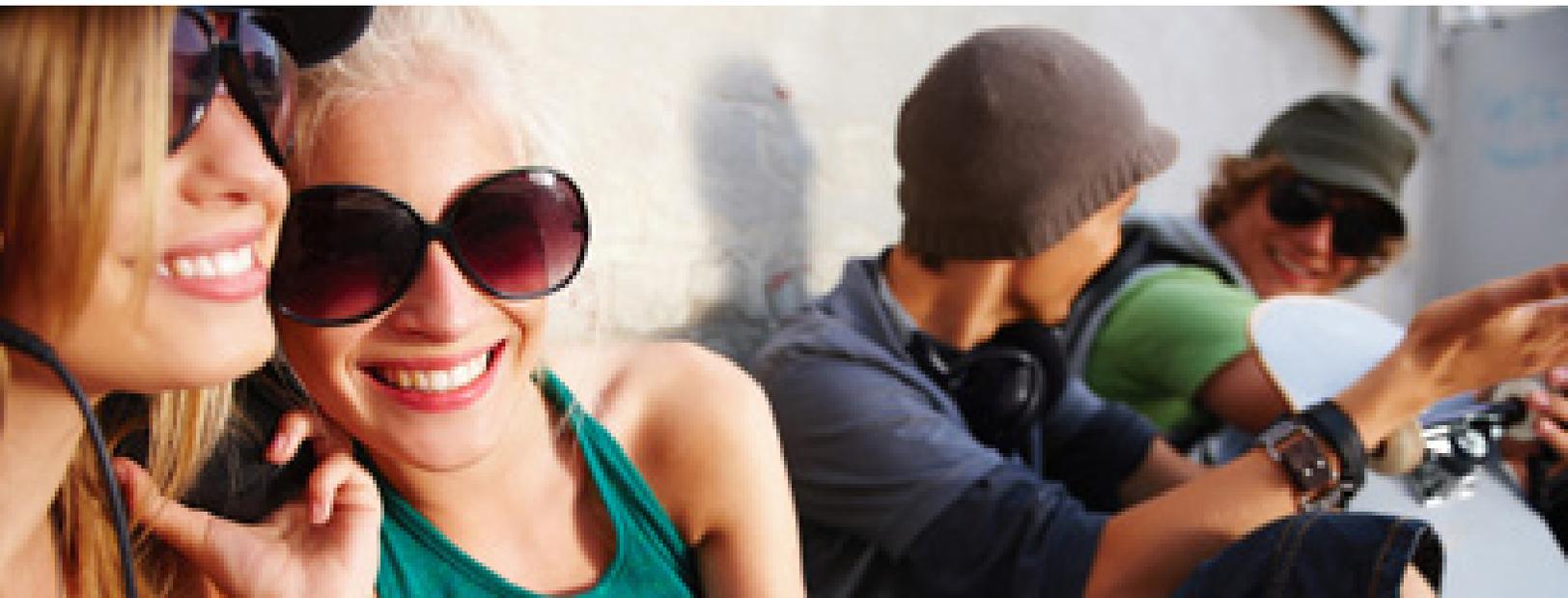




Teacher Guide **TEEN SAFETY**

This companion to the online course provides questions and topics for classroom discussion and activities.



■ Teen Safety Course Outline

- Teen Safety
- Welcome
- Course Orientation
- Story: Alyssa's Ordeal (Scene 1)
- Teen Safety
- How Safe Are You?
- Effects of Abuse
- Why Should You Care?
- Quiz: Whose Fault Is It Anyway?

Section I:

IDENTIFYING ABUSIVE BEHAVIOR

- Types of Harm
- Recognizing Abuse
- Physical Abuse
- Case Study: Neglect
- Emotional Abuse
- Emotional Abusers
- Sexual Abuse
- Grooming - the predator's game
- The Grooming Process - watch out
- Online Predators
- Case Study: How Can You Tell?
- Quiz: Do You Know Enough?

Section II:

IDENTIFYING ABUSIVE RELATIONSHIPS

- Your Personal Boundaries
- Bullying and Hazing
- Dating Abuse
- Video: Dating Abuse
- Role Play: Dating Abuse
- Online and Texting Concerns
- Sexually Abusive Behavior
- Consider the Consequences
- Legal Consequences of Sex
- What Does a Healthy Relationship Look Like?
- Story: Alyssa's Ordeal (Scene 2)

Section III:

AVOIDING DANGEROUS SITUATIONS

- Avoid Potentially Unsafe Situations
- Role Play: Avoiding Danger
- Weighing the Risks
- Making Good Choices
- Video: Outside Pressures
- Why You Should Resist Pressure
- Withstanding Outside Pressures
- Evaluate Media Influence

SECTION FOUR:

PREVENTING ABUSE

- Saying 'No!'
- What if 'No' Doesn't Work?
- Identifying Crisis Situations
- Tell Someone About the Abuse
- Story: Alyssa's Ordeal (Scene 3)
- Whom Do You Tell?
- How Do You Tell?
- What Happens After You Tell?
- Helping Friends Who've Been Harmed
- Stand Up for Youth
- Community in Action
- Story: Alyssa's Ordeal (Scene 4)
- Standards of Conduct for Youth
- Quiz: Standards of Conduct
- Policy Acknowledgement
- Certificate of Completion

Discussion Topics & Questions

Below are questions and topics related to Teen Safety that may be useful to start classroom discussion or create assignments. They are designed to encourage self-reflection and self-expression.

You might ask the students to express themselves as they reflect on the contents of the course through journal writing, role plays, or other creative ideas. You might also have the students break into small groups and choose a topic and discuss it among themselves, and then open their discussion to the rest of the class.

Teen Safety Ideas...

Statistics and facts about child abuse are a good starting point for discussion:

- 2.4 children of 100,000 die in the United States from abuse and neglect each year, the highest death rate among advanced countries. How does this make the students feel about the problem and the importance of learning about abuse?

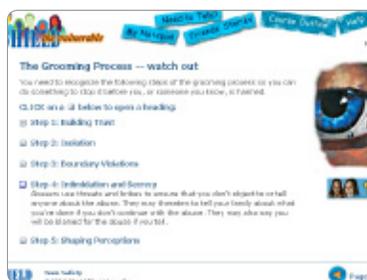
Introduction

- What are the short term consequences of abuse? What about long term effects of abuse on children? Are students surprised that child abuse victims are more at risk for substance abuse, depression and other psychological disorders, and physical health problems? Discuss.
- Discuss: Recent studies show that adults who were bullied as kids were more prone depression, anxiety and physical illness.
- Is there any instance when abuse is justified? Are victims ever at fault for causing abuse?
- Why do victims of abuse keep silent or not ask for help?
- Discuss: What role does an adult's power and control play in an abusive situation against a child?
- Discuss: What role does power play in teenage dating violence against a dating partner?

Section One

IDENTIFYING ABUSIVE BEHAVIOR

- Discuss physical abuse: Why might victims of abuse feel like it's their fault or that physical violence is okay?
- When do "put downs," yelling, or criticism become emotional abuse?
- Is it possible to love someone who is abusive? Why?
- Discuss victim grooming: Is flirting the same as "grooming." Why or why not? What is the difference?
- How do you know if you are being harmed or in danger? Should you tell a trusted adult or ask for help even if you're not sure?
- Does asking for help or telling someone about a problem mean you're weak or unable to handle things like other kids?
- What happens if a teenager does not tell someone they've been , or are being, abused? Will an adult stop harming the teen if he or she doesn't tell?



Screen shots from this course

Section Two

IDENTIFYING ABUSIVE BEHAVIOR

- Have students talk how they apply their personal boundaries when interacting with friends, romantic partners, family, adults and strangers. How can you tell when your personal boundaries have been violated? Can feelings of confusion be an indication of a boundary violation? If so, why?
- Have students break into small groups and create role plays/skits from their experience for the class, showing a real-life bullying situation. Then have the students reenact the event showing how the bullying could have been prevented or stopped. Discuss the event as a class.
- Are there different degrees of dating violence? When does dating violence become a problem--after the first slap, the second put-down? Discuss.
- What is sexually abusive behavior? Is it just demanding or forcing sex, or can it be other behavior? Have students give examples and **DISCUSS**.
- How do kids learn what a healthy relationship looks like from their everyday experience? Family, friends, movies, books? Discuss.
- **DISCUSS** online and texting interactions. When can these communications become abusive? Why? Have students give examples of situations where they could have acted differently to prevent or stop cyberbullying.
- Could excessive texting be prevented by turning off student's cellphones for certain time periods, such as in the evening or after going to bed? What else would help stop excessive and/or abusive texting? How can students avoid e-abuse?



Screen shots from this course

■ Section Four

PREVENTING ABUSE

- Discuss: When is an abusive situation a “crisis?” What are the feelings that students might have in response to a crisis? What about feelings in response to an abusive situation (ongoing abuse versus a crisis moment)? Would they be any different? If so, how?
- Discuss: To whom do you turn in an abusive situation? Is it okay to handle a crisis or abusive situation yourself? Why or why not?
- Discuss Alyssa’s Ordeal. What were the conflicting feelings that Alyssa experienced? What might be short-term consequences of her ordeal? Long-term consequences? Would the students have handled her situation any different? What else could Alyssa have done to stop the abuse? When?



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