

# PERSONAL POWER

## LESSON 1: SELF-ESTEEM & PERSONAL POWER



### POINT OF VIEW

**Directions:** Before viewing the video, read the statements below. In the "Before Viewing" column, mark whether you Agree (A) or Disagree (D) with the statement. After you have viewed the video, go back to the statements and mark in the "After Viewing" column whether you Agree (A) or Disagree (D) with the statement.

Before Viewing		After Viewing
_____	1. Some people have personal power but most do not, especially kids.	_____
_____	2. Red flags can be identified to help keep us safe.	_____
_____	3. Children and teens have a right to say "no" to situations that make them feel uncomfortable, even to adults.	_____
_____	4. Sexual abuse is the force of any unwanted sexual activity by one person on another.	_____
_____	5. One in three girls and one in five boys are sexually abused before they reach the age of 18.	_____

Before I watched the video, I thought

Now I know

# PERSONAL POWER

## LESSON 1: SELF-ESTEEM & PERSONAL POWER



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

---

### KEY VOCABULARY

- **Personal Power:** The tools we have to help us make safe decisions that help ourselves and others
- **Power Plays:** The actions we take to use our personal power to maintain control of our boundaries and keep ourselves and others safe
- **Red Flags:** The warning signs that alert us to unsafe situations
- **Body Boundaries:** Your personal space that limits the physical interaction you have with other people that protects you and keeps you safe
- **Sexual Abuse:** When one person threatens, intimidates, or pressures another person into unwanted sexual activity or exposes someone to sexually explicit acts or materials
- **Self-Esteem:** How you think and feel about yourself





## SELF-ESTEEM

**Directions:** Make a list of your positive qualities. Are you generous? Kind? Funny? Write down at least ten positive qualities about yourself, and refer to them to help you complete the Design a T-Shirt, Design a Campaign Flyer, or Write a Resume activities.

My positive qualities:

What are some characteristics I like in others that I also have?

How might someone who cares about me describe me?

What do I think my friends like best about me?

What compliments would I give myself? What do I like about myself?

I feel confident when

I would feel more confident if

We all have things we need to work on. Some of my challenges are

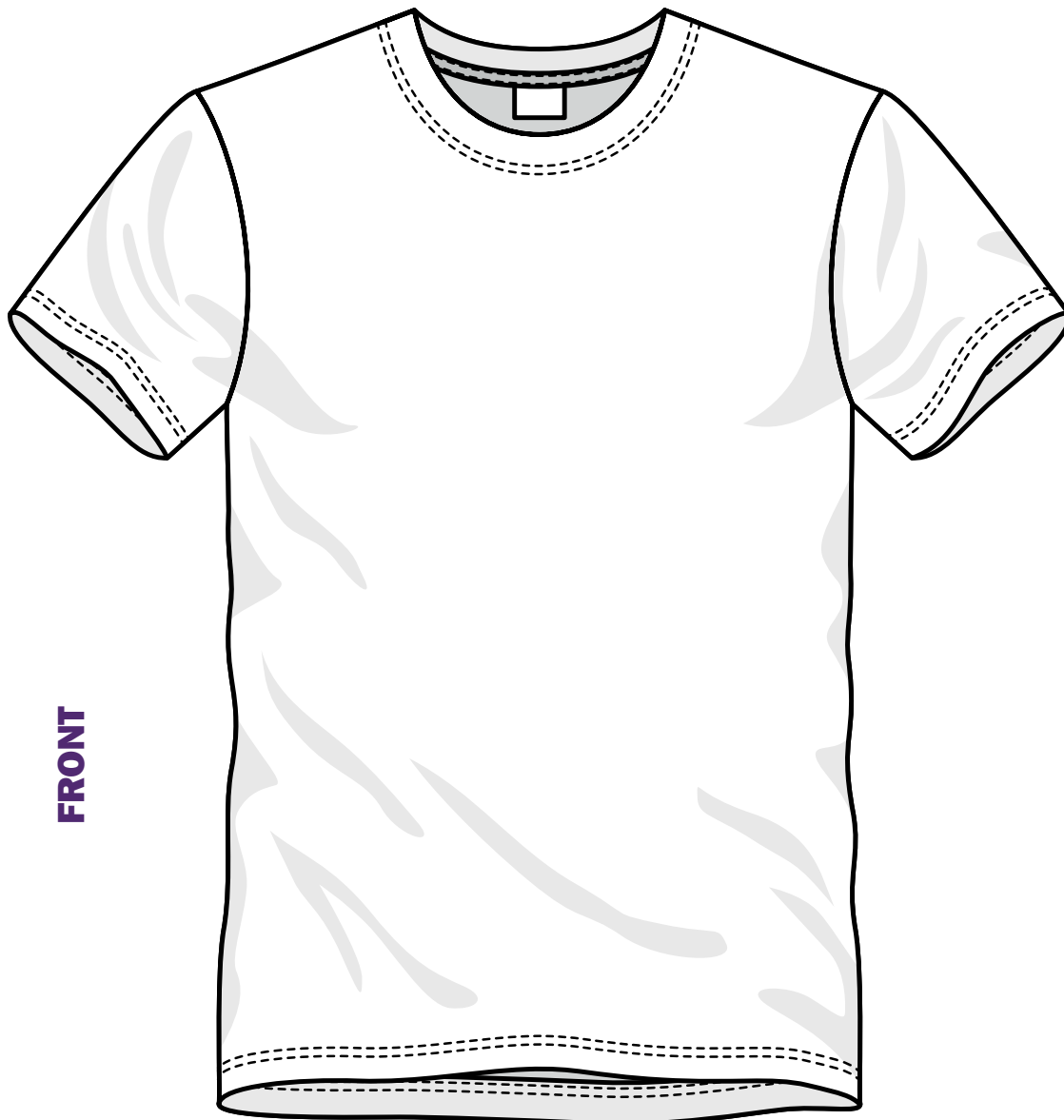
# PERSONAL POWER

## LESSON 1: SELF-ESTEEM & PERSONAL POWER



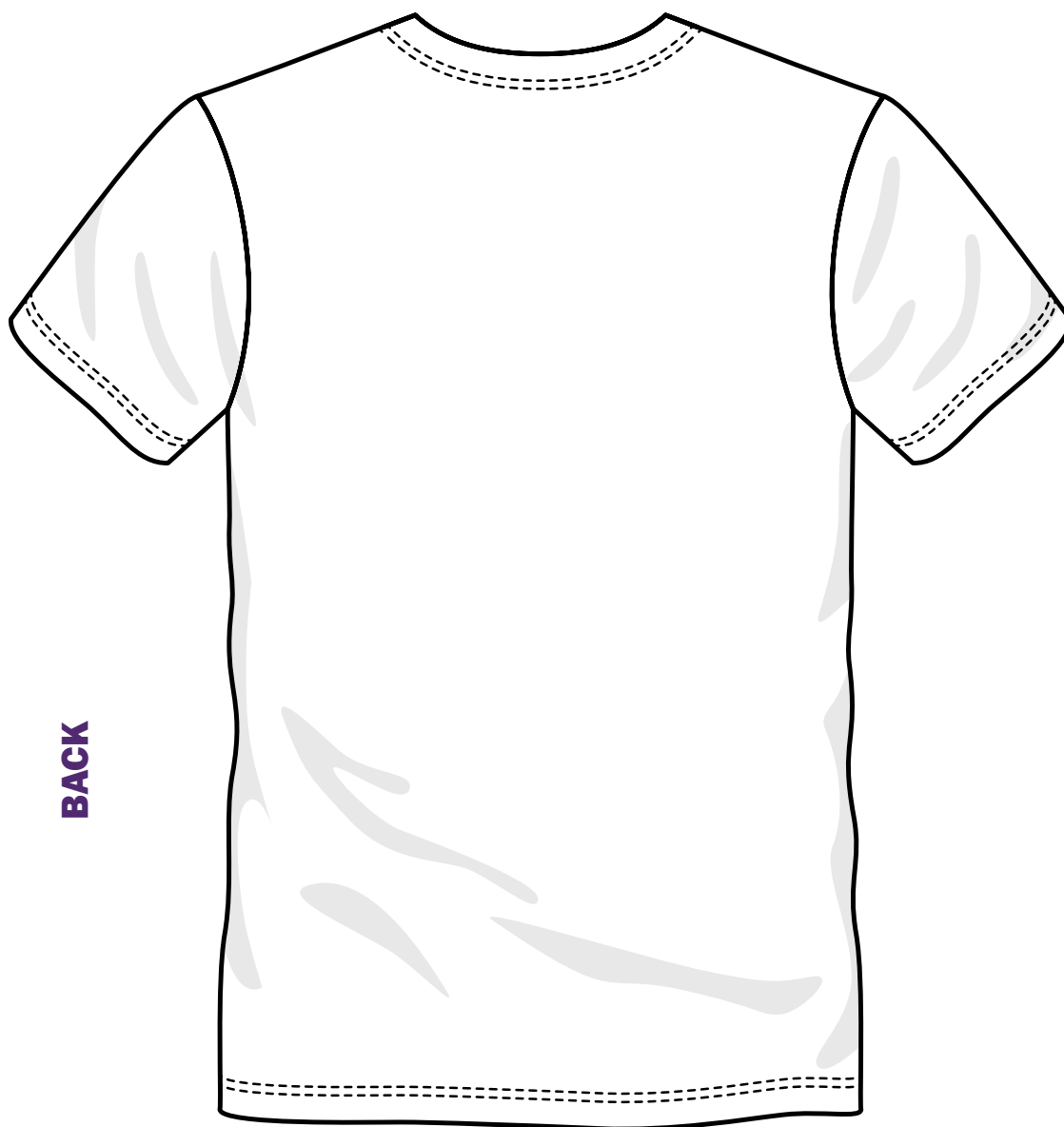
### TAKE ACTION: DESIGN A T-SHIRT

**Directions:** Think about some of your qualities that make you unique or personal characteristics that you like about yourself. For example, what are some of your talents? What do others say they like about you? Now what would that look like if you put it on a T-shirt? Refer to your Self-Esteem Worksheet for ideas. Examples: “It’s what’s on the inside that counts,” “Genius,” “2 Cute,” “#BFF.”



**FRONT**





**BACK**

**TAKE ACTION: DESIGN A CAMPAIGN FLYER**

**Directions:** Think about some of your qualities that make you unique or personal characteristics that you like about yourself. For example, what are some of your talents? What do others say they like about you? What would you highlight about yourself if you were running for office? Refer to your Self-Esteem Worksheet for ideas.



# PERSONAL POWER

## LESSON 1: SELF-ESTEEM & PERSONAL POWER



### TAKE ACTION: WRITE A RESUME

**Directions:** Think about some of the qualities that make you unique or personal characteristics that you like about yourself. For example, what are some of your talents? What do others say they like about you? What would you highlight about yourself if you were applying for a job? Create a resume that highlights these qualities. Refer to your Self-Esteem Worksheet for ideas.

# PERSONAL POWER

## LESSON 1: SELF-ESTEEM & PERSONAL POWER



### JOURNAL

*"No one can make you feel inferior without your consent."*

–Eleanor Roosevelt, b.1884-d.1962, First Lady of the United States

Think about how others add to or take away from how you feel about yourself and either build or diminish your self-confidence. Review Eleanor Roosevelt's quote, and write a journal entry about how you can use your personal power to build your self-esteem.



# PERSONAL POWER



## POINT OF VIEW

**Directions:** Before viewing the video, read the statements below. In the "Before Viewing" column, mark whether you Agree (A) or Disagree (D) with the statement. After you have viewed the video, go back to the statements and mark in the "After Viewing" column whether you Agree (A) or Disagree (D) with the statement.

Before Viewing		After Viewing
_____	1. A safe relationship has an appropriate balance of power.	_____
_____	2. We all have body boundaries, a sense of what is comfortable for our bodies and personal space and what is not.	_____
_____	3. I know how to use the Think, Feel, Act rule.	_____
_____	4. Giving up your personal power to gain acceptance or keep a friendship is not part of a safe relationship.	_____
_____	5. Your power play is the A-for-Act in the TFA rule.	_____

Before I watched the video, I thought

Now I know



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

---

### KEY VOCABULARY

- **Balance of Power:** Equal and shared power by people in a relationship
- **Safe vs. Unsafe Relationships:** In a safe relationship, there is a balance of power where healthy boundaries are protected; the relationship is positive, rational, productive, and supportive. In an unsafe relationship, there is 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
- **Body Boundaries:** Your personal space that limits the physical interaction you have with other people that protects you and keeps you safe
- **Guiding Voice:** The internal voice that helps you identify when things make you feel confused, nervous, or uncomfortable. It is important to listen to your guiding voice and to tell a trusted adult so you can be heard and helped in unsafe situations
- **Think, Feel, Act (TFA):** TFA stands for Think, Feel, Act. Think about a situation, and decide how it makes you feel, and what action you should take to keep yourself safe
- **Assertiveness:** Using your personal power to be confident and stand up for yourself and others while being considerate of others and not violating their rights



# PERSONAL POWER

## LESSON 2: FITTING IN & ACCEPTANCE



### USING THINK, FEEL, ACT

**THINK:** Observe the situation. What do you think?

**FEEL:** How does this make you feel?

**ACT:** What should you do/say?

A group of students ask you to join them at their lunch table, but only if you tell the friends you normally sit with that they are not allowed to join.

**T**

**F**

**A**

Your boyfriend/girlfriend wants to walk with his/her arm around you, and that makes you feel uncomfortable.

**T**

**F**

**A**





## SCENARIO 1:

Student 1 – Standing by the wall with arms crossed.

Students 2, 4, and 5 – Standing by the wall next to student 1.

Student 3 joins the group.

Student 1 says, “Wow, my baby sister has that dress!”

Student 2 says, “HAHAHAHA, I guess you shop in the kids department!”

Student 3 looks down at her pink dress and looks upset.

Student 1 says to Student 4, “Why are you just standing there saying nothing?”

You must like her dress. You must shop there too!”

Student 5 says nothing.

Think about how the comments of students 1 and 2 made students 3, 4, and 5 feel. What are the possible outcomes of Student 4 joining in on the teasing or standing up for Student 3? What can each student say and do to use their personal power to stand up for themselves and others? Use the TFA rule.



## SCENARIO 2:

Students 1, 2, and 3 are walking to class. On the way, they are talking loudly about their plans to get together this weekend. Students 4 and 5 can hear them talking about plans for a birthday party on Saturday night. When students 1, 2, and 3 realize that students 4 and 5 are listening, they start to laugh.

Student 1 says sarcastically, “Sorry guys, I am only allowed to invite a certain number of friends, and you two just didn’t make the cut! HAHAHAHA!”

Student 2 laughs along and says, “We just wanted all the coolest people at the party.”

Student 3 looks down at the ground.

Student 4 turns around and starts to walk away.

Student 5 stops and looks at students 1 and 2 in the eyes.

Think about how student 1’s comments made students 4 and 5 feel. How are the students who did not get invited to the party feeling about those comments? What are the consequences of student 5 responding to students 1 and 2 or walking away like student 4 did? What can each student say and do to use their personal power in this situation? Use the TFA rule.





## SCENARIO 3:

Student 1 is walking along with friends, students 2 and 3.

Student 4 runs up and grabs student 1 by the arm. He starts yelling at her. "Who was the guy I saw you talking to? What were you talking about? What did he want? Give me your phone! Have you been texting him?!?"

Students 2 and 3 take a step back and look at each other.

Student 5 hears the yelling and sees what is going on from down the hall.

Think about how each student is feeling. What can be done when one person is violating another person's personal boundaries? What are the consequences of each of the student's actions now? Is this a safe or unsafe relationship? What can they do and say to use their personal power to resolve this situation? Use the TFA rule.



## SCENARIO 4:

Students 1 and 2 are walking to class.

Students 3 and 4 run up to them and stop them.

Student 5 is standing at the locker getting out books.

Student 3 says to students 1 and 2, "Hey, I know we don't know you that well, but we have fifth period together. Listen, we really need a huge favor. We totally forgot to finish that big assignment that is due today, and we need to finish it by fifth period. You guys always make A's. We really need to copy your assignment and homework. Can you bring it to lunch? You can sit at our table during lunch, and we can copy it, and I can turn it in on time. If I turn one more assignment in late, Mrs. Jones is going to have me kicked off the football team."

Think about how each student feels. Share your ideas about what to do when someone asks to copy assignments and homework. What are the possible outcomes of saying yes or no to this request? How can they use their personal power to resolve this situation? Use the TFA rule.





## SCENARIO 5:

Five students are sitting around the table at lunch. They are all talking about plans for the weekend.

Student 1 says, "I can't wait for this weekend! Paul is having a party. He said we are all invited."

Student 2 says, "Great, he lives near you. Can I come over to your house, and we can walk over?"

Student 3 says, "My mom will never let me go!"

Student 4 says, "Yeah, my dad would never agree to let me go either."

Student 5 says, "Well, my parents are out of town, and I'm supposed to go stay at my grandparents for the weekend."

Student 1 says, "You guys aren't thinking. There are easy ways for all of us to go. Student 5, you just need to convince your grandparents that you are staying with Student 3.

Student 3 and Student 4, you tell your parents you are staying with Student 5. Then, after the party, we can all go to Student 5's house. We will have the place to ourselves!"

Student 2 looks scared and looks away.

Student 3 starts to laugh.

Student 4 looks at Student 3 and asks, "What do you think?"

Student 5 puts hands on hips and looks angry.

Think about the plans for the weekend. How is each person feeling? What are the potential dangers and consequences? How can each person use his or her personal power to deal with this situation? Use the TFA rule.



## SCENARIO 6:

Student 1 asks Student 2 to hang out.

Student 2 says, "I don't feel like it. I got dumped today."

Student 1 tells Student 3 about this.

Student 3 posts about the breakup on social media.

Think about the situation. How is each person feeling? What are the potential dangers and consequences? How can each person use his or her personal power to deal with this situation? Use the TFA rule.



# PERSONAL POWER

## LESSON 2: FITTING IN & ACCEPTANCE



### JOURNAL

*"A good head and a good heart are always a formidable combination."*

–Nelson Mandela, Former President of South Africa, human rights advocate, b.1918-d.2013

Review the quote above. How could this apply to TFA? What are some challenges you may face in using your TFA and acting according to what you think is safe rather than going along with the group?

# PERSONAL POWER



## POINT OF VIEW

**Directions:** Before viewing the video, read the statements below. In the "Before Viewing" column, mark whether you Agree (A) or Disagree (D) with the statement. After you have viewed the video, go back to the statements and mark in the "After Viewing" column whether you Agree (A) or Disagree (D) with the statement.

Before Viewing		After Viewing
_____	1. Grooming behaviors are the steps an abuser takes to win the confidence of kids over time.	_____
_____	2. It is ok if an adult you know, like a coach, gives you expensive gifts and says not to tell your parents.	_____
_____	3. Isolation is when an adult arranges to be alone with you.	_____
_____	4. Secrets are BIG red flags.	_____
_____	5. You must tell a trusted adult if someone touches you in a way that makes you uncomfortable.	_____

Before I watched the video, I thought

Now I know





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

---

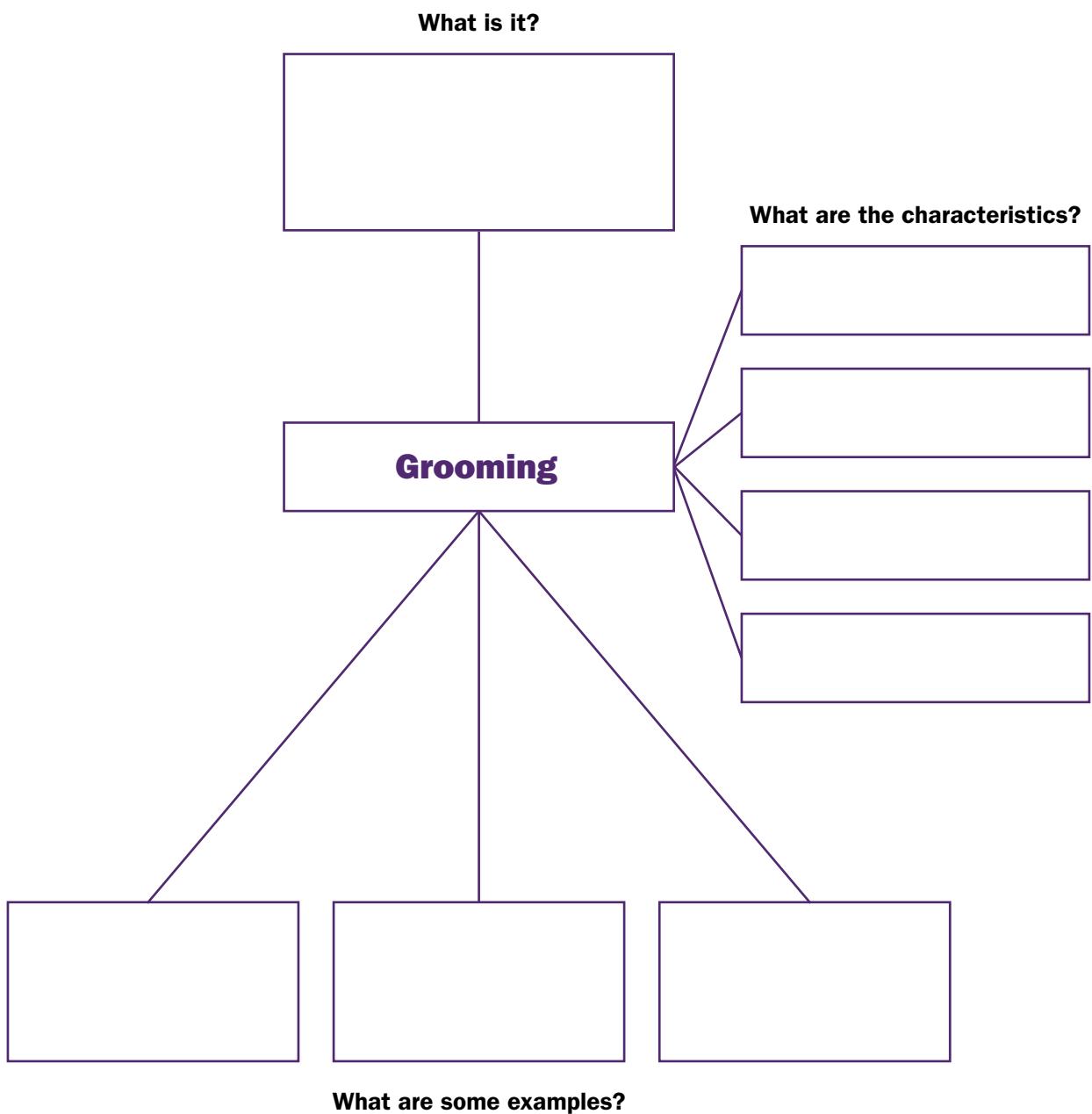
### KEY VOCABULARY

- **Grooming:** The process an abuser uses to build trust, test boundaries, manipulate, and draw someone into a secret relationship for the purpose of abusing them
- **Isolation:** To separate from others
- **Unsafe Secrets:** Secrets that make you feel uncomfortable or confused and you are told not to tell. However, an unsafe secret must be told until you are heard and helped
- **Unsafe Touches:** A touch that hurts you, makes you feel uncomfortable, or makes you feel confused



## GROOMING CONCEPT MAP

**Directions:** Think about the definition of grooming. Complete the concept map below by explaining what grooming is and listing characteristics and examples.







## RED FLAGS

**Scenario 1:** Your uncle likes to wrestle with you, hugs you, and always compliments you on how you look and how you are growing up. He always offers to drive you places but does not offer to drive your brother and sister anywhere and does not invite them to come along with you in the car.

**What are the red flags?**

**What do you Think?**

**How does this make you Feel?**

**How do you Act?**

**Scenario 2:** Your neighbor gives you some extra money for helping her with her yard work and says, "Let's not tell your mom; this will be our secret."

**What are the red flags?**

**What do you Think?**

**How does this make you Feel?**

**How do you Act?**

**Scenario 3:** You are being driven home after babysitting for a neighbor. You begin to open the door to get into the backseat and your neighbor says, "Oh no, come sit in the front seat by me."

**What are the red flags?**

**What do you Think?**

**How does this make you Feel?**

**How do you Act?**

**Scenario 4:** After practice, your team showers and changes clothes in the locker room. All of the players are just about finished with their showers when you notice a player still on the field talking with the coach. The player says, "I need to hurry up and get my shower before everyone leaves and I miss my ride." The coach then says, "Let's go through this play one more time. Don't worry, I will stay and keep the locker room open for you and give you a ride home."

**What are the red flags?**

**What do you Think?**

**How does this make you Feel?**

**How do you Act?**

**Scenario 5:** Your mother's friend is always buying you clothes and asking you to try them on to make sure they fit. She seems to touch you in private areas of your body when she is checking the fit of the clothes.

**What are the red flags?**

**What do you Think?**

**How does this make you Feel?**

**How do you Act?**



# PERSONAL POWER

## LESSON 3: GROOMING & BOUNDARIES



### JOURNAL

Have you ever wanted something so much like the students in our Focus Scene cards?  
Have you known someone who has?

Write a story as if you are a friend to the student who is trying out for the lead in the school play. What if the adult volunteer who is directing the play wants to meet with your friend alone to go over the lines? The volunteer promises your friend the part if they practice lines together. Your friend is excited and wants to do this.

What does your TFA tell you? Do you see some red flags? What would you say?



## POINT OF VIEW

**Directions:** Before viewing the video, read the statements below. In the "Before Viewing" column, mark whether you Agree (A) or Disagree (D) with the statement. After you have viewed the video, go back to the statements and mark in the "After Viewing" column whether you Agree (A) or Disagree (D) with the statement.

Before Viewing		After Viewing
_____	1. Giving kids experiences they shouldn't have, such as access to inappropriate movies or alcohol, are traps abusers use to confuse kids.	_____
_____	2. Most sexually abused girls and boys will never tell anyone about the abuse on their own.	_____
_____	3. Abusers are good at setting traps and then making kids think it's their fault.	_____
_____	4. Abuse is never the kid's fault.	_____
_____	5. How well someone recovers from abuse has a lot to do with the reaction of the first person he or she tells.	_____

Before I watched the video, I thought

Now I know





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

---

### KEY VOCABULARY

- **Grooming:** The process an abuser uses to build trust and draw someone into a secret relationship for the purpose of abusing them
- **Disclosure:** To tell a trusted adult when something unsafe is happening to you or someone else
- **A.C.T.:** Ask, Care, Tell



# PERSONAL POWER



## VIDEO STORYBOARD PLAN

**Directions:** Think about Chris's story in the video you watched. Complete the storyboard plan, addressing the setting, characters, problem, events, and resolution. Also point out the red flags.

<b>Setting</b>	
<b>Characters</b>	
<b>Problem</b>	
<b>Events:</b> The events help us understand the problem and also lead us to the resolution of the problem.	
<b>Resolution</b>	



**A.C.T.**

**Directions:** Write a statement that you would make to your friend for each of the steps of A.C.T.

**ASK** when you observe a red flag in a friend's life.

"Is everything ok?"

"Is something bothering you?"

"Do you need some help?"

"What can I do to help?"

"Is there anything you want to tell me?"

"Is there anything going on that is worrying you?"

**CARE** about and for your friend by responding without judgment and with support when that friend discloses an unsafe secret or unsafe situation.

"I understand why you are .... "

"That must be difficult for you."

"That must be tough on you."

"I am your friend, and I want to help you."

"I care about you."

"What is happening to you is not your fault."

And most importantly, **TELL**. You must involve a trusted adult and either accompany that friend when they tell an adult or tell an adult yourself if the friend feels as though they cannot tell.

"You need to tell someone. I will go with you."

"We can go and tell (teacher, school counselor, principal, my mother and father, our scout leader, our coach, our pastor, our school resource officer)."

"Even if you don't tell anyone, I have to tell because you are not safe."

"It's OK to tell."

**Scenario 1:** Your best friend since Kindergarten suddenly thinks that you are too immature to hang out with anymore, begins to dress in revealing clothing, and seems to flirt with the older boys at school.

**What are the red flags?**

**Ask:**

Your friend tells you that she is afraid of her stepfather.

**Care:**

**Tell:**

**Scenario 2:** Your friend who is a straight “A” student is now not turning in homework and failing tests.

**What are the red flags?**

**Ask:**

Your friend tells you that things are tough at home.

**Care:**

**Tell:**

**Scenario 3:** When you spend the night with your friend, you witness her locking the door and pushing a dresser in front of the door.

**What are the red flags?**

**Ask:**

My brother and his friend are home from college, and I don’t want him to come in my room again.

**Care:**

**Tell:**

**Scenario 4:** You notice bruises on a friend’s upper arm while changing clothes during gym.

**What are the red flags?**

**Ask:**

My mom got fired again and is pretty mad about that.

**Care:**

**Tell:**

**Scenario 5:** Your usually calm teammate is now having problems with his anger, losing his temper, and yelling at others for no real reason.

**What are the red flags?**

**Ask:**

Your friend tells you that he just can’t take it much longer.

**Care:**

**Tell:**



# PERSONAL POWER



## JOURNAL

*"You have no idea how your kind word or courageous action could change – or even save – someone's life."* –Lauren Book, Founder/CEO, Lauren's Kids foundation

Look again at the picture of the girl who "feels like she's invisible."

A.C.T.:

What would you **Ask** her?

How could you show that you **Care**?

Who and what would you **Tell**?



## POINT OF VIEW

**Directions:** Before viewing the video, read the statements below. In the "Before Viewing" column, mark whether you Agree (A) or Disagree (D) with the statement. After you have viewed the video, go back to the statements and mark in the "After Viewing" column whether you Agree (A) or Disagree (D) with the statement.

Before Viewing		After Viewing
_____	1. It is important to have safety rules for online activities, texting, or using social media.	_____
_____	2. Texting revealing photos is "sexting."	_____
_____	3. Abusers use the Internet to form relationships to win kids' trust over time; this is called "cyber- grooming."	_____
_____	4. Only play online games with people you know.	_____
_____	5. Never agree to meet someone you met online in a chat room or through a game.	_____

Before I watched the video, I thought

Now I know





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

---

### KEY VOCABULARY

- **Sexting:** Sending sexually explicit text messages, photos, and/or videos
- **Social Media:** Electronic media that allows users to create and share information and participate in social networking
- **Cyber-Grooming:** Using electronic media and online sites to make contacts to form relationships, which may lead to abuse
- **Cyber-Safety Plan:** A plan for the safe and responsible use of the Internet, social media, and communication technology





## CYBER P.L.A.N.

**P stands for Permission:** Students should have permission each time they go online. Protecting passwords for their computers and their phones is important.

**L stands for Location:** Students should only visit approved Internet locations, websites, apps, or game sites. Students should never enter chat rooms because they NEVER know with whom they are really communicating.

**A stands for Activity:** Students should only use their devices for the permitted activity of a game, site, or app that is allowed. Posting personal information about yourself, such as where you live, can enable someone you don't know to find you. Students should never agree to meet someone they don't know or only know online. Posting revealing photos of yourself or others can be considered sexting and can be illegal. Posting threatening or harassing comments or embarrassing photos of others can be considered to be cyber-bullying and can also be illegal.

**N stands for Name:** Students need to know the name of anyone with whom they interact online. Students need to know that they are a real person and that they are who they say they are. Abusers may pretend to be kids or misrepresent themselves in other ways. Students should not misrepresent themselves and pretend to be someone they are not. Students should not chat or reply to a stranger online, just like they would not talk to strangers alone in person.



## MY CYBER CODE OF CONDUCT

**Directions:** List three behaviors you will be responsible for in the virtual world.

I will:

I will:

I will:



**JOURNAL**

*"The Internet has been a boon and a curse for teenagers."*

—J.K. Rowling, British Novelist

What does this quote mean to you? Provide examples to support your opinion.

# PERSONAL POWER



## POINT OF VIEW

**Directions:** Before viewing the video, read the statements below. In the "Before Viewing" column, mark whether you Agree (A) or Disagree (D) with the statement. After you have viewed the video, go back to the statements and mark in the "After Viewing" column whether you Agree (A) or Disagree (D) with the statement.

Before Viewing		After Viewing
_____	1. Personal power is the power to recognize danger.	_____
_____	2. Personal power is the power to be assertive, say "no," and support others.	_____
_____	3. Getting help for yourself or someone else is a power play.	_____
_____	4. Personal power is the power to set body boundaries.	_____
_____	5. Think, Feel, Act (TFA) helps you observe and think about a situation, recognize how you feel, then act with a positive power play.	_____

Before I watched the video, I thought

Now I know





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

---

### KEY VOCABULARY

- **Personal Power:** The tools we have to help us make safe decisions that help ourselves and others
- **Disclosure:** Telling a trusted adult when something unsafe is happening to you or someone else
- **Accessing Help:** Disclosing information to a trusted adult to get help when you or someone you know is in an unsafe situation
- **S.A.F.E.:** **S**eek help, trusted **A**dults, **F**ace your fears, **E**nact your power plays

# PERSONAL POWER



## JOURNAL

*"There is no greater agony than bearing an untold story inside you."*

–Maya Angelou, American Poet, b.1928-d.2014

*"No act of kindness, no matter how small, is ever wasted."*

–Aesop b.620 B.C.E.-d.560 B.C.E., legendary figure and author of Aesop's Fables

How are these two quotes related? Compare them to the steps in A.C.T. and S.A.F.E.  
How are you a safer, smarter teen?