



TEEN SAFETY

This companion to the online course provides an outline and discussion questions for creating classroom activities and assignments.

Classroom Discussion Guide



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Course Outline

1. Welcome
2. Course Orientation
3. Story: Alyssa's Ordeal (Scene 1)
4. Teen Safety
5. How Safe Are You?
6. Effects of Abuse
7. Why Should You Care?
8. Quiz: Whose Fault Is It Anyway?

Section One: Identifying Abusive Behavior

10. Types of Harm
11. Recognizing Abuse
12. Physical Abuse
13. Case Study: Neglect
14. Emotional Abuse
15. Emotional Abusers
16. Sexual Abuse
17. Grooming - the predator's game
18. The Grooming Process
19. Online Predators
20. Case Study: How Can You Tell?
21. Quiz: Do You Know Enough?

Section Two: Identifying Abusive Relationships

23. Your Personal Boundaries
24. Bullying and Hazing
25. Dating Abuse
26. Video: Dating Abuse
27. Role Play: Dating Abuse
28. Sexually Abusive Behavior
29. Online Harassment
30. Consider the Consequences
31. Legal Consequences of Sex
32. Story: Alyssa's Ordeal (Scene 2)

Section Three: Avoiding Dangerous Situations

34. Avoid Potentially Unsafe Situations
35. Role Play: Avoiding Danger
36. Weighing the Risks
37. Making Good Choices
38. Video: Outside Pressures
39. Why You Should Resist Pressure
40. Withstanding Outside Pressures
41. Evaluate Media Influence

Section Four: Preventing Abuse

43. Saying 'No!'
44. What if 'No' Doesn't Work?
45. Identifying Crisis Situations
46. Tell Someone About the Abuse
47. Story: Alyssa's Ordeal (Scene 3)
48. Whom Do You Tell?
49. How Do You Tell?
50. What Happens After You Tell?
51. Helping Friends Who've Been Harmed
52. Stand Up for Youth
53. Community in Action
54. Story: Alyssa's Ordeal (Scene 4)
55. Game: Connect It!
56. Standards of Conduct for Youth
57. Quiz: Standards of Conduct
58. Standards of Conduct Acknowledgement
59. Survey
60. Certificate of Completion

Questions for Discussion

Below are questions for discussion for each section of the teen safety course. You might use these questions to start classroom discussion or create assignments. You could ask the students to express themselves as they reflect on the contents of the course through journaling, art projects, making a presentation, or other creative ideas. For example, you might ask the students to make a collage of images from magazines or other media to represent their idea of "respect," or you might have them draw or paint pictures that reflect their feelings about abuse. Many of the questions do not have a right or wrong answer, but are designed to encourage self-reflection and self-expression.



Alyssa's Story...

- What did you think about the way Alyssa's mom reacted when Alyssa was trying to tell her something important?
- How do you think Alyssa felt in her situation?
- What did you think of Alyssa's brother, Ron? How did he help Alyssa?

Statistics...

1 in 4 girls and 1 in 6 boys is sexually abused before the age of 18.

Using the student population of the school, figure out how large the number of students is that might be abused. How does this make the students feel about the problem and the importance of learning about abuse?

Section One

Identifying Abusive Behavior

1. What's the difference between neglect and not getting things you want, like a new iPod?
2. What is physical abuse?
3. What is emotional abuse?
4. What is sexual abuse?
5. What are forms of abuse that you could experience from your peers? (e.g., bullying, harassment, dating abuse)
6. Start a discussion on the line between being emotionally abusive and "joking around." What things should the students keep in mind to decide whether they are being respectful of other people?
7. What are the steps of a grooming process? Start a discussion on each step (Building Trust, Isolation, Boundary Violations, Intimidation & Secrecy, Shaping Perceptions)
8. Ask the students what they know about how to stay safe on the Internet. How do they protect their privacy?

Section Two

Identifying Abusive Relationships

1. What is a "personal boundary?" How do you know what your boundaries are?
2. Role Play: Dating Abuse - What did you think of the relationship between Shannon and Billy? Have you known anyone who's boyfriend or girlfriend acted like Shannon?
3. What are some of the potential consequences of being in a sexual relationship (emotional, physical, legal)?

Section Three

Avoiding Dangerous Situations

1. What are some "dangers" you might have to avoid? What do you do when you need to make an important decision?
2. What if you need to make an important decision, but you don't have anyone to talk to about it? How do you go about making your own right decisions?
3. What kinds of outside pressures do you face?
4. How do you think media (such as TV and music) influences your decisions? Or does it?
5. How do your friends influence your decisions?
6. How do the adults around you influence your decisions?
7. Can you think of two people whose judgment and thinking you really respect? What is it about them that you respect or admire? (These could even be people they haven't met, such as Martin Luther King, Jr., or Ghandi, or someone else whose writings they have read.)

Section Four

Preventing Abuse

Exercise—Saying No:

Have the students practice saying "no" to something they don't want to do. For example, pair up the students and have one person in the pair ask the other if they want a cigarette, or if they want an alcoholic drink at a party, or if they want a copy of the answers to the next test that they stole from the teacher's desk, etc. Have the asked student try different ways of saying no, while the other student tries to talk them into agreeing.

After the exercise, ask the students what worked the best, and how they felt trying to say no. Also discuss what methods the "persuader" used to try to convince them, and explore what worked and what did not. You could also have them first pretend the person asking is someone they don't like, and then pretending that the person asking is someone they like and respect.

Section Four (cont'd)

Preventing Abuse

1. How would you feel if you had to defend yourself against someone who was trying to hurt you?
2. What signs could you look for to see whether a friend was having a crisis?
3. What steps could you take to help yourself or a friend who was going through a difficult time?
4. If someone is or was abusing you, who could you go to for help?
5. Come up with five things you could personally do to make your school a better place.
6. Come up with five things you could personally do to make the world a better place.
7. Come up with one thing that you are going to do today to help create a positive environment.
8. What comes to mind when you hear the word "respect"?



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