

Section 3.2 - empowerment |ə'm'pouərmənt|

noun

the process of becoming stronger and more confident, especially in controlling one's life and claiming one's rights.¹²¹

Empowered individuals become leaders, innovators and free thinkers. Many studies link self-esteem and self-confidence to success. In contrast, people who doubt their capabilities are more prone to shy away from difficult tasks that they view as personal threats.¹²² Empowering individuals is paramount to preventing exploitation and objectification.

While still in the earlier years of growing and accumulating information, instilling youth with the tools of empowerment can lead to a genuine confidence in one's ability and capacity to lead themselves and others. Boy and girls alike are important agents of change in our community and thus they must be empowered to challenge harmful practices and cultural norms of power and privilege.

Five ways by which we can empower our youth, whether on a daily basis or over time, include: listening to the ideas and perspectives of others, providing mentorship, passing on the torch, exercising humility, and offering youth a seat at the table.¹²³ These methods are encouraged to be demonstrated by not only the Facilitator, friends and family of the Participant, but amongst the Participants themselves. We wish for our youth to not only feel comfortable in expressing their thoughts and ideas, but to be open-minded in the face of those differing amongst their peers. They should feel empowered to pursue their goals, values, and interests. By combatting the repercussions of stoicism altogether, they can become positive catalysts of change within the community.

“You need to be the driving force of your own future, your own career. What you should be wanting to do is going, “What is the world that I want to live in when I am an adult?” and shape that for what you want.”¹²⁴

-Sean Smith, TEDxYouth@Bunbury

This section of the Project ROOTS curriculum offers skill-building activities to understand what healthy relationships look like, how to set boundaries and to both give and ask for consent, how to safely navigate the internet, and envisioning positive short and long-term outcomes.

¹²¹ Empowerment | Definition of empowerment in English by Oxford Dictionaries. (n.d.). <https://en.oxforddictionaries.com/definition/empowerment>

¹²² Corporation, X. (n.d.). Self-Confidence: A Key to Success. Retrieved November 20, 2018, from <https://www1.cfn.org/Home/Article.aspx?articleId=TKZjBonzsuebU8XAP2BPAXEaiXAP2FPAX11wXAP3DPAXXAP3DPAX&level=3XAP2FPAX6J7I3kztAT-GuYyXAP2BPAXDahlQXAP3DPAXXAP3DPAX>

¹²³ Fender, D. (2017, December 07). 5 Ways to Empower Young People. Retrieved November 20, 2018, from https://www.huffingtonpost.com/diane-fender/5-ways-to-empower-young-p_b_8111864.html

¹²⁴ (2015, August 18). Retrieved November 20, 2018, from <https://www.youtube.com/watch?v=wn33cRGiGWM>

Healthy Relationships

Activity 27: My Family

Length of Activity: 60 Minutes

Materials:

- Small Colored Balls (red, yellow, green, blue balls. If balls are not available, they may be substituted with paper balls ...be creative!)
- Bucket/Basket
- White Board or Large Paper
- Writing Utensils
- Paper
- Stickers or other decorative craft supplies



Family structures can look very different from child to child but understanding that simply because someone is family or extended family does not mean that they are always supportive, loving, and trustworthy. If a child is not being treated well at home or exposed to abuse or violence, they could be more vulnerable to being coerced into exploitive situations under the false pretenses of love. These children may seek love or belonging in unhealthy relationships, such as in gangs or abusive partners. By reinforcing how positive, caring relationships look and feel, we can build more resilience, coping skills and protective factors within children that could prevent them from further harm.

Discussion Questions:

- What does your family look like?
- Do you have siblings?
- Who is/has helped raise you?
- Are there people in your life that you consider family even though they are not blood relatives?

Activity:

1) Begin by asking Participants to think about the people who are most important to them and not by the standards of anyone else. Ask each Participant to share 1-2 people. They can be anyone in their life. Record their responses on a visible location.

2) Now have Participants share *why* the people listed are important to them? If Participants state that a person is important to them because they “love” them, have them think through *why* they love them. Possible responses include: “They...”

- Keep me safe
- Listen
- Care about how I feel

- Encourage me to do better

3) When everyone has shared, take note whether Participants named people outside the traditional family structure i.e. a friend, teacher, mentor. Ask Participants:

- Can the people most important to them only be family?
- What does it mean to trust someone?
- When someone truly cares about you, what do they do?

The purpose of this discussion is to have Participants think through what it means to be a family and to help Participants understand what a loving and trusting relationship looks and feels like regardless of blood lineage or claims of love.

4) Explain to Participants that the people who care about them could be family members, but that is not always the case. Explain how a family can be many different people such as a grandparent or foster parent that helped raise them and is a positive influence in their life.

5) The following game will shift the discussion to how people closest or most important to Participants should *never* make them feel or do.

6) Divide Participants into small teams of 3-4 players depending on the total number of the group. Have each team choose a team name and a color.

7) Hand each team at least 8 of the same colored balls and place a basket about 8 feet away from the teams.

8) Explain to the group that you will be asking them a set of questions about whether certain behaviors reflect a loving relationship. All the teams will begin in the standing position and once a team is ready to answer a question, they should all sit down as fast as possible. The Facilitator will then ask the team who sat down the fastest to share their answer. If the answer is correct, a player from that team will toss a ball into the basket. The Participant shooting the ball only has one opportunity to make the basket and cannot be chosen to shoot the ball again. The team with the most balls in the basket wins.

9) Stress to Participants that no one should be talking as you read each question and its corresponding responses aloud. You will not repeat the question or the responses; therefore, it is important that they listen carefully. Instruct Participants not to move/sit down until you have fully read the question and the three choices.

10) Begin the game*. Facilitator should discuss and elaborate on the questions and issues raised following the team's responses.

***Correct answers are in green.** If someone....

Does not let you play outside because you did not clean your room. a) It is not normal because you should always be allowed to play. b) It is normal because this is a way to discipline you without causing harm. a) It is not normal because this person is trying to control your life.
Locks you in a closet for a long time. a) It is normal because you should know better. b) It is normal because this is a way to discipline you without causing harm. c) It is not normal because this is an extreme form of discipline.
Hits you occasionally but apologizes. a) It is okay if I deserved it. b) It is never okay because someone who loves you will not physically harm you. c) It is okay if they apologize.
Tells you to sell drugs. a) It is never okay because they are putting you in danger. b) It is okay because they know what is best for me. c) It is okay if I need to help feed my family.
Tells you to keep secrets that make you feel bad or sad. a) It is okay because secrets never hurt anyone. b) It is not okay because someone who loves you wants you to always feel safe. c) It is okay because keeping secrets will always keep you safe.
Always yells at you or calls you names. a) This is normal because you are misbehaving. b) This is hard to tell because c) This is not normal. This person is a bully.
Tells you to physically hurt someone else. a) This is normal because sometimes your safety depends on it. b) This is normal because you must do what they say. c) This is not normal because you should never be put in danger.
Buys you clothes and then asks you to do something you are not okay with. a) This is normal because you owe them. b) This is normal because you need clothes for school. c) This is not normal because you should never have to do something you are not okay with or gives you a bad feeling.

11) Announce the winning team!

12) Now inform the group that they will each be writing cards of appreciation to the people they shared in step 1. Have Participants fold an 8x10 paper in half and decorate it as they please. Ensure Participants write or draw why that person means so much to them. They can use phrases such as, "I love you because...." "Thank you for...." "I appreciate you because..."

13) You may ask for volunteers to share their cards of appreciation.

Activity 28: Red Light, Green Light

Length of Activity: 30 – 60 minutes

This activity was adapted from the 2016 Girls Only! Toolkit created from the San Diego County District Attorney's Office and Project Concern International.

Materials:

- Red Light, Green Light, and Yellow Light Paddles (Participants can create their own)
- White Board or Large Paper
- Writing Utensils
- Crayons or Markers
- Paper



Prompt a discussion about the criteria the Participants use to categorize the qualities or behaviors that are healthy or desired in a relationship. Although every relationship is unique, there are certain behaviors that are objectively unhealthy. Discuss the qualities that Participants feel fall into definitive categories as well as behaviors that are worrisome. This activity is an interactive way to discuss what is acceptable and unacceptable in various circumstances.

Discussion Questions:

- Why do some behaviors depend on the situation?
- How can the “red light” behaviors be dangerous?

Activity:

- 1) Begin by handing out red, green and yellow light paddles or have Participants create their own.

Source: <http://dollarstorecrafts.com/2013/01/tutorial-red-light-green-light-game-paddles/>



- 2) Explain what each category means:

Green light = Acceptable/Healthy Behaviors

Yellow light = Sometimes acceptable or based on circumstances

Red light = Completely unacceptable

Note: It is helpful to record these definitions on a visible location for Participants to refer to such as a white board.

- 3) Name off a few scenarios from the table below and ask Participants to raise their paddle according to what category they believe each situation belongs to. If there are any outlying answers ask the Participant to explain why they feel the action belongs in that category.

Green Light	Yellow Light	Red Light
Talk to each other/ Good communication	Embarrasses you	Clingy
Trust each other	Is annoying sometimes	Jealous
Support each other	Shows off	Asks you to sell drugs
Feel happy around the other person	Calls you on the phone often	Asks you to do something you are not okay with
Communicates feelings	Is competitive with you	Have limited trust
Have freedom within the relationship	Makes plans and then breaks them	Controlling/manipulative
Have fun together	Tries to make you more like them	Makes you feel bad about yourself
Compromise	Uses sarcasm	Does not make time for you
Encourages you to pursue your goals	Disagree from time to time	Discourages you from being close to anyone else
Encourages other friendships	Have unequal power	Always criticizes you
Trust and honesty between each other	Ask you to change things about yourself	Uses you
Laugh together	Tells you not to play outside until you finish your homework	Asks you to keep secrets you are not okay with

4) As a group, expand on the green light scenarios. Have Participants select and write the most important quality to them on their paddle. They can decorate their paddles and display them throughout the ROOTS space.

- Keep me safe
- Listen
- Care about how I feel
- Encourage me to do better

Activity 29: Take a Stand (12+)



Length of Activity: 60 - 90 Minutes



This discussion may prompt the participants to self-identify as a victim of abuse, trafficking, or they may share stories about others who may be victimized. Be prepared for this situation and know the mandated reporter requirements and protocols! (See Appendix A for a sample school protocol)



Child Welfare Information Gateway. (2013). What is child abuse and neglect? Recognizing the signs and symptoms. Washington, DC: U.S. Department of Health and Human Services, Children's Bureau. Retrieved November 15, 2018, from <https://www.childwelfare.gov/pub-PDFs/whatiscan.pdf#page=3&view=What%20Are%20the%20Major%20Types%20of%20Child%20Abuse%20and%20Neglect?>

Materials:

- White Board or Large Paper
- Writing Utensils
- Tape
- Index Cards of 2 different colors- 16 of each color (Prepare this step ahead of time- see step #3)



Relationships are connections between parents and children, friends, or people who choose to be romantic with each other. Relationship violence occurs when power, control, and abuse are at the center of a relationship. Violence in general can range from extreme physical violence such as murder and rape to verbal or emotional abuse (written or said out loud) such as name calling and constant belittling. Community violence—defined by the National Child Traumatic Stress Network—is exposure to intentional acts of interpersonal violence committed in public areas by individuals who are not intimately related to the victim. Community violence is an intentional attempt to hurt one or more people and includes homicides, sexual assaults, robberies, and weapons attacks (e.g., bats, knives, guns).¹²⁵

To take a stand against any form of violence, children must first understand its various forms. It is at that point when children may challenge it and advocate for equitable relationships free from sexual, physical, economic, and/or psychological manipulation.

Discussion Questions:

- What are the different forms of violence?
- Is physical abuse worse than verbal abuse?

¹²⁵ The National Child Traumatic Stress Network. Retrieved November 15, 2018, from <https://www.nctsn.org/what-is-child-trauma/trauma-types/community-violence>

Activity:

1) Explain to Participants that today you will be discussing the different forms of violence or how sometimes people hurt other people. Stress to the group that today's activity is not to scare them, but instead it is to help them understand what behaviors are violent and abusive, so they may **take a stand** against them and protect themselves and others.

2) Ask Participants to identify four basic forms of violence. Participants may begin by providing specific examples and that is okay. The Facilitator can begin to organize the examples in the four categories listed below. Once Participants have shared their thoughts, the Facilitator should clearly define and provide examples for each.




A Facilitator needs to approach this step with caution and gauge the maturity of the group. A Facilitator should not provide explicit graphic examples, but rather ensure the group understands the **basic concepts** of each term. The technical definitions below are to assist the Facilitator, but they should **not** be read verbatim.

Physical Violence/Abuse	An intentional act causing injury or trauma to another person or animal. It can range from minor bruises to severe fractures or death because of punching, beating, kicking, biting, shaking, throwing, stabbing, choking, hitting (with a hand, bat, strap, or other object), burning, etc. ¹²⁶
Sexual Violence/Abuse	It includes activities such as fondling, penetration, incest, rape, sodomy, indecent exposure, and exploitation through prostitution or the production of pornographic materials. The term "sexual violence" is an all-encompassing, non-legal term that refers to crimes like sexual assault, rape, and sexual abuse. ¹²⁷

¹²⁶ Child Welfare Information Gateway. (2013). What is child abuse and neglect? Recognizing the signs and symptoms. Washington, DC: U.S. Department of Health and Human Services, Children's Bureau. Retrieved November 15, 2018, from <https://www.childwelfare.gov/pubPDFs/whatiscan.pdf#page=3&view=What%20Are%20the%20Major%20Types%20of%20Child%20Abuse%20and%20Neglect?>

¹²⁷ RAINN (Rape, Abuse & Incest National Network). Sexual Violence, Retrieved November 15, 2018, from <https://www.rainn.org/statistics/children-and-teens> <https://www.rainn.org/types-sexual-violence>

	
Community Violence	Common types of community violence that affect youth include individual and group conflicts (e.g., bullying, fights among gangs and other groups, shootings in public areas such as schools and communities, civil wars in foreign countries or “war-like” conditions in US cities, spontaneous or terrorist attacks). Community violence is an intentional attempt to hurt one or more people and includes homicides, sexual assaults, robberies, and weapons attacks (e.g., bats, knives, guns). ¹²⁸
Emotional/Psychological Violence	A pattern of behavior that impairs a child’s emotional development or sense of self-worth. This may include constant criticism, threats, or rejection, as well as withholding love, support, or guidance.

3) *It is highly recommended that the Facilitator complete this step before beginning the session as to not disrupt the continuity of the activity.*

Write all the scenarios (group a) on the same color index cards and all the answers (group b) on a different color index card (total of 2 different colored index cards).

¹²⁸ The National Child Traumatic Stress Network. Retrieved November 15, 2018, from <https://www.nctsn.org/what-is-child-trauma/trauma-types/community-violence>

Group A/Scenarios	Group B/ Answers-Type of Violence
1. A kid is punched in the face in school.	Physical/Community Violence
2. The boy/girl you like asks you to send a naked picture of yourself and they send it to other people in school without your permission.	Sexual Violence
3. A girl kisses a boy against his will.	Sexual violence
4. A girl/boy takes a person's money.	Physical Violence
5. A kid is bullied online.	Emotional Violence
6. A girl is made fun of and told she is fat.	Emotional Violence
7. A boy/girl curses at another boy/girl.	Emotional Violence
8. A wife hits her husband.	Physical Violence
9. Parents yelling at each other daily.	Emotional Violence
10. A boy touches a girl's butt without her permission.	Sexual Violence
11. A boy receives a naked picture of someone he did not want (sexting).	Sexual Violence
12. A girl shows a boy her butt.	Sexual Violence
13. Witnessing a neighborhood robbery.	Community Violence
14. A mom always tells her son that he is worthless and dumb.	Emotional Violence
15. A shooting in the local mall.	Community Violence
16. A kid gets thrown across the room by his/her cousin and then slapped across the face.	Physical Violence

4) Now split Participants into two groups. Group "A" and group "B." Pass out the cards randomly, ensuring both the scenario and its corresponding answer are assigned to Participants.

5) Have Participants read then tape their index card onto their backs.

6) When the Facilitator says “go,” each Participant must find their match without speaking. When they find their match, they are to sit down as quickly as possible. Remind Participants that there is NO talking. Talking may disqualify them since that will be considered cheating.

7) The first pair to find their correct partner is the winner, but the game ends when all Participants complete the race.

8) Go around the room and have each pair read their scenario and answer aloud. When going through each scenario, clarify any confusion before moving to the next pair.

9) Once a pair reads their statement and answer, have them physically stand up and say, **“I will not stand for _____ Violence. We will stand up against it and speak up!”**

10) After a scenario is shared, it is imperative that the Facilitator lead a discussion on how to appropriately respond to that specific situation. Ask Participants how they would respond. Provide alternative responses if Participants share unsafe practices such as retaliation or potentially dangerous situations.

Stress to Participants that if they are ever in immediate danger, to **always call 911 for help.**

11) After all scenarios have been reviewed, have volunteers role-play 2 - 5 of the scenarios is step 3 and include how they would respond. For example:

1. A mom always tells her son that he is worthless and dumb.	Inform/ask a trusted adult
2. A shooting in the local mall.	<ul style="list-style-type: none"> • Call 911 • Find a trusted adult
3. A kid gets thrown across the room by his/her cousin and then slapped across the face.	<ul style="list-style-type: none"> • Inform a trusted adult • Check to see if the kid is okay • If the situation is safe, stand up to the bully!

12) Close the activity by congratulating the group for their excellent work. Remind Participants you are someone they can talk to if they ever have a problem with violence or abuse. Encourage Participants to take a stand against harmful situations and if they are unsure of whether something is violent or harmful, to ask anyway.

As the Facilitator, if someone comes to talk to you, remember to thank them for trusting you, to validate their feelings, reassure them it is not their fault and that there is help.



Activity 30: Forgiveness

Length of Activity: 30 - 45 Minutes

This activity was adapted from the 2016 Girls Only! Toolkit created from the San Diego County District Attorney's Office and Project Concern International.

Materials:

- White Board or Large Paper
- Paper
- Writing Utensils



Forgiveness is letting go of any anger or resentment that you may feel towards another person who has inflicted harm. Forgiving someone, no matter how big or small the situation, requires compassion, empathy, and strength.

Recognizing the power of forgiveness can help young people build strong relationships both within and outside their household.

Discussion Questions:

- What does it mean to forgive someone?
- What can forgiveness look like?

Activity:

- 1) Begin today's activity by exploring the meaning of forgiveness with your group. Record their responses in a visible location.
- 2) Explain that forgiveness is letting go of any anger and resentment that you may feel towards another person. You may forgive someone for something minor like bumping into you or taking your seat. Or you may forgive someone for not including you during a game at recess or forgetting to call you on your birthday. You may also forgive someone for something more serious such as ending a romantic relationship or physically hurting you or someone in your family. Forgiveness is not easy, and it may take a significant amount of time to achieve.
- 3) Discuss current events and examples of forgiveness. You may also share powerful moments of forgiveness in history such as:

Elizabeth Eckford was a 15-year old African-American student who attended Little Rock High School in Arkansas in 1957. She is known as one of the Little Rock Nine because she is one of the nine young African-American students who went to the all-white high school after the Brown vs. Board of education decision in 1954. This law made segregation, or separation, of blacks and whites illegal in education; before this, black children and white children could not attend the same school. Many white students were not supportive of this decision and did not treat the black students as equals. On her very first day of high school, Elizabeth had to walk through a mob of white students and adults who were yelling and threatening to hurt her. She was brave but very afraid. During her time at Little Rock High, Elizabeth was threatened and harassed and even had to have the National Guard come to protect her and the

other black students. Elizabeth suffered from nightmares and paranoia for a long time because of her experience at Little Rock High. There is a famous picture of Elizabeth walking to school bravely while the mob follows her. 34 years after the picture was taken, Hazel Massery, one of the white women shown in the picture yelling, apologized to Elizabeth.



Tariq Khamisa was 20-years-old when he was killed while delivering a pizza. His assailant was 14-year-old Tony Hicks who shot him on orders from an 18-year-old gang leader. After his son's murder, Tariq's dad, Azim Khamisa, didn't seek revenge, but saw two children lost, one forever and one to the state prison system. Azim established the Tariq Khamisa Foundation (TKF) to honor his son and to "stop kids from killing kids." He reached out to Ples Felix, Tony Hicks' grandfather and guardian. Together, they have spoken to thousands of children about the "power of forgiveness" to break the cycle of youth violence. Tony Hicks pled guilty to murder in 1996 and delivered a remorseful speech at his sentencing, accepting responsibility for his actions and asking for Tariq's dad's forgiveness. Tony was sentenced to prison for 25 years to life. The foundation continues to change the lives of young people by empowering them to make positive nonviolent choices (TKF).



4) Lead a discussion on what Participants would have done in each of the two situations above. Could they have forgiven the person? Why or why not? There is no right or wrong answer!

5) Now shift the discussion and ask Participants:

- Why might you want to forgive someone?
(ex: they asked for forgiveness; they said they were sorry; they made it up to me; I wanted to let go of my own anger; I was over it; it made me feel good to forgive them)
- Why might you want someone to forgive you?
(ex: you know what you did hurt them; you said you were sorry; you have changed)
- Who benefits from forgiveness?
(if it is genuine, everyone!)
- Can you recall a situation where you forgave someone in the past? What happened and how did that feel?

6) To end the session, ask Participants to think about anyone in their life that they currently want to forgive or ask for forgiveness. Invite them to take a few minutes to write that person a letter. This is private and should not be shared with the group.

Activity 31: “Let’s Play Ball!” (12+)



Length of Activity: 60 minutes

This activity was adapted from Al Vernacchio’s TED talk “Sex needs a new metaphor. Here’s one...” Filmed March 2012 at TED2012



Sex Needs a New Metaphor. Here’s One..., Al Vernacchio’s March 2012 TED Talk (08:21) https://www.ted.com/talks/al_vernacchio_sex_needs_a_new_metaphor_here_s_one#t-10075



Sex Education, John Oliver Published on August 9, 2015 (21:04) <https://www.youtube.com/watch?v=L0jQz6jqQS0>

Materials:

- White Board or Large Paper
- Writing Utensils
- Crayons or Markers
- Paper

“For some reason, says educator Al Vernacchio, the metaphors for talking about sex in the US all come from baseball -- scoring, getting to first base, etc. The problem is, this frames sex as a competition, with a winner and a loser. Instead, he suggests a new metaphor, one that’s more about shared pleasure, discussion and agreement, fulfillment and enjoyment. Let’s talk about ... pizza.”¹²⁹



Baseball is the dominant cultural metaphor that Americans use to describe sexual activity, one in which generally the male is playing offense and the female defense. This metaphor perpetuates competition and dominance instead of communication and compromise. Instead of baseball, explore pizza as a new metaphor, one that promotes mutual satisfaction.

Discussion Questions:

- What other healthy metaphors can you use to describe a romantic or sexual relationship?
- What does the baseball metaphor tell you about being a boy/girl?

Activity:

1) Begin by asking the group the following questions and record their responses on a board or other visible location:

- Have you ever heard someone use baseball to describe a sexual relationship?
- Have you heard someone say, “I got to first base” or “I hit a home run”?

¹²⁹ *Sex Needs a New Metaphor. Here’s One...*, Al Vernacchio’s March 2012 TED Talk (08:21) Retrieved November 6, 2018, from https://www.ted.com/talks/al_vernacchio_sex_needs_a_new_metaphor_here_s_one#t-10075

- Ask Participants to share what other baseball references they have heard that describe a sexual encounter.

2) Once Participants have had the opportunity to share and discuss their experiences, guide them through a Facilitator-led discussion of what the following metaphors allude to:

- Pitcher/Catcher: Whether you receive or perform a sexual act
- First Base, Second Base, Third Base: Specific sexual activities that happen in a specific order
- Score or Hit a Home Run: Vaginal intercourse
- Strike Out: No sexual activity.
- Bench Warmer: Might be a virgin, or isn't in the game because of age, ability, or skill set
- Bat: Penis
- Nappy Dugout: Vulva or Vagina
- Glove/Catcher's Mitt: Condom
- Switch-Hitter: Bi-sexual person
- Plays for the other team: Gay or Lesbian
- If there is grass on the field, play ball: If a young person is old enough to have pubic hair they are old enough to have sex with

3) Now it's time to take a step back with the Participants and discuss the baseball metaphor and its potentially harmful message. Ask Participants to share some of the components of baseball and how they translate when describing a sexual encounter. The following are key topics that should be discussed with your group:



****Stress to your group that a sexual encounter does not have to be strictly between a boy or a girl. The examples below can be modified to state, "one person is on the offense and the other person is on defense."***

- Opposing teams: Boys are on the offense and girls are on defense.
- It's competitive: Boys and girls are not playing with each other rather you are playing against each other.
- It's about winning and scoring: Boys are expected to win despite what the girl wants
- You show up and just play the game: there is no discussion or "courting" process. Boy and girls are expected to know what to do and play.

4) Following the discussion, break the Participants up into pairs and ask that they build a pizza with their partner. Remind them that they both must agree on their pizza's ingredients and toppings. Have Participants draw their pizza on a piece of paper.

5) Bring the group together and ask each pair to share what's on their pizza. Ask them how they decided what ingredients and toppings to include in their pizza. Once every pair has shared, invite the group to discuss what are the benefits of making a pizza that

are different from playing baseball. The following are key topics that should be discussed with your group:

- When we meet up with someone to eat pizza we are not competing
- We are looking for a shared experience where both parties are satisfied
- You talk about what you want, like, and you may even negotiate
- Compromise is involved
- There is no right or wrong way to make a pizza

6) Ask your group to compare the baseball metaphor to the pizza model by touching on the comparisons listed below and record their responses on a visible location. Elaborate on the benefits of thinking of sexual activity in relation to making a pizza instead of playing baseball

Baseball	Pizza
<ul style="list-style-type: none"> • Rule Bound: Round the bases, one at a time when you play baseball. • Exclusive: Requires specific equipment, not everyone can play baseball • Competitive: Play to win! Score as many runs as you can • Goal Directed: Always a winner and a loser • Externally controlled: Public showcase versus a private/personal need 	<ul style="list-style-type: none"> • Inclusive • Communicative: There is no winning in pizza, but you do ask yourself if you are satisfied • Internally Controlled • Promotes Satisfaction: If you are still hungry you can have more, or stop eating it completely • Cooperative • Invites Exploration



Expand the exercise! Have your group play a few innings of baseball together, followed by having them bake a pizza in pairs.



This activity may be facilitated jointly with both girl and boy groups and it is continued in Section 4 – Group Collaboration. Keep the materials from this activity as you will need to reference them for the “Let’s Play Ball!” activity in Section 4.

Consent and Boundaries

Activity 32: No Means Yes...?

Length of Activity: 60-90 minutes

This activity was inspired from a training presented by Laurie A. Gray, J.D. on 07/24/2017 by the National Criminal Justice Training Center, *Teaching Children About Consent*



National Criminal Justice Training Center, *Teaching Children About Consent* (01:08:39) <https://ncjtc.fvtc.edu/training/details/TR00004773/TRI0004774/teaching-children-about-consent>



Guttmacher Center for Population Research Innovation and Dissemination, *Sex and HIV Education* <https://www.guttmacher.org/state-policy/explore/sex-and-hiv-education>



7 Reasons So Many Guys Don't Understand Sexual Consent by David Wong Posted 11/03/2016: <http://www.cracked.com/blog/how-men-are-trained-to-think-sexual-assault-no-big-deal/>

Materials:

- White Board or Large Paper
- Writing Utensils
- Paper
- Crayons or Markers
- Internet Access
- Screen with Audio
- *Star Wars: Episode V- The Empire Strikes Back* (1980): (02:06) <https://www.youtube.com/watch?v=TL7eXSIHEpQ> (Han and Leia Kiss – Empire Strikes Back)
- *What is Consent?* from *Disrespect Nobody* (12+ yrs. old) (00:30) <https://www.disrespectnobody.co.uk/consent/what-is-consent/>
- Optional: Disney's *Ratatouille* (2007): Colette Yells at Linguini (03:33): <https://www.youtube.com/watch?v=DdDdNfRKuaY>
- Optional: *Indiana Jones and the Temple of Doom* (1984): (12+ yrs. old) (01:16) <https://www.youtube.com/watch?v=nXuvzslf1oE>



Girls are taught to say “no” and boys are taught to be persistent because “she wants it.” Across the United States, age of consent ranges state-by-state from 16 to 18 years old.¹³⁰ 22 states and the District of Columbia mandate both sex education and HIV education, but only 13 states require that the instruction

¹³⁰ Age of Consent. Retrieved November 6, 2018, from <https://www.ageofconsent.net/states>

be medically accurate.¹³¹ Although this activity is not intended to provide comprehensive sex education, it does address a fundamental element of sexual intimacy, which is *consent*.

When discussing the elements of consent to children, mutual respect, meeting of the minds, and the absence of force, coercion, and deception should be integral components of the conversation. Unfortunately, children are continuously receiving harmful mixed messages about romantic relationships that normalize aggressive behavior and violence, such as:

Boys will be boys.
Well, what did she expect? Look what she was wearing.
She wanted it all along.
No until I say yes vs. yes until they say no and mean it.
It's easier to ask for forgiveness than permission.
Boys only want one thing, sex.
She owes it to him especially if he spent money on her.
A "nice" girl would never have gone out alone with him.
She's supposed to say "no" even if she means "yes" because girls play "hard to get."

Discussion Questions:

- What is consent?
- When you do something you consent to, how does that make you feel?
- When you do something you do not consent to, how does that make you feel?

Activity:

1) Hand each Participant a sheet of paper and ask them to describe what consent means to them. (If Participants have difficulty writing, please have them share aloud or draw it out instead).

2) Collect the responses and discuss them. Then clearly define *consent* to your group by providing age-appropriate examples:

- to agree to do or allow something
- to give permission for something to happen or be done

3) Show Participants the following clip from Star Wars:

<https://www.youtube.com/watch?v=TL7eXSIHEpQ> (Han and Leia Kiss – Empire Strikes Back)

4) As a group, reflect on what you saw. Use the following questions to guide your discussion and record responses on a board or other visible location:

- Is Leia interested in Han Solo?
- Describe Leia's body language. It is calm, tense, nervous?
- Describe Han Solo's body language. Is he tense, mad, shy?

¹³¹ *Sex and HIV Education*, Guttmacher Center for Population Research Innovation and Dissemination. Retrieved November 6, 2018, from <https://www.guttmacher.org/state-policy/explore/sex-and-hiv-education>

- What does Leia tell Han Solo?
- Does Han Solo listen to Leia?



To ensure every Participant can share, you may consider having each Participant write down 1-3 observations. Then collect them and read them aloud to the group. This will give Participants who are typically shy the opportunity to be included in the conversation.

5) Once you have discussed the group's observations move to a Facilitator-led discussion on the following key points:

- Han Solo sneaks up behind Leia while she is alone, and presses his body against hers
- Han Solo doesn't ask her if she needs help either
- Leia tells him at every opportunity that she is not interested in him: "Stop that!" (She says this assertively twice).
- Han Solo calls her out of her name "Your Worship" (catcalls/sexual harassment i.e. when a man calls a girl babe without her consent)
- Leia is strong and pushes Han Solo off but he's undeterred and continues to make unwanted advances at her
- Han Solo begins to massage her hand (this is an example of an inappropriate touch since she has told him to stop multiple times)
- Instead of stopping, Han Solo asks, "Stop what?" Again, he is not listening to Leia. She has not given him consent
- Leia insults him by calling him a "scoundrel," but instead of stopping his response is, "I like the sound of that [...] There are not enough scoundrels in your life."
- Han Solo asks, "What are you afraid of? [...] you're trembling." An indication that he could tell by her body language she was scared, but yet he chose to ignore it.
- Han Solo backs Leia into a corner until her head is up against a metal wall. Romantic music plays even though Leia clearly expressed not being interested.
- Han Solo kisses Leia and completely ignores her repeated attempts to have him stop.

6) Show Participants the clip one more time, as they may have missed a few of the points discussed above.



Step #7 should be discussed with a group that is 12 years of age or older.



7) Then move to a discussion with your group about the mixed messages boys and girls receive in relation to how to pursue/respond to someone they are attracted to. The following are key topics that should be discussed with your group:

Initiator (Most often boys/males)	Recipient (Most often girls/females)
Forcing yourself on someone makes them love you/like you. It is a message that tells boys that all a “real man” needs to do to make a woman realize how much she really loves him, wants him, and can’t live without him, is to <i>force</i> himself onto her.	Assertively say “no!”
Asking permission is a sign of weakness/You don’t have to stop if you think she/he likes you.	Don’t tell him/her you like him!
People, particularly girls, like to be pursued, and thus always “play hard to get” Girls say no because they’re supposed to, but “she really wants it.”	If you like the other person you must “play hard to get.” Don’t be easy.
Everything women do is intended to encourage male hunger.	I have to dress nice so that others will like me or find me attractive.
Sexual assault only happens with a stranger in an alley with a knife.	Be cautious with strangers.
All sex outside of (Heterosexual) marriage is wrong.	All sexual desires outside of (Heterosexual) marriage is wrong.
Boys will be boys.	Girls will be girls

Show the *What is Consent?* clip from Disrespect Nobody <https://www.disrespect-nobody.co.uk/consent/what-is-consent/>

8) Now shift your discussion and ask your group what Han Solo could have done to demonstrate that he likes Leia instead of acting aggressively and intimidating?

- Han Solo needs to be better at hearing, “NO!”
- Han Solo should have first asked her if she needed help.
- Admit to her that he is interested in her and would like to get to know her.
- He could have written her a note.

9) If Leia did in fact like Han Solo, what could she have done to demonstrate that?

- Leia could tell him she wants to get to know him more and is not currently ready to be romantic.
- Leia could tell him exactly how she feels, “I do not want you touching me in any way right now, but I do want to get to know you more.”
- She could have simply kissed him back.

10) Have your group discuss key words or phrases that indicate someone has given you their consent. (The items listed in bold below are suggested headers) Record their responses to display them in the ROOTS space.

You have consent if the person says...

- Yes, I want that.
- Yes, I like that.
- I would love that!
- That sounds like a great idea!
- I want to go with you.

You do not have consent if the person says...

- No.
- Maybe.
- I'm not sure.
- I think so.
- Please, stop.
- Their body moves physically away from you or they look uncomfortable (i.e. trembling because they're scared)
- I like you, but I don't want to...
- We shouldn't do that.
- I'm scared.
- Move.

But remember...

- Stop, Listen, and Observe!
- No means NO!
- Consent can be taken away at **any time** which means someone can change their mind at any point.
- Just because the person said "yes" to one thing, you cannot assume that it is a "yes" to something else.
- The activity should be fun for everyone.

11) In closing, stress to Participants that consent could be given and/or taken away at any time and simply because the person agrees to go to the movies with them it does not mean they want to hold their hand, for instance. Or saying to someone, "I'll give you \$5 if you hit Joey with the ball" (bribing) or "I'll punch you if you don't hit Joey with the ball" (coercion) or "I won't be your friend if you don't hit Joey with the ball" (coercion) is not true consent.

By the same token, it is important for Participants to understand that if they themselves are not comfortable with something and are being forced against their will (they do not give consent), to reach out to a trusted adult and ask for help immediately.

12) **Take the time to explain to the group that arousal does not equal consent.** If someone touches them inappropriately and their body physically responds (aroused), that does not mean they gave consent or that the other person had the right to do something they did not want in the first place. The brain is the only part of the body that can consent. Reproductive organs/genitals are not able to provide consent.



Repeat the activity, but this time analyze and discuss Disney's *Ratatouille* (2007): Colette Yells at Linguini:

<https://www.youtube.com/watch?v=DdDdNfRKuaY>

- She pulls out her pepper spray
- Note her body language
- But then romantic music also plays, and she realizes she "loves it"



Indiana Jones and the *Temple of Doom* (1984):

<https://www.youtube.com/watch?v=nXuvzslf1oE>

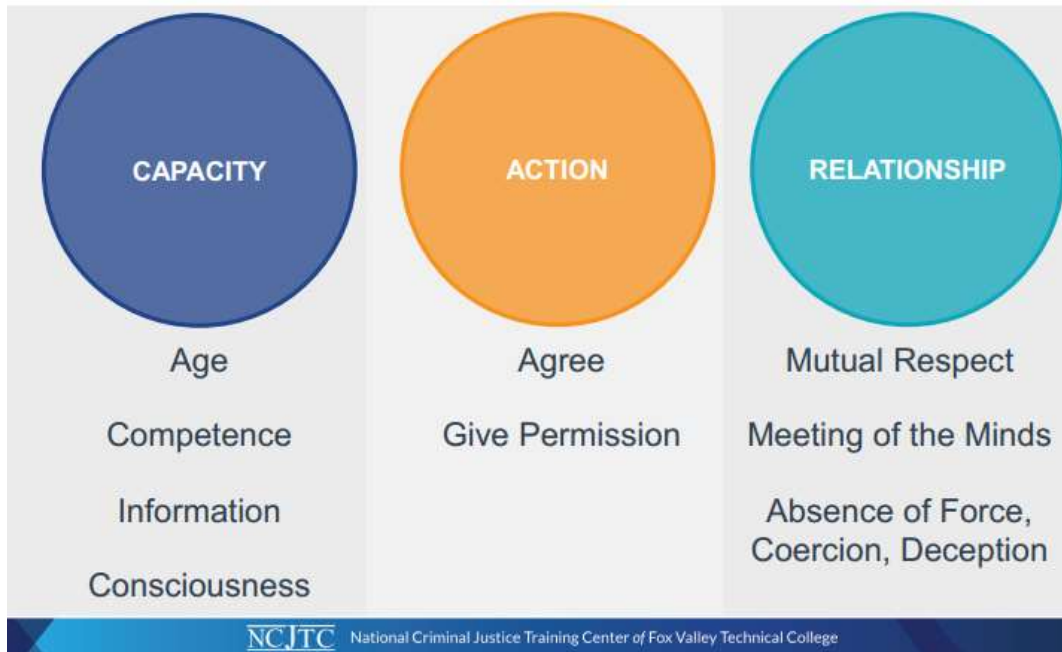


- "How dare you kiss me?"
- He first imposes himself on her before she reaches for him and kisses him passionately

This activity may be facilitated jointly with both girl and boy groups and it is continued in Section 4 – Group Collaboration. Keep the materials from this activity as you will need to reference them for the *No Means Yes...?* activity in Section 4.



Elements of Consent



Source: Laurie A. Gray, J.D. webinar on 07/24/2017 by the National Criminal Justice Training Center, *Teaching Children About Consent*



Activity 33: Talk PANTS

Length of Activity: 60 minutes

This activity was adapted from the National Society for the Prevention of Cruelty to Children (NSPCC)



Facilitators should inform Parents/Caregivers about the topic of today's activity, as some may consider this sensitive material.

This discussion may prompt the Participants to self-identify as a victim of abuse or trafficking or share stories about others who may be victimized. Be prepared for this situation and know the mandated reporter requirements and protocols!

Materials:

- Copies of *The PANTS Rules*
- Copies of the *PANTS Template*
- Copies of the *Body Parts Puzzle*
- Copies of *PANTS fill in the gaps Worksheet*
- Crayons or Markers
- Screen with Audio
- Internet Access
- *Pantosaurus* film from NSPCC (02:00):
<https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/>



The Centers for Disease Control and Prevention estimates that 1 in 4 girls and 1 in 6 boys are sexually abused during childhood before the age of 18.¹³² Research consistently notes that the majority (82%) of victims of child sexual abuse are girls.¹³³ In 2015, 11.7 percent of student respondents across 27 universities reported experiencing nonconsensual sexual contact by physical force, threats of physical force, or incapacitation since they enrolled at their university. The incidence among female undergraduate student respondents was 23.1 percent, including 10.8 percent who experienced penetration.¹³⁴ Notably, only 16% of men with documented histories of sexual abuse by social service agencies considered themselves to have been sexually abused, compared to 64% of women with documented histories in the same study.¹³⁵ Considering both the disproportional

¹³² Centers for Disease Control and Prevention. (2005). Adverse Childhood Experiences (ACE) Study: Data and Statistics. Atlanta, GA: Centers for Disease Control and Prevention, National Center for Injury Prevention and Control. Retrieved November 7, 2018, from <http://www.cdc.gov/ace/prevalence.htm>

¹³³ Snyder, H. N. (2000). Sexual Assault of Young Children as Reported to Law Enforcement: Victim, Incident, and Offender Characteristics. doi:10.1037/e377732004-001 American Statistical Association with funds provided by the U.S. Department of Justice, Bureau of Justice Statistics. Retrieved November 7, 2018, from <https://www.bjs.gov/content/pub/pdf/saycrlr.pdf>

¹³⁴ Report on the AAU Climate Survey on Sexual Assault and Sexual Misconduct (2015). (2017, October 20). Retrieved November 7, 2018, from <https://www.aau.edu/key-issues/aau-climate-survey-sexual-assault-and-sexual-misconduct-2015>

¹³⁵ Widom, C.S. & Morris, S. (1997). Accuracy of adult recollections of childhood victimization part 2. Childhood sexual abuse. Psychological Assessment, 9, 34-46

rates of victimization and underreporting, it is evident that both males and females alike experience sexual abuse. Engaging children in conversations about healthy boundaries and safe spaces can help prevent or intervene in child sexual abuse.

What is child sexual abuse?

Children cannot consent to any form of sexual activity, period. Child sexual abuse can range from fondling or sexual touch, to any form of oral, anal, or vaginal intercourse, to sex trafficking. Child sexual abuse also does not require physical contact between the abuser and the child. Showing children obscene images, exposing oneself to a minor or convincing the minor to expose themselves in person or over the internet, exchanging sexually obscene messages, are all forms of abuse as well. ¹³⁶



For more information please visit RAINN (Rape, Abuse & Incest National Network) an anti-sexual violence organization who created and operates the National Sexual Assault Hotline (800.656.HOPE: <https://www.rainn.org/statistics/children-and-teens>)

Discussion Questions:

- What are boundaries?
- What is the PANTS rule?

Activity:

1) Introduce the PANTS rule to the group by playing the Pantosaurus film: <https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/>

The catchy song covers the main points of PANTS and is a good way to introduce the topic.

2) Pass out copies of The PANTS Rules and carefully explain what each letter stands for. Check that the group understands each phrase. Consider having Participants practice by saying each phrase aloud as a chant.

3) After you have thoroughly reviewed The PANTS Rules, ask Participants to design their own pants using the Pants Template (see below). You may have Participants volunteer and share their designs with the group.

4) Display the pants in the ROOTS space as part of the ongoing objective to reinforce healthy boundaries and the PANTS rules.

¹³⁶ Halverson, H. (2017, April 13). 4 Conversations That Can Help Guard Children Against Sexual Abuse. Retrieved November 7, 2018, from https://www.huffpost.com/entry/4-conversations-that-can-help-guard-children-against_b_58efd4c1e4b048372700d6a1

5) Pass out copies of the Body Parts Puzzle. Ask Participants to label key body parts and identify what area is covered by pants. Lead a discussion on the appropriate language we may use to describe parts of our body. Introduce this vocabulary in measured terms when explaining that the pants region should not be touched. Use anatomical names such as breast, penis, vagina, vulva, testicles. **Do not give fake names to body parts or imply any body part(s) is “dirty” or “bad.”**

While some may not be comfortable teaching child anatomically correct terms for their body at a young age, it could one day prove vital to their safety. The PANTS curriculum guidance notes that pupils aged 5-7 should know the terms penis and vagina. The National Center on Sexual Exploitation has reports of cases where an abuser targeting children used code words for private parts, such as “cookie.” The child did not have the correct language to explain the abuse to a parent or trusted adult, which helped shield the abuser from detection.¹³⁷

6) **Stress to Participants that their body belongs to them: “your body, your choice.”** Body boundaries are easy to teach even to young children. Depending on the age of your group, you may use simple concepts such as “this is your body” and “this is my body.”

7) As a group, discuss the difference between appropriate/ ‘good’ touch, and inappropriate/ ‘bad’ touch. Explain that touch can be good, bad or unwanted.

8) Move on to a Facilitator-led discussion about positive and negative feelings linked to ‘good’ touch/ “bad” touch. Say that “good” touch should make you feel positive – like hugs and kisses from family members. Talk about why people might touch you:

- to show affection (hugs, kisses, cuddles)
- to keep you safe (holding your hand when you cross the road)
- if you are ill or hurt (doctors and nurses)

9) Then talk about touch which may not feel good but is necessary such as:

- grabbing you to stop from running into a busy road, or other danger
- examination by a doctor or nurse (explain that a trusted adult should always be present).

10) Reinforce that if someone needs to break any of the PANTS rules they should explain why. Participants can always say no and should never be forced to keep secrets that make them feel worried or uncomfortable.

11) Make sure they understand that they should not be asked to keep secrets that involve touch, not even from family members such as a parent, step-parent, brother, aunt, neighbors, teachers, doctors, police, etc.

¹³⁷ Halverson, H. (2017, April 13). 4 Conversations That Can Help Guard Children Against Sexual Abuse. Retrieved November 7, 2018, from https://www.huffpost.com/entry/4-conversations-that-can-help-guard-children-against_b_58efd4c1e4b048372700d6a1

First example: A parent's friend gives you a hug and a kiss, then they tell you it is a secret and you should not tell anyone. Explain to Participants that if they are being asked to keep secrets by people and do not understand why, they should talk to someone they trust about them.

Second example: Your older cousin says he/she is studying to be a nurse and that they want to practice on you. He/she "examines" you but tells you to keep it a secret.

12) Finally – "bad touch." Again, this needs to be a Facilitator-led discussion. Reinforce that if they feel uncomfortable about touch they should always talk to someone they trust.



Tragically, many child abusers are members of the family, including parents, or a close friend. As many as 93% of child sexual abuse victims under the age of 18 know their abuser. ¹³⁸

Let Participants know that sometimes people who should be "good" act "bad" and are hurtful. It is vitally important to tell them that you will trust and believe them if they ever get hurt by someone—even if that person is your friend, or someone you both love.

13) Lead a discussion and ask Participants to think of different types of helpful people. Explain that people who you can trust and who can help in times of need might be very different for each person and could include a parent, a sibling, a friend's parent, a teacher, a police officer, etc.

14) Instruct Participants to write a list of people they trust most. You should offer guidance on who this might be but make sure this does not include generalized statements of people. Each child should create their own individual list with names and phone numbers. Encourage them to think of people in their life who they could confide in and trust.

15) Review each Participant's list to ensure that the individuals listed are appropriate and not people such as a Participant's 14-year-old sibling who may not necessarily be the best equipped to help in an emergency. You can inform Participants that siblings and friends may act as a support system or "buddy" when going to an adult but encourage Participants to list people who can reach out for help directly.

16) Advise Participants that they keep their list of trusted adults somewhere safe. If Participants are missing phone numbers, leave this task as "homework" for them and check the list again during the next session.

17) Emphasize that there should never be secrets about where or if someone touched you. Inform Participants that they can always go to their list of trusted people and tell them anything, even if they feel scared that something bad might happen. Explain that many abusers threaten they will physically harm the child or people they love. Stress to

¹³⁸ Snyder, H. N. (2000). Sexual Assault of Young Children as Reported to Law Enforcement: Victim, Incident, and Offender Characteristics. doi:10.1037/e377732004-001 American Statistical Association with funds provided by the U.S. Department of Justice, Bureau of Justice Statistics. Retrieved November 7, 2018, from <https://www.bjs.gov/content/pub/pdf/saycrle.pdf>

Participants that if someone threatens to hurt them or anyone they love, they should always tell you or their list of trusted adults right away because they know the best way to protect them.

18) Remind Participants that if they tell someone that they have been hurt or touched inappropriately and that person, for whatever reason, does not believe them to go to someone else. Explain that it might be hard for them to tell someone else, but that it is important that they tell someone who can protect them. People cannot help them if they do not know what is going on.

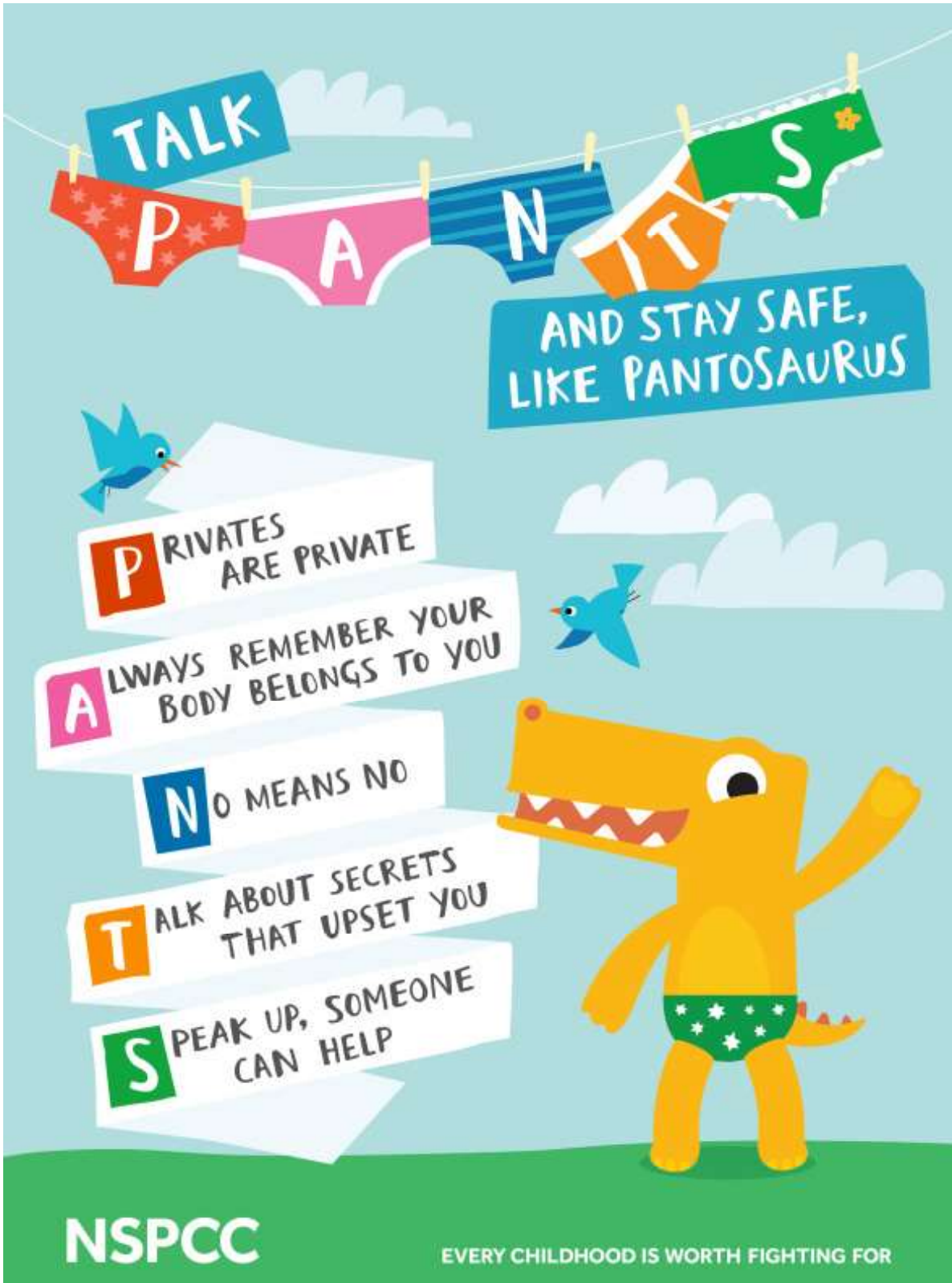
Stress to the group that they should always call 911 in an emergency. Always!

19) Complete the Pants fill in the gaps worksheet. Instruct Participants to write the sentences that complete the acronyms. This could be done individually or in groups.



Participant Name: _____

The Pants Rules



LEARN PANTOSAURUS' FIVE EASY RULES FOR STAYING SAFE

P RIVATES ARE PRIVATE

Your underwear covers up your private parts and no one should ask to see or touch them. Sometimes a doctor, nurse or family members might have to. But they should always explain why, and ask you if it's OK first. Remember, what's in your pants belongs only to you.



A LWAYS REMEMBER YOUR BODY BELONGS TO YOU

No one should ever make you do things that make you feel embarrassed or uncomfortable. If someone asks to see or tries to touch you underneath your underwear say 'NO' – and tell someone you trust and like to speak to.



N O MEANS NO

You always have the right to say 'no' – even to a family member or someone you love. You're in control of your body and the most important thing is how YOU feel. If you want to say 'No', it's your choice.



T ALK ABOUT SECRETS THAT UPSET YOU

There are good secrets and bad secrets. If a secret makes you feel sad or worried, it's bad – and you should tell an adult you trust about it straight away.



S PEAK UP, SOMEONE CAN HELP

It's always good to talk about stuff that makes you upset. If you're worried, go and tell a grown up you trust – like a family member, teacher or one of your friend's parents. They'll say well done for speaking out and help make everything OK. You can also call Childline on 0800 1111 and someone will always be there to listen.



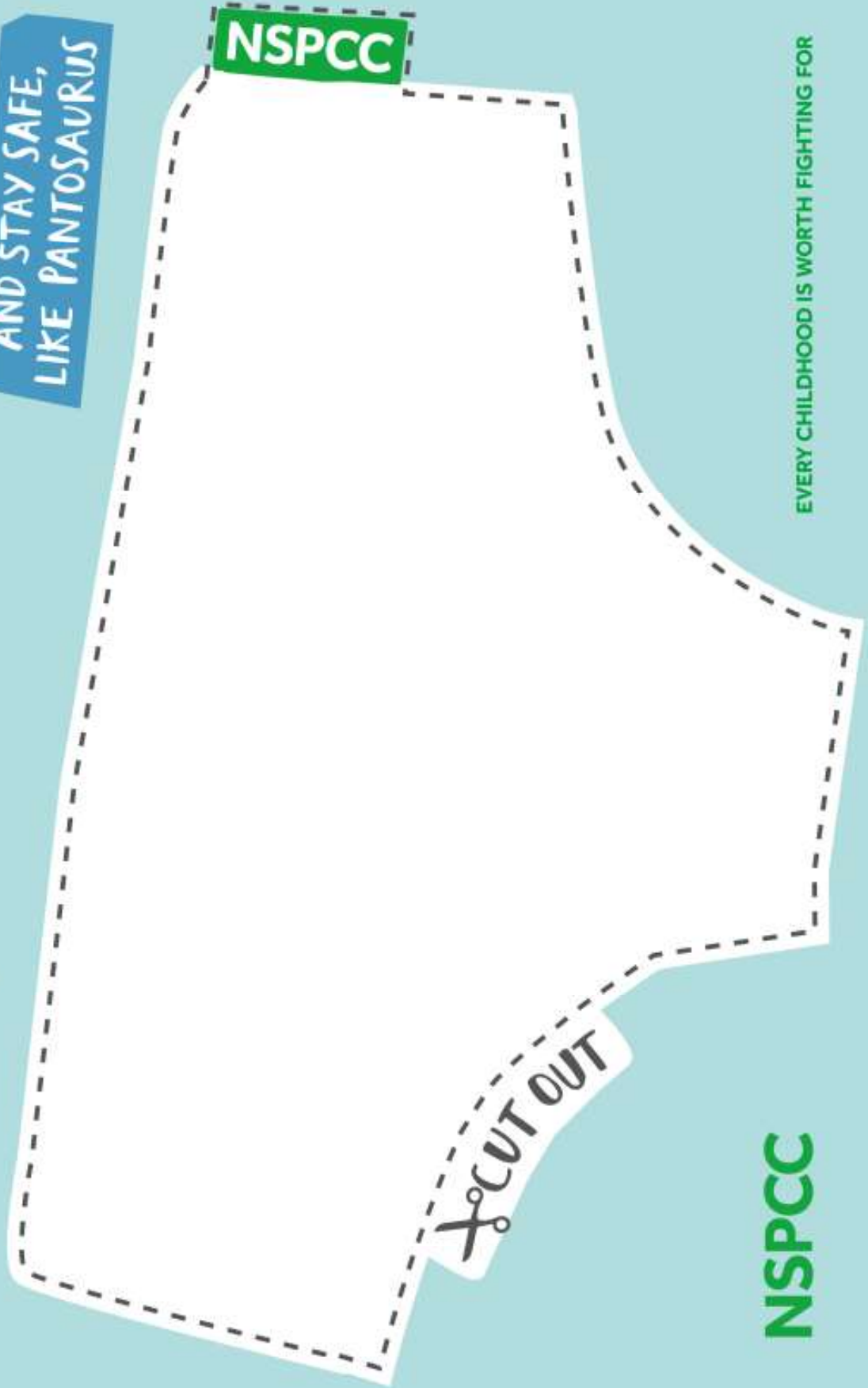
Remember all of these rules and they'll help you stay safe, just like Pantosaurus



Pants template

TALK PANTS

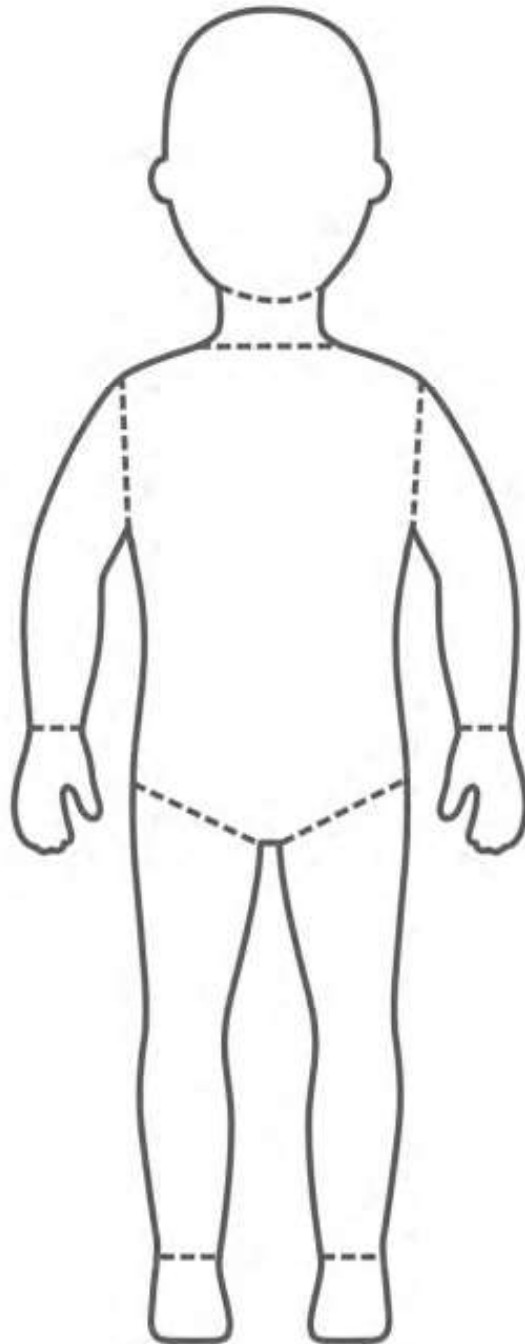
AND STAY SAFE,
LIKE PANTOSAURUS



EVERY CHILDHOOD IS WORTH FIGHTING FOR

NSPCC

Body parts puzzle



NSPCC

EVERY CHILDHOOD IS WORTH FIGHTING FOR

PANTS fill in the gaps

Can you complete the PANTS rules?

P

A

N

T

S

NSPCC

EVERY CHILDHOOD IS WORTH FIGHTING FOR

Activity 34: Hygienic Practices

Length of Activity: 60 minutes

This activity was adapted from the 2016 Girls Only! Toolkit created from the San Diego County District Attorney's Office and Project Concern International.

Materials:

- Travel Size Hygienic Products (to put on display such as a deodorant, lotion, toothbrush, floss, etc. The Facilitator may print a picture of each item instead)
- Chalk or Poster Paper and Crayons/Markers
- Writing Utensils



Due to puberty, many girls and boys experience significant changes with their body as young as 8 years old. Some of these changes include growth of pubic and under arm hair, and other hormonal changes. It is important that Participants are aware of how to properly cleanse and adjust to their bodies. Practicing good hygiene can be fun when you are putting into practice things that ultimately make you feel good physically and mentally.

Discussion Questions:

- What are some examples of good hygiene?
- How may hygiene effect your everyday interactions?



Be mindful of the cultural differences in the group and do not impose western standards of beauty or hygienic practices i.e. shaving, frequency of hair washing, beauty products, etc. Remain culturally sensitive by inviting Participants to share their own hygienic practices.

Activity:

- 1) Begin by defining hygiene and elaborating on its importance. Explain its direct correlation to self-esteem since feeling your best can have a positive impact. Good hygiene also has health benefit as it contributes to good oral and physical health.
- 2) Remind Participants that hygiene does not mean having the latest fashion trends such as shoes, clothes, make-up, or perfumes/colognes.
- 3) Pass around one hygienic product at a time, and as each product is passed around explain its importance and proper use. You may even share hygienic tips about practices or products that are personally beneficial. For example, "I like to use deodorant that is free of aluminum, parabens or sulfates such as Native Deodorant (<https://www.nativecos.com/>) I also carry a travel size deodorant in my bag in case I need to reapply more throughout the day."

4) After discussing the items on display, randomly partner up Participants and hand each pair two body sized pieces of paper or you may also have Participants go outside and trace silhouettes with chalk on the concrete.

5) Have the Participants take turns tracing the silhouette of their partner. Invite Participants to personalize their silhouette by adding hair, clothes, or other features.

6) After the silhouettes are created and decorated, instruct Participants to draw arrows to different areas of the body and explain what types of hygienic practices or products are essential to the cleanliness of that area.

For example, Participants may draw an arrow pointing to the armpit of the silhouette with a description of how to properly apply deodorant and the amount of times it should be applied.

7) Once Participants have completed the activity, give each pair the opportunity to share their work with the group. Ask Participants to share specific hygienic practices that are useful or work for them.

Below is an example of hygienic practices to help guide the discussion:

Remember it's about feeling your best!	
<p>Shower: With young active lifestyles, it is essential to shower daily. Keep in mind that even if you do not feel “dirty” there are oils, dead skin cells, along with other dirt and bacteria that is not visible to the naked eye but should be washed.</p>	<ul style="list-style-type: none"> • Remember to use a wash cloth to clean your body. • Do not forget your hot spots! • Shaving is optional. If you prefer to shave, avoid shaving every day to prevent razor burn. You can use a shaving gel to prevent razor burn. • Depending on hair type, hair washing should occur 1-3 times per week. For course, thick hair, less often to avoid losing too much moisture. For thin, straight hair, shampoo more often to avoid oil build up. • Scrub your scalp and hair with your fingernails.
<p>After Shower</p>	<ul style="list-style-type: none"> • Moisturize! To prevent dry, itchy skin put lotion all over your body. Keeping your skin moisturized should happen regardless if your arms or legs are “ashy.”

	<ul style="list-style-type: none"> • Deodorize: Always use deodorant or powder. Keep a small deodorant in your backpack to use throughout the day as needed.
Teeth Brushing and Flossing	<ul style="list-style-type: none"> • Brush and floss every morning before leaving the house and every night before going to bed. • Floss in between your gums at least once every day.
Face Washing	<ul style="list-style-type: none"> • Remember your t-zone! • Wash your face to control oil and acne. • Avoid touching your face since that may spread unwanted bacteria on your skin and thus cause acne.
Hair	<ul style="list-style-type: none"> • Hair should be combed/groomed daily to prevent tangles. • If you have course hair, apply moisture every day. • No matter the hairstyle, hair should be clean.
Nails/Hands	<ul style="list-style-type: none"> • Nails should be clear of dirt since germs and bacteria build up under the nails. • Hands should be washed regularly to avoid spreading germs.

8) Display the silhouettes around the room and conclude by asking the group to write down any additional questions they may have on a piece of paper. Ensure the questions remain anonymous.

9) Conclude the session by answering the questions and remind Participants you are available should they have any other questions. You may also find it helpful to share the checklist below:

Before I leave the house checklist:

- Did I brush my teeth?
- Did I shower?
- Did I apply deodorant?
- Do I have lotion on my legs and arms?
- Is my hair neat?
- Is my face/nose clean?
- Is there any dirt under my fingernails?
- Do I feel good when I look at myself in the mirror?

Successful Planning

Activity 35: “I am...” Poem

Length of Activity: 60 - 90 Minutes

This activity was adapted from the 2016 Girls Only! Toolkit created from the San Diego County District Attorney’s Office and Project Concern International.

Materials:

- Paper
- Writing Utensils
- Crayons or Markers
- Stickers or other decorative craft supplies
- Glue
- Cardboard Frames (optional)
- Mirrors

Discussion Questions:

- How do you identify yourself?
- How does the way you identify yourself affect your life?
- How can you see yourself in a more positive light?

Activity:

- 1) Prepare or cut the appropriate size paper to fit inside of the card board frames. Set up craft supply stations to be shared between 3-4 Participants. (If cardboard frames are not available, Participants can use construction paper).
- 2) Ask Participants to quietly reflect upon some of their positive qualities and inform them that they will be using these qualities to create an “I am poem.”
- 3) Explain that with this poem, Participants will have the opportunity to share how they feel, how they see themselves, what they like to do, what they are good at, and/or what they hope for.
- 4) The poems should be about 10 lines and each stanza will begin or end with “I am [Participant’s name]”
- 5) Give an example of your own “I am...” poem.

I am a teacher. I am a man/woman.

*I am a dancer.
I am Gabriel/a.*

*I am a child of divorce.
I am worried sometimes.*

*I am happy when I am cooking.
I am Gabriel/a.*

*I am a volunteer.
I am hopeful.
I am grateful for my friends.
I am Gabriel/a.*

6) Give each Participant paper and writing utensils. Direct them to write 10 to 15 “I am...” statements on their paper. If they need help thinking of statements, provide them with suggestions of adjectives, feelings, or descriptions of themselves based on what you know about them. Give Participants 10 to 15 minutes to write their poems.

7) When each Participant has written 10 to 15 “I am...” statements, have them get into pairs. Have Participants choose which partner will go first to share their “I am...” poem.

8) Pass out a mirror to each pair.

9) Have one partner be the listener and hold up the mirror so that the one who is reading can see themselves. When you say to begin, have all the readers read their poems aloud while looking directly at themselves in the mirror.

10) When everyone is finished, have them read their poem again, this time looking directly at their partner, not at themselves in the mirror. Remind Participants who are listening that it is ok to look into someone’s eyes; it shows that you are interested in what they are saying, even if it feels a little uncomfortable. Now switch roles and repeat step 9.



Expand the exercise! Have Participants switch partners and repeat the activity. Participants may be uncomfortable at first, but after practicing a few times with different people their confidence begins to show.

11) When all Participants have read their poems aloud, collect the mirrors. Ask Participants to share:

- How did it feel to read your poem while looking at yourself in the mirror?
- How did it feel to read it while looking at your partner?

12) Direct Participants to choose their favorite “I am...” statements to include in their finished “I am...” poem. They can choose them all or only a few.

13) Give Participants time to write out a final copy of their poem on paper that will fit into the frames. Allow them ample time to decorate.

14) Display the “I am...” Poems throughout the ROOTS space. Have Participants walk around to look at each other’s poems and creativity or give time to do this another day. Allow Participants to take their poems home at the end of the ROOTS session.

Activity 36: Setting Goals

Length of Activity: 45 minutes

This activity was adapted from the 2016 Girls Only! Toolkit created from the San Diego County District Attorney's Office and Project Concern International.

Materials:

- Copies of *My Goals* Worksheet
- Whiteboard or Large Paper
- Writing Utensils
- Paper



A goal is something you are aiming to get, have or do and learning to set and work towards goals is an important life skill. Setting goals can help individuals stay motivated and provide clarity and direction, particularly when things are stressful or difficult. Teaching children to set goals and make plans to achieve their goals imparts time management skills, commitment skills, and may potentially delineate a path away from peer-pressure and/or participation in risky behaviors.

Discussion Questions:

- Why are goals important?
- Can goals change?
- What is the difference between a short-term goal and a long-term goal?

Activity:

1) Begin by telling Participants that today they will be setting goals and identifying strategies to achieve them. Ask Participants to define what a goal is - it is something you are aiming to get, have or do, it is a desired personal destination or result.

2) Ask Participants to provide examples of what a goal may look like. Record the groups responses on a visible location.

Examples:

- Achieve an "A" on a science test.
- Go to summer camp this year.
- Attend college.
- Make the volleyball team.
- Score during my next soccer game.
- Finish all my homework.
- Grow my hair out.
- Stop biting my nails.
- Learn how to play the guitar.
- Make a birthday card for my sister.
- Not get in trouble at school.
- Finish all my chores without being told.
- Run a mile in ten minutes.

3) After Participants have brainstormed examples of goals, explain that there are two different types of goals. 1) Long-term goals require effort for an extended period, maybe a month or a year or several years. 2) Short-term goals are for the near future that require a shorter amount of time to achieve, perhaps a few hours, a day, or a week. Both types of goals require effort, concentration, and commitment. It is usually helpful to think about short-term goals that will help you achieve the long-term goals.

Explain that setting goals can help them stay motivated, especially when things are stressful or difficult, and they feel like giving up.

4) Ask Participants to categorize each of the previously listed examples on the board. Place a “L” next to long-term goals and a “S” next to short-term goals.

Notice that the group may not reach a consensus on whether a goal is short or long term and that is okay. It is part of this exercise! Use this opportunity to explain that goals are also relative to the person making them. For someone who has been running for a long time, running a mile in ten minutes could be a short-term goal while someone else may identify this as a long-term goal.

5) Now have Participants think about what they would like to do when they get older or what career they would like to have. These are long-term goals. Have them share their answers one at a time. Record their responses on a visible location.

Examples include:

- Hairstylist
- Teacher
- Dentist
- Veterinarian
- President of the United States
- Businessman/Businesswoman
- Firefighter
- Librarian
- Actress
- Musician

6) Choose one Participants’ long-term career goal as an example. Write that end-goal on the far-right side of the board. On the far-left side write the Participant’s name and age.

Example:

Stephan, Age 10  Pre-School Teacher

7) Ask Participants to brainstorm the goals Stephan will need to achieve along the way to become a Pre-School Teacher.

Stephan, age 10→finish middle school→graduate from high school→go to college→get teacher training→apply for jobs→ Pre-School Teacher

8) Do the same activity for a few other Participants. Examples:

Dakota, age 9→practice basketball and other sports→finish middle school→play basketball in high school→graduate from high school→play basketball in college→ graduate from college→get recruited by a sports agent→Professional Basketball Player

Alexander/a, age 12→finish middle school→graduate from high school→go to police academy→ apply for jobs→ Police Officer

9) After each example, ask the Participant if they think they can achieve their goal. Tell them that you believe in them and have no doubt they can achieve them!

10) Pass out *My Goals Worksheet*. Have Participants write down what they want their life to be like, not what they think it will be like. Assist as necessary.

11) When all Participants have completed the long-term goals worksheet, have Participants write their short-term goals on the back of their worksheet. Explain that short-term goals are equally as important as long-term goals. Now instruct Participants to make a list of short-term goals they would like to achieve today, tomorrow, this week, or this month. Examples of short-term goals:

Today: eat a healthy lunch, take a walk, finish my homework, do my chores, write in my journal

Tomorrow: get a haircut, go to church, go to soccer practice, work on my school report

This week: finish my school report, finish my scholarship applications, write thank you letters for my birthday presents, call my aunt to say hello

12) Remind Participants that sometimes goals change. There may be times when they do not achieve a goal, but that does not mean they are failures. Being able to recognize obstacles and adapt is also an important skill. Stress to the group that these are their goals and therefore it is their choice to change or modify them as they see fit. Ask Participants to report back periodically to the group on their progress towards both their short-term and long-term goals.

My Long-Term Goals

In 5 years.....

Age _____

Where will you live? _____

Occupation _____

How will you feel? _____

In 10 years.....

Age _____

Where will you live? _____

Occupation _____

How will you feel? _____

In 15 years.....

Age _____

Where will you live? _____

Occupation _____

How will you feel? _____

Activity 37: Vision Boards

Length of Activity: 45 minutes

This activity was adapted from the 2016 Girls Only! Toolkit created from the San Diego County District Attorney's Office and Project Concern International.

Materials:

- Colorful Poster Boards
- Crayons or Markers
- Glitter
- Scissors
- Glue
- Stickers or other decorative craft supplies
- Magazines



Vision boards are a creative way to illustrate goals and a colorful reminder to stay focused on them. Vision boards are meant to be personal, unique, and hung somewhere visible as a daily reminder. Vision boards can include, but are not limited to pictures, inspirational quotes, etc.

Discussion Questions:

- What are quotes or images that inspire you?
- When you have a goal what methods do you use to stay focused?

Activity:

- 1) Explain that a vision board is a colorful way for Participant's to illustrate their goals. Explain that it may be hung in the Participant's room as a constant reminder of their goals and aspirations.
- 2) Prepare your own vision board to show to the group as an example. When sharing your personal vision board, elaborate on the quotes and pictures that you used.
- 3) Create a space that is conducive to group work, allowing Participants to work independently on their vision boards while sharing ideas and materials. Set up craft supply stations to be shared between 3-4 Participants. You may play music while the Participants are working.
- 4) After Participants have completed their vision boards, allow volunteers to share out their goals and their motivations to the entire group.
- 5) Instruct the group to work together to clean up the materials as vision planning can get messy! Participants may take home their vision boards or they can be displayed throughout the ROOTS space.

Activity 38: You Can't Be What You Can't See/ Career Day

Length of Activity: 60 - 90 minutes

This activity was adapted from the 2016 Girls Only! Toolkit created from the San Diego County District Attorney's Office and Project Concern International.

Materials:

- Volunteers
- Beverages and Snacks
- White Board or Large Paper
- Visuals (Pertaining to Career)



Receiving exposure to various careers expands a young person's imagination and understanding of the possibilities for their future. For career day, invite representatives from various occupations to present about their career choice and their path to getting there. These guests should be men/women who represent careers such as teachers, doctors/nurses, veterinarians, politicians, lawyers, chefs, artists, businessmen/women, athletes, hairdressers, zookeepers, actors, and any other fields. Ideally, guests are diverse in race, ethnicity, and age and/or come from similar backgrounds as the Participants in the group. Guest speakers who can relate to ROOTS Participants may build motivation and hope for the future.

Discussion Questions:

- What career would you like to learn more about?
- What career do you see yourself pursuing?
- Are you aware of the steps you have to take to pursue your dream career?

Activity:

1) Arrange for three to five professional community members from various occupations to be guests for Project ROOTS. Ask guests to prepare a 10-minute activity or discussion about their occupation.

Examples:

- An artist may lead a painting or open word activity
- A lawyer may lead a mock trial or ask Participants to decide on a case
- A doctor may lead Participants through a typical day or demonstrate their instruments
- A politician may discuss their election process
- A chef may have a cooking demonstration

Allow guests to be creative! Remind each guest to leave time for questions and to arrive 30 minutes prior to the session for set-up.

2) Set up stations in separate rooms, if possible, or far enough apart as to not disrupt the other station/speaker. Set up four or five chairs around each table. Decide which direction Participants will rotate between stations.

3) Begin the session by briefly introducing the guest speakers and their careers. Explain to the group that today they will be exploring these fields and the short and long-term goals on how to achieve them.

4) Divide Participants into groups of four or five and direct them to each station. Begin rotations of approximately 15- 20 minutes, but timing will depend on the number of stations. Ideally each Participant will have the opportunity to interact with each professional.

5) Provide guests with a 5-minute warning that their rotation is coming to an end. Allot time for Participant questions.

6) Regroup Participants and ask them to share what interested them the most and/or if they learned anything new from their career of interest. Ask the group if there are any steps they can take now to achieve their goal/career?

7) Do not forget to thank each guest!



ROOTS Participants may consider thanking their guest speakers by writing them thank you cards or the Facilitator may purchase flowers or other small items as a gift of appreciation.

Activity 39: College Day

Length of Activity: 60 Minutes

This activity was adapted from the 2016 Girls Only! Toolkit created from the San Diego County District Attorney's Office and Project Concern International.

Materials:

- Guest Speakers that attended college or representatives from local colleges or universities
- College memorabilia for display
- Consider taking your group on a college campus tour



Education expands knowledge and opportunities. Specifically, in the U.S., having a degree plays a significant role in achieving a desirable career. Not only is college beneficial to success, it can also be an important transition into adulthood. An initial positive exposure to the benefits of college and its experiences may inspire a Participant to aspire to be much more.

Discussion Questions:

- Why do you think it is important to attend college?
- What do you hope to gain from attending college?
- What are some things that you are looking forward to and/or make you nervous about attending college?

Activity:

The guest speakers for this activity may be college graduates or current students. They may take turns speaking to the entire group or the Participants may rotate in small groups to each guest speaker. It would be beneficial to ask the speakers to bring brochures or fact sheets about their college and encourage them to wear their college attire (i.e. a college t-shirt or sweatshirt). Provide guests speakers with the following outline of talking points:

- Brief introduction (i.e. name, hometown, age, hobbies).
- Introduce their college and why they chose to attend.
- What did they have to do to gain acceptance to their college? What was the application process like? How many schools did they apply to?
- What are the pros and cons about college?
- What advice would they give incoming freshman?
- What do you enjoy most about college?
- What are the biggest obstacles as a college student and how do you overcome them?
- Why would you recommend your college?
- How has going college benefitted your life?
- What are some of your most positive college memories?

Allot time for Participant questions.

The Good, the Bad, and the Ugly of Technology

Activity 40: Technology Addiction

Length of Activity: 60 minutes



This activity was adapted from Lisa Strohman's TEDtalk "Empowering Kids to Rise above Technology Addiction" <https://youtu.be/6qsQXRqREwM>



Interview by Ian Tucker of Jean Twenge. *Are Smartphones Really Making Our Children Sad?* The Guardian. <https://www.theguardian.com/technology/2017/aug/13/are-smartphones-really-making-our-children-sad>

Materials:

- White Board or Large Paper
- Timer
- Paper
- Writing Utensils
- Internet Access
- Screen with Audio
- Epipheo TV: What the Internet is Doing to Our Brains (3:53): <https://www.youtube.com/watch?v=cKaWJ72x1rI&feature=youtu.be>



"Philip Morris only wanted our lungs. The app store wants your soul." ~Unknown Comedian

Young women and men sometimes have trouble limiting their time on technology devices. Likewise, young women and men often have trouble spending time with friends and family without a device present. "Social anxiety and need for social connectedness are associated with the problematic use of Facebook that can easily become an actual addiction. It has been shown to affect the brain in the same way addictive drugs like cocaine does. This addiction is a threat to physical and psychological well-being and interferes with performance at school, work, and brain development. Staying away from Facebook is viewed as an act of 'self-sacrifice' or a 'detoxification'. The vicious cycle of loneliness generates the use of social media sites, but the addiction to these sites causes further forms of anxiety and stress".¹³⁹

In a recent study in the journal of Clinical Psychological Science¹⁴⁰ found that: "Teens' use of electronic devices including smartphones for at least 5 hours daily more than doubled, from 8% in 2009 to 19% in 2015. These teens were 70% more likely to have suicidal thoughts or actions than those who reported one hour of daily use. In 2015,

¹³⁹ "Social Media, Loneliness, and Anxiety in Young People." Psychology Today. Retrieved July 11, 2018, from <https://www.psychologytoday.com/us/blog/why-we-worry/201612/social-media-loneliness-and-anxiety-in-young-people>

¹⁴⁰ Twenge, J., Joiner, T., Rogers, M., & Martin, G. (2018). Increases in Depressive Symptoms, Suicide-Related Outcomes, and Suicide Rates Among U.S. Adolescents After 2010 and Links to Increased New Media Screen Time. *Clinical Psychological Science*, 6(1), 3-17.

36% of all teens reported feeling desperately sad or hopeless, or thinking about, planning or attempting suicide, up from 32% in 2009. For girls, the rates were higher — 45% in 2015 versus 40% in 2009. In 2009, 58% of 12th-grade girls used social media every day or nearly every day; by 2015, 87% used social media every day or nearly every day.”¹⁴¹ In another study, researchers found more patterns of “abnormal white matter” in brain scans of internet addicts. “White matter areas in the brain contain nerve fibers that transmit signals to other parts of the brain. These changes showed evidence of disrupting pathways related to emotions, decision-making, and self-control. The researchers said earlier studies have found similar white matter changes in the brain scans of people addicted to alcohol, cocaine, heroin, marijuana, meth, and ketamine”.¹⁴² This is even more dangerous on young brains that are still developing.

Multiple studies link addictive relationships with mobile devices to mental health problems in teens, including depression, anxiety, and disrupted sleep. Neuroscience tells us that tweens’ and teens’ developing brains make them especially vulnerable to both addiction and mental health crises. Hard-wired for high speed, today’s young are entering school struggling with self-regulation and attention skills necessary for learning, eventually becoming significant behavior management problems for teachers in the classroom”.¹⁴³

The App companies are hiring neuroscientist and behaviorists to work along with their programmers to develop products that keep users hooked.¹⁴⁴ Empowering youth to understand not only internet safety but also the damaging effects of technology on their developing brains and emotional health can help them make healthier choices in our digital world.¹⁴⁵

Discussion Questions:

- What is an addiction?
- What does it mean to be addicted to technology?

Activity:

- 1) The Facilitator will take the Participants outside, if possible, to conduct the first part of the activity. However, if there is inclement weather it can be conducted indoors.
- 2) Have Participants pair up, explain that today’s session will begin with a quick competition. The competition consists of push-ups, sit-ups, and jumping jacks. Each exercise will last one minute with no break in between each exercise.

¹⁴¹ Associated Press. "Rise in Teen Suicide Connected to Social Media Popularity: Study," New York Post. November 14, 2017. Retrieved July 11, 2018, from <https://nypost.com/2017/11/14/rise-in-teen-suicide-connected-to-social-media-popularity-study/>.

¹⁴² Jaslow, Ryan. "Internet Addiction Changes Brain Similar to Cocaine: Study." CBS News. January 12, 2012. Retrieved July 11, 2018, from <https://www.cbsnews.com/news/internet-addiction-changes-brain-similar-to-cocaine-study/>.

¹⁴³ Rowan, Cris. "The Impact of Technology on the Developing Child." The Huffington Post. December 07, 2017. Retrieved July 11, 2018, from https://www.huffingtonpost.com/cris-rowan/technology-children-negative-impact_b_3343245.html.

¹⁴⁴ "Empowering Kids to Rise Above Technology Addiction | Lisa Strohmman | TEDxPasadena." YouTube. November 16, 2017. Retrieved July 11, 2018, from <https://youtu.be/6qsQXRqREwM>.

¹⁴⁵ "Empowering Kids to Rise Above Technology Addiction | Lisa Strohmman | TEDxPasadena." YouTube. November 16, 2017. Retrieved July 11, 2018, from <https://youtu.be/6qsQXRqREwM>.

- 3) Instruct Participants to select who will go first, while their partner records the number of push-ups, sit-ups and jumping jacks completed. The Participant that completes the most exercises for each category will be the winner. (There may be three different winners - one for each category). Please remind Participants to be safe while conducting these exercises.
- 4) The Facilitator will time each event (1-minute): push-ups, sit-ups and jumping jacks. Begin!
- 5) At the end of this activity, allow Participants time to rest and get water.
- 6) After Participants have settled down, the Facilitator will ask the following questions:

Questions	Possible Responses
Who had difficulty performing the exercises in this activity?	Some Participants will think that this was challenging, and others will argue that this activity was easy.
If you practiced these exercises every day, would you get better?	Yes, if I practiced these exercises every day I could potentially beat the winner.
If you became obsessed with beating the winner, can you become addicted to working out?	Possibly, you can become addicted to nearly everything. Becoming addicted to something could be dangerous even if it seems like something healthy at first.
How is an addiction to working out potentially harmful?	You may... <ul style="list-style-type: none"> • isolate yourself from family and friends. • set unrealistic physical expectations for yourself and potentially develop body dysmorphia • risk physical injury from overuse or fatigue.

- 7) Explain to Participants that obsessing over an activity or thing has the potential to develop into an addiction, even if the activity starts as something positive as working out. Over time, pursuit of the pleasurable effects of the substance or behavior may control an addicted person's activities.
- 8) Stress that an addiction is a powerful habit that people feel they cannot quit. Many times, individuals who develop an addiction may not be aware that their behavior is problematic for themselves and others.

- 9) Write the word “addiction” on a visible location. Ask the following question and record Participants’ responses:

Question	Possible Responses
Can you please provide different examples of things people may be addicted to?	Food, drugs, alcohol, gambling, shopping, online shopping video games, plastic surgery, thrill seeking, etc.

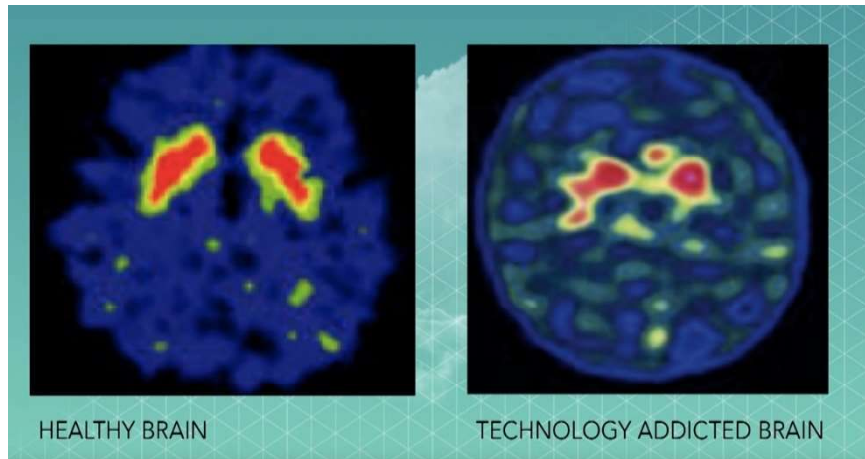
- 10) After the Facilitator has written all the responses on the board, inform the group that technology can also be an addiction. The Facilitator should then lead a discussion on the questions listed below:

Question	Possible Responses
Why do you think technology (i.e. cell phones, tablets, computers) can be addicting?	Fun Distracting Entertaining
Technology can develop into an addiction, but does this mean we should never use it?	No, technology is highly beneficial, but we must ensure that we are using it in moderation. Once it begins to impact our relationships, school work, self-esteem, or emotional stability (always feeling sad or mad, etc.) then we must reevaluate our behavior.
Why is technology addiction harder to understand?	It is socially acceptable, so we rarely discuss it. Viewing carefully curated and digitally altered pictures/videos seems harmless.



Microstructure Abnormalities effect motor control, cognition, and motivation as well as areas that process our emotions, impulse control, and decision-making.¹⁴⁶

¹⁴⁶ "Empowering Kids to Rise Above Technology Addiction | Lisa Strohman | TEDxPasadena." YouTube. November 16, 2017. Retrieved July 11, 2018, from <https://youtu.be/6qsQXRqREwM>



- 11) Show Participants the following video by Epipheo TV: *What the Internet is Doing to Our Brains* (3:53) <https://www.youtube.com/watch?v=cKaWJ72x1rl&feature=youtu.be>
- 12) Ask Participants for their thoughts on the video then lead a discussion using the following questions as a guide:

Question	Possible Responses
How does technology addiction effect our ability to learn?	If we are addicted to technology, it becomes more difficult to retain information because we are continuously distracted and interrupted. We then only store information in our short-term memory, instead of our long-term memory. Loss of creativity
What are other harmful effects of technology addiction that were not discussed in the video?	Loss of human connection i.e. eye contact and touch with classmates and family. Loss of emotional intimacy (hugs, kisses), empathy, and compassion.

- 13) Reiterate how doing too much of any activity can become an addiction and breaking free from an addiction can be extremely difficult. As a group move to a discussion on alternative activities to technology.

What are some activities you could do instead of constantly using technology?	I could play outside, play an instrument, draw, write a story, talk to my friends, go out to the movies, take a nap, etc.
-------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------

- 14) Challenge Participants to go an hour without technology, either when they return home or at school, the Tech Timeout Academic Challenge ¹⁴⁷

TECHTIMEOUT

But first explore how...

they could potentially feel at first?	Worried Anxious Scared Disconnected Stressed Sad Mad Or they could feel the opposite
they could potentially feel after?	Rested Refreshed Happy "Detoxed" Relaxed Or they could feel the opposite

- 15) Encourage Participants to inform you or a trusted adult if they are concerned about their technology use. It is important to recognize how technology negatively affects us, so we may find alternative activities and/or ask for help.
- 16) Follow up at the next ROOTS session with a discussion on the Tech Timeout Academic Challenge. Was it difficult to stay away from technology for an hour? Can you go without technology for three days? Three weeks? Why or why not? Revisit how they felt about the exercise as discussed in step 14.



What Happens When Teens Try to Disconnect from Tech for Three Days.
 KQED News: <https://www.kqed.org/mindshift/39528/turned-off-how-teens-respond-to-a-no-tech-challenge>

¹⁴⁷ <http://techtimetype.com/academicchallenge/>

Activity 41: Thinking vs Feeling Brain

Length of Activity: 45 minutes



This activity was adapted from the book Jenson, Kristen A., Gail A. Poyner, and Debbie Fox. *Good Pictures Bad Pictures: Porn-proofing Today's Young Kids*. Richland, WA: Glen Cove Press, 2017

Materials:

- Ice Cream or Candy
- Screen with Audio
- Hand Model of the Brain for KIDS- by Jeanette Yoffe (4:25): https://www.youtube.com/watch?v=H_dxnYhdyuY
- Ice Cream Truck Melody Sound Effect (00:17): <https://www.youtube.com/watch?v=BLUSTIe-U4o>



The scientific term for two major parts of the brain are the neocortex and the limbic system. The neocortex regulates our ability to think, analyze, and reason; this area is commonly referred to as the thinking brain. The limbic system regulates our emotions; this area is commonly referred to as the feeling brain. The thinking and the feeling brain are intricately connected and work together to regulate human behavior. Emotions can overpower our ability to make rational decisions and understanding how the thinking and feeling brain work together can help explain how addictive or harmful behaviors form.

Discussion Questions:

- What is the thinking brain?
- What is the feeling brain?
- In what situations can your feeling brain overpower your thinking brain?

Activity:

- 1) Begin today's activity by watching the following video *Hand Model of the Brain for KIDS by – by Jeanette Yoffe (4:25)*: https://www.youtube.com/watch?v=H_dxnYhdyuY
- 2) Gather initial thoughts on the video, then write “thinking brain” and “feeling brain” in a visible location. Lead a discussion on the following questions:

Record Participants' responses in the respective categories.

Questions	Possible Responses
What does the animal (feeling) part of the brain control? It is represented by the lion in this video.	The animal (feeling) part of the brain controls emotions.
What happens when the feeling brain (or the lion) gets scared, stressed out, or has really big feelings?	Run away Fight: bite, attack, yell

	Freeze: feel hopeless and helpless. Can't think and don't know what to do.
What are other types of emotions that come from the feeling part of the brain?	Happiness, sadness, anger, frustration, jealousy, anxiety, etc.
What part of our brain makes us different from animals?	Thinking brain (the talking part)
What does the thinking part of the brain control?	<p>1) It can tell us what to do to take care of the animal part (feeling part) of the brain.</p> <p>The thinking part of the brain can verbalize "I" messages like, I feel scared, I feel mad.</p> <p>2) The thinking part of the brain can also tell us what it needs. I need:</p> <ul style="list-style-type: none"> • Affection (hug, kiss) • Attention (listen) • Alone time (need a break) • Appreciation (someone to tell you that you are doing a good job)

- 3) After reviewing the difference between the thinking brain and the feeling brain, clarify any questions from the group.
- 4) This next step will require that the Facilitator get into character. Go to the opposite of the room from where the group is seated and pretend you are driving an ice cream truck. You may either play the *Ice Cream Truck Melody Sound Effect* (<https://www.youtube.com/watch?v=BLUSTle-U4o>) and remain silent or announce, "Ice cream! Ice cream! Come get your ice cream!"

Note how Participants rush toward your side of the room without much thought or consideration for what is around them.



- 5) After handing each Participant a piece of candy or ice cream regroup and reflect on their behavior in terms of their thinking vs feeling brain.
- 6) Use the guide below to lead the discussion:

Questions	Possible Responses
How did your feeling brain respond to the ice cream/candy?	It wants to eat, so it says, "Go get the ice cream right now!" "I'm hungry! Go get it!"

If an ice cream truck was on the other side of your street, how might your thinking brain respond?	“Stop! Look for cars first!” “I don’t have any money.” Let me ask my parents if it’s okay first.”
What are the consequences of not using your thinking brain? Did any of that happen right now when you came for the ice cream/candy?	Getting hit by a car. Tripping or falling causing serious injury.

- 7) Explain to Participants that both of their brains are important, but as they grow up, they need to make sure the thinking brain is in charge because the feeling brain does not stop to think before acting.
- 8) The Facilitator will then demonstrate that the feeling brain (hold up left fist) will always communicate your emotions so it says, “Go get the ice cream now!” But your thinking brain (hold up right fist) will warn you and say things like, “Stop! Look for cars first!”
- 9) (Bring hands together with the right hand covering the left fist). With your thinking brain in charge, your two brains can work together to keep you safe and help you get what you want. Ask Participants, what they think happens if an addiction weakens your thinking brain and so it starts to make all the decisions? Elicit responses.
- 10) Without the thinking brain, the feeling brain would do whatever it wants, even if it is not safe for you. So which brain needs to stay in charge?
- 11) Have Participants pair up and think through other situations they may have previously encountered and compare the reactions between their feeling and thinking brain. Ask for volunteers to act out their scenarios or simply share with the group?
- 12) The feeling brain can be impulsive and cannot distinguish from right or wrong, while the thinking brain provides reason and helps you think through potential consequences. To close today’s activity, have Participants brainstorm ideas on how to remind themselves to keep the thinking brain in charge?



Activity 42: FOMO (Fear of Missing Out)

Length of Activity: 45 - 60 minutes



Adapted from Rise Above "PHE School Zone - Rise Above - Overview." [Overview] | Campaign Resource Centre. Retrieved July 18, 2018, from <https://campaignresources.phe.gov.uk/schools/topics/rise-above/overview#onlinestress>.

Materials:

- *Real – Life Friend* and *Online Friend* Silhouettes (1 copy of each per Participant)
- Crayons or Markers
- Screen with Audio
- Online Stress! (1:53): https://www.youtube.com/watch?time_continue=3&v=pNdYD-AsVwA
- Be yourself! Are you the same person online as in the real world? (2:59): https://www.youtube.com/watch?time_continue=3&v=1fw2K28JI-c



The iGen, term coined for the first generation to spend their entire adolescence with the smartphone, has led to many worrisome mental health problems¹⁴⁸. Though adults can become addicted to technology as well, adolescence is a crucial time for brain development and building social skills. "FOMO is the 'fear of missing out' and leads to feelings of anxiety, envy, insecurity, and loneliness. It is the fear that others are having more fun or that you are missing out on a rewarding experience. Teens quantify their popularity through "likes", "views", "friends" and "followers" on social media sites, such as Instagram, Snapchat, Facebook, and Twitter. This may lead to FOMO by making teens feel left out, uncool, and lonely."¹⁴⁹

"Researchers found that individuals with a high level of fear of missing out were more likely to give into the temptation of composing and checking text messages and e-mails while driving. These individuals were also more likely to get distracted by social media during university lectures and had more mixed feelings about their social media use."¹⁵⁰

Discussion Questions:

- What is online stress?
- Where does online stress come from?
- What can you do to prevent online stress?

Activity:

- 1) Instruct Participants to take a couple of pictures of what they would normally upload to social media, but they will not be asked to upload these. Participants may take selfies, group pictures, pictures of objects, etc.

¹⁴⁸ Twenge, Jean M. "Have Smartphones Destroyed a Generation?" The Atlantic. March 19, 2018. Retrieved July 11, 2018.

¹⁴⁹ Staff. "Teens Are Suffering from FOMO (Fear of Missing Out)." A Parent Resource about Kids, Technology, and Cyberbullying. April 19, 2018. Retrieved July 11, 2018, from <http://cyberbullying.primus.ca/266-2/>.

¹⁵⁰ "Fear of Missing Out Drives Use of Social Media." Psych Central. July 09, 2016. Retrieved July 13, 2018, from <https://psychcentral.com/news/2013/04/30/fear-of-missing-out-drives-use-of-social-media/54307.html>.

- 2) After about five minutes, have them share a few of their pictures. Now move to a discussion about online stress. Use the following questions to guide your discussion:

Questions	Possible Responses
What social media platforms would you upload your picture to?	Facebook Twitter Instagram Snapchat Musical.ly
How often do you post images and comments on these platforms?	Hourly Daily Weekly Monthly
How does it make you feel when people comment or like your post?	Excited Liked Popular Happy
How does it make you feel when people do not comment or like your post?	Sad Stressed Anxious Angry Embarrassed Worried
By a show of hands, how many people used filters on their picture (s)?	
Would you post a picture without a filter?	Why or why not?
Why do people use filters?	They are likely to get more likes than pictures without filters. They look better/cooler

- 3) Show Participants the following video: *Online Stress!* (1:53):
https://www.youtube.com/watch?time_continue=3&v=pNdYD-AsVwA
- 4) Gather initial thoughts on the video and lead a discussion on the following questions:

Questions	Possible Answers
By a show of hands, how many people compare their life to others on social media?	Why or why not?

Have social media stressed you out? Why or why not?	Yes, because I feel like my friends are having more fun and a better life than I am having.
Have you engaged in an argument on social media? Has the argument been triggered because of someone not commenting or liking a post?	If so, what happened to the relationship between you and that friend?
How does social media portray a false reality/fake life?	Social media only shows the 1 second in time where people look to be having fun or look their best. Rarely are the difficult, stressful, or bad moments shared even though they are a normal part of the human experience.
Does the picture we took at the beginning of this activity accurately portray your life? Why or Why not? Or does it only portray a highlight in your day today?	No, because the picture only shows us having fun, but it does not show what we are learning about.

- 5) Reiterate that online stress comes from the fear of missing out (FOMO). You may have to define stress and FOMO depending on the Participants. FOMO: the fear that others are having more fun than you or that you are missing out on a rewarding experience.
- 6) Review the advice given in the clip: to avoid stress and anxiety it is important to switch off social media regularly and stay connected with real life, real people, and real friends. Do not let social media become a substitute for the real-life connections in the world around you.
- 7) Show Participants the following video: *Be yourself! Are you the same person online as in the real world?* (2:59): https://www.youtube.com/watch?time_continue=3&v=1fw2K28Jl-c
- 8) Print each Participant a copy of the silhouettes found on the next page or you may have Participants draw their own silhouettes instead. Instruct Participants to draw or write at least 10 qualities that represent each silhouette.

ONLINE FRIEND	REAL – LIFE FRIEND
<ul style="list-style-type: none"> • Always smiling • Never sad • Looks perfect 	<ul style="list-style-type: none"> • Experiences a range of emotions not just happiness • Has problems and is occasionally upset

<ul style="list-style-type: none"> • Never doing chores or homework • Never met them in person • Always goes out with friends 	<ul style="list-style-type: none"> • Is not always put together physically • Goes to school and participates in other normal/ “boring” routines • Affectionate • Listens
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- 9) Ask Participants to flip their Real – Life Friend silhouette over. As a group, have Participants think through and write (or draw) ways that they can reduce and/or eliminate online stress? One example includes, reducing the amount of time spent on social media and instead dedicating that time to your family and friends. Other examples: play outside, play an instrument, draw, write a story, go out to the movies, take a nap, or participate in the Tech Timeout Academic Challenge ¹⁵¹
- 10) Ask for volunteers to share their silhouettes. Display them throughout the ROOTS space or allow Participants to take them home.

¹⁵¹ <http://techtimetype.com/academicchallenge/>

ONLINE FRIEND



REAL - LIFE FRIEND



Activity 43: Personal Information

Length of Activity: 45 Minutes

This activity was adapted from the National Center for Missing and Exploited Children's NetSmartz Workshop. <http://www.netsmartz.org>

Materials:

- White Board or Large Paper
- Screen with Audio
- Internet Access
- *5 Internet Safety Tips for Kids (00:43)*
<https://www.common sense media.org/privacy-and-internet-safety>
- *What is Personal Information? (02:41)* (Scroll down to Grades 4-6)
http://www.netsafeutah.org/kids/kids_videos.html
- *UYN: The NetSmartz Chat Abbreviation: "A Lesson in Personal Safety" (02:27)*
<https://www.netsmartz.org/NetSmartzKids/NSChatAbbreviation>
- *UYN: The Boy Who Loved IM: A Lesson in Instant Messaging (01:28)*
<https://www.netsmartz.org/NetSmartzKids/BoyWhoLovedIm>
- Copies of *Truth or Lie?* Worksheet (1 per Participant)
- Copies of *Internet Safety Contract* (1 per Participant) Please note that there is one for 8-11 years old (labeled Intermediate) and one for 12-15 years old (labeled Middle/High School)
- Writing Utensils



The internet has created new ways for people to communicate and stay connected. Through the internet and other technology, young people can gain media literacy, become technically savvy, construct identities, socialize, and connect to people all over the world. Despite the benefits of computer innovation, social media platforms are one of the common ways that children and youth will be contacted and groomed for trafficking.

Approximately 95% of teens between ages 12-17 years old are online.¹⁵² One in five teenagers who utilize the internet regularly report receiving unwanted sexual solicitation via the internet, only 25% told a parent.¹⁵³ Internet sexual predators are known to target teens aged 11 to 15 years old. Teens are increasingly willing to share more personal information online.¹⁵⁴ The FBI reports that by the age of 14, 77% of teens have been contacted by a predator online, 12% of teenage girls admitted to eventually meeting strangers they first met online in person, and chat room strangers are implicated in

¹⁵² Pew Research Center. (2018). *Demographics of Internet and Home Broadband Usage in the United States*. Retrieved from <http://www.pewinternet.org/fact-sheet/internet-broadband/>

¹⁵³ PureSight Online Child Safety. (n.d.). *Online Predators - Statistics*. Retrieved February 8, 2018, from <http://www.pure-sight.com/Pedophiles/Online-Predators/online-predators-statistics.html>

¹⁵⁴ PureSight Online Child Safety. (n.d.). *Online Predators - Statistics*. Retrieved February 8, 2018, from <http://www.pure-sight.com/Pedophiles/Online-Predators/online-predators-statistics.html>

nearly 20% of cases of missing teens aged 15 to 17 each year.¹⁵⁵ Teaching children how to navigate the internet and social media platforms safely is extremely important as internet use and social media sites become more integrated into everyday lives.



SNL Skit: An adult education teacher leads a class on how to set up a Myspace profile, but the majority of the students are creepy middle-aged men looking to meet young teens online.

<http://www.nbc.com/saturday-night-live/video/myspace/n12043?snl=1>

Discussion Questions:

- What is personal information?
- What are the potential dangers of sharing personal information on social media sites?
- What is the difference between personal and private information?

Activity:

1) Begin a discussion about internet use. Ask Participants:

- Have you ever used the internet before?
- How often do you use the internet?
- What do you use the internet for?
- What can the internet be used for?

For example: To share and/or obtain news, connect with friends and family, watch movies/TV shows, play games, listen to music, check the weather, watch sporting events, and apply for college or a job.

2) Continue the discussion with a focus on social media. Ask Participants:

- What is social media?
- What are popular social media sites? (Facebook, Instagram, Snapchat, Twitter, Musical.ly).
- Why do people use social media?
- Who can use social media?
- How can you access it? From where?
- What information do people share on social media?

¹⁵⁵ Baeza, G. (2010). Girls: Risk Factors, Trends, and Strategies. *San Diego County Office of Education Conference*.

3) Explain that although the internet can be used for a variety of purposes, sometimes it is used in negative ways to deceive or exploit people. Explain that learning about the internet's potential dangers, specifically social media, is important to stay safe while enjoying its benefits.



4) Now show “5 Internet Safety Tips for Kids” video clip (00:43): <https://www.common sense media.org/privacy-and-internet-safety>

After the video, ask Participants to recall the tips and write them on a visible location.

1. Do not give out personal information: home address, school name, or phone number
2. Never send pictures to strangers
3. Keep passwords private except from parents
4. Do not download anything without permission, it may contain a virus
5. Tell an adult if you receive a mean or strange message

5) Continue the discussion by asking Participants what a stranger is. Come up with a simple, easy definition as a group and write it on a visible location.

6) As a group, discuss and record what classifies as *personal* information. For example, first and last name, age, school name, e-mail, home address, phone number, personal photos, etc.

7) Next, play the following three videos:

a) *What is Personal Information?* (02:41)

(Scroll down to Grades 4-6)

http://www.netsafeutah.org/kids/kids_videos.html



b) *UYN: The NetSmartz Chat Abbreviation: “A Lesson in Personal Safety”*

(02:27) <https://www.netsmartz.org/NetSmartzKids/NSChatAbbreviation>

c) *UYN: The Boy Who Loved IM: “A Lesson in Instant Messaging”* (01:28)

<https://www.netsmartz.org/NetSmartzKids/BoyWhoLovedIm>

8) Have a brief discussion reflecting on the videos. Ask Participants to share their thoughts and reiterate the points made.

- What is personal information?
- Why is it important not to share personal information?
- When confronted with a situation in which Participants are not sure how to respond they should stop and “use their NetSmartz.”
- Tell a trusted adult
- Do not meet strangers offline

9) Hand each Participant a *Truth or Lie?* Worksheet and put them in pairs.

10) Explain to Participants that they will be taking turns interviewing one another using the *Truth or Lie?* Worksheet. Instruct Participants to record their partner's responses on their sheet and to also write whether they think their partner is lying or telling the truth.

Inform Participants that they will have the opportunity to ask two questions of their own at the end of the worksheet.

11) Explain to Participants that when it is their turn to be interviewed, they will respond with either a lie or the truth. Instruct Participants not to reveal whether they are being truthful until you direct them to do so at the very end.

12) Allow Participants enough time to be both the interviewer and interviewee.

13) Once every pair has had the opportunity to interview one another, have them go through each question and reveal whether they were being truthful.

14) Bring Participants back together and have a discussion on whether they were able to tell which answers were true and which were lies.

15) Lead a discussion on *how* Participants were able to guess correctly.

For example, their partner's body language such as giggling, taking a long time to respond, looking away, blushing, looking uncomfortable, fidgeting, etc. Discuss how despite the face to face interaction, it is still very difficult to tell whether someone is being truthful.

16) Now ask Participants how they would be able to tell if someone was lying to them over the internet? Stress to the group that unlike a face to face interaction where you may use someone's body language cues, you have no true way of knowing whether someone is being truthful through a screen. Remind Participants that even if someone seems friendly and trustworthy online, that does not mean they are being truthful.

17) Continue the activity by asking Participants if sharing your personal thoughts and feelings over the internet is a safety risk. For example, posting something like:

- a) "My mom made me so mad today!"
- b) "I hate living here!"
- c) "I love my sister."
- d) "My dog is so cute!"

18) Have a conversation with your group about how sharing this information can also be potentially dangerous. Explain how a *stranger* may use this information to manipulate you, for example:

- a) A stranger may now ask you why you are mad at your mom and allow you to vent. They may seem like they care about you and what you are going through, only to gain your trust.
- b) Again, you have now told someone you are mad/sad, which they can use to start a conversation with you. They may then offer you a place to sleep or live.
- c) A stranger now knows you have a sister and that you care about her a lot. They could pretend to relate to you by saying they too have a sister.
- d) Again, you have now told a stranger a personal fact about you, that you have a dog and care for it a lot. They can use this to start a conversation with you by asking things like, "let's meet up for a doggie play date?"

19) Go through the list of questions on the *Truth or Lie?* Worksheet as a group and discuss the potential harms in sharing those personal thoughts and feeling with people you do not know.

20) Recap today's activity by going over the *Internet Safety Contract* and have Participants sign their names. Please note that there is one for 8-11 years old (labeled Intermediate) and one for 12-15 years old (labeled Middle/High School)

Truth or Lie? Worksheet **Participant Name:** _____



Where do you live?



Do you have any pets?



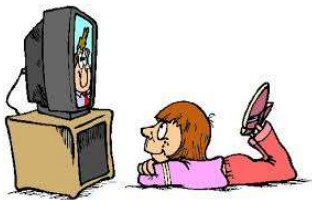
How old are you?



Can I have your e-mail address?



What's your favorite sport?



What TV shows do you like?



Give me your number.



What kind of music do you listen to?



What is your name?



Where do you go to school?

Internet Safety Worksheet



My Rules for

Internet Safety

Intermediate

I will use the Internet responsibly. That means making smart decisions about what I look at, who I talk to, and what I say. I pledge to be safer online by following these rules:



1

I will tell my trusted adult if anything makes me feel sad, scared, or confused.

2

I will ask my trusted adult before sharing information like my name, address, and phone number.

3

I won't meet face-to-face with anyone from the Internet.

4

I will always use good netiquette and not be rude or mean online.



signed

signed

INTERNET SAFETY RULES

Middle School • High School

1
I WILL
THINK
BEFORE
I POST.

I agree not to post information and images that could put me at risk, embarrass me, or damage my future, such as

- » cell & home phone numbers
- » home address
- » sexual messages
- » inappropriate pictures and videos

2
I WILL
RESPECT
OTHER
PEOPLE
ONLINE.

I will not

- » post anything rude, offensive, or threatening
- » send or forward images and information that might embarrass, hurt, or harass someone
- » take anyone's personal information and use it to damage his or her reputation

3
I WILL BE
CAREFUL WHEN
MEETING
ONLINE FRIENDS
IN PERSON.

I agree to

- » ask my parent or guardian's permission
- » have a parent or guardian accompany me
- » meet in a public place

4
I WILL
PROTECT
MYSELF
ONLINE.

If someone makes me feel uncomfortable or if someone is rude or offensive, I will

- » not respond
- » save the evidence
- » tell my parent, guardian, or another trusted adult
- » report to the website, cell phone company, cybertipline.com, or the police

NetSmartz Workshop
A PROGRAM OF THE
NATIONAL CENTER FOR MISSING & EXPLOITED CHILDREN

Watch videos and play games at NSTeens.org

Copyright © 2010 National Center for Missing & Exploited Children. All rights reserved.

SIGNED _____

SIGNED _____

Activity 44: Online Chatting - Friend or Fake?

Length of Activity: 45 Minutes

This activity was adapted from the National Center for Missing and Exploited Children's NetSmartz Workshop. <https://www.netsmartz.org/TeachingResources>

Materials:

- Screen with Audio
- Internet Access
- UYN: *Friend or Fake? "A Lesson in Online Friendships"* (04:12)
<https://www.netsmartz.org/NSTeens/FriendOrFake>
- Device to Play Music
- Chairs
- Copy of "Internet Safety: Musical Chairs Questions" for Facilitator



Being able to chat online at any hour of the day with someone you may never see, or meet, can be dangerous. While online chatting is a growing trend, it is important to teach children and adolescents the dangers associated with online chatting. We can empower children and youth to use safe practices when chatting with their friends or a stranger.

Discussion Questions:

- What are some of the red flags to look for when chatting with someone online?
- What should you do if someone wants to meet you offline (in person)?

Activity:

- 1) In the previous activity (Activity 43: Personal Information), we learned about UYN and personal information. Who remembers what UYN stands for? (elicit responses)
 - Answer: Use Your NetSmartz
- 2) We also talked about personal information. Who remembers what is considered personal information? (elicit responses)
 - Examples: Name, age, location, address, e-mail, passwords, and in some instances personal thoughts and feelings
- 3) Last week we also signed the *Internet Safety Contracts*. Does anybody remember what the rules of the contract were?
 - I will tell my trusted adult if anything makes me feel sad, scared, or confused.
 - I will ask my trusted adult before sharing information like my name, address, and phone number.
 - I will not meet face-to-face with anyone from the internet.

- I will always use good netiquette and not be rude or mean online (digital citizenship).



Common Sense Education. Digital Citizenship

<https://www.commonsense.org/education/digital-citizenship>

4) Are there any other rules and/or tips that we forgot?

Below is a list from the “5 Internet Safety Tips for Kids” video clip (00:43) in Activity 43:
<https://www.commonsensemedia.org/privacy-and-internet-safety>

1. Do not give out personal information: home address, school name, or phone number
2. Never send pictures to strangers
3. Keep passwords private except from parents
4. Do not download anything without permission, it may contain a virus
5. Tell an adult if you receive a mean or strange message

5) Now inform Participants that the next video clip is about chatting with strangers online. Watch *UYN: Friend or Fake? “A Lesson in Online Friendships”* (04:12)
<https://www.netsmartz.org/NSTeens/FriendOrFake>

6) Lead a discussion with Participants, prompting them to share their thoughts on the video. You may use the following questions as a guide:

1. Did you think “Tracy” was real or fake?
2. What are the *facts* that support that she is real?
3. Which facts support that she is fake?
4. Or are there no hard facts to be 100% sure either way?
5. If you can’t be sure, what’s the best course of action?
6. Weigh the pros and cons as a group.

7) Transition into the next step and explain to the group that you will be playing musical chairs.

8) Musical Chairs Set-Up: Instruct Participants to organize chairs in a circle in the center of the room.

- Ask Participants if they have ever previously played musical chairs?
- Now explain that in this version of musical chairs you will be adding a step.

9) Provide them with instructions:

- a. If you are the person left standing I am going to ask you a question based on what we have been learning or give you a scenario, then you are going to tell me if this 1) raises a red flag and 2) what you would do.
- b. If the person does not know the answer or guesses incorrectly, I will ask the same question again to the next person, so don't say it aloud!
- c. If you get the question correct you can stay in the game, if you get the question wrong, you're out of the game.
- d. Remind Participants of a few safety guidelines before beginning:
 - Keep your hands to yourself
 - Be gentle (no pushing, shoving, etc.)
 - Be respectful of others
 - Do not answer the question for someone else

10) Let's begin. Use the "*Internet Safety: Musical Chairs Questions*" guide on the following page.

11) Ask Participants to recap today's activity and encourage them to share or add any of their own experiences relating to internet safety.

Internet Safety: Musical Chairs Questions

Questions do not need to be asked in order. Mark off the answers that Participants have given so that you do not repeat the same questions.

- 1) There are five rules from the “5 Internet Safety Tips for Kids” video we watched, what is one of the rules?

(You may ask this question until Participants have named each rule)

- a. Do not give out personal information
- b. Never send pictures to strangers
- c. Keep passwords private
- d. Do not download anything without permission
- e. Tell an adult if you receive a mean or strange message

- 2) What is one example of personal information?

(You may ask this question several times)

- a. Name
- b. Address
- c. School Name
- d. Password
- e. Phone number
- f. E-mail
- g. Age
- h. In some instances, personal thoughts and feelings

- 3) What information is okay to share with an online friend and what information is not okay to share with an online friend?

- a. Okay to share favorite food, color, movie, toy, game, book.
- b. NOT okay to share *personal information* (see question 2)



Red Flag Scenario Questions:

- 4) You forgot to message your online friend today. The next time you get online, he/she makes you feel guilty.
- a. Red flag! Your friend could be trying to control you by manipulating your feelings.
- 5) Your online friend asks for your home address because they want to send you a gift.
- a. Red flag! This is personal information!
- 6) Your online friend asks you what your favorite movie is.
- a. No flag.
- 7) Your online friend offers to send you a cell phone.

- a. Red flag! Accepting gifts from people can make it hard to tell them no.
- 8) Your online friend asks for a picture of you.
- a. Red flag! This is personal information.
- 9) Your online friend tells you something that makes you uncomfortable and asks you to keep it a secret.
- a. Red flag! No one should ask you to keep a secret that makes you uncomfortable.
- 10) Your online friend sends you a popular music video.
- a. No flag.
- 11) Your online friend offers to send you a bus ticket so that you can visit them.
- a. Red flag! No one should try and meet you without your parents'/caregivers' permission.
- 12) Your online friend asks if you want to play her/him in an online game.
- a. No flag.
- 13) Your online friend does not want your trusted adult to know about him or her.
- a. Red flag! No one should ask you to keep secrets from your trusted adults.
- 14) You play basketball and so does your online friend. He/she asks to come watch one of your games.
- a. Red flag! This could be a sneaky way of trying to meet face-to-face.
- 15) Give me an example of something an "online fake" would say that would raise a red flag? (You may ask this question several times)
- a. What's your home address?
 - b. Let's just keep this between you and me.
 - c. Why won't you tell me? Don't you trust me?
 - d. Do you want to meet in person?

Activity 45: Online Friend Role-Playing Script

Length of Activity: 45 Minutes

This activity was adapted from the 2016 Girls Only! Toolkit created from the San Diego County District Attorney's Office and Project Concern International.

Materials:

- Copies of *Participant ROOTS Script: Online Friend* (1 per Participant)
- Copy of *Facilitator's Guide ROOTS Script: Online Friend*

Discussion Questions:

- What are the red flags in this role-playing script?
- How can we respond?

Activity:

1) Begin today's lesson by explaining to Participants that they will be role-playing from a script, *ROOTS Script: Online Friend*.

2) Cue Participants to pay attention to Personal Information that was given out. They should also pay attention to times where the "Online Friend" was inappropriate or pressuring the "Boy/Girl." You may have the same two Participants read the entirety of the script or have a new pair for each section.

3) Now that you have discussed today's activity, have Participants read the script.

NOTE: If the Script is too difficult for Participants to read, the Facilitator may adapt the script and shorten it, or read the script outloud. The Facilitator should also change the name(s) in the script to best fit the ROOTS audience.

4) Discuss some or all the red flags as you go through the script. See which ones the Participants come up with on their own. Refer to the *Facilitator's Guide ROOTS Script: Online Friend* as a guide to *some* of the Red Flags.

5) After reading the script, ask Participants if they think the online friend is a boy or a girl. How old is the online friend? What do they *really* know about the online friend?

6) After discussing red flags, have Participants re-enact portions of the script, but this time instruct them to use their NetSmartz.

7) Pick a section for two new Participants to read, one to play the "Online Friend" and the other to play the "Boy/Girl"

8) Remind Participants to maintain the “role” of the characters. The “Online Friend” should remain persuasive, convincing, manipulative, and/or controlling. However, the “Boy/Girl” can go off script and respond using their NetSmartz and safe practices of internet chatting.

9) Have a few different pairs come to the front of the room and act out different scenes/sections from the script where they use their NetSmartz. Alternatively, you may also have Participants split into pairs and come up with their own scenarios. One person should play the “Online Friend” and the other should play herself/himself using NetSmartz.

10) End the activity with a reflection and discussion on the differences between the “Boy/Girl” who used his NetSmartz and the one who did not.

- Boy/Girl who did NOT use NetSmartz
 - Gave out personal information
 - A stranger could potentially find them in person
 - A stranger might exploit or take advantage of them
 - Boy/Girl might feel obligated if he/she accepts gifts from the online friend and that could put him/her in an uncomfortable situation
 - Did *not* talk to an adult

- Boy/girl who DOES use NetSmartz
 - Does NOT share personal information
 - Shares with a trusted adult that a stranger is asking for personal information, or wanting to send gifts, making them feel weird, confused, upset, or uncomfortable
 - Stops talking to the online friend
 - Will not agree to meet the online friend in person

Facilitator's Guide


Online Friend: ROOTS Script

Online Friend: Hey! I saw your Instagram photo at the beach. That is so cool that you surf! I have always wanted to learn.

 **Where did this person see my photo? How did they have access to it? Check your account privacy settings.**


Boy/Girl: Oh yeah, it's so much fun! You should definitely learn. Do I know you, by the way?

Online Friend: Oh sorry, forgot to introduce myself. Yeah, I went to elementary school with your cousin. I don't know if we've ever met in person, but I've heard all about you.

 **Which cousin? How do you know this is true information? Maybe there are photos on your social media account of you with your cousin.**

Boy/Girl: Oh, you went to Rosewood Elementary too?

Online Friend: Yep!

 **Giving away private information! Even though this is about the cousin, if this is a fake person it could alert them to what area you live in.**

Boy/Girl: What has my cousin told you about me?

Online Friend: Just that you're so funny and are always playing pranks on people, that you're really great at sports, and have good taste in music. When your cousin talked about you I always thought that me and you would get along and be good friends.

Boy/Girl: Yeah, I wonder why my cousin never introduced us. Well, we can be friends now!

****** 2 months later ******


Online Friend: Hey (*name*)! Sorry to hear about your dog. I know how special Fluffy was to you.

Boy/Girl: I'm so bummed about it. Fluffy was really like my best friend. We shared so many memories together and he would always come with me and cheer me on (by barking) at Ocean Beach.


Online Friend: My puppy, Vader, means the world to me too. I can't imagine what it would be like to lose him. I'm here if you want to talk about it.

Boy/Girl: Thanks. None of my friends have dogs so they don't understand. They think it's silly that I'm so upset. They keep telling me to just get another dog.

Online Friend: Those don't sound like very nice friends. Well you can trust me and tell me whatever you want, I'll never make fun of you. I'll always be here to listen.... or play World of Warcraft with!


 This online friend may seem nice but be wary when people make too much effort to earn your trust. Also, just because they **say** they are trustworthy and a good friend, it does not mean that they are. You do not know this person in real life, they could be manipulating you.

Boy/Girl: Haha, thanks. You're a great friend. Alright, I gotta go. My mom is calling me for our weekly Taco Tuesday dinner at Roberto's!

 Personal information! You told the stranger that you are normally at Roberto's on Tuesdays! They can look up the address of this restaurant online and know exactly where you are. They can use this information to find other businesses and landmarks in the area and bring them up in conversation. For example, if a map says there's a skate shop across the street from Roberto's, your online friend could tell you in a conversation "I love going to the Skate Shop near Roberto's!" This could make you feel like you can trust them more and that they really are a kid from your neighborhood.

**** 2 months later ****


Online Friend: Hellooo? Where are you?! I've been waiting for you to play World of Warcraft! It's not like it's Taco Tuesday, you should be home!

 This is controlling behavior. If you made an appointment to play a game online, it is not the same thing as planning to hang out with someone in person that you know in real life. Things may come up and you cannot always be readily available for someone online. It's unfair for someone to expect you to be available to them at all times.

Boy/Girl: Hey! Sorry, my little sister had a soccer tournament that went overtime. We were at the park longer than I thought we would be. My mom got us pizza for dinner from Baja Pizzeria across the street, omg it's sooo good.

 Personal information.... Again!

Online Friend: Well that's not cool, you should have told me if you were going to be late. You better make it up to me!

 Someone should not make you feel bad for meeting them online. They also should not make you feel guilty by saying things like "you owe me" or "you better make it up to me."

Boy/Girl: haha

Online Friend: I'll call in my favor when it's the right time.


**** 2 months later ****

Boy/Girl: Hey! How are you?

Online Friend: I'm alright. School was pretty tough today though, so I'm glad it's almost Christmas break!

Boy/Girl: Me too. I can't wait to see all my family next week! My grandpa is flying in from San Francisco. I haven't seen him in so long, and he wants to see my soccer trophy.

Online Friend: I saw the pictures you posted from the tournament. What team are you on?

 Posting photos could have personal information in them (example: team name, parks, home address in background, school in background, etc....)

Boy/Girl: The San Diego Tigers. We're celebrating tonight at California Pizza Kitchen in La Mesa. It's going to be a lot of fun. I should actually go get ready now. I'll talk to you later!

 Personal information!

**** 2 months later ****

Online Friend: How was your birthday party last week? Sorry I couldn't make it. I was busy.


Boy/Girl: That's alright. It was a lot of fun! My friend Alex posted the pictures, but I haven't gotten around to looking at them yet.

Online Friend: I would love to see those pictures! Oh, it looks like their profile is on a private setting. Could I sign in on your profile to see them?

Boy/Girl: If you want to wait a bit, I'll show you some later.

Online Friend: I just want to see one of my closest friends having fun! I won't do anything weird, I promise! You owe me, remember?!

Boy/Girl: Alright. You have my email, and my password is just my last name with my birthdate on the end.


 Cashing in a favor or making someone feel like they "owe" you for something isn't right. This isn't being respectful of your privacy and is using manipulation tactics. You should never give out your password, last name, or birthdate! Discuss why.

**** 2 months later ****

Online Friend: Hey! Guess what, my dad got that new job! That means he can get me free iPhones like I told you about!

Boy/Girl: Woah, that is so cool! I'm jealous you'll have a new iPhone. You'll be able to play games whenever you want, watch videos, listen to music, and text whoever you want and take pictures!

Online Friend: I just checked, he said he can send you one! I'll send it over to you and then we can text each other all the time. What's your address?

 When an online friend wants to send you a gift, it can be a form of manipulation. They are gaining your trust and building rapport. They may later remind you that they bought

you a gift and hold it over your head, again, making you feel like you “owe” them something. You should also never give out your home address to someone you do not know in person.

Boy/Girl: (*how would you respond?*)

**** 2 months later ****

Online Friend: It’s been great getting to know you these last few months. But I’m sick of only talking online. Let’s finally meet in person, it will be so much more fun! Are you free tonight?

Boy/Girl: I would love to, but I have a test tomorrow that I really need to study for.

Online Friend: Aww that sucks! You’re one of my best friends now and I was really looking forward to seeing you tonight.

Boy/Girl: I know, but my parents would never let me out on a school night anyways.

Online Friend: You could always sneak out of the house.

Boy: What? No, I might get in trouble.

Online Friend: They’ll never know. Just climb out your window.

Boy/Girl: I’ve never done that before. Besides, Alex just got caught trying to sneak out and is in a ton of trouble with his parents. Alex can’t even go to soccer practices this week.

Online Friend: Well that’s just because Alex got caught. You won’t get caught. C’mon we can make that cool YouTube video we’ve been talking about with our iPhones! Don’t you want to get YouTube famous and make a bunch of money?

Boy/Girl: Yeah, but tonight’s not good. Can we do it next week?

Online Friend: I thought you cared more than that. I was there for you when your dog died and rooted for you when you were in the soccer playoffs and sent you a new iPhone! Don’t you care about anything I do for you?



Manipulation, guilt, feeling like you owe something to someone. These are all manipulation tactics. Just because someone keeps saying they care about you does not really mean that they do. It’s about how they *treat* you, and their *actions*. If they are making you feel bad or uncomfortable, they are not being a good friend. Also, there is no way to see someone’s actions if you only know them online.

Boy/Girl: I do, but I want to get an A in this class. I want to get into a good college after high school.

Online Friend: You’ll still pass the class. That’s all that you really need to do you know. Colleges don’t care all that much about grades. Let’s just meet up, don’t be a wimp. You’re such a scaredy cat, you won’t get caught.

Boy/Girl: I don’t know...

Participant ROOTS Script

Online Friend

Online Friend: Hey! I saw your Instagram photo at the beach. That is so cool that you surf! I have always wanted to learn.

Boy/Girl: Oh yeah, it's so much fun! You should definitely learn. Do I know you, by the way?

Online Friend: Oh sorry, forgot to introduce myself. Yeah, I went to elementary school with your cousin. I don't know if we've ever met in person, but I've heard all about you.

Boy/Girl: Oh, you went to Rosewood Elementary too?

Online Friend: Yep!

Boy/Girl: What has my cousin told you about me?

Online Friend: Just that you're so funny and are always playing pranks on people, that you're really great at sports, and have good taste in music. When your cousin talked about you I always thought that me and you would get along and be good friends.

Boy/Girl: Yeah, I wonder why my cousin never introduced us. Well, we can be friends now!

**** *2 months later* ****

Online Friend: Hey (*name*)! Sorry to hear about your dog. I know how special Fluffy was to you.

Boy/Girl: I'm so bummed about it. Fluffy was really like my best friend. We shared so many memories together and he would always come with me and cheer me on (by barking) at Ocean Beach.

Online Friend: My puppy, Vader, means the world to me too. I can't imagine what it would be like to lose him. I'm here if you want to talk about it.

Boy/Girl: Thanks. None of my friends have dogs so they don't understand. They think it's silly that I'm so upset. They keep telling me to just get another dog.

Online Friend: Those don't sound like very nice friends. Well you can trust me and tell me whatever you want, I'll never make fun of you. I'll always be here to listen.... or play World of Warcraft with!

Boy/Girl: Haha, thanks. You're a great friend. Alright, I gotta go. My mom is calling me for our weekly Taco Tuesday dinner at Roberto's!

**** *2 months later* ****

Online Friend: Hellooo? Where are you?! I've been waiting for you to play World of Warcraft! It's not like it's Taco Tuesday, you should be home!

Boy/Girl: Hey! Sorry, my little sister had a soccer tournament that went overtime. We were at the park longer than I thought we would be. My mom got us pizza for dinner from Baja Pizzeria across the street, omg it's sooo good.

Online Friend: Well that's not cool, you should have told me if you were going to be late. You better make it up to me!

Boy/Girl: haha

Online Friend: I'll call in my favor when it's the right time.

****** 2 months later ******

Boy/Girl: Hey! How are you?

Online Friend: I'm alright. School was pretty tough today though, so I'm glad it's almost Christmas break!

Boy/Girl: Me too. I can't wait to see all my family next week! My grandpa is flying in from San Francisco. I haven't seen him in so long, and he wants to see my soccer trophy.

Online Friend: I saw the pictures you posted from the tournament. What team are you on?

Boy/Girl: The San Diego Tigers. We're celebrating tonight at California Pizza Kitchen in La Mesa. It's going to be a lot of fun. I should actually go get ready now. I'll talk to you later!

****** 2 months later ******

Online Friend: How was your birthday party last week? Sorry I couldn't make it. I was busy.

Boy/Girl: That's alright. It was a lot of fun! My friend Alex posted the pictures, but I haven't gotten around to looking at them yet.

Online Friend: I would love to see those pictures! Oh, it looks like their profile is on a private setting. Could I sign in on your profile to see them?

Boy/Girl: If you want to wait a bit, I'll show you some later.

Online Friend: I just want to see one of my closest friends having fun! I won't do anything weird, I promise! You owe me, remember?!

Boy/Girl: Alright. You have my email, and my password is just my last name with my birthdate on the end.

****** 2 months later ******

Online Friend: Hey! Guess what, my dad got that new job! That means he can get me free iPhones like I told you about!

Boy/Girl: Woah, that is so cool! I'm jealous you'll have a new iPhone. You'll be able to play games whenever you want, watch videos, listen to music, and text whoever you want and take pictures!

Online Friend: I just checked, he said he can send you one! I'll send it over to you and then we can text each other all the time. What's your address?

Boy/Girl: *(how would you respond?)*

****** 2 months later ******

Online Friend: It's been great getting to know you these last few months. But I'm sick of only talking online. Let's finally meet in person, it will be so much more fun! Are you free tonight?

Boy/Girl: I would love to, but I have a test tomorrow that I really need to study for.

Online Friend: Aww that sucks! You're one of my best friends now and I was really looking forward to seeing you tonight.

Boy/Girl: I know, but my parents would never let me out on a school night anyways.

Online Friend: You could always sneak out of the house.

Boy/Girl: What? No, I might get in trouble.

Online Friend: They'll never know. Just climb out your window.

Boy/Girl: I've never done that before. Besides, Alex just got caught trying to sneak out and is in a ton of trouble with his parents. Alex can't even go to soccer practices this week.

Online Friend: Well that's just because Alex got caught. You won't get caught. C'mon we can make that cool YouTube video we've been talking about with our iPhones! Don't you want to get YouTube famous and make a bunch of money?

Boy/Girl: Yeah, but tonight's not good. Can we do it next week?

Online Friend: I thought you cared more than that. I was there for you when your dog died and rooted for you when you were in the soccer playoffs and sent you a new iPhone! Don't you care about anything I do for you?

Boy/Girl: I do, but I want to get an A in this class. I want to get into a good college after high school.

Online Friend: You'll still pass the class. That's all that you really need to do you know. Colleges don't care all that much about grades. Let's just meet up, don't be a wimp. You're such a scaredy cat, you won't get caught.

Boy/Girl: I don't know...

Activity 46: Entertainment Media Literacy

Length of Activity: 60 - 90 Minutes

Materials:

- Screen with Audio
- Internet Access
- *#HatchKids Discuss Male Gender Stereotypes* (02:43)
<https://youtu.be/QxYvhh1hQvk>
- The Presentation Project. *Rewrite the Story* (2:28)
<https://vimeo.com/86728310>
- *How to make ABS 6 pack in Adobe Photoshop* (02:42)
<https://youtu.be/jbKvLI01LwM>
- Copies of “Men and Women in Media and Magazines” Handout (1 per 2-3 Participants)
- Copies of *My Strengths and Qualities* Worksheet (1 per Participant)
- Writing Utensils



Men and women are portrayed very differently in media. There are different expectations for how men and women should look and behave. The success of a man or woman is also measured differently across the two genders. According to a Pew Research Center study in 2015, 92% of teens go online daily.¹⁵⁶ There are differences in how boys and girls use the internet too. Boys are more likely to play video games and girls are more likely to use Instagram and Snapchat.¹⁵⁷ With many children and teens owning smartphones today, this means they are constantly being exposed to gender stereotypes in media. Naturally, there are social comparisons, learning what you are “supposed” to look like, how to behave, what gets the most attention (“likes” and “shares”) can often result in an unhealthy pathway to validation from others.

Social media literacy allows children and youth to discern the difference between what is real and what is not, and it imparts them with the critical skills necessary to analyze what they are exposed to and remain safe. This module will examine the different ways men and women are portrayed in media.



Why I'm done trying to be "Man Enough", Justin Baldoni's January 2018 TED Talk (18:32) https://www.ted.com/talks/justin_baldoni_why_i_m_done_trying_to_be_man_enough

The Representation Project's *The Mask You Live In* (03:09)
<https://www.youtube.com/watch?v=hc45-ptHMxo>

¹⁵⁶ Lenhart, A. (2015). Teens, social media and technology overview 2015: Smartphones facilitate shifts in communication landscape for teens. *Pew Research Center*, (April), 1–47. <http://www.pewinternet.org/2015/04/09/teens-social-media-technology-2015/>

¹⁵⁷ Ibid.

The Representation Project (02:27)
<http://therepresentationproject.org/about/>

The Representation Project. *Miss Representation Trailer* (02:48)
<http://therepresentationproject.org/film/miss-representation/>

Talking to Kids About Gender Stereotypes- Tip Sheet
<http://mediasmarts.ca/tipsheet/talking-kids-about-gender-stereotypes-tip-sheet>

Discussion Questions:

- What are the differences between how men/boys and women/girls are portrayed in the media?
- What are the expectations of what a man/boy and a woman/girl should be like according to images received in the media?
- How can we be smart when interpreting media messages?

Activity:

1) Begin a discussion with Participants about how they see boys and men/girls and women presented in the media. This could be from their favorite TV show, magazines, books, musician, movie, social media, celebrities, commercials, etc.

2) Write the descriptions on the board and then discuss if these are qualities that can also be applied to the opposite sex?

Example:

Boys/Men	Girls/Women
<ul style="list-style-type: none"> • Strong • Masculine • Fit • Successful • Rich • Fancy cars • Take care of family (financially) • Tall • Into sports • Heroes • Always getting the girl • Not emotional • Doesn't cry • Playing sports 	<ul style="list-style-type: none"> • Weak • Feminine • Thin • Reliant on husbands for finances • Enjoy make-up and dolls • Dancing/gymnastics vs. sports • Need saving from a man • Emotional/dramatic • Too sensitive and cry • Can't be aggressive/assertive, have to be pursued by the man • Incapable of taking care of themselves • Can't fix things, always need help • Ditz • Objectified and sexualized in the media
<p>Stereotypical "Characters"</p> <ul style="list-style-type: none"> • The Joker is a very popular character with boys, perhaps because laughter is part of their own "mask of masculinity." A 	<p>Stereotypical "Characters"</p> <ul style="list-style-type: none"> • The Gold Digger is a common character associated with females in movies and television shows.¹⁵⁹ As the gold digger,

¹⁵⁹ 22 Female Stereotypes in Movies That Need to Stop. (2018, June 24). Retrieved November 21, 2018, from <https://www.she-knows.com/entertainment/slideshow/810/female-stereotypes-in-film-that-make-us-yawn/19/>

<p>potential negative consequence of this stereotype is the assumption that boys and men should not be serious or emotional. However, researchers have also argued that humorous roles can be used to expand definitions of masculinity.</p> <ul style="list-style-type: none"> • The Jock is always willing to “compromise his own long-term health; he must fight other men when necessary; he must avoid being soft; and he must be aggressive.” By demonstrating his power and strength, the jock wins the approval of other men and the adoration of women. • The Strong Silent Type focuses on “being in charge, acting decisively, containing emotion, and succeeding with women.” This stereotype reinforces the assumption that men and boys should always be in control, and that talking about one’s feelings is a sign of weakness. • The Big Shot is defined by his professional status. He is the “epitome of success, embodying the characteristics and acquiring the possessions that society deems valuable.” This stereotype suggests that a real man must be economically powerful and socially successful. • The Action Hero is “strong, but not necessarily silent. He is often angry. Above all, he is aggressive in the extreme and, increasingly over the past several decades, he engages in violent behavior.” • The Buffoon commonly appears as a bungling father figure in TV ads and sitcoms. Usually well-intentioned and light-hearted, these characters range from slightly inept to completely hopeless when it comes to parenting their children or dealing with domestic (or workplace) issues.¹⁵⁸ 	<p>women spend most of the time creating devious plans about how to “trap” a man and marry him for his money and status. A negative consequence of this stereotype is the normalization of the belief that women only want men because of their money.</p> <ul style="list-style-type: none"> • The Sex Kitten is a young woman that has a lot of sex appeal and is highly seductive. She typically plays the cheerleader and is very popular amongst the other female characters in the movie. • The Femme Fatale is extremely attractive, and she knows it! However, she is also very deadly and knows how to manipulate men through her irresistible feminine ways.¹⁶⁰This role reinforces the stereotypes that women use their looks to get what they want from men. • The Nasty Corporate Climber is a woman in a professional career who will betray colleagues and do anything it takes for a promotion. This stereotype suggests that a professional woman is a bitch. • The Disposable Women is typically the accessory of the protagonist. The female either plays the wife, girlfriend, mother, or daughter. A common purpose of this role is to give the protagonist a reason to get revenge. Usually the female suffers extreme forms of violence such as kidnapping or murder.¹⁶¹ • The Psycho Ex-Girlfriend¹⁶²commonly appears in movies as “crazy.” The insane ex-girlfriend often gets turned into the villain. A negative consequence of this stereotype is that it portrays women as being vengeful and jealous. This normalizes and justifies the man’s actions that contributed
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¹⁵⁸ Media Smarts: Canada’s Centre for Digital and Media Literacy. (n.d.). Common Stereotypes of Men in Media. Retrieved February 16, 2018, from <http://mediasmarts.ca/gender-representation/men-and-masculinity/common-stereotypes-men-media>

¹⁶⁰ Ibid.

¹⁶¹ Ibid.

¹⁶² Media Smarts: Canada’s Centre for Digital and Media Literacy. (n.d.). Common Stereotypes of Men in Media. Retrieved February 16, 2018, from <http://mediasmarts.ca/gender-representation/men-and-masculinity/common-stereotypes-men-media>

	to the break up (i.e. cheating in their relationship) by characterizing the woman as out of line or crazy.
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3) Below is a set questions and topics to guide the discussion with your group.

- Do these qualities make you a good or bad person?
- Are they specific to boys and girls?
- Girls are known for being “emotional,” but why is it a negative thing to be self-aware and expressive?
- Boys are supposed to be strong and be into sports. Why is this seen as a strength? Boys can have other interests, passions, and knowledge and be interesting, intelligent, and successful people.
- Can boys be into dance? They are male ballet dancers, hip-hop dancers, and contemporary dancers.
- Can girls be into sports? There are many women and girls who are professional sports players.
- Do we have to adhere to gender norms when choosing toys and games we are interested in?

4) Watch: *#HatchKids Discuss Male Gender Stereotypes* (02:43)

<https://youtu.be/QxYvhh1hQvk>

5) Then watch: *The Presentation Project. Rewrite the Story* (2:28)

<https://vimeo.com/86728310>

6) As a group, discuss and reflect on the videos. Did the Participants agree or disagree with statements? Was it relatable?

- “That’s the man wearing the pants, so that shows the man is in charge.”
- “It means to not cry, not be a sissy.”
- “Men work hard and do all the sports and stuff.”
- “Man-up means toughen up and unemotional go through it.”
- “I like drawing and I like birds and flowers.”
- “It’s very stereotypical to assume that only girls can wear pink and play with princess dolls.”
- “My uncle is a chef and my dad cooks all of our food.”
- “I love crafting. I’ll do origami sometimes.”
- “I play with girl toys and boy toys. I don’t really care which one is meant for boys or for girls, I just play with them. They’re toys!”

Point out that the kids in the video seemed comfortable stating their interests and doing what brought them joy regardless of gender norms.



Steps #6-8 should be discussed with a group that is 12 years of age or older.



7) Next, have Participants split into groups of 2-3. Hand out the *Men and Women in Media and Magazines* handout. Ask Participants to discuss amongst their groups how the men and women are being portrayed.

8) Once Participants have had the opportunity to share and discuss, guide them through a Facilitator-led discussion using the following points:

- Are there differences in clothing?
- Can you tell what sport the men play? How about the women?
- What messages are being perceived from these images?
 - Women are valued for their bodies and need to be sexy and look good
 - Men are valued for their intelligence and accomplishments

9) Discuss with Participants if this is fair and/or accurate? How do the Participants want to be valued by their peers, family, teachers, and society? How do they think girls and boys would want to be valued?

10) Explain to Participants that there is a growing trend to educate girls about the harmful messages in the media, but that messaging for boys has not been addressed as much. It is up to us to not say things like, “You hit like a girl” or “Sissy.” By doing so, we reinforce the idea that girls are weaker or less than boys. Remember, not everything that you see in the media is real.

11) Ask Participants how often they see a photo or video and feel pressured to conform or fit in with the gender stereotypes of a boy or girl?

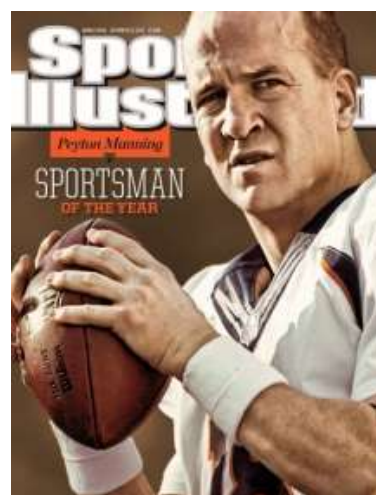
12) Watch video: *How to make ABS 6 pack in Adobe Photoshop* (02:42)
<https://youtu.be/jbKvLI01LwM>

13) Reflect on the video with Participants. Ask them to think twice the next time they see perfect photos of celebrities, actors, models, musicians, etc. Remind the group that body hair, acne, wrinkles are all part of being human.

14) Hand out *My Strengths and Qualities* worksheet (adapted from TherapistAid.com) and instruct Participants to fill it out.

15) Allow time for Participants to share some of what they wrote and discuss it as a group. Conclude the session by reminding Participants that these are the truly important qualities in a person regardless of gender, appearance, and pressures from media messages, qualities that stretch far beyond physical traits.

Men and Women in Media and Magazines



Participant Name: _____

My Strengths and Qualities

Things I am good at:

1. _____
2. _____
3. _____

Compliments I have received:

1. _____
2. _____
3. _____

What I like about my appearance:

1. _____
2. _____
3. _____

Challenges I have overcome:

1. _____
2. _____
3. _____

I've helped others by:

1. _____
2. _____
3. _____

Things that make me unique:

1. _____
2. _____
3. _____

What I value the most:

1. _____
2. _____
3. _____

Times I've made others happy:

1. _____
2. _____
3. _____

Alcohol and Drugs

Activity 47 Part 1: Mind & Body

Length of Activity: 50 minutes

This activity was adapted from the 2012 Brain Power! Curriculum from the National Institute on Drug Abuse: <https://www.drugabuse.gov/publications/brain-power/brain-power-grades-4-5>

Materials:

- White Board or Large Paper
- Post-its or Paper
- Screen with Audio
- Magazines
- Crayons or Markers
- 7 Drug References in Disney Movies: <https://www.bustle.com/articles/99650-7-drug-references-in-disney-movies-from-alice-in-wonderland-to-peter-pan-these-movies>
- #Stop Profiling Schools (00:29) <https://www.ispot.tv/ad/A0kS/truth-stop-profiling-schools>



Adolescent brain development naturally promotes a desire to experiment, try new activities, act on impulses, and seek validation and closeness from their peers. Teaching them to simply “say no to drugs” is not an effective method of prevention.¹⁶³ Children and youth need to build skills and find other forms of meeting those needs. Brainstorm with your group what new experiences they can safely seek in their lives.



Above the Influence Anti-Drug Campaign for Kids: <https://abovetheinfluence.com/>

Principles of Adolescent Substance Use Disorder Treatment: A Research-Based Guide: <https://www.drugabuse.gov/publications/principles-adolescent-substance-use-disorder-treatment-research-based-guide/frequently-asked-questions/what-drugs-are-most-frequently-used-by-adolescents>

National Institute on Drug Abuse. *Alcohol, Marijuana, and Inhalants*: <https://www.drugabuse.gov/sites/default/files/grades4-5mod5.pdf>

National Institute on Drug Abuse. *Stimulants; Nicotine, Caffeine, Cocaine & Amphetamine* <https://www.drugabuse.gov/sites/default/files/grades4-5mod4.pdf>

¹⁶³Griffin, K. W., & Botvin, G. J. (2010). Evidence-Based Interventions for Preventing Substance Use Disorders in Adolescents. *Child and Adolescent Psychiatric Clinics of North America*, 19(3), 1–20. <https://doi.org/10.1016/j.chc.2010.03.005>

Discussion Questions:

- What are drugs?
- What is the difference between legal and illegal drugs?
 - Legal drugs: caffeine (coffee, tea, some soft drinks like coca cola)
 - Legal for **adults**: cigarettes (18+), alcohol (21+), marijuana (21+ & with medical card)
 - Over the counter medications: Used for headaches, colds, pain, flu, allergies (acetaminophen/Tylenol, ibuprofen/Advil, cough medicine, Pepto-Bismol, etc.)
 - **Illegal drugs**: amphetamines, cocaine, heroin, ecstasy, inhalants, hallucinogens

Drugs in the Media:

- How are drugs represented in the media?

Drugs and our bodies/brains:

- How do alcohol and drugs effect our brains and bodies?
- How can you keep your mind and body safe from alcohol and drugs?

Activity:

1) Open the discussion by asking Participants the following questions:

- What do you know about drugs and alcohol and illegal vs. legal drugs.
- Why do you they think people engage in using drugs and alcohol?
- What effects do they think drugs/alcohol have on the brain and body?

2) Reference the sources in the next pages to guide your discussion.



Facilitator may also use resources previously listed in this activity or other reputable sources such as, Centers for Disease Control and Prevention, National Institute on Drug Abuse, and Pew Research Center.

3) Find a way to create something that symbolizes the brain and body. You can do this using paper, drawing a large silhouette on the ground with chalk, or different objects in your environment that can represent different parts of the body.

4) Have Participants label the positive ways they want to use their bodies with post-it notes (ex: strong legs for playing soccer, beautiful voice for singing, my brain for planning and reaching goals).

5) Now have Participants label the negative impact that using drugs and alcohol can have on their body and mind. Talk about what they are passionate about, what experiences they want to have in the future, what their goals are, and how using drugs and alcohol may interfere with accomplishing them?

6) Use the video clips provided below to show how alcohol and cigarette companies deliberately invest in advertisements that target children and youth.



You may find additional clips that speak to how drugs and alcohol are represented in the media. Show them relevant clips from movies, music, magazines, and other forms of media in which drugs/alcohol are glorified. Media shared may differ based on your age group.

7) Look through the videos and images in 7 Drug References in Disney Movies: <https://www.bustle.com/articles/99650-7-drug-references-in-disney-movies-from-alice-in-wonderland-to-peter-pan-these-movies>

8) Watch: #Stop Profiling Schools (00:29) <https://www.ispot.tv/ad/A0kS/truth-stop-profiling-schools>

9) Prompt Participants to share their thoughts on the video then lead a discussion using the following topic points as a guide:

- Alcohol and drugs are glorified in the media
- The villain is often the one who is smoking, but they are also the “cool” bad guy
- Media often portrays smoking/drugs as attractive, fun, desirable, etc.

10) Have Participants cut-out images from magazines or print still images from movies, TV shows, commercials, etc. to create a collage of how the media portrays the use of drugs and alcohol. You can do this in smaller groups, or together as a large group.

11) Conclude by asking Participants what alternative messages the media could portray regarding drugs and alcohol.

12) Consider creating a contrasting collage as a group of youth engaging in positive behaviors.

EFFECTS OF ALCOHOL

What does alcohol do to your brain?

The effects of alcohol on the brain may include:
Headaches, Blackouts, Delusions, Paranoia, Forgetfulness,
Impaired Judgment, Decline in IQ, and/or Death.

PARIETAL LOBE
Alcohol can:
• Slow reaction time
• Cause shaking

OCCIPITAL LOBE
Alcohol can cause:
• Blurred vision
• Decreased peripheral vision

CEREBELLUM
Alcohol can disturb:
• Coordination
• Balance

FRONTAL LOBE
Alcohol can result in:
• Loss of ability to make decisions
• Loss of coordination
• Loss of emotional control

TEMPORAL LOBE
Alcohol can cause:
• Slurred speech
• Impaired hearing

BRAIN STEM
Alcohol can lead to:
• Heart rate increases or decreases
• Blacking out

ThinkFirst
Oregon

OREGON HEALTH & SCIENCE UNIVERSITY

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Source: National Institute on Drug Abuse. *Marijuana, Alcohol, and Inhalants*: <https://www.drugabuse.gov/sites/default/files/grades4-5mod5.pdf>

Drug	Source	How the Drug is Used	Negative Effects on the Body	How the Drug Works
Marijuana	From the dried leaves and flowers of the cannabis plant	Smoked, baked into brownies or cookies, or brewed like tea	Impairs memory, concentration, perception, and movement	Acts on receptors in the brain, causing increased blood pressure and heart rate, sleepiness, and disruption in attention
Alcohol	Found in beer, wine, and liquor	Consumed by drinking	Impairs concentration, slows reflexes (impaired reaction time), reduces coordination, and causes drowsiness when used in excess	Impacts many neurotransmitters in the brain. Alcohol increases turnover of the neurotransmitters dopamine and norepinephrine and alters the function of other neurotransmitters. Long-term use can lead to a reduction in brain size and numerous neurological problems
Inhalants	Found in rubber cement, paint thinner, fingernail polish remover, and pressurized cans of hair spray and whipped cream	Fumes are either sniffed or inhaled	Decrease coordination and cause a kind of stupor; thinking, memory, and the ability to learn are affected. Can cause fatal heart failure within minutes of using. This is known as "sudden sniffing death."	Inhalants can damage the myelin sheath - the covering of neurons that help nerve impulses travel. This can result in problems in nerve cell communication and death of nerve cells. Inhalants can also activate the dopamine system, which is involved in feelings of reward.

Source: National Institute on Drug Abuse. *Stimulants; Nicotine, Caffeine, Cocaine & Amphetamine* <https://www.drugabuse.gov/sites/default/files/grades4-5mod4.pdf>

Drug	Other Terms	How the Drug is Used	Negative Effects on the Body	How the Drug Works
Nicotine	Tobacco; found in cigarettes, cigars, and smokeless tobacco	Smoked, chewed, or inhaled	Can cause nausea and vomiting is. Nicotine is addicting and use results in the harmful effects of tobacco use such as lung cancer, emphysema and bronchial disorders. Prenatal exposure to tobacco use can impact the developing baby.	A mild stimulant, nicotine reaches the brain just 8 seconds after being inhaled. It activates areas in the brain that experience pleasure and reward by increasing the release of the neurotransmitter, dopamine. Causes increased heart rate and blood pressure by acting on the same receptor as the neurotransmitter, acetylcholine.
Caffeine	Found in coffee, tea, cocoa, soft drinks, and some medications	Taken orally in pill form or consumed in food and drinks	Reduces fine motor coordination, alters sleep patterns, and can cause headaches, nervousness, and dizziness.	Stimulates the central nervous system by increasing the metabolism inside neurons. Increases wakefulness by blocking the neurotransmitter, adenosine.
Cocaine and amphetamine	Cocaine is also called crack; amphetamine is known as speed, uppers, meth, copilots, and crank	Snorted, smoked, or injected	Cocaine causes dizziness, headaches, anxiety, insomnia, and depression upon withdrawal in those who use it chronically. Amphetamine can cause increased heart rate, reduced appetite, and insomnia. These drugs also can make people feel anxious, raise blood pressure, cause dangerous and irregular heartbeats, chest pain, shortness of breath, nausea, vomiting, and diarrhea.	Alters the actions of the brain's neurotransmitters—mostly dopamine. Over time, these drugs change how the dopamine neurons work. This, in part, is why users become addicted to the drugs. The user needs them to keep from feeling bad.

Drug	Other Terms	How the Drug is Used	Negative Effects on the Body	How the Drug Works
Methylphenidate*	Ritalin	Taken orally in pill form, crushed up and snorted, or dissolved with water and injected	When taken as prescribed, helps with focus and learning. When abused, causes increased wakefulness and euphoria.	Prescribed for attention deficit hyperactivity disorder (ADHD). When taken in doses other than those prescribed, Ritalin can rapidly increase brain dopamine and disrupt normal communication between brain cells. This can lead to addiction.

Activity 48

Part 2: Decision Making

Length of Activity: 45 minutes

Materials:

- Poster or Poster Paper
- Crayons or Markers

Discussion Questions:

Peer Pressure

- What are your choices when someone offers you a cigarette or other drug?
- What happens if you say yes? / What happens if you say no?
- What are the consequences?
- What if you want to say no, but you feel pressured?

Decision Making

- What do you think people who try/do drugs and alcohol are getting out of it?
- What are other activities they can do for fun without using alcohol and/or drugs?

Activity:

1) Ask Participants if they know what peer pressure is. Have them share experiences where they may have felt pressured into doing something. Remind the group that peer pressure could come from a family member such as an older sibling or cousin, or one of their friends, a stranger, or an acquaintance. Discuss how people often feel the need to conform and why they may feel that way. Possible responses include:

- gain acceptance
- attention
- avoid conflict

2) Have Participants break into groups of 2-3. Invite them to create their own scenarios where a person is required to make a choice when offered drugs or alcohol. Ask Participants to include an actor being pressured and at least one other actor attempting to persuade the other using peer pressure. Encourage Participants to be creative with their plays!

3) Ask groups to volunteer and act out their plays in front of the whole group. Make the play interactive, instruct Participants in the audience to “tap out” either of the characters in the play and act out the scene in their own way.

4) Conclude by reflecting on how the scene played out with the varying actors.

Below are examples of scenarios:

Scenario example 1: You are at a family party and your older brother and his friends are offering you alcohol. Your older brother and his friends call you a “loser” or “scaredy cat” when you choose not to drink. Why might you say yes? Why might you say no? How would you handle it?

Scenario example 2: You are at a party and a bunch of your friends are trying cigarettes, marijuana, or alcohol. Most of the people at the party are trying cigarettes or drinking alcohol and pressuring their peers to join in the “fun.” What are the different ways you could handle this situation?

5) Explain that sometimes it is hard not to give in to peer pressure. The goal is to make smart choices for yourself. Saying no might be a difficult choice to make. Remember to think about the different scenarios and consequences to saying yes or no. Empower the Participants to make their own smart and safe choices.

Talking points on why it may be difficult to resist peer pressure:

- Might want to be “cool” and feel like you fit in
- Might be having a tough day or feeling sad and think drugs/alcohol will make you feel better
- Might want to try it just for fun
- See what other ideas the Participants come up with on their own

6) Choosing to try drugs is a way for youth to experiment, gain autonomy, and explore their own development. Have Participants brainstorm alternative activities that are exciting, new, adventurous, or relaxing.

Alternative activities may include trying new foods, a new sport, or new hobby such as painting, photography, skateboarding, etc.

7) With your group, create a chart with the most commonly used drugs that adolescents use and write their negative effects along with the effects that people seek. Participants should come up with other ideas that can give you the similar effects through healthy means.

Below are some examples:

Drug	Negative Effects	Sought Effect	Replacement Activities
Alcohol	Memory loss Loss of coordination Delayed response time	Gives you a “buzz”	Exercising Spending time with your friends Dancing Watch a funny movie/show
Marijuana	Memory loss	Relaxes you	Reading a book Taking a walk

			Drawing/Creating art Listening to music
Prescription Pain-killers (i.e. Vicodin)	Dizzy Nausea	Numbness	Meditation Listening to music

