



THE  
**SET ME FREE**  
PROJECT

## READY TO STAND CURRICULUM GUIDE

# Healthy Relationships Level 2



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

# READY TO STAND CURRICULUM GUIDE

## Healthy Relationships Level 2 : 90 Minutes

### ABOUT THIS CURRICULUM:

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

### CURRICULUM GUIDE KEY:



Suggested Stopping Point



Virtual Option



Activity



Social Media Discussion



Note to Educator



Story

### ACTIVITIES:

- Build A Partner

### MATERIALS NEEDED:

- Grooming Cards, large or mini (for in-person presentations only)
- Safety Plan Worksheet

## OBJECTIVES:

- The ability to explain the concept of intrinsic value (their own and that of others).
- The ability to understand the difference between healthy and unhealthy relationships.
- The ability to recognize different abusive actions.

### Slide 1 - Introduction

Introduce yourself as a speaker with The Set Me Free Project.

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

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

Our goal and our hope is that everything we will talk about will help them to stay safe and healthy in every way. We want them to be educated about human trafficking; and as safe as possible from ever becoming a victim of human trafficking.

*We are here to have a conversation. We are here to talk about "real life stuff" and YOU are in a safe space to be open.*

You may choose to keep it simple and go around the group with traditional introductions, or if you feel the group would benefit from something different, feel free to lead the group in some ice breaking activities.

### Slide 2 - Safe Space

Discuss the "Safe Space Rule." Ask the students what they think this rule might mean. What are some components that make a safe space?



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

Discuss that you are a mandated reporter and that you want this to be a safe place to share anything with you, however, if they disclose that they want to harm themselves or others, or if they are imminent danger, you will have to tell the appropriate people to get them the appropriate help.

Say: Everything I share with you today you are more than welcome to share with others, in fact I hope you do! I can't talk to everyone so you can help share some knowledge with others. But if your peer shares a personal story, let's just agree that it isn't your business to share their business. That's their story to share if they want to. If you are worried about something they've shared, please talk to the teacher, counselor or myself privately.

Take Care of You.

Discuss that if at any moment they are feeling uncomfortable or triggered, they can, with their teacher's permission, leave the room, go to the restroom, whatever they need.

### **Slide 3 - Value Activity**



*Note to Educator: You can use a real or fake \$20 bill. If you use a fake one, do not give it to anyone. Only throw away in your home, not at school.*

Discuss the word valuable. If we are all valuable as human beings, how should every human being be treated by others? How should we treat others?



*Note to Educator: Examples used here have to be personal and done in your own way. Some facilitators find it completely comfortable looking each child in the eye and letting them know they have an intrinsic, unique value. Some facilitators may not feel it comes across the same way. Use your own approach depending on your age, technique, and personality.*



Pull out a \$20 bill, wave it in the air, and ask if anyone wants twenty bucks. (wait for the class to respond).

Ask: What is Fraud? Allow a handful of answers.

Say: Fraud is deceit or deception; fake job offers, fake relationships, someone pretending to be something they are not; making false promises or using trickery. This is the one more often used. This could be someone telling you you're beautiful or that they love you all while knowing that they intend to use you later to get money. Or offering a job that seems legit but later they don't pay you. Oftentimes we don't know their true intent until it's too late. In a fake relationship the person could be exactly who they say they are. The part that is fake, is the love. Sometimes these friendships/relationships start in person and they also happen very regularly online.

Ask: What is Coercion? Allow a handful of answers

Say: Coercion is mental and emotional manipulation; using affection or intimidation to gain compliance or even blackmail. This could look like: if you don't do what I tell you to do it's going to happen to your little brother or sister. If you don't do what I tell you I know where your family lives and I'll hurt them. Again this can happen face to face and online. A common tactic is internet best friend or internet dating. Think about how someone might invite you to share nudes and then use those nudes against you to blackmail you into doing what they want.

People often ask why human trafficking happens. And to answer that I'll let you finish this statement: The root of all kinds of evil is (allow answers), the love of money.

Say: This is a business first. Not a good business, but a business nonetheless. And in business you have to have three things, a buyer, a seller and a product. In this case the product is...(allow answers), humans. So let's be clear this is a business where the money is blood money. Also know that it doesn't have to just be cash it can be an exchange of anything of value. It can be a place to stay, media, drugs, food, etc.

 *Note to Educator: Each state has different laws. For example, In Nebraska, the law states it only takes two: the buyer, the seller, seller and the victim.*

It's also important to understand that any form of self trafficking that a minor does is still considered sex trafficking.

Take the \$20, crumple it into a ball, throw it on the ground, stomp on it a few times, and say something silly along the lines of "This is a dumb, good for nothing, worthless \$20 bill!" Then hold it up again and ask the same question. "Does anyone still want this \$20 bill?"

Ask them why they still want this \$20 bill when so much has been done to it, when it's dirty and torn and I've said so many mean things about it. (Students may respond with something about how a \$20 bill is a \$20 bill, and no matter how dirty it is or what you say about it, it's still worth \$20, etc. The goal is that the students understand that the value of the \$20 hasn't changed).

Say: You are so right. A \$20 bill is valuable and no matter what you do to it, that value hasn't changed. And just like you, it doesn't matter what you have done, where you live, what you will do, what people say to you, what people do to you, You are valuable.

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

Tell students to point to the left and point to the right. The people sitting next to you, have intrinsic value as well. All of us do.

 *Note to Educator: Healthy relationship vs. Unhealthy relationship characteristics to the subtle differences that often look like a healthy relationship but are really unhealthy relationships and abuse. Example - jealousy, not wanting your partner to talk to someone else. Feels like love at first but not.*

*We also need to recognize that the abuser may not even recognize that they're being abusive. We can't make them sound "evil" because we will have both the abuser and the abused individuals in the room. Some might be the same couple. Both are being abusive.*

*Abuse takes on different forms. And both male and female.  
High schoolers don't always realize they're being abusive because they may have learned that behavior from home, friends, or somewhere else.*

## **Slide 4 - Relationships**

Ask: How many of you are in a relationship?

Say: Trick question! I got you! You are all in a relationship....we are made for relationships. Relationships are a part of everything we do. We have relationships with friends, family, teachers, and of course, romantic relationships. And all relationships can be healthy or unhealthy.

Social media - has social media helped relationships or hurt relationships?

Discuss.

Ie: Social media has created an opportunity to have relationships via an app. Does that remove the ability to have a true relationship? Discuss.

## **Slide 5 - Types Of Relationship**

Say: There are healthy relationships, unhealthy relationships. We want to discuss the difference of each and really dive into how they are different.

## **Slide 6 - Healthy Relationships**

Ask: What are the healthy characteristics of a relationship? Discuss responses.

Ask: Is having a healthy relationship easy to have or more difficult? Why?

Discuss.

## **Slide 7 - Unhealthy Relationships/Dating Violence/Abusive Relationship**

Ask: What are the unhealthy characteristics of a relationship? Discuss responses.

Ask: Is there a difference between an abusive relationship and an unhealthy relationship? What might those differences be? Is there a difference between unhealthy and abusive?

 *Educator note: An abusive relationship is an unhealthy relationship, and some unhealthy relationships have severe abuse in them. This discussion is not to indicate that unhealthy relationships are okay and abusive relationships are not, but instead to have a conversation that ultimately shows that unhealthy and abusive relationships can be the same thing.*



*Educator Note: Remember that students are in relationships all the time and that they are experts. Careful to not villainize "the abuser." Some of the kids in the class will likely be displaying their own unhealthy characteristics.*

*Educator note: Link through the conversation that we are not just talking about romantic relationships when we are talking about unhealthy relationships, but we are talking about all relationships; friendships, family members, etc. For example, jealousy is an unhealthy trait that we could see in romantic relationships but we could also see that trait within a friendship. In both of these scenarios the behavior will be an unhealthy characteristic. Example: if you have a friend that is trying to control where you go or who you are with, that is unhealthy.*

Say: Again we're not just talking about romantic relationships and if we have not learned how to have a healthy relationship, we will struggle to have healthy relationships throughout our life. Healthy people attract healthy people, and unhealthy people attract unhealthy people.

### What Is Dating Violence?

Ask: What is dating violence and what is the difference between dating violence and an unhealthy relationship? Why do we hear about dating violence as something separate than an unhealthy relationship? Discuss.

Ask: What is violence? Is that only physical?

Say: Dating violence and unhealthy relationships are the same thing. You may hear people use terms such as dating violence, not a wrong statement, but it can feel unclear at times. When you hear the word violence, you might think of physical violence only, but it really is more than only physical.

Say: Violence is something damaging. Abuse is something damaging. Abuse can happen in any relationship that you have because abuse is about power, fear, and control. So you can have an abusive, unhealthy relationship within a friendship, within a teacher-student relationship, within a parent-child relationship, and of course a romantic partner relationship.

## **Slide 8 - Fear, Power, and Control Wheel**

Say: It's important to understand that unhealthy relationships and abuse does not come from love, it comes from fear, power, and control.

Ask: Can you think of something that might be considered an unhealthy or abusive action? Wait for answers. (For example - someone controls your clothing).

Discuss: If someone is controlling your the way you dress, why do you think they are doing that? Fear? Fear that you might find someone new because you're dressing too "sexy?" That fear leads to control and that control comes from a place of power, not love.

## **Slide 9 - Unhealthy Relationship Characteristics**

Ask: What are the different types of unhealthy relationships?

Discuss: For each type of abuse, define the term and give some examples of those that are unhealthy in a relationship. Feel free to add your own examples.

*Educator note: When discussing types of unhealthy relationships don't read the points as instruction, instead have the students discuss. For example: Ask: tell me about physical abuse, what does that look like? The notes below will guide you in the answers.*

Types of Abuse:

- Physical abuse
  - Aggressively grab you, hit you, punch you, slap you, choke you, etc.
  - Trap you somewhere or prevent you from leaving
  - Throw things at you
- Sexual Abuse
  - "If you really loved me, you'd sleep with me"
  - Force or coerce you into sexual acts
- Emotional and Verbal Abuse
  - "You don't need to eat that. You should get a salad or something"
  - "Why were you talking to them? You were just flirting with them right in front of me!"
  - "You're lucky to be with me. I'm the only one who will ever tolerate you"
- Stalking
  - Constantly texting, calling or messaging you
- Showing up at places you go to such as home, school and work

- Digital Abuse
  - “Where are you? Why aren’t you texting me back? HELLO?!”
  - “Why are you following them? Am I not enough for you?”
  - They want all of your passwords, including phone password, and use them to check up on you.
  - Sending, receiving or pressuring you for sexts or nudes
- Financial Abuse (less common with teens)
  - Stealing money from you
  - Controlling you by controlling how you use your own money

## Slide 10 - How Common Is It?

Ask: So, now that we have determined that dating violence and unhealthy relationships are the same thing, let me ask this question: How common do you think it is? Discuss.

Say: One in three teens in the U.S. is a victim of physical, sexual, emotional or verbal abuse from a dating partner.

(Love is Respect. (2014). <http://bit.ly/1fyiQnT>; 2Break the Cycle: Empowering Youth to End Domestic Violence. (n.d.). <http://bit.ly/199Wex6>)

Ask: Have you ever been the one to display unhealthy characteristics in a relationship? What might that look like? Does that mean you are a bad person? Does that mean you have lost value as a human being?

*Note to Educator: Remember that students are in relationships all the time and that they are experts. Careful to not villainize “the abuser”. Some of the kids in the class will likely be displaying their own unhealthy characteristics.*

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## **Slide 11 - Be Well, Be Safe Video**

Discuss video

## **Slide 12 - What Are The Effects Of An Unhealthy/Abusive Relationship?**

Ask: What are some effects of being in an unhealthy relationship? Discuss.

Say: Even if we don't fully realize that we are in an unhealthy relationship, there are effects that can happen over time. An unhealthy relationship can change who we are and how we feel about ourselves.

*Note to Educator: These are a list of some effects of an abusive, unhealthy relationship. Let the students discuss these and feel free to add anything that might be applicable.*

- Physical injuries (bruises, cuts, sprains or broken bones, etc. )
- Death
- Headaches
- Muscle Aches, Stomach Aches
- STIs
- More likely to deal with substance misuse problems in the future
- Can create long term problems
  - Stress can have harmful impacts on the body whether you realize it or not.  
Long Term stress

Psychological and mental health effects:

- Depression
- Anxiety
- PTSD
- Insomnia
- Fear of future intimacy
- Inability to trust
- Low- self esteem
  - It eats away at your value and your self worth
    - When someone puts you down, calls you names, and
  - Constant eating away
  - If you develop that afterwards, it's hard to look back and say that you would've accepted that because you realize your
  - We accept the love we think we deserve

Ask: Raise your hand, if you've ever been hurt or felt bad about yourself because of something someone else said to you. Okay, now raise your hand if you've ever said something to someone that made them feel bad about themselves. We all know what it's like to be put down and to put down other people.

When we are hurt by someone, or someone hurts us, it may not feel like a big deal at first, however, abuse can chip away at how we view ourselves. These scars run deep and can become etched into our mind. After constantly being berated and told we are less than, we can start to believe it's true, and it can take a very long time to heal from that.



### **Slide 13 - Activity - What Are the Healthy and Unhealthy Characteristics Of A Relationship?**

### **OR Slide - Activity - Relationship characteristics card activity.**

Activity: Sliding Scale – Use with scenarios. On track – Need to work on – Dealbreaker  
(With scenarios)

1. After spending a lot of time together, a couple wants to start having sex. They talk about safer sex and decide to use condoms every time
2. A couple has been together for a month and are talking about having sex. One hasn't had sex before but says they have because they're embarrassed
3. A guy notices their partner is getting a lot more texts than usual. When he mentions it, their partner says they are imagining things. When their partner goes to use the bathroom, he checks their phone and reads their texts
4. A girl has a girlfriend who is 5 years older than she is. Her older girlfriend has a job, a car and a place to live where they can be alone together. When they go out, the older partner always pays
5. A guy and a girl have been together for 6 months are having sex. Whenever the guy does something the girl doesn't like, she tells him that she won't have sex with him until he does something nice for her
6. One partner usually decides when, where and what they do together. The other partner says they don't like making decisions and is fine with this.
7. Partner one wants to have sex. Partner two says they're not ready but they talk about it and Partner two eventually gives in.
8. A couple has an agreement that they won't put passwords on their phones and can check each others' texts and social media accounts whenever they feel like it.



9. A girl notices her boyfriend is getting a lot of attention from two different people at school. She goes up to each of them and warns them to stay away from him.

10. A guy walks his girlfriend to school every morning, meets her for lunch every day and picks her up to walk her home at the end of each afternoon. If she stays after school, he waits for her.

## **Slide 14 - Consent**

Ask: What is consent? Take answers. When do you need consent?

Ask: Is consent just sexual?

Discuss that consent is much more than sexual, but about bodily autonomy. It is alright to say no if you don't want someone to touch your shoulder, kiss, you, or even hug you. Feel free to give personal examples.

Ask: Does consent look different in a relationship? Do you still need consent? Do you still need it every time?

Say: You or your partner always needs consent. That's it. That's the answer. There is no situation in which someone does not need consent, and that is still true when in a relationship. Honestly, I would say it's especially true in a relationship. A healthy relationship revolves around communication. That's what consent is.

Say: Also, consent doesn't look like coerced agreement. If your partner wants you to do something and you say no, that's the end of the conversation. If they continue trying to convince you, "If you loved me, you would" or "Come on, please. Don't be so annoying," that's not consensual and it's not okay. This isn't just about sex, either.

Say: This stuff can be hard to talk about, and you may even feel a bit embarrassed. So, I'm here to set the record straight. It doesn't matter how long you've been together, how often you engage in these activities, whether it be sex or just a hug, consent is always required. If you feel uncomfortable at any point, you get to say so. There is no point-of-no-return when it comes to consent. Your body is yours, and yours alone. No one else gets a say in what happens to it, only you do. And that includes in all other formats, like sexting or nudes.



## Slide 15 - Consent Activity

Say: Consent isn't necessarily always as black and white as we say it is. It can look different in various situations. So, we're going to do an activity. Read scenarios. Students stand up if they think the situation was consensual or not.

## Slide 16 - Love Is Video

Discuss

## Slide 17 - Boundaries

Ask: What are boundaries? Discuss. Why are they important? Discuss.

Discuss that boundaries are important in every relationship we have. Some boundaries are in place to keep us healthy, some boundaries are in place to keep us safe.

## Slide 18- Who Is A Trustworthy Person?

Ask: What does it mean to trust someone?

Discuss: Have a 2 minute discussion allowing students to define that. Prompt responses by asking if they trust specific people, Pastor, neighbor, cute guy/girl you met at the basketball game last night, mom's friend, older brothers best friend, grandma. Why do you trust them? Is it about how long you've known someone? Is it because you met them through someone you trust? Etc

Trustworthy person

A trustworthy person will:

1. Never ask you to do something illegal
2. Never ask you to go against your moral compass
3. Never ask you to keep a secret from a parent or guardian
4. Always wants the best for you

Say: The same is true for your friends. Do you have trustworthy friends and are you a trustworthy friend? It's not always easy to be an advocate for someone, but it is so important to care about your friends just like that.

Ask: How does this relate to respect for yourself and for others?

Say: That goes back to our value as a human being. When you understand how incredibly valuable you are, you require respect from others. Hanging out with trustworthy people is a form of respect. And when you recognize others' values you treat people with respect.

Ask: Have you ever heard the phrase: Show me your friends and I'll show you your future? You become like the people you hang out with. Be strong advocates for each other!

### **Slide 19- How Can I Be A Good Partner?**

Say: It's not just ourselves we have to look after, but others, as well. We want to make sure we are also keeping our relationships healthy and treating our partner how they deserve, too.

Say: No one has more value than you. But it is also very important to remember that you have no more value than anyone else, either. Surround yourself with good relationships and people who lift you up, but make sure, too, that you are being that person to others. And remember also that if anything we've talked about has felt familiar to you personally, your value is not lesser and will never be. That constant value goes both ways, if you've been made to feel bad AND if you've made someone else feel that way.

### **Slide 20 - Build-a-partner activity**

Draw the outline of a person on the board. Give each student a sticky note.

Say: As a group, we are going to build the "perfect partner." We're not going to label this partner, they can be male, female, something else, it doesn't matter. Okay, what should we name them? Take answers. Write the name above the body

Say: Now, I want each of you to write on your sticky note one thing that you think a partner should be or have. You don't have to write your name on it. When you're done, come up here and put your sticky note on [name of partner.] Make sure to keep it appropriate.

Give them a minute or so to complete this, depending on the size of the group. Once they are done, choose a few answers to read out loud and discuss why those are important characteristics for a partner.

Say: So, we all have this idea now of what this “ideal partner” should be and how they should act in a relationship. The same goes for each of you. These are things we want in a partner, and these are things we should be for our partner. For the rest of the presentation, I want you to remember [name of partner] as the ideal. Let’s talk about the opposite of this kind of partner.

Virtual: Use annotate features on Zoom to write their answers on the screen.

### Activity

Draw a large heart on the board with a marker. If there is no space beside the presentation, draw a heart on a piece of paper, or have a volunteer do it. Above the heart, write “Love is...”

Say: We all know what love is, right? Strong adoration or affection of someone else. But what is love, really? I don’t want a definition, I want you to tell me what you think love is. And it could be “love is blank” or “love needs blank,” anything you want. Tell me what the end of the sentence is.

Take responses. Write them on the board as each student answers. Discuss as needed.

 Virtual: Share “Love is” word document. Write their answers inside the heart.

Say: These are all great. The most common thing we associate with love is a relationship. So, let’s talk about that.

## **Slide 21 - Walking on Sunshine Unhealthy Relationship Video**

Discuss

## **Slide 22 - Why Would We Stay?**

Say: I want you guys to think about what you would do if you realized you were in an unhealthy relationship. I want you to really imagine this. You have a partner, you may have been together for a long time or just a few months, and you really like being with them. They're sweet and funny during the good times, but there are some really hurtful and bad times. They tell you they love you, but it doesn't always feel like love. Why would you stay?

Discuss answers.

*Educator note: Guide it in a way that's not victim shaming. It's a grooming and a mindset change*

*You're going to have both abused and abusers in the room. We want them both to see themselves without shame. We don't want an abuser to shut down because they are feeling blame. But they should feel like this is not okay and I need to stop this behavior.*

Say: Some people don't know they are in an unhealthy relationship and some people don't know they are the ones being unhealthy..

Quick convo in the pandemic

- This is increasing during the pandemic because of this reason

## **Slide 23 - It's Not Your Fault Activity**

Say: If you have been, or are currently in, a relationship that you believe is unhealthy and hurtful, remember, it's not your fault. But keep in mind, you deserve more for yourself and for your partner!



Activity I want everyone to get out a piece of paper and a pen. In the corner of the page, draw a small sized circle. Now, in the middle of the page draw a much larger circle. Turn to the person next you, and trade pages with them. When I say go, you guys will have 10-15 seconds to do whatever you want to the large circle on the other person's paper. You can draw a picture or write something on it, scribble on it, poke holes in it, anything you want to do as long as it stays within that circle and is appropriate. Ready? Go.

Let them complete the activity. Some of them may have drawn pictures, but most of them will likely scribble on the circle or tear it, etc.

Say: Okay, stop. Now, give the paper back to its original owner. I want everyone to sign the inside of your small circle in the corner that you drew. This shape represents the things that you can control.

Ask: What are some of those things? What do you have control over? Take answers.

Say: The only thing in the entire world over which you have full control over is yourself. You can control what you do and what you say, but that is it.

Look at the bigger circle. What happened to it? Take answers.

That bigger circle is what you can't control. Your friends may have drawn or wrote something nice inside of it or they could have destroyed it. It doesn't matter, because you have absolutely zero control of what they did. I'm not trying to tell you that you have no control in life and nothing is ever your fault, however, what I am saying is that the only thing you can take responsibility for is your own actions and feelings. So, do not hold yourself accountable for anything that happens outside of your circle.

Say: I'm going to be straight about this: there is never a justification for abuse. There just isn't. It doesn't matter if you or your partner had a bad day, or if one of you cheated on the other, or stood them up for a date. There is no excuse for abusive behavior. Period. Your partner's abuse is not your fault, and if you are being abusive, that is not your partner's fault. You two might have an unhealthy relationship where, at times, you both say and act in ways that are wrong. While that is not okay for either partner, it is still not a validation for one partner abusing the other.

Say: I'm sorry if you've experienced anything like this and someone made you feel like you were to blame. And if you see yourself in some of these things, something that you've done in a relationship that you, maybe, didn't realize was abusive, that's a good thing to acknowledge. We're not here to judge your past, but to help you in your future in both having and being a healthy partner.

## **Slide 24 - You Have Value**

Say: Do you remember our value activity in the beginning? Keep that with you! Please remember, you have an intrinsic value that can not be changed, no matter what. And others have an intrinsic value that can not be changed. Treat yourself and others with respect at all times.

## **Slide 25 - Are you READY?**

Discuss: Walk through each step: Elaborating as needed.

R Report anything dangerous or uncomfortable or creepy or weird, etc.

E End the communication

A Ask for help

D Don't engage

Y Your safety first



## **Slide 26 - What Is Your Safety Plan?**

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

## **Slide 27 - How To Get Help**

Ask if there are any questions. If not, you will be available if anyone needs to chat after class.

Encourage the students to talk to someone if they need to, or use us as a resource. Give them all of our contact information.

Remind them that they have so much value and every person has value and deserves the utmost respect. Remind them to respect themselves and respect the people around them.

Remind the students that our goal is never to scare but to empower.

Challenge the students to go home, talk to their parents, educate their siblings, and watch out for their friends.

Provide the resource list. Hand out Student Resource Cards.

### **Slide 28 - Follow Us**

### **Slide 29 - Resources**