



READY TO STAND CURRICULUM GUIDE

Social Media Level 1



Our mission is to bring prevention education to youth and families to stop human trafficking before it starts.

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Social Media Level 1: 90 Minutes

ABOUT THIS CURRICULUM:

This curriculum is designed to be open-ended, easily customizable, and flexible for students' and teachers' needs. Activities, PowerPoints, and videos should all be used to guide discussion, while allowing specific group and/or student needs and interests to lead the way.

CURRICULUM GUIDE KEY:



Suggested Stopping Point



Virtual Option



Activity



Social Media Discussion



Note to Educator



Story

ACTIVITIES:

- Grooming Activity
- Intentions vs. Risk
- Hallway of Life
- Index cards
- Safety Plan

MATERIALS NEEDED:

- Large Post It Notes
- Intentions vs. Risk Worksheets
- Yardstick
- Safety Plan Worksheet

OBJECTIVES:

- At the end of the presentation, students will be able to explain the concept of intrinsic value (their own and that of others.)
- At the end of the presentation students will be able to describe positive and negative purposes and effects of Social Media use.
- At the end of the presentation students will be able to identify potential risks of Social Media use, including Sex Trafficking, and Cyberbullying.
- At the end of the presentation students will be able to distinguish the difference between perception and reality in Social Media use.

Slide 1 - Introduction

Introduce yourself as an educator with The Set Me Free Project.

Gauge their mood and comfort level to decide how to begin and set the stage. Lay the foundation for the work the group will be doing over the next few sessions.

The **mission** of The Set Me Free Project: *To bring prevention education to youth and families to stop trafficking before it starts.*

Our goal and our hope is that everything we will talk about will help them to stay safe and healthy in every way, we want them to be as safe as possible. You may choose to keep it simple and go around the group with traditional introductions, or if you feel the group would benefit from something different, feel free to lead the group in some ice breaking activities.

Slide 2 - Safe Space

Say: We are here to have a conversation. We are here to talk about “real life stuff” and YOU are in a safe space to be open.

Discuss the “Safe Space Rule.” Ask the students what they think this rule might mean. What are some components that make a safe space? Discuss that you are a mandated reporter and that you want this to be a safe place to share anything with you, however, if they disclose that they want to harm themselves or others, or if they are in imminent danger, you will have to tell the appropriate people to get them the appropriate help.

Say: We want you to take care of yourselves while we're together. If at any time you feel triggered, uncomfortable, please talk to your teacher and go to the restroom or get a drink of water. Let's talk about what we expect from each other. Let's set some ground rules for the group. What are some of the expectations that you want to establish in this room?

For example:

- Respect
- Confidentiality
- Raise hands when you want to speak



Note to Educator: Promote a sense of intellectual, emotional and physical safety in the classroom. Gain students' buy-in and promote greater participation from all students. Smooth and enrich group discussions throughout the course.

Slide 3 - Value

What and Who do we Value?



Activity: On the whiteboard, write, and then ask aloud this specific question:
What has value?

Write student responses.

On the whiteboard, write, and then ask aloud this specific question:
Who has value?

Write student responses.

Ask students to look and compare the lists they made. What are the differences - in the question and in the responses? Is there anything that is in the "What" column that shouldn't be? Is there anything you can't put a value on that should be moved to the "Who" column? Is there a different type of value for your family. Are they the same type of value? What does that say about YOUR value?

What is the Value of your...

- Mother/Father?
- Brother/Sister?
- Grandparent?
- Friend?
- YOU?

Is it possible to assign a value?

Is there a possible Social Media connection?

Take out phone, look at the last pic of person/people you love/value. Now, look at posts of your own that have different amounts of likes, comments, retweets. Did your value change between those two posts?



Note to Educator: Help the students understand that their value never changes no matter what!

Say: Your value doesn't change no matter what. It doesn't matter how much money you have or don't have, it doesn't matter where you live, it doesn't matter what people say about you, it doesn't matter how many likes you have or don't have, it doesn't matter how many followers you have; it doesn't matter. Your intrinsic value can not change.

Slide 4 - Social Media

Say: Today is going to be a lot of fun. We're going to talk about social media and you might have an opportunity to teach me something new! As we go into this discussion, I want you to know that I am NOT here to tell you social media or gaming is bad or not to use it. But what I am here to talk to you about is how to be as safe as possible when using social media or gaming or anything else you do online.

I think of it like this: When you get into a car, do you put your seatbelt on? (Most will say yes, choose to focus on those responses).

Ask: Why do you put on a seatbelt? Is it because YOU plan to run the red light or get into an accident today? No. Of course not. You put on your seatbelt because we don't know if someone else will be driving drunk, or will run a red light, or will lose control of their car. We simply put on our seatbelt so that if the actions of others intersect with our lives, we did what we could to keep ourselves safe. That's our goal today. To talk about what our "Online Seatbelt" is.

Ask: "What social media apps are you on?" Discuss which apps are their favorites and why they like them.



Note to Educator: Dig deeper than the standard Snapchat, TikTok, what are some other less obvious ones. This question is more for us to keep a grasp on what is being used and be on top of the apps rising in popularity. Potential Examples might be, What's App, Discord, HouseParty etc.

Slide 5 - Social Media Positives & Negatives

Ask: What are some positive things about social media and online gaming?
Discuss comments.



Note to Educator: If a student suggests something unsafe is an advantage, don't agree, just say in an encouraging way that you appreciate their comment and we will come back to that.

Ask: How can social media be dangerous? What do you see happening online that isn't so positive?

Discuss: Field and respond to a few answers. Be sure to end this conversation with talking about how people who have harmful intentions are online on all platforms.

Slide 6 - Games Are Cool Though, Right?

Ask: How many gamers do I have in the room? Take answers.
Then ask: What are your favorite games? Take answers.

Ask: How is gaming the same as social media? How is gaming different from social media? Discuss.

Ask: Are the risk and safety measures equal? Discuss.

Online gaming is fun and can be a great way to hang out with friends, but even with gaming, it is important to game with people you know. If you are gaming with people you don't know, make sure that you are unable to communicate with them. Keep mic use and chatting to a bare minimum, and of course, never share personal or identifying information!

No one will ever say to you, “Hey! I like gaming with you! By the way, I’d like to sell you, let’s get together.” They would be more likely to say, “Hey, what’s the weather like there.” Or “What time zone are you in?” They do this, not really to have conversation, but to find identifying information that they can use to build a relationship with you.

Slide 7-9 - A Social Media Life

You have 2 options for this part of the presentation. You may use the video, but in cases a video may not work feel free to use the slides in stead of the video. Don't feel like you have to use both the video and slides.

Option 1: Slide 7 – Video Discussion:

Introduce the video by saying that we are going to watch a quick video. I want you to pay attention and tell me the message afterwards. Play video and discuss

Ask: What was the message this video showed (Sometimes what is happening online is not that person’s real life)?

Ask: Why do you think people have an online life that is different from their real life? Discuss.

Ask: Without calling anybody out, how often do you see this with the people you know? Think about your peers, or your family, or even celebrities? Discuss.

Option 2: Slides 8-9 – Slides Discussion

Slide 8 – Display first picture.

Say: That looks like a ton of fun right? How many of you want to be doing that right now? If we see our peers posting something like this how would we feel if we weren’t there or invited? What else might we think about the person who posted this? What else might we think about ourselves seeing this picture?

Slide 9 – Display the second picture.

Say: Love the rainbow tongue! He looks so happy. Ok, now be honest, how many of us simply can not live without our filters (feel free to slowly raise your own hand with a guilty look on your face)?

There are filters and lenses for everything! Want your teeth whiter, there's a filter. Want bigger eyes, there's a filter. Want to look like a Disney character, yep, there's a filter!

But when we look at the next pic, what else might be going on that we don't see? So then when we see an actual picture of ourselves without a filter or we look in the mirror, we are less likely to like what we see. How does that affect our self-esteems? Mood? Confidence?

Say: We often are looking for likes and comments and shares. Maybe if you're making a TikTok, you're hoping a bunch of people will make duets or it'll go viral. But in reality, maybe only one person likes it and it's your grandma. Ugh! And the only comments from your friends is, "Who cares!" What might that do to our self-esteem?

Say: For either video or slides: Filters are okay to use but remember that you are valued without them. Challenge students to value unfiltered photos as much as filtered ones. #nofilter and #nomakeup challenges

Slide 10 - Cyberbullying

Ask: How do you win in a cyberbullying world? Take several answers? Encourage good answers. The answer: Don't play the game!

Ask students to close their eyes and imagine that it is 20 years in the future, and they are all returning for their class reunion...When they walk in the door, will their classmates be happy and excited to see them, or turn away and ignore them? Do you think they'll remember conversations you had and the things you said? Probably not.

Say: The truth is, people remember how you make them feel. Remind students that when they are using social media, there is always someone, someone with value, someone deserving of respect, just like you, on the other side of the screen.

Encourage students to think before they post, and be sure that if people are going to notice their post or picture that it is for the right reasons. Ask students what gets them noticed online, positive posts or negative ones? The answer is both!

Say: The question is...How do you want to be remembered? As someone who tears others down and hurts them, or as someone who helps others and builds them up? And go to a trusted adult if you or your friends are being cyberbullied and need help.

Are you ready to stand up to cyberbullying? Are you ready to be safe online?

R- Report anything dangerous

Report anything that someone else does to make you uncomfortable, feel bad, or anything that feels dangerous. Trust your instincts.

E- End the communication

Stop talking or responding to them. Block them on social media.

A- Ask for help

Tell someone you need help. Go to a trustworthy adult and let them help you. You're not alone.

D-Don't engage

You don't even have to put energy into it. Its not about just stopping the communication, it's also about stopping your part in playing the game.

Y-Your safety first

Always be looking out for yourself. Your safety comes first.

Slide 11 - Mental Health Check

Discuss with students the link between social media and anxiety and depression.

Say: All day long, we are bombarded with images and comments from other people in our lives. Even positive ones can get overwhelming at times. We see these awesome things people are posting, and, without even realizing it, start to compare ourselves to them and feel less great about ourselves. There are some real things that happen with smartphones and social media.



Note to Educator: Information from Child Mind Institute: One of the biggest differences in the lives of current teenagers and young adults, compared to earlier generations, is that they spend much less time connecting with their peers in person and more time connecting electronically, principally through social media.

Some experts see the rise in depression as evidence that the connections social media users form electronically are less emotionally satisfying, leaving them feeling socially isolated.

Depression and anxiety and smartphone use can also be attributed to what we are doing (or not doing) on our smartphone:

Lack of exercise

Sleep deprivation - What apps are stealing your sleep?

Disrupted concentration - Just having your phone out during class or while you're studying, can negatively impact your learning, even if you're not using it

FOMO

Have you ever been tempted to give things up for time on social media (if you have, immediately confess that you have).

If so, are there things we need to do to keep us healthy on social media? Discuss answers.

Slide 12 - Social Media & The Brain

Social media is a great thing. It can bring us together with people we haven't been connected to in awhile. It can help us keep in touch with friends who move. It can even bring us newsworthy things or we can find an encouraging quote.

However, social media can also be very negative when it affects the way you feel about yourself, good or bad. When we allow social media to dictate our value or worth, we allow social media to control us in a way that no one, or thing, should.



Include a story about how social media can be negative when it comes to how the student might view their own appearance or lifestyle. "I need to lose weight, wear more makeup, change my hair, etc."

For example: There are times when I am on social media and I notice that all of my friends seem to have "better lives than me." They look better, they look happier, etc. It's at that time that I realize that I need to pull away from social media at that time. I'm looking at their best posts and comments and comparing it to my perceived worst image of myself. No one ever posts pictures from fights they have or times they're upset. We're looking at their chosen "perfect" posts and it's not fair to compare that to ourselves.

Say: What kind of changes, if any, does social media have on our brains? Is it possible to make changes in the way we think or behave?

Slide 13 - Social Media & Human Trafficking Connection

Say: Knowing that there is a difference between social media and the real world, do you think there is a connection between social media and human trafficking. Think back to some of the things we talked about last week, last semester etc.



Note to Educator: If they have not had a human trafficking presentation, do a quick HT 101, If they have had a human trafficking presentation, do a quick review of human trafficking. Review:

Definition

Who is at risk?

Quick myths

How do traffickers target victims

Say: Social media and online gaming are one of the number one ways traffickers are going after you. Social media gives us amazing access to the world, however, everywhere we have access to the world, the world also has access to us! If that is true, how can we stay safe on social media?

Slide 14 - Video

Review and discuss the video.

Slide 15 - The Stages Of Grooming

Ask students what the word grooming means to them. Often they will say it reminds them of a dog or a horse. Discuss that grooming is when a person who intends to sexually hurt another prepares them to be sold.

Then help them put the stages in order and walk through the video or a story to explain each stage.

- Stage 1: They target you
- Stage 2: They gain your trust
- Stage 3: They fill a need
- Stage 4: They isolate you
- Stage 5: They sexualize you
- Stage 6: They maintain control

Say: All of these stages of grooming can be online or in person.



Activity: This can be a small group activity or a large group activity.

Small group activity: put the grooming stages on individual pieces of paper. Have at least 6 different envelopes of small grooming cards. Break up the students into small groups and have them put the cards in the order they believe is the true order of the stages of grooming.

Large group activity: Use the large grooming cards and ask for 6 volunteers. Have the volunteers stand in front of the class and give them each a card, out of order, of the stages of grooming. Then have the class put them in the order of the stages of grooming. Share the correct order with the group when they have it right.



Virtual Option: On a Zoom call, separate the class in breakout rooms. Make sure they already have an out of order list of the stages of grooming. Pop in and out of each breakout room to see their progress. When everyone comes back, have each group share what their guess to the order of the stages of grooming. Share the correct order with the group.



Slide 16 - What Does Predator Mean?

Ask: When we say the word what do you think of? Discuss answers.

When we say the word predator, what kind of person do we think of?

Ask: What does it mean that someone might want to do you harm? Discuss answers.

Ask: How do you know if someone online has intentions of hurting you? Field Answers. Answer = You don't. At least not until it is too late.

Ask: Can someone who wants to do you harm be someone you already know? Could it be a romantic partner? Or someone you think of as a friend?

Remember that the grooming process doesn't happen overnight. Someone who wants to harm you might talk to you for a while to gain that trust and fill your need. Discuss that we have to understand that a predator doesn't have to be someone creepy or scary. It doesn't have to be someone that is catfishing us. It can be someone that looks just like you, someone that is your age.

Say: Talk to me about Internet best friends. Do you have them? Why do you have them? Is there a risk? Is there a risk in meeting up? Or giving them personal information?



Note to Educator: In this conversation find out their thoughts and needs in a friend. We don't want to tell them not to have an Internet best friend, but we do want to point out why there might be risk factors.



Slide 17 - Instagram Activity - Intention vs. Risk

Hand out worksheets with posts. Each worksheet will show a real post. On the worksheet the students will write: What do you think the original intent was of that post? And: If someone who had bad intentions saw this post, what do they see? Discuss the comments of each group.

Slide 18 - What About Sexting?

Ask the students to define sexting. Ask them why is this a bad idea? Discuss the ramifications of sexting and why it can be dangerous.

Not being able to have control over a photo once it is sent.

- Possible legal ramifications for child pornography
- Bullying
- Ruined reputation
- And perception of lowered self worth

Slide 19 - Being Asked To Sext Can Make You Feel?

Getting a sext might make you feel:

- Flattered, because it means that someone thinks you're attractive.
- Angry, because someone is asking you for something so private.
- Pressured, especially if it comes from a boyfriend, girlfriend or crush.

Discuss.

Slide 20 - Nudes

Say: I'm not going to ask you if you ever sent a nude photo! But I'm sure you know a few people who have.

Ask: Why are nude photos sent? And typically who is the nude photo sent to?

Say: Ok so a nude is taken (click to display person in phone.) Then that person sends it to their boyfriend, girlfriend, whomever they are interested in (click to display next person).

Then maybe they break up or are in a fight or who knows maybe even wants to brag, so they share it with a few more people (click to display next set of people).

Then those people share it with a few more (click to display next set of people). Then they share it with a few more (click to display the last set of people which will randomly populate while you continue talking).

All of these people have seen that nude photo of someone who only intended it for one person.

Ask: How would that feel if it were you?

Ask: At what point did this individual (point to the person in the phone) have complete control of that picture?

Say: Only before they sent that photo on. And I would say due to hacking and phones getting lost occasionally or being borrowed, the only time that person, really, has complete control is before they ever even take the photo.

Say: I also want to share here that NO ONE has a right to your body except for you! Even in photos. Sometimes we might feel obligated to share a nude photo with our partner because we've been dating a while or they shared their photo with us. But no matter how long you've been together or what someone else may share with you, you DO NOT owe anyone anything when it comes to your body! Period!

Say: Some might even say, because we've been physical already what does it matter if I share it? But let's stop and think about that. Even if you've "done things" with your partner, you still have the right to choose when to say no or when to stop. And certainly, when you break up, that control is still in your hands to not be physical together.

But once you've shared a nude photo, do you ever get to take it back? You can request it back, and they should honor that request, but how do we know? Even on apps where we think they might erase, like Snapchat, there are ways that other person could keep the picture without us even knowing.

Say: I also want to remind everyone that even though it seems like no big deal, you don't have the right to make someone feel like they are obligated to give you a photo. Respect each other and don't even request those photos.

Say: You have so much more value than a picture. Your picture does not equal your value, you are so much more. Showing that you respect your own value, teaches others that you value yourself and you are to be respected.

Slide 21 - Sexting Video

Play video and briefly discuss the message or ah-ha moments from the students.

Slide 22 - Responding To Nudes

Discuss the responding to nudes slides. Share the examples and laugh.

Discuss: What are some ways to decline a nude request? Open up for group discussion and share ideas.



Note to Educator: Make sure this is a class discussion so the conversation remains appropriate and on topic. This conversation could go sideways real quick.

Slide 23 - Consent

Ask: What is consent? (Consent is asking permission for what? For anything)

Discuss:

- What does it look like with your siblings?
- What does it look like in a friendship?
- What does it look like in a relationship?
- What does it look like on social media?
- Why is practicing consent so important?

Say: Because practicing consent in our everyday lives is like building a muscle. The more we exercise our consent muscle the stronger it becomes and the more comfortable it is to use that muscle when things feel funny. Not only that, but we teach others our personal boundaries and it lets them and us know very clearly how we expect to be respected.

Say: Consent definitely applies to social media. For example, if someone takes a pic of you and posts it on social media without asking you first, that's not okay. That applies to any pic, appropriate or inappropriate. You get to say, nope, not the pic I want shared. If someone asks you to do something that you are uncomfortable with, you can say no. Even if you've said yes in the past, you can still say no. There is no "too late" with consent. You, and you alone, have the right to give someone else a yes or no.

Slide 24 - Trustworthy Person



Tell Lindsey Story:

Lindsey, a 12-year-old girl, met someone online named Landon. Landon said he was 17 years old and they became social media friends. One day Landon asked Lindsey if she could buy a new cell phone, so he could speak to her on the phone without anyone knowing. He told her that he had a 17-year-old friend that would like to speak with her as well. Drew started talking to her and the conversation soon turned very sexual. He knew that Caroline was only 12 but he was asking her what size her bra was and what type of underwear she liked to wear. He said that he wanted to have sex with her. I won't do anything you don't want to do. It can start with just a bit of a play around. Landon set a time with her to meet after school (She was in a dangerous situation, but her mom found out and stopped the interaction).

Walk through the 4 characteristics of a trustworthy person and have the class tie it back to Lindsey's Story.

Say: It's important we know who we can trust.

There are 4 characteristics that differentiate a trustworthy person from a non-trustworthy person.

1. A trustworthy person will never ask you to do something illegal.
2. A trustworthy person will never ask you to something that goes against your moral compass.
3. A trustworthy person will never ask you to keep a secret from mom/dad/guardians.
4. A trustworthy person always wants the best for you.

Apply this to adults and their peers: are they being a trustworthy friend and do you have trustworthy friends? Are YOU a trustworthy person?

- Someone who is trustworthy means you NO HARM.
- Someone who is trustworthy will always seek your GREATEST GOOD.
- Someone who is trustworthy will NOT:
 - Put you down
 - Call you names
 - Harm you physically, mentally, emotionally
 - Ask you to do things you are not comfortable with. (drugs, sex, illegal/unethical actions)
 - Use FORCE, FRAUD, or COERCION in any part of your relationship

Someone who is trustworthy will RESPECT:

- Your thoughts and feelings
- Your values, morals and ethics
- Your right to say NO!

Be advocates for each other. If you have a friend in a dangerous relationship, or doing something unsafe, go to them, a safe adult, and be a trustworthy friend.



Slide 25 - Index Card Activity

Hand out one index card activity to each student. (You can play as well, always sign your name with a star at the end).

Say – Write your name on one side of the card. It doesn't matter which side or how big. Just be sure your name is on one side so you know which card is yours. Ok you got it? Now, when I tell you to, on the other side of the card. you are going to get up and hand your card to as many people in the room to get as many names as you can.

That means if someone hands you a card you write your name quickly and move on. You're collecting as many names on your card as you can and also writing your name on others cards as you can. Everybody understand the directions?

Great, you will have 2 minutes to do this. Ready in 3, 2, 1 go.



Note to Educator: Whisper to 2 students to add a star to the end of their name every time they write their name. Give them roughly enough time to get through most of the class, but not quite everyone usually about 60 seconds to 2 minutes roughly. Doesn't have to be exact. Countdown from 5 seconds and have them immediately stop. Have everyone stand at their seats and QUIETLY count how many names they received. Then say if you have less than 5 names, sit down. If you have less than 6 names sit down....etc until you have a winner.

Say "Congratulations you have the most followers on your TikTok! You're the most popular."

With everyone now sitting Say: Now stand up if you have a star anywhere on your card. *Pause* Congratulations those of you standing now have someone who wants to do you harm following you on TikTok.

Allow laughter, reactions as long as it is harmless. Then have everyone sit down.

Say: Your index card represents your social media, whether its Insta, Snap or TikTok. You all were out to get the most names or most "followers" similar to how we handle our social media. And we often don't stop to think, what is the real goal of this? What is the potential harm here? What am I getting myself into? And while we are grabbing those followers and getting those likes, we didn't pay attention when something was off. Or a red flag showed up (like the star).



Virtual Option: Tell everyone they are going to be randomly divided up into breakout rooms. Each time they are in a breakout room (1 minute each room swap), tell them when they enter the breakout name, they will say their names one at a time (they can say first or last name or both). Each student can write down what each student said). Some will see a person more than once, that's okay. Before they go into the breakout rooms, privately chat with one or two students, depending on the size of the class, to say the word "star" after their name. So, for example: Cindy Star. After they are in at least three or four breakout rooms have them all come back. Ask the class how many names they wrote down, including doubles. Congratulate the "winner."

Say: Your time in each breakout room represents your social media, whether its Insta, Snap or TikTok. You all were out to get the most names or most "followers" similar to how we handle our social media. And we often don't stop to think, what is the real goal of this? What is the potential harm here? What am I getting myself into? And while we are grabbing those followers and getting those likes, we didn't pay attention when something was off. Or a red flag showed up (like the star).

Now when you (the student who won with most names on their card or in the breakout room) were awarded the most "followers", how did you feel before you found out about the star? Students will answer proudly or cool. Then ask the class, what do the number of followers make most people feel like?

Do they obtain their worth and confidence by the number of followers or likes on a pic or number of comments etc. Students may answer yes.

Ask: How does social media affect the way you feel about yourself? Or maybe consider how you've seen the way social media affects the way your friends feel about themselves? Field a few answers and respond.

Reemphasize the message earlier, social media can be very negative when it affects the way you feel about yourself, good or bad. When we allow social media to dictate our value or worth, we allow social media to control us in a way that no one, or thing, should ever control us.

Slide 26-27 - Social Media Checklist

Group Discussion:

Educator Note: This can be done in a large or small group – be sure to come back as a large group to be sure the right discussions are had. Feel free to hit a few key highlights.

- *How can I stay in control?*
- *Who do I allow as friends / followers?*
- *How do I block and delete people?*
- *What does my bio tell strangers?*
- *Am I telling too much in questionnaires/ Q/As?*
- *Who do I really want to find me on Snapmaps?*
- *What do I need to know about Ghost Mode?*
- *Do I know enough about Privacy Settings?*

And more discussion:

- *Check location sharing on apps.*
- *Could you be sharing your location without knowing it?*
- *What should I do if someone's comments or posts are making me uncomfortable? Should I post things with my location tagged?*
 - *If yes, when can I?*
- *How can I report someone or their posts?*

Slide 28 - Digital Choices

Say: We have a lot of choices in life. Good choices bring good...ask the students what a good choice brings (the answer should be consequences).

Then say: Bad choices bring bad...ask the students what a bad choice brings (the answer should be consequences).

So let's talk about some of those good choices. What are some good choices you can make and what are their consequences? Give the students time to respond. Discuss briefly each response. Have fun with this. These choices can be about anything; breakfast, a good or bad haircut, or even getting out of bed that day.

Now, what are some bad choices and what are their consequences? Give the students time to respond? Discuss briefly each response.



Why is discussing good and bad choices important? Do your choices ever mean you have chosen to become victimized? Choices and their consequences are important to us. We can make good choices that have lifelong positive consequences and we can make bad choices that have lifelong negative consequences. That will be the case throughout our entire life. And yes, our choices can affect things in our lives, good or bad, but it's important to remember that even if we make a bad choice, that choice never means we chose to be a victim. If someone chooses to hurt us, that is never our fault.

Slide 29 - Hallway Of Life



Activity: On a white board or a big post it note, draw a hallway (or just discuss the slide). At the end of one hallway, draw a person (this represents the student). At the other end of the hallway write the word "goals."

Draw doors on the hallway. Ask the students what their goals are. They can be immediate goals or long-term goals. Then ask the students what kind of things can derail them from their future. As they say things, write them in the doorways.

Discuss that they have incredible goals, but each door that derails their goals can either delay them for a time or stop them completely. Discuss the importance of keeping "Your Eye on the Prize."

Hallway of Life Activity - Requires a yard stick

Have a student hold their hand, palm up with two fingers out.

Tell them to balance the yard stick, vertically, on their two fingers, but make sure they are looking at the bottom of the yardstick. Then tell them to walk across the room. *They shouldn't be able to balance at all.

Then tell them to do the same thing, only this time, to look up at the top of the yardstick. Ask them to walk across the room. *Using this approach they should be able to not only balance, but walk across the room.



Virtual Option: Instead of a yardstick, have the students balance a book on the top of their head. Tell them to balance the book with their head looking down. Then tell them to balance the book with their head held up high.

Say: So just like that yardstick, when you're looking down and you're walking down the hallway, what happens? Take questions from the students – they typically say: you'll run into someone, you'll fall down. Yes, exactly, when you're walking down the hallway with your eyes down, you may bump into someone.

You may fall down, and you may not even make it to the end of the hallway. That's like saying: I want it now, I want to feel good now. But when you look up ahead, when you look to the end of the hallway you make it to the end of the hallway. Your goals are just like that. When you live your life looking down: I want to feel good now, I want to be satisfied right now.

But when you look ahead and your goals (name some of the students goals they stated earlier), you ultimately can make it down the hallway and follow your goals. you achieve your goals when you focus on getting to them instead of being distracted.



Slide 30 - - What Is Your Safety Plan?

Have students take out a piece of paper. Pop up one category at a time and allow time for them to write each section. Slowly offer examples if needed. This must be their own safety plan so encourage them to think about what they've learned with this presentation and how they would apply it to their own lives.

Slide 31 - Follow Us

Slide 32 - Let's Talk

Ask if there are any questions. If not, you will be available if anyone needs to chat after class. Encourage the students to talk to someone if they need to, or use us as a resource.

Give them all of our contact information. Remind them that they have so much value and every person has value and deserves the utmost respect. Remind them to respect themselves and respect the people around them. Remind the students that our goal is never to scare but to empower.

Challenge the students to go home, talk to their parents, educate their siblings, and watch out for their friends. Provide the resource list. Hand out Student Resource Cards.

Thank them for being respectful.