know. They generally know how to block, ignore, delete, or handle solicitations. However, some teens do misuse technology. For example, most unwanted sexual solicitations received by 10-17 year-olds online are sent from other teens.

Web-enabled technology generates three main threats for teens:

1. **Peer-Exploitation:** Teens are bullied, harassed, stalked and exploited, often by their own friends.
2. **Self-Exploitation:** Teens send/post images of themselves (sexting), have sexual conversations, and/or agree to meet face-to-face. (They may "choose" to do these things, but are often pressured or forced.)
3. **Cyber Predators:** Although the least common threat to teens, cyber predators do exist and have lured vulnerable teens into face-to-face encounters and sexual exploitation.



Digital Citizenship and e-Safety (cont.)

Cyberbullying is the most prevalent e-threat to teenagers today. A 2016 Cyberbullying Research Center study indicates that one in six teens aged 12-17 experience cyberbullying, and one out of every ten has cyberbullied others. This data also shows the incidence of cyberbullying (ages 12-17) is slightly higher among females than males; and is perpetrated slightly more often by males than females. Gender and sexually diverse students are at increased risk. When youngsters send humiliating, threatening or derogatory messages, untold numbers of people can witness and participate in the bullying, often anonymously.

Each Newscast emphasizes the importance of being kind and respectful to one another and reminds students that bullying and cyberbullying are against school policy and against the law. The ease with which youngsters can share images puts them at greater risk of exploitation by peers and self. Youngsters may be pressured into self-exploitative behaviors like sexting (the act of sending sexually explicit messages or images, primarily between peers via cell phones) or engage in it “for fun” or “because it’s no big deal.” When students discuss and understand the potential personal and legal consequences of such actions, it helps deter these exploitative behaviors.

While cyber predators can easily distort their identity online, research shows that only a small percentage of them do so. Most adolescents who meet online acquaintances in-person go willingly and are expecting a sexual encounter. Notably, many of these youngsters are exploring or questioning their gender and/or sexuality. In any event, personal safety is compromised at these meetups, increasing risk of sexual assault and exploitation.

Bullying/Cyberbullying Prevention

Since most students are connected nearly 24/7, bullying/cyberbullying prevention is incorporated throughout the program, and students benefit from this integrated approach. If your school already has a dedicated Bullying Prevention program, the Newscasts and Class Discussions provide excellent reinforcement.

Successful anti-bullying efforts require that everyone in the school environment is informed and engaged - students, parents, teachers, administrators, counselors, school nurses and school librarians, as well as other non-teaching staff (bus drivers, custodians, volunteers and/or cafeteria workers.) Everyone has a role to play, and everyone in the school community is encouraged to speak up and be part of the solution.

Reviewing basic school and state anti-bullying policies with students, as well as Title IX requirements for safe school environments, sets forth behavioral expectations and outlines legal consequences of abusive behaviors by and against students. Establishing designated outlets for reporting incidents and consistently upholding school protocol are vital. Working together, educators, teens and parents create a school climate where everyone feels safe and accepted.

Risk and Protective Factors: Bullying/Cyberbullying

Risk Factors for Bullying/Cyberbullying:

- Physical or health trait that makes teen stand out: i.e. over or underweight, extremely tall or short, speech impediment, learning disability, acne-prone, asthma.
- Being different or not belonging to mainstream groups.
- Lacking social skills or assertiveness.
- Physical or mental disability.
- Being LGBTQ (Lesbian, Gay, Bisexual or Transgender or Questioning), or being perceived as such.
- Religious practices that are less understood (Muslim girls wearing head scarves, Sikh boys w/turbans)
- Teens who play video games an average of 3 or more hours per day.
- Lack of adult supervision in lunchrooms, playing fields, hallways, locker rooms, bathrooms and online.
- Indifference towards bullying and intolerance by students, parents and/or school personnel.
- Inconsistent enforcement of anti-bullying and harassment rules and laws.



Protective Factors from Bullying/Cyberbullying:

- » Strong school and student policies against bullying and intolerance.
- » Communication and consistent enforcement of anti-bullying and harassment rules and laws.
- » Clear school and home education/expectations to treat all others with respect, tolerance & compassion, including religiously, gender and sexually diverse students.
- » Increased supervision of students in bully-prone locations, i.e. bus, hallways, stairways, bathrooms, lunchroom, playing fields and locker rooms.
- » Providing problem solving and anger management strategies for students.
- » Higher level of school connectedness, by both students and parents/guardians.
- » Caring Adult Relationships that model and encourage positive peer relations.
- » Clear home and school expectations for respectful behavior when using technology.
- » Being physically active (60 min day/5 days week); Playing on at least one sports team.
- » Eating breakfast daily.

Risk and Protective Factors: Sexual Violence

Teen Lures Prevention provides tools and resources that strengthen protective factors and help reduce risk factors for sexual violence victimization.

Risk Factors for Sexual Violence:

- Lack of student knowledge concerning the nature of sexual abuse.
- Lack of student awareness that sexual abuse is against the law.
- Veil of silence around sexual violence in families, schools, communities.
- Weak community sanctions against sexual abuse perpetrators.
- Absent or unavailable parents and/or conflict with or between parents (domestic violence).
- Teen lives with stepparent, live-in partner, in a foster home(s), or is a runaway.
- Mental illness or substance abuse within the home.
- Physical or mental disability.
- Loners, with lack of friends.
- Having a parent who was physically or sexually abused as a child.
- Homeless or living in a home with other forms of abuse/neglect, transient adults or human trafficking.

Protective Factors from Sexual Violence:

- » Student understanding that sexual harassment, exploitation and assault are against the law.
- » Understanding respectful, non-violent, healthy relationships with children, peers and adults alike.
- » Promoting positive social norms (not laughing at sexist jokes; no homophobic teasing)
- » Modeling positive masculinity (treating all others equally, and with dignity and respect)
- » Ability of teens and parents to recognize grooming and luring behaviors.
- » Identify adults from whom to seek help with life issues or to report bullying, grooming or abuse.
- » Prevention programming that includes parent resources and involvement.
- » Personal safety curriculum at school that engages teens to stay healthy and safe.
- » Open conversations about physical aggression and sexual violence in schools, families, communities.
- » Prevention education outreach to community stakeholders.

Juvenile Offenders

Nearly one third of sexual offenders in the U.S. are teens, aged 12-19, and many are victims of abuse themselves. Risk factors for being a juvenile sexual offender follow:

- Older teens, who lack confidence in their ability to establish and maintain a relationship with an equal, may turn to someone younger as a way to boost their self-esteem.
- Older boys with stereotypical views of masculinity may see the “conquest” of a young girl as an affirmation of their masculinity.
- Teens who have control issues may find it easier to control someone who is younger.
- Teens who have been unsuccessful in relationships with their peers may prey on younger teens.
- Victims of childhood physical and/or sexual abuse or human trafficking.

However, **the vast majority of child sexual abuse victims DO NOT go on to become sex offenders**, even as adults. Not surprisingly, most survivors of abuse are deeply supportive of awareness and prevention efforts.



Drugs and Personal Safety

For students who have participated in a dedicated drug resistance program, reinforcing the topic in the context of personal safety provides invaluable added perspective and incentive to avoid drugs. Youngsters under the influence of drugs or alcohol are at increased risk of sexual exploitation and other abuse, including trafficking. Alcohol and other drugs are often used to incapacitate or lower the inhibitions of adolescents. Some teens are tricked into intoxication with Date Rape drugs such as Rohypnol (roofies), GHB (depressant) or Ketamine (“Special K”). These are slipped into a teen’s drink in an effort to incapacitate them or cause blackouts. Other teens may willingly use drugs and alcohol. This lessens their inhibitions and ability to think and communicate consent clearly, putting them at increased risk of sexual assault. Victims of trafficking are often times held captive with drugs, verbal threats and physical violence.

There is also a strong correlation between sexual victimization and substance abuse. According to K.D. Scott’s report, *Childhood Sexual Abuse: Impact on a Community’s Mental Health Status*, **sexually victimized youngsters appear to be at a threefold risk for substance abuse**. Many survivors of sexual exploitation develop substance abuse issues in their quest to dull the pain of their past trauma. By preventing sexual exploitation of children and youth, we indirectly help reduce future substance abuse.

Disclosures

It is possible that victims of bullying/cyberbullying, sexual abuse, dating violence and trafficking, will come forward following the *Teen Lures TV Newscasts* and related Class Discussions. Feelings of guilt are common with victims, and it’s important to reassure them that **the abuse was not their fault**; responsibility lies solely with the offender. It’s equally important to let teens know that help is available, in person or via a helpline. Assistance is also available for the offender, who is often someone the victim knows and cares about.

Teen Lures Prevention reinforces a teen’s right to live free of abuse and their right to bodily privacy. Students discuss the importance of reporting violations, as well as the seriousness of false accusations. The program ultimately provides helplines for victims of any form of abuse with an opportunity to come forward and obtain the help they need. A Student Handout with Helplines for Teens is provided on p. 67. Please share freely.

Of course, most youngsters do not willingly disclose mistreatment. Educators should take note of any abrupt changes in a student’s behavior including:

- Sudden withdrawal from friends, teachers and schoolmates
- Depression, lethargy and weepiness
- Increase in days absent *and/or* disinterest or sudden inability to concentrate in class
- Sudden changes in appetite
- Difference in appearance
- Running away
- Acting out inappropriately (aggressively or sexually)

Any one of these behaviors does not necessarily indicate that bullying or abuse has occurred. However, students with several of these behavior changes should be closely monitored and addressed by appropriate personnel if necessary. If it is suspected or established that a student is being victimized, school officials must follow their district and state reporting procedures.

False Accusations

Class Discussions reinforce that it is a crime to bully, harass, exploit or otherwise abuse another person (including a classmate) or to plan, commit, or threaten to commit a violent act. Students are assured that laws are in place to protect them, which encourages disclosure and reporting. Youngsters discuss how accusations are taken very seriously by law enforcement and that falsely accusing someone of an offense is also a crime. Truthfulness is always the best policy.



Media Literacy

The *Teen Lures TV Newscast* curriculum provides an excellent platform with which to address media literacy. As students create their own Newscasts, present or broadcast them to peers, and engage in the corresponding Class Discussions, they are provided with ample opportunity to use critical thinking skills and active inquiry related to these messages.

Creating user-generated media can help students obtain a deeper understanding that media messages are produced for particular purposes. Reinforce that all media messages are so constructed, including their Student Anchor News Scripts. What messages are they trying to convey through the Newscasts? Are they effective? Consider using the Student Handout, [Key Questions to Ask When Analyzing Media Messages](#), provided on p. 11. (Created by the *National Association for Media Literacy Education, NAMLE.*)

All media messages are biased. What bias(es) are contained in the *Teen Lures TV Newscasts*?

- Bullying/Cyberbullying/Abuse are significant problems facing teens today.
- Everyone has a part to play in protecting minors from all forms of abuse.
- Working together, we can reduce the incidence of bullying, harassment, dating violence, sexual exploitation and human trafficking.

An overarching goal of this program is to increase students' knowledge and acquisition of prevention skills, as related to teen personal health and safety. Encourage students to think about the issues covered in the upcoming Class Discussions while viewing movies, music videos, television shows, local and national news, advertising, video games and magazines - digital, electronic and print.

By participating in the *Teen Lures TV Newscast*, students are positively influencing their peers' beliefs, attitudes, values and behaviors, as related to teen personal safety. Point out to students that each person viewing their Newscasts will interpret the messages, based in part on their own beliefs and experiences. This will include students who have already experienced abuse, have never experienced abuse, are currently in an abusive relationship, whose family members are abusive, and students experiencing other forms of mistreatment. Urge students to be supportive of one another as they journey to safety together.

Special-Needs Students

Prevention education is especially important for special-needs students who are statistically most vulnerable to victimization. Collaborate with the special education department in your school or district to determine which students will be in need of additional reinforcement and/or one-to-one assistance to aid in skill acquisition. Multi-modal repetition, including role-playing and other multi-sensory learning techniques, will help to maximize comprehension and internalization of the concepts.

After participating in the *Teen Lures TV Newscast* and corresponding Class Discussions on the following pages, special-needs students can also be provided with the opportunity to repeat key parts of the program, if necessary.

Pre/Post Program Evaluation

A Program Evaluation is provided to formally gauge student progress and retention of the *Teen Lures TV Newscast* and Class Discussions that follow. Administer the Final Review on pp. 68-69 as a Pre-Test prior to program implementation, and as a Post-Test evaluation at the program's completion.

Program & Staff Support

For program support, please contact Child Lures Prevention/Teen Lures Prevention Monday - Friday from 9am-5pm (EST) at 1-800-552-2197 or info@teenluresprevention.com.

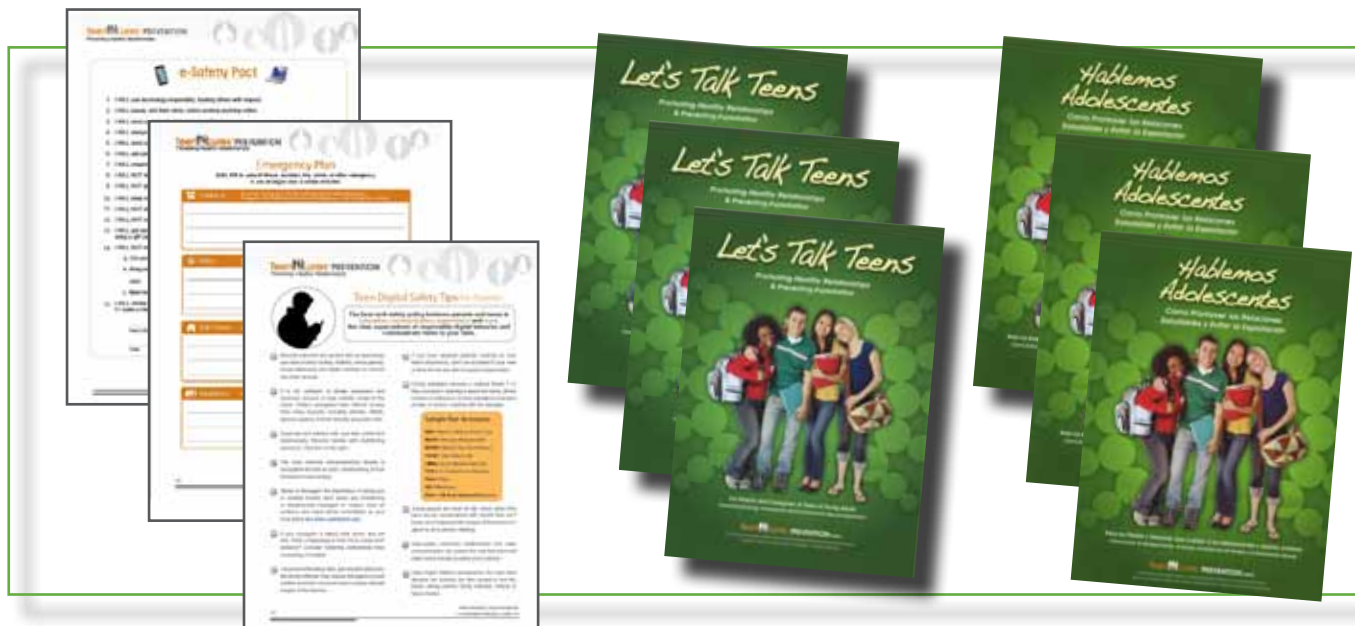


Involving Parents & Guardians

Most tweens and teens look to their parents & guardians for guidance on important issues and listen to their advice. The *Teen Lures TV Newscasts* and corresponding Class Discussions give teens the knowledge and confidence to initiate conversations with their peers - and parents - about healthy relationships and personal safety.

Parents and guardians will want to be familiar with the Teen Lures TV Newscast Program so they will feel comfortable discussing these issues with their teens. Schools and organizations can involve parents and guardians with:

- Distribution of the program's parent resources:
 - *e-Safety Pact* (p. 33),
 - *Teen Digital Safety Tips for Parents* (p. 34),
 - *Emergency Plan* (p. 49).
- Providing parents and guardians with program resources at teenluresprevention.com/parents
 - *What to Do if Your Teen Discloses Sexual Abuse*
 - *Tips for Parents on Sexting & Teens*
 - *Texting Lingo/Acronyms for Parents*
 - *Student Privacy Form*
 - *e-Safety Pact*
- Inviting parents and guardians to view the student-anchored *Teen Lures TV Newscasts* as they air or are presented to peers.
- Providing parents and guardians with links to additional information at childluresprevention.com/grades7-12/7-12_program.asp and teenluresprevention.com
- Distribution of the take-home Parent Handbook, **Let's Talk Teens**, available in English and Spanish. **Let's Talk Teens** navigates parents through issues facing teens today and provides specific strategies for keeping them safe. 20 pp, color illustrated.



Program's Parent Handouts

(Order form for Let's Talk Teens parent handbooks on page 71, or order online at childluresprevention.com/order/index.asp)



Getting Started:

The Pre-Test

To formally gauge student progress and retention of the *Teen Lures TV Newscasts* and Class Discussions that follow, please administer the Program Evaluation (pp. 68-69) as a Pre-Test prior to creating the Student Anchor-led Newscasts and facilitating the Class Discussions.

Class Discussion Plans for Grades 7-8

The Class Discussion Plans contained in this publication augment the *Teen Lures TV Newscast* broadcasts/performances. Please choose a method(s) that best fits your safe environment needs:

1. Classroom Use: discussion facilitated by a school counselor, health educator or classroom teacher following each *Newscast* performance or broadcast.
2. Educator Support: email corresponding Discussion Plan to Guidance, Administrators and Classroom teachers to support each *Newscast* broadcast/performance.
3. Counseling Tool: facilitate discussions with students on an individual basis should the need exist or arise.

Media Literacy

Consider using the Student Handout on p. 11, “Key Questions to Ask When Analyzing Media Messages” when viewing and discussing the student-led Newscasts. Encourage students to think about these questions while reading and viewing movies, tv shows, music videos, local and national news, advertising, video games and social media - digital, electronic & print.

(See Media Literacy, p. 8)

The Post-Test

Administer as a Post Test following the Newscasts and Class Discussions.

Questions?

Should questions arise while implementing the *Teen Lures TV Newscast* or corresponding Class Discussions, please email Teen Lures Prevention at info@teenluresprevention.com or call toll-free at 1-800-552-2197.

KEY QUESTIONS TO ASK WHEN ANALYZING MEDIA MESSAGES

		SAMPLE QUESTIONS
AUTHORS & AUDIENCES	AUTHORSHIP	Who made this?
	PURPOSES	Why was this made? What does this want me to do?
		Who is the target audience? Who are they talking to? or Who is this for?
	ECONOMICS	Who paid for this?
	EFFECTS	Who might benefit from this message? Who might be harmed by it? Is this message good for me or people like me?
What does the storyteller want me to remember?		
RESPONCES	What actions might I take in response to this message? How might I participate productively?	
	How does this make me feel and how do my emotions influence my interpretation of this?	
MESSAGES & MEANINGS	CONTENT	What does this want to think (or think about)?
		What would someone learn from this? What does this tell me about [insert topic]?
		What ideas, values, information, or points of view are overt? Implied? What is left out that might be important to know?
	TECHNIQUES	What techniques are used and why? How do the techniques communicate the message?
INTERPRETATIONS	How might different people understand this message differently?	
	What is my interpretation and what do I learn about myself from my reaction or interpretation?	
REPRESENTATIONS & REALITY	CONTEXT	When was this made? Where or how was it shared with the public?
	CREDIBILITY	Is this fact, opinion, or something else?
How credible is this (and how do you know)?		
What are the sources of the information, ideas or assertions?		
Can I trust this source to tell me the truth about this topic?		

Adapted by Faith Rogow & Cyndy Scheibe from NAMLE's Core Principles for Media Literacy Education, www.NAMLE.net/coreprinciples






Class Discussion # 1

Authority Lure; *Healthy Relationships*

Presenter Overview: During this discussion, teens explore what constitutes healthy relationships and how to recognize unhealthy relationships. By understanding that all family, social and dating relationships should be respectful, teens gain confidence to assert themselves with **any person** who would attempt to mistreat them.

The Authority Lure explores the potential risk in blindly obeying people who have influence over teens. Most youngsters are taught to respect and obey authority figures - and rightly so. Unfortunately, some people seek out and exploit positions of influence to pressure teens into abusive situations. Most often, it is someone the teen knows, like a family friend, coach, step parent or peer - including a dating partner. During this discussion, teens learn they can challenge anyone who oversteps their personal boundaries or makes them feel unsafe. Dating, dating abuse, and breaking up a dating relationship are discussed so students have a skill set as they begin to test these uncharted waters.

This discussion also addresses offenders who pose as a police or truant officer to intimidate teens into compliance. If skeptical about someone's legal authority, teens have a right to request a uniformed police officer in a marked police car.

 <p>Key Points: Grades 7-8</p>	<ul style="list-style-type: none"> • Law-abiding authority figures deserve respect and should be obeyed. • Teens have the right to challenge any person who oversteps their personal boundaries or makes them feel unsafe. • Healthy Relationships make each person feel valued, respected and safe. • Be kind and respectful when breaking up from a dating relationship. • Victims of abuse are not at fault; the offender is solely responsible. • If skeptical about someone's legal authority, teens have a right to make a phone call and request a uniformed police officer in a marked police car.
 <p>Vocabulary:</p>	<p>upstanding, law-abiding, trustworthy, respect, challenge, intimate, con, authority figure, manipulate</p>
 <p>Props:</p>	<ol style="list-style-type: none"> 1. Authority Lure Newscast: Student Anchor Script & Video News Clip #1 2. Photo/illustration of a police badge 3. Student Handout, <i>Is My Relationship Healthy?</i>, p. 17 4. Student Worksheet, <i>Breaking Up A Dating Relationship</i>, p. 18

The Presentation: Authority Lure; *Healthy Relationships*

Learning Objectives:

(Show or perform the student-led “Authority Lure” Newscast.) Let's please give a round of applause to our News Team and Student Anchors! (*Applause.*) Teen Lures Prevention is all about our personal safety. Every person has the right to healthy and respectful relationships, free of any form of mistreatment.

We'll begin this program by identifying characteristics of healthy and respectful relationships. Throughout the *Teen Lures TV Newscast* and our class discussions, we'll reinforce positive behaviors, but also identify behaviors used to influence, manipulate and control teens. We'll discuss and practice how to avoid being lured into unhealthy relationships. The **Authority Lure** is used by people who have influence or authority over us. When do we go along with them, and when do we challenge their actions? If we need help, who can we go to for advice or assistance?

Discussion: Healthy Relationships & Mutual Respect

1. Who are some authority figures in our lives?
Parents, Grandparents, coaches, teachers, mentors, clergy, others
Generally, people who are older than us and/or have influence or power over us.
2. For the most part, how have we been taught to behave with authority figures? *To respect and obey them*



3. Are most authority figures upstanding and law-abiding? Do they deserve our respect? **Yes.**
 Are there times when we do not have to obey authority figures? **Yes.**

When? (Allow students to give responses. Offer responses below that are not suggested.)

- *If they do anything that makes us fear for our personal safety*
- *If they overstep our personal boundaries in any way*
- *If they tell us to do something unsafe or illegal*
- *If the authority figure tries to touch us inappropriately or ask us to touch them inappropriately*

Teens have four types of relationships in their lives. One of them is Family.

Can anyone name another type of relationship?

(1. Family), 2. Friends, 3. Casual acquaintances and 4. Romantic partners.

Ideally, all relationships in our lives -- family, friends, casual and romantic -- are happy and healthy.

What does it mean to be respectful? *Treating someone in a polite and kind way*

Each one of us deserves to be treated with respect.

Even if we don't like someone or want to be friends with them, we should always be respectful to them.

5. (Distribute Student Handout, *Is My Relationship Healthy?*, p. 17. Review Healthy vs. Unhealthy.)
 What are some characteristics of a healthy relationship? One characteristic is feeling free to talk openly and honestly to one another. What are some other characteristics of a healthy relationship?

- Feeling free to talk openly and honestly to one another*
- Always feeling safe together*
- *Treating each other as equals*
- Usually having fun together*
- Solving arguments in a calm and respectful manner*

6. Now let's talk about what **unhealthy** relationships look like. What are some characteristics of an unhealthy relationship? (It's helpful to think about the opposite of a healthy relationship.)

- Lack of respect and trust*
- Constantly putting a partner down or embarrassing them*
- Talking behind someone's back all the time*
- Feeling anxious or afraid when spending time with someone*

Grades 7-8: Class Activity

Have the class **choose a current top-ten song** on the charts **about a relationship** (pop, rock, Christian, country). Google the lyrics (review for appropriateness) and review the verses and chorus in class. (Consider showing the music video, if appropriate for class viewing.)



- a. Is the relationship featured in the song healthy? **Yes or No?**

If healthy, have students choose two behaviors from the song they would model in their own lives.

If unhealthy, who is being mistreated? How: verbally, physically, emotionally, sexually?

- b. How could a friend or bystander help the partner who is being mistreated? *Listen, help them tell an adult.*
 c. Should anyone stay in an abusive relationship? **No.**

Many songs are about relationships. Are your choices of music influenced by your personal values, or are your personal values influenced by songs you hear? When listening to music, think about what is being said, and if the messages help support a culture of kindness, respect and safety for all.

Discussion: Dating Relationships

1. Seventh and eighth grade is a time when kids start dating or thinking about dating. This is a fun and exciting time. Like other relationships in your life, dating relationships should be healthy ones. Most kids your age who date go out together in groups. What are some things you might do on a date?

Watch a movie.

Go to an outdoor concert.

Take a run or a hike.

Grab a bite.

Watch a school sporting event.

Hang out and play video games.

How do you think we should treat one another when dating?

With kindness and respect

Look over the left hand column of the student handout, *Is My Relationship Healthy?*

Would you agree this is how we should treat one another in every relationship? **Yes.**



2. Now, who has heard of Dating Abuse, or Dating Violence? What is Dating Abuse?
When a person in a dating relationship uses unkind or abusive behaviors toward their partner.
 Dating abuse is a pattern of disrespectful behaviors used to get power and control over a dating partner. It usually involves abusive behaviors over a period of time. Do you think *any one instance of being unkind can also be considered dating abuse?* *Yes.*

3. What are some examples of behaviors teens might see in an unhealthy dating relationship?
 Here's one example: Making decisions for a partner, like what clothes to wear or how to act.
 - a. *Excessive texting or calling; needing to know where the other person is at all times.*
 - b. *Does not respect boundaries, Ex: Goes through belongings without permission.*
 - c. *Trying to limit or prevent the other from spending time with certain friends or family*
 - d. *Trying to hug or kiss you when you've told them no.*

4. Would you call a relationship healthy if someone used some, or all, of these behaviors? *No.*
 Are these behaviors acceptable? *No.*
 Is it your fault if someone treats you badly? *No.*

5. How should we expect to be treated in a dating relationship?
We should expect to be treated with kindness and respect.

6. We also need to be kind and respectful when ending a Dating Relationship.
(Distribute Student Handout, Breaking Up A Dating Relationship, p. 18)

Positive Thinking Skill:

- Who is one of your best friends?
- What qualities do you like most about your friend?

Review the Student Handout, Breaking Up A Dating Relationship. Please identify two people in your life with whom you could talk about an unhealthy relationship or if you need help breaking up with someone.

Grade 7: Practice Scenario Let's explore an example of a Break Up.

Layla has been dating Nathan for a couple months. At first, he was always extremely nice to Layla and fun to be with. Recently though, Nathan always wants to know where Layla is, and who she's with. Layla feels like she's being stalked and decides to break up with Nathan. She asks Nathan to meet her outside the library so she can talk to him.

- a. What is unhealthy about this relationship?
Nathan always wanting to know where Layla is and who she is with.
- b. Does Layla have a right to end the relationship? *Yes.*
- c. Should Layla tell Nathan why she is breaking up with him? *Yes.* Be honest, but kind.
- d. Does Layla plan to break up with Nathan via text message? *No, she'll do it in-person, which is best.*
- e. Can Nathan learn from his mistake with Layla? *Yes.*
- f. Can Layla and Nathan still be friends? *Yes. It may take a little time, but they can still be friends.*

Hopefully Nathan will understand how his controlling behavior made Layla feel, and he will not act the same way in his next relationship. It's important to learn from our mistakes, and forgive others for making mistakes.

Grade 8: Practice Scenario (Names and genders may be changed to fit class needs.)

Henrico and Jorge have been quietly dating for two months. Henrico has told his family and friends that he is gay, but Jorge is still confused about his sexuality. Jorge is starting to wonder if Henrico really cares about him, because he keeps pressuring Jorge to come out. Henrico has even threatened to break up with Jorge over it. Jorge really needs to talk to someone, but he doesn't think anyone will understand where he is coming from.

- a. Do you think Jorge and Henrico have a healthy relationship? *No. Henrico is not respecting, nor being supportive of, Jorge's feelings.*
- b. Is Henrico being respectful of Jorge's decision not to come out? *No.*
- c. Would you characterize Henrico's pressuring and threatening of Jorge as a form of abuse? *Yes, it can be considered a form of bullying, harassment or dating abuse.*
- d. Why might Jorge be reluctant to come out like Henrico has done? *Jorge may not be sure of his sexual orientation yet, he may fear harassment or disapproval by his family.*
- e. When Jorge is ready to come out on his own terms, should he expect his classmates to be supportive? *Yes. Students need to be inclusive and supportive of all actual or perceived genders and sexual orientations.*
- f. Where can Jorge find someone to talk to or text? *A friend, family member or other Trusted Adult, or an organization like Love is Respect's trained Peer Advocates (Text "LOVEIS" to 22522, call 1-866-331-9474 or visit www.loveisrespect.org/for-yourself/contact-us/)*



Discussion: Authority Figures

1. Some individuals *exploit positions of authority* to intimidate teens into inappropriate relationships. How might a teen feel if someone who has influence over them crosses the line from appropriate behavior to abusive behavior?
Caught off guard, confused, betrayed, scared, angry, helpless
2. Some adults *actively seek out positions* (like coach, youth minister, boss, step or foster parent) *where they have authority over teens*. Could someone exploit a position of authority to intimidate a teen into an inappropriate relationship? *Yes*.
If an authority figure we know says or does something that makes us feel uneasy, would it be difficult to stand up to that person?
Yes, probably. But no one has the right to control or mistreat someone else in any way.
3. Nobody, *regardless of their position of power and influence*, has the right to mistreat or abuse teens. We have a right to challenge anyone who oversteps our personal boundaries or makes us feel unsafe.

Grade 7: Practice Scenario

Ky was glad when he and his Mom moved in with her new boyfriend, Anthony. Ky and his Mom had been homeless since he started 7th grade in September, and he had been very worried about the weather getting colder. Ky didn't really like Anthony, but it was good to be warm and fed. After a month of living there, Anthony started coming into Ky's room at night and touching Ky's private parts. Ky hated it, but knew if he told anyone, he and his Mom would be back on the street, hungry and cold. Ky kept enduring the sexual abuse in silence.

- a. Is his mother's boyfriend, Anthony, committing a crime? *Yes, Anthony is sexually abusing a minor.*
- b. Has Ky done anything wrong? *No, Ky is a victim of child sexual abuse.*
- c. Why do you think Ky isn't telling his Mom, or another Trusted Adult, about the abuse?
He's afraid if he tells, his Mom and he will be homeless, cold and hungry again.
- d. Do you think Ky is keeping the abuse secret for his own survival? *Yes.*
- e. Should children ever have to endure abuse in order to survive? *No, never.*

Ky can tell a Trusted Adult at school, who can help him and his Mom find housing and food, free of abuse. Remember, all secrets can be told.

Grade 8: Real Life Practice Scenario

Let's take a look at a real life situation:

After reading the *Let's Talk Teens* personal safety guide with her mother, a 13-year-old gymnast revealed that text messages she was receiving from her coach had recently become sexual. The girl and her mother reported the text messages to the police, as well as to their Gym Club. The girl's coach, who was highly respected by both his team members and their parents, was arrested. When the Gym Club let the other team members know about the Coach's arrest, additional girls came forward with evidence of similar sexual text messages. The coach was found guilty and sent to prison. All the girls on the team were able to feel safe again.

- a. Is it appropriate for a coach to send sexual text messages to 13-year-olds? *No.*
- b. Is it appropriate for anyone to send sexual text messages to kids? *No.*
- c. Did the girls do anything wrong? *No, the Coach was solely at fault.*
- d. The girls did not report the text messages right away. Why might that be?
The coach is an authority figure, and it's hard for most teens to challenge authority figures. Because the girls really liked the coach and didn't want to get him in trouble. The girls thought it could jeopardize their position on the team if they reported him.
- e. Did the coach misuse his position of authority? *Yes.*
- f. Was the coach's behavior criminal? *Yes.* Sending sexual text messages to minors is against the law. The girls helped protect their personal safety by saving the text messages as evidence and sharing them with their parents and police.

4. Now let's look at another way the Authority Lure is used. (*Ask for a volunteer.*)
Imagine that you and some friends have spent an afternoon hanging at the mall. As you are leaving the mall, someone approaches... (*Flash the image of a badge at the volunteer and accuse him or her of shoplifting. Next, begin to read the Miranda Rights.*) "You have the right to remain silent. If you give up the right to remain silent, anything you say can and will be used against you in a court of law..." (*Instruct the volunteer to "Come with me!"*)



How many of us would go, or at least be tempted to go? (*Show of hands; Student responses.*)

Should we leave the safety of the mall with this man/woman? *No.*

Might we be intimidated by someone with a badge who orders us to leave the mall with them?

Yes, most of us would.

So, what should we do in this situation?

- *Do not leave the mall.*
- *Question the Authority Figure; ask a store employee, or nearby parent, for assistance.*
- *If needed, exercise your right to request a uniformed officer in a marked police car.*
- *Call your parents or 911, if necessary.*

5. How would someone pretending to be a police officer react?

They would probably leave the area quickly. Criminals don't want to get caught.

If we have been accused of a crime - or even committed a crime, like shoplifting or vandalism, should we leave the mall with the Authority Figure? *No.*

What should we do? *Call our parents, or another trusted adult. Call 911 if needed.*

6. Should we do as someone says simply because they have a badge?

No, especially if we have done nothing wrong.

Do we have the right to question someone's authority?

Yes, we have a legal right to ensure our personal safety.

Don't be afraid to stand up for your rights and question authority when necessary.

Would you be comfortable standing up for your rights? (*Student responses.*)

Practice speaking up for yourself in all areas of your life. You can be your own biggest advocate!

7. Does anyone in a position of influence or authority have the right to manipulate someone else? *No.*

Nobody, *no matter what their position of power and influence*, has the right to mistreat or abuse us.

We have a right to challenge anyone who oversteps our personal boundaries or makes us feel unsafe.

We will expect others to treat us with dignity and respect, and we'll treat others the same.

8. Remember, most people in positions of authority use their influence to make the world a better place, and

deserve to be treated how? *They deserve to be treated with respect.*

Discussion Recap: Key points about the Authority Lure:

- Law-abiding authority figures deserve respect and should be obeyed.
- Teens have the right to challenge **any person** who oversteps their personal boundaries or makes them feel unsafe.
- Healthy Relationships make each person feel valued, respected and safe.
- Be kind and respectful when breaking up from a dating relationship.
- Victims of abuse are not at fault; the offender is solely responsible.
- If skeptical about someone's legal authority, teens have a right to make a phone call to parents/guardian and request a uniformed police officer in a marked police car.

Presenter's Notes



Is My Relationship Healthy?

All relationships should be healthy - regardless of who is in the relationship.

Following are two lists of relationship characteristics; Healthy vs. Unhealthy. Think about a family, friend or dating relationship in your life. Compare both lists, checking off the statements that are true about this relationship you are evaluating. Which traits make you feel happy? Which make you feel down? How does your relationship measure up? Do you think your relationship is a healthy one?

Healthy

You and this person...

- Treat each other with respect and dignity.
- Trust and support each other.
- Are gentle and kind with one another.
- Respect each others' boundaries.
- Always feel safe together.
- Give each other some privacy; texts, phone calls, journals, etc. are considered private.
- Usually have fun together.
- Are both liked by the other's friends and family.
- Feel free to talk openly and honestly with one another.
- Calmly settle disagreements and apologize when wrong.
- Encourage each other's interests - sports, dance, travel, etc.
- Feel comfortable making decisions, both together and independently.
- Feel free to spend time with friends outside your relationship.
- Like one another's friends and enjoy spending time with them.
- Support one another's goals in life, i.e. education, job, etc.
- Build each other up.
- Treat each other as equals, in a balanced relationship.
- Are proud to be with the other person.
- Allow each other space, when you need it.
- Both accept responsibility for own actions.
- Encourage and support one another seeing and spending time with friends and family.

Unhealthy

One (or both) of you...

- Shows a lack of respect and trust.
- Is extremely jealous and accuses the other person of cheating.
- Excessively texts or calls; needing to know where the other person is at all times.
- Acts very controlling and possessive.
- Ignores or withholds affection as a way to punish the other.
- Embarrasses or humiliates the other.
- Makes all the decisions about what the two of you do.
- Has an explosive temper and frequently yells at the other person.
- Isolates his/her partner from family or friends
- Constantly puts the other person down.
- Makes verbal threats, or is physically or emotionally abusive.
- Blames the other person for own behavior.
- Tries to limit or prevent the other from spending time with friends or family.
- Does not respect boundaries; Goes through the other person's belongings without permission.
- Is not liked by the other person's friends or family.
- Makes decisions for the other, like what clothes to wear or how to act.
- Has hit, pushed, grabbed or otherwise physically hurt the other.
- Discourages or criticizes the other person's outside interests.

All relationships should be healthy.

If you determine there's an unhealthy relationship in your life, obtain help from a parent, teacher, school counselor or other professional or helpline.



Breaking Up A Dating Relationship

Just as dating relationships need to be healthy and respectful, breaking up a dating relationship should be done with kindness and respect. Ending a relationship is usually difficult for both people. Below are some suggestions to help you with a break up. And remember, you both have a right to end the relationship any time you want.

Remember the good times!

Although you are breaking up with your dating partner, try to remember some of the positive parts of your relationship. We all grow from our experiences, so keep the positive experiences in mind for future relationships. This will help to ensure healthy and happy relationships throughout your dating years.

Steps for Ending a Healthy Relationship:

1. What am I going to say?

Think through your reasons for breaking up. Be certain you are making a decision based on your feelings and needs, and not as a way of controlling or manipulating the other person.

What are your reasons for ending the relationship?

Practice what you will say. Give your partner specific reasons for breaking up. It's best to be clear and honest, but kind. Be firm; don't give your partner false hope that you might get back together.

2. When and where am I going to talk with my partner?

Break up in-person. Don't do it through a text, a friend or social media. Find a semi-private place to talk with your partner. Keep in mind he/she may become upset and even cry, so choose a place where other friends won't be around. Everyone reacts differently, so be prepared for your partner to just leave or to want to talk. Your partner may try to talk you into staying in the relationship, but remember, you have the right to end it.

3. Try to be friends in the end.

Try to still be friends, but don't be surprised if your ex-partner does not want to be friends right away. If you can't be friends, you can still respect the relationship you had and be polite when you see one another. It's important not to bad mouth your ex-partner. In time, you will probably be friends again.

Steps for Ending an Unhealthy Relationship:

1. If your partner has ever been abusive or threatened violence even once, let a trusted adult know you plan to break it off. If you feel safe breaking up in person, ask a trusted adult to accompany you.

2. When and where am I going to talk with my partner?

If you feel unsafe, break up by text or phone. If you feel safe breaking up in-person, meet in a public place and bring along a Trusted Adult. Stay within vision and ear shot of your Trusted Adult and others. Everyone reacts differently, so be prepared for your partner to just leave, to become angry or upset or to want to talk. Your partner may try to talk you into staying in the relationship, but remember, you have the right to end it.

3. Expect Respect.

You deserve to feel safe and respected in all relationships. To stay strong and true to your personal safety, write a list of reasons why you broke things off and refer to it when needed. (For help with an abusive relationship, text LOVEIS to 22522, call 1-866-331-9474 or visit loveisrespect.org/for-yourself/contact-us/)



Class Discussion # 2

Assistance Lure; *Setting Personal Boundaries*

Presenter Overview: The Assistance Lure appeals to the helpful nature of teenagers. This discussion emphasizes that while we don't want to be rude, teens should always put their safety first, before accepting or lending a helping hand. Most teens like to volunteer their time and talents: they may be asked for directions or help carrying packages into a building or vehicle. Some offenders may *offer* assistance, and insist on providing it. Stress the point: It's always safer for teens to choose who helps them, and whom they help, than to let someone else choose the teen or insist on providing unsolicited assistance.



Key Points:
 Grades 7-8

- Setting and communicating personal boundaries can help keep us safe.
- Put personal safety first when choosing whether or not to help someone.
- Don't feel obligated to help or speak to anyone who is asking for, or offering, help.
- Choose who helps *you* and *who you help*; don't let *others* choose you or insist on providing their assistance.
- Trust your gut feelings if a person's behavior or a situation doesn't feel right.



Vocabulary:

obligated, persistent



Props:

1. Assistance Lure Newscast: Student Anchor Script & Video News Clip #2
2. Student Handout, *Setting Personal Boundaries*, p. 22
3. Two hula hoops, if possible.

The Presentation: Assistance Lure; *Setting Personal Boundaries*

Quick Review: While discussing the Authority Lure, we learned that while most authority figures are trustworthy, some exploit their influence to pressure teens into inappropriate relationships. We compared healthy and respectful relationships to controlling and abusive relationships. We discussed dating, dating abuse and how to respectfully end a dating relationship. It's important to always treat one another with dignity and respect. Stand up to anyone who is disrespectful or abusive in a relationship.

Learning Objectives:

(Show or perform the student-led "Assistance Lure" Newscast.) Please give a round of applause to our News Team and Student Anchors! (*Applause.*) This Newscast featured the **Assistance Lure**. Most of us like to be helpful to others, and that's great! It's the right thing to do, and it makes us feel good. Remember though, while it's thoughtful to help others, our personal safety should always come first. Establishing personal boundaries and communicating them clearly to others can also help protect us. Now, let's take a closer look at what to do in situations where people ask for, or offer us, assistance.

Discussion:

1. As pointed out in the Newscast, your generation of teens does more volunteering than any previous generation. Hopefully, that giving nature will continue throughout your lives!
 How many of you have volunteered in the community? (*Show of hands*)
 What kind of volunteering did you do?
 Did you feel safe while volunteering? Were you comfortable around the other volunteers?
 What should we always keep in mind when lending a helping hand to others? *Your personal safety.*
2. Are we obligated to help someone if they ask us for assistance? *No.*
 Why not? *Our safety comes first.*
3. How can we safely help or assist others?
-Ask an adult to participate. -Do so in a group or with others around.
-Help others in a public area. -Tell someone where you are, who you are with and when you'll be finished.



- Suppose someone *offers* to assist us with something. They may offer help carrying or finding something, use of a cell phone, or a ride. Keeping in mind that asking for or offering assistance can be a lure, how should we respond if someone approaches us and insists on helping us?
 - Firmly say, "No thank you" and purposefully walk away.*
 - Trust your gut feelings, and don't give in.*
 - Get to a safe place.*
 - If the person won't leave you alone, call for help.*
- There will be times when we do need help from people. For example, if stranded somewhere, lost on vacation or in an unfamiliar place. If we need help while out in public, who are some safe choices?
 - Someone working at a place of business, preferably behind a counter wearing identification.*
 - A mother or father with children of their own.*
 - A uniformed police officer with a marked police car.*

Grade 7: Personal Boundaries Demonstration

Instruct students to stand in two lines facing each other.

Ask them to move in as close as possible. (Some students may not want to get too close.)

Now, direct students to step back until they are at a comfortable distance from the person they are facing.

- Are the lines straight? *No.*
- What does this exercise demonstrate? *That everyone has a different set of personal boundaries.*
We each have our own comfort level when it comes to personal space or boundaries.
- Do you think it's important to recognize and respect each other's personal boundaries? *Yes*

Discussion: Setting Personal Boundaries

- Let's talk about personal boundaries. What exactly are personal boundaries?

Personal boundaries are limits each of us set after we decide what are acceptable and safe ways for others to behave around us.

Why do we establish personal boundaries?

We establish personal boundaries to protect and take care of ourselves.

Here are 5 Key Guidelines to use when setting personal boundaries:

(Encourage students to think about how their values help determine their personal boundaries.)

- ▶ **Know you have a right to set personal boundaries.**
Set clear limits and expect others to respect them.
- ▶ **Put Yourself First.**
Be kind and respectful to others, but always put yourself first, especially when faced with abusive or aggressive behaviors. Recognize that your feelings and safety are most important.
- ▶ **Recognize that you know yourself best.**
Don't let other people make decisions for you. You decide what is right for you.
- ▶ **Learn to say no, and stick to it.**
Don't let others pressure you into actions you don't want to take. If something doesn't feel right for you, then don't do it.
- ▶ **Be clear about what actions and behaviors are not acceptable to you.**
Let people know when they've done or said something unacceptable to you. If touched without permission, pull back immediately to make it clear a personal boundary has been crossed.

(Distribute Student Handout on Setting Personal Boundaries, p. 22) Review Handout.

Remind Students that each relationship in their life has a different set of personal boundaries.

- In everyday life, do people generally respect one another's personal boundaries?

Yes. People who don't are the exception.

- Once we establish personal boundaries and clearly communicate them, should we expect others to respect those boundaries? *Yes, always.*



4. It can be helpful to think of an invisible hula hoop around us at all times, as this is the approximate amount of personal space most people are comfortable with. (If two hula hoops can be obtained from your school's athletic department, ask two students to hold a hula hoop around their person while facing one another. Demonstrate in front of the class how far apart they are. If hula hoops are unavailable, encourage students to use this imaginary guide as a helpful gauge of personal space.)

Grade 8: Practice Scenario

Let's take a look at a situation involving personal boundaries:

Romeo is a really nice guy. He's always polite to others and is known for holding the door open each day when everyone is going out for recess. However, when Romeo talks to people one-on-one, he stands VERY close to the other person -- too close for comfort for most people. When you take a step back from Romeo, he takes a step forward. Let's discuss.

- a. Is Romeo invading others' personal space? **Yes.**
- b. If someone steps back while we're talking to them, might they be signaling they need more personal space? **Yes.**
- c. Do we have a right to our own personal space? **Yes.**
- d. How can we politely tell Romeo he is standing too close to us?

Romeo, please give me just a little more space while we're talking.

Romeo, please step back while we're talking; I am more comfortable when there's a bit more space between us.

5. Using your talents to help others has a positive impact on those you help, as well as on yourself. Let's keep improving the world around us, and remember to make our personal safety a priority.

Discussion Recap: Key points to remember about the Assistance Lure:

- Setting and communicating personal boundaries can help keep us safe.
- Put personal safety first when choosing whether or not to help someone.
- Don't feel obligated to help or speak to anyone who is asking for, or offering, help.
- Choose who helps *you and who you help*; don't let *others* choose you or insist on providing their assistance.
- Trust your gut feelings if a person's behavior or a situation doesn't feel right.

Positive Thinking Skill:

What are some ways we can *safely* help others?

- Volunteer in groups.
- Volunteer for a school-based project.
- Sign up for volunteer opportunities with family members.

Presenter Notes



Setting Personal Boundaries

Personal boundaries are limits we set to take care of, and protect, ourselves.

Personal boundaries are based upon what we decide are acceptable and safe ways for others to behave around us. Personal boundaries are formed in part by having clear personal values. An important part of respecting yourself and others is understanding and honoring these boundaries and each other's values.

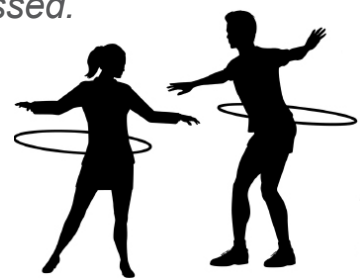
In doing so, each person remains an individual in the relationship and does not change what they believe based on the other person.

Each relationship in our life has a different set of boundaries.

Five Key Guidelines to use when setting personal boundaries:

- 1. Know you have a right to set personal boundaries.**
Set clear limits and expect others to respect them.
- 2. Put Yourself First.**
Be kind and respectful to others, but always put yourself first, especially when faced with aggressive or abusive behaviors. Recognize that your feelings and safety are the most important.
- 3. Recognize that you know yourself best.**
Don't let other people make decisions for you. You decide what is right for you.
- 4. Learn to say no, and stick to it.**
Don't let others pressure you into actions you don't want to take. If something doesn't feel right for you, then don't do it.
- 5. Be clear about what actions and behaviors are acceptable, and not acceptable, to you.**
Let people know when they've done or said something unacceptable to you. If touched without permission, pull back immediately to make it clear a personal boundary has been crossed.

It can be helpful to think of an invisible hula hoop around us at all times, as this is the approximate amount of personal space most people are comfortable with.





Class Discussion # 3

Ego/Fame Lure; Sexting & Peer Exploitation

Presenter Overview: This discussion explores how flattering remarks and other appeals to the ego are often used to manipulate teens into unhealthy or abusive relationships. Compliments and promises of fame can also be used to groom or lure teens. In the age of reality TV and YouTube, it is increasingly possible for teens to have an opportunity to model, act, perform or appear on a reality television show. Encourage teens to be wary of people who inundate them with compliments or claim they can make them famous.

Appeals to the ego may cloud judgment and also make teens more vulnerable to peer exploitation. Teens may be pressured by friends or dates to post or send nude or semi-nude pictures of themselves electronically (sexting), which is against the law. Encourage students to resist this type of negative peer pressure, as such actions can have lasting ramifications.



Key Points:
Grades 7-8

- Appeals to the ego can be used to manipulate teens.
- Use caution when receiving excessive compliments, or offers of fame & fortune.
- Bring parents or guardians to try-outs and auditions.
- Sending sexually explicit, nude or semi-nude images of minors is a crime.
- Once sent, messages and images can't be erased or taken back.
- Do not send, share, forward or post sext messages.



Vocabulary:

Ego, manipulate, audition, authentic, inundate, talent scout, legitimate, red flag, felony, minor, explicit



Props:

1. Ego/Fame Lure Newscast: Student Anchor Script & Video News Clip #3
2. camera, cell phone
3. Poster, *Images Don't Stay Private*, p. 26

The Presentation: Ego/Fame Lure; Sexting & Peer Exploitation

Quick Review: The Assistance Lure taught us that we should always put our personal safety first when choosing whether or not to lend or accept a helping hand. It's best for us to decide who we help and who helps us, rather than let others choose us - especially if they **insist** upon providing unsolicited assistance. We also discussed setting personal boundaries and the importance of respecting one another's personal space - our invisible hula hoops!

Learning Objectives:

(Show or perform the student-led "Ego/Fame Lure" Newscast.) Please give a round of applause to our News Team and Student Anchors! (*Applause.*) Such a talented group! Many of you are blessed with varied talents. The **Ego/Fame Lure** demonstrates how appeals to the ego can make us vulnerable to manipulation and exploitation. As the Newscast pointed out, we should be especially wary of people who give us excessive compliments, claim they can make us famous or try to pressure us into inappropriate or exploitive behaviors.

Discussion:

1. What is our ego?
How we feel about ourselves: our identity, self-confidence, self-esteem, self-love.
2. Show of Hands: How many of you have ever pursued fame by performing on stage, participating in academic, athletic, talent, or other competitions?
(Show of hands)

Did you have to audition or try-out? *Yes/No.* Did your parents go with you? *Yes/No.*



3. (*Ask for a male or female volunteer*) OK, [Volunteer's Name], imagine for a moment you are at a friend's house. Your friend's 24-year-old brother, William, constantly compliments you and tells you that you should be a model. He claims he can get you a modeling job. William asks if he can take some pictures of you so he can send them to a modeling agency in Los Angeles. He suggests keeping it secret from your friends and your parents until you land a big modeling job.
- Who would be tempted by William's offer? (*Show of hands.*)
 - Does being tempted by this lure have anything to do with EGO?

Yes.

Of course! It makes us feel good about ourselves to know someone thinks we're attractive enough to earn money modeling.
 - Should we be cautious of people who give us lots of compliments or say they can make us famous? *Yes.* Even college students and adults have been deceived by the Ego/Fame Lure.
 - What particular request of William's might have set off our instincts?

To keep his plan quiet, or secret, from friends and parents.

Requests to keep actions secret should be a red flag warning and can be shared with a trusted adult.
4. There are genuine talent scouts on the lookout for people who excel in sports, singing, dancing, acting or other talents. How do you think an authentic talent scout would approach a teen?
- He/she would give us a business card and ask that our parents or guardians call.*
 - He/she would not ask us to go somewhere without our parents being present.*
 - He/she would not ask us to keep it a secret from our parents, even for a little while.*
5. Why must a parent or guardian be present at all photo shoots, auditions and interviews?
- To make sure the talent agent and his/her offer is legitimate.*
 - To look out for our safety and best interests.*
 - To co-sign any legal papers.*

Positive Thinking:
If you could have lunch with a famous person, who would it be? Why?

REMEMBER: Anyone under the age of 18 cannot sign contracts without the co-signature of parents.

(If videotaping the Teen Lures TV Newscast, point out to students how their parents were aware of their involvement with the program and signed a related Student Privacy Form.)

Grade 7: Real Life Practice Scenario

You may be wondering: Does the Ego-Fame Lure really happen to teens? Let's take a look at a recent real-life example.

In Riverside, California, three men were arrested for the charge of "child exploitation." A police investigation uncovered that the men would hang around at skate parks and other places teens and young boys often hang out. They would get boys to go with them by posing as modeling agents and asking the boys if they'd like to do some modeling. Boys who went with the men were abused.

- Might talent scouts go to places kids hang around to scout for models? *Yes.*
- Did the boys know for certain the modeling jobs were legitimate? *No.*
- Should the boys have told their parents about such offers? *Yes.*
- Is it safe for teens to do modeling without their parents present? *No.*
- Is it safe for teens to give their personal information to people who claim to be modeling agents? *No.*
Legitimate modeling agents will give kids their business card and request that parents call for details.
- How can you (and your parents) find out if a modeling offer is legitimate, or real?
Have your parents or guardian call to speak with them directly. Ask for references. Google the business.

6. Okay, let's take a look at a different situation:
You are hanging out with a couple of friends. One girl receives a text with an inappropriate picture of a classmate. She looks very concerned and shows you the picture on her phone, then asks you what she should do with the text message and the picture.
- Should she forward the picture to you? *No.*
 - Is it against the law to send or forward inappropriate pictures of minors? *Yes.*



- c. Receiving that text made her feel very concerned. That made us feel uneasy too, didn't it? **Yes.**
- d. Where do these feelings come from? *Our gut, out instincts.*
- e. What are our instincts telling us? *Stop. Proceed with caution.*

Don't give in to peer pressure to take/send or forward the pictures.

7. What can we do if a dating partner or friend asks us to send an inappropriate image of ourselves that is sexually explicit, nude or semi-nude, "just for fun"?
- **Say "No."** Don't give in to peer pressure. The majority of teens (80%) are NOT sexting.
 - *Talk to a friend or trusted adult about the situation for support, if needed.*

You can also reply with a message reminding the sender that sexting is prohibited by law in all states.* Peer pressure should not force teens to do things they know are wrong or make them feel uneasy. Remember, **most teens are NOT sexting**, no matter what their friends say. Most teens do not drink alcohol, do not take drugs and are not involved in intimate relationships either. Let's be part of the majority of teens who are making healthy and safe choices!

8. We now know that sexting is against the law. Why else should we not send or forward inappropriate pictures or videos? (Display poster "Images Don't Stay Private" on page 26 and discuss.)
- *Once sent, messages and images can not be taken back or erased.*
 - *Messages and images sent or posted will not remain private; many other people may see them.*
 - *May lead to being pressured for more pictures and/or may be used for blackmail.*

A person who forwards a sexual picture of someone underage is as responsible for this image as the original sender. Teens also need to be aware that uploading "sext" messages to the Internet is taking the crime to another level. Bottom line: **Do not send or forward or post sext messages to the Internet!** (Display Classroom Poster, *Images Don't Stay Private*, and discuss.)

9. What can we do if we receive sexually explicit messages, or nude/semi-nude pictures or videos?
- Don't show others, or forward. Ask a parent or trusted adult for help. It's never okay to share a sext.*

Grade 8: Real Life Practice Scenario

Nate, Jacobe and Ekrem were hanging out after school. Jacobe suggested they use a website to randomly chat with people from around the world. They were having fun visiting with groups of kids from France and Germany. They played guitar with two girls in Paris and next found a dance party hosted in Munich. Then, they were paired with a guy who asked them to "show some skin."

- a. Should Nate, Jacobe and Ekrem "show some skin"? **No!**
- b. Is that an appropriate request? **No. He's asking them to take their clothes off.**
- c. Should the boys report the user via the site's Safe Mode feature? **Yes.**
- d. Should teens sign up to use websites identified "For users 18 and older"? **No.**
- e. Teens want to socialize and make new friends, but what should always come first?

Teen's privacy and personal safety should always come first.

Discussion Recap: The most important things to remember about the Ego/Fame Lure are:

- Appeals to the ego can be used to manipulate teens.
- Use caution when receiving excessive compliments, or offers of fame & fortune.
- Bring parents or guardians to try-outs and auditions.
- Sending sexually explicit, nude or semi-nude images of minors is a crime.
- Once sent, messages and images can't be erased or taken back.
- Do not send, share, forward or post sext messages.

*Twenty states have passed laws that address minors sending and/or receiving sexually explicit images of other minors. Some states include the term "sexting" in the text of the law, 4 states (FL, GA, UT, NB) specify circumstances under which the minors involved could be charged with a felony. Legislation generally aims to educate young people about the risks of sexting, deter them from the practice and apply appropriate penalties to those who do engage in sexting. **All states have some variation of a law that prohibits sending explicit or obscene material to or depicting - minors** that might apply (child pornography). <http://cyberbullying.org/state-sexting-laws.pdf>



Images Don't Stay Private!

Right now, you may not care, but:

- Colleges will.
- Employers will.
- Friends will.
- Parents will.

Sexts and Posts Can't Be Erased

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Class Discussion # 4

e-Lure; Cyberbullying, Digital Citizenship, Sexting, Digital Boundaries and e-luring

Presenter Overview: Today’s youth stay connected 24/7, and the majority of teens are using technology in positive and educational ways. However, cyberbullying and over-sharing continue to be problematic. Providing teens with clear expectations in regards to Responsible Digital Citizenship is most effective in reducing unsafe and inappropriate behaviors online.

Most teens regularly and safely interact online with people they don’t know via social networking and gaming sites. Teens become at risk of online luring by sexual predators when they 1.) disclose too much personal information, 2.) send/forward inappropriate images and 3.) have sexual conversations with people they don’t know. The ease with which youngsters can take and share images electronically puts them at greater risk of exploitation than earlier generations.

In this discussion, students are encouraged to be Responsible Digital Citizens, stand up to bullying and other inappropriate online behaviors, and commit to an e-Safety Pact with their families.

 <p>Key Points: Grades 7-8</p>	<ul style="list-style-type: none"> • Be responsible when using technology. • Establish personal & digital boundaries, and speak up when they are crossed. • Treat others as you’d like to be treated: with kindness and respect. • Do not start or repeat rumors and gossip. • Sharing nude, semi-nude, or sexually explicit images of teens is against the law. • Be open with parents or guardians about all technology use. • Report threatening or inappropriate communications.
 <p>Vocabulary:</p>	<p>vulnerable, inundate, integral, prevalent, constitute, retaliation, humiliate, cruel, dominate, consequence, sexting, explicit, pact</p>
 <p>Props:</p>	<ol style="list-style-type: none"> 1. e-Lure Newscast: Student Anchor Script & Video News Clip #4 2. e-Safety Pact on page 33 or download from teenluresprevention.com/parents 3. Posters: <i>Images Don’t Stay Private</i>, p.26 and <i>Too Smart to be Lured</i>, p. 35 4. Handout for parents, Teen Digital Safety Tips, p. 34 5. Posters: <i>Exclusion Hurts</i> and <i>Intolerance is Intolerable</i>, pp. 36-37

The Presentation: e-Lure; Cyberbullying, Digital Citizenship, Sexting, Digital Boundaries and e-luring

Quick Review: The Ego/Fame Lure illustrated how appeals to our ego can make us vulnerable to manipulation and exploitation. If someone is pressuring us to send or post inappropriate images of ourselves or others, it’s important to stand firm against this type of negative peer pressure and defend our personal and digital boundaries. And remember, the vast majority of teens are not sending nudes.

We learned to be wary of people who inundate us with compliments or say they can make us famous. While it’s important to pursue our talents and dreams, involving trusted adults helps keep it safe.

Learning Objectives:

(Show or perform the student-led “e-Lure” Newscast.) Let’s please give a round of applause to our News Team and Student Anchors! (*Applause.*) Technology is an integral part of our lives. It enhances our existence by putting the global community at our fingertips. For the most part, using technology is positive and educational. However, teens can face complicated issues, especially related to social and dating relationships.

Most of us safely interact online with people we don't know. However, there are people with questionable motives we may encounter. And while cyberbullying can be a threat to teens, the good news is that teenagers are increasingly becoming active bystanders who stand up to unkind and disrespectful online behaviors.

So let's talk about the role we can each play in keeping technology safe and respectful.

Discussion: Cyberbullying

1. What are some characteristics of a responsible digital citizen?

Polite, Respectful, Honest, Caring, Helpful, Thoughtful.

So when using technology, is this a good way to behave toward others? **Yes.**

2. If someone is cruel to another person, should we ever join in on the unkind behavior? **No.**

That's right. If we wouldn't do or say something in person, should we do it from behind a screen? **No.**

Might people sometimes forget to act responsibly while using technology? **Yes.**

Can we gently remind them to be polite, respectful and honest? **Yes.**

3. We've established that cyberbullying is a prevalent digital threat to teens.

And, again, **the good news is that teens are increasingly becoming part of the solution.**

What are some behaviors you might witness that would constitute cyberbullying?

Dissing: Including teasing, name calling, spreading rumors, making threats.

Exclusion: Intentionally excluding someone from an online group or community.

Posing: Pretending to be someone else in order to offend or humiliate them in some way.

Outing: When someone sends or publishes confidential, private or embarrassing information, online.

Bash Boards: Online bulletin boards where people post anything these choose; usually mean content.

Happy Slapping: When an unsuspecting victim is physically attacked, in person, as an accomplice films or takes pictures of the incident. The images are then shared online and electronically, usually "as a joke."

(Presenter: Display the posters, Exclusion Hurts and Intolerance is Intolerable, pp. 36-37.)

4. What is the best way to prevent cyberbullying from happening in the first place?

Be kind and respectful when interacting with others.

Don't start or spread rumors and gossip.

The more we treat each other with kindness and respect, the better our world will be.

5. If cyberbullying is happening to you or a friend, what is the most effective way to stop it?

Refuse to take part, and speak up against all types of bullying behaviors.

Support the person being targeted, and let them know they don't deserve it.

Save evidence of the crime. Share the evidence with an adult, either at home or at school.

6. Teen victims of cyberbullying have revealed that it makes a significant difference when a peer reaches out to them following an incident.

What are some ways to reach out and support classmates who are being cyberbullied, without putting yourself at risk for becoming a target too?

Tell them you're sorry it happened to them; they truly don't deserve it.

Spend time with them. Sit with them in class or at lunch.

Talk with them about music, sports, school work, family, their interests.

Text them to see how they are doing.

Help them tell their parent(s) or an adult at school about the cyberbullying.

7. What can we do if we become the target of cyberbullying?

Print out and show parents or another trusted adult the evidence of cyberbullying.

Nobody deserves to be bullied, and it is not your fault if it happens to you.

Tell a friend.

Friends can listen and talk to us. Best of all, they can spend time with us and support us!

Tell an adult at school - someone you feel close to who can help.

A teacher, guidance counselor, advisor, school resource officer, school nurse, mentor or others can help. What if we tell and no one helps us?

Keep telling until someone helps you.

Cyberbullying is a crime, and by law, adults must help you.

NOTE TO PRESENTER: Consider inviting your school counselor, social worker and/or school nurse to visit your classroom during this presentation. Ask school staff to personally invite students to report incidents of bullying, harassment, sexual abuse or any other problems - and assure them they will be helped.

8. Is cyberbullying a crime in every state? **Yes.**

How do cyberbullies get caught?

Most messages can now be traced back to the sender.

Why should we save and print cruel or threatening texts, messages, images or emails?

They are evidence of a crime and can be shared with parents, other trusted adults and local/state police.

Once sent, can messages be taken back or erased?

No. Think of it as writing in permanent marker.

9. What are some possible reasons teenagers cyberbully other teens?

To hurt someone they are jealous of or mad at.

Lack of understanding about someone's religion.

Retaliation for something said or done, perceived or real.

Unaccepting of someone's gender identity or orientation.

Because they like to dominate others and feel in control.

Are any of these reasons acceptable? *No, none are acceptable.*

10. Suppose we felt like saying or doing something cruel to someone. What could we do instead?

If we're mad, take some time to cool down. Try deep breathing or exercise to blow off steam.

Vent to a friend.

Ask an adult to help us if we're feeling angry or frustrated.

Remember that cyberbullying is against the law, and we can face serious consequences.

Refer to Student Handout, Helplines for Teens (p. 67)

11. Nobody is perfect. There may be times when we make the mistake of saying or doing unkind things to others, for whatever reason. If we do make a mistake, how can we correct it?

Tell the person "I'm sorry" as soon as possible - and be sincere.

Make a promise it won't happen again - and keep your promise.

Forgive yourself, and others, for making a mistake. Learn from it.

12. Remember, each one of us is special and deserves to be treated how?

With kindness and respect.

Let's treat others the way we'd like them to treat us. Together we can foster a positive environment for all.

Positive Thinking:

- Name two things you enjoy doing *without* using technology.

Grade 7: Student Activity

Privately reflect on your own recent behavior toward others. Do you regularly treat others with kindness and respect? Has there been an instance when you could have supported someone who was being teased, bullied or otherwise mistreated, but did not? What could you do differently to help in the future? Have you gossiped or repeated rumors? Think about how you would feel if someone gossiped about you or spread a rumor about your family. Commit to always treating others with kindness and respect.

Distribute copies of the e-Safety Pact on p. 33 to students. Encourage students to review it at home with their family, and consider committing to it.



Grade 8: Real Life Practice Scenario

An 8th grade boy made a video of himself singing a song to a girl he liked. He sent it to her privately. Instead of enjoying the song in private, she promptly posted it all over the Internet. One of the boy's classmates went on record saying, "I feel really bad for the guy!"

- How did the boy send the song to the girl he liked? *He sent it to her privately.*
- Do you think the boy intended for the song to be posted online? *No.*
If he had, he would have posted it himself; plenty of talented kids post their songs on YouTube.
- Was it appropriate for the girl to widely share the song intended just for her? *No.*
- Was sharing it online a form of cyberbullying? *Yes.*
- Did the boy's one classmate have empathy for him after the video was posted? *Yes.*

It's important to consider the feelings of others before we hit "send." Think about:

- How will your actions affect others?
- Would you want someone else to do the same thing to you?
- What kind of reflection will your actions be on your own reputation?
- Is your behavior bullying or cyberbullying?
- If so, it is criminal behavior and punishable by law.

Discussion: Sending Nudes or Sexually Explicit Images (Sexting)

- During the Ego/Fame Lure, we established that 1.) **the vast majority of teens are NOT sexting** and 2.) sharing nude, semi-nude, or sexually explicit images of anyone under the age of 18 is against the law and should be avoided. But if a dating partner or friend **did** convince or pressure a teen to sext, who could end up seeing those images?

(Display Classroom Poster, *Images Don't Stay Private*, p. 26, during this discussion.)

- Everyone else at school/in the community*
- Family members (including parents, grandparents, siblings, cousins)*
- College admissions officers*
- Employer/Future employers*
- Anyone worldwide*

- Once sent or posted, images don't fade away. They can be shared with anyone.

How might our future be affected by inappropriate images we share now?

- May embarrass or humiliate us/our family/our friends.*
- May lose friends*
- May be kicked off a sports team*
- May be charged with a crime for sending/receiving sexually explicit images of minors.*
- May be denied college admission or a future job.*

- Why is it important for teens to set personal and digital boundaries, for themselves?

To make it clear which behaviors are acceptable and unacceptable to them.

If a friend or boyfriend/girlfriend is controlling, disrespecting or pressuring us in digital spaces, what can we do?

Make it clear they've crossed the line. Consider breaking up with them. Get help, if necessary.

- Where can you get help if someone is not respecting the personal and digital boundaries you have set?

- From a friend.*
- From an older sibling.*
- From an adult you trust, like a parent, teacher, school counselor or coach.*

There's also a free helpline for teens who need advice.

It's the National Teen Dating Abuse Helpline: **Text: LOVEIS to 22522 or Call: 1-800-331-9474.** Teens can text or call free anytime of the day or night, any day of the year, and **it's confidential.**

Discussion: e-Luring

1. Although the threat of cyber predators is relatively low, there are people who misuse technology to target potential victims. Do you know which age group is their prime target?
Preteens and teens.
2. How might a sexual predator use technology to befriend teens and try to gain their trust?
(Allow students to give responses. Offer responses below that are not suggested.)
Spend time getting to know us.
Give us compliments, or gifts.
Ask about problems at home.
Offer support and understanding.
Encourage us to share personal feelings.
3. Should we share family or other personal problems with people we only know from online? *No*. Why not?
(Allow students to give responses. Offer responses below that are not suggested.)
We may overshare; give out too much personal information.
It could reveal our weaknesses and leave us vulnerable to being lured.
It could lead to an invitation for a face-to-face meeting.
This person could be dangerous.
4. We all have problems at home from time to time. When we do, who can we talk to about those problems?
A friend, trusted adult or someone on a helpline.
When asked, most adults want to help teens with problems. Think about a person you could ask for help.
5. Some teens, though not many, agree to meet online friends in-person. What could happen if we went alone to meet someone, or let them visit us, without our parents knowing?
(Allow students to give responses. Offer responses below that are not suggested.)
They could end up being very different than we thought.
They could be unsafe.
They could hurt us or members of our family.
They could pressure or force us into risky or inappropriate activities.
6. Knowing just our phone number, someone could Google our address and get a map directly to our house. How could someone use this kind of information to harass or mistreat us?
They could harass us with text messages and phone calls.
They could show up at our house, school or sports events.
They could follow us to school or places where we like to hang out.

Even one small piece of personal information in the wrong hands can put our personal safety at risk. Remember: it's best not to over-share! Keep personal information private.
7. Now, suppose we've known an online friend for a long time. Our parents know about our friendship; it is a healthy and respectful one. If we wanted to meet in-person, how could we do so safely?
Talk on the phone or video chat before meeting, and have both sets of parents talk to each other.
Bring our parents or another trusted adult along to the initial meeting,
Meet in a busy public place during daylight hours.

(Presenter: Display the poster, Too Smart to be Lured, as a visual reminder of this lesson, p. 35.)
8. *Review Discussion Recap on the top of page 32.*
Distribute the Parent Handout, **Teen Digital Safety Tips for Parents** (p. 34) for students to take home, or send the Parent Handout, **Teen Digital Safety Tips for Parents** to parents electronically.



Discussion Recap: e-Lure: To keep technology fun and safe, remember the following points:

- Be responsible when using technology.
- Establish personal and digital boundaries, and speak up when they are crossed.
- Treat others as you'd like to be treated: with kindness and respect.
- Do not start or repeat rumors and gossip.
- Sharing nude, semi-nude, or sexually explicit images of teens is against the law.
- Be open with parents or guardians about all technology use.
- Report threatening or inappropriate communications.



Additional Resources

- **For the Home:** The *e-Safety Pact*: Copies may be made and distributed to students and/or parents. The *e-Safety Pact* is on p. 33 or can be downloaded from teenluresprevention.com/parents
- **Online:** Websites: cybertipline.com (National Center for Missing and Exploited Children) and teenluresprevention.com

Presenter Notes



e-Safety Pact



1. I WILL use technology responsibly, treating others with respect.
2. I WILL pause, and think twice, before posting anything online.
3. I WILL send or post only kind and respectful messages.
4. I WILL always use my true identity, and discourage and report use of false profiles.
5. I WILL send or post only appropriate images to people I know.
6. I WILL ask permission before posting or tagging images of friends.
7. I WILL respect a person's decision to not have their picture or video posted or shared.
8. I WILL NOT share images with people I don't personally know.
9. I WILL NOT give out personal information about myself or others.
10. I WILL keep my passwords private, even from my friends. I have a right to digital privacy.
11. I WILL NOT discuss private family matters online; I'll talk to a friend or trusted adult instead.
12. I WILL NOT respond to inappropriate/threatening messages. I WILL report them to an adult.
13. I WILL get permission from my parents before registering on a website, entering a contest or using a gift card online.
14. I WILL NOT meet an online friend in-person unless I:
 - a. Get permission from my parents or guardian(s),
 - b. Bring my parent(s) or another trusted adultAND
 - c. Meet the person in a public place.
15. I WILL review this Pact periodically as a reminder to be use technology responsibly. If I make a mistake and misuse technology, I will apologize and recommit to this Pact.

Teen's Signature

Parent's Signature

Date

Date



Teen Digital Safety Tips for Parents

The best tech safety policy between parents and teens is education, communication, supervision and trust. Set clear expectations of responsible digital behavior and communicate these to your teen.

- ☎ Become informed and familiar with all technology your teen is using: texting, chatting, online gaming, social networking and digital cameras on phones and other devices.
- ☎ It is not sufficient to situate computers and electronic devices in high visibility areas of the home. Today's youngsters have internet access from many sources, including phones, tablets, gaming systems, friends' devices and public Wifi.
- ☎ Supervise and interact with your teen online and electronically. Become familiar with chat/texting acronyms. (See Box to the right.)
- ☎ The most common online/electronic threats to youngsters are peer-to-peer: cyberbullying, textual harassment and sexting.
- ☎ Stress to teenagers the importance of telling you or another trusted adult about any threatening or inappropriate messages or images. Save all evidence and report these immediately to your local police and www.cybertipline.com.
- ☎ If your youngster is taking risks online, find out why. What is happening in their life to cause such behavior? Consider obtaining professional help/counseling, if needed.
- ☎ Via social networking sites, gaming and webcams, the online offender may expose teenagers to adult content and even convince teens to share intimate images of themselves.

- ☎ If you have installed parental controls on your teen's electronics, don't be surprised if your teen or their friends are able to quickly bypass them.
- ☎ Online predators become a serious threat if (1) they succeed in learning a teen's full name, phone number or address or (2) they manage to arrange a private, in-person meeting with the teenager.

Sample Text Acronyms

NAZ = Name, Address & Zip Code

RU/18 = Are you 18 years old?

WYRN = What's Your Real Name?

TDTM = Talk Dirty to Me

LMIRL = Let's Meet in Real Life

1174 = U r invited to a wild party

Pron = Porn

420 = Marijuana

Slice = 1/8 of an ounce of marijuana

- ☎ Young people are most at risk online when they have sexual conversations with people they don't know, send inappropriate images of themselves or agree to an in-person meeting.
- ☎ High-quality parenting relationships and open communication can reduce the risk that teens will meet online friends privately and in-person.
- ☎ Keep Digital Safety in perspective: the most likely abusers are someone the teen knows in real life; friend, dating partner, family member, relative or family friends.



Too Smart To Be Lured



Set Digital Boundaries.

Keep Personal Information PRIVATE. Think Before You Share.

Report threatening or inappropriate messages.

Face-to-Face Meetings: In Public & Involve an Adult.

Teen Lures™ PREVENTION

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National Child Abuse Hotline: 1-800-422-4453. All calls are anonymous and confidential.



Exclusion Hurts



MAKE A DIFFERENCE -
Be Inclusive,
Get Involved &
Report Bullying to
parents and
school staff.

Help Prevent Bullying and Cyberbullying

Teen Lures™ PREVENTION

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National Child Abuse Hotline: 1-800-422-4453. All calls are anonymous and confidential.



Intolerance is Intolerable.



Let's measure others by the
Content of their Character -
NOT by how they look or live.

Show Mutual Respect: Accept One Another

Teen Lures™ PREVENTION

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Class Discussion # 5

Name Lure; *Privacy & Identity Theft*

Presenter Overview: The Name Lure is used to disarm youngsters by feigning familiarity. It's human nature to expect that people who address us by name know us and can be trusted on some level. However, anyone can learn a teen's name by overhearing it, asking someone or noticing it on belongings. Teens should be encouraged to question behaviors and situations that just don't seem right, and trust their gut feelings.

Teens also need to be protective of their identities online, as teenagers are the main target for identity theft. Emphasize the need to avoid posting too much personal information and using full names when tagging images on open networks. Some teens pose as another person to bully and harass peers. This is a form of identity theft and is against the law. In this discussion, we also explore what teens can do to help protect their identity online.



Key Points:
 Grades 7-8

- A teen's personal information is extremely valuable.
- Do not freely share personal information, especially Social Security Number, phone number & passwords.
- Full names shouldn't be used online, especially when tagging images on open networks.
- Label belongings with initials and symbols, or where not easily visible.
- Do not automatically trust, go with, or share personal information with someone just because they know your name.



Vocabulary:

Vulnerable, inherently, default, combination, effortless, assume, impersonation, posing



Props:

1. Name Lure Newscast: Student Anchor Script & Video News Clip #5
2. Facebook page with tagged photos

The Presentation: *Name Lure; Privacy & Identity Theft*

Quick Review: During our e-Lure discussion, we recognized that while cyberbullying is a significant problem for young people, teens can be part of the solution to end it. We can all do our part by treating one another with respect, standing up for ourselves and others, and supporting peers who are being mistreated. We established that cyberbullying and sexting are crimes for which teens can be punished. And, while cyber predators do exist, teens are less vulnerable to Teen Lures when they are aware of the threat and limit their online sharing.

Learning Objectives:

(Show or perform the student-led "Name Lure" Newscast.) Let's please applaud our News Team and Student Anchors! (*Applause.*) The Name Lure examines the significant value of our personal information - and the need to protect our names and private information. There are over two billion people online, and not all of them have good intentions. If someone claims to know us, does it mean they really do know us? Using our full name electronically, and disclosing passwords and personal information can be risky. Let's talk about why.

Discussion:

1. (*Show of hands.*) If someone we didn't know called us by name, how might it make us feel?
 - a. Important?
 - b. Popular?
 - c. Confused?
 - d. Worried?
2. How could someone learn our name?
 - *Through social networking sites.*
 - *Overhear someone say it.*
 - *Ask someone who knows our name.*
 - *See it on our belongings.*

Positive Thinking:

- Look up the meaning of your name.
- Do you think it fits you? Why or why not?



3. What are some belongings we label with our name?
 - *Social Networking app*
 - *Electronics, sports equipment, backpacks, jackets, musical instruments*
4. How can we safely label our physical belongings?
Don't use our full name; Use initials or symbols instead
Place name where it can't easily be seen.
5. We also need to protect our privacy and identity online. Social networking sites are inherently set up to encourage users to share information as publicly as possible, and the amount of information shared increases over time. And while privacy settings exist, they are not the default and need to be manually reset on a regular basis. So, how do we help protect our privacy?
 - a. *Choose an unidentifiable screen name.*
 - b. *Keep personal information private – no full address, no phone numbers on open networks.*
 - c. *Use password protected walls, so you control who sees your content. Update settings regularly.*
 - d. *Protect your passwords! Although tempting, they should not be shared with friends.*
6. And when it comes to tagging images, how can we protect our identity, and the identity of our friends?
 - a. *Get permission before posting and tagging friends in pictures/videos.*
 - b. *Be careful that tagged images don't give away too much info about a person's identity/location.*
 - c. *Remember to use initials or first names only.*
 - d. *Turn GPS off when taking pictures to avoid geotagging.*

Grade 7: Practice Scenario

Caleb has a Facebook page called "Soccer: Go Big, Go Pro." Caleb has been playing soccer since age 2. He devotes all his free time to playing Club soccer and is truly a standout player. Caleb regularly posts pictures and how-to videos of drills, moves and tricks. He has over 500 Friends.

One day, he gets a message that says, "Caleb, I'd like to write an article about you. I really think you'll go pro one day, and I want to be the first to write an article about you. Meet me at the park outside of school at 3:30pm today for an interview." The message says it's from "Simon Cooper, Sports Reporter."

- a. How does "Simon Cooper" know Caleb's name? *From Caleb's Facebook page.*
- b. How will the reporter know what Caleb looks like? *From Caleb's pictures and videos on Facebook.*
- c. Should Caleb automatically believe "Simon Cooper" is a real sports reporter? *No.*
- d. Should Caleb assume "Simon Cooper" is a safe person? *No.*
- e. Should Caleb go to the park alone to meet this person, or persons? *No.*
- f. What lures can you pick out in the posting?
Name Lure - (calling Caleb by name)
Ego/Fame Lure - (telling Caleb he thinks Caleb will go pro in soccer one day and wanting to write the first article about him)
- g. If Caleb wanted to be interviewed, how could he do so safely?
 - *Share the message with his parents or guardians.*
 - *Have his parents verify that "Simon Cooper" is a respectable reporter. Caleb's parents can message "Simon Cooper" back and ask for HIS phone number; not give out their phone number.*
 - *Have Caleb's parents accompany him to the interview in a public place, once they thoroughly verify the reporter's credentials.*

This same Lure was effectively used on 11-year-old Alison Parrott, a standout young track star from Toronto, Canada. She was lured to a park, assaulted and lost her life.

7. Is it okay to pretend to be someone else online? Use someone else's identity? Communicate with others using someone else's electronic device without their permission? *No.*
Why not? *It's impersonating another person, or posing as them, which is against the law.*

Some teens post unkind/untrue things while posing as others. Is this okay? *No.*

Why not? *It's a form of cyberbullying, and it's against the law.*

You are effectively stealing someone's identity. Which leads us to another threat facing teens.



8. What is it called when an unauthorized person uses your personal information to start new credit accounts, get loans, apply for a job or commit crimes in your name? *Identity Theft.*

Which age group do you think is most often targeted for Identity Theft? *Teens.*
Why? *Teens tend to overshare without realizing the extreme value of their personal information.*

What are the top five things teens should keep private?

- ▶ *Full name, home/email addresses and phone number(s).*
- ▶ *Name of your school, sports team, clubs, and where you hang out.*
- ▶ *All Passwords, including bank account numbers, PIN numbers and related passwords.*
- ▶ *Social security number. (Do not store your SSN# on a cell phone or other electronic device.)*
- ▶ *Driver's License number. (When you get your driver's license.)*

Should we share other people's personal information? *No.* It is not legal to do that.

9. What are the most common ways teens knowingly and unknowingly share their personal information?
- | | |
|--|--|
| <i>a. Oversharing on social networking sites.</i> | <i>d. Talking to, and meeting, new friends.</i> |
| <i>b. Using Check-in apps</i> | <i>e. Unknowingly opening or responding to fraudulent emails intended to steal personal information.</i> |
| <i>c. Storing important information on their cell phones, which are then lost or stolen.</i> | |
10. Should we automatically trust someone just because they know our name or claim to know our family?
No.
Should we distrust all people? *No.*
But don't be overly trusting. Always put your privacy and personal safety first.

Grade 8: Student Activity

Almost two thirds of teens with social networking profiles believe that a motivated person could eventually identify them from the information publicly provided on their profiles.

Knowing this, will you be more careful when posting information in the future?
What (3) pieces of personal information will you be certain to keep private, both when using technology and when not using technology?

Discussion Recap: Let's remember the following information about the Name Lure:

- A teen's personal information is extremely valuable.
- Do not freely share personal information, especially Social Security Number, phone number & passwords.
- Full names shouldn't be used online, especially when tagging images on open networks.
- Label belongings with initials and symbols & by name, only where not visible.
- Do not automatically trust, go with, or share personal information with someone just because they know your name.

Presenter Notes




Class Discussion # 6


Games Lure; Harassment & Online Gaming


Presenter Overview: The Games Lure discussion explores how both physical and virtual games can leave teens vulnerable to bullying, harassment and sexual exploitation. Physical contact is normal in many sports, and overly aggressive or inappropriate touching may at first be excused as unintentional. Such behaviors often begin innocently, then escalate into bullying or sexual exploitation.

Online interactive gaming and social networking sites have their own risks, including bullying, harassment and meet ups. Encourage teens to share minimal personal information. Even if someone has only one piece of a teen's personal information (name or phone number), they can usually locate the teen's physical address.

Games that include the use of restraints prevent young people from protecting themselves or escaping. Teens should not allow anyone to restrain, tie them up or place them in isolation, even under the ruse of a game, stunt or magic trick.

 <p>Key Points: Grades 7-8</p>	<ul style="list-style-type: none"> Keep gaming passwords and other personal information private. Report harassment to game administrators. Games and sports involving body contact can provide opportunities for bullying/abuse. Inappropriate touching, sexual comments or requests to remove clothing during a game can be refused and reported. Call out others on sexist jokes, catcalling and use of demeaning language. Activities that involve restraints (even if they are supposedly part of a game or practical joke) should be avoided.
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 <p>Vocabulary:</p>	<p>physical restraints, catcalling, demeaning, sexual harassment</p>
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 <p>Props:</p>	<ol style="list-style-type: none"> 1. Games Lure Newscast: Student Anchor Script & Video News Clip #6 2. Roll of duct tape, length of rope, and/or handcuffs 3. Student Handout: <i>Sexual Harassment: Flirting or Harassment</i>, p.44 4. Student Worksheet: Gaming Safety Tips for Teens, p. 45
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The Presentation: Games Lure; Harassment & Online Gaming

Quick Review: After discussing the Name Lure, we'll remember how over-sharing can put us at risk of identity theft and in some cases, physical harm. We talked about the crime of posing (impersonating others) and we identified the top 5 pieces of personal information teens should keep private. Who can name the five? (*Have students name the top 5 pieces of personal info to keep private; listed on p. 40, in #8.*) We discussed how we shouldn't automatically trust, or go with someone, just because they know our name.

Learning Objectives:

(Show or perform the student-led "Game Lure" Newscast.) Applause, please, for our News Team and Student Anchors! (*Applause.*) As demonstrated in the Newscast, while online gaming is usually fun and safe, it can lead to bullying, harassment or sexual exploitation. Sports and body contact games can also provide opportunities for sexual abuse. Let's talk about how this could happen so we can help keep gaming and sports entertaining, healthy and safe.

Discussion:

1. Which sports do you play?
(Student responses.)
2. What are some examples of sports, games and other activities that involve physical contact?
Wrestling, football, soccer, basketball, gymnastics, cheerleading, others.
Many sports involve physical contact. When does physical contact cross the line from game to abuse?
When it leads to physical aggression, inappropriate touching or sexual harassment.



3. (*Distribute Student Handout, Sexual Harassment: Flirting or Harassment?, p.44*)
 What is sexual harassment? Unwanted sexual behavior
 Review the different forms of Sexual Harassment on the handout:
Physical contact, like grabbing, pinching, touching your breast or butt or other body parts, or kissing you against your will;
Sexual comments, like name-calling (slut, fag), starting rumors about you, making sexual jokes at your expense, or making sexual gestures at or about you;
Sexual propositions, like repeatedly asking you out when you've said no, or asking you to be intimate.
Unwanted communication, like texts, phone calls, letters, or e-mails. These can be mean, nasty, or threatening, or they can seem flattering or nice but still make you feel uneasy.

Some flirting between teens is normal and healthy, but sometimes it's hard to tell the difference between flirting and sexual harassment. Let's review the two lists on the handout to help us figure it out.
 (*Review Student Handout, Sexual Harassment: Flirting or Harassment?*)

4. Is it ever okay to tell sexist jokes - ones that show prejudice or discrimination against a gender? *No.*
 Is it ever okay to make catcalls - whistle, shout or comment of a sexual nature? *No.*
 Is it ever okay to use demeaning language to belittle or humiliate others? *No.*
 These types of behavior are never acceptable, and can lead to more abusive actions. It's important to always speak out against such behaviors and report incidents to a trusted adult.
5. What can we do if someone harasses us or makes inappropriate sexual comments or advances?
Call them on it. Tell them to stop because you do not like it.
 Yes, we can stand up for our rights. What if they don't stop? *Report the harassment to an adult.*
 After all, what is Teen Lures Prevention all about?
Talking openly about bullying, harassment and sexual exploitation to help prevent such behaviors.

Why shouldn't we be embarrassed or afraid to tell someone?
Because we didn't do anything wrong. We are standing up for our right to live abuse-free.
 Is bullying, harassment or sexual abuse ever the victim's fault? *No, fault lies solely with the offender.*

Grade 7: Practice Scenario

Beckett really likes Sadira. She's smart, interesting and funny. Beckett always gives Sadira a lot of attention and usually Sadira just smiles and blushes a little bit. Lately, Beckett has started to comment on Sadira's outfits. Sadira is no longer smiling. In fact, she doesn't seem happy about it at all. Yesterday, Sadira went out of her way to avoid Beckett after he said he liked the way her shirt fit her "nice and snug."

- Is it okay for Beckett to like Sadira? *Yes.*
- At first, did Beckett's behavior seem okay? *Yes.*
- Has Beckett's behavior changed? *Yes.*
- What are some signs that Sadira no longer wants Beckett's attention or comments?
*Sadira is not happy with Beckett commenting on her outfits, she is not flirting back with him
 Sadira is avoiding Beckett since he made an inappropriate comment about her shirt.*
- Was Beckett's behavior yesterday flirting or sexual harassment? *It was Sexual Harassment.*
- Should Beckett stop his behavior immediately? *Yes.*
- Should Beckett apologize to Sadira? *Yes.*

6. Is there anything a teen says, does or wears that gives another person the right to bully, harass or sexually abuse them? *No.* Teen victims are not at fault. The harasser/abuser is solely responsible.

Most of the time, flirting between teenagers who are about the same age is just that: flirting. It's a normal and healthy part of growing up. So, let's keep it that way by making sure it's welcome, mutual and respectful.

7. Most people who teach, coach or help out with athletics are doing it for the right reasons.
 But, is it possible that a sexual offender could obtain a position, like coach, to get close to teens? *Yes.*
 Sex offenders look for jobs and volunteer positions where they have regular contact with teenagers.



Who else could sexually harass or touch us inappropriately during a game or changing/shower time?
One of our peers or teammates.

What can we do if someone harasses us, or touches another player inappropriately, during sports, games, or other activities?

- *Tell the person they've overstepped our personal boundaries.*
- *Tell a trusted adult about the harassment or touching as soon as possible.*
- *Step up to support friends in this situation.*

8. Under pretense of a game or stunt, some teens are tricked into being restrained or placed in isolation. (Display handcuffs or duct tape.) If someone, even a friend, wants to handcuff or tie us up, what should we do?

Refuse to let them, and leave if feeling threatened.

What if they say it is just part of a trick or a joke?

Still refuse to let them.

Why should we refuse to let anyone, especially an adult or older teenager, handcuff or tie us up?

Restraints are unsafe. They make it almost impossible to protect ourselves or to get away.

9. What about game sites and networks? Can online gaming become a negative experience? How? (Allow students to give responses. Offer responses below that are not suggested.)

Other players, including friends, can hack your account if you share your password(s).

Players harassing other players, often with disrespectful, disgusting or overtly sexual comments.

Chat/video options can lead to unwanted bullying, inappropriate conversations and/or pornography.

10. How can we help keep interactive gaming problem-free?

Be respectful to others when gaming and expect respect in return.

Use self-help options, including blocking other players, muting them or kicking them out of the game.

Use the game's reporting features to report offenders to game administrators.

Block, and don't respond to, anything with mean, threatening or sexual content.

11. If a friend asks for your game password, should you share it with them? **No.**

Remember, your personal information is extremely valuable. It's best to **keep all passwords private!**

12. Most of the time, online interactive gaming and sports are fun and safe, so enjoy!

Grade 8: Classroom Activity

Distribute the Student Worksheet, **Gaming Safety Tips for Teens** on p. 45.

Review the provided safety tips as a class, and then direct students to research (5) additional safety tips to complete the Worksheet, either in-class or as homework.

Consider having students vote on the top three most important safety tips.

Discussion Recap: To recap the Games Lure:

- Keep gaming passwords and other personal information private.
- Report harassment to game administrators.
- Games and sports involving body contact can provide opportunities for bullying/abuse.
- Inappropriate touching, sexual comments or requests to remove clothing during a game can be refused and reported.
- Call out others on sexist jokes, catcalling and use of demeaning language.
- Activities that involve restraints (even if they are supposedly part of a game or practical joke) should be avoided.



Sexual Harassment

What is it?

Sexual harassment is unwanted sexual behavior. It may take different forms, including:

- **Physical contact**, like grabbing, pinching, touching your breast or butt or other body parts, or kissing you against your will;
- **Sexual comments**, like name-calling (slut, fag), starting rumors about you, making sexual jokes at your expense, or making sexual gestures at or about you;
- **Sexual propositions**, like repeatedly asking you out when you've said no, or asking you to be intimate;
- **Unwanted communication**, like texts, phone calls, letters, or e-mails. These can be mean, nasty, or threatening, or they can seem flattering or nice but still make you uncomfortable.

These are only examples; there may be other forms of behavior that are not listed here but still can be considered sexual harassment.

Both the harasser and the victim can be either male or female, and they do not have to be the opposite sex. The harasser can be another teenager or an adult. (NOTE: An adult flirting with a minor is not normal or appropriate behavior.)

Some flirting between teens is normal and healthy, but sometimes it can be hard to tell the difference between flirting and sexual harassment. The lists below can help you figure it out.

Flirting

- Flirting is welcome attention.
- Flirting goes both ways.
- Flirting makes you feel flattered or attractive.
- Flirting makes you feel in control.
- Flirting makes you feel good about yourself.
- Flirting is legal in school.

Harassment

- Sexual harassment is not wanted.
- Sexual harassment is one-sided.
- Sexual harassment makes you feel put down or ugly.
- Sexual harassment makes you feel powerless.
- Sexual harassment makes you feel bad or dirty.
- Sexual harassment is a violation of school rules and state/federal laws.

If you think you are flirting with someone, **but they do not respond the way you want them to**, consider this...

- ⇒ If the person does not seem happy with your attention,
- ⇒ if you flirt but they do not flirt back,
- ⇒ if you make a sexual joke and they do not laugh,
- ⇒ if the person seems to be avoiding you...

...you might be making them uncomfortable. The bottom line is that **if the person receiving your sexual or romantic attention doesn't want it and you continue, that's harassment and you should stop it.**







Gaming Safety Tips for Teens

Online gaming is a fun way to connect with friends and other gamers throughout the world.

To keep online gaming safe:
Protect your personal information and passwords.
Use private settings. Report harassment & cyberbullying.



-  **Make Passwords Long & Strong:** Use a strong password for your gaming accounts. Make certain your password has at least eight characters and uses numbers, letters, and symbols. Always keep passwords private.
-  **Keep Personal Information Private:** Never reveal your full name, address, phone number, gender, age, or other private information. Keep your user name neutral. Use an avatar instead of an actual picture of yourself.
-  **Don't Accept Downloads from People You Don't Know:** This includes cheat programs that may claim to help you perform better in a game, but could actually be carrying malware. Stay informed about malware.
-  **Report Harassment & Cyberbullying:** Know how to block and/or report another player if they make you feel uneasy. Keep a record of what the other player says, and don't engage them in conversation.

Research (5) additional Gaming Safety Tips for Teens.

1. _____

2. _____

3. _____

4. _____

5. _____






Class Discussion # 7

Emergency Lure; *Instincts & Emergency Plan*

Presenter Overview: Emergencies are a fact of life. Individuals with bad intentions may fabricate an emergency or instill a sense of urgency to short-circuit vital critical thinking skills and gut instincts. Teens might be told that someone they love has been injured, something has happened to a valued possession or that there is an exciting and immediate opportunity. They may feel pressured into making a split second decision, and go along willingly.

Creating a pre-arranged Emergency Plan with students and their families helps take the guess work out of real and fabricated emergencies. An Emergency Plan also helps remind teens that being rushed into making decisions can compromise their personal safety.

 <p>Key Points: Grades 7-8</p>	<ul style="list-style-type: none"> • Making rushed decisions can compromise personal safety. • Sometimes people with bad intentions invent emergencies to rush, confuse and worry us. • Emergencies/time-sensitive opportunities should be verified before taking action. • It's important to stay calm during emergencies so we can think clearly. • Listen to, and trust, your instincts about people and situations.
 <p>Vocabulary:</p>	<p>Critical thinking, collapsed, pre-arranged, short-circuit, verify, evade, premonition</p>
 <p>Props:</p>	<ol style="list-style-type: none"> 1. Emergency Lure Newscast: Student Anchor Script & Video News Clip #7 2. <i>Emergency Plan</i> template: available on p. 49 or for free download at teenluresprevention.com/emergency.asp 3. Classroom Poster, <i>Trust Your Gut</i>, p. 50 or available for free download at teenluresprevention.com/posters.asp

The Presentation: *Emergency Lure; Instincts & Emergency Plan*

Quick Review: In our discussion about the Games Lure, we talked about the risks of online gaming, including harassment and over-sharing personal information. We discussed the importance of protecting our personal information and passwords, using private sessions, as well as being respectful while gaming.

The Games Lure also helped us recognize how body contact sports can provide opportunities for harassment or abuse. We can tell a friend or trusted adult about any boundary violations or inappropriate behaviors. We can also play it safe by avoiding restraints of any kind, like handcuffs or duct tape.

Learning Objectives:

(Show or perform the student-led “Emergency Lure” Newscast.) Let’s please give a round of applause to our News Team and Student Anchors! (*Applause.*) When we’re fooled into believing there’s an urgent or time-sensitive situation, we can easily be rushed into making split-second decisions that are not in the best interest of our personal safety. Sometimes people invent emergencies or use a sense of urgency to lure someone into going with them quickly - and willingly. This is called the Emergency Lure.

Discussion:

1. What can we do if, like the girl in the newscast, we are offered a tempting opportunity, and the person offering it insists we have to decide right away?
Make sure the opportunity is real. Get a parent or guardian involved to help verify it. At the very least, check with a parent/guardian and let them know where you are going.
2. Did the girl in the video clip check with her parent/guardian? *No.*
 Why should we verify such offers with parents before making rushed decisions like the girl?
It may not be a real offer; it may actually be a lure.
 If the dog-sitting offer was really a lure, would the girl’s parents know where she went? *No.*
 Could she be in danger? *Yes.*



3. Here are some other examples of how the Emergency Lure works:
“Your parents were in a terrible car accident. They’re at the hospital in critical condition. Come with me!”
“A friend of mine just collapsed. I need your help immediately! Please come help me, NOW!”

Are these emergencies believable? **Yes.**

Yes, they are believable. But these are actually lures that were used to con teens into unsafe situations.

4. Emergencies are a fact of life. They can and do happen on a regular basis.
 What are some examples of emergencies you’ve experienced?

- *Car accident*
- *House fire*
- *Health crisis*
- *Natural disaster*

Grade 7: Emergency Plan

(Pass out copies of the Emergency Plan, template on p. 49.)

Review the Emergency Plan contacts, rides, safe places and guardians with students. Encourage students to create and discuss a pre-arranged Emergency Plan at home with his/her family.)

Ask students: Do you think having a pre-arranged plan of action in place can help take the guesswork out of an emergency situation?

Yes.

Creating a personalized Emergency Plan serves as a reminder that being rushed into making **any decision** can compromise personal safety.

Positive Thinking:

- Have you ever thought about becoming a nurse or doctor?
- Do you need a special license to drive an ambulance?

5. If someone told us that a friend, parent or sibling was hurt, or our home was on fire, and to come with them, how would we feel?

- *Upset , worried, confused, panicked , etc.*

Would we be thinking clearly? **No.**

Could the Emergency Lure short-circuit our critical thinking skills and our instincts? **Yes.**

Could going with this person put us at risk? **Yes.**

6. If we took the time to verify a supposed emergency (or a time-sensitive offer), would it allow us to:

Stay calm? **Yes.**

Critically assess the situation? **Yes.**

Get the opinion of someone we trust? **Yes.**

Not be rushed into making a decision? **Yes.**

Being pressured into making an immediate decision, without the benefit of thinking things through or verifying the offer, can definitely compromise our personal safety.

7. What can we do if we’re unable to verify an emergency or unsure about a situation?

Don’t leave with just anyone.

Stay put, and call a parent, friend, relative or other trusted adult for advice or assistance.

Call 911, if you’re really worried.

8. Has someone ever said or done something, and it just didn’t feel right to you? Something about the situation just didn’t seem genuine? *(Display Poster, Trust Your Gut, p. 50. Discuss)*

(Student responses.)

What is that innate sense we all have inside, and can sometimes feel in our gut?

Our Instincts.

9. Our instincts are quite impressive. They’re a warning system, a premonition that something is about to happen. Where do thoughts and feelings like “He just seems weird” or “Something about this situation feels off” come from?

Our instincts. Instincts warn us to be aware, slow down and proceed with caution.

Recognizing, trusting and following instincts can help protect teens from unsafe behaviors and situations. If something doesn’t feel right, what should teens do?

Teens should trust their gut, get to safety & and tell someone about these feelings, ideally, before something happens.

What purpose do instincts serve in a potentially risky situation?

They are a warning system.

That's right. And instincts warn us to do what?

To be aware, slow down and proceed with caution. (Point out Poster, *Trust Your Gut.*)

10. During any time-sensitive situation, especially emergencies, what's the best thing to do?

Don't be rushed into action or making a decision

Listen to your instincts, and proceed with caution.

Verify, verify, verify.

Grade 8: Practice Scenario

Pete's algebra test had gone really well, and he was psyched to tell his family over dinner. Before he headed home though, he stopped by lacrosse practice to hang out with some kids. After practice ended, Pete waved goodbye to his friends. Pete has cerebral palsy and the field was pretty wet, so he decided to take the sidewalk.

Suddenly, a car pulled over and a guy hurriedly got out, screaming, "Come on, Dude! We've got to get to the hospital before it's too late!" Pete looked up, questioning what was going on. "It's your Mother," the guy shouted, "And it doesn't look good. Please hurry!"

Pete instinctively reached for a car door handle, then stopped. Something in his gut told him the situation didn't feel right, and to use caution. Pete calmly asked the man, "What's my mother's name?" With that, the driver jumped back into his car and peeled away, speeding off without answering.

- Why did Pete consider getting into a car with someone he didn't even know?
He was distracted and worried about the idea of his mother being in the hospital.
- Why didn't Pete get into the car after all?
Pete's instincts (gut) told him not to. The situation didn't feel right to Pete.
- Was Pete smart to question the man about something he should have known. (His Mom's name.)
Yes.
- Do you think the guy was telling the truth about Pete's mother? Why or why not?
No. The guy sped off without a word.
- If you are ever faced with an Emergency situation, will you stop and think - like Pete did? *Yes.*

Discussion Recap: To recap the Emergency Lure:

- The Emergency Lure short-circuits critical thinking skills and instincts.
- Making rushed decisions can compromise personal safety.
- Sometimes people with bad intentions invent emergencies to rush, confuse and worry us.
- It's important to stay calm during emergencies so we can think clearly.
- Emergencies and time-sensitive opportunities should be verified before taking action.
- Listen to, and trust, your instincts about people and situations.
- Discuss and create an *Emergency Plan* with your family.

Presenter's Notes



Emergency Plan

DIAL 911 in case of illness, accident, fire, storm, or other emergency.

A pre-arranged plan of action includes:



Contacts:

In a real emergency, the following people will contact me.
If anyone else tells me there's an emergency, I will verify their claim.



Rides:

In a real emergency, I will go with these friends or family.
If someone else offers me a ride, I will refuse and call someone I trust.



Safe Places:

In a real emergency, I can go to these locations.



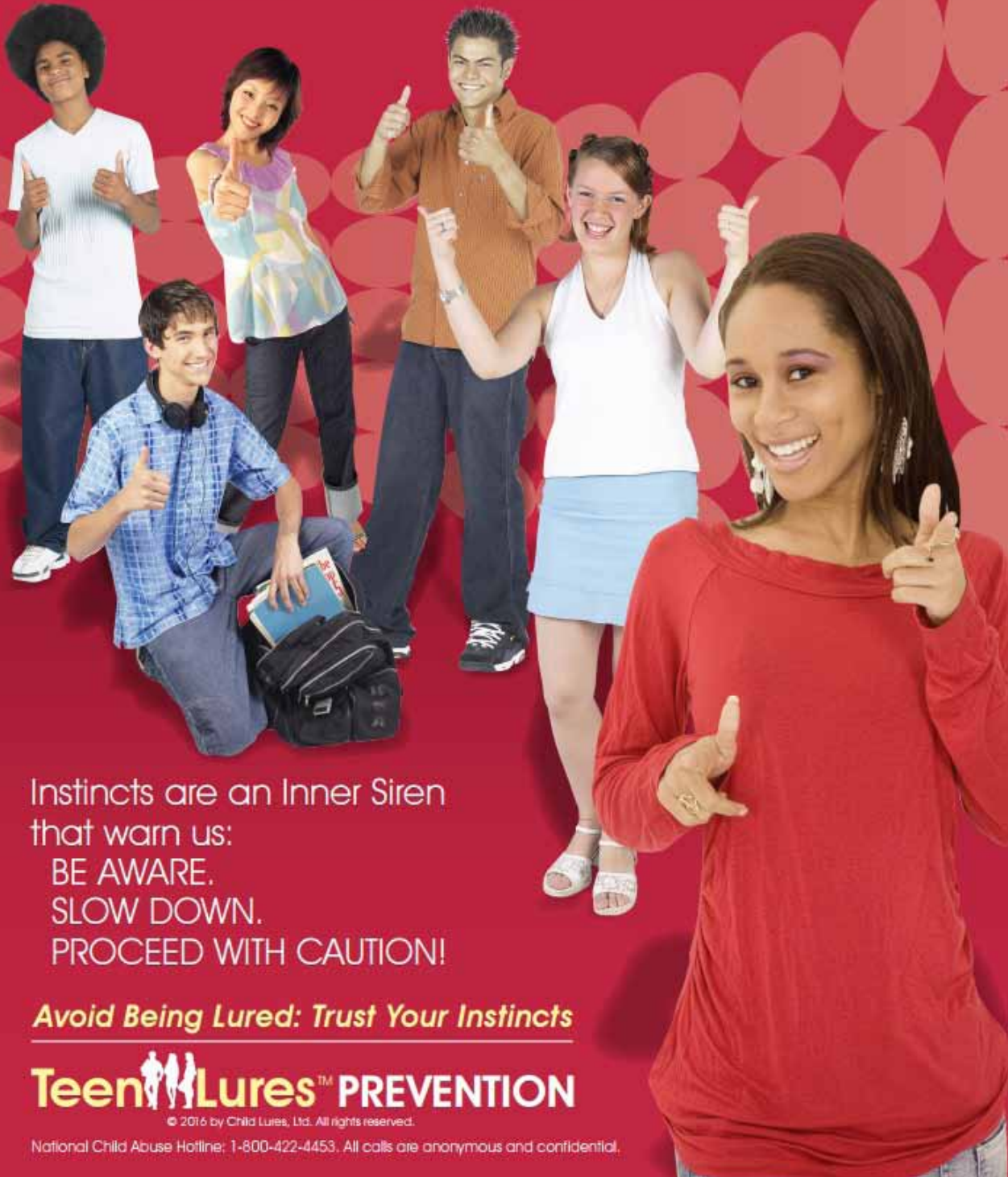
Guardians:

In a real emergency, I can stay with these friends or family.

EMERGENCY? DIAL 911!



Trust Your Gut.



Instincts are an Inner Siren
that warn us:
BE AWARE.
SLOW DOWN.
PROCEED WITH CAUTION!

Avoid Being Lured: Trust Your Instincts

Teen Lures™ PREVENTION

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National Child Abuse Hotline: 1-800-422-4453. All calls are anonymous and confidential.






Class Discussion # 8

Affection Lure; Consent, Dating & Secrets

Presenter Overview: Most people who show interest in teens genuinely care about their well-being, but there are people who cross the line from affection to abuse. Over 90% of the time, the offender is someone the teen knows and trusts, such as a family friend, relative, single parent's partner or peer.

Grooming is a process of deliberately establishing an emotional connection with a youngster, and often their family, to prepare the youngster for abuse. Teens are often made to feel "special" or grown-up with extra attention, gifts, travel, sexual conversations, secrecy and sometimes even alcohol and pornography. Teenagers starved for attention, lacking adequate supervision, or facing difficult situations at home (i.e. divorce, substance abuse, neglect) are especially vulnerable to the Affection Lure.

Dating is normal and healthy for tweens and teenagers. Learning about healthy relationships, personal boundaries and mutual consent can help ensure safe dating experiences now and in the future. Date Rape (acquaintance rape), is the most common, and least reported, intimate crime against teenagers. It takes courage to report inappropriate behaviors and crimes like sexual assault, especially by someone the victim cares about. Telling can interrupt grooming, help stop abuse, obtain justice and help teens feel safe again.

 <p>Key Points: Grades 7-8</p>	<ul style="list-style-type: none"> • Most acts of kindness and affection are sincere. • Most teen victims of sexual exploitation are lured into abuse by someone they know. • Teens have a legal right to stop anyone who tries to exploit or abuse them. • All intimate contact must involve mutual consent, every time. • It is not healthy to keep sexual crimes secret; they can be reported at any time. • Caring adults can help stop sexual abuse or exploitation, once it is disclosed. • Victims of sexual crimes are not at fault; the offender is solely responsible.
 <p>Vocabulary:</p>	<p>grooming, consent, intimate, prime, genuine, critical thinking, pre-arranged, short-circuit, verify, evade</p>
 <p>Props:</p>	<ol style="list-style-type: none"> 1. Affection Lure Newscast: Student Anchor Script & Video News Clip #8 2. Classroom Posters, pp. 56-57 3. Student Handouts, <i>Consent: Have You Got It?</i>, p. 55 & <i>Helplines for Teens</i>, p. 67

The Presentation: Affection Lure; Consent, Dating & Secrets

Quick Review: We previously discussed how emergencies are a fact of life and do happen. The Emergency Lure is used to worry, confuse and pressure people into making rushed decisions. It's importance to stay calm during emergencies, so we can think clearly. Verifying emergencies, before reacting, can help us stay safe. We also learned to listen to, and trust, our instincts. We talked about being cautious of time-sensitive opportunities. We'll ask a parent or other adult to verify any such offer, in case it's actually a lure.

Learning Objectives:

(Show or perform the student-led "Affection Lure" Newscast.) Applause, please, for our News Team and Student Anchors! (*Applause.*) Most acts of kindness and affection are sincere, and they make us feel good about ourselves. However, some people take advantage of the basic human need for love and attention.

The Affection Lure is when someone pretends to genuinely care about us, with the intent to cross the line from affection to abuse. This Lure is most often used by people we know. As documented in the *Newscast* video clip, many sex offenders act affectionate and attentive toward targeted victims to set them up, or groom them, for future abuse. With teens, sexual abuse is most common in dating situations. Let's discuss the Affection Lure.

Discussion: Affection, Grooming & Secrets

1. Who are some important people in our lives with whom we spend a lot of time?
Friends, parents, teacher, clergy, relatives, friend's parent

2. Think about the people in your life whom you feel you can talk to about almost anything.
51 Most of the time, when people other than our parents take an interest in us, is it genuine? Yes.



3. Are there times when teens feel like no one really understands or cares? **Yes.**
 We all feel that way sometimes; those feelings are perfectly normal, especially for teens.
4. Are there times when teens feel like parents don't understand them?
Yes. That's part of growing up too.
 Who are some people teens can turn to when they feel like they can't talk to parents?
Friends, friend's parent, coach, teacher, clergy, relative, school counselor.
 Is it good to have someone to talk to? **Yes.** We usually feel better after we talk with someone.
5. Could someone take advantage of our human need for attention and affection? **Yes.**
 If they shower us with attention, understanding, gifts and privileges, would it build our trust in them? **Yes.**
 Would that make it easier for them to gradually cross the line from affection to sexual abuse? **Yes.**

If someone gives us a gift, does that give them the right to overstep our personal boundaries? **No.**
 If someone asks us to be secretive about a relationship, what might that tell us about the relationship?

That it is most likely an unhealthy and inappropriate relationship.

If someone sends or shows a teenager pornography, is that legal?

No, sending or showing pornography to minors is against the law.

6. What can you do if you suspect someone is trying to groom or lure you?
Be cautious when spending time with this person. Don't be alone with this person.
Talk to a parent, friend or other trusted adult about your feelings and concerns.
 Does anyone have the right to cross your personal boundaries? **No, not without your OK.**
7. Why might it be especially difficult to report sexual abuse by someone we know and trust?
 - *We may still care about the person, even though they took advantage of us.*
 - *The abuser may have threatened to harm us, our family or a pet if we tell.**
 * (Display Poster, No Threats, p. 57. Discuss with students.)
 - *We may be scared or embarrassed to tell, or worried they will get in trouble.*
 - *They may be someone we depend on for basic necessities, like food and shelter.*
 Sometimes teens feel they're to blame for what happened, but is sexual assault ever the victim's fault?
No, the person who committed the crime is solely to blame.
8. No matter how hard it might be to tell about sexual abuse by someone we know and care about, why is it healthier to tell a trusted adult than to keep it a secret?
Getting help can make the abuse stop and make us feel safe again.
Verbal threats are against the law.
It will reassure us that the abuse was not our fault. It is the offender who has committed a crime.

Discussion: Dating & Consent

1. Is it possible for the Affection Lure to be used **by teens, on teens**? **Yes.**
 About one third of sexual abuse is committed by youth aged 12-17; half of their victims are also ages 12-17.
 And some sexual abuse is committed within a dating relationship.
2. Dating is a natural part of teen life. Most teens enjoy healthy relationships and have fun together.
 (Reference and/or review Student Handout, *Is My Relationship Healthy?* on page 17.)
 Sometimes, though, controlling, aggressive or abusive behaviors are used in dating relationships.
 What is this called? *Dating Abuse or Dating Violence.*
 Dating abuse can include verbal, emotional, physical or sexual abuse - or a combination of these.
 Can dating abuse be initiated by either partner in the relationship? **Yes.**
 Is any form of Dating Abuse or violence acceptable? **No, it's not acceptable, and it is also against the law.**
3. If you have any questions about dating, or think you may be in an abusive relationship, you can call to talk with someone about it. The **National Teen Dating Abuse Helpline** provides anonymous advice.
 Text: LOVEIS TO 22522 | Chat Online 24/7/365: www.loveisrespect.org | Call: 1-866-331-9474
 (Presenter: Use this Nat'l Teen Dating Abuse Helpline information for the Grade 7 Student Activity on p. 54.)



4. Some young dating couples choose to have physical contact, like hugging and kissing. To engage in physical or intimate contact with another person, both people must give what? *Consent or permission.*
What does consent mean? (Distribute Student Handout, *Consent: Have You Got It?*, p. 55)
- *Consent means that both people engaged in the intimate contact must agree to it, and;*
 - *Either person may decide at any time that they no longer consent and want to stop the activity.*

Does consenting to one intimate behavior mean you have to consent to any other intimate behaviors? *No.*
Does consenting on one occasion mean you have to consent on any other occasion? *No.*
Can someone consent to intimate or sexual activity if they are under the influence of drugs or alcohol? *No.*

Think privately: Has someone ever kissed you without permission? Touched you without permission?
How did it make you feel? Should they have asked for your permission first? *Yes, they need consent.*

5. What is it called when sexual activity happens, without mutual consent? *Acquaintance Rape.*
If committed in a dating relationship, what is it called? *Date Rape.*

During this program, for our discussions, we'll refer to Acquaintance Rape and Date Rape interchangeably.

6. Acquaintance Rape is a common sexual crime against teens. What can teens do to help keep friendships and dating relationships healthy and safe? One thing they can do is hang out with people who are respectful of others. What else could they do? * (*Display Poster, Sober = Safer, p. 56. Discuss.*)
- *Gather in public places until you get to know someone well.*
 - *Clearly communicate personal boundaries, and respect personal boundaries set by others.*
 - *Make a plan with friends to watch out for one another.*
 - *Avoid alcohol and other drugs, as well as people who abuse them.*
 - *Do not engage in intimate activity while intoxicated, or with an obviously intoxicated person.**
 - *Make certain there is mutual consent before and during every intimate encounter.*
 - *Trust your instincts!*

7. Why is it important for teens to trust their instincts and remove themselves from situations that raise doubts or safety concerns? (Refer to Classroom Poster *Trust Your Gut*, p. 50)
- Because our instincts are rarely wrong about people or situations.*

8. What gives us the right to refuse sexual advances from anyone, even someone we've been dating for a long time?
- *We have a legal right to say what happens to our own body.*
 - *Sexual abuse is against the law. Threats are also against the law.*

9. Adults or young adults, 18 years and older, who become intimately involved with a teenager under the age of consent (*Differs by state/country; 16-18 years old in the U.S.*) often ask or tell the teen to keep it secret. Why do you think they want to keep the relationship secret?
- *They know they are breaking the law.*
- (Adults who have sex with teens under the age of consent can be arrested.)

10. When you hear the word "RAPE," do you think of a specific gender? (*Student answers.*) While most victims of sexual assault are female, anyone can become a victim of sexual assault.
If someone is sexually assaulted, does that mean they are weak?
No. Any gender can be sexually assaulted, regardless of size, strength or appearance.
Can people become homosexual as a result of being sexually assaulted by someone of the same gender?
No. Sexual violence has nothing to do with sexual orientation, past, present or future.
Is it ever someone's fault if they are sexually assaulted or raped?
No. Nothing a person says, does or wears gives another person the right to abuse them.
Fault lies solely with the offender!

It is not the victim's fault, even if:

Their attacker was an acquaintance, date, friend or partner.

They have been sexually intimate with that person, or with others, before.

They were under the influence of drugs and/or alcohol.

They froze and did not or could not say "no," or were unable to fight back physically. (*This can happen.*)



11. What can you do if a friend tells you they've been raped, or sexually abused in any way?
Listen to them, and believe them. Let them know it wasn't their fault.
Let them decide who to tell and what to do. Support your friend by being there for them.
Victims of sexual abuse should receive immediate medical attention; some injuries are internal, and may not be evident. For support, victims can call **RAINN Nat'l Sexual Violence Hotline at 1-800-656-4673.**
12. If you or someone you know is having thoughts of abusing or hurting others, where can you get help?
• *Rape crisis center, parent or other trusted adult, school counselor or nurse, family physician.*
• *Helplines or websites (national teen helplines and websites listed at teenluresprevention.com)*
(Presenter: Distribute Student Handout, *Helplines for Teens*, p. 67)

Grade 7: Student Activity

Have students make posters highlighting information about the **National Teen Dating Abuse Helpline**. Display these posters throughout the school, especially in locker rooms and bathroom stalls.

Grade 8: Practice Scenario

Elizabeth is in 8th grade. She can't believe she still has four long months of middle school left because she feels like she's ready to be in high school right now!

Last month, Elizabeth met a boy who lives in her friend's neighborhood. He's a freshman in high school and they get along really well. They've been texting each other a lot since they met, and yesterday she saw him again when she was at her friend's house. He went to put his arm around her and then stopped. Elizabeth's heart was pounding. She kind of wanted him to do it, but she was also kind of scared.

This morning, the boy texted Elizabeth and said he can't stop thinking about her. He wants to know if she'd like to go to the movies with him tonight. He suggested she ask her parents, and if they agree to let her go to the movies, he'll have his Mom drive. When Elizabeth let him know she could go to the movies, he texted her a question, with an emoji heart: "When we're watching the movie tonight, would it be okay if I put my arm around you?"

- Does this seem like a healthy relationship? *Yes.*
- Is it okay that Elizabeth is in 8th Grade and the boy is a freshman in high school?
Yes, probably. There is only one year difference in their age.
- Was it a good idea of the boy to ask Elizabeth in advance for her consent to put his arm around her at the movies? *Yes, he's being considerate, giving her time to think about it and getting clear consent to put his arm around her.*
- Can Elizabeth say "No" if she doesn't want his arm around her? *Yes.*
Elizabeth can also change her mind at any time. If she says yes, then feels uncomfortable at any point, she can ask him to take his arm away from her.
- If Elizabeth does decide to say, "No," how should she expect the boy to act towards her?
The boy should respect Elizabeth's decision, and treat her as nicely as he has been all along. Saying no doesn't mean she doesn't like him. It only means she's not quite ready.

13. In closing, most people who show affection to teens are sincere. The majority of people in the world are kind and trustworthy, but we need to know what to do with those who are not.

Discussion Recap: Key points to remember about the Affection Lure:

- Most acts of kindness and affection are sincere.
- Most teen victims of sexual exploitation are lured into abuse by someone they know.
- Teens have a legal right to stop anyone who tries to exploit or abuse them.
- All intimate contact must involve mutual consent, every time.
- It is not healthy to keep sexual crimes secret; they can be reported at any time.
- Caring adults can help stop sexual abuse or exploitation, once it is disclosed.
- Victims of sexual crimes are not at fault; the offender is solely responsible.

Positive Thinking:

What are some examples of genuine affection?

- *A wink from a grandparent.*
- *Words of praise from a sibling or parent.*
- *A hug from a friend.*



Consent: Do You Have It?

What is Consent?

Consent is a free and clearly given YES, not the absence of a “No.”

Consent means that both partners engaged in intimate contact agree to it by giving permission.

Either partner may decide **AT ANY TIME** that they no longer consent and they want to stop the activity.

Consent: Do You Have it - Every Time?

Q: Does consenting to one intimate behavior mean you have to consent to any other intimate behaviors?

A: No.

Q: Does consenting on one occasion mean you have to consent on any other occasion?

A: No.

Q: Can someone consent to intimate or sexual activity if they are under the influence of drugs or alcohol?

A: No.

How Can Teens Keep Dating Healthy and Safe?

- ▶ Clearly define and communicate personal boundaries. Expect Respect.
- ▶ Respect personal boundaries set forth by dating partners, friends and others.
- ▶ Socialize with people who are respectful of ALL others.
- ▶ Watch out for one another. Speak up if you see something wrong.
- ▶ Avoid people with disrespectful attitudes about gender and dating.
- ▶ Make certain there is mutual consent before and during every intimate encounter.
- ▶ Only “Yes” means yes. Always take “No” as a no.
- ▶ Avoid alcohol and other drugs, as well as people who use or abuse them.
- ▶ Trust your instincts!

Lack of Consent = Date Rape

Consent is a clear and freely given yes, not the absence of a no.

Make sure your partner is comfortable with what's happening - every time.

Be an Upstander!
Step up and speak out for others.

If someone is intoxicated, they CAN NOT give consent.



Sober = Safer



Using drugs and alcohol puts us at greater risk of sexual assault and other crimes.

Make personal safety a priority!

Avoid Being Lured: Keep a Clear Head

Teen Lures™ PREVENTION

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National Child Abuse Hotline: 1-800-422-4453. All calls are anonymous and confidential.





No Threats. (NO Kidding!)



Threatening others
is a **SERIOUS CRIME.**

Report all threats (verbal or electronic)
to parents, school staff or police.

Keeping Secrets is NOT Healthy: Tell Someone

Teen Lures™ PREVENTION

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Class Discussion # 9

Trafficking Lure; Runaways, Lured-aways & Human Trafficking

Presenter Overview: According to the U.S. Department of Homeland Security, “Each year, as many as 100,000-300,000 American children are at risk of being trafficked for commercial sex in the United States.” Teenagers as young as 13 are lured into commercial sexual exploitation, making this topic particularly important to discuss with middle school students. Lures are routinely used in most cases of human trafficking, so it is important for students to be aware and for educators and parents/caregivers to know the signs of potential trafficking.

Runaway, homeless, foster and immigrant children are at highest risk of being lured into human trafficking, but no teen is immune. Most victims are lured or coerced into trafficking by manipulative “friends” who buy them things, give them a place to stay, and appear to truly care. Eventually, though, the teen is expected to sell his/her body in order to “pay back their debt” or “earn their keep.” To ensure trafficked teens do not leave, they are regularly drugged, beaten, threatened and humiliated by their traffickers.

The Teen Lures TV Newscast counters the Trafficking Lure by instilling an expectation in youngsters to be treated with respect and dignity, and to be cognizant of their own worth as a human being. Students learn to distinguish between healthy and unhealthy relationships and to rely on knowledge, critical thinking and gut instincts. This, coupled with learning to recognize Teen Lures, will serve them well in all personal safety situations. Students also learn about national helplines staffed with experts who can give them objective advice and safe options.

 <p>Key Points: Grades 7-8</p>	<ul style="list-style-type: none"> • Human trafficking is essentially modern day slavery. • Teenagers are lured into trafficking, often online. • Teens can be lured into trafficking by adults, peers and older teens. • Traffickers target teens from all backgrounds and neighborhoods. • There are safer options than running away; help is available. • Trafficked teens are not at fault; they are victims of manipulation and abuse.
 <p>Vocabulary:</p>	<p>Human trafficking, ensnared, abolished, force, fraud, coercion, exploitive, lucrative, global, humanity, intervene, vulnerable, throwaway, manipulate, brainwashed</p>
 <p>Props:</p>	<ol style="list-style-type: none"> 1. Trafficking Lure Newscast: Student Anchor Script & Video News Clip #9 2. Student Worksheet, “<i>Human Trafficking Awareness</i>,” p. 62 3. Program Poster, “<i>Help Stop Teen Trafficking</i>,” p. 63

Presentation: Trafficking Lure; Runaways, Lured-aways & Human Trafficking

Quick Review: Our last *Newscast* identified what to do if someone we know and trust uses the Affection Lure. We talked about listening to, and trusting, our instincts. We discussed dating and learned how healthy relationships, personal boundaries and mutual consent can help ensure safe dating experiences. To help prevent Date Rape, clearly communicate personal boundaries and be mutually respectful of one another’s wishes. Keeping secrets about controlling or abusive behaviors is not healthy; telling an adult can help teens get out of an unhealthy relationship and feel safe again. Openly discussing dating violence and sexual abuse, standing up to any type of mistreatment and telling others can help keep teens healthy and safe.

Learning Objectives:

(Show or perform the student-led “Trafficking Lure” Newscast.) Applause, please, for our News Team and Student Anchors! (Applause.) We’ve learned that while most people and acts of kindness are sincere, there are some people who exploit and take advantage of some of our basic needs, like love and attention.

As we learned in the Trafficking Lure Newscast, running away from home usually makes problems worse. The street is a scary and lonely place for kids to be. Today, we’re going to examine human trafficking and how it is that as many as 100,000 - 300,000 American youth are at risk of being lured into human trafficking. We’ll talk about how to recognize and avoid the lures used to trick teens into trafficking.

Discussion: Human Trafficking

How much are you worth as a human being? *(Have students privately think of an amount they are worth.)*
 What determines your worth? We are all priceless and worthy of being treated with respect and dignity by all. However, that has not always been the case. In the 1800's, a slave/trafficked person was sold for \$40,000.

1. What is the definition of slavery? *(student answers)*
 Slavery is the oppression of an individual by another human beings, through total physical and/or mental control, for the purpose of exploiting that person's labor and body for commercial or personal gain.
2. (Distribute student handout, p. 62, and instruct students to complete during discussion.)
 Let's test your history skills: In what year was slavery abolished in the United States? *1865*
 Does anyone know in what year slavery was outlawed in 145 other countries around the globe? *1971*
 Would it surprise you to know that even though slavery is now outlawed in every country in the world, millions of people are still enslaved today? *Yes.*
3. Raise your hand if you have ever heard of Human Trafficking. *(Show of hands.)*
 Can someone tell us what Human Trafficking means? *(Student answers)*
 Human trafficking is tricking, forcing or otherwise removing someone from their home or country, and forcing them to work with no or low payment.
 Does that sound like slavery to you? *Yes.*
4. How many people would you guess are enslaved in human trafficking? *(Student answers.)*
 The International Labor Organization estimates that there are at least 12.3 million adults and children being trafficked throughout the world at any given time.
 We know human trafficking happens in other countries, but does it happen here in the U.S.? If so, where?
Yes. Human trafficking happens in every city and in towns across the U.S., even small towns.
 As estimated 100,000 American citizens are trafficked each year and 18,000-20,000 foreigners are trafficked into the U.S. every year.
5. While it's a highly secretive and illegal act, human trafficking is the second largest crime in the world - right behind drug trafficking. How much money is made off of human trafficking each year? Any guesses?
Human trafficking is a \$150 billion industry worldwide, according to the International Labor Organization.
 That's a lot of money, and it's being made off the suffering of other human beings.

 There are three main types of human trafficking: Forced Labor, Domestic Servitude and Sex Trafficking.
 - a. What would be an example of Forced Labor? *When someone is tricked into low paying work where they are basically imprisoned and treated like a slave. (Crop pickers or other farm labor, hotel/resort workers)*
 - b. How about an example of Domestic Servitude? *When a nanny, housekeeper or other home worker is treated like a slave and not allowed to leave the house or grounds.*
 - c. What is Sex Trafficking? *When someone is made to sell their body for sex, by force, fraud or coercion.*
 A person can be involved in a trafficking situation for a few days or weeks, or may be trapped for years.
6. Some teens as young as 13 years old are lured into sex trafficking. That's the same age as some of you! How do you suppose someone your age could end up in such an exploitive situation?
 Think back on the Newscasts video clip we just watched with the girl, Sophia...how did that happen?
She ran away and then she was lured.
 Yes, Sophia was lured by a guy who seemed awesome, but was really a trafficker. Most victims of human trafficking are similarly lured into the situation. They are tricked, lied to and manipulated. Who can name other lures that were used on Sophia? *Affection, Assistance, Ego-Fame, Job, e-Lure, Drugs*
7. Now, think about it. What do you suppose is the strongest lure of all? *The Affection Lure.*
 Many teens are trafficked by someone who really seems to care at first or lends a helping hand.
8. Where do traffickers find their teen victims?
Social media, bus/train stations, shelters, malls, parties
 Right. Traffickers hang out where they know teens tend to be, both online and off.
9. Who do you think traffickers target? *Student answers.*
 Kids who, for whatever reason, don't have a permanent living situation. Teens who seem vulnerable.

10. Many trafficked teens are runaways like we saw in the TV Newscast. In the U.S., how many teens do you think run away from home each year? *About 1.7 million minors run away each year.*
The majority of runaways return home within hours or days. For those who don't how soon do you think runaways are approached by traffickers? *1 in 3 are approached within 48 hours.*
11. What about online? Who would traffickers target online? *Student answers.*
Most at risk for trafficking are teens who share information about: problems at home, fights with their parents/foster parents, being lonely or confused, and/or kids who sext or post inappropriate images. Knowing this, should teens freely share family problems or private thoughts and information online? *No.*
12. Do you think any teen - including you - is totally safe from the threat of human trafficking? *No.*
Trafficked teens come from all neighborhoods - poor, middle class and wealthy; they come from two-parent and single-parent families; immigrant families and families who have lived in this country for generations; they come from every race, nationality and culture. No teen is totally safe from this lure.

Grade 7: Student Activity

Google the organization **Polaris Project** and find three facts about Trafficking to share with the class.

Grade 8: Practice Scenario

Ask one student to read this quote from Simon, a teenage boy who was lured into trafficking.

"I hadn't been getting along with my stepfather for months, and no one seemed to care or help me. My Mom always took my stepfather's side and ignored my problems. We fought every single day.

Then I met this friend online who totally understood my place. She had gone through a similar situation and offered me a place to hang out. So I decided to just leave home for a while. We met at the mall, and she introduced me to her friend Troy. They bought me stuff - clothes and new kicks, and let me stay with them. They were so cool and everything seemed great, until a week later. They told me I had to pay them back for all the stuff...by selling my body. I'd been lured."

- a. Did running away solve Simon's problems? *No, it made his situation worse.*
 - b. Was the girl Simon met online a true friend? *No.*
 - c. Did the girl lure Simon for Troy, the trafficker? *Yes.*
 - d. Were the clothes and kicks used as Lures? *Yes.*
 - e. Who can help Simon with his problems at home? *Friend's parent, teacher, coach, school counselor, teen helpline (see Student handout, Helplines for Teens, p. 67)*
13. Why do you think trafficked teens put up with it? Why don't they just run away from the traffickers?
They are afraid. They think they have no choice. They may think they have nowhere to go.
Traffickers use threats, drugs and physical force to keep lured teens from leaving.
Once lured into sex trafficking, it is very difficult for victims to escape, but they can - with help.
 14. Trafficked teens are brainwashed into thinking their families and friends will no longer love or want them. Why would trafficked teens believe that? They are ashamed of the life they have been forced to live. Are they at fault for what has happened to them? *No!*
Trafficked teens are not at fault. They are victims of crime. They need our help, support & understanding.
 15. What could we tell a friend who was thinking about running away from home? (Class responses.)
Call the National Runaway Hotline at 1-800-RUNAWAY (1-800-786-2929), or Text 66008.
Caring counselors can help provide teens with better options than running away.
(Display Poster, Help Stop Teen Trafficking, p. 60. Discuss with students.)
 16. It's important for teens to know where to get help if they ever find themselves, or someone they know, in this position. Victims of trafficking can get help in over 200 languages, including English and Spanish, from: **The National Human Trafficking Resource Center.** Trafficked teens and adults can:
 - a. Text HELP or INO to 233733 (BeFree)
 - b. Call 1-888-373-7888, 24 hours a day/7 days a week.



Discussion Recap: Key points to remember about the Trafficking Lure:

- Teens can be lured into trafficking by adults, peers and other teenagers.
- Sex traffickers target teens from all backgrounds and neighborhoods.
- There are safer options than running away from home; help is available.
- Trafficked teens are not at fault; they are victims of manipulation and abuse.
- If you are worried about someone who needs help, tell a trusted adult.

Positive Thinking:

What are some effective ways to relieve stress?

- Listen to Music
- Physical Activity
- Deep Breathing

Presenter's Notes



Human Trafficking Awareness

In what year was slavery abolished in the United States? _____

In what year was it outlawed in 145 countries around the globe? _____

According to the International Labor Organization, how many adults and children are enslaved in human trafficking worldwide? _____

What are the three main types of human trafficking?

1. _____
2. _____
3. _____

Approximately how much money is made off of human trafficking each year?

Name three Teen Lures used on victims of human trafficking:

1. _____
2. _____
3. _____

Name two places traffickers search for potential teen victims:

1. _____
2. _____

How many teens run away from home each year in the United States? _____

One in every three (1 in 3) runaways are approached by traffickers within how many hours of being on the street? _____

What is the phone number for the National Runaway Hotline?

To what number can you text "HELP" or "INFO" at the National Human Trafficking Resource Center? _____

Are trafficked teens ever at fault? _____

Are trafficked teens victims of abuse? _____



Help Stop Teen Trafficking



Helping hand, or Teen Lure?
Know the Lures used by traffickers.
Seek help for problems at home.

Don't run away: Get help.

Teen Lures™ PREVENTION

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National Runaway Safeline, 1-800-RUNAWAY (1-800-786-2929) | Text 66008

National Human Trafficking Resource Center, 1-800-373-7888 | Text "HELP" or "INFO" to 233733 (BeFree)



Class Discussion # 10

Pet Lure; *Disclosing Abuse & False Accusations*

Presenter Overview: This discussion reveals how the Pet Lure is used with teens, as well as with young children. Animal-related job and volunteer opportunities, such as online posts for animal welfare, pet-sitting or dog walking, should be approached judiciously. Many of these offers are legitimate, but some have been used to lure teens into abusive and dangerous situations.

While the Pet Lure is traditionally used with elementary students, it's also important for teens to see it in action, because many teenagers babysit younger siblings and neighbors. Sex offenders know how effective puppies, kittens and other animals can be in luring kids -- of all ages -- into unsafe situations.

This Class Discussion concludes with a Program Recap, giving students an opportunity to identify and review key concepts they have learned throughout the program. A *Helplines for Teens* handout is also provided.

Reminder: Administer the Final Review, pp. 68-69, as a Post-Test Evaluation; Answer key is on page 70.



Key Points:
Grades 7-8

- Pets and animals can be used as lures.
- Being asked to help find a lost or injured pet is a RED FLAG warning of danger.
- Over-sharing personal information can put teens at risk.
- Verifying jobs/opportunities with an adult helps preserve teens' personal safety.
- Lures are even more effective when used in combination.



Vocabulary:

Intimate, entice, wary, RED FLAG, minor, vigilant, mandated, anonymous, humorous



Props:

1. Pet Lure Newscast: Student Anchor Script & Video News Clip #10
2. Student Handout, *Helplines for Teens*, p. 67

The Presentation: *Pet Lure; Disclosing Abuse & False Accusations*

Quick Review: Our last Newscast discussed the Lure of Human Trafficking, which includes forced labor, domestic servitude and sex trafficking. We discussed our self-worth and how modern day slavery still exists throughout the world. We learned that teens can be lured into human trafficking and that runaways are at increased risk of being lured into sex trafficking.

All the Lures we've learned throughout the Teen Lures TV Newscast are commonly used on teens by traffickers, including Affection, Ego-Fame, e-Lure, Authority, Assistance, Job and Drugs. Teens can avoid the Trafficking Lure by recognizing Teen Lures in action, asking for help with problems instead of running away and telling others about human trafficking.

Learning Objectives:

(Show or perform the student-led "Pet Lure" Newscast.) Applause please, for our News Team and Student Anchors! As the Newscast demonstrated, sexual offenders and abductors know how effective kittens, puppies and other animals can be to lure kids of all ages. While the Pet Lure is traditionally used on younger kids, it's important for teens to see it in action, because many teens babysit or keep an eye on younger children. Teens should be especially careful with animal-related job opportunities, like pet sitting and animal rescue work.

Discussion:

1. An adult asking a minor for help finding a lost pet is a RED FLAG warning of danger. As documented in the Newscast, how many seconds does it take for a child to be lured away with the Pet Lure?
Less than 90 seconds.
This Lure has been used for decades to successfully trick unsuspecting youngsters. The good news is that kids who have learned about the Pet Lure are able to recognize it as deceptive, and avoid its trap.
2. What safety advice could you give younger siblings and other children about being asked to help search for a lost pet? (*Allow students to give responses. Offer those below not suggested.*)
 - *Do not speak to the person.* (Adults should ask other adults for help, not children.)
 - *Do not go with them. Leave the area immediately and get to safety. There is probably no lost pet!*
 - *Tell a parent or caregiver about the incident right away.*



3. Why is it especially important to report incidents of the Pet Lure to parents and police?
 - *People who use this lure try it on several kids before getting one to go with them.*
 - *By reporting the Pet Lure, we can help police catch the offender before anyone is abducted or abused.*

4. Let's look at how the Pet Lure is used on teens. People who love animals usually make it quite well known. Could sharing and posting that kind of personal information be used to lure or con unsuspecting teens into unsafe situations? *Yes.*
 If communicating on open networks, is it safe to over-share this type of personal information on social networking sites or blogs? *No.*

5. Teens who share their love for pets and animals online should be especially careful. As we've learned, there are some people who take advantage of shared personal information.

Positive Thinking:
 What would be a humorous name for a pet? Why?

Grade 7: Practice Scenario

A neighbor asks if you can walk their dog daily after school for a week; pay is \$50. They will provide you with a key to their house. How can you safely accept this job?

- Have my parents meet with the neighbors, and the dog.*
- Have my parents ask if anyone will be home when I'm picking up/dropping off the dog.*
- Have the neighbors bring payment to my house in the evening, when my parents are home.*
- Have my parents walk over to the neighbor's house with me when I'm getting paid.*

Grade 8: Practice Scenario

Isabella happily accepted a dog-sitting job for her new neighbors, who were going on vacation. She loved animals and intended to become a vet one day. Besides, their dog was a huge, sweet St. Bernard who loved to cuddle and slobber all over her.

After the neighbors returned home, Isabelle stopped by their house on her way home from school to pick up her pay. When the Dad answered the door, he invited Isabelle in and told her to make herself comfortable while he wrote a check. His wife had taken their two kids shoe shopping, he told her. When Isabella rose to take the check, the Dad took both her hands in his and kissed them. "I gave you a great tip," he said with a big smile. Isabelle smiled back nervously and quickly left the house. "What a creep!," she thought to herself.

- a. Is it understandable that Isabella feels nervous about what happened? *Yes.*
- b. Was the Dad's behavior inappropriate? *Yes.*
- c. Did Isabella and her family know these neighbors before she took the job? *No, they were new.*
- d. Was it safe for Isabella to go alone to pick up her check? *No.*
- e. How could she have done so safely? *Taken her Dad or Mom with her. Waited at the front door.*
- f. Do you think Isabella should dog-sit for these neighbors again? *No.*
- g. Should Isabella keep this incident a secret? *No.*
- h. Who can she tell? *Her parents, a school counselor or other trusted adult.*

6. As we come to the end of the Teen Lures TV Newscast program, we're going to review information about disclosing any form of bullying, harassment, dating violence and sexual abuse.
Note to Presenter: *Read the following passage to students, excerpted from the Let's Talk Teens handbook.*

Please listen to what I'm saying very carefully. It is important.

It can be extremely difficult for teens to disclose and report offenses against them. The teen may sincerely like, or even love, the person who is victimizing them. The person may be significant in the teen's social life or esteemed in their community. The person may be providing food and shelter. The person may be a dating partner or a friend. The teen may be threatened into silence and secrecy.

Teen victims are in no way at fault if they are bullied, harassed or sexually exploited. Sometimes, however, victims feel ashamed because they mistakenly believe it was somehow their fault. It is not! Fault lies solely with the offender. So let's be certain to lend our support to all survivors of mistreatment.



What are the benefits of telling a trusted adult about bullying, harassment, dating violence or sexual abuse?

- Helps stop the abuse or violence
- Helps teens feel safe again
- Helps teens get professional help and begin healing
- Helps prevent the offender from abusing others

7. When choosing who to tell about victimization, be aware that some people are mandated reporters. What is a mandated reporter? *Someone who, by law, must report suspected/reported abuse to authorities.* Who are mandated reporters? *Teacher, guidance counselor, social worker, doctor, dentist, nurse & police* In some states, other professionals and parents are also mandated reporters. **For anonymous advice** that won't get reported, helplines are available. *(Refer to the Student Handout, Helplines for Teens, p.67.)*
8. On a related, and very important, note: Has anyone ever accused you of doing something wrong -- and you hadn't -- but you were held accountable for it and punished anyway? *(Student responses)*
 How did that make you feel? *(Student responses)*
 Is it fair to say someone committed a crime when they did not? *No.*
 Why is it especially important to speak the truth when we report incidents of bullying, harassment, dating violence and sexual assault?
These behaviors are criminal, and can be prosecuted in a court of law.

Do you think a false accusation of sexual abuse could be harmful to the person falsely accused? *Yes.* How so? *The person accused risks losing their job/school suspension, losing their reputation, friends & other relationships, having their property vandalized and harassment by those who believe they're guilty.* Once spoken, the allegations often cannot be taken back. Social workers, child protective services and the police may become involved.
 So when it comes to telling about any type of harassment or abuse, what's the right thing to do?
Always tell the truth!

Grade 8: Final Student Activity

Send yourself a text or email with the most important information you've learned from the Teen Lures TV Newscast program. Save it. During the first six weeks of high school, reread your message to yourself as a reminder of how to keep healthy and safe relationships.

Program Recap: *(Allow students to give responses. Offer those below not suggested.)*

As we wrap up the Teen Lures TV Newscast program, what are some important takeaways?

- All teens deserve healthy relationships, based on mutual respect, trust and consent.
- By openly discussing bullying, harassment and sexual violence against teens, we take away the secrecy and stigma that have allowed these crimes to continue unabated for generations.
- Most teen victims of physical and sexual violence are mistreated by someone they know.
- Teens have a legal right to stop - and report - anyone who tries to abuse or exploit them.
- Call people out on sexist and homophobic jokes, catcalling and demeaning language.
- Be accepting of all people regardless of race, disability, religion, gender, ethnicity, gender identity or expression or sexual orientation.
- Victims of bullying and abuse are not at fault; the offender is solely responsible.
- Respecting one another's personal boundaries helps keep teens safe.
- All intimate encounters must involve mutual consent, every time.
- Teens in abusive relationships can get help from a friend, trusted adult, counselor, teen crisis center or helpline.
- Listen to and trust your instincts about people and situations.
- All media is biased, including self-generated, social networking, and mass media.
- Avoid over-sharing, and keep personal information private; it is extremely valuable.
- Sending, sharing and posting nude, semi-nude, or sexually explicit images is against the law.
- In emergency and time-sensitive situations, verify the situation with an adult before taking action.
- Drugs and alcohol puts teens at increased risk of sexual assault. Sober = Safer.
- Traffickers use Teen Lures to groom and recruit victims and Social media to target, control & advertise victims.
- Runaway, foster and homeless teens are at increased risk of being trafficked. Teens and runaways can call the National Runaway Hotline at 1-800-RUNAWAY or text 66008 to talk with a trained counselor.
- Teens can help stop the cycle of abuse by working together as a united force.
- Keep a balanced perspective: the majority of people in the world are kind and caring.

Note to Teacher:

Administer the Final Review (pp. 68-69) to students as a Post-Test. Compare data with Pre-Test results to formally gauge student progress and retention of program content. Answer key, p. 70.



Helplines for Teens...

Everyone needs a helping hand at some point in their life.

Should you or a friend need someone to talk to, the following resources exist solely to help improve your current situation, and your life.

Help is just a text, click or phone call away:

- ▶ **National Teen Dating Abuse Helpline, (For anonymous advice):**
If you think you may be in an abusive relationship, you can call to talk with someone about it.
Text: LOVEIS TO 22522 | Chat Online 24/7/365: loveisrespect.org
Call: 1-866-331-9474
- ▶ **TEEN LINE, 1-800-852-8336 (1-800-TLC-TEEN) 6-10pm Pacific Standard Time, 7 days a week:**
Call if you have a problem or just want to talk with another teen who understands issues like abuse, anxiety, depression, divorce, bullying, gangs, gender identity, homelessness, pregnancy, relationships, sexuality, violence, substance abuse, self harm, and suicide. No issue is too small, too large or too shocking.
Text: TEEN to 839863 (5:30-9:30pm PST) | teenlineonline.org (chat, message board, blog)
- ▶ **RAINN National Sexual Violence Hotline, 1-800-656-4673 (HOPE)**
RAINN has over 1100 trained volunteers on duty to help victims at crisis centers across the U.S.
<https://ohl.rainn.org/online> - Live help for Sexual Assault Victims & their families. Free. Confidential. Secure.
- ▶ **National Runaway Safeline, 1-800-786-2929 (1-800-RUNAWAY) or Text 66008.**
Call if you are a teenager who is thinking of running from home, if you have a friend who has run and is looking for help, or if you are a runaway ready to go home.
- ▶ **National Human Trafficking Resource Center, 1-888-373-7888, 24 hours a day/7 days a week.**
Text "HELP" or "INFO" to 233733 (BeFree), Hours of Operation: 3:00pm - 11:00pm Eastern Standard Time
- ▶ **National Suicide Prevention Lifeline, 1-800-273-TALK (8255) Available 24 hrs a day, 7 days a week.**
If you, or someone you know, is having thoughts of suicide, call to be connected to an available local certified crisis center.
- ▶ **Childhelp National Child Abuse Hotline, 1-800-422-4453 (4 A CHILD)**
Available 24 hours a day, 7 days a week.
For help or questions about child abuse or child neglect.
- ▶ **National Hotline to Report a Missing Child, 1-800-843-5678 (1-800-THE-LOST®)**
Call if you have information about a missing child or suspected child sexual exploitation.
- ▶ **National Domestic Violence Hotline, 1-800-799-7233 (SAFE)**
Available 24 hours a day, 365 days a year. There are no fees, no names, no judgment. Just help.

It is NEVER too late to tell about physical or sexual abuse, even if it's been kept secret for years.

Important Local Phone Numbers:

Police Department: _____
School Counselor: _____
Medical Doctor: _____
Victim's Advocate: _____
Social Services: _____

If ever in immediate danger, call 911.

...if you need someone to talk to.



Program Evaluation

Name: _____ Male | Female & Grade 7 | 8 (Circle One)

Date: _____ **Pre-Test** | **Post-Test** (Circle One)

1. A teen's personal information is very valuable and should be kept private.

True: False: Don't Know:

2. Teens may be groomed for abuse with attention, special privileges and gifts.

True: False: Don't Know:

3. Acquaintance rape is a rare crime among teens and young adults.

True: False: Don't Know:

4. Most people who teach, coach or help out with after-school activities are trustworthy people, committed to helping others.

True: False: Don't Know:

5. It is healthy to keep sexual abuse a secret.

True: False: Don't Know:

6. There are times when it is okay to accuse someone of a crime they didn't commit.

True: False: Don't Know:

7. Online posts for animal-related jobs, like pet-sitting, are always genuine.

True: False: Don't Know:

8. The main target of Identity Theft is college students in their early 20's.

True: False: Don't Know:

9. Most victims of child sexual abuse are abused by someone they know.

True: False: Don't Know:

10. Sexual abuse is never the victim's fault.

True: False: Don't Know:

11. If someone really needs our assistance, we are obligated to help them.

True: False: Don't Know:

12. It's okay to overstep someone's personal boundaries if you've been dating for awhile.

True: False: Don't Know:



Program Evaluation, p. 2

13. Cyberbullying is a crime in all 50 states.

True: False: Don't Know:

14. If someone says there is an emergency in our family, we should go with them immediately.

True: False: Don't Know:

15. So long as we bring a friend with us, it's safe to meet an online friend in-person.

True: False: Don't Know:

16. Teens have a legal right to request a uniformed police officer in a marked police car.

True: False: Don't Know:

17. In the United States, human trafficking involving teenagers only happens in large cities.

True: False: Don't Know:

18. Knowing only our phone number, anyone can Google exactly where we live.

True: False: Don't Know:

19. A "once in a lifetime" opportunity should be accepted immediately, because taking time to verify that it's real could make us lose out on the opportunity.

True: False: Don't Know:

20. Teens younger than age 18 can face legal consequences for sharing nude images of themselves electronically.

True: False: Don't Know:



Program Evaluation

Answer Key

ANSWER	1. True	6. False	11. False	16. True
KEY:	2. True	7. False	12. False	17. False
	3. False	8. False	13. True	18. True
	4. True	9. True	14. False	19. False
	5. False	10. True	15. False	20. True


ORDER FORM

SHIPPING ADDRESS: (Please use street address)

Name: _____
 Address1: _____
 Address2: _____
 City: _____ State: _____ Zip: _____
 Phone: _____ Fax: _____
 Email: _____

BILLING ADDRESS:

Name: _____
 Address1: _____
 Address2: _____
 City: _____ State: _____ Zip: _____
 Phone: _____ Fax: _____
 Email: _____

Item#	Description	Unit Price	Quantity	Price
TLTV: SP	Teen Lures TV Newscast School Program: Available in USB Format	1-5 kits \$ 498.00/ea	_____	\$ _____
		6-10 kits \$ 439.00/ea	_____	\$ _____
		11-50 kits \$ 398.00/ea	_____	\$ _____
		51-100 kits \$ 339.00/ea	_____	\$ _____
		100+kits \$ 299.00/ea	_____	\$ _____
ADD SHIPPING: \$15.50 for first Teen Lures TV Newscast kit + \$4.00 each additional kit ordered				\$ _____
LTT-E	"Let's Talk Teens" Parent Handbk: Eng	\$ 1.25/ea	_____	\$ _____
LTT-Sp	"Let's Talk Teens" Parent Handbk: Span (Parent complement to Program)	\$ 1.25/ea	_____	\$ _____
ADD SHIPPING: \$15.00 up to 150 Handbooks ordered OR 150+ ordered, add 10% of total				\$ _____
			Subtotal:	_____
			Tax Exempt Number (If Applicable):	_____
			CA, FL, GA, IL, NJ, NY, TX, VT Residents Add State Sales Tax:	_____
			Total:	_____



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