

BUILDING YOUR SELF-ESTEEM

Directions:

Talk with your teen about their positive qualities. Are they generous? Kind? Funny? Ask your teen to make a list of at least 10 qualities about themselves. Use this sheet to help guide your teen's responses.


 **My positive qualities:** _____


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

 **How might someone who cares about me describe me?** _____

 **What do I think my friends like best about me?** _____

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

 **I feel confident when** _____

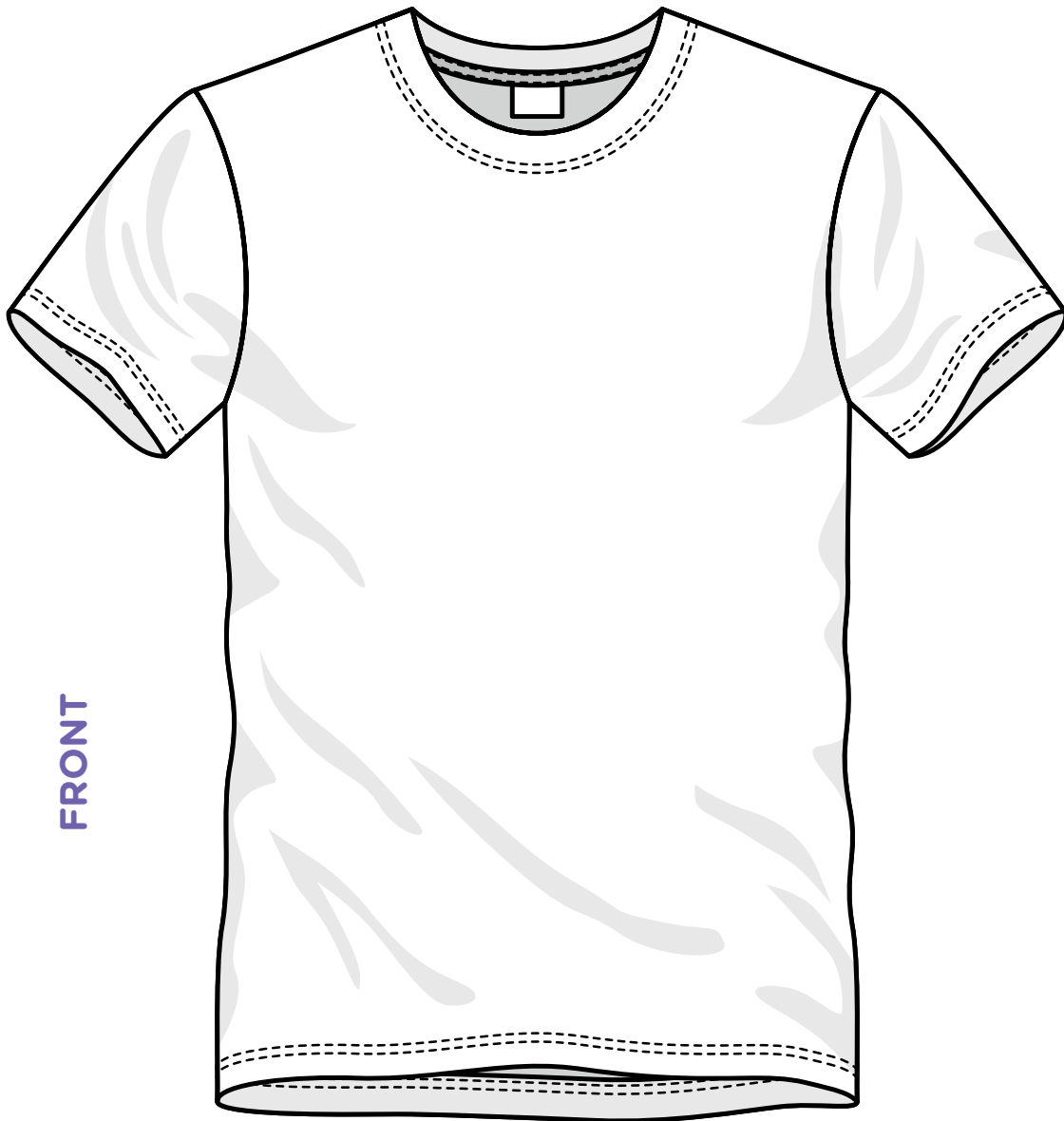
 **I would feel more confident if** _____

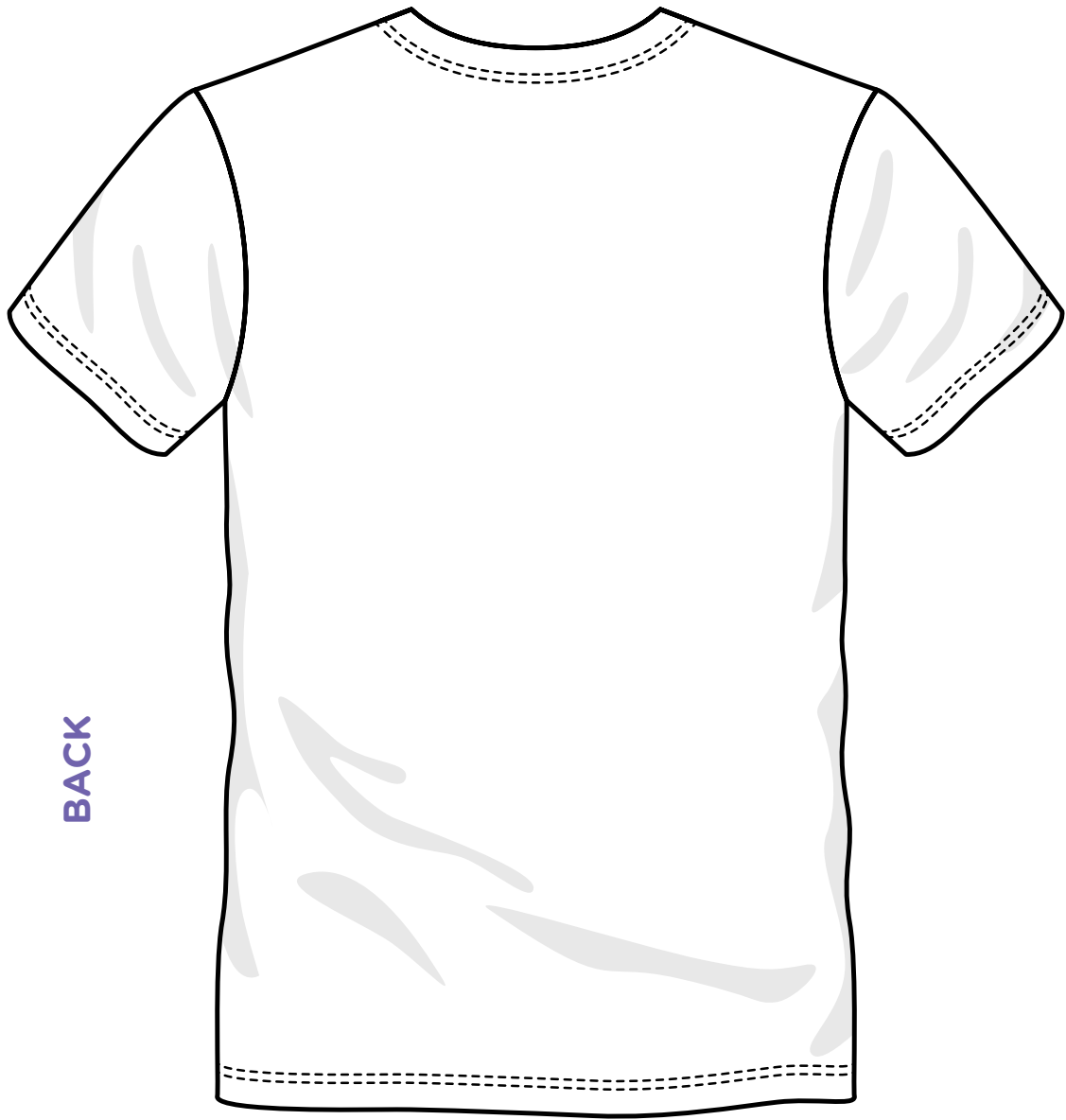
 **We all have things we need to work on. Some of my challenges are** _____

DESIGN A T-SHIRT

Directions:

Talk with your teen about their qualities that make them unique or what they like about themselves. For example, ask your teen what some of their talents are, what they like about themselves and what others say they like about them. Ask them what it would look like if they designed a T-shirt that told the world about them!





BACK

For more ways to talk with your child about making safer and smarter choices, visit SaferSmarterTeens.org.
For additional resources, visit LaurensKids.org.



STEPS TO SAFETY

Self-Esteem and Personal Power

Self-esteem is how we feel about ourselves, and our behavior reflects those feelings. Adolescence is a time when self-esteem may be unstable or negative.

Some of the benefits of positive self-esteem include:

- ✈ Acting responsibly and independently
- ✈ The ability to handle frustrations and emotions
- ✈ A sense of pride in one's accomplishments

These may help make your teen less vulnerable to unsafe situations. Positive self-talk is a useful tool to reframe a negative into a positive. Parents can model this with their teens. For example, if your teen says, "I'm so dumb!" you could say, "You're still learning. I know you'll get it." Positive reinforcement and descriptive praise have a great impact on your teen's self-esteem as well.

Introduce the concept of personal power to your teen. Personal power is one of the tools we have to help us make the safe decisions that help others and ourselves. Help your teen understand that they have personal power. By using their personal power, your teen can:

- ✈ Learn to set their personal boundaries
- ✈ Recognize unsafe situations
- ✈ Use their power to say "no" and get help

How to Build Self-Esteem in Your Teen and Help Them Use Their Personal Power

✈ Step 1

Share some of the words that describe positive characteristics: funny, pretty, fun, cute, sweet, kind, strong, thoughtful, and smart. Remind your teen that everyone has positive characteristics that make them unique, and that how they feel about themselves builds or damages their self-esteem. Self-esteem is important because it enables them to use their personal power in a positive way to help them and others stay safe.

✈ Step 2

Ask your teen to make a list of their positive qualities. Are they generous? Kind? Funny? They should write down at least 10 positive qualities.

✈ Step 3

Ask your teen to list some characteristics they like in others and that they also have. Ask your teen how someone who cares about them might describe them. What does your teen think their friends like best about them? What do their friends say they like about your teen? What compliments would your teen give themselves? What do they like about who they are?

Encourage your teen to make these positive affirmations a part of their internal dialogue. A strong sense of self will help your teen develop their personal power.

✈ Step 4

Discuss with your teen how they can focus on their accomplishments. Teens need to learn how to forgive themselves for their mistakes, focus on the positive, and embrace their own uniqueness. Help your teen to understand that it would be boring if we were all the same, and that there's no one else like them in the world.

THINK, FEEL, ACT


Directions:

Discuss each scenario with your teen. Ask your teen to use Think, Feel, Act to react to each of these scenarios.

THINK: Observe the situation. What do you think?

FEEL: How does it make you feel?


ACT: What should you do or what should you say?

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

THINK: Observe the situation. What do you think?

FEEL: How does it make you feel?


ACT: What should you do or what should you say?

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

THINK: Observe the situation. What do you think?

FEEL: How does it make you feel?

ACT: What should you do or what should you say?

 You are invited to a party by a group of popular kids over the weekend. You find out that no adult will be present at the party. You are told by the kids to tell your parents that the party will be chaperoned.

THINK: Observe the situation. What do you think?

FEEL: How does it make you feel?

ACT: What should you do or what should you say?

STEPS TO SAFETY

TFA – Think, Feel, Act

A **Guiding Voice** is the little voice inside each person that helps us decide if something is safe or unsafe. Think, Feel, Act (TFA) is the process that we use to help us **Think** about a situation that we face, decide how we **Feel** about that situation, and determine how we will **Act** in that situation to make sure that we are safe. Your teen should be encouraged to always tell you if any situation makes them feel unsafe, not quite right, or confused.

How to Use Think, Feel, Act with Your Teen

Step 1

Help your teen understand each step of **TFA** and why it is important for them to Act by telling a trusted adult about any situation that makes them **Feel** confused, threatened, or unsafe, or if something is not quite right.

Step 2

Discuss TFA with your teen by asking “what if?” in the following situations. Ask them what they Think about that situation, how the situation makes them Feel, and how they would Act to stay safe.

Situation 1 – You are working on your math homework. You are a good student, but your friend keeps asking you to let him copy and is keeping you from completing your work. You asked him to stop, but now he is threatening not to speak to you anymore. What does your Guiding Voice tell you?

For example:

Think: *I think this is not right, and I don't like it.*

Feel: *I feel worried, mad, frustrated.*

Act: *I tell him to stop; offer to help him complete his own work; I let the teacher know what is happening.*

Situation 2 – You are at the mall with your friend, and her mom says that the two of you can go to a movie that has a rating that you are not allowed to see. However, she says you cannot tell your parents that she let you see this movie. What does your Guiding Voice tell you?

Think:

Feel:

Act:

Situation 3 – After your baseball game, your coach pulls you aside and gives you a new mitt. He says he's giving you the mitt because he is proud of how you played, but he said not to tell anyone – not even your parents. What does your Guiding Voice tell you?

Think:

Feel:

Act:

Step 3

Ask your teen what they Think and how they Feel about situations that may arise, whether at the grocery store, at home, with friends, or during extracurricular activities. Ask your teen how they, and how you, should Act based upon the Think and Feel answers.

Step 4

Whenever your teen asks, “Mom, Dad, what about ... ?” ask them what they Think and how the situation makes them Feel first, before you give an answer. Allowing your teen to tell you how they would Act gives you insight into how they are processing situations and if they are making safe and responsible decisions. Also ask if their Guiding Voice has told them anything lately and if they have listened to it.

RED FLAGS OF GROOMING

Directions:

Your teen knows about the danger of strangers and that they are never to talk to, go anywhere with, or meet with a stranger. But, there is a much greater chance of your teen being harmed by someone they know. It is very important your teen know that there are behaviors that predators use to groom a teen and gain their family's trust.

Explain to your teen that it is very important that they learn to recognize the warning signs of grooming. They should report to a trusted adult any attention that makes them feel confused or uncomfortable, or just doesn't seem right.

Grooming: An adult giving a teen attention that isn't normal, healthy, or appropriate in order to gain the teen's trust.



RED FLAGS OF GROOMING SCENARIOS

Directions:

Using the information from the “Steps to Safety on Grooming,” discuss the red flags with your teen. Use the following scenarios to practice identifying the red flags of grooming with your teen.

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

What are the red flags? _____

What do you Think? _____

How does this make you Feel? _____

How do you Act? _____

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

What are the red flags? _____

What do you Think? _____

How does this make you Feel? _____

How do you Act? _____

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

What are the red flags? _____

What do you Think? _____

How does this make you Feel? _____

How do you Act? _____

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

What are the red flags? _____

What do you Think? _____

How does this make you Feel? _____

How do you Act? _____

STEPS TO SAFETY








Red Flags of Grooming

Your teen should always be aware of strangers, but sometimes people they know well and trust can hurt them. Help your teen understand that when someone makes them feel uncomfortable, unsafe, or threatened, or is just too close to them, that person has violated their body boundary. It is important that your teen is able to recognize if a relationship is just not right, could become harmful, or could be the process of grooming. Grooming is a process of an adult giving a teen extra attention that isn't normal, healthy, or appropriate in an effort to gain their trust and the trust of their family. This kind of inappropriate behavior can lead to that adult harming the teen. Your teen may think that everyone enjoys attention, and that the attention makes them feel special. If that attention begins to make them feel uncomfortable or if their body boundary becomes violated with unwanted and inappropriate touches, your teen should immediately report it to a trusted adult.

It is important for your teen to understand that there are instances that can make them vulnerable to an abuser who could use these situations as part of the grooming process. Abusers are skillful and manipulative, often behaving in friendly and fun ways to gain a teen's trust. They may be acquaintances of the family, community leaders, trusted family friends, family members, or strangers. Grooming tactics are methodical and intended to gain access to a teen, to isolate, and create secrecy around the relationship. Giving gifts and special privileges are common tactics. It is important for teens to establish their boundaries and to be confident in maintaining those boundaries. Teens should always be alert to the red flags of grooming and should tell a trusted adult right away if they feel that a situation is not quite right or if that situation makes them feel uncomfortable.

Red Flags of Grooming

Grooming behaviors are the steps an abuser takes to win the trust of kids and their families over time to set the stage for sexual abuse.

-  Expensive gifts
-  Special treatment
-  Testing boundaries
-  Checking reactions
-  Isolation
-  Unsafe secrets
-  Unsafe touches

Protecting Your Teen from Grooming

Step 1

Your teen knows about the danger of strangers and that they are never to talk to, go anywhere with, or meet with a stranger. But there is a much greater chance of your teen being harmed by someone they know. It is very important that you and your teen know that there are behaviors that predators use to groom them and gain their family's trust.

Step 2

Know the red flags of grooming. Grooming behaviors are the steps an abuser takes to win the trust of teens and their families over time to set the stage for sexual abuse.

- Expensive gifts
- Special treatment
- Testing boundaries
- Checking reactions
- Isolation
- Unsafe secrets
- Unsafe touches

Step 3

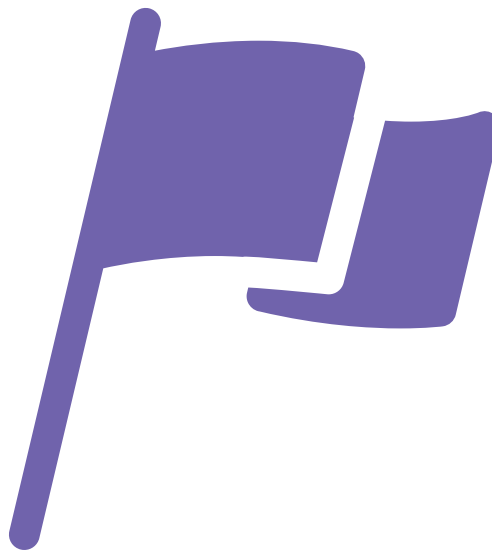
Keep the lines of communication open with your teen. Talk to them about the interactions they have with other adults. Remember that teens who feel like they can talk to their parents or caregivers about anything are much less susceptible to being victimized by a sexual predator.

Step 4

Monitor the time and frequency that other adults spend with your teen. Make sure that any other adult who is spending time with your teen knows that you are aware, involved, and in communication with your teen. Anytime you feel as though some of the grooming behaviors are becoming apparent, remove your teen from the situation immediately. Inform other parents of your concerns if their teen is involved with this adult.

Step 5

Report suspicious behavior on the part of any adult interacting with children and/or teens to the agency or organization employing the individual, and follow up with law enforcement. Be aware of predators who may be living in your area.



CYBER-SAFETY & CYBER P.L.A.N.

Directions:

Review each part of the Cyber-Safety P.L.A.N. with your teen.

Cyber P.L.A.N.

- ✦ **P stands for Permission:** Students should have **permission** each time they go online. Protecting passwords for their computer and their phone is important.
- ✦ **L stands for Location:** Students should only visit approved Internet **locations**, websites, or game sites. Students should never enter chat rooms because they NEVER know with whom they are really communicating.
- ✦ **A stands for Activity:** Students should only use their devices for the permitted **activity** of a game, site, or app that is allowed. Posting personal information about yourself, such as where you live, can enable someone you don't know to find you. Students should never agree to meet someone they don't know or they only know online. Posting revealing photos of yourself or others can be considered to be sexting and can be illegal. Posting threatening or harassing comments or embarrassing photos of others can be considered to be cyber-bullying and can also be illegal.
- ✦ **N stands for Name:** Students need to know the **name** of anyone with whom they interact online. Students need to be sure that person is real and that they are who they say they are. Abusers may pretend to be kids or misrepresent themselves in other ways. Students should not misrepresent themselves and pretend to be someone they are not. Students should not chat with or reply to a stranger online, just like they would not talk to strangers alone in person.

Help your teen understand that they need to ask themselves these questions each time they go online.

- P - Permission** - Am I allowed to be online?
- L - Location** - Am I going to an approved site?
- A - Activity** - Am I using my devices for an allowed activity?
- N - Name** - Do I know with whom I am interacting on the Internet?

MY CYBER CODE OF CONDUCT

I understand that the use of Internet devices is a privilege. I understand that I must take responsibility for my actions on the Internet and on social media. My use of the Internet and social media will never involve hurting another person. I will never participate in hurting another person. I will never be a bystander and do nothing when I know that someone is being cyber-bullied.

I will not:

- ✈ Tease or frighten someone online or on social media
- ✈ Tell anyone I am someone else online
- ✈ Forward a private conversation or email without the permission of the other person
- ✈ Post pictures or information about someone without their consent
- ✈ Use information to follow, tease, embarrass, or harass someone online or on social media
- ✈ Send or post rude or scary things to someone, even if I'm "just joking"
- ✈ Use someone else's password for any reason
- ✈ Send or post rude things or lies about someone online or on social media
- ✈ Sign on with someone else's screen name
- ✈ Send an email from someone else's account

Work with your teen to determine additional agreements for the safe use of the Internet and social media.

I will _____.

I will _____.

I will _____.

Name _____ Date _____

STEPS TO SAFETY

Helping Your Teen Make a Cyber P.L.A.N.

Technology changes daily and new sites and apps are launched all the time, so it is vital teens understand safe uses for the Internet and that parents consistently monitor their teen's use of the computer, tablet, phone, and all Internet devices.

- ✈ What are the rules for the use of the Internet in your home?
- ✈ Where is your computer located in your home? Is it in a public place in your home?
- ✈ What spam filters and safety settings are enabled on your computer and other devices?
- ✈ Create a list of Internet safety rules for your household. Post them in a conspicuous place, next to a computer, tablet, or a phone charging station. Review these rules with your teen and ask your teen to explain to you why each rule is important in helping them to make safe and responsible choices.
- ✈ Talk to your teen about their use of the Internet. Help them to understand that there are some people on the Internet who are not who they say they are. We really never know who we are communicating with on the Internet, so it is always important to make safe and responsible choices.
- ✈ Because the online community is much larger than our world, it is important that your teen understand that there are certain behaviors that are unsafe and inappropriate:
 - Communicating with someone they don't know
 - Posting personal information on the Internet
 - Posting pictures online or sending a picture to someone they don't know without permission from you or another trusted adult
 - Entering a chat room and engaging in a conversation
 - Visiting inappropriate sites
 - Posting inappropriate pictures
 - Using the Internet or social media to harass or bully anyone

How to Help Your Teen Make a Cyber P.L.A.N.

Discuss the importance of each step of the Cyber P.L.A.N. with your teen:

✈ Step 1

P stands for permission – Your teen needs to have your **permission** for the use of Internet devices. Stress the importance of protecting passwords for their computer and their phone.

✈ Step 2

L Stands for Location – Your teen needs to understand that you or another trusted adult should have knowledge of the **locations** they visit online, including websites and game sites. They should never visit a site or use an app unless it has been approved by you or another trusted adult, and they should never go to chat rooms.

Step 3

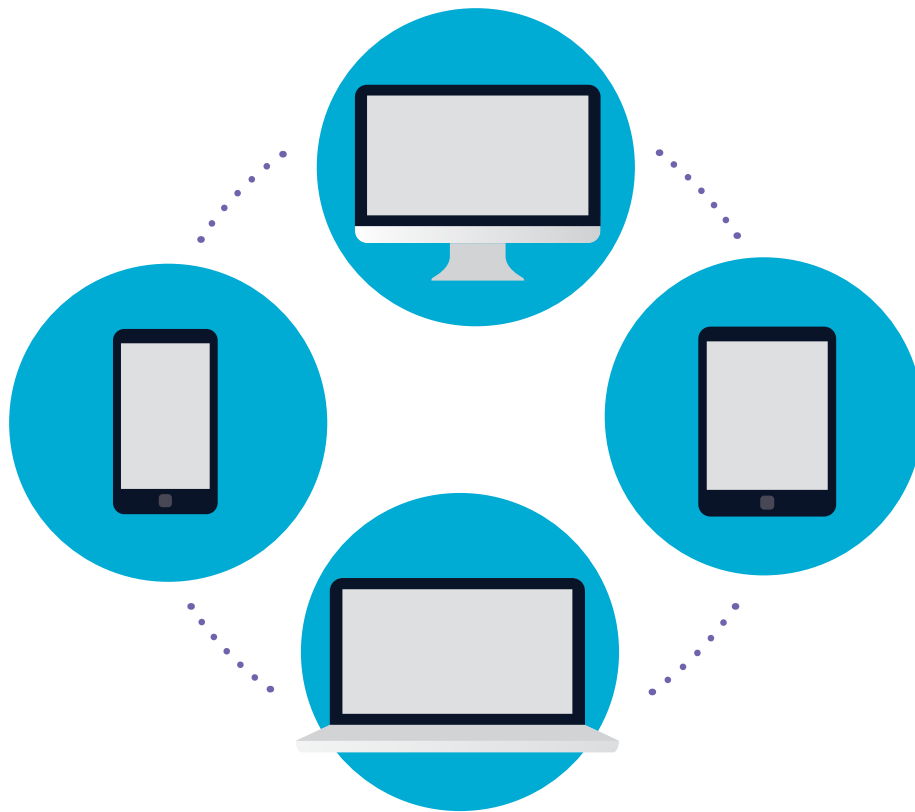
A stands for Activity – Your teen needs to understand that they should only use their devices for the permitted **activity** of a game, site, or app that is allowed by you or another trusted adult. Your teen needs to understand that using the Internet or social media to harass or bully someone is not an activity that is permitted, and that in some cases it can be an illegal activity.

Step 4

N stands for Name – Your teen needs to know the **name** of anyone they interact with online to make sure that they know who they are really talking to, that they are a real person, and that they are who they say they are. Stress the idea that your teen should not chat with or reply to a stranger online, just like they would not give personal information to a stranger in person. Your teen should never agree to meet anyone that they have met online.

Discuss that making safe choices on Internet devices is a condition of having access to those devices. Assure your teen that they should talk to you any time they have a question about anything that they encounter on the Internet that is confusing or makes them feel uncomfortable

While it is important to respect your teen's privacy, you have a responsibility as the owner and account holder of those devices to monitor the uses and activities of them. Your teen should also understand that it is a privilege to use these devices.



STEPS TO SAFETY

A.C.T. - Ask, Care, Tell

Your teen must understand that there is not one description of a victim or abuser. Anyone can be a victim. And, anyone can be an abuser. Therefore, it is essential for your teen to learn to notice clues and use their voice to protect others. Adolescents are more likely to confide in peers rather than adults when in an unsafe situation. Your teen can become sensitive to the circumstances of others by paying attention to clues such as body language and any changes in the appearance and behavior of their friends. Taking the step to express concern to a peer who is showing signs of distress and then being supportive of him or her is an important skill for your teen to develop.

Help your teen to:

- ✈ Become sensitized to the feelings of others
- ✈ Make observations about the behaviors of others
- ✈ Step outside of themselves
- ✈ Develop empathy
- ✈ Tap into their personal power to be the change

How to Use Ask, Care, Tell with Your Teen

✈ Step 1

A.C.T. - ASK, CARE, TELL

Help your teen to be empowered to:

- **ASK** when they observe something troubling in a friend's life.
- **CARE** about their friend by responding without judgment and with support when that friend discloses an unsafe secret or unsafe situation.
- And, most importantly, **TELL**. Your teen needs to understand that they must involve a trusted adult and either accompany that friend when they tell an adult or tell an adult themselves if the friend feels as though they cannot tell.

The most important lesson for your teen is that they must tell.

✈ Step 2

Practice the steps of A.C.T. with your teen. Practicing the verbal responses with your teen will give them the helpful language they need to support their friend.

ASK when you observe something troubling in a friend's life

- "Is everything OK?"
 - "Is something bothering you?"
 - "Do you need some help?"
 - "What can I do to help?"
 - "Is there anything you want to tell me?"
- "Is there anything going on that is worrying you?"

How to Use Ask, Care, Tell with Your Teen

Step 3

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

- “I understand why you are...”
- “That must be difficult for you.”
- “That must be tough on you.”
- “I am your friend and I want to help you.”
- “I care about you.”
- “What is happening to you is not your fault.”

Step 4

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

- “You need to tell someone. I will go with you.”
- “We can go and tell ... (teacher, school counselor, principal, my mother and father, our scout leader, our coach, our pastor, our school resource officer).”
- “Even if you don’t tell anyone, I have to tell because you are not safe.”
- “It’s OK to tell.”

Step 5

Your teen is old enough to be aware of changes in their friends’ behaviors and to help them recognize questionable or unsafe situations. Encourage your child to share their observations and concerns. Discuss what to do if abuse is disclosed to them by a peer. It is important for them to stay calm and reassure their peer that they are glad that they confided in them and that they will help by going with them to a trusted adult.

Look for opportunities to discuss “what if” situations with your child and review the steps to help using A.C.T.

For example:

- What if a friend tells you that she is uncomfortable when her cousin comes over? He is 30 and always comments on how good she looks. He tries to be alone with her and has bought her makeup that her mom doesn’t know about.
- What if a friend tells you that his music teacher has given him beer to relax and begs you not to tell anyone?
- What if your cousin seems sad and quiet? You have noticed that you miss texting and chatting together. She says that her dad won’t let her use the phone.

A.C.T. – ASK, CARE, TELL

Directions:

Help your teen become empowered to:

- ✦ **ASK** when they observe a red flag in a friend's life.
- ✦ **CARE** about their friend by responding without judgment and with support when that friend discloses an unsafe secret or unsafe situation.
- ✦ And, most importantly, **TELL**. Your teen needs to understand that they must involve a trusted adult and either accompany that friend when they tell an adult or tell an adult themselves if the friend feels as though they cannot tell.

The most important lesson for teens to learn is that they must tell.

A.C.T.

Discuss these responses with your teen. Help them to understand how important it is for them to A.C.T. if they observe a friend in an unsafe situation.

ASK – when your teen observes a red flag in a friend's life. Encourage the following questions that they can use to begin a supportive conversation with that friend.

- ✦ “Is everything OK?”
- ✦ “Is something bothering you?”
- ✦ “Do you need some help?”
- ✦ “What can I do to help?”
- ✦ “Is there anything you want to tell me?”
- ✦ “Is there anything going on that is worrying you?”

CARE – help your teen to understand how important it is for them to respond without judgment and with support when that friend discloses an unsafe secret or unsafe situation.

- ✦ “I understand why you are...”
- ✦ “That must be difficult for you.”
- ✦ “That must be tough on you.”
- ✦ “I am your friend and I want to help you.”
- ✦ “I care about you.”
- ✦ “What is happening to you is not your fault.”

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

- ✦ “You need to tell someone. I will go with you.”
- ✦ “We can go and tell ... (teacher, school counselor, principal, my mother and father, our scout leader, our coach, our pastor, our school resource officer).”
- ✦ “Even if you don't tell anyone, I have to tell because you are not safe.”
- ✦ “It's OK to tell.”

Use each of these scenarios to practice the concept of A.C.T. with your teen. Using the examples of responses above, discuss with your teen what they would do in each situation.

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

Ask – What will you ask?

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

Care – What will you say now?

Tell – What will you say?

2. Your friend who is a straight-A student is now not turning in homework and failing tests.

Ask – What would you ask?

Your friend tells you that things are tough at home.

Care – What will you say now?

Tell – What will you say?

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

Ask – What would you ask?

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

Care – What will you say now?

Tell – What will you say?

4. You notice bruises on a friend's upper arm while changing clothes during gym.

Ask – What would you ask?

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

Care – What will you say now?

Tell – What will you say?

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

Ask – What would you ask?

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

Care – What will you say now?

Tell – What will you say?

STEPS TO SAFETY

S.A.F.E.

Your teen must understand that there is not just one description of a victim or an abuser. Anyone can be a victim — even your teen. And anyone can be an abuser. Therefore, it is essential for your teen to understand that they have the power to be S.A.F.E. Adolescents are more likely to confide in peers rather than adults about being in an unsafe situation. Whether a teen discloses abuse to a peer or to a trusted adult, it is critical that teens understand that they must tell if they are in an abusive situation or if they feel uneasy about a relationship with a possible abuser.

How to Use S.A.F.E. with Your Teen

Step 1

Help your teen to understand each part of S.A.F.E. **The S stands for Seek help.** Victims of abuse are empowered to seek help. Help your teen to understand that they have a responsibility to seek help any time they are in an unsafe situation or if they feel like they might be in a potentially unsafe situation. Abuse is never their fault. Communicate to your teen that, no matter what an abuser says, they will be believed and helped. When a teen reaches out for help, they will get help. Your teen should know that if they are not helped, they should continue to tell until they are heard and helped.

Step 2

The A stands for trusted Adults, those adults your teen can turn to for help. Most adolescents tend to disclose unsafe situations to peers, so it's important to communicate to your teen that a trusted adult must be involved in the reporting process ... such as a trusted parent, a teacher, or a pastor. If your teen discloses to a friend that they are in an unsafe situation or if a friend discloses to them, your teen needs to understand that an adult must be informed.

Step 3

The F stands for Face your fears. Situations of abuse may involve coercion and threats to ensure that the relationship continues. This can be a scary and difficult situation. It is not easy to speak up and get help. Because a victim of abuse does not have the personal power to stop the abuse by telling, teens in that situation must find the courage to face their fears and know that it is OK to tell!

Step 4

The E stands for Enact your personal power, a reminder that your teen has the personal power to face their fears and take action.

S.A.F.E.

Directions:

Discuss each step of the concept of S.A.F.E. with your teen:

The S stands for **Seek** help. Victims are empowered to seek help. Peers can assist their friends in seeking help if they are in unsafe situations.

The A stands for trusted **Adults**, those adults your teen can turn to for help.

The F stands for **Face** your fears. Unsafe situations of abuse may involve coercion and threats to ensure that the relationship continues. This can be a scary situation in which your teen needs to take steps to end it and get help.

The E stands for **Enact** your personal power, a reminder that we all have the personal power to face our fears.

Remind your teen that they always have the right to be safe, no one has the right to abuse them, and abuse is never their fault. Remind them that they also have the personal power to stop the abuse by following the steps in S.A.F.E. and to report the abuse.

Using the steps of S.A.F.E., discuss this scenario with your teen:

Maddie, your friend from math class, comes to school one day with her hair combed in a way that seems to cover part of her face. She is quieter than usual. Before first period, while standing at your lockers, you notice that Maddie seems to be hiding behind her locker door. You notice that she is putting lots of makeup on her cheek. This is unusual because Maddie really does not wear any makeup. When she walks toward you, you see that she was trying to cover a bruise.

You know you need to ACT! You ask Maddie if she is okay.

Maddie confides in you that she was hurt at home, but that she is worried her mom will be mad at her if she tells anyone. Maddie says that it doesn't happen too often and she will be okay.

How do you help Maddie to **Seek** help?

Who would be a trusted **Adult** at school that could help?

How could you help Maddie to **Face** her fears and get help?

What can Maddie do now to **Enact** her personal power and take action?

If your teen discloses any type of abuse they are encountering to you during this discussion, remain calm, reassure your teen that the abuse is not their fault, make sure that your teen knows that you have heard them and that you will help them, and immediately take all measures to keep your teen safe — including reporting to law enforcement.