

Module 3

Safety on the Streets

Background

As teens venture out from their protected home environment to new social opportunities, they may be confronted with decisions about unsafe social situations and pressures to use drugs and alcohol. Learning to understand the role of peer pressure and how to make good decisions is a critical part of adolescent development. Creating a safety plan and locating valuable community resources is part of maturation. This module assists teens in understanding “safe” and “risky” activities and how to create the main elements in a safety plan. The group leader should read the Facilitator’s Guide and the Safety on the Streets Guide in preparation for this module. Setting ground rules and creating an atmosphere that encourages communication, trust, and respect is essential for these modules.



Goals

Participants will:

- Identify and discuss examples of unsafe social situations
- Discuss ways to handle difficult situations that involve peer pressure
- Learn how to create a safety plan utilizing community resources

Ice-Breakers

1. *Go Fish*



Objective: This activity is a fun way for teens to begin thinking about safe and risky decisions with the group.

Estimated time: 10 minutes

Materials needed: plastic fish bowl or clear bowl. Pieces of paper cut in fish shapes

Ages: 12-14

Preparation (10 minutes)

Copy and cut out fish shapes — at least 1 fish for every participant. Write “safe” ideas and “risky” ideas on fish-shaped papers, see examples below or Appendix 3-1, and place the fish in the bowl.

Examples of safe ideas:

- Taking a self-defense class
- Making a safety plan with your parents before you go to a party
- Making sure you have a friend with you in an unfamiliar area
- Thinking of ways to refuse taking a drink at a party

**Examples of risky ideas:**

- Waiting at a bus stop at night
- Walking down the street and listening to music with a head set on
- Walking in a new neighborhood
- Going out without any change
- Spending time alone with someone you just met at a party

Directions for Facilitator:

1. Tell participants to cover their eyes with one hand and pick a fish-shaped paper out of the bowl with the other.
2. Have participants take turns reading their paper fish and then give their opinion of whether they feel the statement is a safe idea or risky idea and why.

Discussion:

Encourage discussion about positive choices, safe behaviors and responses, and the possible risks and consequences that might result from various situations. For example, waiting at a busy bus station at 6 pm at night has different risks involved than waiting at a deserted station at 11 pm.

2. *Safety on the Streets Ball Throw*



Objective: This activity helps the participants to think about what they do for fun and gets them moving, which can be helpful with younger ages! This will help set the tone of “We want you to have fun, that’s why we need to brainstorm about ways to keep you safe!”

Estimated time: 5-10 minutes

Materials needed: beach ball or other soft ball, poster board, pen

Ages: 12-15

Preparation: None

Directions for Facilitator:

1. Have participants form a small circle.
2. Ask participants to think of things they do for fun.
3. Hold the ball and state something you do for fun (ex. Go to the movies, go for a walk, dance).
4. After stating the activity you like, gently toss the ball to a participant.
5. Each participant states aloud an activity that they do for fun and then tosses the ball to another person in the circle.
6. The ball is tossed until each participant has had a turn.
7. The activities can then be written on a board after the ball toss so that the group can have a visual of these activities.

Discussion:

Acknowledge the various activities that each member of the group does for fun and take a poll from the group by asking who in the group does each of the activities listed on the board. For example, “How many play softball?”, “How many like to go to the movies?” This will show the similarities and variations within the group.

Group Activities

1. *Role Plays*



Objective: The following situation based role-plays illustrate potentially unsafe social situations, promote resistance to peer pressure, and engage participants in a conversation about safety planning.

Estimated time: 10-15 minutes for each role play and discussion

Materials needed: None

Ages: 12-15

Preparation: None

Directions for Facilitator:

1. Select a role play from examples below.
2. Ask for volunteers to act out the scenario.
3. Actors create their own dialogue for the scenario.
4. Tell actors that they may chose one of the possible endings or they may create their own ending.
5. Group discussion follows.

Role Play #1: THE PARTY

This role play addresses peer pressure in social situations. Three actors are needed.

Scenario:

Shayna and Phoebe were invited to a party by two boys they hardly know. When they get to the party, they see that people are smoking and drinking inside. As Shayna and Phoebe are standing outside, a girl they recognize from school named Lee comes up to them and offers them some pills. Lee tells them it will make the party more interesting. **What should Shayna and Phoebe do?**

Options for Response:

- a. Shayna and Phoebe should tell Lee that they don't want the pills, but then after talking together, they should go to the party and watch out for each other.
- b. Shayna and Phoebe should take the pills so that they can find out what the pills really do.
- c. Shayna and Phoebe should tell Lee they don't want the pills and then they should decide to leave the party.
- d. Choose your own ending.

Questions for Discussion:

1. How do you think Shayna and Phoebe might feel and why?
Engage participants in the possible range of emotions the characters might be having about wanting to stay at the party yet feeling they should leave. Encourage participants to discuss how their feelings might influence their decisions.
2. What are other possible endings and how do you think they would work out?
3. What would you have done differently?
Have participants discuss risks and various ways to stay safe and what they should be thinking of when they are going out. Identify important elements of a safety plan. Examples:
 - Call parents for a ride home
 - Tell parents where they are going to be
 - Stay together and look out for each other
 - Carry money, a phone card or cell phone
 - Never be alone with someone you don't know
 - Think of ways to say no to drinking or doing drugs.
4. What could they say when Lee offers them the pills?
Encourage participants to think of their own responses and practice the words to stand up to peer pressure. Possible responses are:
 - "No, thanks."
 - "I don't do drugs."
 - "I don't need drugs to have a good time."
 - "That's okay. You can take them by yourself."

Role Play #2



Scenario:

HEY, WHERE AM I?

This role-play is intended to identify the risks of being in an unfamiliar neighborhood and to help the group come up with a safety plan should they become lost. Three actors are needed.

Corey, Sandra and Louisa are walking home talking about the "big game". Louisa suggests that they take a short cut because it's getting dark. Suddenly, they realize that they are lost and it is dark out. **What should they do?**

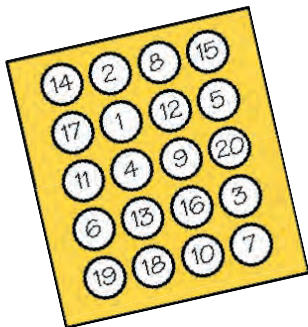
Options for Response:

- a. Corey, Sandra and Louisa should stop the next car they see driving by and ask the person for a ride.
- b. Corey, Sandra and Louisa should call the police.
- c. Corey, Sandra and Louisa should go to the closest business and ask the manager or someone working there for directions.
- d. Choose your own ending.

Questions for Discussion:

1. What do you think Corey, Sandra and Louisa are feeling?
2. What are other possible endings and how do you think they would work out?
3. What would you have done differently?
Have participants come up with a safety plan that they could use in this kind of situation such as:
 - *Stick together*
 - *Be aware of surroundings and who/what is nearby*
 - *Go into a business and ask for directions*
 - *Call your parents to get them to pick you up or contact the police*

2. Circles and A Square



Objective: This activity helps teens realize that it takes practice, time and thought to make good decisions that lead to good plans. Teens are intentionally not given much instruction so that they can try to plan and problem solve with their own ideas.

Estimated time: 10-15 minutes

Materials needed: masking tape, 20 paper plates or paper cut into large circles, pen, stop watch or watch/clock with second hand

Ages: 12-15

Preparation (10-15 minutes): Using masking tape, make a large square (8' by 8') in the middle of the room. Number paper plates or round pieces of paper the size of paper plates with numbers 1-20. Mix up the plates so that they are not in numerical order. Arrange the plates in rows and columns within the square, as shown here.

Directions for Facilitator:

1. Tell participants that everyone must be an active participant in this activity and **all of the numbers in the square must be touched in numerical order** (i.e., someone touches #1 first, then #2 is touched, then #3, until all 20 plates have been touched).
2. Give participants 1 minute to strategize with each other about how they want to complete this activity.
3. Time the group to see how long it takes them to touch all 20 circles.
4. Tell the group their time and give them another minute to discuss new strategies. They can then make changes in order to decrease their time. Review the instructions with the group again at this point.
5. Time the group again as they go through the activity a second time.
6. If time allows, repeat a third time.

Discussion:

Ask the participants the following questions: “Did your time get better as you went along?” (Generally time will improve as they strategize more). “Why or why not?” Emphasis should be placed on the fact that decision-making and planning take time and practice. In order to come up with the best plans, we need to think about what works best, when and why. “Did it help to have a group to discuss your plans with? Did you learn anything from this activity that you could apply to your own planning?”

Variation: This game can be played backwards where participants begin with the largest number. It can also be played using the alphabet instead of numbers.

3. *Street Smart*



Objective: This activity helps to demonstrate that there are steps involved in making a plan and gets the participants thinking about potential “risky” situations.

Estimated time: 10-15 minutes

Materials needed: 11 index cards or pieces of paper/cardboard cut into rectangles the size of 3 1/2 x 5 index cards, markers (three different colors, if possible), glue stick, scotch tape

Ages: 12-14

Preparation (Under 5 minutes):

- Write or type the word “Movies” on **one piece of paper** with one color marker in large block letters, the word, “Intersection” on **three pieces of paper** with a second color marker, and “Home” on the **last piece of paper** with the final color marker.
- Designate five areas of the room: 1 area entitled “Movies”, 3 areas named “Intersection”, and 1 area entitled “Home” by taping the appropriate paper in that section of the room.
- Photocopy and cut out cards 1-6 in Appendix 3-2, then glue them onto individual index cards.
- Tape two cards next to each intersection so that the writing is facing down.

Directions for Facilitator:

1. Divide the group into two teams, A and B.
2. Explain to the group that the goal is for both teams to get “Home” safely. This needs to be stressed so that teams are evaluating decisions fairly.
3. Read the following to Team A and B: You are at the movies. When the movie is over, you start home. At each intersection, you pick a card. The card will describe a potentially risky situation.
4. Team A moves together to Intersection #1.
5. They pick one of the cards at the intersection and read it out loud.
6. Team A is given 1 minute to problem solve about the safest course of action to take.
7. When they decide what to do, they say their plan out loud.
8. Team B votes on whether or not the plan is safe enough for Team A to advance to the next intersection.
9. If Team A advances to the next intersection because their plan was considered to be safe, they wait there while Team B moves to Intersection #1.
10. If Team A does not get to advance to Intersection #2 because their plan was not considered to be safe, they wait at Intersection #1 while Team B moves to Intersection #1.
11. Team B picks the remaining card and repeats the sequence.
12. If a team does not advance to the next intersection because they were unable to come up with a safe plan, they get a second chance with the same situation after the other team has had a turn.
13. The game continues until both teams arrive home safely.

Discussion:

After the activity, encourage the participants to discuss what it was like to create a safety plan. Discussion questions might include:

- What was it like to come up with a safety plan in a group?
- Did participants have different ideas about what would be safe or unsafe?
- How did you reach a decision if there was a disagreement around a plan?
- What ideas did both groups share in making safety plans?
- Have you ever used these ideas in real life? Did they help? Why or why not?

Sample Scenarios (See Appendix 3-2)

1. You are walking home and become aware that someone has been walking behind you. What do you do?
2. You are at the train or bus stop with your friend. Two older teens start talking to you. They seem nice and tell you they are going to a party at their friend's house and invite you to come. What do you do?
3. You are walking and it is cold out. Some boys in a car stop and offer you a ride. You know one of them from school. You can see that one of the boys in the back seat is drinking a beer. What do you do?
4. You get on the train or bus and there are no seats left. You realize that the man behind you is standing so close to you that he is touching you and you feel uncomfortable. What do you do?
5. A friend invites you to go back to her house after seeing a movie together. You told your parents you'd be home right after the movie. What do you do?
6. As you are walking home, you decide to take a short cut and then realize you are lost. It is beginning to get dark outside. What do you do?

4. *Street Survival*



Objective: This activity helps teens think about decision-making, ways to develop a safety plan, and encourages group discussion about staying safe.

Estimated time: 15-20 minutes

Materials needed: 3 1/2" x 5" index cards, pen

Ages: 12-15

Preparation (Under 5 minutes):

- Copy and cut out each Mystery Card (see Appendix 3-3) or write or type each card on an index card in advance. There should be a total of 6 cards.
- “Mystery Card #1” should be written or typed on one side of the first index card and the directions should be on the other. “Mystery Card #2” should be written or typed on one side of a second index card with the “Discussion” section on the other side. All 6 cards should be presented in a similar way.

Directions for Facilitator:

1. Divide the group into 3 groups if there are 6 or more participants, or 2 groups if there are less 6 participants.
2. Have a participant from each group close their eyes and choose a mystery card.
3. Each group is given 2-3 minutes to read the instructions on their card and decide as a group what they are going to do.
4. The groups designate someone to read their mystery card to all participants and state what they have chosen and why. Possible items might include: subway/bus tokens, spare change, a cell phone, soda, sneakers, compass, bottle or water, whistle. Other strategies might include: telling your parents where you are going and what your plan is, picking a code word that your parents know in case of emergency, training in a self-defense class, staying with a group of friends.
5. After each group has shared with all participants, the “Discussion” cards are handed out and read out loud. The small groups then discuss if they had what they needed to help them in the situation and to keep them safe.

Discussion

Ask the participants if it was difficult to choose just five items and what other items would be helpful in certain situations. Were there any items you brought that might have been risky, like a pocketknife? Other questions for discussion include:

- How did you come up with your list?
- Do you think sharing ideas with others helps when reaching important decisions?
- Does asking what your friends think ever get in the way of making safe decisions?

For this and other Mystery Cards, see Appendix 3-3 at end of module.

Mystery Card #1

You are going to a place where there are stores and maybe an area to get something to eat. You are at home and are getting ready to go on this adventure. You can only pack 5 things in your bag to bring with you. Decide with your team what 5 items you are going to pack. Is there anything else you would like to do before you leave?

Mystery Card #1 DISCUSSION

You may have guessed that you went to the Mall! What you may not have guessed is that you went to the Mall with your friend and then you accidentally got separated from each other.

- Did you have what you needed to keep yourself safe and find a way home or find your friend?
- Would you change the 5 things you would bring with you now that you know the situation?
- How would the items you brought with you help you in other situations?
- Is there anything you would have wanted to do before you left home?

5. Drop-A-Line



Objective: This activity encourages group discussion about the dangers of peer pressure and helps teens come up with responses to resist peer pressure.

Estimated time: 10-15 minutes

Materials needed: stop watch or clock with second hand, board or paper, pen

Ages: 12-15

Preparation: None

Directions for Facilitator:

1. Divide group into two teams, Team A and Team B, by counting 1, 2.
2. Explain to each team that they have 2-4 minutes to think of “pressure lines” that they have heard either in real life, in a movie, or on TV.
3. Give the group the following definition of Peer Pressure Lines:

Peer pressure lines are things that people your own age say to try and get someone to do what they want them to do.

4. Encourage participants to say, “One pressure line is _____” so as not to disclose if they heard it from someone in their own life or in a movie or TV.
5. Write lines/responses on board or paper for visual feedback.
6. Have each team select 3 pressure lines they like the best or think are the most commonly used.
7. Team A then challenges Team B by saying one of their pressure lines out loud.
8. Team B has 1 minute to come up with a response.
9. Team B shares the responses they came up with, mentioning the one or two they think would work best in resisting the peer pressure.
10. Team B then challenges Team A with one of their pressure lines.
11. Team A has 1 minute to come up with a response.
12. Team A shares the response they came up with, mentioning the one or two they think would work best in resisting the peer pressure line.
13. This activity continues until all pressure lines have been used and responses are given or until time is up.
14. If the teams come up with identical pressure lines, they are encouraged to use a different one in order to increase the variety of responses.

Discussion

Prompt a discussion about what the teams found helpful when faced with a pressure line. Ask the participants if it helps to talk through responses with friends/family. Ask participants to identify specific situations when pressure lines might be used and what the reasons might be.

Examples of peer pressure lines:

“You’ll really like this drink. It tastes really good.”
“Everybody is drinking. You’ll look weird if you don’t.”
“Take this pill. It will help you feel relaxed and your parents won’t know.”
“Don’t be such a baby.”
“If you love me, you’ll do this.”
“I would do the same thing for you.”

Possible peer pressure line responses:

“No, thanks.”
“I’m all set, thank you.”
“I don’t need that to have a good time.”
“I don’t drink/do drugs.”
“I feel uncomfortable doing that.”
“I know you’ll respect my decision if you’re a true friend.”
“I want to wait.”
“Now is not the right time for me.”
“I’ve never forced you to do anything that you didn’t want to do.”

Closing Activities

1. *Sentence Completion*



Objective: This closing activity allows participants to reflect on the material presented and share something they learned during the group.

Estimated time: 5 minutes

Materials needed: None

Ages: 12-15

Preparation (5 minutes): Copy and cut out the phrases (see Appendix 3-4) or write or type the phrases on individual pieces of paper that are folded and put into a hat or box.

Directions for Facilitator:

1. Ask participants to sit in a circle.
2. Have each participant pick a phrase from the hat.
3. Go around the circle and have participants read the phrase aloud and complete the sentence.
4. Remind participants that they may “Pass” if they do not want to respond.
5. If there are more than nine participants, questions can be recycled, or phrases can be added. If there are fewer than nine participants, multiple phrases can be answered by each participant.

Fill in sentences relating to how to stay safe:

Today I learned _____.

One of the ways I can keep myself safe is _____.

In order to have a good and safe time at a party, I will _____.

A way that I can help a friend stay safe is _____.

It is important to have a safety plan so that _____.

My safety plan includes _____.

If I need help or want advice, I know I can talk to _____.

Something I'll do differently after today when I'm going out is _____.

When faced with peer pressure I will _____.

My favorite activity today was _____.

2. *Not Your Typical Lecture*

Objective: This activity allows participants to review important safety plans in a fun and interactive way.

Estimated time: 5-10 minutes

Materials needed: None

Ages: 12-15

Preparation: None



Directions for Facilitator:

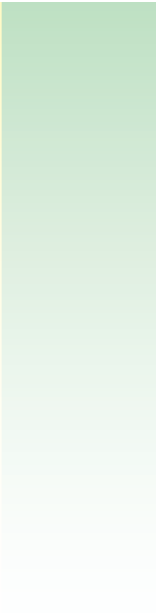
1. Divide participants into 2 teams, A and B.
2. Tell both teams that they will be pretending to be a caring and concerned parent of a teenager.
3. Group A must come up with a lecture for the teenager as she is about to leave the house for a party at a friend's house. It should include 5 safety elements (see example below).
4. Group B must come up with a lecture as the teenager is about to leave for the movies at a theater two towns away. It should include 5 safety elements (see example below).
5. Give each team 2-3 minutes to prepare their lecture.
6. Each team should pick one person to deliver the lecture to the entire group.
7. Have the teams critique their lecture. Ask: What elements were positive in the lecture and what comments were negative?

Discussion:

Prompt discussion around the qualities that make us feel good in relationships. What qualities do you think are important in relationships after this group? What are the aspects you value most in your relationships?

Sample for Team A:

“Maura - I want you to have a good time at the party tonight but there are some things I want you to keep in mind. Take your cell phone in case you need to call us and can't use the phone there. Don't drink anything that another person gives you. It is a good idea to think up a line before you get there that will help you refuse a drink without feeling embarrassed. There may be people there you don't know, so don't go off alone with someone you have just met. If you want to leave the party or need a safe ride home, call us and we will pick you up.”



Discussion (continued):

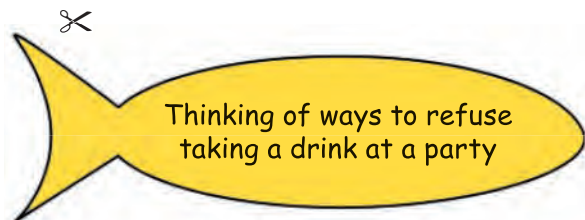
Sample for Team B:

“Jane - there are a few things I want you to keep in mind today. If you meet other kids at the movies who you have never met before, don’t go anywhere with them. If you decide to walk to the mall across the street, don’t accept a ride from anyone. Be sure to take enough extra money to call me if you need a ride home or if you have a problem. Make sure you stay with your friends. I want you to be home by 10:00. If you are going to be later, call to let me know. Have a good time!”

Appendix 3-1

Fish Cut-Outs for “Go Fish”

Safe Ideas



Risky Ideas



Cards for “Street Smarts”



Card #1

You are walking home and become aware that someone has been walking behind you. What do you do?

Card #2

You are at the train or bus stop with your friend. Two older teens start talking to you. They seem nice and tell you they are going to a party at their friend's house and invite you to come. What do you do?

Card #3

You are walking and it is cold out. Some boys in a car stop and offer you a ride. You know one of them from school. You can see that one of the boys in the back seat is drinking a beer. What do you do?

Card #4

You get on the train or bus and there are no seats left. You realize that the man behind you is standing so close to you that he is touching you and you feel uncomfortable. What do you do?

Card #5

A friend invites you to go back to her house after seeing a movie together. You told your parents you'd be home right after the movie. What do you do?

Card #6

As you are walking home, you decide to take a short cut and then realize you are lost. It is beginning to get dark outside. What do you do?

Mystery Cards for “Street Survival”



Mystery Card #1

You are going to a place where there are stores and maybe an area to get something to eat. You are at home and are getting ready to go on this adventure. You can only pack 5 things in your bag to bring with you. Decide with your team what 5 items you are going to pack. Is there anything else you would like to do before you leave?



Mystery Card #1 DISCUSSION

You may have guessed that you went to the Mall! What you may not have guessed is that you went to the Mall with your friend and then you accidentally got separated from each other.

- Did you have what you needed to keep yourself safe and find a way home or find your friend?
- Would you change the 5 things you would bring with you now that you know the situation?
- How would the items you brought with you help you in other situations?
- Is there anything you would have wanted to do before you left home?

Mystery Cards for “Street Survival”



Mystery Card #2

You are going to a place where there will be music and people. There will be people you know and some you don't know. You are at home and are getting ready to go on this adventure. You can only pack 5 things in your bag to bring with you. Decide with your team what 5 items you are going to pack. Is there anything else you would want to do before you leave?



Mystery Card #2 DISCUSSION

You may have guessed that you went to a party at a friend's house. What you may not have guessed is that your ride is not going to be able to drive you home by the time you're supposed to be home. Also, you have heard that your ride might have been drinking.

- Did you have what you needed to keep yourself safe and find a way home?
- Would you change the 5 things you would bring with you now that you know the situation?
- Would the items you brought with you help you in other situations?
- Is there anything you would have wanted to do before you left home?

Mystery Cards for “Street Survival”



Mystery Card #3

You are going to a place where you have never been before. You have to get there and it will involve meeting someone you know at this place. You are at home and are getting ready to go to this Mystery place. You can only pack 5 things in your bag to bring with you. Decide with your team what 5 items you are going to pack. Is there anything else you would want to do before you leave?



Mystery Card #3 DISCUSSION

You may have guessed that you are visiting a friend in a new neighborhood. What you may not have guessed is that you get lost on the way.

- Did you have what you needed to keep yourself safe and find a way to your friend's house or back to your home?
- Would you change the 5 things you would bring with you now that you know the situation?
- How would the items you brought with you help you in other situations?
- Is there anything you would have wanted to do before you left home?

Sentence Completion



Today I learned _____.

One of the ways I can keep myself safe is _____.

In order to have a good and safe time at a party, I will _____.

A way that I can help a friend stay safe is _____.

It is important to have a safety plan so that _____.

My safety plan includes _____.

If I need help or want advice, I know I can talk to _____.

Something I'll do differently after today when I'm going out is _____.

When faced with peer pressure I will _____.

My favorite activity today was _____.