SAFER, SMARTER TEENS

LESSON 1

Personal Rights and Responsibilities

Glossary of Terms

Aggressive Communication: When you state your thoughts, feelings, and ideas without regard for others

Assertive Communication: When you stand up for yourself and state your thoughts, feelings, and opinions while being considerate of the feelings of others and not violating their rights

Bill of Rights: A statement that defines fundamental privileges and freedoms; a formal list of essential rights and liberties

Passive-Aggressive Communication: When you appear to be passive but your subtle and indirect communication is meant to control others

Passive Communication: When you accept what others are saying and doing without speaking up to try to change things; you avoid stating your thoughts, feelings, or opinions

Personal Bill of Rights: A list of rights and liberties that are important to you and for which you will be responsible

Responsibility: The act of doing the right thing without being told to do so; doing what you are supposed to do; successfully completing a duty; being accountable for your behavior

Rights: Fundamental rules about what people are allowed to do; basic principles of freedom

SAFER, SMARTER TEENS

LESSON 1

Personal Rights and Responsibilities

Communication Skills Survey

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

1. I am comfortable looking at a person when he or she is talking to me.

Agree	Somewhat Agree	Neutral	Somewhat Disagree	Disagree
☐	☐	☐	☐	☐

2. I can tell someone if I disagree with him or her.

Agree	Somewhat Agree	Neutral	Somewhat Disagree	Disagree
☐	☐	☐	☐	☐

3. I can tell someone “no” when he or she asks me to do something I think is wrong.

Agree	Somewhat Agree	Neutral	Somewhat Disagree	Disagree
☐	☐	☐	☐	☐

4. I can tell my friends how I feel.

Agree	Somewhat Agree	Neutral	Somewhat Disagree	Disagree
☐	☐	☐	☐	☐

5. I can ask for help if something is upsetting me.

Agree	Somewhat Agree	Neutral	Somewhat Disagree	Disagree
☐	☐	☐	☐	☐

6. I can seek out help for someone else if he or she is in trouble.

Agree	Somewhat Agree	Neutral	Somewhat Disagree	Disagree
☐	☐	☐	☐	☐

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LESSON 1

Personal Rights and Responsibilities

Identify the Communication Style

Directions: Read each statement. Consider the words and actions to determine the communication style being used. Write Passive, Aggressive, Passive-Aggressive, or Assertive after each statement.

1. Miles goes through the lunch line. When he pays for his lunch, he realizes he did not get back enough change. He just hangs his head down and walks to his lunch table.

   _____

2. Riley yells at Terry, "Where is my Biology book? I warned you what would happen if you don't return it!"

   _____

3. Hillary says, "I really don't like scary movies. You all can go if you want, but I'm not going. Give me a call after the movie and maybe we can hang out."

   _____

4. Sara rolls her eyes and says, "Wow, you guys are TOOOO COOOOOL. I wish I could insult people like you do."

   _____

5. Miles says, "Why don't we ask Ryan to meet us at the football game? He just moved here from Connecticut. He sits by me in Algebra and seems pretty cool."

   _____

6. Steven shouts, "Can someone please tell me why Kiley is sitting here? Why doesn't she go sit with her new boyfriend?"

   _____

7. After Steven's comments, Kiley gets up and walks away.

   _____

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LESSON 1

Personal Rights and Responsibilities

Communication Bill of Rights

Directions: Consider your rights, responsibilities, and what you control when you communicate with other people. List two or three of your ideas in each category.

I have the right to

I have the responsibility to

I am in control of

SAFER, SMARTER TEENS

Lesson 2

Healthy vs. Unhealthy Relationships

Glossary of Terms

Aggressive Challenge: A threatening and hostile challenge that may result in physical harm

Assertive Challenge: A clear, direct, and obvious challenge

Balance of Power: Equal and shared power by people in a relationship

Boundary: A line that marks the limit of an area

Emotional Abuse: Insults; putting someone down; making another person feel guilty; playing "mind games;" making someone feel bad about himself or herself

Emotional Boundaries: Barriers that separate a person's emotions and feelings from others

Fairness: Being equal partners; sharing in decisions and choices

Healthy Relationship: There is a balance of power where healthy boundaries are protected; the relationship is positive, rational, productive, and supportive

Honesty: Being sincere and genuine; telling the truth

Intimidation: Bullying; using gestures or looks that create fear

Isolation: Separating someone from others; controlling what someone can do or say, who he or she can see or when he or she can go places

Moral Boundaries: Boundaries that determine what you think is right or wrong

Passive Challenge: A subtle challenge that is often not resisted

Peer Pressure: A sense that "everyone is doing it;" threatening to spread rumors or use social status to get someone to do something they may not want to do

Personal Boundaries: The guidelines or limits created to help protect a person and keep him or her safe. Personal thoughts and feelings that remain separate from others and allow us to take responsibility for what we think, feel, and do

Physical Boundaries: Your personal space

Positive Interaction: Both physical and verbal interaction that is positive and respectful

Respect: Being thoughtful, considerate, and supportive of others

Responsible: Being accountable; taking control to do the right thing

Self-Esteem: How you think or feel about yourself

Threats: Words or actions that cause fear by indicating to another person, “If you don’t do what I want, I will retaliate”

Trust: Belief that someone or something is good, reliable, and honest

Unhealthy Relationship: An imbalance of power that results in one person being controlled and manipulated by another person; boundaries are not respected, resulting in a destructive and negative relationship

Using Social Status: Requiring certain actions or behaviors in order to be allowed to remain part of a group; treating someone like he or she is less valuable than the others in the group

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Lesson 2

Healthy vs. Unhealthy Relationships

Draw the Line

Directions: For each statement, determine whether it does or does not cross your personal boundaries. Check the box next to all statements that cross the line.

- ☐ Lying to a friend.
- ☐ Spreading a rumor.
- ☐ Wearing a bracelet that supports a cause you believe in.
- ☐ Letting someone copy your homework so you can sit together at lunch.
- ☐ Sharing your Facebook password.
- ☐ Giving your friend a hug on her birthday.
- ☐ Grabbing someone by the arm to keep her from going to class.
- ☐ Saying no when asked to do something that makes you feel uncomfortable.
- ☐ Telling your friend you are worried about her and asking if there is anything you can do to help.
- ☐ Persuading someone to kiss you after he or she resists.
- ☐ Intentionally making unwanted physical contact with someone in the hallway.
- ☐ Telling your friend that you won't give him the answers to the test.
- ☐ Writing a comment on your Facebook wall supporting your school's basketball team.
- ☐ Daring someone to steal earrings from the mall.
- ☐ Helping a friend who is struggling with Algebra 2.
- ☐ Always telling your friends that they are stupid.
- ☐ Telling a lie to your parents.

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Lesson 2

Healthy vs. Unhealthy Relationships

Relationship Chart

Directions: Think about self-esteem, boundaries, and balance of power. How would you describe a healthy or an unhealthy relationship? On the left side, write what a person in a healthy relationship would think, how he or she would feel, and how he or she would act. Complete the right side based on an unhealthy relationship.

Healthy Relationship

What do you think?

How do you feel?

How do you act?

Unhealthy Relationship

What do you think?

How do you feel?

How do you act?

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Lesson 2

Healthy vs. Unhealthy Relationships

Relationship Bill of Rights

Directions: Consider your rights, responsibilities, and what you have control over in relationships. List two or three of your ideas in each category.

I have the right to

I have the responsibility to

I am in control of

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LESSON 3

The Problem of Sexual Abuse

Glossary of Terms

Coercion: Making someone do something against his or her will by using threats or intimidation to control that person

Cyber-Safety: The safe and responsible use of the Internet, social media, and communication technology

Force: Making someone do something against his or her will by using violence to control that person

Fraud: Making someone do something against his or her will by using false promises or lies to control that person

Grooming: To prepare or train; to draw a victim into a secret relationship for the purpose of abusing the victim

Sexual Abuse: Unwanted sexual activity when one person threatens, intimidates, or pressures another person

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LESSON 3

The Problem of Sexual Abuse

Is It Grooming?

Read each scenario. Determine if the interaction is safe or if you think it is a potential grooming situation. Underline the clues. If you think it is grooming, write what could be done to stop the abuser from continuing the grooming relationship.

Scenario	Safe or Grooming?	What can you do?
Kelly is 14, and she often goes over to her best friend Mandy's house. Mandy's college-age sister Meghan is frequently at the house even though she has her own apartment. Meghan and Kelly often talk about school, shopping, and boys. Kelly doesn't have any sisters, and her mother works long hours, so she enjoys having someone to talk to and spend time with. Meghan begins inviting Kelly over to her apartment. She takes her shopping and buys her new clothes. She encourages Kelly to keep it a secret because she doesn't want Mandy to get jealous. She then begins to invite Kelly to spend the weekends with her.		
Miles is on the swim team. Usually he is very talkative and jokes around before practice. Today he was quiet and kept to himself. His coach walks over and asks if anything is wrong. Miles explains that he just found out his parents are splitting up. His coach says, "Yeah, my folks split up when I was young, too. It can be rough, but you will get through it. I remember it really helped me to talk to someone, so if you need help getting together with your school counselor, let me know."		
Keisha has always gone out for burgers after the basketball games with a group of friends. She starts to make excuses about why she can't go with them. She stops sitting with them at lunch. She doesn't talk to her friends before school. One friend tries talking to her to find out what's wrong. Keisha denies anything is wrong, but she gets a text from J.T. that reads, "See you after school. I have something special for you."		
Antonio's neighbor offers to pay him to do some work around the house. He tells Antonio that he knows money has been tight and he just wants to help out. However, he doesn't want Antonio's mom to know that he is paying him because he doesn't want to hurt her pride. Antonio starts out helping with the yard work. Then he is asked to come inside and help with some painting. One day, Antonio misses the bus for school and decides to stay home. His neighbor notices and says he will tell Antonio's mom that he skipped school unless he agrees to keep helping out around the house.		

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LESSON 3

The Problem of Sexual Abuse

To Share or Not to Share

Read each item and determine whether it should or should not be shared on social media. Then list the potential consequences of sharing that item.

Information you may text or post	Should it be shared?	Consequences
Study time! Boring.		
Girls' night. Pizza and a movie. Nothing better!		
Can't wait for the weekend, parents are out of town, house to myself! Call if you want to chill 352-384-3XX2.		
Having dinner with Britany at our favorite Mexican spot, Los Compadres! Will be here until 8!		
I wish I could just get out of my house, I'm sick of being told what to do!		
I know we've never met, but you have been so nice to listen to me, maybe we can meet sometime.		
Big plans today, going for a run around the neighborhood after school, getting my nails done at L.A. Nails, dinner at the food court, and then meeting friends for a movie. See you at the theater around 9.		

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LESSON 3

The Problem of Sexual Abuse

Control: Force, Coercion, or Fraud

For each situation, determine what type of control is being used: force, coercion, or fraud. Then determine a way to say no or get away.

Situation	Type of Control Force, Coercion, or Fraud	What Can You Do?
A stranger approaches a 15-year-old in the mall and says, "Wow, you are so pretty. Have you ever thought about modeling? I have some connections. If you come with me, I am sure I can get you a huge modeling contract."		
Chris has been dating Jamie for two months. He says, "I don't plan to wait forever. If you want to keep dating, you have to take things to the next level!"		
Jeremy is on the track team. He twisted his ankle at the last practice. He tells his coach he can't run in the next meet. His coach pushes him up against the locker room wall and shouts, "I don't care if it hurts, you will run at the meet!"		
Tara and Laura have been friends since third grade. They are excited about starting high school. Tara tells Laura that they need to fit in, and if she wants to make friends, she needs to start partying and drinking alcohol.		

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LESSON 3

The Problem of Sexual Abuse

Safety Bill of Rights

Directions: Consider your rights, responsibilities, what you have control over, and how you can stay safe. List two or three of your ideas in each category.

I have the right to

I have the responsibility to

I am in control of

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Lesson 4

Dating Violence and Harassment

Glossary of Terms

Dating Violence: When a romantic relationship consists of controlling, abusive, and aggressive behavior, including verbal, physical, emotional, and/or sexual abuse

Flirting: Behavior that is intended to get the attention of another person for fun and amusement

Sexting: Sending sexually explicit text messages and/or photos

Sexual Harassment: Any unwanted physical or verbal contact that is sexual in nature and intended to take control and power away from another person

Social Media: Electronic media that allows users to create and share information and participate in social networking

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Lesson 4

Dating Violence and Harassment

How Do You Use Social Media?

Directions: Look at the list of social media websites or social sharing apps listed on the board. Select five and answer each question. Groups will share their answers with the class.

Social media site or app	How often do you go to that site?	Why do you go to that site?	What info is shared?	What are the benefits?	What are the potential dangers?

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Lesson 4

Dating Violence and Harassment

Harassment at School

Think about the definition of harassment: *Any unwanted physical or verbal contact that is sexual in nature and attempts to take power away from a person.* Now think about a time when you were subjected to or witnessed sexual harassment. If you have never experienced or witnessed harassment, think about what could happen at your school or when you've seen harassment in movies, books, or TV shows. List at least one example in each area.

Harassment in the hallways	Harassment at lunch
Harassment during an extracurricular activity	**Harassment in class**

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Lesson 4

Dating Violence and Harassment

Flirting or Harassment

Read each scenario describing an encounter between high school students. Harassment is determined by the actions of a person and how it makes another person feel. Think about how the person is feeling or reacting. Choose whether you think it is an example of flirting or harassment.

Scenario	Check the option that indicates how the encounter was received	Choose whether the encounter was flirting or harassment
Brian – "Your new dress is really hot!" Amanda – "Thanks, Brian. I got it for Homecoming. I can't wait for our date."	Were Brian's comments wanted or unwanted? ☐ Wanted and welcome or ☐ Unwanted and unwelcome	☐ Flirting Harassment ☐
Kevin – "Hey girl, you wanna get some of this?" (Kevin licks his lips and winks) Tonya – "You are disgusting, Kevin!"	Were Kevin's comments wanted or unwanted? ☐ Wanted and welcome or ☐ Unwanted and unwelcome	☐ Flirting Harassment ☐
Cassie – "I love your haircut. You look fine." Robert – "Thanks, baby. You're looking good yourself."	Did Robert return Cassie's feelings? ☐ Returned and shared or ☐ Not returned, one-sided	☐ Flirting Harassment ☐
Jessica – "Hey Marcus, why don't you get over here and show me some lovin'?" Marcus – Looks away, picks up his backpack, and tells his friend: "Every day, she says something like that, and it's really awkward. I wish I could just have a quiet lunch."	Did Marcus return Jessica's feelings? ☐ Returned and shared or ☐ Not returned, one-sided	☐ Flirting Harassment ☐

Manny gives Rebecca a long hug during lunch. Rebecca hugs him back and smiles.	How did this hug or touch make Rebecca feel? ☐ Feel good or ☐ Feel bad	☐ Flirting Harassment ☐
Jeremy comes up behind Sarah and puts his arms around her waist, squeezes her, and rubs his hands over her stomach. Sarah pulls away and looks angry.	How did this hug or touch make Sarah feel? ☐ Feel good or ☐ Feel bad	☐ Flirting Harassment ☐
James – "Hey girl, you are lookin' good today!" Jennifer – "Thanks, you are too sweet!"	How did Jennifer perceive James's comment? ☐ Compliment or ☐ Insult	☐ Flirting Harassment ☐
Thomas – "Oh, hey, Krista, do you think you're better than me?" Krista – Turns and walks away	How did Krista perceive Thomas's comment? ☐ Compliment or ☐ Insult	☐ Flirting Harassment ☐
After football practice, Ray complains that his shoulder hurts. His classmate Susan asks if a shoulder massage would help. When Ray agrees, Susan rubs his shoulder.	Was this touch okay? ☐ Acceptable and safe or ☐ Unacceptable and unsafe	☐ Flirting Harassment ☐
Between classes, Tony corners Christina and hugs her. He then touches her inappropriately. When she pulls away, he grabs her again. Christina yells and runs away.	Was this touch okay? ☐ Acceptable and safe or ☐ Unacceptable and unsafe	☐ Flirting Harassment ☐

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Lesson 4

Dating Violence and Harassment

Harassment Chart

Directions: There are five characteristics that can identify whether something is flirting or whether it is harassment. With a partner or in a small group, write down those five characteristics in the boxes below.

Flirting	Harassment

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Lesson 4

Dating Violence and Harassment

Individual Bill of Rights

Directions: Think about your rights, responsibilities, and what you have control over when interacting with other people. What do you think you have the right to expect about how you are treated by other people? List two or three rights in each section below.

I have the right to

I have the responsibility to

I am in control of

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Lesson 5

Advocacy in Action

Glossary of Terms

Advocacy: The act of speaking out on behalf of and showing support for a cause; speaking up to defend the rights of yourself and others

Safety P.L.A.N.: A predetermined plan to minimize risk and maintain safety when away from home

P – Permission

L – Location

A – Activity

N – Names and Numbers

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Lesson 5

Advocacy in Action

Safety P.L.A.N.

Directions: Look at the different parts of the Safety P.L.A.N. below. Think about ways in which you can stay safe and write them in the boxes.

Safety P.L.A.N.	
P = Permission	
L = Location	
A = Activity	
N = Names and Numbers	

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Lesson 5

Advocacy in Action

Advocacy Plan

Directions: Consider the list of advocacy ideas your class shared. Select one idea and complete the advocacy plan. When your plan is completed, you will share it with the class. Your class will select one plan to implement.

1. Write an idea about what your class could do to be advocates for personal safety and personal responsibility:

2. What is the goal of your advocacy idea? What do you want to accomplish?

3. Who is your target audience?

4. Create a specific message for your target audience.

5. What kind of support do you need to conduct your activity? Does it require approval from anyone?

6. Create an implementation plan that includes who is responsible for what activities, costs, when it will happen, how long it will last, and any needed follow-up activities.

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Lesson 5

Advocacy in Action

Personal Plan for Advocacy

Directions: Read each scenario. Discuss with your group how you could advocate for personal safety and responsibility.

1. You and your friends are going to a movie. When you arrive, one of your friends is met by two people much older than you whom you do not know. She tells you she is going to skip the movie and leave with these two people. You don't think this is a good idea. What can you do and say to advocate for your friend's safety?

2. During lunch, you notice there is always a group of students that stands near the cafeteria and makes comments as people walk to lunch. What can you do to stop their actions and advocate for a safe school?

3. You go to a party with several friends. You are asked to leave your friends and go for a walk with someone you just met. How can you advocate for your personal safety?

4. You made plans to go to a friend's house for the weekend because your parents are out of town. You are discussing your plans during lunch. Several friends hear you talking. They want to go to your house and hang out while your parents are away. How can you advocate for your personal responsibility?

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Lesson 5

Advocacy in Action

Personal Bill of Rights

Directions: Take out all of your Bill of Rights activity sheets. Look at the rights you wrote down on each page. Think about which rights you want to include in your Personal Bill of Rights. You can list all of them or select two or three that are most important to you. Do the same for your responsibilities within your control.

I have the right to

I have the responsibility to

I am in control of