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Runaway Prevention Curriculum

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ACKNOWLEDGEMENTS

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And special thanks to you, the youth advocate who will implement the *Let's Talk: Runaway Prevention Curriculum*.





Dear Community Educator,

Runaway prevention is everyone's concern. Youth who run away have an impact on their immediate families and friends as well as on their communities. Prevention is a delicate balance of awareness, communication, resources, stress management, and support.

The National Runaway Safeline (NRS), formerly the National Runaway Switchboard, is pleased to present you with the *Let's Talk: Runaway Prevention Curriculum* (Revised 2014). The curriculum was written in response to the expressed needs of teachers, social service providers, and community members. NRS worked collaboratively with DePaul University's Center for Community and Organization Development (CCOD), youth, and the community to develop a one-of-a-kind runaway prevention curriculum. The goals of this interactive curriculum are to build life skills, increase knowledge about runaway resources and prevention, educate about alternatives to running away, and encourage youth to access and seek help from trusted community members. This evidence-based program has been developed for flexible delivery; it can be used in its entirety, as individual modules, or to supplement other prevention strategies. The program is designed to be delivered by a range of youth-serving professionals, and each module can be completed within 45-60 minutes.

This professionally developed curriculum has been revised based on feedback collected from users across the country who have implemented the curriculum. *Let's Talk*, accompanied by the companion film *1-800-RUNAWAY*, provides easy-to-use lessons on various topics and interactive, youth-approved activities. Included with these lessons are all of the information and resources needed when using the curriculum. In addition to the curriculum, NRS is excited to offer support, technical assistance, and train-the-trainer opportunities. For more information, please contact the NRS Prevention Specialist at 773-289-1723 or via email at prevention@1800RUNAWAY.org.

As partners in prevention, NRS looks forward to receiving feedback, success stories, questions, and comments about the *Let's Talk: Runaway Prevention Curriculum*. Please complete the demographic forms, use the pre- and post-tests within the curriculum, and return all forms and tests to NRS. These surveys allow NRS to continue measuring the impact of the curriculum and ensure that the information contained within the modules continues to be relevant.

As always, please let us know how NRS can further support the important prevention work you do in your community. Together we can increase prevention efforts and provide renewed hope for youth and families.

A handwritten signature in black ink that reads "Maureen Blaha". The signature is fluid and cursive, written in a professional style.

Maureen Blaha
Executive Director
mblaha@1800RUNAWAY.org
773-289-1720

LET'S TALK: RUNAWAY PREVENTION CURRICULUM BRIEF OVERVIEW

Information from the curriculum development process was synthesized into a curriculum of 14 modules to help prevent youth from running away. The modules are as follows:

<p>Module 1: Communication and Listening Youth will identify barriers to communication and use active listening skills in real-life scenarios. Youth will receive an introduction to the NRS Crisis Intervention Model.</p>
<p>Module 2: Adolescent Development Youth will learn the aspects and challenges associated with adolescent development. Youth will discover their personal identity by looking at their strengths and unique qualities.</p>
<p>Module 3: Personal Influences Youth will identify how personal values, principles, and beliefs impact their decision making. Youth will reflect on the role of influential others in decision making.</p>
<p>Module 4: Peers and Healthy Relationships Youth will discuss positive, negative, direct, and indirect peer pressure. Youth will describe characteristics of their current friendships and social groups. Youth will learn characteristics of healthy dating relationships.</p>
<p>Module 5: Families - Roles and Responsibilities Youth will define the term “family” for themselves and will consider the roles and responsibilities each family member holds. Youth will learn techniques to improve communication among family members as well as skills to resolve family challenges.</p>
<p>Module 6: Runaway Reality Youth will brainstorm reasons why young people choose to run away, questions to consider before leaving, and alternatives to running away. Youth will learn about risk factors associated with running away, including sexual exploitation.</p>
<p>Module 7: National Safe Connections Youth will identify their own personal “safe place.” Youth will learn about the National Safe Place program, which invites local businesses and agencies to provide access to immediate help and supportive resources for all young people in crisis.</p>
<p>Module 8: Community Response and Responsibility Youth will consider who in their community is affected, both directly and indirectly, by a runaway incident. Youth will learn how to use their community as a resource and discover ways to contribute to their community.</p>

<p>Module 9: Anger Management</p> <p>Youth will identify and recognize emotional and physical reactions to anger. Youth will learn positive ways to deal with these reactions.</p>
<p>Module 10: Stress Reduction</p> <p>Youth will identify their individual stressors. Youth will learn problem-solving techniques, stress management skills, and resources to avert a potential crisis situation.</p>
<p>Module 11: Drugs and Alcohol</p> <p>Youth will learn facts about and reasons why people use drugs and alcohol. Youth will discuss consequences and risks associated with drug and alcohol use.</p>
<p>Module 12: Sexuality and Sexual Orientation</p> <p>Youth will consider the roles sexuality and sexual orientation play in the lives of those who choose to run away.</p>
<p>Module 13: Internet Safety and Fun</p> <p>Youth will brainstorm their current uses of the Internet and ways to interact safely online. Role plays will be used to encourage Internet safety.</p>
<p>Module 14: Future Life Planning</p> <p>Youth will identify personal or life goals they want to achieve. Youth will discuss facilitators and barriers in achieving life goals they identify in this module.</p>

Curriculum Development

The National Runaway Safeline (NRS) entered into a three-year development process and partnership with the DePaul University Center for Community and Organization Development (CCOD), which was made possible by The Elizabeth Morse Genius Charitable Trust. The Elizabeth Morse Genius Charitable Trust is interested in promoting the well-being of families and integrating change in communities. Likewise, the CCOD was a natural partner because they provide consulting and research services related to clinical, community, and organizational psychology to not-for-profit, service-oriented, community-based organizations. The CCOD specializes in program evaluation and development, leadership development, and coalition building.

Let's Talk: Runaway Prevention Curriculum is an interactive, 14-module curriculum intended to build life skills, increase knowledge about runaway resources and prevention, educate youth about alternatives to running away, and encourage youth to access and seek help from trusted community members. The curriculum development was organized into three distinct phases, later including an additional three phases:

- Phase 1: Program Research
- Phase 2: Curriculum Development and Field-Testing
- Phase 3: Publication and Promotion
- Phase 4: Spanish Translation
- Phase 5: Evidence-Based
- Phase 6: Desktop Review

Phase 1: Program Research

Phase 1 consisted of a literature review, community needs assessment, and development of the curriculum framework.

A literature review was conducted to identify 1) predictors of runaway incidents, 2) existing runaway prevention and intervention programs, and 3) strategies used in communities to address runaway incidents. While few established programs were found, runaway prevention occurs at the local level through classroom and community presentations. Results from the literature review indicated there was no single cause for runaway episodes, though family dynamics often play a significant role.

The community needs assessment included 1) semistructured phone interviews; 2) a national, Web-based survey; and 3) focus groups with

youth and adult youth service providers in urban, suburban, and rural Illinois. Eighteen providers, representing a variety of agencies and organizations nationwide, participated in phone interviews and shared ideas regarding the design, content, and implementation of a runaway prevention curriculum. A Web-based survey was then created from the phone interview results, promoted nationwide, and completed by more than 280 service providers. These service providers represented the fields of social services, health, religion, law enforcement, and education. The combined results of the survey and phone interviews were then discussed in focus groups with 27 youth and 26 adults. From these three assessment methods came the topics for inclusion in the runaway prevention curriculum.

Phase 2: Curriculum Development and Field-Testing

In keeping with the positive youth development philosophy of NRS, five youth from local agencies and organizations were recruited to form a Youth Advisory Committee (YAC) in the second phase. This process was an opportunity to build leadership skills among these youth by engaging them in a meaningful community service project. The YAC was composed of both male and female youth of varying ethnicities, between ages 17 and 20. These youth had various life perspectives, which ensured diverse experiences and opinions. YAC members reviewed each module and provided verbal and written feedback, which was then considered and integrated into the curriculum.

In addition to gathering feedback from the YAC, 14 pilot testing groups were conducted with youth in urban, suburban, and rural regions of Illinois and Northwest Indiana. A total of 94 youth participated in the pilot testing groups. Participants ranged in age from 12 to 21, with the majority being 14 to 19 years old. Youth self-identified their gender identity; 49% identified as male and 51% identified as female. Participants represented a diverse range of racial and ethnic cultures, including White (35%), African-American (29%), Latino (21%), Bi/Multiracial (5%), Native American/American Indian (4%), other (3%), and Asian/Pacific Islander (2%). Various locations were chosen for the pilot tests, including youth service organizations, faith-based settings, and schools, to help guarantee a diverse group of participants.

For each pilot testing group, the participants took part in either one or two full-length modules of the *Runaway Prevention Curriculum*. The participants were given pre- and post-tests to assess whether or not they acquired the knowledge and skills presented. After the module was presented, they completed an overall process evaluation survey. They then discussed what they did or did not find informative about the

module. Participants also provided other comments they believed would improve the program. CCOD and NRS then synthesized the feedback to further modify the curriculum. A final YAC curriculum review was held to ensure that the curriculum was youth friendly and developmentally appropriate.

Phase 3: Publication and Promotion

Copyrighted versions of *Let's Talk: Runaway Prevention Curriculum* were made available in printed format (limited supply), compact disc format, and via download at 1800RUNAWAY.org. In addition, the companion film *1-800-RUNAWAY* was available on DVD and for download at 1800RUNAWAY.org.

Promotion of *Let's Talk: Runaway Prevention Curriculum* included the following:

- Training and technical assistance for curriculum users
- Links to the curriculum on the NRS website
- Utilization of existing partners in generating interest in the curriculum
- Collaborations with existing NRS partners and organizations
- Highlighting the curriculum during National Runaway Prevention Month (November)
- Attending local and national conferences to exhibit and provide presentations on the curriculum
- Establishing and maintaining contacts within the community to spread the word about the curriculum

After launching in 2007, the NRS continued to explore opportunities that would expand both the reach and research of the curriculum so that it would appeal to a broader audience.

Phase 4: Spanish Translation

In 2009, NRS, in partnership with the DePaul University Center for Community and Organization Development (CCOD), entered into the process of developing a Spanish version of the *Let's Talk: Runaway Prevention Curriculum (RPC)* which was made possible by The Elizabeth Morse Genius Charitable Trust.

CCOD team members reviewed, evaluated, and offered recommendations for the adaptation of the Spanish version of the *RPC*. They reviewed the 14 modules for consistency, clarity, terminology, and grammar. Members involved in the curriculum's translation and

adaptation process represented a variety of Latino cultures. This diverse representation allowed for a broader discussion about selecting the most appropriate terminology for youth audiences that would transcend the variety of Spanish dialects within the United States.

Modules were tested among two cohorts of primarily Spanish-speaking youth ranging between ages 13 and 18. A total of 16 youth participated in the focus groups. All but one youth indicated on the demographic survey that Spanish was their first language. Across both groups, 63% of the participants identified as females, 37% identified as males. None of the youth identified as transgender, although the demographic survey included it as a response option. Focus groups were held in urban Chicago neighborhoods, with youth recruited from one community-based organization and one local high school. The racial and ethnic makeup of participants was Mexican/Mexican American (94%) and Ecuadorian (6%).

During each focus group, participants took part in four activities pulled from four different modules in the Spanish-language curriculum. Participants were given pre- and post-tests to assess whether or not they acquired the knowledge presented. After the first two and second two activities, participants completed an evaluation that focused on clarity of language and concepts within the modules. After the administration of each evaluation, the facilitators held a small-group discussion to provide participants an opportunity to elaborate on the aforementioned themes and to share additional recommendations to improve the modules.

Phase 5: Evidence-Based

The *Let's Talk: Runaway Prevention Curriculum* was evaluated by DePaul University-based researchers. Data from this evaluation provided evidence that the *Let's Talk* intervention improved the knowledge and life skills of the youth who participated in the program.

Evaluating the *Let's Talk: Runaway Prevention Curriculum*

In order to evaluate the *Let's Talk: Runaway Prevention Curriculum*, all 14 modules were presented to youth from 10 different community sites within eight states, including California, Colorado, Florida, Illinois, Missouri, New Hampshire, New York, and Virginia. The sites where the intervention was delivered represented a variety of different community venues, ranging from Boys and Girls Clubs to alternative schools and juvenile

justice programs. Since the goal was to achieve consistency in the samples of youth whose data were included in the evaluation, only the youth that completed at least 50% of the pre- and post-tests that were administered before and after each module were included in the analyses. The sample size after this exclusion was 122, which represented 37% of all youth who participated across all ten sites. Females made up 51.6% of the sample. The adolescents ranged in age from 10 (.8%) to 18 (.8%), with an average age of 13. The sample included youth who had completed sixth grade (10.7%) to those who had completed twelfth grade (6.6%). For most of the participants, ninth grade was the highest grade they had completed (14.8%).

To test whether or not youth were gaining and retaining the knowledge that was presented during the intervention, facilitators had the youth complete a survey (pre-test) before each program module was delivered, and then again immediately after each program module was completed (post-test). There was a separate survey for each of the 14 modules, each with 10 questions pertaining to the information that was to be taught during that lesson. Each test was “graded” to see how many of the questions were answered correctly, and then each student’s score on the pre-test was compared to her/his score on the post-test. If students scored higher on the post-test than on the pre-test, this indicated that they retained new knowledge following the session. Pre- and post-tests were coded in order to link both tests while keeping the participants’ identification anonymous. Data were entered into SPSS and then analyzed.

Changes in Knowledge and Life Skills

In order to determine if the differences between the two test scores were meaningful and if they provided evidence that participants truly learned new information and gained new life skills during each session, researchers conducted a statistical test called a “paired samples t-test.” This statistical procedure is used when the same group of people completes a survey or test both before and after they participate in an intervention. The paired samples t-test determines whether there is a significant difference between participants’ scores on the pre-test and scores on the post-test by computing the difference between the two scores for each participant, and then testing to see if the average difference is significantly different from zero. A separate paired samples t-test was conducted for each of the 14 modules.

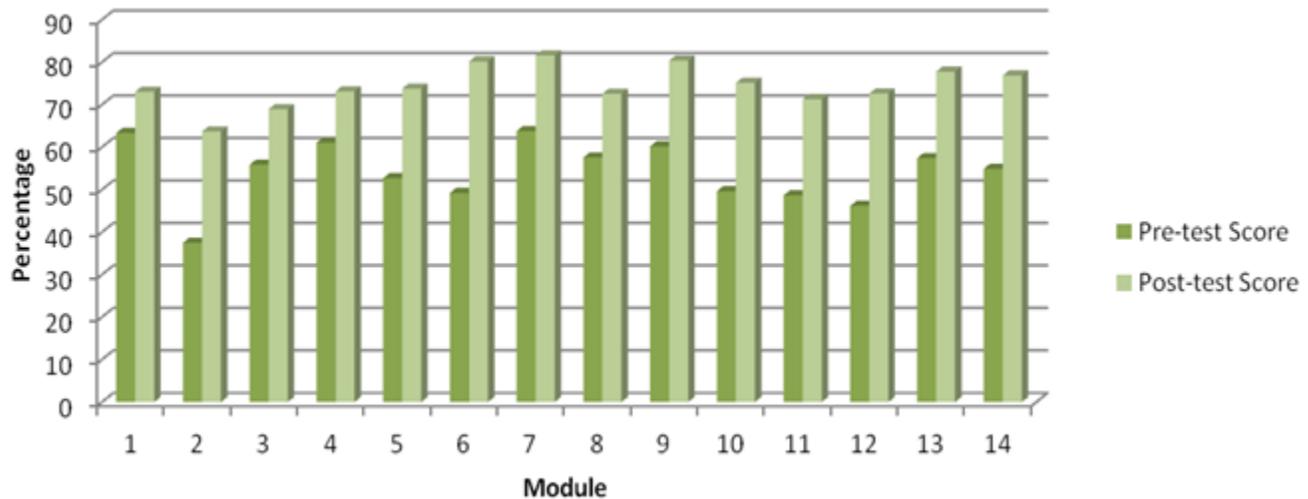
Findings show that information and life skills did indeed increase from the pre-test to the post-test across all 14 modules. Scores often improved drastically. For example, in Module 6 (Runaway Reality), the average score for the pre-test across all participants was 49.25% correct, whereas the

average score for the post-test across all participants was 80.19%. This means that not only are youth learning, but they are also still able to retain what they have learned after the material has been presented. In the table below, the pre- and post-test average percentages (scores) are shown for each module, along with the average increase in test scores.

Module Pre- and Post-Test Average Scores			
Module	Pre-Test Score (Percent Correct)	Post-Test Score (Percent Correct)	Average Increase in Test Score
Communication and Listening	63.37	73.08	9.71
Adolescent Development	37.50	63.70	26.20
Personal Influences	55.89	68.97	13.08
Peers and Healthy Relationships	61.05	73.16	12.11
Families Roles and Responsibilities	52.72	73.80	21.09
Runaway Reality	49.25	80.19	30.94
National Safe Connections	63.81	81.62	17.81
Community Response and Responsibility	57.60	72.60	15.00
Anger Management	60.20	80.40	20.20
Stress Reduction	49.64	75.18	25.54
Drugs and Alcohol	48.67	71.33	22.667
Sexuality and Sexual Orientation	46.20	72.66	26.46
Internet Safety and Fun	57.44	77.80	20.37
Future Life Planning	54.94	76.91	21.98

*All values were statistically significant at the $p < .001$ level.

The bar graph below illustrates that in every module scores showed improvement from the pre- to the post-test.



The National Runaway Safeline's *Let's Talk: Runaway Prevention Curriculum* is an evidence-based intervention.

Data from this evaluation demonstrates that youth are learning helpful information as they participate in the various intervention modules. The average increase in knowledge across modules ranged from 10% to 31%. Of particular note is that the modules which demonstrated the least amount of change were those where participants' initial level of knowledge was relatively high. For example, in Module 1 (Communication and Listening), the average score for the pre-test was 63% correct, whereas the average score for the post-test was 73%. The modules that evidenced the greatest amount of change from pre- to post-test included: Module 2 (Adolescent Development), Module 6 (Runaway Reality), Module 10 (Stress Reduction), Module 11 (Drugs and Alcohol), and Module 12 (Sexuality and Sexual Orientation). Overall, the evaluation data suggest that this evidence-based prevention program is beneficial to the youth who participate in the modules, both in increasing awareness and knowledge of how to deal with challenging life situations, and in reshaping the way youth think about how to overcome these obstacles in a healthy manner.

Phase 6: Desktop Review

With the support from First Nonprofit Foundation, NRS was able to complete a desktop review and update the existing *Let's Talk: Runaway Prevention Curriculum*. NRS was able to gather information from users

across the country to update and rebrand the 14-module life skill curriculum. Changes included:

- Rebranding the curriculum with the new National Runaway Safeline name and logo
- Editing the resource section of each module with up-to-date resources
- Expanding the resource sections
- Updating statistics and any other outdated information
- Revising an activity in Module 6: Runaway Reality
- Adding two new activities (These new activities were not pilot tested to the same degree as the other activities were.)
 - A healthy relationships activity in Module 4: Peers
 - A human trafficking activity in Module 6: Runaway Reality
- Including information about additional development phases and evidence in the curriculum development section:
 - Phase 4: Spanish Translation
 - Phase 5: Evidence-Based
 - Phase 6: Desktop Review
- Including trauma-informed care and harm-reduction philosophy and language

Trauma-Informed Intervention

The *Let's Talk: Runaway Prevention Curriculum* was developed with a trauma-informed care approach by recognizing that youth participants may be impacted by trauma. To that end, curriculum experts wrote the content of this resource with the approach of avoiding any re-traumatization. The curriculum provides the facilitator with a *caution* icon to alert the facilitator when sensitive issues may trigger a youth's past trauma. It also provides a facilitator with a number of resources and information that can assist a youth who may need additional support.

Let's Talk promotes the six key principles of trauma-informed care from SAMHSA* by providing opportunities for youth to learn and practice these principles. Throughout the curriculum, youth will learn about how to be safe, build trusting relationships, connect to positive peer support, engage in mutually healthy relationships, and be culturally sensitive. In addition, the curriculum activities empower youth participants to share their voice and explore potential choices when addressing issues youth face.

*Accessed 2014 from Substance Abuse and Mental Health Services Administration (<http://beta.samhsa.gov/nctic/trauma-interventions>):

- Safety
- Trustworthiness and Transparency
- Peer Support
- Collaboration and Mutuality
- Empowerment, Voice, and Choice
- Cultural, Historical, and Gender Issues

Unique Populations

If you are living in a community with Native American populations, it is important to know a few basic facts about this unique population of youth before serving them. Native American communities include Indigenous people from urban, rural, suburban, and tribal reservation contexts. There are 566 recognized tribal reservations in the United States of America that are governed by elected Native American governments. A full list of NA/AK/NH governments or governing oversight agencies can be found here: <http://www.bia.gov/cs/groups/public/documents/text/idc006989.pdf>.

Don't assume all Native American youth know their tribal affiliation, language, and/or cultural protocols. They may or may not know these things, and they may or may not want to share with whoever is serving them. This can be the case with all youth, as they may also have multiple multicultural identities/expressions depending on their family, peer group, or other community members/influences. It can be complicated and complex, so just be a good listener; don't make assumptions; and build an authentic, caring, and trusting relationship with each individual youth.

Given this information and based on the community from which you provide services, you may have to consider one or more of the following supportive pathways:

- **TRIBAL GOVERNMENT AGENCIES:** When providing services to Native American runaway youth, try to contact the Tribal Government (if tribes are in your state/region). A list of all Tribal Government websites can be found here: <http://www.usa.gov/Government/Tribal-Sites/index.shtml>. Since each tribe is unique, it is important to also be aware that a specific program or service specifically for Native youth runaways may not exist as part of the Tribal Government's offerings for youth. Inquire with the tribe and ask about how the tribe thinks this Native runaway youth could best be cared for and supported.
- **URBAN INDIAN AGENCIES:** These could be urban Indian family, health, social, community, or cultural service offices that are for-profit, nonprofit, or simply community-based agencies.
- **NON-INDIAN AGENCIES:** You can also utilize local public or nonprofit agencies that are nontribal but have Native American programming, services, departments, or staff.

In addition to the links provided above, here are some more resources to guide your work with Indigenous populations:

- The OJJDP Tribal Youth Program website (www.tribalyouthprogram.org).
- Center for Native American Youth at the Aspen Institute provides youth organizations and resources (<http://www.cnay.org/ForYouth.html>).
- U.S. Department of Health & Human Services, Administration for Children & Families, Family & Youth Services Bureau's information about runaway and homeless youth programs (<http://acf.hhs.gov/programs/fysb/programs/runaway-homeless-youth>).
- U.S. Department of Health & Human Services, Administration for Children & Families, Programs and Services for Native Americans/Tribes (<http://www.acf.hhs.gov/program-topics/native-americans-tribes>).
- U.S. Department of Health & Human Services, Administration for Children & Families, Administration for Native Americans (<http://www.acf.hhs.gov/programs/ana/about/partnerships>).

Guide to Using the Curriculum

You'll find *Let's Talk: Runaway Prevention Curriculum* is an easy-to-use format developed with educators, facilitators, and instructors in mind!

Each module contains the following sections:

Learning Goals

- Refers to the knowledge, information, and skills that the participant will acquire after completing the module activities.

Define the Issue

- Elaborates on how the specific module and learned skill sets can prevent runaway episodes.

Icons

- Notate helpful facilitation tips and recommended supplemental materials pertaining to certain modules/activities.



Contains discussions of a sensitive nature.



We encourage you to do this module with family members or guardians.



Activity may require more open space.



For a complimentary activity or module, please see ...



Helpful hint, facilitation suggestion, or supplement(s) to consider with the activity/module.



A must-do if you are short on time!



May need more time for this activity.

Modules Activities

- Lists the activity titles, time allotted, and methodology for each activity.

Time Required

- Notes the approximate length of time required for the entire module.

Materials

- Lists the materials, handouts, and/or worksheets for the module. Note that some materials may need to be ordered in advance.

Module Activity Content

- Includes approximate time and a detailed script for each activity. The module format includes the following:
 - **BOLD VERBS** in the left margin indicate actions to take.
 - An *italicized paragraph* indicates content the facilitator states aloud to the participants.
 - A complete summary is included at the end of each module. If you have not completed the entire module, the summary is formatted in sequential order to easily recap the activities.

Handouts and Worksheets

- Lists the handouts and worksheets included in the module.

References

- Provides a list of material used to develop the content area.

Resources

- Offers additional resources pertaining to the module content for further readings and materials.

Pre- and Post-Tests

- Assessment tools to determine participants' rate of learning.

At the end of each module is an appendix that includes handouts, worksheets, and pre- and post-tests for participants. Please return the completed pre- and post-tests along with a demographic form to prevention@1800RUNAWAY.org or to:

Prevention Specialist
National Runaway Safeline
3080 North Lincoln Avenue
Chicago, Illinois 60657

Additional Resources

Each module offers a variety of resources specific to the topics covered within the module. General information and resources are provided below.



**BOYS & GIRLS CLUBS
OF AMERICA**

bgca.org

Boys and Girls Clubs of America's mission is to enable all young people, especially those who need us most, to reach their full potential as productive, caring, responsible citizens by providing a safe place to learn and grow; ongoing relationships with caring, adult professionals; life-enhancing programs and character development experiences; and hope and opportunity.

Family and Youth Services Bureau

acf.hhs.gov/programs/fysb

The mission of the Family and Youth Services Bureau (FYSB) is to promote safety, stability and well-being for people who have experienced or been exposed to violence, neglect, or trauma. FYSB achieves this by supporting programs that provide shelter, community services, and prevention education for youth, adults, and families. FYSB is one of two bureaus within the Administration for Children, Youth and Families (ACYF). One of its core programs serves runaway and homeless youth. Each year, thousands of U.S. youth run away from home, are asked to leave their homes, or become homeless. Through the Runaway and Homeless Youth Program (RHY), FYSB supports street outreach, emergency shelters, and longer-term transitional-living and maternity group-home programs to serve and protect these young people.



loveisrespect.org

Loveisrespect is a project of the National Domestic Violence Hotline and Break the Cycle. Loveisrespect was designed to create the ultimate resource for fostering healthy dating attitudes and relationships, provide a safe space for young people to access information and get help in an environment that is designed specifically for them, and ensure confidentiality and trust so young people feel safe and supported—online and off.



naehcy.org

NAEH CY is the only professional organization specifically dedicated to meeting the educational needs of children and youth experiencing homelessness. They provide professional development, resources, and training support for anyone and everyone interested in supporting the academic success of children and youth challenged by homelessness. They also engage in federal policy advocacy to strengthen policies and resources for homeless children, youth, and families. A grassroots membership organization continually striving to meet the dynamic needs of their members, NAEHCY's membership includes local homeless education liaisons, educators, school counselors, social workers, registrars, nurses, child advocates, shelter staff, state and federal policy specialists, and partners from community-based and national nonprofit organizations.



National Center for Homeless Education

Supporting the Education of Children and Youth Experiencing Homelessness

center.serve.org/nche/

Funded by the U.S. Department of Education, the National Center for Homeless Education (NCHE) serves as the Department's technical assistance and as the information center for the federal Education for Homeless Children and Youth (EHCY) Program. In this role, NCHE provides research, resources, and information, enabling communities to address the educational needs of children experiencing homelessness. The Center also supports educators and service providers through producing training and awareness materials and providing training at regional and national conferences and events. NCHE is associated with the University of North Carolina at Greensboro.



National Center for Missing & Exploited Children (NCMEC) is the leading nonprofit organization in the U.S. providing assistance to law enforcement and families to find missing children, reduce child sexual exploitation, and prevent child victimization. NCMEC is authorized by Congress to perform 22 programs and services to assist law enforcement, families, and the professionals who serve them.

National Clearinghouse on Families & Youth

ncfy.acf.hhs.gov

Working to prevent youth homelessness, teen pregnancy, and family violence, the National Clearinghouse on Families & Youth (NCFY) is a free information service of the Family and Youth Services Bureau. Its purpose is to educate the family and youth work field—including FYSB grantees and aspiring grantees—about the research and effective practices that can improve the long-term social and emotional well-being of families and youth. From sustainability to evidence-based practice to trauma-informed care, NCFY publishes more than 250 articles, podcasts, and videos a year about interesting and innovative work going on in the field.

National Domestic Violence Hotline

thehotline.org

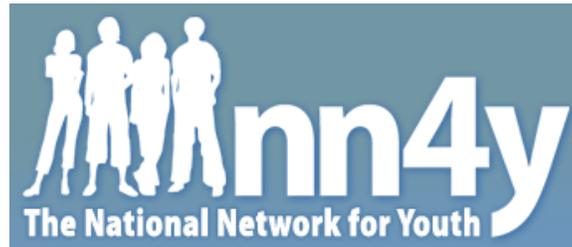
Since its first call in 1996, the National Domestic Violence Hotline has been the vital link to safety for women, men, children, and families affected by domestic violence. They provide confidential, one-on-one support to each caller and chatter, offering crisis intervention, options for next steps, and direct connection to sources for immediate safety. The hotline is an excellent source of help for concerned friends, family, coworkers, and others seeking information and guidance on how to help someone they know.

NATIONAL LAW CENTER ON HOMELESSNESS & POVERTY

nlchp.org

The National Law Center on Homelessness & Poverty, a 501(c)(3) based in Washington, D.C., is the only national legal group dedicated to ending and preventing homelessness. They operate programs across the United States that serve America's more than 3.5 million homeless families, children, and individuals. The National Law Center on Homeless &

Poverty believes that the right to a home and food and the rights of children to go to school lie at the heart of human dignity, and they envision a world where no one has to go without the basics of human survival.



nn4youth.org

The National Network for Youth (NN4Y) is the nation's leading organization advocating at the federal level to educate the public and policymakers about the needs of homeless and disconnected youth. NN4Y is a membership organization of service providers, state agencies, coalitions, advocates, and individuals who work toward their vision of a world where vulnerable and homeless youth can escape the dangers of the streets and access safety, youth-appropriate services, hope, and healing.



1800RUNAWAY.org

National Runaway Safeline (NRS), the federally designated national communication system for runaway and homeless youth, provides crisis intervention through its 1-800-RUNAWAY hotline and 1800RUNAWAY.org online services. NRS provides youth and families in crisis with support and access to resources 24 hours a day, 365 days a year.

National Safe Place Network

nationalsafeplace.org

National Safe Place Network (NSPN) envisions a world where all youth are safe. It is their mission to ensure an effective system of response for youth in crisis through public and private partnerships at a local, state, and national level. NSPN provides access to immediate help and supportive resources for all young people in crisis through a network of sites sustained by qualified agencies, trained volunteers, and businesses.



PolarisProject.org

Polaris, named after the North Star that guided slaves to freedom in the U.S., disrupts the conditions that allow human trafficking to thrive in our society. From working with government leaders to protect victims' rights, to building partnerships with the world's leading technology corporations, Polaris sparks long-term change that focuses communities on identifying, reporting, and eliminating trafficking networks. Their comprehensive model puts victims at the center of all that they do—helping survivors restore their freedom, preventing more victims, and gathering the data to pursue traffickers wherever they operate.



School Social Work
Association of America



sswaa.org

The School Social Work Association of America empowers school social workers and promotes the profession of school social work to enhance the social and emotional growth and academic outcomes of all students.



ourtruecolors.org

True Colors is a nonprofit organization that works with other social service agencies, schools, and organizations and within communities to ensure that the needs of sexual and gender minority youth are both recognized and competently met. The organization trains more than 2,400 people annually; organizes the largest LGBT youth conference in the country, with more than 2,000 attendees; and manages Connecticut's only LGBT mentoring program.

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LET'S TALK



MODULE 1:

Communication & Listening

Learning Goals

During the introductory session, participants will be invited to:

- Learn one of the most important communication skills—active listening.
- Understand active listening and gain skills to use in conversation.
- Use real-life situations to examine runaway prevention from all aspects.
- Learn a variation of the NRS crisis intervention model that can be used in everyday situations.

CALL

1-800-RUNAWAY

CLICK

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TEXT

66008

MODULE 1: COMMUNICATION AND LISTENING

DEFINE THE ISSUE

Remember being an adolescent? The feeling that no adult, let alone your own guardian, understood you? The feeling that it was so difficult to get your point—a later curfew, fewer chores, taking out the family car—across to the decision maker?

Those that reach out to the National Runaway Safeline (NRS) often cite communication, or a lack thereof, as an issue in their families. Learning to communicate effectively will help all of us in our daily lives, whether at home, at school, at work, or in relationships.

NRS frontline team members (hotline staff and volunteers, or “liners”) learn a five-step, trauma-informed, solution-focused crisis intervention model to use with every person who calls the 24/7 hotline or uses one of our online services. “Liners” focus on nonjudgmental and nondirective communication. Module 1 shares with participants the NRS model and active listening skills.

ICONS:

For further details, see the Introduction Module.



MODULE 1: COMMUNICATION AND LISTENING

MODULE ACTIVITIES

	ACTIVITY	TIME	METHODOLOGY
	A. Listening to Communicate and Barriers to Communication	15 minutes	Discussion/Activity
	B. Active Listening	8-10 minutes	Discussion/Exercise
	C. Communicating During a Crisis	5-7 minutes	Discussion
	D. Problem-Solving Scenarios	15 minutes	Discussion/Exercise

Total time required: **45 minutes**



MATERIALS

- Poster paper or chalk/dry-erase board
- Markers or chalk
- “Good Listener/Bad Listener” worksheet
- “Active Listening” handout
- “Listening Journal” worksheet
- “Communicating During a Crisis” handout
- “Problem-Solving Scenarios” handout (copy and cut before distributing)
- “Problem-Solving Scenario Think Sheet” worksheet



Consider showing the curriculum companion film *1-800-RUNAWAY*.



Contact the NRS Prevention Specialist at 773-289-1723 or prevention@1800RUNAWAY.org for support and technical assistance.

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MODULE 1: COMMUNICATION AND LISTENING

ACTIVITY 1A. LISTENING TO COMMUNICATE AND BARRIERS TO COMMUNICATION

15 minutes



HAVE

each participant PICK A PARTNER.

STATE

For the next few minutes we're going to practice identifying when someone is not listening to us. The partner who is shorter will begin by discussing his or her favorite type of music. Describe your favorite type of music with as many details as possible. Use your imagination! The partner who is not talking will be responsible for displaying some terrible listening skills.

Speakers, pay attention and see if you can identify some of these poor listening behaviors.

ALLOW

1 minute to complete the activity.

STATE

Okay, great! Now, we're going to switch things around. The person who talked last time will now be the listener. The other partner, the one who was the terrible listener, will talk about his or her favorite book or TV show. Remember to give as much detail about the book or TV show as possible, and share why you like it. Listening partners, your job will be to display your best active listening skills!

Speakers, pay close attention to your partner's actions, because a person's posture, gestures, and facial expressions can let you know if that person is really listening to you.

ALLOW

1 minute to complete the activity.

HAND OUT

a "Good Listener/Bad Listener" worksheet to each participant.

STATE

On the worksheet I just handed you, please take 1 minute to write down specific examples of how your partner was displaying signs of listening or not listening. For example, "My partner wasn't looking at me when I was talking," or "My partner was nodding his or her head while I was talking."

Also write down how you felt when you were talking and you knew your partner was or was not listening.

ALLOW

1 minute to complete the worksheet.

STATE

Now we're going to share how you know that someone IS NOT

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listening to you. Please give me an example from your “Good Listener/Bad Listener” worksheet or from a real-life situation.

WRITE

responses on a piece of poster paper or on a chalk/dry-erase board. Responses might include:

- Doesn't maintain eye contact
- Calls you by the wrong name
- Asks you something you've already told them
- Looks away, down, anywhere but at you
- Body language—yawns, falls asleep, looks at watch
- Says he or she has to leave
- Says he or she doesn't have time
- Makes excuses for not wanting to listen any longer
- Has to have a radio or TV on



Use the “Good Listener/Bad Listener” handout as a template.

DISCUSS

responses.

ASK

Who can tell me about a conversation in which you found it difficult to get your point across?

Who can show me their best “bored” look? What does that look communicate to someone?

DISCUSS

responses.

STATE

Sometimes we come across barriers to communication. Barriers can be anything that makes it more difficult for us to communicate. For example, they can be emotions or physical objects.

ASK

What were some of the barriers to communication in this conversation where you found it difficult to get your point across?

WRITE

responses on a separate piece of poster paper or on another area of the chalk/dry-erase board.

DISCUSS

why these barriers made it difficult to communicate.

Responses might include:

- Distractions—room noise
- Weren't listening
- Interrupted me
- Thinking of something else while I was talking
- Thinking of what they were going to say next
- Not interested in what I was saying

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STATE Since we've listed some ways we know that someone is not listening to you as well as barriers to communication, let's list some ways we know that someone IS REALLY listening to you.

WRITE responses on the first piece of poster paper or the first area of the chalk/dry-erase board.

Responses might include:

- Gives undivided attention
- Looks at you
- Takes notes
- Pays attention
- Finds a quiet place to talk
- Doesn't answer the phone/second line if you're on the phone
- Asks the right questions
- Understands what you're saying
- Nods head and/or leans toward you
- Makes speaker feel understood

STATE *These qualities and feelings are important for us to remember because communication is difficult, no matter how old we are or where we're from.*

ASK *Let's spend some time talking about listening. But before we do, does anyone have any questions or comments?*

DISCUSS responses.



MODULE 1: COMMUNICATION AND LISTENING

ACTIVITY 1B. ACTIVE LISTENING

8-10 minutes



STATE

Before we move on, let's introduce a term called "active listening." Does anyone know what active listening is?

ALLOW

responses.

CLARIFY

Active listening is a way of listening where you focus entirely on what the other person is saying. You confirm your understanding of both the content of the conversation and the emotions/feelings underlying the message.

WRITE

the following terms on poster paper or a chalk/dry-erase board:

- Closed-ended questions
- Open-ended questions
- Paraphrasing and summarizing

ASK

for definitions of each term. Make sure the following points are covered in the discussion:

Closed-Ended Questions—*These questions can usually be answered with short, one-word responses. They are usually needed to gather factual information. For example: How old are you? Do you live at home?*

- Give me an example of a closed-ended question.
- When would be a good time to use a closed-ended question?

Open-Ended Questions—*These questions require a more in-depth answer and allow the other person to expand on what is important to them. For example: How are you feeling right now? What is going on? Tell me about your day at school.*

- Give me an example of your BEST open-ended question.
- When would be a good time to use an open-ended question?

Paraphrasing/Summarizing—*The goal of paraphrasing is to make sure that you and the person you're communicating with are on the same page. There are three parts to paraphrasing and summarizing what someone has communicated to you.*

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- First, you must wrap up (or summarize) all the things he or she said to you. For example: “So, Lee, you said that you’re really upset with your sister today?”
- Next, you should make sure that you accurately understood what he or she said to you. For example: “So, let me get this straight: you’re mad at your sister because she borrowed your new pair of shoes/video game without asking?”
- And last, be ready to move on to options. For example: “How do you think you want to deal with this issue so that your sister knows how you feel?”

EMPHASIZE *Of course, you should use these skills when you’re in a serious discussion or argument with someone. It’s also a good idea to practice them when you’re talking casually with friends.*

HAND OUT “Active Listening” handouts.

STATE *For the last few minutes, we talked about the important role that active listening plays in good communication. We also saw how bad listening skills can make communicating difficult. Now that we have brainstormed barriers to communication and have practiced both good and bad listening skills, we’re going to practice these skills in the “real world.” These listening journals will help us recognize if someone is listening or not, and will also help us pay attention to our own communication and listening skills.*

HAND OUT “Listening Journal” worksheets.

READ directions to the participants.



Follow up with participants about their Listening Journal during the next session.

ASK *Do you have any questions or comments?*

DISCUSS responses.



MODULE 1: COMMUNICATION AND LISTENING

ACTIVITY 1C. COMMUNICATING DURING A CRISIS

5-7 minutes



STATE

Our next exercise is an adaptation of the crisis intervention model used at the National Runaway Safeline to help callers in crisis. Crisis intervention is a model of communication to help people express their feelings and then focus on developing a plan to handle their problems.

HAND OUT

“Communicating During a Crisis” handouts.

ASK

Who can read this aloud for us?



If time is limited, just hand out the worksheet and do not ask anyone to read aloud.

DISCUSS

the handout.



You may need to clarify the meaning of “rapport.”

ASK

Do you have any questions or comments?

DISCUSS

responses.

STATE

The next time you, a friend, or someone else is in trouble, remember to use the steps that we just talked about. Or, you and your friend can contact the National Runaway Safeline at 1-800-RUNAWAY or 1800RUNAWAY.org.

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MODULE 1: COMMUNICATION AND LISTENING

ACTIVITY 1D. PROBLEM-SOLVING SCENARIOS

15 minutes



COPY and
CUT OUT

the scenarios before this activity starts.



If there are fewer participants, make sure to have three to four participants in each group. In addition, if time is limited, use only two to three scenarios instead of all six. Consider having the participants role-play one at a time so the others can watch and comment.

HAND OUT

one scenario to each group

DIVIDE

participants into six groups.

HAND OUT

“Problem-Solving Scenario Think Sheets” worksheets.

STATE

As I read the questions, consider how they apply to the scenario on your worksheet.

Awareness

- Will the youth run? What might happen if he or she runs?
- What do you think happens next?

Resources

- *What resources might help keep him or her from running?*

Communication

- What role does communication (or lack of communication) play?
- How?

Stress Management/Problem Solving

- How can this person manage his or her stress?
- Develop a problem-solving action plan for this person.
- Is this scenario realistic? Could it happen to anyone you know?

STATE

Now you will discuss your scenarios and then present the highlights to the rest of the group.

HAVE

groups discuss scenarios and present highlights to other participants.

ASK

Do you have any questions or comments?

DISCUSS

responses.

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MODULE 1: COMMUNICATION AND LISTENING

SUMMARY

STATE

Now I'd like to summarize the key points from this session.

- *Active listening is the most important communication skill we have. In addition to being completely engaged in a conversation, we make the other person feel "listened to."*
- *Three tools to use in active listening are:*
 - *Closed-ended questions*
 - *Open-ended questions*
 - *Paraphrasing and summarizing*
- *Use your Listening Journal between now and our next session to practice this important skill. Remember, practice makes perfect.*
- *When communicating during a crisis, remember to:*
 - *Establish rapport*
 - *Explore facts and feelings*
 - *Focus on the main issues*
 - *Explore options*
 - *Create an action plan*
- *When helping someone solve problems, remember to:*
 - *Maintain awareness*
 - *Consider available resources*
 - *Consider the role of communication*
 - *Include appropriate stress-management techniques*



MODULE 1: COMMUNICATION AND LISTENING

HANDOUTS AND WORKSHEETS

- A. Good Listener/Bad Listener
- B. Active Listening
- C. Listening Journal
- D. Communicating During a Crisis
- E. Problem-Solving Scenarios
- F. Problem-Solving Scenario Think Sheet

REFERENCES

National Runaway Switchboard. (2001). *Runaway prevention curriculum for classroom and community educators*, Chicago, IL: NRS.

RESOURCES

ABCD provides tips on communicating with teenagers (http://www.abcdparenting.org/index.php?option=com_jdownloads&Itemid=2&view=viewdownload&catid=16&cid=28).

Conflict Resolution Information Source is a free service funded by the William and Flora Hewlett Foundation as a linking site for conflict resolution-related resources (<http://www.crinfo.org>).

Kids Helpline offers information and resources about family relationships (<http://www.kidshelp.com.au/teens/get-info/hot-topics/family-relationships.php>).

LifeCare®, associated with the Department of Health and Human Services, Federal Occupational Health, provides the guide “Communication Skills for Healthy Relationships” (http://www.wfm.noaa.gov/workplace/Comp_Conf_Handout_1.pdf).

The National Parenting Center provides comprehensive and responsible parenting advice to parents everywhere (<http://www.tnpc.com/>).

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National Runaway Safeline (NRS), the federally designated national communication system for runaway and homeless youth, provides crisis intervention through its 1-800-RUNAWAY hotline and 1800RUNAWAY.org online services. NRS provides youth and families in crisis with support and access to resources 24 hours a day, 365 days a year (<http://www.1800RUNAWAY.org>).

Talking With Kids About Tough Issues is a national initiative by Children Now and the Kaiser Family Foundation to encourage parents to talk with their children earlier and more often about tough issues (<http://www.talkingwithkids.org/local.html>).

CALL CLICK TEXT
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GOOD LISTENER/BAD LISTENER

How I knew my partner was listening to me:

How it made me feel to know that my partner was listening to me:

How I knew my partner wasn't listening to me:

How it made me feel to know that my partner wasn't listening to me:

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ACTIVE LISTENING

- ◆ **Closed-Ended Questions**—These questions can usually be answered with short, one-word responses. They are usually needed to gather factual information. For example: How old are you? Do you live at home?
 - Give me an example of a closed-ended question.
 - When would be a good time to use a closed-ended question?

- ◆ **Open-Ended Questions**—These questions require a more in-depth answer and allow the other person to expand on what is important to them. For example: How are you feeling right now? What is going on? Tell me about your day at school.
 - Give me an example of your BEST open-ended question.
 - When would be a good time to use an open-ended question?

- ◆ **Paraphrasing/Summarizing**—The goal of paraphrasing is to make sure that you and the person you're communicating with are on the same page. There are three parts to paraphrasing and summarizing what someone has communicated to you.
 - First, you must wrap up (or summarize) all of the things he or she said. For example: "So, Lee, you said that you're really upset with your sister today?"
 - Next, you should make sure that you accurately understood what he or she said to you. For example: "So, let me get this straight: you're mad at your sister because she borrowed your new pair of shoes/video game without asking?"
 - And last, be ready to move on to options. For example: "How do you think you want to deal with this issue so that your sister knows how you feel?"



LISTENING JOURNAL

Directions: Keep a listening journal of five or more conversations you have over the next few days. In Chart 1, rate the listening skills of each person you talk to on a scale of 1 (very low) to 5 (very high). In Chart 2, evaluate your own listening skills using the same scale. Be prepared to talk about your findings in class.

1	Who	When	Situation	Length of Conversation	Observations/ How Did It Make You Feel?	Rating
1.						
2.						
3.						
4.						
5.						

2	Who	When	Situation	Length of Conversation	Observations/ How Did It Make You Feel?	Rating
1.						
2.						
3.						
4.						
5.						

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COMMUNICATING DURING A CRISIS

ESTABLISH RAPPORT:

- Let your friend know he or she can trust you to keep the conversation confidential (as long as it is within reason and your friend is not going to harm him/herself or someone else).
- Speak with a gentle tone.
- Support your friend; make sure he or she knows you care and are there to help.
- Actively listen.

EXPLORE FACTS AND FEELINGS:

- Ask closed-ended questions to extract details. (For example, “When did this happen?” and “Who was there?”)
- Ask open-ended questions to get a more narrative response. (For example, “Could you please tell me about your relationship with your dad?” or “Could you please give an example of the last time you thought your mom was being unfair?”)
- Ask your friend how he or she feels about the situation.
- Spend most of your time listening. Let your friend do the talking.
- Paraphrase and clarify to make sure you have a clear idea of your friend’s situation. (For example, “I understand that you feel terrible. Your mom threw you out of the house without listening to you. Do I understand how you feel/what happened?”)

FOCUS ON THE MAIN ISSUE(S):

- Ask your friend to tell you what he or she wants help with. (Your friend may only want you to listen, not to give advice.)
- Make sure that what your friend wants help doing is realistic. It’s unfortunate, but he or she cannot change someone else’s thoughts or behaviors, only his/her own.

EXPLORE OPTIONS:

- Let your friend tell you what he or she would like to do.
- Help your friend explore what the options are. (For example, “What have you tried?,” “What has/has not worked?,” and/or “Have you thought about ...?”)
- If you give suggestions, do so without “directing” or “lecturing.”
- Go through the pros and cons of each option to find one that is appropriate.

ESTABLISH A PLAN OF ACTION:

- Have your friend come up with a detailed plan, including who, what, when, where, and how.
- Discuss alternate plans.
- Reassure and support your friend. Find out how your friend wants you to help, and then tell your friend what you will do to be supportive.

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PROBLEM-SOLVING SCENARIOS



Directions: Answer the questions your instructor has assigned, using your scenarios.

A Friend in Need

Leah's best friend Sabrina is going to run away, and Leah is thinking about going with her. Sabrina wants to get far, far away from her home. Her dad died a few years ago and now her mom is working two jobs to support the family. Sabrina is 15 and the oldest of four children. She has eight-year-old twin sisters and a three-year-old brother. Since her mom is so busy, Sabrina has to pick up her brother and sisters after school and take care of them until her mom gets home at about 9:00 p.m. Sabrina has to cook for them, help them with their homework, and make sure they don't get into any trouble. By the time her mom gets home, Sabrina is exhausted. She does whatever homework she can and falls into bed, just to wake up the next morning and do it all over again. She has almost no time to hang out with her friends. She even had to drop out of student government because she could never make it to any meetings. Sabrina told Leah that she's going to run away tonight. She doesn't have specific plans about where to go, except that she wants it to be far and that she's going to hitchhike.

- o Leah is very worried about her friend's safety and wants to go with her to help protect her. She knows that leaving will worry her parents, but she feels that someone has to help Sabrina. She must decide what to do right away.



Directions: Answer the questions your instructor has assigned, using your scenarios.

Too Scared to Tell

Natalie is 16 and just found out she's pregnant. Her father and stepmother will kill her if they find out. After her dad's accident and injury, they can barely support the family as it is, so another mouth to feed will really cause a problem. Plus, Natalie's not supposed to have a boyfriend—and an older one at that—and she's definitely not supposed to be having sex. Her dad never hit her before, but Natalie's afraid of what he might do to her or John, her boyfriend.

- o Natalie doesn't think she can go home. Maybe she'll run to John's house and stay with him.



Directions: Answer the questions your instructor has assigned, using your scenarios.

Full House

Gary's parents split up and now his dad's got a new girlfriend. She's got three kids, all little. When his dad's with his girlfriend, Gary may as well be invisible. He's often put in charge of the little kids, and his dad treats him differently than when it was just the two of them. Now he's talking about getting married! It's way too soon after his parents' divorce, and Gary would rather be homeless than have to share his room with a nine-year-old.

- o Gary tells you all of this before soccer practice one day. He says he knows his mom is still in the state, and he might just run to her place.

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Directions: Answer the questions your instructor has assigned, using your scenarios.

Punished by “Past Offenders”

Mel thinks he has the worst parents in the whole world. They grew up like hippies, smoking marijuana every day and wearing tie-dyed t-shirts. That’s why it was such a surprise to be grounded for three months when they found a joint in his coat pocket. He thinks they’re hypocrites and totally unfair. Since they did it when they were young, Mel doesn’t know why they can’t understand that he wants to try it, too. He feels that his drug use isn’t that serious because he’s only experimenting with pot and sometimes “shrooms.” He could see their concern if he were selling it to small children or something. He claims that he just likes to get high every now and then because it makes him feel good and helps him get rid of stress. Mel doesn’t think he has a problem, and he’s very upset with his parents’ rules. He’s thinking of running away.

- o Mel casually mentions his problems and plan to run away to a teacher named Ms. Billette, a former hippie herself whom students trust. He and Ms. Billette make plans to talk after school.



Directions: Answer the questions your instructor has assigned, using your scenarios.

In My Shoes

Lee tells you she just might take off from home. She’s 15 and a dancer and seems to have it pretty good, but her parents are always on her case. They bug her about *everything*, from her grades to her boyfriends, and she feels like she’s got no control of her life. And to top it off, her parents are threatening to send her away to some treatment center for eating disorders because they think she’s too thin. She hates that her parents will never listen to her and that they still treat her like a little kid. Lee really feels like her life is quickly spinning out of control and that everyone sides with her parents.

- o Lee refuses to go to the center. She’s heard about an area in the city a couple hours away where kids live on the street on their own. She might try going there.



Directions: Answer the questions your instructor has assigned, using your scenarios.

Running From an Abusive Situation

Marco is 16 and being physically abused at home. His dad hits him so hard sometimes that he literally goes flying across the room. His mom also slaps him frequently. Marco and his dad got into another fight last night, and he hurt Marco badly. His ribs are sore from where his dad kicked him and he has a lump on the back of his head. He just can’t take it anymore. He wants to get far away and never come back. He wants to be in a foster home or someplace where he might have parents who really care for him. He tried to talk to a counselor at school, but he felt that the counselor made a bunch of excuses for his parents and didn’t want to get involved. Marco’s ready to leave tonight. He wants to get out and find someone that can help him. He doesn’t know what will happen, but he knows he’s going to leave. He doesn’t want to give his parents the opportunity to hit him again tonight.

- o Marco’s friends GJ, Moe, and Katy stop by as he is packing his bags. They know what’s going on and want to help.

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PROBLEM-SOLVING SCENARIO THINK SHEET

Directions: As you read through your problem-solving scenarios, keep the following questions in mind

AWARENESS	RESOURCES	COMMUNICATION	STRESS MANAGEMENT/ PROBLEM SOLVING
<p>Will the youth run?</p> <p>What might happen if he or she runs?</p> <p>What do you think happens next?</p>	<p>What resources might help keep him or her from running?</p>	<p>What role does communication (or lack of communication) play?</p> <p>How?</p>	<p>Develop a problem-solving action plan for this person.</p> <p>Is this scenario realistic?</p> <p>Could it happen to anyone you know?</p> <p>How can this person manage his or her stress?</p>
1)	1)	1)	1)
2)	2)	2)	2)
3)	3)	3)	3)
4)	4)	4)	4)



Module 1: Communication and Listening Pre- and Post-Activity Worksheet

Initials:

Directions: Please put your initials at the top of the page and circle “Pre-” if you are taking the test before class or “Post-Activity” if you are taking the test after class. Answer the following questions to the best of your ability!

What is your gender: _____ Race/ethnicity: _____ Age: _____

- When someone is being a good listener, he or she _____.
 - answers the phone while I’m trying to talk to him or her
 - makes eye contact with me
 - calls me by the wrong name
 - laughs at me
- An open-ended question _____.
 - does not generate conversation
 - is a question that cannot be answered with “yes” or “no”
 - is not supposed to give me a lot of detail
 - is not important in communication
- The goal of paraphrasing and summarizing is to _____.
 - make sure that you are all on the same page
 - get your side of the story told
 - never get caught
 - win an argument
- When communicating during a crisis, I should try to _____.
 - do other things while trying to listen
 - allow my opinion and feelings to show
 - walk away and get someone else to listen
 - focus on the main issue
- In an everyday situation, problem solving involves all of the following, EXCEPT _____.
 - communication
 - awareness
 - resources
 - ignoring feelings
- Which of the following is **not** a way to establish rapport (a relationship)?
 - Tell others what was said.
 - Speak with a gentle tone.
 - Let someone know that you care.
 - Actively listen.
- Which of the following is something to consider in communicating during a crisis?
 - Awareness—what will happen next?
 - Resources—what resources might help?
 - Communication—using active listening skills.
 - Stress management/problem solving—easing stress or developing a plan.
 - All of the above.
- If someone is actively listening to me, it affects the way I feel.
 - True
 - False
- When you help someone in crisis come up with a plan, it should include which of the following?
 - A bus ticket
 - An alternate plan
 - Reassurance
 - Money
- When exploring options with someone in a crisis, you should be sure to include all of the following, EXCEPT _____.
 - explore what has been tried before
 - tell them what to do
 - think about the pros and cons of each idea
 - let them tell you what they want to do



LET'S TALK



MODULE 2:

Adolescent Development

Learning Goals

During this module, participants will:

- Define terms such as adolescence, identity, self-esteem, autonomy, and social environment.
- Learn about the stages of adolescent development (e.g., need for independence, identity formation, etc.).
- Understand the importance of self-esteem and emotions in the process of healthy development.
- Reflect on developmental milestones and consider forthcoming milestones.
- Consider how identity development relates to issues faced by runaway youth.

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MODULE 2: ADOLESCENT DEVELOPMENT

DEFINE THE ISSUE

In the words of Charles Dickens, “It was the best of times, it was the worst of times ...”

Adolescence is a developmental stage generally thought to begin with puberty and extend into a youth’s late teens or early 20s. It could be considered more stressful than other periods of development because of the biological, psychological, and social changes that may be taking place simultaneously.

Youth run away for many reasons, which often include issues related to adolescent development. For example, some youth run away to gain a sense of autonomy or independence in their lives. Others may run to connect with a peer group that bolsters their self-esteem and self-image.

Module 2 is designed to teach participants about the aspects and challenges associated with adolescent development.

ICONS:

For further details see the Introduction Module.



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MODULE 2: ADOLESCENT DEVELOPMENT

MODULE ACTIVITIES



ACTIVITY	TIME	METHODOLOGY
A. Making Sense of Adolescence	10 minutes	Discussion
B. Updating Your “I-Space” Page	15 minutes	Activity/Discussion
C. Would You Run Too if It Happened to You?	20 minutes	Activity/Discussion

Total time required: **45 minutes**



MATERIALS

- Poster paper or chalk/dry-erase board
- Markers
- “Adolescence FAQ Sheet” handout
- “Terms to Know About Adolescence” handout
- “‘I-Space’ Page Template” worksheet
- “Would You Run Too if It Happened to You? Page 1” handout
- “Would You Run Too if It Happened to You? Page 2” handout



Consider showing the curriculum companion film 1-80-RUNAWAY.



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MODULE 2: ADOLESCENT DEVELOPMENT

ACTIVITY 2A. MAKING SENSE OF ADOLESCENCE

10 minutes



INTRODUCE the topic of adolescent development.

STATE *For the next few minutes, we're going to talk about how we develop from youth to adults during a time period called adolescence.*

ASK *Who can tell me the age span of adolescence?*

ALLOW one or two participants to respond.

HAND OUT "Adolescence FAQ Sheet" and "Terms to Know About Adolescence" handouts.

STATE *As you can see, there are some important facts and terms related to adolescence on the "Adolescence FAQ Sheet." Let's spend the next few minutes becoming familiar with these terms before moving on to learn more about each of these areas.*

We will take turns reading these FAQs.

HAVE participants take turns reading the FAQs.

ASK *Do you have any questions or comments?*

DISCUSS responses.

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MODULE 2: ADOLESCENT DEVELOPMENT

ACTIVITY 2B. UPDATING YOUR “I-SPACE” PAGE

15 minutes



INTRODUCE the topic of identity development.

STATE *Take a few moments to look around the room. Look at each person. Notice how unique he or she is. No two people look exactly the same—each has different physical features or clothing styles. And even those who may look similar or are dressed similarly may have very different outlooks on life. Our identities are a large part of what make each of us unique.*

Identity development is about asking ourselves, “Who am I?” and “Where am I going in life?” These questions are not unique to adolescence. In fact, we ask ourselves these questions throughout our lives.

However, in adolescence, sometimes these questions can be very challenging. This may be especially true for people who are in situations where they feel they have little or no control.

For the next few minutes, you’re going to work on developing a personal Web page that displays your identity. We’ll refer to it as an “I-Space” page.

HAND OUT markers and sheets of poster paper to each participant.

REFER to the “‘I-Space Page’ Template.”

INSTRUCT participants to design a personal Web page that reflects the following categories from the template:

- My Favorites
- My Important Identities
- I Describe Myself As
- I’m Good At ...
- In My Spare Time
- I Feel Happy When ...
- In Three Years, I’ll Be ...

ALLOW 5 minutes for participants to design their “I-Space” pages.

ASSURE participants that additional time will be provided at the end of the lesson for them to complete their “I-Space” pages.

ALLOW 2 additional minutes for participants to share their work with the larger group.

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Participants do not have to share if they are not comfortable.

ASK

What aspects of this “I-Space” activity relate to the development issues we discussed earlier?

- Self-Concept (Self-Pic; My Important Identities; I Describe Myself As)
- Self-Esteem (I’m Good At ...)
- The developmental question, “Where am I going?” (In 3 Years, I’ll Be ...)
- Emotions (I Feel Happy When ...)

DISCUSS

responses.

ASK

Do you have any questions or comments?

DISCUSS

responses.



MODULE 2: ADOLESCENT DEVELOPMENT

ACTIVITY 2C. WOULD YOU RUN TOO IF IT HAPPENED TO YOU?

20 minutes



INTRODUCE the final activity.

STATE *Young people may find themselves in a variety of difficult situations that make the option of running away appear like the only way out.*

I'm going to read a profile describing a difficult situation. As I do this, try to imagine yourself in this person's position.

HAND OUT "Would You Run Too if It Happened to You? Page 1" handouts.

STATE *Please follow along as I read the profile of a 15-year-old.*

READ the profile.

DIVIDE participants into six groups.



If there are fewer participants, make sure to have three to four participants in each group and assign two to three topics to each group.

ASSIGN topics to each group:

- Communication
- Family Roles and Responsibilities
- Planning for the Future
- Emotions
- Social Environment
- Identity

HAND OUT "Would You Run Too if It Happened to You? Page 2" handouts.

STATE *Discuss how the topic you have been assigned has played a role in the difficult situation we just reviewed. Consider the questions listed beneath your topic.*

You may refer to the "Terms to Know About Adolescence" handout or "Adolescence FAQ Sheet" to help you consider how your assigned factor plays a part in this situation.

After your group has spent about 5 minutes discussing this issue, ask yourselves: "Would I run too if it happened to me?"

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DIRECT each group to designate a group member as a recorder who will be responsible for writing down the group's main discussion points.

ASK *Do you have any questions?*

ALLOW 5 minutes for the groups to discuss the issues

ASK *Now we're going to share the results of your discussions. How would your factor relate to the difficult situation?*

WRITE responses on poster paper or the chalk/dry-erase board.

Responses might include:

Communication

- Disbelief by caseworker or group home staff
- Difficulty staying in touch with mother and father

Family Roles and Responsibilities

- Being a half-sibling and child
- Not being in contact with family and unable to act on responsibilities
- Having a mother in drug abuse recovery

Planning for the Future

- Putting school aside
- Unable to keep playing soccer
- Not knowing the future

Emotions

- Feeling upset in current situation
- Being disappointed in the case manager
- Being concerned for female friend at group home
- Feeling scared about being hurt

Social Environment

- Not having support from others
- Being isolated
- Living in a group home
- Being taken advantage of

Identity

- Especially challenging to find identity in current situation
- Question of "Who am I?" is hard to answer
- Question of "Where am I?" is unclear and may depend on situation to run away



- STATE** *Based on what we've discussed, would you run too if it happened to you? Why or why not?*
- ALLOW** 1-2 minutes for responses and discussion.
- ASK** *If you were in this person's shoes, what would you do instead of running away from the group home?*
- What are some possible consequences (both positive and negative) of this person's decision to run away?*
- In what ways has being involved in this workshop helped you to think about these types of situations?*
- ALLOW** 1-2 minutes for responses and discussion.
- STATE** *In any crisis situation, you can always contact the National Runaway Safeline at 1-800-RUNAWAY or 1800RUNAWAY.org and connect confidentially with a trained NRS frontline team member.*
- ASK** *Do you have any questions or comments?*
- DISCUSS** responses.



MODULE 2: ADOLESCENT DEVELOPMENT

SUMMARY

STATE

Now I'd like to summarize the key points from this session.

- *Adolescence is the transitional period from childhood to one's early to midtwenties.*
- *Adolescence includes biological, psychological, and social transitions as a young person develops into an independent, goal-oriented adult.*
- *The three stages of adolescence begin with early adolescence from age 10 to 14, late adolescence from age 14 to 18, and emerging adulthood from age 18 to 25.*
- *A key activity during adolescence is identity development. While we may ask ourselves, "Who am I?" and "Where am I going in life?" throughout our lives, young people can find these questions particularly challenging.*
- *The "I-Space' Page Template" is one way to help people identify what is important to them, including their:*
 - *Self-Concept*
 - *Self-Esteem*
 - *The developmental question "Where am I going?"*
 - *Emotions*
- *Factors that influence whether an adolescent decides to run away include:*
 - *Communication*
 - *Family roles and responsibilities*
 - *Planning for the future*
 - *Emotions*
 - *Social environment*
 - *Identity*

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MODULE 2: ADOLESCENT DEVELOPMENT

HANDOUTS AND WORKSHEETS

- A. Adolescence FAQ Sheet
- B. Terms to Know About Adolescence
- C. "I-Space" Page Template
- D. Would You Run Too if It Happened to You? Page 1
- E. Would You Run Too if It Happened to You? Page 2

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RESOURCES

Act for Youth Center of Excellence is a resource for positive youth development that offers an Adolescent Development Toolkit filled with resources
(http://www.actforyouth.net/health_sexuality/adolescence/toolkit/).

Adolescent Development Resources for Parents from the State Adolescent Health Resource Center at the University of Minnesota
(<http://www.amchp.org/programsandtopics/AdolescentHealth/projects/Documents/ParentResourcesAdolDevelMarch2013.pdf>).

FindYouthInfo.gov has information about positive youth development
(<http://www.findyouthinfo.gov/youth-topics/positive-youth-development>).

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FindYouthInfo.gov offers information about risk and protective factors for youth (<http://www.findyouthinfo.gov/youth-topics/youth-mental-health/risk-and-protective-factors-youth>).

Helpstarthere.org provides information about positive youth development (<http://www.helpstarthere.org/kids-families/youth-development>).

KidsHealth is a website that provides doctor-approved health information about children from before birth through adolescence for all ages (<http://kidshealth.org/>).

National Runaway Safeline (NRS), the federally designated national communication system for runaway and homeless youth, provides crisis intervention through its 1-800-RUNAWAY hotline and 1800RUNAWAY.org online services. NRS provides youth and families in crisis with support and access to resources 24 hours a day, 365 days a year (<http://www.1800RUNAWAY.org>).

Prevent Child Abuse America works to ensure the healthy development of children nationwide (<http://www.preventchildabuse.org/>).

RAINN (Rape, Abuse & Incest National Network) is the nation's largest anti sexual violence organization (<https://www.rainn.org/>).

The Runaway and Homeless Youth Program, Family and Youth Services Bureau, provides positive youth development information (<http://www.rhyttac.net/sites/default/files/resources/PYD%20Tip%20Sheet.pdf>).

The Trauma Informed Care Project has resources to educate about the impact of trauma (<http://www.traumainformedcareproject.org/resources.php>).

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ADOLESCENCE FAQ SHEET

Directions:

This is a quick reference guide with Frequently Asked Questions (FAQ) about adolescence.

What is adolescence?	Adolescence is the transitional period from childhood to adulthood. It is considered to begin at the onset of puberty; in the U.S. it generally continues until one develops into an adult in one's early to mid-twenties.
What happens during this period?	During adolescence an individual undergoes biological, psychological, and social transitions as she or he develops into an independent, goal-oriented young person.
What are the transitions of adolescence?	<i>Biological:</i> Physical and hormonal change, genital development <i>Psychological:</i> Thought processes become more complex <i>Social:</i> Development of identity, self-concept, self-esteem, peer relationships, and emotions
What are the stages of adolescence?	There are three "stages" of adolescence, beginning with (1) <i>early adolescence</i> , (2) <i>late adolescence</i> , and (3) <i>emerging adulthood</i> . Each of these developmental periods is described in more detail below.
What is early adolescence?	The time period roughly between the ages of 10 to 14. This period begins with the onset of puberty, which involves changes in hormones that cause physical growth, genital development, the ability to reproduce, and a range of emotions. At this age, even the way one thinks changes, and one may find himself or herself having more intense and complex thoughts than ever before.
What is late adolescence?	The time period roughly between the ages of 15 to 18. Hormonal changes as well as physical and sexual maturation continue through this stage of development. One also begins to form relationships with peers. At this age, one is often more likely to consider the opinions of his or her peers than the opinions of family members or caregivers.
What is emerging adulthood?	The time period roughly between the ages of 18 to 25. In industrialized countries like the US, this period is when young people's minds and bodies develop into adulthood, with a stable sense of personality and consideration of "where they've been and where they're heading." Also during this time, many young people in the US begin to be more independent in their decision making and consider the consequences their decisions may have on themselves and others.

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TERMS TO KNOW ABOUT ADOLESCENCE

Directions: This is a quick reference guide with Frequently Asked Questions (FAQ) about adolescence.

<u>TERMS</u>	<u>DEFINITIONS</u>
Autonomy	Refers to a healthy sense of independence in three areas: 1) emotional independence in relationships with others, 2) the ability to make decisions independently, and 3) the development of independent beliefs or values.
Identity Development	Begins before adolescence and extends throughout one's lifespan. Forming a sense of identity is a key challenge in adolescence as one asks oneself, "Who am I and where am I going?" Identities can be based on one's racial identity or ethnicity (e.g., African American, Latino, Irish American, etc.), gender (e.g., male, female, transgender, etc.), religion (e.g., Christian, Jewish, Muslim, etc.), sexuality (e.g., lesbian, straight, gay, bisexual, etc.), etc.
Self-Concept	Refers to how individuals think of themselves. During adolescence, individuals begin to distinguish who they really are from whom they imagine themselves to be (e.g., "I'm the smartest person in the whole school" versus "I am an intelligent person").
Ideal Self	Refers to a perfected image of whom an individual believes she or he is or will become.
Self-Esteem	Refers to the degree to which an individual values herself or himself. Can be secure (e.g., "My brown eyes are beautiful") and less secure (e.g., "I'm not dressed well today").
Social Environment	The influential atmosphere in which we interact with others directly (e.g., school, home, etc.) or indirectly (e.g., media, lawmakers, etc.).

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"I-SPACE" PAGE TEMPLATE

Directions: Design a personal Web page that reflects what makes you unique.

	<u>I-SPACE NAME</u>	<u>Personal Slogan</u>
	<u>My Important Identities</u> GENDER: AGE: Ethnic Identity: Other:	<u>In My Spare Time</u> Hobbies: Relationships With Others: Clubs/Sports:
Self-Pic <u>My Favorites:</u> Music: Books: Movies/Shows:	<u>I Describe</u> <u>Myself As:</u> <u>I'm Good At ...</u>	<u>I Feel Happy When ...</u> <u>In Three Years, I'll Be ...</u>

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WOULD YOU RUN TOO IF IT HAPPENED TO YOU? Page 1

Imagine that you've decided to leave the place you're staying. You are 15 years old. You've been living in a group home with eight other kids for about three months now, and you just can't take it anymore!

You miss your parents and your siblings. You used to live with your mom, but she had a drug problem and was found to be "unfit." Now, she is staying with your grandma until she can get on her own again. Your dad has a new family of his own, and you have three younger half-siblings—twin sisters who are 4 and a brother who is 8. You miss them so much, but you can't always see them because they live an hour away.

You're still attending the same school you attended before you came to the group home. You're in eighth grade. You pretty much keep to yourself at school. You make C's, with B's in English, and you like the student teacher in that class because she knows you're smart. School's also cool because you get to see your soccer coach, who will sometimes let you play even though you're no longer on the team. You know that if you run away from the group home you won't be able to go back to school, because school is the first place they'll look for you.

You still attend the same church where you've always gone. Some of the other kids in the group home go there, too, and there's a youth group you're all part of. Pastor Chris and his wife know your situation, and they have been pretty supportive. They even gave you a place to stay once a few years ago when things were rough at home. You know that you can't get in touch with them once you run away because they're bound to tell your caseworker or the youth counselor at the group home.

You don't have many friends. There's this person you were seeing on and off before getting into the home, but that's over. Now, the only thing close to a friendship is a girl at the home who tends to cling to you. She's pretty new and she seems scared, so you stand up for her sometimes. She'll be sad to see you go, but you can't let that hold you back.

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WOULD YOU RUN TOO IF IT HAPPENED TO YOU? Page 2

The group home has been okay so far. It's not your ideal situation, but people have been supportive, and it *is* a safe place to stay, with a bed, food, and showers. The thing is, you *really* miss your family. You've tried talking to your caseworker, but he keeps trying to explain how this is the only option right now. You feel like there's gotta be another way, and that's why you've had it. You're ready to leave.

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WOULD YOU RUN TOO IF IT HAPPENED TO YOU? Page 3

Topic	Responses
<p style="text-align: center;">Communication</p> <p>Who could you talk to? How might communication have helped or hurt your situation?</p>	
<p style="text-align: center;">Family Roles and Responsibilities</p> <p>How has your family helped/hurt the situation? What roles do you play in your family? Who do you see as your family?</p>	
<p style="text-align: center;">Planning for the Future</p> <p>How might running affect your future? What goals do you have?</p>	
<p style="text-align: center;">Emotions</p> <p>How might you feel about your situation and toward others?</p>	
<p style="text-align: center;">Social Environment</p> <p>What is your social environment like? Who is a part of it?</p>	
<p style="text-align: center;">Identity</p> <p>How do you view yourself? How does that play a role in whether to stay or go?</p>	

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Module 2: Adolescent Development Pre- and Post-Activity Worksheet

Initials:

Directions: Please put your initials at the top of the page and circle "Pre-" if you are taking the test before class or "Post-Activity" if you are taking the test after class. Answer the following questions to the best of your ability!

What is your **gender**: _____ **Race/ethnicity**: _____ **Age**: _____

- The age span of adolescence is considered to extend from the ages of _____.
 - 13 to 18 years
 - 12 to 17 years
 - 13 to 22 years
 - 12 to 25 years
- During adolescence, most youth go through all of the following types of changes, EXCEPT?
 - Social
 - Biological
 - Psychological
 - Gastroenterological
- The three stages of adolescence are early adolescence, late adolescence, and _____ adulthood.
 - late
 - emerging
 - early
 - mid
- An important goal during adolescence in western culture is _____.
 - divorce
 - career advancement
 - autobiography
 - autonomy
- One's social environment might include which of the following?
 - School
 - Internet
 - Home
 - All of the above
- Adolescence is defined as _____.
 - the onset of puberty until the early 20s
 - the transitional period from childhood to adulthood
 - involving the development of independence
 - all of the above
- During adolescence, biological changes include _____.
 - physical changes
 - hormonal changes
 - genital development
 - all of the above
- Autonomy is a healthy sense of independence in what life areas?
 - In relationships with peers
 - In the ability to make decisions regardless of peer influence
 - In the ability to take on beliefs and values of your own
 - All of the above
- Late adolescence is _____.
 - between the ages of 15 and 18
 - focused around peers
 - both a and b
 - neither a nor b
- Self-concept is our perfect image of ourselves or whom we want to become.
 - True
 - False

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LET'S TALK



MODULE 3:

Personal Influences

Learning Goals

During this module, participants will:

- Identify how personal values, principles and beliefs affect our decision making.
- Identify influential others, both positive and negative and discuss why these people are influential.
- Reflect on the role of influential others in decision making.

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MODULE 3: PERSONAL INFLUENCES

DEFINE THE ISSUE

“Lean on Me”

“Stand by Me”

“You’ve Got a Friend”

Whom can you count on in times of crisis? Who would offer to mediate a difficult conversation between you and your guardian? Who would welcome you into their home at a moment’s notice if you were out on the street?

In times of crisis, youth need to feel they can turn to someone—or *something*—for support. Whether it is a friend, a family member, or a hobby, youth must have options that provide comfort, support, and an outlet for difficult emotions. However, the reality is that not everyone in our lives has our best interests in mind.

Module 3 asks participants to identify influential others, both positive and negative, and the role these others play in a decision-making process. Participants will also use the concept of a personal shield to brainstorm methods to strengthen their overall health.

ICONS:

For further details, see the Introduction Module.



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MODULE 3: PERSONAL INFLUENCES

MODULE ACTIVITIES



ACTIVITY	TIME	METHODOLOGY
A. Personal Shield	20 minutes	Activity/Discussion
B. Who's on Your Bus?	20-25 minutes	Activity/Discussion

Total time required: **45 minutes**



MATERIALS

- Poster paper or chalk/dry-erase board
- Markers or chalk
- Blank paper
- Glue or tape
- Scissors
- “Four Qualities of Life” handout
- “Personal Shield” worksheet
- “Who’s on Your Bus?” worksheet



Peers (“Who’s on Your Bus”) + Stress Reduction (Personal Shield) + Drugs and Alcohol



Consider showing the curriculum companion film *1-800-RUNAWAY*.



Contact the NRS Prevention Specialist at 773-289-1723 or prevention@1800RUNAWAY.org for support and technical assistance.

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MODULE 3: PERSONAL INFLUENCES

ACTIVITY 3A. PERSONAL SHIELD

20 minutes



INTRODUCE the topic of personal shields.

STATE

Every day we use many shields to protect us from harm. For example, when we're online, we shield our computers from viruses by using antivirus software. When we're in a car, we wear a seatbelt that shields us in case we are in an accident.

Some people shield their emotions from others during difficult situations. So, the meaning of a shield can be very different for each individual and for each situation. In this exercise, we're going to talk about personal shields and ways that we protect ourselves.

Many cultures in this world use the symbol of a shield or crest as a way to signify part of their heritage and history. For example, many surnames (or last names) in Ireland have an associated coat of arms. Also, some African countries have unique shields which were sometimes used for physical protection as well as symbolic pieces in tribal rituals and ceremonies.

The activity we're about to do was created as part of a curriculum for youth living in Kenya.

A shield provides protection. Some people's shields are stronger than others depending on the decisions and choices they make throughout their lives. The ability to make decisions that strengthen your personal shield depends on four areas of your life. These areas include having emotional, physical, spiritual, and social well-being.

ASK

First, let's talk about physical health. What does physical health mean to you?

ALLOW 1-2 minutes for responses.

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- STATE** *Physical health also includes a combination of many factors, such as nutrition, exercise, prevention of disease, and strength.*
- ASK** *Quality of life also includes emotional health. What does emotional health mean to you?*
- ALLOW** 1-2 minutes for responses.
- STATE** *Emotional health also includes the capacity to live a full, creative life; the flexibility to deal with life's stressors and challenges; and the ability to enjoy life and have balance.*
- Another important part of maintaining a good quality of life is spiritual health. Usually, when people are asked to describe what spirituality means to them, there are a number of different answers. That is because spirituality is a broad term that may have a unique meaning to each individual.*
- ASK** *What does spirituality mean to you?*
- ALLOW** 1-2 minutes for responses.
- STATE** *As we can see from our answers, spirituality includes a range of many different beliefs or values that are important to each of us. For example, some define spirituality as a belief in a spirit or higher meaning. However, spirituality can also include what we value in life. For example, finding meaning in life, making sense of situations, and developing a better understanding of who one is as an individual.*
- ASK** *Next, let's talk about social health. What does social health mean to you?*
- ALLOW** 1-2 minutes for responses.
- STATE** *Social health also includes having access to support and services to maintain positive well-being. Maintaining healthy relationships, such as those with friends, family, and other members of one's community, is also a good way to have social health.*
- HAND OUT** "Four Qualities of Life" handouts and "Personal Shield" worksheets.
- READ** directions to the worksheet:
- Fill in the blanks with four actions you would take to strengthen your personal shield. Do not worry about spelling or complete sentences.*



- ALLOW 5 minutes for participants to fill out their “Personal Shield” worksheets.
- HAVE participants create an individual crest or drawing in the middle of the shield, if time permits.
- ASK *Would anyone like to share some of the items you listed on your shield?*
- DISCUSS responses.
- ASK *Do you have any questions or comments?*
- DISCUSS responses.



MODULE 3: PERSONAL INFLUENCES

ACTIVITY 3B. WHO'S ON YOUR BUS?

20-25 minutes



INTRODUCE the topic of “Who’s on Your Bus?”

STATE *We just talked a bit about healthy relationships and what they mean to us. Now we’re going to look more closely at the relationships we have with influential people in our lives. Some of these relationships may influence us to make healthy decisions, while others may not.*

“Influential others” are the people or groups of people who are most important in our lives. Influential others may include parents, peers, family members, schools, youth groups, faith communities, and dating partners. We all rely on influential others to shape our ideas about the decisions we make and the consequences of each decision. In this activity, we will think about and identify the people or groups of people who are influential to us.

HAND OUT “Who’s on Your Bus?” worksheets.

HAVE participants write their name on the line beneath the picture of the bus.

ASK *If you could fill a bus with the people or groups of people in your life who are most important when it comes to making decisions about your life, who would be on that bus?*

ALLOW responses.

STATE *Notice that there are only three “bus seats.” Please create more seats if there are others you would like to invite on your bus.*

HAVE participants fill in each “bus seat” (represented by the oval) with a person/group that is most important in their lives, such as family, friends, teachers, boyfriends/girlfriends, etc. Ask participants to include only people (i.e., no pets, inanimate objects, etc.).

ALLOW 5 minutes for participants to complete their buses.

STATE *Place a star next to those who are close to your age.*

Next, put an arrow next to the older or younger people on your bus who also influence your choices about your life.

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- ALLOW** 1 minute for participants to add stars and arrows.
- ASK** *Would anyone like to tell us who you've invited to be on your bus?*
- LEAD** a discussion by asking the following questions:
- Who are the people/groups on your bus?
 - Why are they important to you?
 - Are there some that have more influence than others?
 - Are these people/groups you can count on when you are in trouble or in need?
 - Do they help you make good decisions? Always? Most of the time? Sometimes? Never?
 - Do you feel good about the decisions they help you make? What does that mean for you?
 - If you had to list these people/groups (i.e., parents, friends, etc.) in order of importance, who would come first? Second? And so on...
- STATE** *We all invited different people/groups to be on our buses. Each of these people/groups plays a different role in helping us make decisions.*
- If at any time you'd like to talk about a decision you're considering, feel free to contact the National Runaway Safeline at 1-800-RUNAWAY or 1800RUNAWAY.org!*
- ASK** *Do you have any questions or comments?*
- DISCUSS** responses.



MODULE 3: PERSONAL INFLUENCES

SUMMARY

STATE

Now I'd like to summarize the key points from this session.

- *A shield can be anything that protects us from harm.*
- *Our choices throughout our lives can determine how strong our shields are.*
- *The ability to make decisions that strengthen our personal shield depends on four areas of health:*
 - *Emotional*
 - *Physical*
 - *Spiritual*
 - *Social*
- *“Influential others” who are most important in our lives may include parents, peers, family members, schools, youth groups, faith communities, and dating partners.*
- *When we think of people who are influential, we need to pay special attention to those who:*
 - *We can count on when we are in trouble or in need*
 - *Help us make good decisions*
 - *Make us feel good about the decisions they help us make*



MODULE 3: PERSONAL INFLUENCES

HANDOUTS AND WORKSHEETS

- A. Four Qualities of Life
- B. Personal Shield
- C. Who's on Your Bus?

REFERENCES

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RESOURCES

Focus Adolescent Services is an Internet clearinghouse for information and resources on teen and family issues to help and support families with troubled and at-risk teens (<http://www.focusas.org>).

Harm Reduction Information Kit for Professionals Working With At-Risk Populations (http://www.acsw.ab.ca/pdfs/hrk_english.pdf).

Healthfinder.gov provides information about how to talk with your teens about healthy relationships (<http://healthfinder.gov/HealthTopics/Category/parenting/healthy-communication-and-relationships/talk-with-your-teen-about-healthy-relationships>).

The National Dropout Prevention Center/Network offers effective dropout prevention strategies (<http://www.dropoutprevention.org/effective-strategies>).

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National Runaway Safeline (NRS), the federally designated national communication system for runaway and homeless youth, provides crisis intervention through its 1-800-RUNAWAY hotline and 1800RUNAWAY.org online services. NRS provides youth and families in crisis with support and access to resources 24 hours a day, 365 days a year (<http://www.1800RUNAWAY.org>).

PACER's National Bullying Prevention Center provides innovative resources for students, parents, educators, and others. It recognizes bullying as a serious community issue that impacts education, physical and emotional health, and the safety and well-being of students (<http://www.pacer.org/bullying/about/>).

The Runaway and Homeless Youth Program, Family and Youth Services Bureau, provides positive youth development information (<http://www.rhyttac.net/sites/default/files/resources/PYD%20Tip%20Sheet.pdf>).

Stop Bullying.gov offers comprehensive information about bullying nationwide (<http://www.stopbullying.gov/>).

The Trauma Informed Care Project offers resources to educate about the impact of trauma (<http://www.traumainformedcareproject.org/resources.php>).

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FOUR QUALITIES OF LIFE

PHYSICAL HEALTH: Physical health can include a combination of many factors, such as nutrition, exercise, prevention of disease, and strength.

EMOTIONAL HEALTH: Emotional health can include the capacity to live a full, creative life; the flexibility to deal with life's stressors/challenges; and the ability to enjoy life and have balance.

SPIRITUAL HEALTH: Spiritual health can include a range of many different beliefs or values that are important to each of us. For example, some define spirituality as a belief in a spirit or higher meaning. However, spirituality can also include what we value in life. For example, finding meaning in life, making sense of situations, and developing a better understanding of who one is as an individual.

SOCIAL HEALTH: Social health can include having access to support and services in order to maintain positive well-being. Maintaining healthy relationships, such as with friends, family, and other members of your community, is also a good way to have social health.

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PERSONAL SHIELD

What can I do to strengthen my personal shield?

1) _____
2) _____
3) _____
4) _____
PHYSICAL

EMOTIONAL

1) _____
2) _____
3) _____
4) _____

SPIRITUAL

1) _____
2) _____
3) _____
4) _____

SOCIAL

1) _____
2) _____
3) _____
4) _____

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WHO'S ON YOUR BUS?

Directions: Fill in each "bus seat" (represented by the ovals) with each person/group who is most important in your life, such as family, friends, teachers, boyfriends/girlfriends, etc. Please include only people (for example, no pets, inanimate objects, etc.). You can create as many "bus seats" as needed.



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Module 3: Personal Influences Pre- and Post-Activity Worksheet

Initials:

Directions: Please put your initials at the top of the page and circle "Pre-" if you are taking the test before class or "Post-Activity" if you are taking the test after class. Answer the following questions to the best of your ability!

What is your **gender**: _____ **Race/ethnicity**: _____ **Age**: _____

- Four main areas that lead to overall well-being include emotional, physical, spiritual, and _____ health.
 - physiological
 - psychological
 - religious
 - social
- Spirituality does not necessarily mean religious beliefs. It could mean what we _____ in life.
 - hate
 - value
 - adore
 - fight
- The **best** example of something to do to strengthen "emotional health" is _____.
 - focus only on school
 - take a gym class
 - practice stress management
 - watch a reality TV show
- "Influential others" are best described as people who _____.
 - give you peer pressure
 - live with you
 - loan you clothes
 - are most important to you
- Influential others **only** help you make **good** decisions for yourself.
 - True
 - False
- To maintain "physical health," one might focus on nutrition, exercise, _____, and strength.
 - rules
 - prevention of disease
 - eye contact
 - active listening
- One way to have "social health" is _____.
 - to ignore your feelings
 - through healthy relationships with others
 - by keeping to yourself
 - through passive communication
- We rely on "influential others" to _____.
 - ignore the things we do
 - make decisions for us
 - shape our ideas about our decision making and its consequences
 - always make the right decision
- To maintain "spiritual health," one might focus on _____.
 - what one believes in life
 - finding meaning in life
 - what one values in life
 - all of the above
- Having "emotional health" is _____.
 - something that happens on its own
 - not my responsibility
 - easier for girls than boys
 - the ability to balance life's challenges and life's joy



LET'S TALK



MODULE 4:

Peers and Healthy Relationships

Learning Goals

During this module, participants will:

- Define peer influences and pressures, discuss where they occur and with whom, and consider ways to deal with them.
- Discuss qualities they seek in friendships and how these qualities may change over time.
- Participate in an activity to learn more about cliques and crowds.
- Discuss the differences between healthy, unhealthy, and abusive relationships

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MODULE 4: PEERS AND HEALTHY RELATIONSHIPS

DEFINE THE ISSUE

Where did you sit in the school cafeteria as a teenager? What people or groups did you envy or look up to? Which did you avoid or even mock? How did your relationships with your peers affect you then? What lessons do you carry with you to the present day?

Peer and social issues are among some of the most noted issues identified by those who contact the National Runaway Safeline. These range from romantic relationships to problems with friends and acquaintances. Because many youth see their friends as playing the most crucial role during this period of life, the issues that arise in these relationships may feel that much more pressing.

Healthy dating relationships is an increasingly important topic to address. One in three adolescents in the U.S. is a victim of physical, sexual, emotional, or verbal abuse from a dating partner, a figure that far exceeds rates of other types of youth violence, according to the organization *Loveisrespect* (<http://www.loveisrespect.org>).

Module 4 includes highly interactive activities to help participants experience the stress of being pressured, accepted, or rejected by peers. Participants will identify the qualities they seek in friendships and consider how their current relationships measure up.

ICONS:

For further details, see the Introduction Module.



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MODULE 4: PEERS AND HEALTHY RELATIONSHIPS

MODULE ACTIVITIES

	ACTIVITY	TIME	METHODOLOGY
	A. Peer Influences and Pressure	20 minutes	Discussion/Activity
	B. Friendships	10 minutes	Discussion/Brainstorming
	C. Cliques and Crowds	15 minutes	Discussion/Activity
	D. Healthy Relationships	15 minutes	Discussion/Activity

Total time required: **45 minutes**



MATERIALS

- Poster paper or chalk/dry-erase board
- Markers or chalk
- “Qualities in a Friend That Are Important to Me” worksheet
- “Relationships” worksheet
- Relationship Situation Cards (copy and cut before distributing)



Anger Management + Stress Reduction



Consider showing the curriculum companion film *1-800 RUNAWAY*.



Contact the NRS Prevention Specialist at 773-289-1723 or prevention@1800RUNAWAY.org for support and technical assistance.

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MODULE 4: PEERS AND HEALTHY RELATIONSHIPS

ACTIVITY 4A. PEER INFLUENCES AND PRESSURE

20 minutes



INTRODUCE peer influences and pressure.

STATE *Today we're going to talk about peer influences and pressure. A peer influence or pressure is when a person close to your age shapes your decisions and actions. These influences and pressures can be both positive and negative.*

ASK *Who can give me an example of a positive peer influence or pressure?*

ALLOW time for participants to answer. If they need assistance, use the following examples:

- A classmate helped me learn an easy way to remember the multiplication or periodic tables.
- My friend, who's really good at playing baseball, taught me how to pitch a fastball.

ASK *Who can give me an example of a negative peer influence or pressure?*

ALLOW time for participants to answer. If they need assistance, use the following examples:

- A classmate tried to get me to help him or her cheat on an exam.
- My friend tried to get me to lie to my parents about where we were going last Friday night.

STATE *As our discussion shows, peer influences and pressures can definitely influence us in positive ways that can have positive benefits for us, but they can also influence us in negative ways that can affect us negatively. People can experience peer pressure even when they get older. It's important for us to know how to deal with these influences and pressures from our peers and to make healthy decisions for ourselves and others.*

ASK *Why do we sometimes give into peer pressure?*

ALLOW Time for participants to respond. Make sure the following points are covered:

- To be liked.
- To fit in.

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- So you don't get made fun of.
- Out of curiosity.
- To try something new.
- Because everyone else is doing it.
- Out of fear

ASK *What are some of the consequences of both positive and negative peer pressure?*

ALLOW 1-2 minutes for participants to answer.

STATE *Now we know the differences between positive and negative peer influence and pressure, some reasons why we might give into peer pressure, and some consequences of peer pressure. Now, let's talk about WHERE peer pressure, both positive and negative, happens.*

ASK *Where are some places or situations where peer pressure might occur?*

ALLOW time for participants to answer. If they need assistance, use the following examples

- Among friends
- Between couples, people who like each other, in romantic relationships
- At school
- While hanging out or playing sports
- At a party

STATE *Great! Now we're going to do an activity as a group.*

ASK *for a participant to volunteer. Have that volunteer step outside of the room so he or she cannot hear the directions or group discussion. Divide the rest of the participants into two groups.*

STATE *We're going to do an activity where we try to persuade a person to "take our side." One group is going to take one side of the argument and the second group is going to take the other. You all are going to try to work together to persuade our volunteer to take your group's side.*

I have a list of potential topics. You may select one of them, or the group can select a topic of its own.

LEAD the group in a discussion to select a topic. Topics might include one of the following:

- Studying versus going to a party
- Going to class versus ditching school to hang out with friends
- Coming home on time versus staying out late or past curfew

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When the group has selected a topic, ASSIGN each group a side of the argument. For example, one group will argue for studying and the other group will argue for going to a party instead of studying.

STATE *Now that we have our topic and what side each group is taking, you will have 3 minutes to come up with ways as a group to pressure or influence your peer into taking your side.*

ALLOW 3 minutes for the groups to organize their arguments.

CALL IN the volunteer.

ALLOW the two groups to present their arguments for their sides. Make sure that each side has EQUAL TIME.

HAVE the volunteer pick one side.

ASK *Thanks for being the volunteer. How did being put on the spot to make a decision in front of your peers make you feel?*

ALLOW time for a response.

ASK *Now, for the groups—how did pressuring a peer into taking your side make you feel?*

DISCUSS responses.

STATE *Great job! The peer pressure we just witnessed was a form of direct peer pressure. Someone was telling us what to do and how we should feel about a certain issue. Peer pressure can also be indirect and individual.*

Indirect peer pressure is not always as obvious to us as direct peer pressure. This usually happens when we hang out with different groups of friends. With one group, we might act in a way that we wouldn't act with another group. For example, we might study when we're with one group of friends, but with another group we might ditch class or go to a party instead.

STATE *Another type of peer pressure is individual peer pressure. This is the pressure that comes from one's self. Sometimes we want so badly to fit in with a group that we pressure ourselves to do something with which we might not be comfortable.*

So, as you can see, peer pressure can be positive or negative and can come from different places and people in our lives.

ASK Do you have any questions or comments?

DISCUSS responses.

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MODULE 4: PEERS AND HEALTHY RELATIONSHIPS

ACTIVITY 4B. FRIENDSHIPS

10 minutes



INTRODUCE friendships.

STATE

Our friends can be some of the most important people in our lives. These are usually people that we grow to confide in and trust. Just like romantic relationships, friendships require understanding and good communication. Friendships can range anywhere from your best friend to an acquaintance.

As we grow older, the qualities that we find important in a friend can sometimes change. Also, some of our friendships may come and go, but others will stay around forever.

ASK

Why do you think some friendships last a long time while others don't? Let's spend some time brainstorming reasons why friendships may change.

ALLOW

time for participants to answer. Examples include the following:

- People moved and it became difficult to stay in touch.
- Things just changed; we started hanging out with different people.
- We used to be involved in sports and spent a lot of time together, but now we play different sports.
- We went to different schools.
- Our lives and beliefs changed.

HAND OUT

"Qualities in a Friend That Are Important to Me" worksheets.

STATE

Let's take 3 minutes and write down at least five qualities that we look for in a friend.

ALLOW

3 minutes for participants to fill out their worksheets.

STATE

Next, circle those qualities that are about someone's personality.

Now, put a square around those qualities that are about the way someone looks physically or the things they have.

ALLOW

time for participants to complete this part of the activity.

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ASK

How do you think these qualities might change over time?

How do you think that your role may change in different relationships over time?

If your friends were to list your friendship qualities, what do you think they would write down?

ALLOW

time for participants to answer all questions.

ASK

Do you have any questions or comments?

DISCUSS

questions.

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MODULE 4: PEERS AND HEALTHY RELATIONSHIPS

ACTIVITY 4C. CLIQUES AND CROWDS

15 minutes



INTRODUCE cliques and crowds through an activity borrowed with permission from Mix It Up, a project of the Southern Poverty Law Center.

STATE *Cliques and crowds are groups that have exclusive members. Usually the people in these groups share a common interest or trait. Sometimes the members of these groups may play the same sport, like the same music, or wear similar brands of clothes. Cliques can be difficult to handle, especially if you don't belong to one or have been excluded from a group before.*

We now have an activity to help us better understand cliques and crowds.

ASSIGN people to one of five groups. Give each group a number.



If there are not enough people for five groups of at least three people, scale back the number of groups to three or four. Delete group four instructions, then group three instructions.

STATE *I'm going to come around to each of your groups and give you directions. Make sure to share this information only with the other members of your group.*

While I'm going around, I would like for each group to come up with its own secret handshake and password.

EXPLAIN to each group their instructions so the others cannot overhear. The instructions to each group are the following:

- Group 1: When I give the signal, you are going to have to join one of the other groups because we have room for just four groups. Each person should join a different group.
- Group 2: DO NOT let anyone else join your group. Don't share your handshake and password with anyone that is not in your group.

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- Group 3: You can accept new members into your group, but you first have to ask them a series of questions. Decide as a group what questions you want to ask them.
- Group 4: You must vote as a group on whether or not your group is willing to accept new members. If your last name starts with A-K, you must vote no. If your last name starts with L-Z, you must vote yes.
- Group 5: Your group is going to accept any new members that want to join. Instantly, share your handshake and password with them.

STATE *Okay, let's get started. Group 1, you begin the activity.*

ALLOW participants of Group 1 to move around to the other groups. Notice whether the other groups are following their directions and remind them if necessary. Let the participants from Group 1 find another group to "belong" to.

ASK *How many of the members from Group 1 found it difficult to join another group? Why?*

DISCUSS responses.

ASK *Groups 2, 3, and 4—the instructions I gave you specifically stated to allow NO ONE into your group, or at least to give them a hard time. Did you have a close friend in Group 1 you really wanted to let into your group? How did that make you feel?*

DISCUSS responses.

ASK *Group 5—How did you feel when you knew that you didn't have to reject anyone that came to your group?*

DISCUSS responses.

STATE *The purpose of this activity is to demonstrate the impact cliques and crowds can have. Cliques can be found among youth and also among adults. Remember that cliques can provide support and a sense of belonging to each member, but they can also be very hurtful and make someone feel like an outsider. Keep this in mind when you are hanging out with your own friends.*

ASK *Are there any questions or comments?*

DISCUSS responses.



MODULE 4: PEERS AND HEALTHY RELATIONSHIPS

ACTIVITY 4D. HEALTHY RELATIONSHIPS

15 minutes



- INTRODUCE** the topic of healthy relationships.
- NOTE:** Many of the concepts and definitions are adapted from loveisrespect.org.
- STATE** *We all have relationships with our friends, family, and romantic partners. Everyone deserves to be in a safe and healthy relationship, but this isn't the reality for everyone. Unfortunately, relationships can range from being healthy, to being unhealthy, to even being abusive. We're going to discuss these different types of relationships. The people we surround ourselves with can influence and impact the decisions we make. Therefore, it is important to be able to identify if you or someone you know might be in an abusive relationship.*
- INSTRUCT** participants to find a partner to work with on the activity.
- DISTRIBUTE** the "Relationships" handout and a set of situation cards to each pair of participants.
- STATE** *The situation cards I just handed out exemplify characteristics of relationships that are either healthy or abusive. Work with your partner to place the cards along the spectrum where you think they fit best. If you feel like the situation falls in between and is unhealthy, place the characteristic in that category. Take 2 minutes to complete with your partner. Do you have any questions?*
- ALLOW** 2 minutes for the participants to complete the activity.
- ASK** *What situations did you identify as healthy relationships?*
- DISCUSS** reponses. Answers could include:
- Is supportive of my choices
 - Listens to me when I have something on my mind
 - Is someone I can trust
 - Is honest about how they feel
 - Encourages me to try new things
 - Allows me to make my own choices
 - Considers my feelings

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STATE *Healthy relationships are based on equality and respect, which means you make decisions together and can openly discuss whatever you're dealing with, such as relationship problems and life choices. In a healthy relationship, you enjoy spending time together but can be happy when you are apart.*

ASK *Can you think of any other healthy relationship characteristics or situations that we haven't talked about?*

ALLOW time for responses.

ASK *What situations did you identify as abusive relationships?*

DISCUSS responses. Answers could include:

- Pressures me to do things I am uncomfortable with
- Makes me feel like I can't do anything right
- Tries to control who I hang out with
- Humiliates me in front of others
- Gets jealous or makes me feel bad when I hang out with other people
- Threatens me
- Tries to tell me what to do
- Texts or calls me all the time

STATE *Abusive relationships are based on power and control, which means one person is making all the decisions in the relationship. The person in control makes decisions about what you do including, for example, who you hang out with or what you do with your body. You spend all your time together and feel like you can't talk to other people, especially about what's really happening in your relationship. Very obvious forms of abuse can be physical. As we see from this activity, that doesn't always have to be the case.*

ASK *Can you think of any other abusive relationship characteristics or situations that we haven't talked about?*

ALLOW time for responses.

ASK *Did you place any situations in the middle, feeling that they were in between and weren't healthy or abusive, but closer to just unhealthy?*

DISCUSS responses.



STATE

Unhealthy relationships are based on attempts to control the other person. One person tries to make most of the decisions. He or she may pressure their partner or refuse to see how their actions can hurt. In an unhealthy relationship, you feel like you should only spend time with your partner.



Ask as many discussion questions as time allows.

ASK

the group the following questions for discussion:

- *Were there any situations that you would change if it was a peer or romantic relationship? For example, something that is okay for a friend to do, but not a romantic partner, or vice versa. If so, why?*
- *Can you give me an example of a healthy relationship that might have an unhealthy behavior? For example, a normally good friend tries to get you to lie to your parents.*
- *Does love always mean you are in a healthy relationship?*
- *What are some examples you have seen depicting healthy, unhealthy, or abusive relationships? These examples can come from your own lives, the media, or news.*
- *What qualities do you look for in a romantic relationship?*
- *Think about yourself. What qualities do you bring to your relationships?*
- *Think back to the qualities you look for in a friend. Are these the same qualities you look for in a romantic relationship?*

ALLOW

time for responses.

ASK

Does anyone have any questions?

STATE

If you are worried about a relationship, there is help. You can talk with an NRS liner at 1-800-RUNAWAY or 1800RUNAWAY.org. You can also chat with an advocate to learn about your different options at loveisrespect.org or by texting 22522.

ENCOURAGE

youth to take a dating pledge and promise to have healthy, safe relationships free from fear and violence. A sample pledge can be found at: <http://www.loveisrespect.org/take-action/take-the-dating-pledge>.

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MODULE 4: PEERS AND HEALTHY RELATIONSHIPS

SUMMARY

STATE

- *A peer is a person close to your age who has an effect on your decisions and actions. Peer influences and pressure can be both positive and negative.*
- *Peer pressure can be direct, such as when friends ask us to do something with them, or indirect, such as when we act one way with one group of friends and differently with another group.*
- *Individual peer pressure is when we alter our own behavior to fit in with a group.*
- *Our friends are among the most important people in our lives. Friendships can range anywhere from a best friend to an acquaintance.*
- *We all have different qualities we look for in friends.*
- *Cliques and crowds are groups that have exclusive members. They can be hard to handle if we feel excluded from a group we'd like to join.*
- *Recognizing healthy, unhealthy, and abusive relationship characteristics is important in both peer and romantic relationships.*

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MODULE 4: PEERS AND HEALTHY RELATIONSHIPS

HANDOUTS AND WORKSHEETS

- A. Qualities in a Friend That Are Important to Me
- B. Relationships
- C. Relationship Situation Cards

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RESOURCES

BAM! Body and Mind, an online destination for kids created by the Centers for Disease Control and Prevention, has information to make healthy lifestyle choices (<http://www.cdc.gov/bam/>).

Break the Cycle empowers youth to end domestic violence (<http://www.breakthecycle.org/>).

Centers for Disease Control and Prevention offers strategies to reduce youth violence from a social-cognitive perspective (<http://www.cdc.gov/violenceprevention/pdf/chapter2b-a.pdf>).

Healthfinder.gov provides information about how to talk to your teens about healthy relationships (<http://healthfinder.gov/HealthTopics/Category/parenting/healthy-communication-and-relationships/talk-with-your-teen-about-healthy-relationships>).

KidsHealth is a website that provides doctor-approved health information about children from before birth through adolescence. KidsHealth has separate areas for kids, teens, and parents (<http://kidshealth.org>).

Kids Help Phone has teen resources on a variety of different topics (<http://www.kidshelpphone.ca/Teens/YourSpace.aspx>).

LifeCare® Communication Skills for Healthy Relationships” (http://www.wfm.noaa.gov/workplace/Comp_Conf_Handout_1.pdf).

Loveisrespect.org offers information for fostering healthy dating attitudes and relationships (<http://www.loveisrespect.org/>).

National Institute of Justice offers information in *Prevention and Intervention of Teen Dating Violence* (<http://www.nij.gov/topics/crime/intimate-partner-violence/teen-dating-violence/Pages/prevention-intervention.aspx>).

National Runaway Safeline (NRS), the federally designated national communication system for runaway and homeless youth, provides crisis intervention through its 1-800-RUNAWAY hotline and 1800RUNAWAY.org online services. NRS provides youth and families in

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crisis with support and access to resources 24 hours a day, 365 days a year (<http://www.1800RUNAWAY.org>).

PACER's National Bullying Prevention Center provides innovative resources for students, parents, educators, and others. It recognizes bullying as a serious community issue that impacts education, physical and emotional health, and the safety and well-being of students (<http://www.pacer.org/bullying/about/>).

ReachOut is a Web-based service that inspires young people to help themselves through tough times (<http://au.reachout.com/>).

Stop Bullying.gov offers comprehensive information about bullying nationwide (<http://www.stopbullying.gov/>).

The U.S. Department of Health & Human Services, Office of Adolescent Health has information about healthy-relationship topics, including bullying, dating violence, and healthy friendships (<http://www.hhs.gov/ash/oah/adolescent-health-topics/healthy-relationships/>).

The U.S. Department of Health & Human Services, Office of Adolescent Health offers information in *Teen Dating Violence—Awareness and Prevention* (<http://www.hhs.gov/ash/oah/news/e-updates/eupdate-11.html#.VAdOymco7cs>).

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QUALITIES IN A FRIEND THAT ARE IMPORTANT TO ME

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Relationships

Directions: Determine if the information on the card represents a characteristic of a healthy, unhealthy, or abusive relationship, then place the card along the corresponding spot.



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Relationship Situation Cards

Is supportive of my choices	Texts or calls me all the time	Tries to control who I hang out with
Listens to me when I have something on my mind	Allows me to make my own choices	Humiliates me in front of others
Is someone I can trust	Pressures me to do things I am uncomfortable with	Gets jealous when I hang out with other people
Is honest about how they feel	Makes me feel like I can't do anything right	Threatens me
Encourages me to try new things	Considers my feelings	Tries to tell me what to do

Content from Loveisrespect.org. "Healthy Relationships Quiz." Retrieved 2014, <http://www.loveisrespect.org/>

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Module 4: Peers and Healthy Relationships Pre- and Post-Activity Worksheet

Initials:

Directions: Please put your initials at the top of the page and circle "Pre-" if you are taking the test before class or "Post-Activity" if you are taking the test after class. Answer the following questions to the best of your ability!

What is your **gender**: _____ **Race/ethnicity**: _____ **Age**: _____

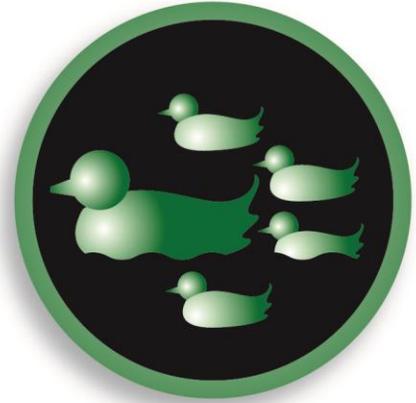
- A peer influence or pressure _____.
 - is when a person close to your age guides or shapes your decisions and actions
 - can be positive and negative
 - both a and b
 - neither a nor b
- Someone might give in to peer pressure for all of the following reasons, EXCEPT _____.
 - everyone else is doing it
 - she or he wants to be liked
 - she or he doesn't want to be made fun of
 - she or he wants to remain independent
- The qualities people like in their friends never change.
 - True
 - False
- Members of a clique generally share a common _____.
 - name
 - interest
 - parent
 - math teacher
- An example of a positive peer influence is when _____.
 - my cousin begs me to share the answers for last night's homework before third period
 - my friend teaches me to slow dance before the school dance
 - my boyfriend or girlfriend tries to get me to stay out past curfew
 - all of the above
- Indirect peer pressure _____.
 - can happen when we hang out with different groups
 - is when we may act differently with certain groups
 - both a and b
 - neither a nor b
- Qualities we might look for in a friend include _____.
 - we like to hang out together
 - he or she is fun
 - we share common interests
 - all of the above
- Individual peer pressure is when we put pressure on ourselves, usually to fit in.
 - True
 - False
- A place or situation where peer pressure may occur is _____.
 - in a romantic relationship
 - at school
 - at a party
 - all of the above
- An example of a negative peer influence would be when _____.
 - my cousin begs me to take money from my parents
 - my friend helps me with my homework
 - my friend encourages me to try out for the school play
 - all of the above

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LET'S TALK



MODULE 5:

Families - Roles And Responsibilities

Learning Goals

During this module, participants will:

- Define the term “family” for themselves and discuss how families differ from each other.
- Identify the various roles and responsibilities of each family member.
- Emphasize the roles that youth play as daughters or sons, sisters or brothers, aunts or uncles, etc..
- Highlight challenges that arise within family systems and how to prevent such challenges from becoming crisis situations.
- Highlight and practice effective communication skills to deal with family members and family problems.

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MODULE 5: FAMILIES - ROLES AND RESPONSIBILITIES

DEFINE THE ISSUE

Each year, family dynamics rank high on the list of issues identified by those who contact the National Runaway Safeline. For NRS, this may include anything from problems with parents, guardians, or siblings to conflicts with family rules. Youth living outside a traditional home setting would likely agree that families play (or don't play, as the case may be) a significant role in their current situations.

Module 5 is included in the curriculum because of the family's significance in the lives of many youth, and because the function and importance of family rules and discipline were rated "very important" by participants in our initial research. Module 5 asks participants to think about the roles they play within what they consider their "family" and emphasizes the importance of their responsibilities, no matter how big or small. Participants will learn techniques for effective family communication and apply them to real-life scenarios.

ICONS:

For further details, see the Introduction Module.



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MODULE 5: FAMILIES - ROLES AND RESPONSIBILITIES

MODULE ACTIVITIES



ACTIVITY	TIME	METHODOLOGY
A. Defining Family Roles and Responsibilities	15 minutes	Discussion/Activity
B. Personal Roles and Responsibilities	10 minutes	Discussion/Activity
C. Family Talk	10 minutes	Discussion/Activity
D. Family Communication Tips	10 minutes	Discussion

Total time required: **45 minutes**



MATERIALS

- Poster paper or chalk/dry-erase board
- Markers or chalk
- Pens or pencils
- NRS prizes for “Personal Roles and Responsibilities Within the Family” Activity
- Candy for prizes (if NRS prizes aren’t available)
- “Family Matters” worksheet
- “Roles and Responsibilities” worksheet
- “Family ... T.A.L.K.” handout
- “Family Communication Tips” handout

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Anger Management + Stress Reduction



Consider showing the curriculum companion film *1-800-RUNAWAY*.



Contact the NRS Prevention Specialist at 773-289-1723 or prevention@1800RUNAWAY.org for support and technical assistance.



Remember to order NRS prizes from the Prevention Specialist for Activity B in advance.

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MODULE 5: FAMILIES - ROLES AND RESPONSIBILITIES

ACTIVITY 5A. DEFINING FAMILY ROLES AND RESPONSIBILITIES

15 minutes



INTRODUCE family roles and responsibilities.

STATE *“Family” means different things to different people. For some, it may mean the people you live with; for others, it may be the friends you choose. Also remember that a family member doesn’t necessarily have to be related to you. They could be anyone that you consider to be close to you, including stepsiblings, stepparents, or extended family.*

Families play various roles in our lives. Families can be a great source of support, but they can also cause stress. No two families are alike. They can vary in size, in the way family members talk to each other, and in the types of tasks that each family member is responsible for.

Each person has a role within the family. There are different responsibilities that go hand-in-hand with certain family roles. For example, a parent or guardian may consider him- or herself responsible for the financial well-being of the entire family, while a son or daughter may consider him- or herself responsible for accomplishing certain tasks, like getting good grades or taking out the garbage.

We’ll spend the next few minutes thinking about our own families. Remember that your family consists of those people who are closest to you and who may live where you consider your home to be.

HAND OUT “Family Matters” worksheets.

ASK *Would you please draw a picture of what you consider home from an aerial view?*

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STATE *Pretend that someone peeled back the roof of the structure you consider “home.” Draw the rooms and people that make it up what you consider home. Think about the responsibilities of each person you include under your roof. If you’re more comfortable using words than pictures, that’s fine.*

ALLOW 2-3 minutes for participants to draw.

STATE *As you draw or write, think about the following points:*

- Who makes up your family?
- Where is everyone located and why?
- What are the roles and responsibilities of each family member?
- Who is present and who is not? If someone is not present, where is he or she?
- Who is the person that you feel comfortable going to when you need advice? Why do you choose this person?
- Is this a typical day for your family?

ALLOW participants time to consider the points.

ASK *Who would like to share what he or she was thinking?*

DISCUSS differences and similarities in thoughts.

ASK *Do you have any questions or comments?*

DISCUSS responses.

STATE *As you can see, each of our homes looks very different. They are different sizes, they have different people in them, and each person has different roles and responsibilities. Responsibilities can be related to chores that are necessary to keep the household running, or they may be in the form of support and guidance.*



MODULE 5: FAMILIES - ROLES AND RESPONSIBILITIES

ACTIVITY 5B. PERSONAL ROLES AND RESPONSIBILITIES

10 minutes



Facilitator should allow physical space for participants to move around during this next activity.

INTRODUCE individual roles and responsibilities.

STATE *As members of our families, we each have certain roles and important responsibilities related to these roles.*

HAND OUT “Roles and Responsibilities” worksheets.

ASK *What are the different roles you play within your family? What are the responsibilities associated with these roles? Take a minute or so to list at least five of the responsibilities you perform in a typical week. Keep the list to yourself.*

ALLOW 1 minute for participants to complete their worksheets.

STATE *Now that you’ve created your lists, you are going to share with a partner the various responsibilities you listed on your “Roles and Responsibilities” worksheet.*

The catch is that you will have to act out everything on your list within 1 minute. This means no speaking, no noises, and no writing. It’s just like charades. When your partner has guessed the correct responsibility, move quickly to the next item. If you can get your partner to guess at least five items on your list within 1 minute, you will get to choose a prize!

DIVIDE participants into pairs.

STATE *Ready? Set? GO!*

MONITOR the time and inform the groups when to switch actors. When everyone has had a chance to act out his or her responsibilities, gather the group together again.



It may be helpful to have an additional facilitator or assistant to help monitor groups and answer any questions.

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STATE

Congratulations on your great acting. Now let's discuss a few questions about the activities.

- What are some of your partner's responsibilities?
- What responsibilities do you and your partner have in common? What ones are different?
- What were your reactions to hearing about your partner's responsibilities?

In this activity, you've had a chance to recognize things you are responsible for within a typical week. This game emphasized how much you contribute to your "family" and "home." You've also learned about the responsibilities of others and how they may be similar to or different from your own.

ASK

*Why is it important to have responsibilities within your family?
What would happen if no one had responsibilities?*

DISCUSS

responses.

DISTRIBUTE

NRS's prizes to all participants. If NRS's items are not available, hand out candy.

ASK

Do you have any questions or comments?

DISCUSS

responses.



MODULE 5: FAMILIES - ROLES AND RESPONSIBILITIES

ACTIVITY 5C. FAMILY T.A.L.K.

10 minutes



INTRODUCE effective family communication.

STATE *Talking with a family member about an important issue can be difficult. If you're prepared and know how to communicate effectively, you will be able to get your point across clearly and successfully.*

It is important to admit issues that exist and to attempt to work through them. An open and honest discussion can correct many misunderstandings between family members.

HAND OUT "Family ... T.A.L.K." handouts.

READ the handout:

TIMING

Choose an appropriate time to talk with your family. If the family member that you need to talk with has a busy lifestyle, then it might be easier for you to set a meeting time. This way, each person's attention can be focused on the issue.

ASSERTIVE COMMUNICATION

Clearly tell your family member how you feel and what you want or need by being honest and direct. Think carefully about your relationship and pay attention to your family member's response. Depending on the specific family member, you might have to address issues differently. Remember to use "I" statements, take deep breaths, keep a reasonable tone, and actively listen to your family member.

ASK *Does anyone know what an "I" statement is?*

ALLOW participants' responses. If no one provides the right definition, use the one below.

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STATE An “I” statement is a way of expressing your feelings and reactions about someone’s behavior without pointing blame at the person. When a person uses an “I” statement, she or he first describes how she or he is feeling, thus “owning” her or his feeling or reaction.

ASK How might another person feel or react if you were upset with them and first pointed out what they did wrong?

ALLOW responses. Examples may include becoming angry or defensive.
WRITE the following formula on poster paper or a chalk/dry-erase board.

STATE The formula for an “I” statement is as follows:
“I feel _____ (fill in an emotion) when you _____ (behavior). What I need is _____ (action you would like the other person to take, or change they might make).”

ASK Who can give me an example of an “I” statement?

ALLOW responses.

STATE An “I” statement might still be difficult for someone to hear. It sometimes helps to take a deep breath, speak as calmly as possible, and put the emphasis on how you are feeling and what you would like to see change rather than on what the other person is doing “wrong.”

ASK Are there any questions?

ALLOW responses.

CONTINUE reading the “Family ... T.A.L.K.” handout.

STATE LOCATION

Choose a quiet place where you and your family member cannot be interrupted or overheard by others.

KNOW WHAT TO SAY

Think about what you want to say in advance by sorting out your own feelings about the issue before talking with your family member. You might find that making a list or writing a letter of your thoughts and feelings can help you focus.

Now let’s discuss what each T.A.L.K. point stands for.



SELECT

READ

a scenario from the following list.

aloud the scenario you selected.

SCENARIO 1:

Imagine that you and a family member had an argument about your responsibilities at home. I'm going to ask you several questions about talking to that person about reducing your chores.

You are 16 years old and you feel like you have NO social life because your mom pours on the responsibilities at home. When you get home from a full day of school, she goes to work, so you must watch your three younger siblings, clean up their messes, help them with their homework, and then make dinner for them. You're also responsible for getting them to bed. After that, you have your own homework to do. It's a wonder you have any friends. Last time you and your mom tried to talk about this, a huge argument broke out. You really wish you had more time to yourself.

SCENARIO 2:

Imagine that you and a family member had an argument about the friends with whom you hang out. I'm going to ask you several questions about talking to that person about your friends.

You are 15 and recently made the varsity soccer team. That's a huge deal for someone not yet in high school. You like spending time with the other players, but your parents aren't thrilled with you hanging out with 17 and 18 year olds. And, to be honest, they do drink and throw big parties, but you feel like you can still be friends with them and not do those things. You feel like your parents don't trust you, which is ridiculous because you've never done anything to lose their trust before. Last time you all talked about this, your dad flipped out.

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SCENARIO 3:

Imagine that you and a family member had an argument about your coming out to them. I'm going to ask you several questions about talking to that person about your sexual orientation.

You are 14 and identify as gay. It's been something you've known for a while, but you never spoke up about it. At school, you joined the Gay/Straight Alliance, and are starting to feel more comfortable being out and proud. But when you told your dad, he didn't take it so well. He kept yelling about your being too young to know and too young to like anyone. Then he threw up his hands and walked out of the room. It's not like he kicked you out or anything, but now you feel really uncomfortable at home. He doesn't talk to you much and he certainly doesn't look you in the eye. It's like he doesn't want to know you anymore. He's the only family you've got, and you're really hoping to get his support.

SCENARIO 4:

Imagine that you and a family member had an argument about your romantic partner. I'm going to ask you several questions about talking to that person about your partner.

You are 15 and have been dating someone for a couple of months. You are head over heels for this person. Sometimes they get really possessive and don't let you see your friends. Once they even hit you when they saw a text message on your phone from someone they didn't know. Your mom noticed the bruise and that you're hanging out with your friends less and less, and she has been asking all sorts of questions about your partner. You're not sure how she will react when you tell her about this new person, especially that you're starting to get scared of him. She might flip out that he hit you, but she also might be really supportive. You have no idea how to bring up the topic without her freaking out.

ASK

Does anyone need to hear the scenario again?

REPEAT

as necessary, reminding participants to put themselves in the situation.

ASK

What would you say?

When would you say it?

Where would you say it?

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- REMIND participants to use the “Family ... T.A.L.K.” worksheet to help them answer the questions.
- WRITE responses on a piece of poster paper or on a chalk/dry-erase board.
- STATE *I hope you all feel prepared to practice effective communication with your family members.*
- Remember that when you need help communicating with your family members, you can call 1-800-RUNAWAY and talk to someone at the National Runaway Safeline. An NRS frontline team member (hotline staff and volunteers, or “liners”) can even help mediate a discussion between you and your guardian.*
- ASK *Do you have any questions or comments?*
- DISCUSS responses.



MODULE 5: FAMILIES - ROLES AND RESPONSIBILITIES

ACTIVITY 5D. FAMILY COMMUNICATION TIPS

10 minutes



INTRODUCE family communication tips.

HAND OUT "Family Communication Tips" handouts.

STATE *Let's read the tips together. You can ask questions about each of them as we go through the list.*

HAVE each participant read a tip. Your list includes comments to include about each tip.

1. Set aside time to talk.
-Remember what the "T" in "T.A.L.K." stands for (TIMING).
2. Don't expect your family to read your mind.
-Why is this important?
3. Be specific and realistic about your expectations and requests.
-This is a good place to use an "I" statement.
4. Have patience! Good communication takes time and effort.
-Consider the "K" in "T.A.L.K." and spend time preparing what you want to communicate.
5. Brainstorm ideas before making a final decision.
-Consider all of your options, including pros and cons of each.
6. Ask for input from family members.
-It may be helpful to seek the assistance of a neutral family member.
7. Write things down; make a list of changes you want to see.
-Finish the statement "What I need is ..." Notice that this is part of an "I" statement.
8. Be willing to compromise.
-Can someone give me an example of a compromise?

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9. Do fun things together.
-What are some fun things you all do with your "family"?
10. Use community resources when you need help.
-What are some resources in this community?



If you are in a Safe Place community, you might want to mention it as a resource. You can access information about Safe Place at <http://www.nationalsafeplace.org>.

ASK

Can you think of any other tips you might add?

DISCUSS

responses.

ASK

Do you have any questions or comments?

DISCUSS

responses.



MODULE 5: FAMILIES - ROLES AND RESPONSIBILITIES

SUMMARY

STATE

- *“Family” can be people related to you, the people you live with, or friends you choose.*
- *Families can be a source of support or stress. No two are alike.*
- *Each person has a role within the family. There are different responsibilities that go hand-in-hand with certain family roles.*
- *Everyone needs to have a role to feel part of the family.*
- *Talking with a family member about an important issue can be difficult.*
- *“I” statements are important when communicating about a difficult issue.*
- *The acronym “T.A.L.K.” reminds us to*
 - *Time the talk so it occurs when we’re ready.*
 - *Assertively communicate, stating our needs as well as acknowledging those of others.*
 - *Locate the talk where we can speak freely.*
 - *Know in advance what we want to say.*
- *There are many communication tips to help us when we talk with our family members.*

ASK

What communication tip will help you most?

DISCUSS

responses.

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MODULE 5: FAMILIES - ROLES AND RESPONSIBILITIES

HANDOUTS AND WORKSHEETS

- A. Family Matters
- B. Roles and Responsibilities
- C. Family ... T.A.L.K.
- D. Family Communication Tips

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RESOURCES

The Children, Youth and Family Consortium's website is a bridge to a wide range of information and resources about children and families. It connects research, teaching, policy, and community practice (<http://www.cyfc.umn.edu/welcome.html>).

The Child Welfare Information Gateway website (as a service of the Children's Bureau, Administration for Children and Families, U.S. Department of Health and Human Services) connects child welfare and related professionals to comprehensive information and resources to protect and strengthen families (<http://www.childwelfare.gov/>).

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FindYouthInfo.gov offers information about risk and protective factors for youth (<http://www.findyouthinfo.gov/youth-topics/youth-mental-health/risk-and-protective-factors-youth>).

Futures Without Violence aims to end violence against women, children, and families at home and around the world (<http://www.futureswithoutviolence.org/>).

Healthfinder.gov provides information about how to talk with your teens about healthy relationships (<http://healthfinder.gov/HealthTopics/Category/parenting/healthy-communication-and-relationships/talk-with-your-teen-about-healthy-relationships>).

Helpstartshere.org offers research-based tips for families (including youth themselves) for actions that will support resilience, reduce risks, and increase protective factors for young people (<http://www.helpstartshere.org/kids-and-families/youth-development/youth-development-tip-sheet-tips-for-families.html>).

Kids Help Phone has teen resources on a variety of different topics (<http://www.kidshelpphone.ca/Teens/YourSpace.aspx>).

The National Clearinghouse on Families & Youth (NCFY) is a free information service for communities, organizations, and individuals interested in developing new and effective strategies for supporting young people and their families (<http://ncfy.acf.hhs.gov/>).

The National Foster Parent Association provides resources and support for foster parents and families (<http://nfpaonline.org/page-1066738>).

The National Resource Center on Domestic Violence provides information and resources for those wanting to educate themselves about and help others with the many issues related to domestic violence (<http://www.nrcdv.org/>).

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National Runaway Safeline (NRS), the federally designated national communication system for runaway and homeless youth, provides crisis intervention through its 1-800-RUNAWAY hotline and 1800RUNAWAY.org online services. NRS provides youth and families in crisis with support and access to resources 24 hours a day, 365 days a year (<http://www.1800RUNAWAY.org>).

Prevent Child Abuse America works to ensure the healthy development of children nationwide (<http://www.preventchildabuse.org/>).

RAINN (Rape, Abuse & Incest National Network) is the nation's largest anti-sexual violence organization (<https://www.rainn.org/>).

Safe Place provides access to immediate help and supportive resources for all young people in crisis through a network of sites sustained by qualified agencies, trained volunteers, and businesses (<http://nationalsafeplace.org>).

The Trauma Informed Care Project has resources to educate about the impact of trauma (<http://www.traumainformedcareproject.org/resources.php>).

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FAMILY MATTERS

Directions: Pretend that someone peeled back the roof of the structure you consider “home.” Draw the rooms and people that make up what you consider home. Think about the responsibilities of each person that you include under your roof.



ROLES AND RESPONSIBILITIES

Directions: Use 1 minute to list at least five of the responsibilities that you perform within a typical week. Make sure that no one else sees your list.

1)

2)

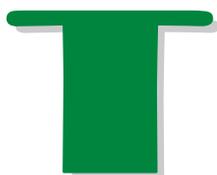
3)

4)

5)



Family...



TIMING

Choose an appropriate time to talk with your family. If the family member that you need to talk with has a busy lifestyle, then it might be easier for you to set a meeting time. This way, each person's attention can be focused on the issue.



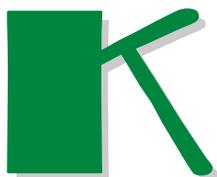
ASSERTIVE COMMUNICATION

Clearly tell your family member how you feel and what you want or need by being honest and direct. Think carefully about your relationship and pay attention to your family member's response. Depending on the specific family member, you might have to address issues differently. Remember to use "I" statements, take deep breaths, keep a reasonable tone, and actively listen to your family member.



LOCATION

Choose a quiet place where you and your family member cannot be interrupted or overheard by others.



NOW WHAT TO SAY

Think about what you want to say in advance by sorting out your own feelings about the issue before talking with your family member. You might find that making a list or writing a letter of your thoughts and feelings can help you focus.



FAMILY COMMUNICATION TIPS

Directions: Use these tips to help your family improve their relationships. Post them in a central spot. Not all tips will work for everyone. Pick the ones that work for you. What other tips would you add?

1. Set aside time to talk.
2. Don't expect your family to read your mind.
3. Be specific and realistic about your expectations and requests.
4. Have patience! Good communication takes time and effort.
5. Brainstorm ideas before making a final decision.
6. Ask for input from family members.
7. Write things down; make a list of changes you want to see.
8. Be willing to compromise.
9. Do fun things together.
10. Use community resources when you need help.



Module 5: Families - Roles and Responsibilities Pre- and Post-Activity Worksheet

Initials:

Directions: Please put your initials at the top of the page and circle "Pre-" if you are taking the test before class or "Post-Activity" if you are taking the test after class. Answer the following questions to the best of your ability!

What is your **gender**: _____ **Race/ethnicity**: _____ **Age**: _____

- We each play a number of _____ in our own families.
 - characters
 - games
 - roles
 - none of the above
- If we didn't have _____, things at home would not get done.
 - responsibilities
 - rules
 - siblings
 - schedules
- An "I" statement is a statement that _____.
 - blames someone else for how you are feeling
 - states how you are feeling and what you need
 - states how you are feeling
 - is any statement beginning with "I"
- The "K" in T.A.L.K. stands for _____.
 - knowledge
 - know what to say
 - know whom to talk to
 - know when to have the discussion
- Good family communication _____.
 - just happens
 - takes patience, time, and effort
 - is not important
 - is not my responsibility
- Location is important in T.A.L.K. because _____.
 - you want to be in a place where it is quiet
 - you want to have distractions
 - you want to be overheard by others
 - all of the above
- Assertive communication is _____.
 - forcing your opinion on others
 - being direct and honest
 - telling someone how you feel and what you want
 - both b and c
- When you need to communicate seriously with your family, it is best to _____.
 - talk whenever you feel like it
 - talk a few minutes before your parents are leaving for work
 - talk at a sports game
 - set a time when everyone can be engaged and focused
- What would **NOT** be a tip for effective family communication?
 - Don't expect your family to read your mind.
 - Be patient.
 - Think of lots of ideas before making a decision.
 - Don't be too specific about your requests.
- The makeup of every family is the same.
 - True
 - False

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LET'S TALK



MODULE 6:

Runaway Reality

Learning Goals

During this module, participants will:

- Consider why some youth decide to run away.
- Understand the services and philosophy of the National Runaway Switchboard.
- Brainstorm things a youth should consider before leaving home.
- Consider alternatives to running away.

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MODULE 6: RUNAWAY REALITY

DEFINE THE ISSUE

Youth choose to leave what they consider home for a number of reasons. Some may need a “time out” or some distance between themselves and their problems. Many remain close to their homes and stay away for only a short time, while others run farther or stay away longer. Although running away might feel like a youth’s only option at the time, the emotional and physical risks they encounter are often worse than life at home.

All youth, regardless of background, culture, socioeconomic background, and race, face similar challenges that may lead them to leave home. American Indian and Alaska Native youth are disproportionately represented among homeless youth populations (National Center for Family Homelessness, 2009).

At the same time, the reality is that, for some youth living in unhealthy or dangerous situations, leaving home may be the best option for their well-being. The National Runaway Safeline helps youth find support systems and resources they can count on throughout their crises. NRS’s frontline team members (hotline staff and volunteers, or “liners”) are nonjudgmental and nondirective. Our goal is not to stop youth from running away, but rather to help them consider their reasons for wanting to leave, identify their options for help and safety, and develop a plan that most suits their needs.

Module 6 provides participants with both qualitative and quantitative accounts of what being a runaway means, including the true story of a runaway, told from her mother’s perspective. The module allows participants to brainstorm considerations of being on the streets and alternatives to leaving home.

It can be beneficial if staff working with young people are trained in identifying warning signs of abuse, trafficking, or other at-risk factors (Washington State Superintendent of Public Instruction, 2014).



For more information about how to recognize red flags, please visit <http://www2.ed.gov/about/offices/list/oese/oshs/tipfactsheet91913.pdf> or <http://www.polarisproject.org/human-trafficking/recognizing-the-signs>.

ICONS:

For further details, see the Introduction Module.



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MODULE 6: RUNAWAY REALITY

MODULE ACTIVITIES

	ACTIVITY	TIME	METHODOLOGY
 	A. Runaway Reality: How Much Do You Know?	10 minutes	Activity/Discussion
	B. <i>Augusta, Gone: A Family's Perspective</i>	20 minutes	Discussion
	C. Ten Questions to Ask Yourself Before You Run Away	5-7 minutes	Activity/Discussion
	D. Things to Do Instead of Running Away	7-10 minutes	Discussion/Brainstorming
	E. Kids Call Program*	15-30 minutes	Activity
	F. Runaway Risks*	20 minutes	Activity/Discussion
			

Total time required: **45 minutes** 



* Total time for activities A-D is 45 minutes. If you would like to include the Kids Call Program or the Runaway Risks activity, choose one of the following:

- ◆ Complete all activities by splitting it up into two 45-minute sessions.
- ◆ Complete Activity E or F and choose two other activities from A-D to complete during one 45-minute session.

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MATERIALS

- National Runaway Safeline materials
- “*Augusta, Gone*: Parent Perspective Excerpt” handout
- “*Augusta, Gone*: Youth Perspective Excerpt” handout
- “Ten Questions to Ask Yourself Before You Run Away” handout
- Poster paper or chalk/dry-erase board
- Telephone/speakerphone
- NRS prizes (or other small prizes)
- 1-800-RUNAWAY film
- “Kids Call Evaluation Form” (for instructor only)
- “Mia’s Story” handout

National Safe Connections + Community Response and Responsibility

Consider showing the curriculum companion film *1-800-RUNAWAY*, as it works well with this module.

Contact the NRS Prevention Specialist at 773-289-1723 or prevention@1800RUNAWAY.org for support and technical assistance.

To follow up this session, the facilitator could bring in a speaker from the local Safe Place or shelter.

For this module, it is recommended that you prepare by ordering NRS prizes and scheduling a Kids Call with NRS in advance.

If you are living in a community with Native American populations, it is important to know a few basic facts about this unique population of youth before serving them. Native American communities include Indigenous people from urban, rural, suburban, and Tribal Reservation contexts. There are 566 recognized Tribal Reservations in the United States of America that are governed by elected Native American governments. More detailed information and resources can be found in the Introduction Module.

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MODULE 6: RUNAWAY REALITY

ACTIVITY 6A. RUNAWAY REALITY: HOW MUCH DO YOU KNOW?

10 minutes



If NRS's prizes are not ordered in advance, an alternative is to hand out wrapped candy or other prizes.



NRS encourages you to check out its website (www.1800RUNAWAY.org) for additional statistics from your state or area code. You may also contact NRS's Prevention Specialist at 773-289-1723 or prevention@1800RUNAWAY.org for information regarding the number of runaway and homeless youth shelters in your area. Feel free to include additional questions in the "Runaway Reality: How Much Do You Know?" activity.

INTRODUCE

"Runaway Reality: How Much Do You Know?"

STATE

We're going to do an activity based on recent information provided by the National Runaway Safeline concerning runaway youth. We are going to see how much you already know about runaway and homeless youth. I'm going to ask you all a series of questions. I will indicate what part of the room represents the different response options (the four corners or the center of the room). You will move to a part of the room that reflects the response you feel is the correct answer. Keep track of how many you answer correctly for prizes at the end. Do your best! Everyone get on your feet.

ALLOW

Time for the class to get on their feet for the activity.



If someone is unable to stand, have the whole group raise their hands instead of moving around the room.

ASK

the questions below and list the answer choices. Be sure to indicate to what part of the room you'd like the students to move to represent the answer they think is correct. Use corners and/or the center of the room. The * indicates the correct answer.

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1. What age range are youth at the highest risk for becoming homeless?
 - 15 to 18
 - 12 to 15
 - 16 to 17
 - 12 to 17*
 - 13 to 16
 - **The answer is 12 to 17.** Youth aged 12 to 17 are at the highest risk for homelessness, even more so than adults.
2. What is the number one reason youth call NRS?
 - Pregnancy
 - School problems
 - Peer pressure
 - Family issues*
 - Abuse
 - **The answer is Family Issues.**
3. Youth of what age call NRS most often?
 - 14
 - 15
 - 16
 - 17*
 - 18
 - **The answer is 17.** Youth who are 17 call NRS most often (23% in 2013), followed by 16-year-old youth (16% in 2013).
4. Who calls NRS for help?
 - Any Youth
 - Runaways
 - Parents of runaways
 - Police officers
 - All of these people*
 - **The answer is all of these people (any youth, runaways, parents of runaways, and police officers).** That is, anyone who cares about runaway youth can call the National Runaway Safeline for help. In fact, NRS's calls tend to include equal numbers of youth and concerned adults.
5. Who calls NRS most often
 - Males
 - Females*
 - **The answer is females.** Females outnumber male callers 3:1. This ratio includes youth, adults, and professionals (such as



police officers, social workers). However, statistics show that males and females run away from home equally as often. So why do you think the majority of NRS callers are female?

- ◆ Females are more likely to seek assistance than males.
 - ◆ Females are more socialized to talk about their problems.
6. Approximately what percentage of youth crisis callers has run away before?
- 10%
 - 15%
 - 23%*
 - 54%
 - 80%
- **The answer is 23%.** Twenty-three percent of National Runaway Safeline's youth callers report that they have previously run away at least once before.
7. What is the average length of time that a youth is on the run before calling NRS?
- 1-3 days*
 - 4-7 days
 - 1-3 weeks
 - 3-6 months
 - Over 6 months
- **The answer is 1-3 days.** Of runaway youth who call the National Runaway Safeline, 44% do so within 1-3 days of leaving home, 8% call within 4-7 days, 24% call within 1-3 weeks, 8% call in 3-6 months, and 7% call after being away for over 6 months.
8. According to NRS statistics, how do youth typically support themselves once on the streets?
- By staying with family/friends*
 - Through prostitution
 - By stealing
 - By selling drugs
 - By staying at shelters
- **The answer is by staying with family/friends.** In 2013, 54% of NRS crisis callers reported surviving with help from family, friends, and/or relatives while on the run. However, these are all ways that youth may support themselves once on the streets.
- **BONUS Question (if time permits)**

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9. How do most callers find NRS's number?

- Friends
- School
- Trusted adult
- Internet*
- Ads

➤ **The answer is the Internet.** Though these are all methods of obtaining NRS's number, in 2013 46% of callers reported getting the number from the Internet, more often than all other sources.

➤ **BONUS Question (if time permits)**

10. How many housing options are in NRS's database for youth 18 and under?

- 600
- 750*
- 430
- 1,000
- 2,500

➤ **The answer is 750 housing options.** The NRS database lists over 750 options for alternative housing in the United States for youth under the age of 18. Estimates are that anywhere from 1.6 million to 2.8 million youth run away each year. Although this is not enough housing to cover every youth that is homeless, it is important to note that NRS can help connect youth to safe housing when they contact 1-800-RUNAWAY or 1800RUNAWAY.org

➤ **BONUS Question (if time permits)**

➤ **Create with statistics from:**

http://www.1800runaway.org/learn/research/2013_nrs_call_statistics/

11. In 2013, about how many calls were made to the National Runaway Safeline by youth who live within the (insert local area code) Area Code?

- Between 25 and 50
- (insert correct answer here)*
- Between 300 and 400

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- Between 500 and 750
- Over 1,000
 - * Runaway Quiz based on 2013 NRS call log data.

ASK Did anyone have all the questions correct?

HAND OUT NRS materials to those who got the most answers correct. You may also choose to give materials to the entire class.

STATE *Good job with this activity! If you would like to learn more statistics about runaways, visit the National Runaway Safeline at 1800RUNAWAY.org!*

ASK *Do you have any questions or comments?*

DISCUSS *responses*

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MODULE 6: RUNAWAY REALITY

ACTIVITY 6B. AUGUSTA, GONE: A FAMILY'S PERSPECTIVE

20 minutes



If you want to hand out the excerpts, make copies in advance. You can then allow participants to read on their own or aloud.

INTRODUCE *Augusta, Gone.*

STATE *Youth run away for a variety of important reasons. The staff members and volunteers at the National Runaway Safeline believe they can learn a lot from the perspectives of youth who run away.*

The story Augusta, Gone is a true story written by a mother whose daughter frequently runs away. As we read the following book excerpts—one from the mother’s perspective and one from the daughter’s—think about what important reasons motivated Augusta to run away.

READ aloud “Augusta, Gone: Parent Perspective Excerpt” and “Augusta, Gone: Youth Perspective Excerpt” to the participants. You may choose to have participants take turns reading the excerpts.

DISCUSS excerpts with the participants. The following are some sample questions:

- What did you think about the excerpts?
- How might Augusta’s mother be feeling? How would you feel if you were in her situation?
- How might Augusta be feeling? How would you feel if you were in her situation?
- Are these reasons why someone might choose to run away?

ASK *Do you have any questions or comments?*
DISCUSS responses.

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MODULE 6: RUNAWAY REALITY

ACTIVITY 6C. TEN QUESTIONS TO ASK YOURSELF BEFORE YOU RUN AWAY

5-7 minutes



INTRODUCE the activity.

STATE *Let's imagine that you are planning to run away. What questions should you consider before you decide to run away? These can also be referred to as "reality checks," which are meant to encourage reasoning, thinking, and planning on the youth's part. They are NOT meant to sound patronizing.*

ALLOW participants to generate questions.

WRITE the questions on poster paper or a chalk/dry-erase board.

HAND OUT "Ten Questions to Ask Yourself Before You Run Away" worksheets.

SELECT participants to read each question out loud.

- What else can I do to improve my home situation before I leave?
- What would make me stay at home?
- How will I survive on my own?
- What makes running away unsafe?
- Who can I count on/trust to help me?
- Am I being realistic?
- Do I have a plan that is well thought out?
- What are my other options?
- If I end up in trouble, whom will I call?
- If I return home, what may happen?

ASK *Do you have any questions or comments?*

DISCUSS responses.

STATE *These are all questions the National Runaway Safeline can help you consider. Just call 1-800-RUNAWAY and speak to a trained NRS liner 24/7, or contact them at 1800RUNAWAY.org for services and programing specifically for youth.*

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MODULE 6: RUNAWAY REALITY

ACTIVITY 6D. THINGS TO DO INSTEAD OF RUNNING AWAY

7-10 minutes



INTRODUCE	“Things to Do Instead of Running Away” activity.
STATE	<i>We’re going to brainstorm, or think out loud, about things to do instead of running away.</i>
DIVIDE	participants into groups of three to four people.
DISTRIBUTE	one sheet of poster paper and several markers to each group.
DIRECT	each group to spend 5 minutes creating a poster of things to do instead of running away. ENCOURAGE participants to use their imaginations when creating their posters.
STATE	<i>Now let’s share our results. Each group has up to 2 minutes to tell us about its poster.</i>
ALLOW	2 minutes for each group to present its poster.
STATE	<i>If you are ever considering running, these might be some ideas to think about. You can also call 1-800-RUNAWAY to talk to someone at any time.</i> <i>If you or someone you know has run away and wants to return home, call 1-800-RUNAWAY and ask about the Home Free program. The National Runaway Safeline, in collaboration with Greyhound Lines, Inc., offers a free bus ticket home to youth ages 12 to 20 who qualify.</i>
ASK	<i>Do you have any questions or comments?</i>
DISCUSS	responses.

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MODULE 6: RUNAWAY REALITY

ACTIVITY 6E. KIDS CALL PROGRAM

15-30 minutes



This activity requires that the facilitator work with a representative at the National Runaway Safeline. This preparation should take place at least 4-5 business days before the activity. Follow the steps below to ensure that activity 6E runs as smoothly as possible.

- Materials
 - Telephone with speakerphone capability.
 - Complimentary materials from NRS (optional)
- Preparation steps
 - CALL the NRS Prevention Specialist at 773.289.1723.
 - Ask that an NRS representative call you at the time you are planning to facilitate the activity.
 - If you are calling at least 4-5 business days in advance, you may REQUEST that an NRS representative send you materials to include in your Kids Call activity (e.g., pencils, wallet cards, bookmarks, etc.). These materials are provided free of charge by NRS.

The Kids Call program provides information relevant to runaway youth. This includes spreading awareness about issues regarding runaway youth, informing callers about resources available to them, and providing skills regarding communication and stress management/problem solving.

INTRODUCE the activity.

BRAINSTORM questions to ask an NRS liner. Here are some samples:

- What makes someone run away?
- Why would someone call the National Runaway Safeline?
- How do we know a call to the National Runaway Safeline is really confidential and anonymous?

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- What are the most common reasons for calling the National Runaway Safeline?
- Where do runaways go?
- Do runaways go to jail?
- What are some risks associated with running away?
- How long are runaways gone?
- Do all runaways go home?
- When do runaways decide to go home?
- How do runaways get home if they don't have any money?



This activity will take place between an NRS liner and a student actor in your group. In brief, the activity consists of a student actor playing the part of a distressed caller who is curious about resources to deal with her or his distress. During the mock call, other participants will be responsible for helping the student actor ask questions to learn more about resources.

CREATE

a scenario in advance so your caller is prepared, or use one of the scenarios below, which were created by the National Runaway Safeline

ROLE PLAY 1 – SCOTT

Imagine that you are Scott in this scenario and you are calling 1-800-RUNAWAY with this problem.

You and your girlfriend, Kim, have been on and off for months. You fight about everything and never seem to trust each other. Kim gets jealous easily and often accuses you of flirting with other girls. You often get angry and depressed. Kim slaps you and gets rough with you at school. Some of the kids at school see this, and they are telling you to “control your woman” and are calling you names. During your call with NRS, you confide to the liner that you don't want to be with Kim anymore but you don't know how to handle it. You wish you could just leave your responsibilities behind.

ROLE PLAY 2 – JASMINE

Imagine that you are Jasmine in this scenario and you are calling 1-800-RUNAWAY with this problem.

You are really worried about going home from school today. You and your mom live alone on County Road 64 and are rather isolated from other people. You usually don't talk to each other much. For some reason, your mom just doesn't seem to trust you. And now your mom found out that you're a

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lesbian after she was snooping around on your computer and she read some of your journal. Your mom is really, really religious and thinks that gays and lesbians are the biggest sinners of all. Today, your mom told you to come straight home from school and be prepared to talk with your mom's minister. You are afraid of what they have in store for you and would much rather take your chances on the streets.

ENGAGE

one of your most creative student actors in role-playing someone in distress. In a short, mock session with an NRS liner, this student actor will present her or his problem. The NRS liner will respond to questions with relevant resources.

ALLOW

time for discussion.

ASK

How does NRS help callers?

ALLOW

time for responses.

ASK

Do you have any questions or comments about the call?

ALLOW

time for responses.

PLEASE

COMPLETE and SEND in the Kids Call Evaluation Form when your call is finished.

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MODULE 6: RUNAWAY REALITY

ACTIVITY 6F. RUNAWAY RISKS

20 minutes



This activity discusses issues of a sensitive nature.

STATE

Now that that we have identified some things to do instead of running away, we are going to talk about some of the risks associated with leaving home. The reality is that, for some youth living in unhealthy or dangerous situations, leaving home may be the best option for them. Therefore, we are going to talk about how some runaway youth survive and the risks associated with running away.

ASK

How might runaway youth survive? For example: Where might they stay? How would they get things like food, clothing, a cell phone, transportation, etc.?

BRAINSTORM

with the participants possible responses. Answers might include:

- Family
- Friends
- Shelter or other community resource
- Stealing
- Panhandling/begging
- Jobs
- Selling drugs
- Prostitution (defined as exchanging sex or sexual activities for money)
- Survival sex (sex (defined as trading sex for basic needs, such as food, a place to sleep, etc. (Covenant House, 2013)

ASK

As we discussed earlier, many runaways rely on family and friends to survive early on. However, others may not have that option. Youth may need to survive on the street if they don't have resources or support. What risks might they face?

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BRAINSTORM with the participants possible responses. Answers might include:

- Being assaulted
- Dropping out of school or falling behind in classes
- Witnessing violence
- Being hungry
- Getting arrested
- Being sexually exploited (defined as forcing, pressuring or tricking someone to trade sex, sexual acts, or sexy photos for food, shelter, protection, drugs, money, and/or other basic needs.) (National Center for Missing & Exploited Children, 2010)
- Being robbed
- Loneliness/depression/suicidal thoughts
- Not feeling connected to other people, feeling isolated or alone
- Being exposed to the winter elements
- Being unable to maintain personal hygiene
- Getting sick
- Suffering from a social stigma
- Being or feeling desperate, running out of options, running out of resources
- Being exposed to drugs and/or alcohol

DISCUSS responses.

STATE *As you can see, there are a lot of risk factors when a runaway has to survive on his or her own or on the streets. It is important to understand that all youth could be at risk for some of these issues. However, youth on the street are at a much higher risk. The biggest challenge is figuring out how they will get their basic needs met to survive. We just talked about some ways that youth may do this. Let's review a youth's story and identify what risks she was exposed to and how she survived after leaving home.*

DISTRIBUTE "Mia's Story" handout.

INSTRUCT participants to tear off flags.



To save time, cut the flags out before the session and distribute.

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STATE

I am going to read “Mia’s Story.” Please follow along while I read aloud. As I am going through her story, I want you to identify when you feel she might be at risk. Place a flag along the story each time you think she is at risk or facing a situation that may not be helpful/positive for her.

ASK

Do you have any questions?

READ

“Mia’s Story” aloud.

This is a story about a 15-year-old girl named Mia. Mia is thinking about running away. Her stepdad has been visiting her bedroom at night and creeping her out with strange questions about her body. It has been going on for a while and Mia’s desperate to get out. Yesterday, her stepdad tried to touch her.

When Mia told her mom about it, she didn’t believe her. Her mom told her to get out of her house and that she’s not welcome back if she is going to make up stories like that.

Mia went to her best friend Melanie’s house. They both knew that Melanie’s parents would not let Mia stay without her parents’ permission and Mia did not want to go back home or talk to her mom. They decided to hide Mia in the basement. All was going well until Melanie’s parents discovered Mia’s backpack in the basement. They asked Melanie about it, but she decided to lie to her parents. Mia knows she has to find somewhere else to go because she doesn’t want to get Melanie in trouble or get caught. Mia doesn’t want to go home because she doesn’t want to face her stepdad and she believes her mom won’t let her back. Mia doesn’t know where she can go. All she knows is that she doesn’t want to tell anyone what’s been going on at home.

Mia tries to find some safe places to go. She goes to school during the day, the library in the evening, and the train station to sleep at night, figuring at least there are lights and people around. Mia begins to notice another girl, Zoey, who seems to be about the same age and is also hanging out at the train station at night. They quickly become friends and look out for each other. Mia is grateful because Zoey looks out for her and she feels like she can really trust her.

Zoey tells her that she knows about a pretty cool place they could stay. She also knows a guy named Jimmy that can hook them up with some ways to earn money. For Mia, this seems

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like the first opportunity that she's heard of that might work for her, so she's willing to give it a shot.

Mia moves into the apartment with Zoey. They have to share the place with two other girls around the same age. The girls let Mia know they'll give her a week to settle in and then she'll be expected to contribute for rent, food, and clothes. Things seem pretty cool. The place is nice enough and so are the girls. Mia tells Zoey she wants to meet Jimmy so she can start earning money.

Mia meets Jimmy. He's really cute and seems nice. Jimmy says he can help her out with some ways to make money. For the next couple of days, they hang out together. She really appreciates how attentive he is to her and enjoys how he's always complimenting her and treating her to things.

Because Jimmy's always telling her how beautiful she is, Mia doesn't mind when he starts taking pictures of her and sending them to his friends. A couple of his friends comment to Jimmy how pretty Mia is and say they want to meet her in person. Jimmy tells Mia the job he had for her fell through, but he knows some other ways she can make money by doing favors for him and his friends.

ASK

DISCUSS

STATE

What kind of "favors" do you think she could be asked to do? responses.

Runaway and homeless youth are more at risk of being taken advantage of in a variety of ways. We are going to talk about human trafficking, which is one way that youth can be taken advantage of. In Mia's story, human trafficking is a real concern. Human trafficking is a modern-day form of slavery where people are forced to do things without their consent and with little or no pay. There are many young people in the United States who are under the age of 18 that are lured into these illegal and dangerous situations by traffickers. It is a very real possibility that Zoey and Jimmy could be traffickers. Traffickers are people looking to profit from other people illegally. There are two different types of trafficking: sex trafficking and labor trafficking. Once a young person is involved, it is difficult for them to get out. Many times they are threatened, harmed, and left with no support or resources for themselves.

- **Sex trafficking:** Sex trafficking involves the recruitment, harboring, transportation, provision, or obtaining of a

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person for the purpose of a commercial sex act in which a commercial sex act is induced by force, fraud, or coercion, or in which the person forced to perform such an act is younger than age 18. A commercial sex act means any sex act on account of which anything of value is given to or received by any person.

- **Labor trafficking:** Labor trafficking is defined as the recruitment, harboring, transportation, provision, or obtaining of a person for labor services, through the use of force, fraud, or coercion for the purpose of subjection to involuntary servitude, peonage, debt bondage, or slavery. Labor trafficking situations may arise in domestic servitude, restaurant work, janitorial work, sweatshop factory work, migrant agricultural work, construction, and peddling (Clawson, Dutch, Solomon, & Grace, 2009).

ASK

Do you have any questions?

DISCUSS

responses.

ASK

Let's find out where you placed your red flags along Mia's story. Where did you place your red flags? And why did you place a flag there?

DISCUSS

responses. Possible answers could include:

- **When Mia's stepdad touched her.**

Sexual abuse in the home increases risk for youth to become sexually exploited, which certainly could be a factor for Mia. In fact, 70-90% of sexually exploited youth have a history of sexual abuse (GEMS, 2014).

- **When Mia was forced to leave home.**

Research has found that many trafficked young people in the United States have run away from abusive living situations or have been thrown out of their home. Since Mia left an unsafe situation at home and was told she wasn't to return, she is at a much greater risk of being involved in prostitution or either form of trafficking.

- **When Mia hides out at Melanie's house.**

Many youth turn to family and friends, but often it is not a permanent solution, as we saw in Mia's situation. Melanie was a resource for a short period of time, but that didn't last long and wasn't a realistic, permanent option.

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- **When Mia decided to stay at the train station.**

Runaway and homeless youth can be especially vulnerable to sex and labor trafficking because they lack a strong supportive network and may run away to unfamiliar environments (National Human Trafficking Resource Center, 2014a). In Mia's case, she ran to the train station, which was unfamiliar to her and lacked a support system.

What would have been some alternatives for Mia?

- **When Mia quickly befriended Zoey and Zoey offered her a place to stay.**

Over half of youth who are exploited are first recruited by peers, or someone close to their age (WA OSPI, 2014). For Mia, she was recruited by Zoey, a person she thought was harmless and trusted. Runaway youth are often approached by traffickers at transportation hubs, shelters, or other public spaces (NHTRC, 2014), like Mia was approached at the train station.

- **When Jimmy complimented Mia and was very attentive to her.**

A youth's relationship with the trafficker can be complex, because the trafficker may be meeting the emotional, physical, and other basic needs of the youth (WA OSPI, 2014).

- **When Jimmy sent pictures of Mia to his friends.**

Sexual exploitation can involve a range of crimes, including sending pictures or videos (WA OSPI, 2014). A young person might not know they are or identify themselves as a victim.

ASK

Do you have any questions or comments?

DISCUSS

responses.

STATE

If you or someone you know is at risk for any of these scenarios, or if something doesn't feel right with your personal safety, or if you want to learn more, you can talk to someone at the National Runaway Safeline. Call 1-800-RUNAWAY, or contact someone at 1800RUNAWAY.org for online services. To contact someone about human trafficking, you can call the National Human Trafficking Resource Center at 1-888-373-7888 or visit <http://www.polarisproject.org/index.php>.

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MODULE 6: RUNAWAY REALITY

SUMMARY

STATE

- Key points from our activity include:
 - Youth ages 12 to 17 are at the highest risk for homelessness, even more so than adults.
 - Family issues account for approximately 28% of all crisis calls to the National Runaway Safeline.
 - Seventeen-year-olds call NRS most often.
 - NRS calls consist of almost equal numbers of youth and concerned adults, and females call about three times as often as males.
 - Nearly a quarter of all youth crisis callers have previously run away.
 - Of runaway youth who call the National Runaway Safeline, 44% do so within 1-3 days of leaving home.
 - Over half of runaways who call NRS report they are receiving help from family and friends.
 - The NRS database lists over 750 options for alternative housing in the United States for youth under 18.
- In Augusta, Gone, we gained the perspectives of a mother and daughter in a real runaway situation.
- In the “Ten Questions to Ask” activity, we learned that youth need to have a plan before running away.
- We also brainstormed several options youth might explore instead of running away.
- With the Kids Call activity, we had a demonstration of what a real call to the National Runaway Safeline might be like.
- We were able to learn about one of the risks of running away, human trafficking, and how it affects runaway and homeless youth.

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MODULE 6: RUNAWAY REALITY

HANDOUTS AND WORKSHEETS

- A. *Augusta, Gone*: Parent Perspective Excerpt
- B. *Augusta, Gone*: Youth Perspective Excerpt
- C. Ten Questions to Ask Yourself Before You Run Away
- D. Kids Call Evaluation Form (for instructor only)
- E. Mia's Story

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RESOURCES

- Breaking Free builds strong family foundations and rebuilds those impacted by substance abuse, child abuse, and other life challenges (<http://www.breakingfreeinc.org/>).
- Chicago Alliance Against Sexual Exploitation developed these materials to help a diverse group of people and communities who are working to end sexual exploitation (<http://caase.org/toolkits>).

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ECPAT International is a global network of organizations working together for the elimination of child prostitution, child pornography, and the trafficking of children for sexual purposes. It seeks to ensure that children everywhere enjoy their fundamental rights, free and secure from all forms of commercial sexual exploitation (<http://www.ecpat.net/>).

Girls Educational & Mentoring Services (GEMS) serves girls and young women who have experienced commercial sexual exploitation and domestic trafficking (<http://www.gems-girls.org/>).

Humantrafficking.org offers resources and information about what human trafficking is and how to combat it (http://www.humantrafficking.org/countries/united_states_of_america).

National Center for Family Homelessness. (2009). *America's youngest outcasts: State report card on child homelessness*. Newton, MA: National Center for Family Homelessness.

National Center for Missing & Exploited Children provides services nationwide for families and professionals in the prevention of abducted, endangered, and sexually exploited children (<http://www.missingkids.com>).

National Human Trafficking Resource Center (NHTRC) is a national, toll-free hotline available to answer calls and texts from anywhere in the country 24 hours a day, 7 days a week, every day of the year (<http://www.polarisproject.org/what-we-do/national-human-trafficking-hotline/the-nhtrc/overview>).

National Runaway Safeline (NRS), the federally designated national communication system for runaway and homeless youth, provides crisis intervention through its 1-800-RUNAWAY hotline and 1800RUNAWAY.org online services. NRS provides youth and families in crisis with support and access to resources 24 hours a day, 365 days a year (<http://www.1800RUNAWAY.org>).

Polaris is a leader in the global fight to eradicate modern slavery and restore freedom to survivors (<http://www.polarisproject.org/>).

The Project to End Human Trafficking is dedicated to raising awareness about human trafficking in an effort to pull slavery out from the shadows and into the public eye by providing education (<http://www.endhumantrafficking.org/>).

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Runaway & Homeless Youth and Relationship Violence Toolkit, a project of the National Resource Center on Domestic Violence, includes guidance and materials for practitioners (<http://www.nrcdv.org/rhydvtoolkit/each-field/>).

Safe Place provides access to immediate help and supportive resources for all young people in crisis through a network of sites sustained by qualified agencies, trained volunteers, and businesses (<http://nationalsafeplace.org>).

The Trauma Informed Care Project has resources to educate about the impact of trauma (<http://www.traumainformedcareproject.org/resources.php>).

The U.S. Department of Homeland Security provides human trafficking awareness training (<http://www.dhs.gov/awareness-training>).

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The U.S. Interagency Council on Homelessness provides information about how a harm reduction model can help end youth homelessness (http://usich.gov/population/youth/harm_reduction_for_youth).

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AUGUSTA, GONE

PARENT PERSPECTIVE EXCERPT

“This is how it was and it was nothing like this. There were things that started to happen. But then you don’t know. When your daughter is eleven, when your daughter starts to act differently, you don’t know if it’s because her parents are divorced. You don’t know if it’s because her mother works too much, or because your daughter’s too smart for her classes, or because she has maybe a learning disability you never caught, or because her teacher has a learning disability or isn’t smart enough to teach your daughter. Or maybe it doesn’t have anything to do with school at all. Maybe she is becoming a teenager and this is how they act. Maybe they are supposed to be quiet like this and stay up in their rooms.

And then something happens and you think: I think there’s something wrong. I think maybe she’s smoking pot. But you don’t really believe it because she told you No Mommy I don’t do that, that was somebody else. And these are the things you think: Well I smoked pot. But I wasn’t only thirteen. I was seventeen when I smoked pot. And it was different then, wasn’t it? Wasn’t the pot different then? Wasn’t it lighter colored? Wasn’t it less somehow? But then you think: Don’t kids do things earlier now? And anyway she said she didn’t. And you’re not sure and you don’t want to not trust her.

I want to trust you, you tell her, looking into her face. I want to trust you when you tell me.

And they say to talk with your children, but she no longer talked to you, and it seems as if it just happened. One day it was just like that. True, she had stopped coming down for breakfast. Stayed up in her room, ran out the door late for school, missed the bus and had to have a ride. But you think, well, that’s how they are, aren’t they, teenagers? And you try to remember how you were, but you were different and the times were different and it was so long ago. And she’s suddenly so angry at you, but then, another time, she’s just the same. She’s just your little girl. You sit with her and you talk about something, or you go shopping for school clothes and everything seems all right. And you forget how you stood in her room and how the center of your stomach felt so cold. When you found the cigarette. When you found the blue pipe. When you found the little bag she said was aspirin.

And there was that time after eighth-grade graduation when she and her best friend, Alexis, were going to sneak out, but they said they weren’t even after you found the cellar door open. But they said they weren’t and so you decided to believe them, like that other time when Julie’s mother called and told you that Julie and your daughter had stolen some things out of the store downtown and you grounded her and she cried and promised Never never. And the time she was supposed to be spending the night at Daisy’s

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but then you found out that her parents didn't know; the girls weren't there. And then there was something and then something else and then you were on a crazy train ride rumbling through a night landscape that you didn't recognize and everything was different and everything normal was gone.

All of a sudden it just happened.

It seems like all of a sudden it just happened.

So now, when I try to remember how it went, it's hard to remember. Augusta was a little girl. Jack was a little boy. I was working too much. There was always too much to do. We were sitting at a table. I was worried about something at work. I got mad about something. I brought my hands down hard on the kitchen table. Augusta cried. Maybe that was it. What made her change.

Whenever it got to be too much for me I would go out. I'd yank my coat off the hook and my mittens off the radiator and head out the door. Just get out and start walking. Up the road big firm steps as if I had somewhere to go. My kids were driving me nuts. This happened all the time now, ever since they started edging into adolescence. They were angry at me. They were scornful. My daughter was furious. My son was bored. I couldn't even remember how it had been anymore; our sweet little household. The candlelit dinners. The fires. The books. The stories and the special treats and the rituals of family I had tended. It had been so long since someone hadn't been mad or exhausted or sad.

From *Augusta, Gone: A True Story* (p. 15-17), by M. T. Dudman. New York: Simon & Schuster. Copyright © 2001 by Martha Tod Dudman. Reprinted by permission of Simon & Schuster, Inc.



AUGUSTA, GONE YOUTH PERSPECTIVE EXCERPT

After lunch we meet with Rose in her office, another cabin, full of a jumble of pictures, paintings, photographs, and flowers in vases, and beads hanging down. There's a shawl flung over a chair and a big white dog in the corner.

"I want you to sit like this," she tells us.

We four sit face-to-face; Rose by Augusta, Ben by me, facing one another. Our knees touching.

"Okay," she tells us. "Augusta's going to come clean. She's going to tell you about all the stuff she's done. Do you have your list?"

Augusta gets a folded-up square of lined paper out of her pocket of her jacket.

"Now?" She looks at Rose.

"Yeah."

Rose takes a big breath. "I want you to just listen. Don't say anything. You'll have a chance to speak later. Just listen to what Augusta has to tell you. This is hard for her. But this is what she needs to do."

It feels a little like secret code stuff. There are so many special rituals to remember: certain phrases, certain ways you have to sit. We're filled up with this sort of thing from the last two days. I've already broken out in a rash. Something itchy all up and down my arms. Starting on my legs.

Augusta reads from her paper.

This is what she has to tell us:

She's been smoking since she was twelve. She was up to two and a half packs a day when she left home.

She was smoking a lot of pot. She was stoned before school, between classes, after school.

She took mushrooms and acid.

She was sneaking out a lot, going to all-night parties.

She had adult friends she was getting stoned with, including the twenty-eight-year-old son of an old friend. The father of one of Jack's friends. A wealthy summer guy from Philadelphia.

She got her friend Alexis started with eating disorders.

She got Rain started smoking.

She was doing some drinking early on, but not much.

She was dealing pot.

She was dealing acid.

She snorted cocaine, smoked laced weed.

She stole money from me.

She was shoplifting.

She stole cars.

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She got Jack stoned.

She made several suicide attempts—with pulls, by cutting her wrists.

She fooled around with lots of guys, but she is still a virgin.

There's more.

She says all this stuff in a certain way without crying. She has her mouth fixed in that ironic expression she used to wear when she was berating me for being a terrible mother. I feel as if I've crept inside myself, deep inside of my shell of a body like a mouse in a teapot, deep inside, crawling up only to look out through the spout.

She's finished.

Rose, who has been watching Augusta the whole time, turns to us.

"Now how do you respond to this?" she asks us.

Ben tells her he's proud of her for telling us, but that he feels bad that she lied to us.

I know I'm supposed to say something. I thank her for being so honest. I say it was my job to keep her safe, and that I failed her.

"You didn't do this," she says fiercely. "It was my choice."

I tell her I love her. I tell her she's a powerful person.

"Hug your parents," says Rose, and finally, for the first time in months and months, my daughter hugs her father. And then she hugs me. I want to hold her forever. It feels so familiar. It feels like a dream. I can smell the way she smells. I put my face up against her and feel her little strong stubborn body just like a little pony, the way she's always felt.

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TEN QUESTIONS TO ASK YOURSELF BEFORE YOU RUN AWAY

Directions: Review the questions below. Can you think of any other questions to ask yourself before running away?

- What else can I do to improve my home situation before I leave?
- What would make me stay at home?
- How will I survive on my own?
- What makes running away unsafe?
- Who can I count on to help me?
- Am I being realistic?
- Do I have a plan that is well thought out?
- What are my other options?
- If I end up in trouble, whom will I call?
- If I return home, what may happen?



KIDS CALL EVALUATION FORM

Directions: The instructor should fill out this form and return it to the National Runaway Safeline. See contact information at the bottom of the page.

Name and Title: _____

Organization: _____

Street: _____ City, State, Zip Code: _____

Phone: (____) _____ Fax: (____) _____

Date and Time of Kids Call: _____ Duration of Call: _____

Name of the NRS Representative: _____

Please use the following scale to evaluate the Kids Call program:

1. The Kids Call program effectively answered our questions about runaways.				
5	4	3	2	1
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
2. The NRS representative who answered our questions was knowledgeable.				
5	4	3	2	1
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
3. Our audience felt the presentation increased their understanding about runaway issues.				
5	4	3	2	1
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
4. Our audience is likely to call the National Runaway Safeline in times of crisis.				
5	4	3	2	1
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

Was this your first Kids Call? How did it go? _____

Any recommendations for next time? _____

Audience Demographics (Numbers, Please)

Number of Youth _____ Age Range _____ Number of Adults _____

Number of Males vs. Females: _____ Males _____ Females

Thank you for your time and participation. Please return this form to:

Kids Call, c/o Prevention Specialist
National Runaway Safeline
3080 N. Lincoln Ave.
Chicago, IL 60657
TEL: 773.289.1723

FAX: 773.929.5150
EMAIL: prevention@1800RUNAWAY.org
www.1800RUNAWAY.org

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MIA'S STORY

This is a story about a 15-year-old girl named Mia. Mia is thinking about running away. Her stepdad has been visiting her bedroom at night and creeping her out with strange questions about her body. It has been going on for a while and Mia's desperate to get out. Yesterday, her stepdad tried to touch her.

When Mia told her mom about it, she didn't believe her. Her mom told her to get out of her house and that she's not welcome back if she is going to make up stories like that.

Mia went to her best friend Melanie's house. They both knew that Melanie's parents would not let Mia stay without her parents' permission and Mia did not want to go back home or talk to her mom. They decided to hide Mia in the basement. All was going well until Melanie's parents discovered Mia's backpack in the basement. They asked Melanie about it, but she decided to lie to her parents. Mia knows she has to find somewhere else to go because she doesn't want to get Melanie in trouble or get caught. Mia doesn't want to go home because she doesn't want to face her stepdad and she believes her mom won't let her back. Mia doesn't know where she can go. All she knows is that she doesn't want to tell anyone what's been going on at home.

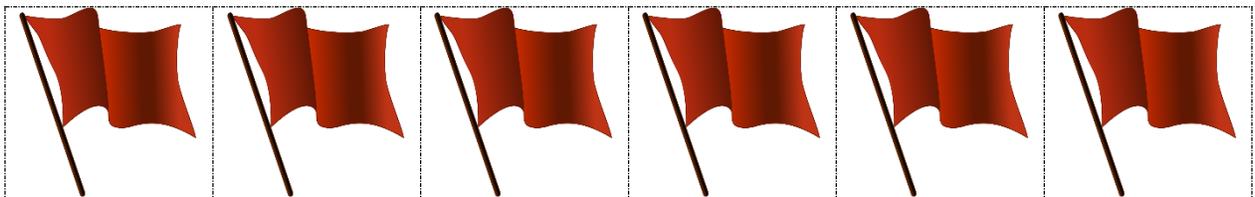
Mia tries to find some safe places to go. She goes to school during the day, the library in the evening, and the train station to sleep at night, figuring at least there are lights and people around. Mia begins to notice another girl, Zoey, who seems to be about the same age and is hanging out at the train station at night as well. They quickly become friends and look out for one another. Mia is grateful because Zoey looks out for her and she feels like she can really trust her.

Zoey tells her that she knows about a pretty cool place they could stay. She also knows a guy named Jimmy that can hook them up with some ways to earn money. For Mia, this seems like the first opportunity that she's heard of that might work for her, so she's willing to give it a shot.

Mia moves into the apartment with Zoey. They have to share the place with two other girls around the same age. The girls let Mia know they'll give her a week to settle in and then she'll be expected to contribute for rent, food and clothes. Things seem pretty cool. The place is nice enough and so are the girls. Mia tells Zoey she wants to meet Jimmy so she can start to earn money.

Mia meets Jimmy. He's really cute and seems nice. Jimmy says he can help her out with some ways to make money. For the next couple of days, they hang out together. She really appreciates how attentive he is to her and enjoys how he's always complimenting her and treating her to things.

Because Jimmy's always telling her how beautiful she is, Mia doesn't mind when he starts taking pictures of her and sending them to his friends. A couple of his friends comment to Jimmy how pretty Mia is and say they want to meet her in person. Jimmy tells Mia the job he had for her fell through, but he knows some other ways she can make money by doing favors for him and his friends.



Module 6: Runaway Reality Pre- and Post-Activity Worksheet

Initials:

Directions: Please put your initials at the top of the page and circle "Pre-" if you are taking the test before class or "Post-Activity" if you are taking the test after class. Answer the following questions to the best of your ability!

What is your gender: _____ Race/ethnicity: _____ Age: _____

- Youth ages _____ are at the highest risk for homelessness.
 - 15-18
 - 12-17
 - 16-17
 - 18-20
- Approximately what percentage of youth in crisis who call the National Runaway Safeline (NRS) have run away before?
 - 10%
 - 15%
 - 23%
 - 54%
- What is the number one reason youth call NRS?
 - Abuse
 - Family issues
 - Pregnancy
 - Peer pressure
- What is the average age of a youth caller to NRS?
 - 14
 - 15
 - 16
 - 17
- " _____ " is a good question to ask before running away.
 - Where is the bus schedule?
 - Did I remember my favorite sweater?
 - What are my other options?
 - Where did I leave my baseball?
- Who calls NRS for help?
 - Any youth
 - Runaways
 - Parents of runaways
 - All of the above
- What is the most common length of time a youth is on the run before calling NRS?
 - 1-3 days
 - 4-7 days
 - 1-6 weeks
 - 1-6 months
- Who calls the NRS more often?
 - Females
 - Males
- What is the NRS hotline number?
 - 1-800-RUNAWAY
 - 1-800-RUNAWAY
 - 1-800-RUNAWAY
 - All of the above
- Most youth on the streets report that they support themselves by _____.
 - staying with friends/family
 - stealing
 - shelters
 - both b and c

CALL 1-800-RUNAWAY CLICK 1800RUNAWAY.org TEXT 66008

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LET'S TALK



MODULE 7:

National Safe Connections

Learning Goals

During this module, participants will:

- Brainstorm stressors that affect youth, including challenges a youth may encounter as a runaway.
- Discuss what safety means to each individual and identify his or her personal safe place.
- Learn about Project Safe Place and how the program can assist youth in crisis across the country.

CALL

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CLICK

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TEXT

66008

MODULE 7: NATIONAL SAFE CONNECTIONS

DEFINE THE ISSUE

Both National Safe Place and the National Runaway Safeline have a common mission: connecting youth to help and safety.

National Runaway Safeline (NRS) and National Safe Place (NSP) are two organizations with rich histories of supporting youth and families in crisis. The National Safe Connections collaboration is the result of the two organizations joining forces in 2002 to provide a safety net of services for at-risk youth. The collaboration hopes to heighten awareness of the two organizations, of the plight of youth in crisis, and of services available to youth and their families across the country.

The collaboration's goals include educating youth about NRS services and Safe Place locations available as resources in crisis situations, increasing the number of youth that seek help rather than trying to resolve serious problems on their own, and educating youth-serving agencies about NRS and National Safe Place.

Module 7 will teach participants about National Safe Place as they define what a safe place looks and feels like to them as individuals.

ICONS:

For further details, see the Introduction Module.



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MODULE 7: NATIONAL SAFE CONNECTIONS

MODULE ACTIVITIES

	ACTIVITY	TIME	METHODOLOGY
 	A. A Heavy Load to Carry	10 minutes	Discussion/Activity
	B. A Safe Place	10 minutes	Discussion/Exercise
	C. Safe Place Readers Theater	25 minutes	Discussion/Exercise

Total time required: **45 minutes**



MATERIALS

- Laundry basket
- Students' textbooks
- Crayons, markers, or colored pencils
- "A Safe Place" worksheet
- "Safe Place Readers Theater Script" handout (copy and highlight each youth's part [six or seven total])
- "Safe Place Logo" sheet



Runaway Reality + Community Response and Responsibility



Consider showing the curriculum companion film *1-800-RUNAWAY*.



Contact the NRS Prevention Specialist at 773-289-1723 or prevention@1800RUNAWAY.org for support and technical assistance.

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Before using this module, please visit <http://nationalsafeplace.org/>, or call the National Runaway Safeline at 773-289-1723 to find the Safe Place program in your area. If you are in a Safe Place community, you might ask the Safe Place Coordinator to visit your group and lead this module. She or he can bring student information wallet cards containing local Safe Place information.



If your community is not a Safe Place community, and you'd like to find out more about bringing Safe Place to your area contact the National Safe Place Network office at 502-635-3660, or visit <http://nationalsafeplace.org/>.

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MODULE 7: NATIONAL SAFE CONNECTIONS

ACTIVITY 7A. A HEAVY LOAD TO CARRY

10 minutes



INTRODUCE the activity.

STATE *As you all know, adolescence is a time of change and growth. For many, it's also a time of choices and stressors. Each of us may face a time when stressors weigh on us too heavily and we find ourselves in a crisis situation.*

ASK *Would someone like to volunteer to help me with a brief demonstration?*

SELECT a volunteer and have him or her come to the front of the room. Give the volunteer a laundry basket to hold.

STATE *We're going to demonstrate how stressful some situations can become. Can anyone name a stressor in a youth's world?*

DIRECT the activity. When a participant names a stressor, have him or her put a textbook in the laundry basket. The basket will become heavier with each "stressor" until it becomes difficult for the volunteer to hold.

STATE *When someone is burdened by many stressors, a crisis may occur. In this situation, we'll pretend that (volunteer's name) has decided to run away from the place (he or she) considers home.*

ASK *What stressors might our volunteer experience as a runaway?*

ALLOW 1-2 minutes for participants to respond.

ASK *What are some examples of help available to our volunteer before, after, or during the time (she or he) is a runaway?*

DIRECT participants to remove their textbooks from the laundry basket when they name a resource.

STATE *The amount of stress each of us can handle will be different. While one person may be in a crisis after many stressors have come his or her way, another person may need only one stressor before he or she finds him or herself unable to function. Each of us has a different tolerance to stress and different ways of coping with it.*

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We can lighten our loads by accessing help. The help may be informal and may vary from one person to another. For example, we may have people we can talk to when we are having a bad day or have hobbies that help us cope. Help may also be formal and be available to nearly anyone who needs it, such as counseling or health care.

We're going to learn about two formal resources today: National Safe Place and the National Runaway Safeline, at 1-800-RUNAWAY.

ASK

Do you have any questions or comments?

DISCUSS

responses.

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MODULE 7: NATIONAL SAFE CONNECTIONS

ACTIVITY 7B. A SAFE PLACE

10 minutes



INTRODUCE the topic of safety.

STATE *People deserve to feel safe in their daily lives. But safety means different things to different people. For instance, one person may feel safe when surrounded by other people. On the other hand, someone who feels anxious in crowds may feel safer alone.*

The National Runaway Safeline is committed to helping youth feel safe in their everyday lives. When a young person calls 1-800-RUNAWAY, the NRS frontline team member or liner will make certain that the youth is in a “safe place” before continuing with the crisis call. NRS believes it is difficult for someone to focus on the issue at hand if he or she does not feel safe.

HAND OUT “A Safe Place” worksheets and crayons, colored pencils, or markers with which the participants may draw.

STATE *You have the right to feel safe at all times. Today we’re going to consider what a “safe place” means to each of you. Please draw a picture of a place that you consider to be a safe place. If you would feel more comfortable using words to describe your safe place, that is fine too. We’re going to take about 5 minutes to do this.*

ALLOW 5 minutes for participants to complete the activity.

ASK *Who would like to share his or her drawing by showing it to the rest of the group?*

ALLOW volunteers to show their drawings. While they do so, ask them the following questions:

- ASK**
- *What makes this place safe for you?*
 - *Are there people who make this place safe for you?*
 - *When might you need or use a safe place?*
 - *How would you feel if you didn’t have a safe place?*

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DISCUSS participants' responses.

STATE *Each of us deserves to have a safe place that we can go to if we are feeling threatened, being abused or neglected, or are having problems that seem too difficult to handle. We're now going to talk about a national program called Safe Place that offers places like these to youth across the country.*

ASK *Do you have any questions or comments?*

DISCUSS responses.

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MODULE 7: NATIONAL SAFE CONNECTIONS

ACTIVITY 7C. SAFE PLACE READERS THEATER

25 minutes



If you are in a Safe Place community, you may choose to show a Safe Place video rather than lead this activity.



Prior to this activity, you may want to determine who will be the readers for this activity. Or, you may choose to ask for six to seven volunteers.

HAND OUT

“Safe Place Readers Theater Script” to the readers and have them stand in front of the class.

STATE

As we’ve discovered, it is important for youth to have a safe place they feel they can go to in times of need. We’re going to learn about a national program that provides youth in crisis with just that—a Safe Place.

HAVE

the readers perform the script for the participants. When they have finished, allow the readers to return to their seats.

ASK

- According to the skit, why does Safe Place exist?
- Who can summarize what Safe Place is?
- How would you use it?
- What are some reasons the youth in this skit chose to run?

DISCUSS

responses.

STATE

Safe Place is a national youth outreach and prevention program for youth in need of immediate help and safety. Nearly 20,000 community and business locations nationwide display the yellow Safe Place sign, making help readily available. Safe Place locations include libraries, YMCAs, fire stations, public transportation vehicles, convenience stores, and social service facilities. In 1983, Safe Place began as an outreach program of the YMCA Shelter House in Louisville, Kentucky. Access to emergency counseling and shelter for youth was identified as a community need, and the YMCA addressed the issue with the addition of the Safe Place program.

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Currently, Safe Place is available in forty-one states. Keep an eye out for the sign if you travel to another state, and know that you can always stop in a business or agency with the Safe Place sign should you need assistance.

(Numbers subject to change. Statistics from 2014.)

ASK *Are there any questions?*

DISCUSS responses.

IF YOU ARE IN A SAFE PLACE COMMUNITY:

STATE *Safe Place began in this city about ____ years ago, and there are _____ Safe Place sites currently operating.*

Where have you seen the Safe Place sign around the community?

ADD The names of any businesses not yet mentioned that display Safe Place signs.

STATE *Safe Place has partnered with the National Runaway Safeline to create the National Safe Connections collaboration. Runaways or youth in crisis can call 1-800-RUNAWAY and speak with a trained liner about any issue. Even if you can't find a Safe Place, you can always call this hotline.*

ASK *Do you have any questions or comments?*

DISCUSS responses.

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MODULE 7: NATIONAL SAFE CONNECTIONS

SUMMARY

STATE

- *Adolescence is a time of change and growth, which can create many choices and stressors. Each of us may have stressors and may find ourselves in a crisis situation.*
- *The amount of stress each of us can handle will be different.*
- *We can lighten our loads by accessing help. The help may be informal and may vary from one person to another.*
- *People deserve to feel safe in their daily lives, but this can mean different things to different people.*
- *Safe Place is a national program for youth who need immediate help because they are in danger due to abuse, neglect, or serious family problems they cannot handle.*
- *Safe Places are businesses and agencies in the community displaying the distinctive yellow-and-black diamond sign where runaways can go to get help.*
- *The National Runaway Safeline is committed to helping youth feel safe every day. When a young person calls 1-800-RUNAWAY, the crisis liner makes certain that the youth is in a “safe place” before continuing with the call. NRS believes it is difficult to focus on the issue if the caller does not feel safe.*
- *Safe Place has partnered with the National Runaway Safeline to create the National Safe Connections collaboration.*

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MODULE 7: NATIONAL SAFE CONNECTIONS

HANDOUTS AND WORKSHEETS

- A. A Safe Place
- B. Safe Place Readers Theater Script
- C. Safe Place Logo

REFERENCES

National Runaway Switchboard. (2001). *Runaway prevention curriculum for classroom and community educators*. Chicago, IL: NRS.

RESOURCES

National Runaway Safeline (NRS), the federally designated national communication system for runaway and homeless youth, provides crisis intervention through its 1-800-RUNAWAY hotline and 1800RUNAWAY.org online services. NRS provides youth and families in crisis with support and access to resources 24 hours a day, 365 days a year (<http://www.1800RUNAWAY.org>).

National Safe Place Network (NSPN) envisions a world where all youth are safe. It is their mission to ensure an effective system of response for youth in crisis through public and private partnerships at a local, state, and national level (www.nspnetwork.org).

Safe Place provides access to immediate help and supportive resources for all young people in crisis through a network of sites sustained by qualified agencies, trained volunteers, and businesses (<http://nationalsafeplace.org>).

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A SAFE PLACE

Directions: Please draw a picture of a place you consider to be a safe place. If you are more comfortable using words to describe your safe place, that is fine too.

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SAFE PLACE READERS THEATER SCRIPT

Narrator: Today we would like to answer the question, what is Safe Place? We interviewed young people around the country and received many different responses.

Youth stand in order in a line at the front of the room.

YOUTH 1: Safe Place?

YOUTH 2: I think my cousin went to one of those once, but I forget how it works.

YOUTH 1: I guess it's a place that's safe. I don't know.

YOUTH 3: Oh yeah, yellow-and-black signs right?

YOUTH 4: I see those signs all over town.

YOUTH 5: They taught us about Safe Place in school.

YOUTH 4: I always wondered. What is it, like a club or something?

YOUTH 6: It's where you go when you're having problems or are in some kind of trouble, you know, like at home or at school.

The youth make a line and pass by the Narrator, interrupting as they give their statements in turn.

Narrator: To every young person—

YOUTH 1: I'm locked out.

Narrator: —who needs a Safe Place—

YOUTH 2: I ran away.

Narrator: —I just want to say a few words.

YOUTH 3: I have no place to go.

Narrator: Always remember you're not alone.

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SAFE PLACE READERS THEATER SCRIPT

(Page 2)

YOUTH 4: He threatened to jump me.

Narrator: Someone was once standing where you are now.

YOUTH 5: The driver was drunk.

Narrator: Someone was once struggling with the same problem.

YOUTH 6: I'm being followed.

Narrator: Yes, life can be hard but everyone has to—

YOUTH 1: She hits me.

Narrator: —face challenges, right? And everyone—

YOUTH 2: He touches me.

Narrator: —needs someone that will back them up.

YOUTH 3: They're doing drugs.

Narrator: You can make life better—

YOUTH 4: We're always fighting.

Narrator: —just don't be afraid to ask for help—

YOUTH 5: I'm afraid of what they'll do.

Narrator: —because you're not alone.

YOUTH 6: I feel unsafe ... I just need to talk.

Youth stand still and in a line at the front of the room.

Narrator: When there's trouble ...

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SAFE PLACE READERS THEATER SCRIPT

(Page 3)

YOUTH 1: Life can be tough when you're growing up. What do you do when there's a problem at home? You don't want to stay, but you don't have anywhere else to go.

Narrator: There is something you can do.

YOUTH 2: Don't just run. Think about it: Friends can't support you forever, and being on the street gets you nothing but trouble. So what do you do?

Narrator: Find a Safe Place (*show printed Safe Place Logo*).

YOUTH 3: You've probably seen the signs; they have them all over the country at fire stations, convenience stores, fast food restaurants, and sometimes city buses. A Safe Place can get you to a place to sleep and someone to talk to about your problems.

Narrator: Walk in.

YOUTH 4: You don't need to plan or pack or anything. When things get bad, all you have to do is take that first step, walk in that door, and someone is going to help you the rest of the way.

Narrator: Ask for help.

YOUTH 5: Don't worry, you're not expected to tell your whole story right there in public. All you have to say is, "I need a Safe Place." It's easy and confidential.

Narrator: Talk with a volunteer.

YOUTH 6: A volunteer will come to listen and support you. You can tell them the situation and they'll help you figure out what to do next so that you stay safe.

Narrator: A place to stay.

YOUTH 1: If you want, they'll bring you to a shelter. There are people that care about you first. So feel free to tell them what's on your mind. They'll call your parents to let them know that you're okay, but you can stay here while you work things out.

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SAFE PLACE READERS THEATER SCRIPT

(Page 4)

YOUTH 2: Anytime you're in a situation that doesn't feel right, do the smart thing and take action for yourself—go to a Safe Place.

YOUTH 3: It's good knowing that I have a place to go.

YOUTH 1: Safe Place is a really cool idea. I mean, it sounds great.

YOUTH 6: Yeah, a lady came to our school and went on and on about, "If you ever need help, no matter how small you think your problem is ..." I didn't really pay much attention because I never thought I'd need it, but she gave us these cards ...

YOUTH 2: I remember my cousin and his mom would get into these huge arguments where she'd be like, "I don't want you hanging around those people; you're grounded for a month," and he'd be like, "I hate you, I'm leaving."

YOUTH 6: ... Then one night I was out really late with my friends and they all started drinking—I didn't want to ride home with them, but I didn't want to be stranded either ... I still had that card ... and I went to a Safe Place.

YOUTH 2: I'm glad my cousin didn't leave for good. He found a Safe Place instead, and I guess it gave him and his mom a chance to work it out. When he came home, he started back up with his band, just like before.

YOUTH 5: I think Safe Place sounds great. I'd much rather be safe, have a bed, have food, and be able to go to school with my friends. I mean, wouldn't anyone want that?

YOUTH 3: I think I'll tell my friends about Safe Place—definitely my little sister.

YOUTH 4: Yeah, you know, I'll keep it in mind. Because you never know when you might need it. Right? I mean, if something's up at home or something's going down on the street, I'll just find the sign and take care of myself.

Narrator: Whatever the situation, things can be better.

Narrator and ALL YOUTH: Go to a Safe Place.

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SAFE PLACE LOGO



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Module 7: National Safe Connections Pre- and Post-Activity Worksheet

Initials:

Directions: Please put your initials at the top of the page and circle "Pre-" if you are taking the test before class or "Post-Activity" if you are taking the test after class. Answer the following questions to the best of your ability!

What is your **gender**: _____ **Race/ethnicity**: _____ **Age**: _____

- Some stressors a youth might deal with in his or her life include _____.
 - family
 - friends
 - dating
 - all of the above
- "Safety" means the same thing to all people.
 - True
 - False
- What colors are the Safe Place sign?
 - Green and black
 - Yellow and blue
 - Yellow and black
 - Green and blue
- Safe Place is currently available in _____.
 - less than 20 U.S. states
 - 20-30 U.S. states
 - more than 30 U.S. states
 - only Canada
- Youth can reach the National Runaway Safeline by calling 1-800-_____.
 - DON'T GO
 - STAY SAFE
 - LUDACRIS
 - RUNAWAY
- Safe Place sites will _____.
 - have a visible Safe Place sign
 - connect you to local help
 - connect you with a safe place to go in a crisis
 - all of the above
- Our community has a Safe Place program.
 - True
 - False
- Which is an example of where a Safe Place can be located?
 - Firehouse
 - Convenience store
 - Fast food restaurants
 - All of the above
- If you would like to get more information about Safe Place, go to _____.
 - <http://nationalsafeplace.org>
 - nationalplaces.org
 - www.help.com
- The National Runaway Safeline and Safe Place have a common mission to connect youth to help and safety.
 - True
 - False

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LET'S TALK



MODULE 8:

Community Response and Responsibility

Learning Goals

During this module, participants will:

- Discuss how an individual or community is directly and indirectly affected by someone running away..
- Learn how different people in a community can help if a youth decides to run or is contemplating running away.
- Discuss ways that an individual can provide service to his or her community.

CALL

1-800-RUNAWAY

CLICK

1800RUNAWAY.org

TEXT

66008

MODULE 8: COMMUNITY RESPONSE AND RESPONSIBILITY

DEFINE THE ISSUE

If there's one thing the frontline team members, also known as "liners," at the National Runaway Safeline learn, it's that a runaway incident doesn't merely affect the youth's immediate family. In speaking with families, NRS liners learn that extended family and friends are called in to assist with the search and act as support. Families call the authorities to make the appropriate reports. Families may also call the media to extend the search outside the local area.

If youth recognize their connections to the community, they may experience a sense of belonging and have a greater sense of responsibility for the community as a whole.

Module 8 asks participants to consider how different people, including themselves, and agencies in the community can assist in a crisis situation.

ICONS:

For further details, see the Introduction Module.



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MODULE 8: COMMUNITY RESPONSE AND RESPONSIBILITY

MODULE ACTIVITIES



ACTIVITY	TIME	METHODOLOGY
A. Who's Connected to You?	20 minutes	Discussion/Activity
B. Twenty Questions	15 minutes	Discussion/Exercise
C. What Can I Do for My Community?	10 minutes	Discussion/Brainstorming

Total time required: **45 minutes**



MATERIALS

- Poster paper or chalk/dry-erase board
- Markers or chalk
- Ball of yarn
- NRS film *1-800-RUNAWAY*
- Twenty Questions Subjects (copy and cut before distributing)
- NRS's prizes or wrapped candy to award as prizes in the "Twenty Questions" activity
- "Community Roles and Responsibilities" handout (pages 1 and 2)
- "What I Can Do to Help" worksheet



Runaway Reality + National Safe Connections

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The companion film *1-800-RUNAWAY* works well with this module.



Before leading this module, you may want to become familiar with local services for at-risk youth and runaways. You can call the National Runaway Safeline at 1-800-RUNAWAY, or contact the Prevention Specialist at 773-289-1723 or prevention@1800RUNAWAY.org to find resources in your area as well as to receive support and technical assistance.

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MODULE 8: COMMUNITY RESPONSE AND RESPONSIBILITY

ACTIVITY 8A. WHO'S CONNECTED TO YOU?

20 minutes



INTRODUCE the first part of the activity.

STATE *The first part of this activity is going to demonstrate how many of us may personally be affected, either directly or indirectly, by a youth who runs away.*

ASK *Would everyone please stand up?*



If a participant is not mobile, have him or her raise a hand to respond to the question. If confidentiality is an issue, ask participants to close their eyes or put their heads on a desk or table. They can then raise their hands in response to the questions and you will report the number of responses.

STATE *Please sit down (or raise your hand and keep it raised) if you have ever run away, no matter how you choose to define it. This could be anywhere, from running to a different state to running to your own backyard as a child.*

Next, please sit down (or raise your hand and keep it raised) if you know someone who has run away.

Finally, please sit down (or raise your hand and keep it raised) if you have ever thought about running away.

OBSERVE the responses. Most participants will probably be sitting or raising their hands by now. If you had people raise their hands, count the number and report to the group.

STATE *Thank you for participating. Obviously, youth leaving or running away is a widespread issue that affects us all in some way. You might not personally have run away, but you likely know someone who has or who has at least considered it.*

Now that we've seen how we can be affected personally by a youth's running away, we're going to do an activity that will help us better understand how other people in a community are affected in these situations.

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- DIVIDE** participants into groups of five to seven people. Have each group form a circle.
- STATE** *In the activity, I, along with one person from each group, will be “Angel,” a 14-year-old boy who is a runaway. The others will be people in Angel’s community.*
- ASSIGN** one person in each group to be “Angel,” or ask someone to volunteer. Give each “Angel” a ball of yarn.
- STATE** *Each of us portraying Angel will tie the yarn around our waist.*
- TIE** the yarn around your waist and make sure the other “Angels” do the same.
- STATE** *Now I want to tell you a bit more about Angel. His parents are in a physically abusive relationship. Angel recently ran away from home after his father drank too much and severely beat his mother while Angel’s best friend was present.*
- Angel, who was also there, was overwhelmed by many different feelings. He was angry at his father, embarrassed that his friend witnessed this event, scared that it might happen again, and frustrated with his mother for not pressing charges against his father.*
- Before running away, Angel had been a great student who earned A’s and B’s. He hoped to be the first in his family to attend college. Now he is not quite sure what lies ahead.*
- Each of you should think about which members of Angel’s community may be affected by his decision to run away. When you have thought of someone who may be affected by Angel’s decision, the ball of yarn will be passed your way. As you wind it around your waist, introduce yourself as the character you’re portraying and share how Angel’s decision to run away has affected you directly or indirectly.*
- ASK** *Who might be someone’s in Angel’s community? For example, you might be the youth officer with the local police department who has to start a missing person’s file for the youth who ran away. How are you involved in the situation?*
- WAIT** for a response. When someone responds, toss or hand the yarn ball to him or her.



- STATE** *I'm going to toss the ball of yarn to (name). All the other "Angels" should do the same for the person in your group who volunteered. (He or she) is going to wrap the yarn around (his or her) waist. Then, someone else will state how he or she is involved and receive the ball next. We'll continue taking turns until everyone has received the ball of yarn at least once.*
- ASK** *Are there any questions?*
- RESPOND** to questions.
- STATE** *Okay, let's complete our circles.*
- CONTINUE** the activity until everyone has had a chance to respond.
- STATE** *Look at our circles now. In some way or another, we're all connected. With one single person missing from our circle, our connection would be broken.*
- Think about how it would affect the rest of us left if one person was removed from this circle.*
- LEAD** a discussion about how one person's absence from the circle would affect the others.
- ASK** *What might a friend or classmate do to help Angel?*
- DISCUSS** responses.
- ASK** *Do you have any questions or comments?*
- DISCUSS** responses.



MODULE 8: COMMUNITY RESPONSE AND RESPONSIBILITY

ACTIVITY 8B. TWENTY QUESTIONS

15 minutes



INTRODUCE the activity “Twenty Questions.”

STATE *We’ve thought about how a runaway incident might affect one’s family and friends. Now let’s consider how those people, and the community around them, might act when there is a runaway incident.*

DIVIDE the group into smaller groups of three or four. **HAVE** each group assign one person to be “it.” **HAND** this person his or her Twenty Questions Subject. Make certain that “it” does not share the slip of paper with the rest of the group. This person will play the role of the person or people listed on the slip of paper.

STATE *First of all, if you are “it,” DON’T show your slip of paper to anyone else in your group or say what’s on it. The person with the paper is going to play the role of the person or people listed on the slip.*

The rest of the group is going to ask YES/NO questions to try to determine who this person is. The purpose of the game is to figure out what role this person plays and then guess who they are.

Asking more than 20 questions is OK, but the person with the slip must count how many questions past 20 the group asks. The group that gets the answer with the fewest questions wins.

Once you’ve determined who “it” is, work together to identify ways in which the person could assist during a runaway situation. Consider what the person’s motivations might be in assisting a family of a runaway.

Ready? GO!

MONITOR the activity. If participants are having difficulty coming up with questions, questions might include:

- Do you take a report on runaways?
- Do you help spread the word about a runaway incident?

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- Are you close to the runaway?
- Are you in an authority role?
- Are you someone the runaway might turn to on his or her own?

Once the participants have had 5-7 minutes to complete the exercise, call them back together.

STATE

Who was the “it” in your group? Give two or three ways that your “it” may assist in a runaway incident.

DISCUSS

responses.

HAND OUT

“Community Roles and Responsibilities” handouts. You can read the handout or arrange for different participants to read parts of it.

READ

Police: *Responsible for taking a runaway report. Want to find the youth and reunite the family. Will take a runaway report if the youth is under 18 (in most states), may follow up on leads or search for the youth (in some cases), and may refer the parent or legal guardian to other agencies or hotlines for further help.*

If your local law enforcement agency won't enter information about a missing child into the NCIC (National Crime Information Center) computer, the Federal Bureau of Investigation (FBI) will. The Missing Children Act of 1982 mandates that they will. You can contact your nearest FBI field office for help. Regardless of what you have been told, there is no law requiring a waiting period for reporting a missing child to law enforcement or for entering the child's information into NCIC. But, because some law enforcement agency procedures may still involve a waiting period, you may have to go to the FBI yourself to have the child entered into NCIC. (From the National Center for Missing and Exploited Children [NCMEC].)

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School: May have legal responsibilities regarding runaway youth and privacy. May be able to offer support to the parents or guardians, the runaway's siblings, and friends. May help parents or guardians speak with other youth who may know where the youth is. May offer services to the youth and his or her family when the youth returns.

Counselor: Wants to support the family and youth. Can support a family going through a runaway incident. Can help parents or guardians consider what to do when the youth returns home. Can work with the youth when he or she returns home.

READ

Family/Friends: Varies, but may want to support the family and youth. May also want to help a runaway youth stay hidden due to safety or loyalty. Can offer support to the family of a runaway. May decide to share with the family information they know about the youth. May act as a mediator or liaison between the family and the runaway. May follow leads for the parent or guardian. May give messages to the runaway. May offer places for the runaway to stay. May stay in touch with the youth for the parent's sake. May look for resources or make calls for the parent or the runaway.

Media (TV, Radio, Internet, Newspaper): May want to increase awareness of runaway situations and help in the recovery of a runaway youth. May help spread the word about a runaway incident by releasing information in the newspaper, on the news, or on the radio.

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Spiritual Community: Can offer support and guidance to youth and their families. May assist in spreading the word about a runaway youth or help search for the missing youth. May offer financial assistance or take up a collection for families needing this type of support. May keep the youth and family in their thoughts and prayers. Can sometimes offer shelter for youth who find themselves without a place to stay.

Care (Foster or Residential): Responsible for making a runaway report if a youth runs from care. May work with the youth to find the best possible setting for him or her to live in. May work with a youth's biological parents, family, and others involved in the youth's life to find him or her. A youth's running away may affect others living in care, including foster siblings or peers in a residential facility. A youth running from this type of care will likely face consequences.

National Runaway Safeline (NRS): National Runaway Safeline (NRS) operates an anonymous and confidential crisis hotline, 1-800-RUNAWAY, and 1800RUNAWAY.org online services 24 hours a day, 365 days a year. Our newer online services, including live chat, crisis emails, and bulletin board, provide more options for kids in crisis to connect to help. Our frontline team of staff and volunteers receive 40+ hours of trauma-informed training to provide nonjudgmental, nonsectarian, and nondirective support, empowering callers to develop a plan of action to improve their situation. Annually, NRS, with the support of more than 120 volunteers, makes 250,000 connections to help and hope through hotline, online, and offline resources. NRS provides crisis intervention, referrals to local resources, and education and prevention services to youth, families, and community members throughout the country. More than 14,000 youth have been reunited with their families through NRS's Home Free program, done in collaboration with Greyhound Lines, Inc.

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- READ** *National Safe Place (<http://nationalsafeplace.org/>): Provides access to immediate help and supportive resources for young people in crisis through a network of sites. Can provide a youth with an immediate safe place in the community through sites displaying the yellow-and-black Safe Place sign. Offers a network of such sites throughout the country. Can help a youth get access to counseling, shelter, or other services. Involves local businesses and agencies in helping youth remain safe in their communities.*
- ASK** *Do you have any questions or comments?*
- DISCUSS** responses.
- HAVE** groups report the number of questions needed to identify the person or people on their slip of paper.
- HAND OUT** NRS materials (or wrapped candy) as prizes to the winners (or to everyone).
- STATE** *If you or someone you know is affected by a runaway incident, contact the National Runaway Safeline at 1-800-RUNAWAY or 1800RUNAWAY.org.*

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MODULE 8: COMMUNITY RESPONSE AND RESPONSIBILITY

ACTIVITY 8C. WHAT CAN I DO FOR MY COMMUNITY?

10 minutes



- INTRODUCE** the “What Can I Do for My Community” activity.
- STATE** *I’m going to ask you a series of questions for you to respond to.*
- ASK** *What does community mean to you? How do you define it?*
- ALLOW** 1-2 minutes for participants to respond.
- ASK** *How do you feel about your community?*
- ALLOW** 1-2 minutes for participants to respond.
- ASK** *What can you do to make your community better?*
- ALLOW** 1-2 minutes for participants to respond.
- ASK** *Who has been involved in some sort of community service? What types of things did you do? How did it make you feel?*
- ALLOW** 1-2 minutes for participants to respond.
- STATE** *There are many ways we can help our community. Some examples of communities pulling together are the volunteers that help build houses for Habitat for Humanity® or those who help communities after a natural disaster, such as a hurricane, tornado, or earthquake. Does anyone have other examples that they’d like to share?*
- ALLOW** 4-5 minutes for participants to respond.
- STATE** *Let’s brainstorm some creative ways WE could serve our community. Remember, a community can be a large group or a small group.*
- BRAINSTORM** ideas for a few minutes and **WRITE** the participants’ responses on poster paper or a chalk/dry-erase board.
- HAND OUT** “What I Can Do to Help” worksheets and **HAVE** participants write down the responses.
- STATE** *As you can see, we can help in big ways or small. Remember that every little bit counts.*

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ASK

DISCUSS

I encourage all of you to gather some friends or family members and do some sort of community service as a group.

Ask the class to consider how they could volunteer as a class or incorporate the information into a service learning project.

Do you have any questions or comments?

responses.

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MODULE 8: COMMUNITY RESPONSE AND RESPONSIBILITY

SUMMARY

STATE

- *Some of us may personally be affected, either directly or indirectly, by a youth who runs away.*
- *A runaway's community might act in different helpful ways.*
- *The community includes police, schools, family, friends, social service agencies, media, and others. Each has a role to play in assisting the runaway.*
- *We can all help our communities in other ways, including major commitments and smaller efforts. All of them are important.*

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MODULE 8: COMMUNITY RESPONSE AND RESPONSIBILITY

HANDOUTS AND WORKSHEETS

- A. Twenty Questions Subjects
- B. Community Roles and Responsibilities (Pages 1 and 2)
- C. What I Can Do to Help

REFERENCES

- National Center for Missing & Exploited Children. (2004). *Just in case ... runaway*. Retrieved 2014 from <http://ag.hawaii.gov/cpja/mcch/publications/just-in-case-runaway/>
- National Clearinghouse on Families & Youth. (1996). *Reconnecting youth and the community: A youth development approach* (Contract No. 105-92-1709). Retrieved 2014 from <http://files.eric.ed.gov/fulltext/ED402402.pdf>
- National Runaway Switchboard. (2001). *Runaway prevention curriculum for classroom and community educators*. Chicago, IL: NRS.
- National Runaway Switchboard. (2004). *National runaway switchboard runaway prevention and education presentation module*. Retrieved 2006 from http://www.1800RUNAWAY.org/educators/prevent_mod.html

RESOURCES

- FindYouthInfo.gov has information about positive youth development (<http://www.findyouthinfo.gov/youth-topics/positive-youth-development>).
- FindYouthInfo.gov offers information about risk and protective factors for youth (<http://www.findyouthinfo.gov/youth-topics/youth-mental-health/risk-and-protective-factors-youth>).
- National Center for Missing & Exploited Children provides services nationwide for families and professionals in the prevention of abducted,

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endangered, and sexually exploited children
(<http://www.missingkids.com/home>).

National Clearinghouse on Families & Youth is a free information service offering those interested in youth issues information and links to better serve young people, families, and communities
(<http://ncfy.acf.hhs.gov/>).

National Runaway Safeline (NRS), the federally designated national communication system for runaway and homeless youth, provides crisis intervention through its 1-800-RUNAWAY hotline and 1800RUNAWAY.org online services. NRS provides youth and families in crisis with support and access to resources 24 hours a day, 365 days a year (<http://www.1800RUNAWAY.org>).

Safe Place provides access to immediate help and supportive resources for all young people in crisis through a network of sites sustained by qualified agencies, trained volunteers, and businesses
(<http://nationalsafeplace.org>).

The Grant Space website (a service of the Foundation Center) is a place to go to learn about foundations, learn how to apply for grants, and find links on how to get involved with and/or volunteer for various projects
(<http://grantspace.org/Subjects/Children-and-Youth>).

The National Dropout Prevention Network/Center offers effective dropout prevention strategies (<http://www.dropoutprevention.org/effective-strategies>).

VolunteerMatch is a leader in the nonprofit world, dedicated to helping everyone find a great place to volunteer
(<http://www.volunteermatch.org>).

WKCD (What Kids Can Do, Inc.) collects stories from across the nation about young people working to make their communities better places to live, work, and play. They also publish books for adults that translate these works into lessons learned and activities to do
(<http://www.whatkidscando.org/>).

Youth on Board helps bridge the gap between adults and youth by providing practical information, training, publications, and support—the all-important “how-tos” that can be key to the success of young people as community leaders (<https://youthonboard.org/>).

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20 QUESTIONS SUBJECTS

POLICE	JUDGE
SCHOOL	COUNSELOR
FAMILY/ FRIENDS	MEDIA (TV, Radio, Internet, Newspaper)
NATIONAL RUNAWAY SAFELINE (NRS)	SPIRITUAL COMMUNITY
CARE (Foster Care, Residential Care)	NATIONAL SAFE PLACE

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COMMUNITY ROLES AND RESPONSIBILITIES

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COMMUNITY ROLES AND RESPONSIBILITIES (page 2)

for the runaway to stay. May stay in touch with the youth for the parent's sake. May look for resources or make calls for the parent or the runaway.

Media (TV, Radio, Internet, Newspaper): May want to increase awareness of runaway situations and help in the recovery of a runaway youth. May help spread the word about a runaway incident by releasing information in the newspaper, on the news, or on the radio.

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COMMUNITY ROLES AND RESPONSIBILITIES (page 3)

National Safe Place (<http://nationalsafeplace.org/>): Provides access to immediate help and supportive resources for young people in crisis through a network of sites. Can provide a youth with an immediate safe place in the community through sites displaying the yellow-and-black Safe Place sign. Offers a network of such sites throughout the country. Can help a youth get access to counseling, shelter, or other services. Involves local businesses and agencies in helping youth remain safe in their communities.

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WHAT I CAN DO TO HELP

Directions: Brainstorm ways you can serve your community, whether they are big or small!



Module 8: Community Response and Responsibility Pre- and Post-Activity Worksheet

Initials:

Directions: Please put your initials at the top of the page and circle "Pre-" if you are taking the test before class or "Post-Activity" if you are taking the test after class. Answer the following questions to the best of your ability!

What is your **gender**: _____ **Race/ethnicity**: _____ **Age**: _____

- When a young person runs away, that young person is the **only** one affected.
 - True
 - False
- Which of the following is **NOT** a way to give back to a community?
 - Build a house with Habitat for Humanity
 - Volunteer on a crisis line
 - Tag a wall
 - Clean up the neighborhood after a natural disaster
- Who might be affected if a youth runs away?
 - The youth's foster mom
 - The youth's classmate in school
 - The youth's church youth group leader
 - All of the above
- Who can take a runaway report on a missing youth?
 - The youth's pastor
 - A police officer
 - A student
 - All of the above
- The National Runaway Safeline (1-800-RUNAWAY) exists to support _____.
 - youth
 - guardians
 - communities
 - all of the above
- There is a waiting period for runaway youth to be entered into the National Crime Information Center.
 - True
 - False
- A judge may give legal consequences to a youth who has run away.
 - True
 - False
- When a youth runs from home, their school may be able to offer support to their family.
 - True
 - False
- If you are a friend of a runaway, you can _____.
 - decide to share any information about the youth with the family
 - give messages to and from the runaway
 - offer places for the runaway to stay
 - all of the above
- The National Runaway Safeline (1-800-RUNAWAY) supports youth by _____.
 - offering referrals to resources within the caller's local community
 - offering conference calls between youth and families
 - relaying messages
 - all of the above

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LET'S TALK



MODULE 9:

Anger Management

Learning Goals

During this module, participants will:

- Define anger.
- Identify and recognize how their bodies and minds react to anger.
- Learn how to deal with anger in a healthy and positive way.
- Learn three relaxation techniques.

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MODULE 9: ANGER MANAGEMENT

DEFINE THE ISSUE

Imagine a youth yelling, “That’s it! I’m leaving!” and slamming the door behind her. Now imagine what the youth (and the bewildered guardian left wondering how to stop her) might have done to reduce the intensity of this scene.

Anger can make us act and react in a number of ways, including saying or doing something we may not mean. While getting angry is perfectly normal, feeling consistently angry can take a toll, both physically and emotionally. It is important to recognize that sometimes anger can mask another emotion that may be harder to manage—such as disappointment, jealousy, frustration, or rejection.

Module 9 is included in the curriculum because our research indicates that managing anger is important to runaway prevention. Module 9 asks participants to consider what flips their switches, what triggers feelings and reactions of anger, and how they might positively deal with these emotions.

ICONS:

For further details, see the Introduction Module.



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MODULE 9: ANGER MANAGEMENT

MODULE ACTIVITIES

	ACTIVITY	TIME	METHODOLOGY
	A. Defining and Dealing With Anger	10 minutes	Discussion/Activity
	B. Ways to Deal With Anger	20 minutes	Discussion/Exercise
	C. Relaxation Techniques	15 minutes	Discussion/Exercise

Total time required: **45 minutes**



MATERIALS

- Poster paper or chalk/dry-erase board
- Crayons, colored pencils, or markers
- “Ways to Deal With Anger” handout
- “What Flips Your Switch? Page 1” worksheet
- “What Flips Your Switch? Page 2” worksheet
- “Relaxation Techniques” handout



Stress Reduction + Roles and Responsibilities



Consider showing the curriculum companion film *1-800-RUNAWAY*.



Contact the NRS Prevention Specialist at 773-289-1723 or prevention@1800RUNAWAY.org for support and technical assistance.

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MODULE 9: ANGER MANAGEMENT

ACTIVITY 9A. DEFINING AND DEALING WITH ANGER

10 minutes



INTRODUCE defining and dealing with anger.

STATE *Anger is a normal human emotion. It can be caused by anything from a friend's irritating behavior, to worries about personal problems, to memories of a troubling event.*

When handled in a positive way, anger can help people stand up for themselves and fight injustices. On the other hand, anger can lead to violence and injury.



If time does not permit, CONTINUE to the next activity, 9B. If time does allow:

STATE *Anger is an emotional state that can range from mild irritation to intense fury and rage. Feelings of anger actually produce physical changes in the body, such as increased heart rate, blood pressure, and adrenaline.*

Think about the ways you deal with anger.

HAND OUT "Ways to Deal With Anger" worksheets.

STATE *These are just a few ways we can deal with our anger in a positive way. Let's take a look at these and also try to brainstorm some more ideas for each category.*

ASK *What ways can you think of?*

WRITE participants' responses on a chalk/dry-erase board or poster paper.

STATE *As you can see, there are many good ways to deal with anger.*

ASK *Do you have any questions or comments?*

DISCUSS responses.

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MODULE 9: ANGER MANAGEMENT

ACTIVITY 9B. WAYS TO DEAL WITH ANGER

20 minutes



INTRODUCE identifying types of anger.

STATE *Anger is an emotion we all feel at times. However, there are different types of anger. Some types of anger can surface during our day-to-day activities. For example, we might get angry when we miss a bus or when we're trying to explain ourselves to someone and feel we're not being understood.*

In addition, anger can linger on. For example, we might get angry with our parents or family members about rules we feel are too strict. We can even be angry with friends who have treated us unfairly in the past.

ASK *What makes people angry? Upset? Frustrated?*

DISCUSS responses.

ASK *With whom do people usually feel angry?*

DISCUSS responses.

ASK *How do you know when someone is angry?*

DISCUSS responses.

ASK *Do others ever take their anger out on you? For instance, do others ever yell at you for no apparent reason? How does that make you feel?*

DISCUSS responses.

ASK *Do you ever take your anger out on someone else? Whom?*

DISCUSS responses.

ASK *Why might you take your anger out on someone else? Because the person will "take it"? They'll still love you? They happen to be there? They're "safe" to unload on?*

DISCUSS responses.

ASK *What are some ways to deal with anger that can be harmful?*

DISCUSS responses.

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- ASK** *What are some ways people who are angry can deal with their anger in a way that's not harmful to themselves or others?*
- DISCUSS** responses.
- HAND OUT** "What Flips Your Switch? Page 1" worksheets.
- READ** the directions aloud.
- STATE** *Answer the questions to help you understand more about yourself when you're angry.*
- ALLOW** 5 minutes for participants to complete the worksheet.
- ASK** *Did you learn something about yourself?*
- DISCUSS** responses.
- HAND OUT** "What Flips Your Switch? Page 2" worksheets.
- STATE** *Some people notice changes in their bodies when they feel angry. For instance, one person may feel tension in her muscles, while another may get a stomachache. This worksheet will help you identify how your body feels when you're angry or upset. On the figure provided, draw or color how your body feels when you're angry or upset. Be creative!*
- GIVE** participants a selection of crayons, markers, colored pencils, or other media to use in designing figure drawings.
- ALLOW** 3 minutes for participants to complete the worksheet. If time permits, ALLOW participants the opportunity to show their figure drawings to the entire group.
- STATE** *As you can see, anger affects us all in different ways.*
- ASK** *Do you have any questions or comments?*
- DISCUSS** responses.



MODULE 9: ANGER MANAGEMENT

ACTIVITY 9C. RELAXATION TECHNIQUES

15 minutes



INTRODUCE relaxation techniques.

STATE *Each of us is unique in how we feel, express, and deal with anger. One really great way to deal with anger is to relax. So, for the next few minutes we're going to learn some relaxation techniques you'll be able to use whenever you feel you are getting angry or agitated.*

These relaxation exercises are focused-breathing techniques that help reduce anxiety and tension. You can do the techniques with your eyes open or closed. You can also do them at any time, and no one will even know you are doing them.

Let's get started!

HAND OUT "Relaxation Techniques" handouts.

STATE *These relaxation exercises are focused-breathing techniques that help reduce anxiety and tension. You can do these techniques with your eyes open or closed. You can also do them at any time, and no one will even know you are doing them.*

One way to relax is to take deep breaths from your diaphragm—your belly, not your chest. We're going to use that type of breathing throughout these exercises. If you're having trouble, try breathing in through your nose and out through your mouth. You should feel your stomach rising about an inch as you breathe in and falling about an inch as you breathe out. If this is still difficult for you, lie on your back or on your stomach, which will make you more aware of your breathing pattern. Remember, it is impossible to breathe from your diaphragm if you are holding your stomach in, so relax your stomach muscles.

Now, let's review the breathing techniques.

READ the directions aloud.

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- HAVE** each person do the exercise.
- STATE** *Count very slowly to yourself from 10 down to zero, one number for each breath. With the first breath from your diaphragm, say “10” to yourself; with the next breath, say “nine”; and so on. If you start feeling light-headed or dizzy, slow down the counting. When you get to “zero,” see how you are feeling. If you are better, great! If not, try it again.*
- ALLOW** 2-3 minutes for participants to practice the breathing technique.
- STATE** *Now let’s try another version of a breathing activity.*
As you inhale, count very slowly up to four; as you exhale, count slowly back down to one. Thus, as you inhale, you say to yourself, “One, two, three, four.” As you exhale, you say to yourself, “Four, three, two, one.” Do this several times.
- ALLOW** 2-3 minutes for participants to practice the breathing technique.
- STATE** *We’re going to learn one more technique. After each time you inhale, pause for a few seconds. After you exhale, pause again for a few seconds. Do this for several breaths.*
- ALLOW** 2-3 minutes for participants to practice the breathing technique.
- ASK** *Did you feel different after any of the exercises? Which exercise did you find most helpful?*
- DISCUSS** participants’ responses.
- ASK** *What are good times or places to practice these relaxation techniques?*
- DISCUSS** participants’ responses. Responses might include “before I see my parents,” “before a big test,” or “anytime.”
- STATE** *Some people relax best by talking to someone about their feelings. Remember, you can always talk to someone at the National Runaway Safeline at 1-800-RUNAWAY or at 1800RUNAWAY.org.*
- ASK** *Do you have any questions or comments?*
- DISCUSS** responses.



MODULE 9: ANGER MANAGEMENT

SUMMARY

STATE

- *Anger is a normal human emotion and can come from many sources.*
- *Anger can be handled positively or negatively.*
- *Feeling consistently angry can take a toll, both physically and emotionally.*
- *Relaxing is a good way to deal with anger.*
- *Breathing deeply is one way to relax, and we can practice it at any time.*

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MODULE 9: ANGER MANAGEMENT

HANDOUTS AND WORKSHEETS

- A. Ways to Deal With Anger
- B. What Flips Your Switch? Page 1
- C. What Flips Your Switch? Page 2
- D. Relaxation Techniques

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Davis, M., McKay, M. & Eshelman, E. R. (2000). *The relaxation and stress reduction workbook* (4th ed.). Oakland, CA: New Harbinger Publications.

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National Runaway Switchboard. (2001). *Runaway prevention curriculum for classroom and community educators*. Chicago, IL: NRS.

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RESOURCES

The American Psychological Association is a scientific and professional organization that represents psychology and maintains a website with resources on various development, emotional, and behavior issues (<http://www.apa.org>).

BAM! Body and Mind is an online destination for kids created by the Centers for Disease Control and Prevention, an agency of the U.S. Department of Health and Human Services. BAM! Body and Mind gives information kids need to make healthy lifestyle choices (<http://www.cdc.gov/bam/>).

Break the Cycle empowers youth to end domestic violence (<http://www.breakthecycle.org/>).

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Futures Without Violence aims to end violence against women, children, and families at home and around the world (<http://www.futureswithoutviolence.org/>).

KidsHealth is a website that provides doctor-approved health information about children from before birth through adolescence. KidsHealth has separate areas for kids, teens, and parents—each with its own design, age-appropriate content, and tone (<http://kidshealth.org>).

The National Resource Center on Domestic Violence provides information and resources for those wanting to educate themselves about and help others with the many issues related to domestic violence (<http://www.nrcdv.org/>).

National Runaway Safeline (NRS), the federally designated national communication system for runaway and homeless youth, provides crisis intervention through its 1-800-RUNAWAY hotline and 1800RUNAWAY.org online services. NRS provides youth and families in crisis with support and access to resources 24 hours a day, 365 days a year (<http://www.1800RUNAWAY.org>).

National Youth Violence Prevention Week's goal is to raise awareness and to educate about effective ways to prevent or reduce youth violence. The website offers links to resources and education materials (<http://nationalsave.org/what-we-do/save-events/national-youth-violence-prevention-week/>).

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WAYS TO DEAL WITH ANGER

Directions: Some people choose to ignore or bottle up anger; however, this approach may actually cause more harm, because the root problem is never addressed. Instead, try to manage anger so it can become more positive. Here are some ideas:

RELAX. Breathe deeply from your diaphragm (your belly, not your chest) and slowly repeat a calming word or phrase like, “Take it easy.” Think of relaxing experiences, such as sitting on a beach or walking through a forest.

THINK POSITIVELY. Remind yourself that the world is not out to get you; you’re just experiencing some of the rough spots of daily life.

PROBLEM SOLVE. Identify the specific problem causing the anger and approach it head-on—even if the problem does not have a quick solution.

COMMUNICATE WITH OTHERS. Angry people tend to jump to conclusions. Slow down and think carefully about what you want to say. Listen carefully to what the other person is saying. At times, criticism may actually be useful to you.

MANAGE STRESS. Make sure to set aside personal time to deal with the daily stresses of school, activities, and family. Your time may include:

- Listening to music
- Writing in a journal
- Exercising
- Meditating
- Talking about your feelings with someone you trust

CHANGE THE SCENE. Maybe a change of environment would help reduce angry feelings. For example, if your friends are angry frequently or make you angry, consider making new friends who may contribute more to your self-confidence and well-being.

(Taken from National Youth Violence Prevention Resource Center’s Anger Management Fact Sheet for Teens)

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WHAT FLIPS YOUR SWITCH? Page 1

Directions: Answer the questions below to help you understand more about yourself when you're angry.

- What makes you angry? Upset? Frustrated? _____

- How do you know when you're angry? _____

 - How do you feel, emotionally and physically? _____

 - How do you act? _____

 - What do you say? _____

 - What do you think about? _____

- In what ways do you take your anger out on others around you? Whom do you take it out on? (For example: slamming a door; being mean to your little sister or brother.) _____

- How does that make you feel? _____

- Why might you take your anger out on someone else? _____

- How do you deal with your anger? _____



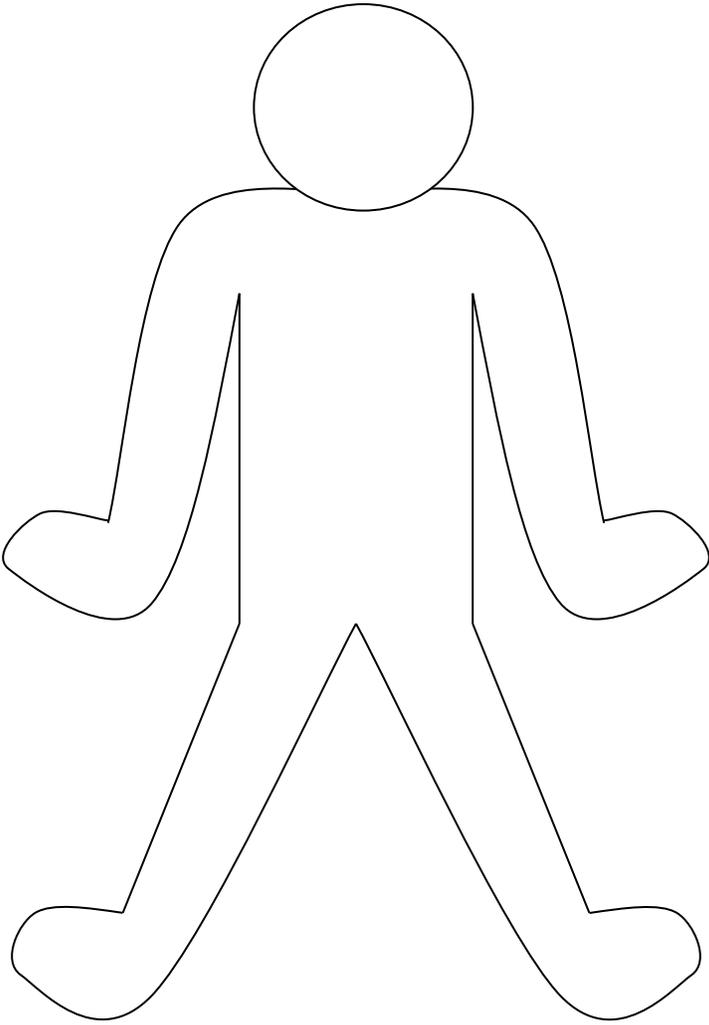
WHAT FLIPS YOUR SWITCH? Page 2

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Directions: On the figure below, draw or color how your body feels when you're angry or upset. Be creative!



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RELAXATION TECHNIQUES

These relaxation exercises are focused-breathing techniques that help reduce anxiety and tension. You can do these techniques with your eyes open or closed. You can also do them at any time, and no one will even know you are doing them.

For all these exercises, make sure you are breathing from your diaphragm—that means **from your belly, not your chest**. If you're having trouble, try **breathing in through your nose and out through your mouth**. You should feel your stomach rising about an inch as you breathe in and falling about an inch as you breathe out. If this is still difficult, lie on your back or on your stomach; this will make you more aware of your breathing pattern. Remember, it is impossible to breathe from your diaphragm if you are holding in your stomach, so relax your stomach muscles.

TECHNIQUE #1:

Count very slowly to yourself from 10 down to zero, one number for each breath. With the first breath from your diaphragm, say “10” to yourself; with the next breath, say “nine”; and so on. If you start feeling light-headed or dizzy, count more slowly. When you get to “zero,” see how you are feeling. If you are better, great! If not, try it again.

TECHNIQUE #2:

As you inhale, count very slowly up to four; as you exhale, count slowly back down to one. Thus, as you inhale, say to yourself, “One, two, three, four.” As you exhale, say “Four, three, two, one.” Do this several times.

TECHNIQUE #3:

After each time you inhale, pause for a few seconds. After you exhale, pause again for a few seconds. Do this for several breaths.

GOOD TIMES TO USE A RELAXATION TECHNIQUE ...

While riding in or driving a car (with your eyes open if you're driving!); before you take a test or exam; when someone says something that bothers you; when waiting for an important phone call; before going on a date; when you feel overwhelmed by a project or homework; while standing in line; before an athletic game; before a presentation, etc.

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Module 9: Anger Management Pre- and Post-Activity Worksheet

Initials:

Directions: Please put your initials at the top of the page and circle "Pre-" if you are taking the test before class or "Post-Activity" if you are taking the test after class. Answer the following questions to the best of your ability!

What is your gender: _____ Race/ethnicity: _____ Age: _____

- Feelings of anger can produce physical changes, such as increased heart rate, blood pressure, and adrenaline.
 - True
 - False
- Of the following, which answer is **NOT** a way to positively deal with your anger:
 - I gossip about someone to get back at them.
 - I breathe deeply from my diaphragm to relax.
 - I think carefully about what I want to say before I say it.
 - I approach the problem that is making me angry head-on.
- Anger can linger on _____.
 - until we think of something else
 - for long periods of time
 - until we have revenge
 - for a couple of days
- Breathing speeds used in a relaxation technique are supposed to be _____.
 - fast
 - short
 - slow
 - pulsing
- A good time to use a relaxation technique is _____.
 - before going on a date
 - before having a serious talk with your parent or guardian
 - before a test or exam
 - all of the above
- It is good to be aware of what makes you upset or angry.
 - True
 - False
- Which of the following is a positive way to deal with anger?
 - Stay in the same scene
 - Think negatively
 - Communicate with others
 - Hit someone or something
- What are some positive ways to manage stress?
 - Listen to music
 - Write in a journal
 - Talk with a friend
 - All of the above
- There are different types of anger.
 - True
 - False
- Anger _____.
 - can range from mild irritation to rage
 - is a human emotion
 - can help you fight for injustice or stand up for yourself, when handled in a positive way
 - all of the above

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LET'S TALK



MODULE 10:

Stress Reduction

Learning Goals

During this module, participants will:

- Map out the stressors and potential crises related to being a youth.
- Understand that solid problem-solving and stress management skills can help them manage stress in their lives.
- Learn informal options and resources that may help youth cope with stress.

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MODULE 10: STRESS REDUCTION

DEFINE THE ISSUE

If you ask a youth to consider the stressors he or she faces during adolescence, you may get more than you bargained for. When you consider the number of possible stressors, added to the normal challenges of being a preteen or teenager, one can understand how quickly a crisis can form.

The National Runaway Safeline defines a crisis as something a person deems intolerable or unmanageable. This will vary from person to person, as each individual has different levels of tolerance and types of coping mechanisms. The calls we receive run the gamut from an argument with a friend to dealing with multiple forms of familial abuse. Conflict resolution and problem solving were viewed as “very important” in the prevention of runaway incidents by participants in our research.

Module 10 asks participants to consider what youth experience on a daily basis and the resources available to them. Participants will walk through a sample decision tree and brainstorm positive and negative options and their consequences.

ICONS:

For further details, see the Introduction Module.



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MODULE 10: STRESS REDUCTION

MODULE ACTIVITIES



ACTIVITY	TIME	METHODOLOGY
A. Defining and Identifying Stress	10 minutes	Brainstorming/Discussion
B. Teens + Stress + Resources = Crisis Averted	15 minutes	Activity/Discussion
C. Problem-Solving Skills	10 minutes	Activity/Discussion
D. Things to Do to Deal With Stress	10 minutes	Activity/Discussion

Total time required: **45 minutes**



MATERIALS



- Poster paper or chalk/dry-erase board
- Markers or chalk
- National Runaway Safeline’s “10 Ways to Deal With Stress” bookmarks
- Bookmarks can be printed directly from the NRS website (www.1800RUNAWAY.org) or ordered through the “Materials Order Form” found on the NRS website
- “Teens + Stress + Resources = Crisis Averted” worksheet
- “Ways to Reduce Your Stress: Problem Solving Skills” worksheet
- “Decision Tree” worksheet
- “Ways to Reduce Your Stress: Stress Management Skills” worksheet



Anger Management + Families: Roles and Responsibilities



Consider showing the curriculum companion film *1-800-RUNAWAY*.



Contact the NRS Prevention Specialist at 773-289-1723 or prevention@1800RUNAWAY.org for support and technical assistance.

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MODULE 10: STRESS REDUCTION

ACTIVITY 10A. DEFINING AND IDENTIFYING STRESS

10 minutes



INTRODUCE defining and identifying stress.

STATE *Everyone experiences stress in his or her life, and not all stress is bad. For example, feeling stressed while being chased by a large dog is not just normal, but this stress is also linked to your fight-or-flight response and necessary to help avoid injury. However, feeling stressed for prolonged periods of time or in situations where stressful responses are not necessary is not healthy.*

ASK *When might stress be necessary to our well-being?*

DISCUSS responses. Examples might include emergencies, such as a home fire or car accident, or threatening situations.

ASK *When might stress be hazardous to our health?*

DISCUSS responses. Examples might include arguments where someone gets out of control or is constantly worrying about potential threats or abuse.

STATE *Now let's review some definitions we will use in this session. It's good to have a shared meaning, because terms can mean different things to each of us.*

A stressor is a person, place, thing, or event that causes stress.

Now, let's define stress. Stress is a state of difficulty or worry.

A resource is a person, place, or thing that provides support or help.

And, finally, a crisis is usually thought of as a difficult situation marked by high stress and a limited number of outcomes that are often negative. In other words, a crisis is any situation an individual finds intolerable or unmanageable.

ASK *What are some stressors that might be found in a teen's life?*

WRITE participants' responses on a piece of poster paper or on a chalk/dry-erase board. Responses might include:

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- Divorce
- HIV/AIDS
- Blended families
- Being gay or lesbian
- Parent remarrying
- Alcoholism
- Parent being unemployed
- Illness or death
- Pregnancy/STDs
- Learning disability
- Bullying
- Romantic relationships
- Physical abuse
- Sexual abuse
- Domestic violence
- Neglect
- Money
- Friends
- Family/Stepfamily
- School
- Drugs
- Acceptance
- Emotional abuse
- Violence in community

ASK *How might these stressors make someone feel?*

DISCUSS responses.

STATE *How would you feel if stress was lifted or reduced? There are many ways to reduce stress, and different ways might work for different people. Today, we're going to talk about two ways that might help you reduce your stress.*

ASK *Do you have any questions or comments?*

DISCUSS responses.



MODULE 10: STRESS REDUCTION

ACTIVITY 10B. TEENS + STRESS + RESOURCES = CRISIS AVERTED

15 minutes



INTRODUCE the activity.

STATE *Teens run away for a variety of reasons, usually when they face more stressors and feel they lack resources. When stress is overwhelming and teens don't have the resources to help them cope or don't know where to turn, a crisis often occurs. Teens experiencing a crisis may run away without fully considering the consequences.*

All teens have stress and resources. The balance of these two is key. We will use this exercise to better understand the relationship of stress, pressure, and resources (or lack of resources) and their impact on a teen's decisions and behavior.

HAND OUT "Teens + Stress + Resources = Crisis Averted" worksheets. To increase participant collaboration, you may also **CREATE** the chart on a poster or chalk/dry-erase board.

ASK *Looking at the Teen Category, what are events or feelings that most teenagers experience? This is also known as a "time of firsts." (For example, first time driving, first date, first job, and so on.)*

DISCUSS responses. If you recreated the chart, fill the "Teen" column in with participants' responses. These might include:

- Fights with parents
- Curfew
- Wanting more freedom
- Driver's education
- First job
- Dating
- Experimenting with drugs/alcohol
- Doing chores
- Being independent
- Peer pressure
- Wanting to fit in
- Having friends
- Doing well in school
- Puberty
- Bullying
- Romantic relationships

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ASK

What stressors do teenagers often face? These might be your own or those of someone you know. Also, remember a stressor may be an event that a friend or family member experiences but that still affects you.

DISCUSS

responses. If you recreated the chart, fill the “Stress” column in with participants’ responses. These might include:

- Divorce
- HIV/AIDS
- Blended families
- Being gay or lesbian
- Parent remarrying
- Alcoholism
- Parent being unemployed
- Illness or death
- Pregnancy/STDs
- Learning disability
- Sexual abuse
- Domestic violence
- Neglect
- Emotional abuse
- Drugs
- Dating violence
- Being taken advantage of

ASK

What can happen when teens become overwhelmed and don't know where to turn to for help?

DISCUSS

responses. If you recreated the chart, the “Crisis” column in with participants’ responses. These might include:

- Running away
- Depression
- Suicide
- Getting arrested
- Gang involvement
- Problems at school
- Dropping out of school
- Getting expelled
- Drug addiction
- Trouble with police
- Stealing
- Eating disorder
- Hurting self or others
- Moving out
- Being cut off from family
- Losing friends or partner



ASK

What resources might a teenager rely on for help?

DISCUSS

responses. These might include:

- Friends
- Teachers
- School counselors
- National Runaway Safeline
- Safe Place
- Sports
- Social Services
- Family
- Doctors
- Nurses
- Coaches
- Neighbors
- Parents
- Stepparents
- Hotlines
- Self
- Siblings
- Grandparents
- Therapist
- Social workers
- Police or lawyer
- Religious figures
- Community centers
- Some media

STATE

Some life events may be more stressful than others, and the degree of stress one experiences may depend on the person's unique qualities. For example, having to take the stairs to the twelfth floor may be more stressful for many people than taking the stairs to the second floor. However, the thought of having to use stairs at all may be very stressful for a person with a physical disability.

In most cases, the decision to run doesn't occur "out of the blue." That is, young people who choose to run are usually faced with a series of stressful events that lead to their decisions. We must remember that young people run for a variety of reasons. However, at each point in a stressful situation, there are resources available. If we use our resources appropriately, we may be able to avoid a crisis.

The chart shows that we have many resources to rely on during the stressful situation.

Remember that at any point during a stressful situation, you may contact the National Runaway Safeline at 1-800-RUNAWAY or 1800RUNAWAY.org and talk about what's stressing you.

ASK

Do you have any questions or comments?

DISCUSS

responses.



Example of completed chart:

TEENS	STRESS	CRISIS
Fights with parents Curfew Wanting more freedom Driver's education First job Dating Experimenting with drugs/alcohol Doing chores Being independent Peer pressure Wanting to fit in Having friends Doing well in school Puberty Bullying Romantic relationships	Divorce HIV/AIDS Blended families Being gay or lesbian Parent remarrying Alcoholism Parent being unemployed Illness or death Pregnancy/STDs Learning disability Sexual abuse Domestic violence Neglect Emotional abuse Drugs Dating violence Being taken advantage of	Running away Depression Suicide Getting arrested Gang involvement Problems at school Dropping out of school Getting expelled Drug addiction Trouble with police Stealing Eating disorder Hurting self or others Moving out Being cut off from family Losing friends



RESOURCES/SUPPORT		
Friends Teachers School counselors National Runaway Safeline Safe Place Sports Social services Family	Doctors Nurses Coaches Neighbors Parents Stepparents Hotlines Self	Siblings Grandparents Therapist Social workers Police or lawyer Religious figures Community centers Some media

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MODULE 10: STRESS REDUCTION

ACTIVITY 10C. PROBLEM-SOLVING SKILLS

10 minutes



- HAND OUT** “Ways to Reduce Your Stress: Problem-Solving Skills” worksheets.
- INTRODUCE** problem-solving skills.
- STATE** *It’s important to learn your limits. There are things you can control, such as yourself and your reactions. There are things you can only influence, such as other people. And there are some issues that are outside of your power of control or influence, such as a parent’s divorce.*
- ASK** *Who has an example of a situation or issue that you CANNOT control?*
- DISCUSS** responses.
- ASK** *Who has an example of a situation that you CAN control?*
- DISCUSS** responses.
- STATE** *As the handout says, we’re going to learn how to use a decision tree to help us map out options and consequences for any problem.*
- HAND OUT** “Decision Tree” worksheets.
- READ** the directions to the participants.
- STATE** *First, we want to state the stressor at the root level. Then, for every different way that the problem could be resolved—whether positive or negative, healthy or unhealthy—we create a branch. On each of these we map out the pros, cons, and consequences of each possible solution. Do this by using different, smaller branches connected to the larger branch. The goal of a decision tree is to see all the possible options and consequences laid out on one sheet of paper, which will help us make the best decision.*



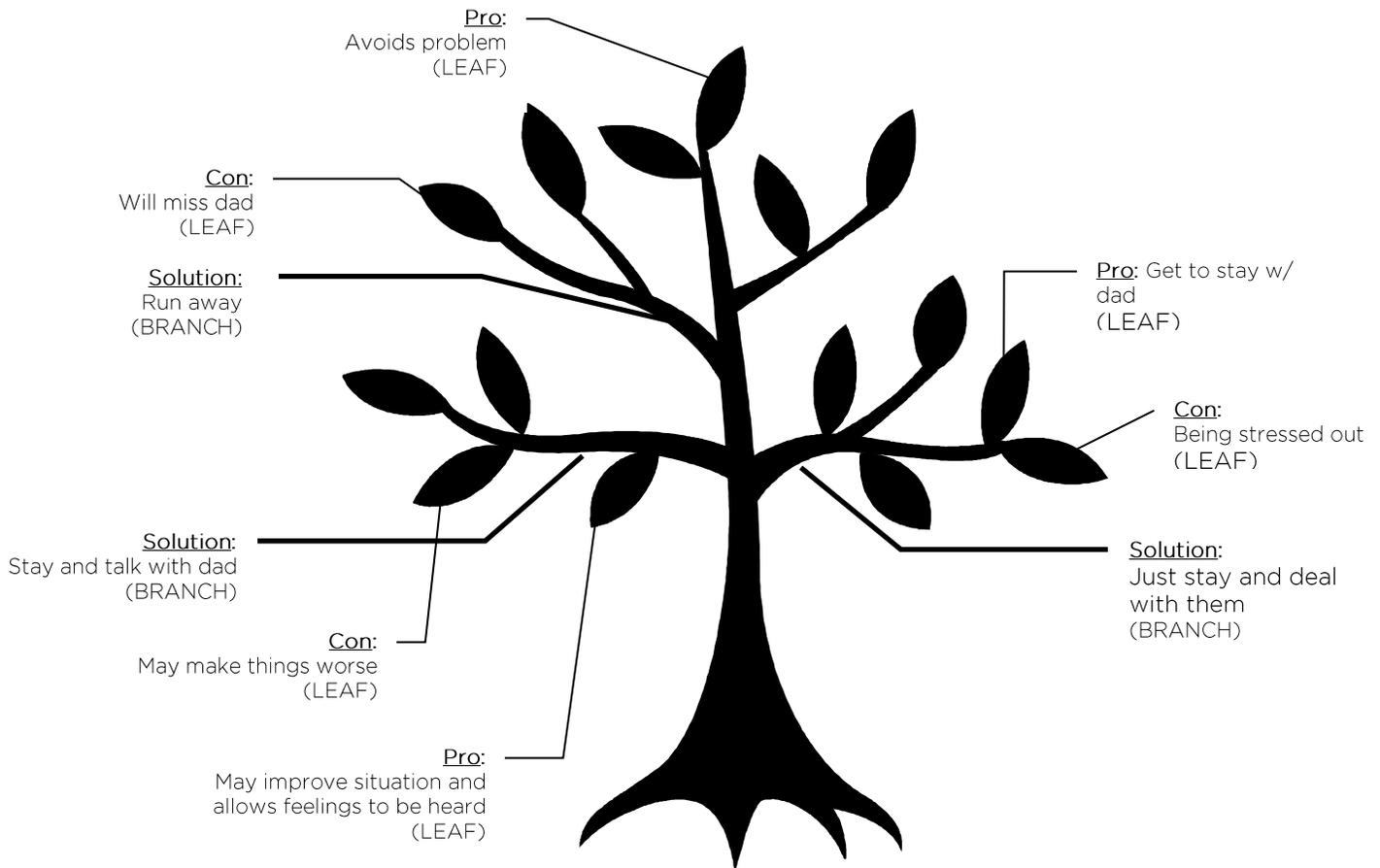
DRAW

a decision tree. Using the example, make a decision tree on poster paper or a chalk/dry-erase board.

DRAW a figure that resembles a tree trunk with roots buried in the ground. **ENCOURAGE** participants to find a solution to the problem you present, as well as pros and cons to the solution. Have participants consider consequences to each pro and con.



You can enlarge the decision tree from the handout in advance and post it in the room.



STATE

Let's see an example of how to map out a problem using the decision tree before you map your own. Let's say I'm 13 and stressed out from fighting with my dad because of his new wife and kids. So the problem that's stressing me out would

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be that I don't know how to tell my dad that I don't like my new stepmom and her children. This problem goes at the root of my decision tree.

- ASK** *What's a possible solution to my problem?*
- DRAW** a branch from the tree trunk.
- ASK** *What are some pros, cons, and consequences to this solution?*
- DRAW** additional branches from the solution branch.
- CONTINUE** drawing solution branches and their additional branches.
-
- STATE** *Now I'd like for you to spend a few minutes creating your own trees. You may add more branches if you need them.*
-
- ALLOW** 3-4 minutes for participants to map out their own problem, or one of someone they know. **ENCOURAGE** participants to add more branches onto their trees as necessary and **EMPHASIZE** that their trees should be as dense as possible.
- ASK** *Who would like to share his or her decision tree? This is completely voluntary. And we must remember the importance of keeping the trees confidential. What is shared here stays here.*
- ALLOW** 3-5 minutes for participants to share their trees. **REINFORCE** the importance of confidentiality.
- ASK** *Do you have any questions or comments?*
- DISCUSS** responses.



MODULE 10: STRESS REDUCTION

ACTIVITY 10D. THINGS TO DO TO DEAL WITH STRESS

10 minutes



INTRODUCE stress management skills.

STATE *Stress comes from every avenue in a teen's life. Some teens can learn to manage their stress by participating in various activities or by learning coping mechanisms. Coping mechanisms are ways to manage something stressful or challenging in our lives. For example, some people may cope with stress by writing a blog or journal entry about what's stressing them, while others may choose exercise. Aside from learning helpful coping mechanisms, others can benefit from practicing problem-solving exercises to manage their stress. For the next few minutes, we'll discuss stress management skills.*

Everyone gets run down. We're going to talk about four different activities that will help you feel better when you're feeling down. These activities correspond with four basic human needs, which are to live, to learn, to love, and to leave a legacy.

HAND OUT "Ways to Reduce Your Stress: Stress Management Skills" worksheets.

READ the worksheet to the participants.

DIVIDE participants into four groups.

ASSIGN one of the four activity areas to each group. One group will brainstorm ideas for "To Live" and will give examples of physical activities that can reduce stress. Another group will brainstorm ideas for "To Learn" and will give examples of mental activities, and so on.

DISTRIBUTE markers and one sheet of poster paper to each group.

STATE *Now I'd like each group to title their poster according to their assigned topic. Next, list the activities for that topic that people can do to reduce stress. Be creative!*

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MONITOR

the activity. Ideas for each topic include:

- To Live = Physical Activities (Group 1) - Going for a jog or stretching
- To Learn = Mental Activities (Group 2) - Reading a book or visiting a museum
- To Love = Social and Emotional Activities (Group 3) - Talking with friends or writing a poem or rap
- To Leave a Legacy = Spiritual Activities (Group 4) -



Spiritual activities do not have to be religious. Some people feel that taking a walk in the woods, relaxing on a sailboat during the sunset, or volunteering is spiritual.

ALLOW

3-4 minutes for groups to brainstorm ideas and create their posters.

STATE

Now I'd like for one person from each group to present his or her group's ideas.

ALLOW

4-5 minutes for each group to present its ideas.

HAVE

each participant fill in the examples in the blanks on their worksheet.

STATE

That was great! We learned how to manage stress by sharing ideas on how to make sure we're meeting our four basic needs. Now you all have written down some things that you'll remember the next time you feel stressed or have a problem.

Here's one more resource for you on ways to deal with stress. You can always call 1-800-RUNAWAY and talk with someone at the hotline 24 hours a day or use their online services at 1800RUNAWAY.org.

HAND OUT

"10 Ways to Deal with Stress" bookmarks.

ASK

Do you have any questions or comments?

DISCUSS

responses.



MODULE 10: STRESS REDUCTION

SUMMARY

STATE

- *Stress is a state of difficulty or worry.*
- *Everyone experiences stress from time to time.*
- *In short bursts, stress can be good.*
- *Feeling stressed for prolonged periods of time or in situations where stressful responses are not necessary is not healthy.*
- *A stressor is a person, place, thing, or event that causes stress.*
- *A resource is a person, place, or thing that provides support or help.*
- *A crisis is any situation an individual finds intolerable or unmanageable.*
- *All teens have stress and resources. The balance of these two is key.*
- *When teens become overwhelmed and don't know where to turn to for help, they may engage in negative or destructive behaviors.*
- *A decision tree lets us see all the possible options and consequences and helps us make the best decision.*
- *Coping mechanisms are ways to manage something stressful or challenging in our lives.*
- *Activities that will help you feel better when you're feeling down correspond with four basic human needs: to live, to learn, to love, and to leave a legacy.*



MODULE 10: STRESS REDUCTION

HANDOUTS AND WORKSHEETS

- A. Teens + Stress + Resources = Crisis Averted
- B. Ways to Reduce Your Stress: Problem-Solving Skills
- C. Decision Tree
- D. Ways to Reduce Your Stress: Stress Management Skills

REFERENCES

National Runaway Switchboard. (2001). *Runaway prevention curriculum for classroom and community educators*. Chicago, IL: NRS.

RESOURCES

The American Foundation for Suicide Prevention (AFSP) is dedicated to understanding and preventing suicide through research, education, and advocacy (<http://www.afsp.org/>).

Family Education Network offers resources for parents, teachers, and kids (<http://life.familyeducation.com/teen/stress/34465.html>)

KidsHealth is a website that provides doctor-approved health information about children from before birth through adolescence. KidsHealth has separate areas for kids, teens, and parents—each with its own design, age-appropriate content, and tone (<http://kidshealth.org/>).

National Runaway Safeline (NRS), the federally designated national communication system for runaway and homeless youth, provides crisis intervention through its 1-800-RUNAWAY hotline and 1800RUNAWAY.org online services. NRS provides youth and families in crisis with support and access to resources 24 hours a day, 365 days a year (<http://www.1800RUNAWAY.org>).

The Patient Education Institute, Inc. offers information on how to manage stress (<http://www.nlm.nih.gov/medlineplus/tutorials/managingstress/hp069104.pdf>).

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Teens + Stress + Resources = Crisis Averted

Teens run away for a variety of reasons.

Think about whether resources could help you avoid a crisis.

Directions:

Step 1: Under the Teen category, list events/feelings all teenagers experience.

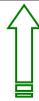
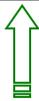
Step 2: Under the Stress category, list stresses some teenagers experience.

Step 3: Under Crisis, list what can happen when teens are overwhelmed.

Step 4: Under the Resources/Support category, list resources a teenager might rely on for help.

Step 5: Discuss the question. Can resources help teens avert a crisis? How?

TEENS	STRESS	CRISIS



<u>RESOURCES/SUPPORT</u>

Teens + Stress + Resources = Crisis Averted

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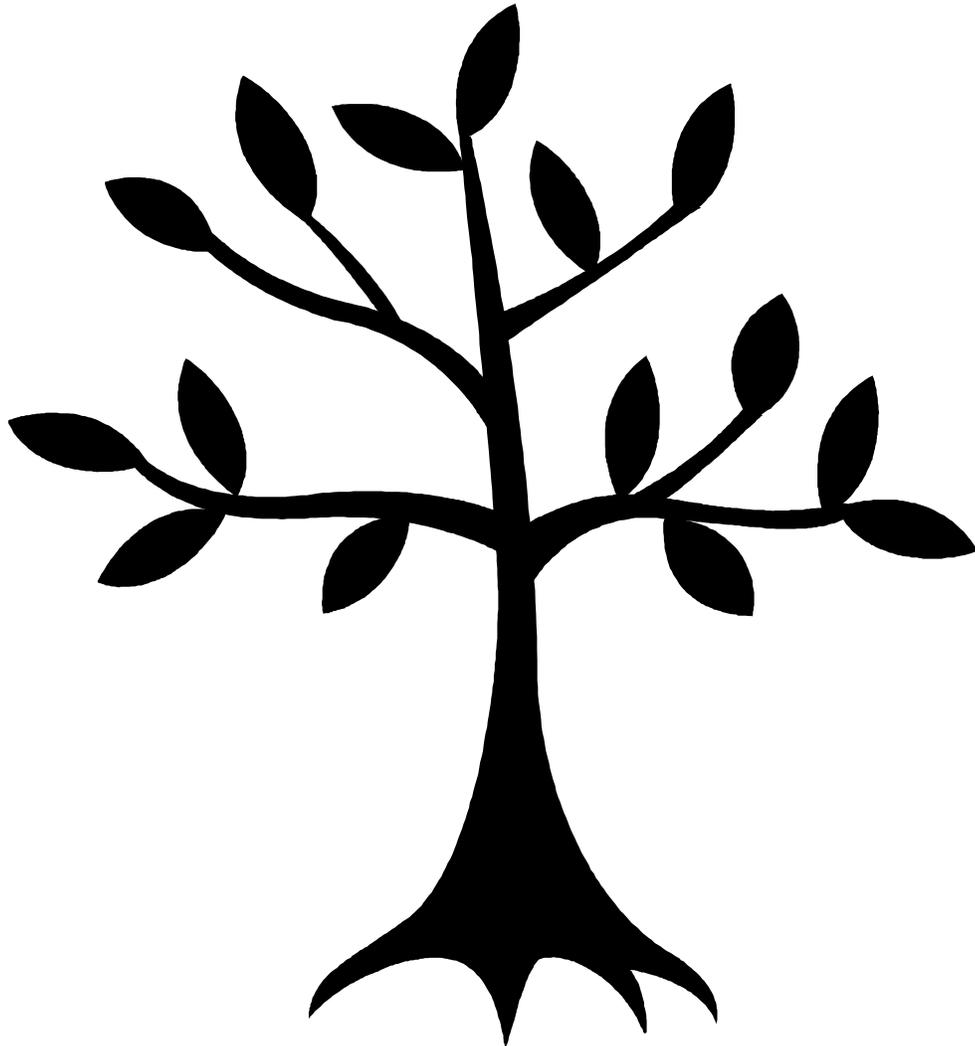
WAYS TO REDUCE YOUR STRESS: PROBLEM-SOLVING SKILLS

- ◆ Learn limits:
 - What you can control—YOURSELF.
 - For example, the decisions you make.
 - What you can only influence—OTHERS.
 - For example, encouraging others to be healthy and fostering healthy relationships.
 - What is outside of your power of control.
 - For example, your parents' divorce.
- ◆ Use a decision tree to map out options and consequences for any stressor that might be in your life. This will help you make an educated decision by laying out all of your options and consequences on one sheet of paper.



DECISION TREE

Directions: State the problem at the root level. For every different way the problem could be resolved, create a branch. Map out the pros, cons, and consequences of each option, using different branches connected to the main option. Use the tree below as a guide to start your decision tree.



Problem: _____

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WAYS TO REDUCE YOUR STRESS: STRESS MANAGEMENT SKILLS

- ◆ Everyone feels run down now and then. To feel better, try activities in one of these areas:

To Live = Physical Activities	To Learn = Mental Activities	To Love = Social and Emotional Activities	To Leave a Legacy = Spiritual Activities

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Module 10: Stress Reduction Pre- and Post-Activity Worksheet

Initials:

Directions: Please put your initials at the top of the page and circle "Pre-" if you are taking the test before class or "Post-Activity" if you are taking the test after class. Answer the following questions to the best of your ability!

What is your **gender**: _____ **Race/ethnicity**: _____ **Age**: _____

1. A(n) _____ is a person, place, thing, or event that causes stress.
 - a. illness
 - b. crack
 - c. stressor
 - d. tornado
2. "Teens + Stress + Resources = _____."
 - a. Crisis Averted
 - b. Too Much
 - c. Adult
 - d. Crisis
3. A(n) _____ is placed at the roots on a decision tree.
 - a. summary
 - b. option
 - c. solution
 - d. problem
4. Coping mechanisms help us _____.
 - a. manage our finances
 - b. manage something stressful or challenging
 - c. control other people
 - d. run our lives
5. When the following four basic human needs are in place, we feel less stressed. They are to live, to learn, _____, and to leave a legacy.
 - a. to survive
 - b. to eat
 - c. to learn
 - d. to love
6. Stress is defined as a state of difficulty or worry.
 - a. True
 - b. False
7. Stress can be good.
 - a. True
 - b. False
8. A crisis is defined as _____.
 - a. a difficult situation with high stress and a lot of options for a positive outcome
 - b. an everyday situation with no stress and outcomes that are positive
 - c. a difficult situation with high stress and limited options that can lead to negative outcomes
 - d. a time to freak out
9. A resource is _____.
 - a. a person who provides support
 - b. a thing that provides support
 - c. a place that offers support
 - d. all of the above
10. Everyone goes through stressful times.
 - a. True
 - b. False

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LET'S TALK



MODULE 11:

Drugs and Alcohol

Learning Goals

During this module, participants will:

- Discuss messages received about drugs and alcohol.
- Consider reasons why people use drugs and alcohol.
- Learn facts about drugs and alcohol and possible physical and emotional effects of their use and abuse.
- Learn about the risks and associated consequences of using drugs and alcohol.

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MODULE 11: DRUGS AND ALCOHOL

DEFINE THE ISSUE

Substance abuse may play a factor in a youth's decision to run away, whether the abuse is that of a family member or his or her own. It may be the cause of a runaway incident or a method of coping with the challenges a runaway faces. However, youth don't need to be considered "at-risk" to be exposed to substance use. It's in their schools, neighborhoods, and social events. Drug and alcohol abuse prevention and intervention programs were ranked "very important" by participants in our initial stages of research.

Youth gather information about drugs and alcohol from a variety of sources, and this information may not always be accurate. Adolescence is a time of deciding about drug and alcohol use, even if the decision is to say, "No." Module 11 aims to equip participants with knowledge about drugs and alcohol. Participants will engage in hands-on activities to make informed decisions regarding substance use.

ICONS:

For further details, see the Introduction Module.



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MODULE 11: DRUGS AND ALCOHOL

MODULE ACTIVITIES

ACTIVITY	TIME	METHODOLOGY
A. Advertising Messages About Drugs and Alcohol	10 minutes	Discussion/Brainstorming
B. Grab Bag Game	15 minutes	Discussion/Activity
C. Risky Decisions and Consequences of Drug and Alcohol Use	10 minutes	Discussion/Activity
D. Swivel Game	10 minutes	Activity



Total time required: **45 minutes** 

MATERIALS

- Poster paper or chalk/dry-erase board
- Markers or chalk
- Brown paper bag for the “Grab Bag Game”
- “Messages About Alcohol, Tobacco, and Other Drugs” worksheet
- “Grab Bag Drug Slips” (copy and cut before distributing)
- “Substance Information Sheet” handout
- “Risks and Consequences Flash Cards” (copy and cut before distributing)
- “Swivel Game” worksheet

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Peers + Personal Influences + Future Life Planning



Consider showing the curriculum companion film *1-800-RUNAWAY*.



Contact the NRS Prevention Specialist at 773-289-1723 or prevention@1800RUNAWAY.org for support and technical assistance.

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MODULE 11: DRUGS AND ALCOHOL

ACTIVITY 11A. ADVERTISING MESSAGES ABOUT DRUGS AND ALCOHOL

10 minutes 

INTRODUCE advertising messages about drugs and alcohol.

STATE *We have two reasons for talking about alcohol and drug use today. The first is that alcohol and drugs represent risks to your health and safety. The second reason is that using alcohol and other drugs affects your ability to make safe decisions.*

Messages about alcohol, tobacco, and other drugs can come from many different places, such as the media, our friends, and our family. Sometimes the messages about alcohol, tobacco, and other drugs are about their perceived positive effects and sometimes they're about the negative effects these substances can have.

HAND OUT "Messages About Alcohol, Tobacco, and Other Drugs" worksheets.

DRAW the following chart on poster paper or a chalk/dry-erase board.

MESSAGES ABOUT ALCOHOL, TOBACCO, AND OTHER DRUGS	
MUSIC	
+	
-	
MOVIES	
+	
-	
TELEVISION	
+	
-	

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- STATE** *Let's talk about some of the messages we've seen in the media. First we're going to talk about messages that we've seen or heard in music, in movies, and on television that promote the use of alcohol, tobacco, or other drugs. We'll put those in the "plus" area of the chart.*
- ASK** *What messages have you seen or heard that promote the use of alcohol, tobacco, or other drugs?*
- WRITE** *the responses in the appropriate areas on the chart. Examples include billboards that show people smoking and beer commercials that depict people having fun. ENCOURAGE everyone to respond.*
- STATE** *Great job! Now we're going to talk about the messages that we've seen or heard in music, in movies, and on television that show the negative effects of using alcohol, tobacco, or other drugs.*
- ASK** *What messages have you seen or heard that are negative or discourage the use of alcohol, tobacco, or other drugs?*
- WRITE** *the responses in the appropriate areas on the chart. Examples include antidrug ads on TV and school programs. ENCOURAGE everyone to respond.*
- STATE** *As you can see from looking at our chart, we receive a lot of messages from the media about using alcohol, tobacco, and other drugs.*
- ASK** *In what other places have you seen positive or negative messages?*
- ALLOW** *1-2 minutes for participants to respond. Examples might include video games, billboards, and magazines.*
- ASK** *What does it mean to you to receive these types of messages? How do they make you feel?*
- ALLOW** *1-2 minutes for participants to respond.*
- STATE** *Perhaps someone you know and love has or has had a problem with alcohol and drugs. Think about how drinking or using drugs has affected his or her life. Now think about how his or her drinking or using has affected you.*
- Next, we're going to brainstorm some reasons why people might use alcohol, tobacco, or other drugs.*
- ASK** *What reasons can you think of?*



- ALLOW** 2-3 minutes for participants to respond.
- WRITE** the responses on the left side of the poster paper or chalk/dry-erase board. Examples include the following:
- Curiosity or experimentation
 - Pleasure (like getting high)
 - Relaxation
 - Escape problems
 - To relieve stress or anxiety
 - To rebel
 - Pressure from peers
 - Pressure from family
 - To be social
 - Addiction
- STATE** *We just listed some reasons why people might use alcohol, tobacco, or drugs. Now let's think about some things that could be done as an alternative to using these substances.*
- ASK** *What alternatives can you think of?*
- ALLOW** 2-3 minutes for participants to respond.
- WRITE** the responses on the right side of the poster paper or chalk/dry-erase board. Examples include the following:
- Get involved in school or extracurricular activities
 - Exercise to relieve stress or anxiety
 - Find a new activity that you enjoy doing, e.g., listening to music, reading a book, or playing sports
 - Join a support/youth group to cope with painful problems or issues
- STATE** *Remember that at any point where you need help dealing or communicating with a loved one, you may contact the National Runaway Safeline at 1-800-RUNAWAY and talk with someone at the hotline 24 hours a day, or you may use one of their online services at 1800RUNAWAY.org!*
- ASK** *Do you have any questions or comments?*
- DISCUSS** responses.



MODULE 11: DRUGS AND ALCOHOL

ACTIVITY 11B. GRAB BAG GAME

15 minutes



INTRODUCE the “Grab Bag Game.”

STATE *To make healthy choices, people must know about alcohol and drugs and how they affect the body. For example, some drugs slow the body, making the pulse and breathing slower and lowering blood pressure. Other drugs make the body work faster than normal by increasing blood pressure, breathing, and heartbeat, and by making it difficult to sleep.*

Let’s find out what you know about some commonly used drugs. This exercise is called the “Grab Bag Game.” Let’s break up into three groups.

DIVIDE participants into three groups. One way to do this is to have them count off in threes and to then have the ones work together, the twos work together, and the threes work together.

PLACE the slips of paper from the “Grab Bag Drug Slips” handout into a brown paper bag and **HAVE** a participant from one team **DRAW** a slip from the bag and read it aloud.



You will not be able to cover all of the drugs in the time allotted. Use those that are most common in your area.

ASK *What are some street names in our area for this drug?*

ALLOW responses.

ASK *How is the drug used?*

ALLOW responses.

ASK *What are the drug’s effects on the body? Its health consequences?*

ALLOW responses.

CORRECT any misinformation.

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For further information on any of the drugs, please visit the National Institute on Drug Abuse at <http://www.drugabuse.gov/>. You can also refer to the “Substance Information Sheet” handout for specific information on each drug. You may COPY the handout and DISTRIBUTE it to the participants.

- HAVE another team draw a slip. REPEAT the questions.
- CONTINUE having teams draw slips and answer questions as time permits.
- STATE *You did a great job on this exercise. There was a lot you knew about alcohol and drugs. How many of you learned something new?*
- DISCUSS responses.
- ASK *Do you have any questions or comments?*
- DISCUSS responses.

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MODULE 11: DRUGS AND ALCOHOL

ACTIVITY 11C. RISKY DECISIONS AND CONSEQUENCES OF DRUG AND ALCOHOL USE

10 minutes



INTRODUCE risky decisions and consequences of drug and alcohol use.

STATE *We are talking about alcohol and drugs because they can affect your ability to make safe decisions for yourself and because they can harm you in ways other than their direct physical effects.*

In this exercise, we're going to consider the different types of risks and consequences of using drugs and alcohol. Remember that the consequence of a risk can affect not only you but also others, including family and friends.

DIVIDE participants into groups of three or four.

HAND OUT one set of flash cards to each group.

STATE *The flash cards I just handed out contain a situation that has multiple decisions and consequences linked to alcohol and drug use. In your group, you're going to create a story by placing the cards in order, based on your understanding of the effects of drugs or alcohol in the everyday decisions that we make.*

You will have 2 minutes to discuss with your group and place the cards in the order you think is most appropriate. There are no right or wrong answers.

ALLOW 2 minutes for participants to complete their ordering of the flash cards. Listed below is one order in which students might arrange their flash cards.

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There are multiple orders in which the flash cards could be sorted.

- Losing Your Job/Failing a Class
- Feeling Stressed Out
- Going to a Party
- Feeling Pressured by Friends or Peers
- Using Drugs and/or Alcohol
- Giving a Friend a Ride
- Having a Curfew
- Driving Under the Influence
- Getting Into an Accident
- Hurting Yourself or Someone Else
- Being Arrested/Going to Jail
- Having Your Driver's License Revoked
- Being Charged With a Felony
- Paying Court Fees
- Losing Your Friends

ASK *Who would like to be the first group to volunteer the order they selected?*

SELECT a volunteer.

STATE *Tell us about how you ordered your flash cards. Why did you choose that order? Did you and your partners think of a situation? Feel free to tell a story and name the character in your story.*

CONTINUE selecting groups until all have presented their results.

ASK *How might drugs and alcohol play a part in a youth's decision to run away?*

DISCUSS responses.

STATE *We make decisions every day. Some decisions have bigger consequences and may affect our lives for better or worse. Drugs and alcohol make it difficult to make healthy choices. Without the ability to make healthy decisions, we become susceptible to negative consequences that we have to live with for a long time.*

ASK *Do you have any questions or comments?*

DISCUSS responses.



MODULE 11: DRUGS AND ALCOHOL

ACTIVITY 11D. SWIVEL GAME

10 minutes



INTRODUCE the “Swivel Game.”

STATE *We’re going to play a game to see how being disoriented can affect our ability to perform certain tasks.*

DIVIDE participants into groups of four to five members each. Make sure that there is enough empty space in the room to do this exercise.

HAND OUT “Swivel Game” worksheets.

STATE *Now I’d like each of you to write your name on your sheet and redraw the shapes in the “BEFORE” chart.*

ALLOW 1-2 minutes for participants to complete their drawings.

COMPARE results.

STATE *Now please lay your worksheets on a table or other flat surface. Next, you will take turns spinning around in a circle. One person will spin around 10 times while his or her partners surround him or her in a circle. Your job is to make sure the spinner doesn’t fall or run into other objects in the room. When the person stops spinning, have him or her immediately redraw the shapes in the “AFTER” chart.*

So, each group, please select your first spinner.

ALLOW groups to choose the first spinner.

INSTRUCT the first person to spin around 10 times. When the person stops spinning, have him or her immediately redraw the shapes in the “AFTER” chart.

REPEAT the exercise until each participant has had a chance to spin and redraw the shapes.

STATE *Now everyone compare your drawings with those of the rest of your group.*

ASK *What differences do you see?*

DISCUSS responses.

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ASK *Was it more difficult to draw the shapes after you had spun around?*

DISCUSS responses.

ASK *Do you think it would have been as difficult if you had spun around one time instead of 10?*

DISCUSS responses.

STATE *This exercise was meant to be fun, but it was also meant to show how difficult it can be to perform a simple task such as drawing shapes when you are feeling disoriented.*

ASK *How does this relate to drinking or being high?*

DISCUSS responses.

ASK *Do you have any questions or comments?*

DISCUSS responses.

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MODULE 11: DRUGS AND ALCOHOL

SUMMARY

STATE

- *Alcohol and drugs represent risks to health and safety.*
- *Using alcohol and other drugs affects one's ability to make safe decisions.*
- *Messages about alcohol, tobacco, and other drugs can come from the media, our friends, and our family.*
- *Some messages are about perceived positive effects and some are about the negative effects.*
- *Drinking and drugs affect the user's life and the lives of those around him or her.*
- *Some drugs slow the body, making the pulse and breathing slower and lowering blood pressure. Others make the body work faster than normal by increasing blood pressure, breathing, and heartbeat, and by making it difficult to sleep.*
- *A good source of information about drugs is the National Institute on Drug Abuse at <http://www.drugabuse.gov/>.*
- *We saw the results of simply spinning around. Most drugs and alcohol have even stronger effects!*

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MODULE 11: DRUGS AND ALCOHOL

HANDOUTS AND WORKSHEETS

- A. Messages About Alcohol, Tobacco, and Other Drugs
- B. Grab Bag Drug Slips
- C. Substance Information Sheet
- D. Risks and Consequences Flash Cards
- E. Swivel Game

REFERENCES

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National Institute on Drug Abuse. (n.d.). *DrugFacts*. Retrieved 2014 from <http://www.drugabuse.gov/publications/finder/t/160/DrugFacts>

National Runaway Switchboard. (2001). *Runaway prevention curriculum for classroom and community educators*. Chicago, IL: NRS.

RESOURCES

ETR (Education, Training, and Research) has information and resources available for order (<http://www.etr.org>).

The Government and Public Awareness Task Group of NPNU Consortium offers the *Harm Reduction Information Kit for Professionals Working with At-risk Populations* (http://www.acsw.ab.ca/pdfs/hrk_english.pdf).

Harm Reduction Coalition provides resources (<http://harmreduction.org/ourresources/>).

National Institute on Drug Abuse, a component of the National Institutes of Health, created a website to educate adolescents, parents, and teachers about the science behind drug abuse (<http://teens.drugabuse.gov>).

National Runaway Safeline (NRS), the federally designated national communication system for runaway and homeless youth, provides crisis

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intervention through its 1-800-RUNAWAY hotline and 1800RUNAWAY.org online services. NRS provides youth and families in crisis with support and access to resources 24 hours a day, 365 days a year (<http://www.1800RUNAWAY.org>).

National Youth Anti-Drug Media Campaign has information about the youth targeted Above the Influence campaign (<http://www.whitehouse.gov/ondcp/anti-drug-media-campaign>).

Partnership for Drug-Free Kids is a drug abuse prevention, intervention, treatment, and recovery resource, existing to help parents and caregivers effectively address alcohol and drug abuse with their teens and young adults (<http://www.drugfree.org/>).

The Substance Abuse and Mental Health Services Administration (SAMHSA)'s mission is to reduce the impact of substance abuse and mental illness on America's communities (<http://beta.samhsa.gov/>).

The Substance Abuse and Mental Health Services Administration (SAMHSA) provides information about Trauma-Informed Approach and Trauma-Specific Interventions (<http://beta.samhsa.gov/nctic/trauma-interventions>).

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MESSAGES ABOUT ALCOHOL, TOBACCO, AND OTHER DRUGS

In the spaces below, give examples of both positive (+) and negative (-) messages about alcohol, tobacco, and other drugs found in music, movies, and television.

MUSIC	
+	
-	
MOVIES	
+	
-	
TELEVISION	
+	
-	



GRAB BAG DRUG SLIPS

Alcohol	Marijuana
Ecstasy	PCP
Cocaine/ Crack	Heroin
LSD	Depressants
Inhalants	Steroids
Stimulants	Tobacco
Ritalin™	OxyContin™

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SUBSTANCE INFORMATION SHEET

Drug	What Is It?	What Can Happen to Your Body	
		At First	Over Time
Alcohol	A chemical called ethanol. It is made from fruits and grains.	<ul style="list-style-type: none"> • Faster and weaker heartbeat • Clumsiness/staggering • Confusion and lack of concentration • Nausea and vomiting • Quick changes in mood, becoming violent or depressed 	<ul style="list-style-type: none"> • Permanent liver, heart, and brain damage • Liver cancer • High blood pressure • Alcoholism
Cocaine/Crack	A chemical from the leaves of the coca plant. It speeds up the brain and the body.	<ul style="list-style-type: none"> • Faster heartbeat, rising blood pressure • Rise in body temperature • Faster breathing • Inability to sit still or sleep • Increased alertness 	<ul style="list-style-type: none"> • Permanent lung damage • Holes and ulcers inside of nose • Personality changes and violent behavior • Fear of people and things (paranoia) • Seeing things that aren't real (hallucinating)
Depressants	Chemicals used to treat mental illness. They depress or slow down the nervous system.	<ul style="list-style-type: none"> • Calmness and sleepiness • Confusion and lack of concentration • Relaxed muscles • Slurred speech • Clumsiness/staggering 	<ul style="list-style-type: none"> • Chest infections • Seeing things that aren't real (hallucinating) • Possibility of death (when used with alcohol)
Ecstasy	Synthetic, psychoactive drug with both stimulant and hallucinogenic properties.	<ul style="list-style-type: none"> • Increased heart rate • Increased blood pressure • Confusion and lack of concentration • Nausea and vomiting • Faintness • Blurred vision • Confusion • Depression • Paranoia 	<ul style="list-style-type: none"> • Liver damage • Increased risk for heart attack/stroke • Disruption of mood/sleep and sexual activity
Heroin	One of a group of chemicals	<ul style="list-style-type: none"> • Slower heartbeat 	<ul style="list-style-type: none"> • Lung damage

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Drug	What Is It?	What Can Happen to Your Body	
		At First	Over Time
	called narcotics. They come from the opium poppy and are used as painkillers.	<ul style="list-style-type: none"> • Slower breathing • Shrinking pupils and watering eyes • Skin on face, neck, and chest turning red • Nausea and vomiting 	<ul style="list-style-type: none"> • Lower sex drive • Disruption of menstrual periods • Constipation
Inhalants	Chemicals that give off fumes that act on the brain.	<ul style="list-style-type: none"> • Dizziness, bad headaches • Slurred speech • Sneezing, cough, bloody noses • Nausea • Urinating and defecating without control 	<ul style="list-style-type: none"> • Permanent brain, lung, and kidney damage • Tiredness • Weak muscles • Skin turning blue • Possibility of death (when used with alcohol or depressants)
LSD	A chemical so strong that a single flake can cause actions similar to mental illness.	<ul style="list-style-type: none"> • Faster heartbeat, higher blood pressure • Increased body temperature • Feeling cold, shivering, getting chills • Difficulty in seeing and hearing • Becoming confused and panicky 	<ul style="list-style-type: none"> • Permanent mental problems • Seeing things that aren't real (hallucinating) • Severe depression • Suicide • Flashbacks
Marijuana	A plant called Cannabis. It affects the nervous system and has been used to make rope, cloth, and paint.	<ul style="list-style-type: none"> • Feeling calm, relaxed, sleepy • Faster heartbeat • Slower reaction time • Dry throat, mouth, and lips • Bloodshot eyes, blurred vision • Loss of sense of time 	<ul style="list-style-type: none"> • Heart and lung damage • Lung cancer • Inability to remember things • Lower ability to fight off colds and flu • Lower sperm count and movement • Disruption of menstrual periods and ovulation
Methamphetamine	A stimulant drug that strongly activates certain systems in the brain.	<ul style="list-style-type: none"> • Aggression • Violence • Memory loss 	<ul style="list-style-type: none"> • Cardiac and neurological damage • Impaired memory and learning



Drug	What Is It?	What Can Happen to Your Body	
		At First	Over Time
OxyContin™ (prescription opioid)	A commonly prescribed drug used for its pain-relieving properties.	<ul style="list-style-type: none"> • State of euphoria • Drowsy feeling • Constipation • Depressed breathing • Nausea 	<ul style="list-style-type: none"> • Physical dependence—withdrawal symptoms can occur (e.g., restlessness, muscle and bone pain, insomnia, diarrhea, vomiting) • Tolerance
PCP	A chemical used as an animal tranquilizer.	<ul style="list-style-type: none"> • Faster heartbeat, higher blood pressure • Blurred vision • Seeing things that aren't real (hallucinating) • Slurred or stopped speech • Slower body movements and sense of time 	<ul style="list-style-type: none"> • Permanent brain, heart, and lung damage • Permanent speech problems • Fear of people and things (paranoia) • Inability to remember things • Flashbacks
Ritalin™ (prescription stimulant)	A prescription drug used to treat those with narcolepsy, attention-deficit/hyperactivity disorder (ADHD), and depression who have not responded to other treatments.	<ul style="list-style-type: none"> • Increased or decreased blood pressure • Loss of appetite • Weight loss 	<ul style="list-style-type: none"> • Possibility of addiction (when misused) • Irregular heartbeat, dangerously high body temperatures, and/or potential for cardiovascular failure or seizures (with high doses)
Steroids	Related to the male sex hormone testosterone.	<ul style="list-style-type: none"> • Acne, loss of hair • Quick mood changes, becoming violent or depressed • Increased muscle growth • Increased injuries to muscles, tendons, and ligaments • Lower sex drive 	<ul style="list-style-type: none"> • Heart attacks • Liver cancer • Stop growing taller • Testicles shrink, can't get erections, become sterile • Disruption of menstrual periods and ovulation
Stimulants	Chemicals that stimulate or speed up the brain and nervous system.	<ul style="list-style-type: none"> • Faster heartbeat, higher blood pressure • Becoming more alert • Feeling dizzy and shaky • Inability to sit still or sleep • Bad breath, dry mouth and lips 	<ul style="list-style-type: none"> • Permanent brain, heart, and lung damage • Seeing things that aren't real (hallucinating) • Sudden mood changes • Severe depression • Weight loss
Tobacco	Plant leaves that contain	<ul style="list-style-type: none"> • Faster heartbeat, higher blood 	<ul style="list-style-type: none"> • Lung and heart damage

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Drug	What Is It?	What Can Happen to Your Body	
		At First	Over Time
	nicotine, a very poisonous chemical often used as an insecticide.	<ul style="list-style-type: none"> • pressure • Nausea • Dizziness • Feelings of tension and tiredness relieved • Bad breath and bad, stained teeth 	<ul style="list-style-type: none"> • Lung, mouth, and throat cancer • Stomach ulcers • High blood pressure • Reduction in sense of taste and smell
Valium™ (prescription central nervous system depressant)	Prescription CNS depressant used to treat anxiety, acute stress reactions, and panic attacks.	<ul style="list-style-type: none"> • Slower brain activity • Lower inhibition • Sedation • Drowsiness • Dizziness 	<ul style="list-style-type: none"> • Seizures (after usage is abruptly stopped)

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RISKS AND CONSEQUENCES FLASH CARDS

Losing Your Job/Failing a Class	Paying Court Fees	Feeling Stressed Out
Feeling Pressured by Friends or Peers	Driving Under the Influence	Having a Curfew
Getting Into an Accident	Giving a Friend a Ride	Hurting Yourself or Someone Else
Being Arrested/Going to Jail	Losing Your Friends	Having Your Driver's License Revoked
Being Charged With a Felony	Going to a Party	Using Drugs and/or Alcohol

CALL CLICK TEXT
1-800-RUNAWAY **1800RUNAWAY.org** **66008**

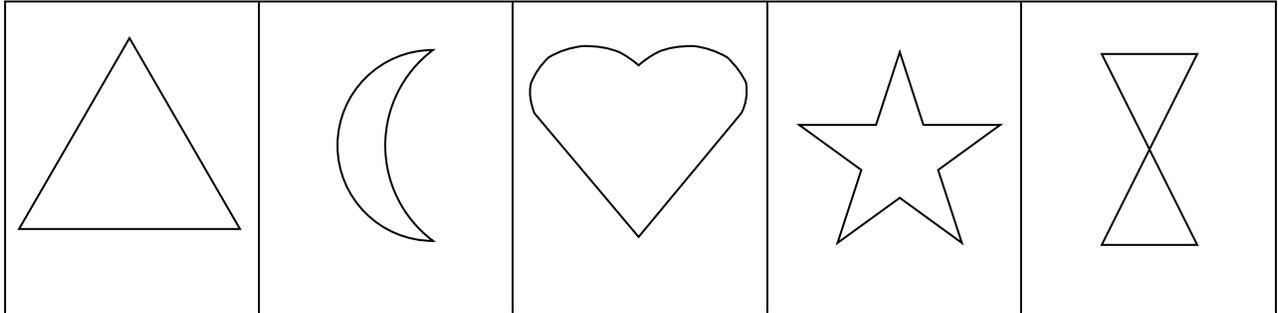
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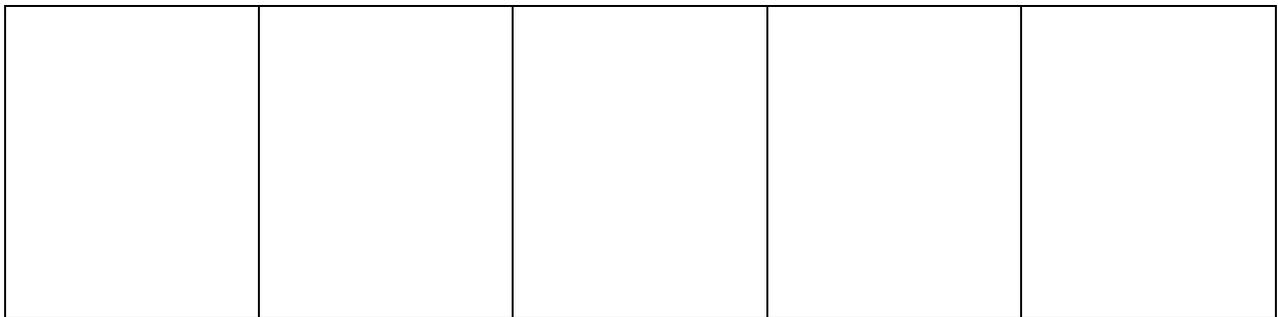
SWIVEL GAME

Directions: Before you spin in 10 circles, draw the shapes below in the “BEFORE” chart. After spinning, draw the same shapes in the “AFTER” chart!

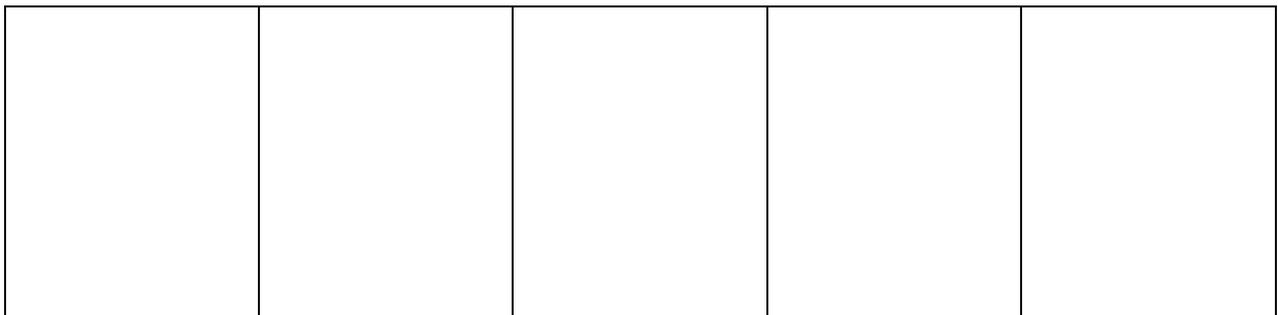
Name: _____



BEFORE:



AFTER:



Module 11: Drugs and Alcohol

Pre- and Post-Activity Worksheet

Initials:

Directions: Please put your initials at the top of the page and circle "Pre-" if you are taking the test before class or "Post-Activity" if you are taking the test after class. Answer the following questions to the best of your ability!

What is your **gender**: _____ **Race/ethnicity**: _____ **Age**: _____

- All messages about alcohol, tobacco, and other drugs that we get from media, our friends, and our family are negative.
 - True
 - False
- All of the following are examples of why someone might use alcohol, tobacco, or other drugs, EXCEPT _____.
 - curiosity
 - pleasure
 - peer pressure
 - to make a phone call
- Drugs that slow down the nervous system are called _____.
 - stimulants
 - depressants
 - cocaine
 - ecstasy
- Prescription drugs aren't harmful for me, even if I don't need them, because they are always prescribed by a doctor and given by a pharmacist.
 - True
 - False
- What substance can cause permanent liver, heart, and brain damage and can cause high blood pressure over time?
 - Homework
 - Sugar
 - Cocaine
 - Alcohol
- What are some alternatives to using drugs?
 - Getting involved at school
 - Exercise
 - Joining a youth group
 - All of the above
- A substance made of ethanol and brewed from fruits and grains is _____.
 - alcohol
 - cocaine
 - heroin
 - none of the above
- Drugs that can cause physical damage to the body are called _____.
 - stimulants
 - depressants
 - hallucinogens
 - all of the above
- A substance made from a plant called Cannabis and also used to make rope, paint, and cloth is called _____.
 - PCP
 - tobacco
 - marijuana
 - none of the above
- Steroids are related to the male sex hormone.
 - True
 - False

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LET'S TALK



MODULE 12:

Sexuality and Sexual Orientation

Learning Goals

During this module, participants will:

- Define terms such as sexual identity, sexual orientation, gender identity and LGBTQ ally (LGBTQA).
- Consider how sexuality and sexual orientation contribute to a runaway youth's behavior.
- Increase their own sensitivity to issues of sexual orientation and sexual identity.
- Learn about the challenges related to sexuality and sexual orientation faced by youth on the streets.
- Brainstorm ways for youth to become LGBTQ allies.

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66008

MODULE 12: SEXUALITY AND SEXUAL ORIENTATION

DEFINE THE ISSUE

Adolescence is a difficult period for any youth. If he or she is also experiencing an attraction to someone of the same sex, adolescence can become even more challenging. Even when a youth who identifies as LGBTQ (lesbian, gay, bisexual, transgender, and/or questioning) has the support of those immediately surrounding him or her, the youth will undoubtedly face the struggle of being accepted by society, perhaps for the rest of his or her life.

There are many reasons why youth run away, and issues related to sexuality and sexual orientation are certainly among them. For example, runaway youth who identify as LGBTQ may have experienced ridicule or abuse regarding their sexual orientation. Youth may also choose to leave home or care to be with a boyfriend or girlfriend.

Module 12 includes educational discussions and activities about the roles that sexuality and sexual orientation play in the lives of runaway youth and youth in general. Participants are encouraged to consider what being an ally to LGBTQ youth means. Module 12 is included in the curriculum because research participants thought it “very important” to provide education to parents regarding adolescent sexuality and sexual orientation.

ICONS:

For further details, see the Introduction Module.



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MODULE 12: SEXUALITY AND SEXUAL ORIENTATION

MODULE ACTIVITIES

	ACTIVITY	TIME	METHODOLOGY
	A. Establishing a Common Language	20 minutes	Discussion/Activity
			
	B. I'm Here to Listen	15 minutes	Discussion/Activity
	C. Becoming an LGBTQ Ally	10 minutes	Discussion/Activity

Total time required: **45 minutes** 

MATERIALS

- Poster paper or chalk/dry-erase board
- Markers
- Stopwatch
- “Establishing a Common Language” handout
- “Before I Tell You ...” handout
- “I’m Here to Listen Scenarios” handout (copy and cut before distributing)
- “The FYI on LGBTQ” handout
- “How to Become an LGBTQ Ally” handout



“I’m Here to Listen” activity + Communication module



Consider showing the curriculum companion film *1-800-RUNAWAY*.



Contact the NRS Prevention Specialist at 773-289-1723 or prevention@1800RUNAWAY.org for support and technical assistance.

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MODULE 12: SEXUALITY AND SEXUAL ORIENTATION

ACTIVITY 12A. ESTABLISHING A COMMON LANGUAGE

20 minutes



WRITE each of the following terms on a separate piece of poster paper (seven pieces in total):

- Sexuality
- Gender Identity
- Sexual Orientation
- Homophobia
- Heterosexism
- Queer
- Transgender

HANG each sheet so the sheets are spread throughout the room.

PLACE one or two markers near each sheet of poster paper.

INTRODUCE the topic of sexuality and sexual orientation.

STATE *We're going to talk about sexuality, sexual orientation, and how these topics relate to runaway youth. However, before discussing these topics, we want to recognize that some of us may be more familiar with this topic than others are.*

Before beginning our activity, I'd like to stress the role that respect has in our group today. Sometimes talking about sexuality can lead even the most respectful person to act in a way that is offensive to someone else. I know you will all take these topics seriously and consider other people's feelings or backgrounds before saying something that might be viewed as disrespectful.

You'll spend the next few minutes learning from each other in order to establish a "common language." This language will provide us with a respectful way to talk about sexuality and sexual orientation.

DIVIDE participants into seven groups and **ASSIGN** each group to one of the pieces of hanging poster paper.

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If you do not have enough participants to have two per group, assign more than one term to each group.

STATE

Each group will have 1 1/2 minutes to discuss the term on your poster and write a definition. When I call "Switch," you will move on to the next poster. You'll have another minute and a half to write a new definition for that term. We'll continue moving from poster to poster until each group has had a chance to write a definition for each term.

You don't have to be experts, nor do you have to write long definitions. And remember, be respectful in your choice of terms.

Okay, ready? Let's begin!

MONITOR

the activity. **ALLOW** 1 1/2 minutes for discussing and writing the first set of definitions, then **HAVE** the groups **MOVE** to the next poster. **CONTINUE** until all groups have had a chance to write a definition for each term.

STATE

Now I'd like each group to remain standing by its current poster.

READ

the definitions aloud. If you think the groups are comfortable with the activity, you can have a member of each group read the definitions on his or her group's poster.

ASK

What are your reactions to these definitions?

DISCUSS

responses.

HAVE

participants return to their seats.

HAND OUT

"Establishing a Common Language" handouts. The terms are borrowed and adapted with permission from *Sex Terms*, <http://sexetc.org/sex-ed/sex-terms/>.

STATE

Now I'll read some definitions found on the Internet.

- **Sexuality:** *An overarching concept describing the interplay of gender, gender role, gender identity, sexual orientation, and social norms as they affect physical, emotional, and spiritual life.*
- **Gender Identity:** *One's understanding or feeling about whether one is emotionally or spiritually male or female or both or neither.*

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- *Sexual Orientation: One's core sense of whom one feels romantically and sexually attracted to.*
- *Homophobia: Irrational fear, hatred, or prejudice toward people who identify as lesbian or gay.*
- *Heterosexism: The attitude that heterosexuality is the only valid sexual orientation. Heterosexism often takes the form of ignoring lesbians and gay men, the assumption being that everyone is heterosexual or that everyone should be heterosexual.*
- *Queer: A term used by some LGBTQ-identified people. Once a negative term used to describe LGBTQ people, it has recently been reclaimed among certain LGBTQ populations. For some, especially LGBTQ youth, queer is seen as a term of empowerment.*
- *Transgender: A term focused on issues of gender identity and representing a range of individuals who do not conform to traditional societal expectations and roles for each gender, such as transvestites, transsexuals, transgenderists, androgynists, and intersex people.*

ASK

What are your reactions to the formal definitions I just read?

DISCUSS

responses.

COMPARE
&
CONTRAST

the formal definitions you just read with those written on the posters.

STATE

Now that we have a shared language, we're going to look at how to help a friend feel comfortable confiding in you.

ASK

Do you have any questions or comments?

DISCUSS

responses.

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MODULE 12: SEXUALITY AND SEXUAL ORIENTATION

ACTIVITY 12B. I'M HERE TO LISTEN

15 minutes



INTRODUCE the “I’m Here to Listen” activity.

STATE *Some youth choose to run away because they don't feel supported in issues related to sexuality. These issues can include not being allowed to date at all or to date whom they want; not feeling comfortable talking about sexual problems; having a reputation regarding sex; or being ridiculed for being lesbian, gay, bisexual, or transgender (LGBT).*

It is often difficult to determine the role that sexuality and sexual orientation play in a youth's decision to run away. This may be due to the discomfort related to the topics of sexuality and the disclosure of sexual orientation.

In the next activity, we're going to learn how to make ourselves approachable when it comes to listening to topics regarding sexuality.

Think about what you consider important when deciding whether or not to share valuable personal information with another person.

HAND OUT “Before I Tell You ...” handouts.

READ the directions aloud:

When you need to talk to someone, especially about sexuality, think about the following topics and questions before deciding whether or not to talk with this person.

HAVE participants take turns reading aloud the different topics.

- *Confidentiality: Can I trust that this person will not tell someone else what I've shared with them, unless it concerns my immediate safety or the immediate safety of others?*
- *Nonjudgmental: Will this person be open-minded and not force their opinions when hearing about me or my*

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situation?

- *Concerned: Will this person be interested in listening to my problem?*
- *Empathy: Will this person try to understand where I'm coming from and try to put him or herself in my shoes?*
- *Guidance: If I choose to accept advice from this person, will the advice be relevant to my situation and sensitive to my health and well-being? Or will it seem generic, off-topic, and not in my best interest?*

INTRODUCE the role play activity.

STATE *We're going to do an activity where questions like these will guide a discussion between an individual with a problem and a possible listener.*

DIVIDE participants into groups of three. (If necessary, one or two groups can have two Trained Observers.)

STATE *Each person in the group is going to play one of three roles. These are (1) an Individual With a Problem, (2) a Listener, and (3) a Trained Observer.*

HAND OUT role play scenarios from the "I'm Here to Listen Scenarios" handout to group members who will be playing the "Individual With a Problem."



Make certain the person playing the "Individual With a Problem" is comfortable with his or her scenario.

- STATE
- *"Individuals With a Problem," you have been given a brief description of a life situation that involves sexuality, and you've been instructed NOT to share anything about this situation with your group before the activity begins.*
 - *Those of you playing the "Listener," your job is to embody some of the traits we talked about earlier (and that are included in your "Before I Tell You ..." worksheet) to help those "Individuals With a Problem" feel comfortable talking to you. You will begin the activity by asking a few questions about what the other person is thinking or feeling.*
 - *"Trained Observers," your job is to note how well the "Listeners" make themselves available to the "Individuals With a Problem" in your group. You may also notice things like body language or facial expressions from both*

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parties and how these might affect their progress. You don't speak at all during the activity.

Oh, and I forgot to mention that each group will only have 3 minutes to do all of this. Get ready. Get set. GO!

MONITOR the activity. ANSWER questions as they arise and track the time.

RECONVENE the larger group.

ASK *Which of you "Individuals With a Problem" would like to be the first to share your scenario with us?*

ALLOW a participant to respond.

CONTINUE allowing "Individuals With a Problem" to read their scenarios.

ASK *"Trained Observers," tell us about some of your observations in this scenario. What did the "Listener" in your group do or say to make the "Individuals With a Problem" feel comfortable?*

ALLOW the "Trained Observers" to respond.

ASK *"Listeners," what was it like to be responsible for making someone feel comfortable sharing sensitive, personal information with you?*

What did you say or do to make them feel more comfortable talking to you?

ALLOW the "Listeners" to respond.

STATE *So far, we've had a chance to think about how issues related to sexuality can complicate life and lead some youth to consider running away. By discussing the different questions that come up when contemplating whether or not to talk to someone about a problem, we begin to understand how we can find reliable people to listen, as well as how to be reliable and approachable listeners to others who may need to talk.*

Also remember that, if you need someone to talk to, you can call the National Runaway Safeline 24 hours a day, 7 days a week at 1-800-RUNAWAY, or you can contact them at 1800RUNAWAY.org.

ASK *Do you have any questions or comments?*

DISCUSS responses.

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MODULE 12: SEXUALITY AND SEXUAL ORIENTATION

ACTIVITY 12C. BECOMING AN LGBTQ ALLY

10 minutes



INTRODUCE “Becoming an LGBTQ Ally” activity.

STATE *People who identify as lesbian, gay, bisexual, transgender, or questioning and those who are questioning their sexual identities are often ridiculed by others. The terms homophobia and heterosexism refer to the prejudice and discrimination that LGBTQ people experience daily from heterosexuals.*

Homophobia and heterosexism can come from peers, such as classmates, or from family members. These forms of discrimination can be either very overt or more subtle.

HAND OUT “The FYI on LGBTQ” handouts.

ASK *Now I’d like for people to volunteer to read each term aloud. Who would like to read the first term and its definition?*

HAVE participants take turns until all terms have been covered.

ASK *Are there any questions?*

DISCUSS responses.

STATE *Now I’d like for all of you to please stand.*



If someone is unable to stand, have the whole group raise their hands.

Now I’m going to read some examples to you. After I finish an example, I’ll ask you to sit if you’ve been involved in or have observed situations like the one I am going to read.

Here is the first example: calling someone a “fairy,” “dyke,” or “fag.” Sit down/lower your hands if you’ve been involved in or observed someone else using those terms.

ALLOW time for participants to respond.

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STATE *Now I'd like for all of you to please stand/raise your hands again.*

Here is the next example: saying "That's so gay" about something that is not cool. Sit down/lower your hands if you've been involved in or have observed someone else using that term.

ALLOW time for participants to respond.

REPEAT the instructions above for the following examples:

- Giving someone a hard time for not acting the way a man or woman should act
- Wanting to have your lesbian classmate on your sports team because you believe lesbians are better at sports than most girls
- Not wanting to befriend a new kid at school because people think he "acts too gay"

STATE *Now I'd like you to stand/raise your hands if you have witnessed someone speak up on behalf of individuals who have been victims of homophobia or heterosexism.*

ALLOW time for participants to respond.

Homophobic language and heterosexism often goes unnoticed or ignored by others. Many fear that speaking up on behalf of others who are victimized for being LGBTQ will send the wrong message—the message that they may be LGBTQ too. In reality, you can't become LGBTQ by associating with LGBTQ people, just like you cannot become another ethnic or racial identity by associating with people with different ethnic or racial backgrounds.

Experiencing homophobia and heterosexism is frustrating for LGBTQ individuals and their allies because it makes them feel bad about an aspect of themselves they aren't able to change—similar to how experiencing sexual discrimination is distressing for women, or racism is distressing for people of color.

HAND OUT "How to Become an LGBTQ Ally" handouts.

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STATE

An “ally” refers to someone who is not of a particular community or background yet advocates (or “stands up”) for members of that particular community or background.

Here are some tips to keep in mind when you’re considering becoming an ally to LGBTQ individuals.

ASK

I’d like for people to volunteer to read each point aloud. Who would like to read the first point?

HAVE

participants take turns until all points have been covered. The points are:

- Be open-minded and honest when talking about life issues with LGBTQ friends. This may range from, “You can count on me anytime,” to, “I don’t know too much about that topic, but let’s find someone you can talk to about it.”
- Interrupt homophobic jokes or comments by letting the person know that what they’re saying is not acceptable. You might say, “It’s just as uncool as saying a racist joke.”
- Get involved in or start your school’s Gay-Straight Alliance (GSA). For more information on how to do this, check out the Gay, Lesbian & Straight Education Network’s (GLSEN) website at www.glsen.org.
- Identify other allies, such as teachers, parents, friends, and community members. It’s not always easy being an LGBTQ ally! You may find that talking to other allies gives you the support you need to remain a strong ally.
- Try to bring change to your environment. This can be through having your school adopt “sexual orientation” in their antidiscrimination policy.
- Let people know that you, personally, support people who are LGBTQ.

ASK

What other tips might we add?

DISCUSS

responses. Add your own tips during the discussion.

ASK

Do you have any questions or comments?

DISCUSS

responses.



MODULE 12: SEXUALITY AND SEXUAL ORIENTATION

SUMMARY

STATE

- *Important definitions for this topic are the following:*
 - *Sexuality: a concept describing the interplay of gender, gender role, gender identity, sexual orientation, and social norms as they affect us.*
 - *Gender Identity: whether we identify as male or female or both or neither.*
 - *Sexual Orientation: whom we feel romantically and sexually attracted to.*
 - *Homophobia: the fear, hatred, or prejudice toward people who identify as lesbian or gay.*
 - *Heterosexism: the idea that heterosexuality is the only valid sexual orientation.*
 - *Queer: a term once seen as negative but now used by some LGBTQ people as a term of empowerment.*
 - *Transgender: individuals who do not conform to traditional societal expectations and roles for each gender.*
- *It is often difficult to determine the role that sexuality and sexual orientation play in a youth's decision to run away.*
- *Keys to deciding whether to share with another include:*
 - *Confidentiality*
 - *Nonjudgmental*
 - *Concerned*
 - *Empathy*
 - *Guidance*
- *An "ally" refers to someone who stands up for those of a particular community or background.*
- *Ways to be an ally are:*
 - *Be open-minded and honest when talking about life issues with LGBTQ friends.*
 - *Interrupt homophobic jokes or comments.*

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- *Get involved in or start your school's Gay-Straight Alliance (GSA).*
- *Identify other allies, such as teachers, parents, friends, and community members.*
- *Try to bring change to your environment.*
- *Let people know that you, personally, support people who are LGBTQ.*

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MODULE 12: SEXUALITY AND SEXUAL ORIENTATION

HANDOUTS AND WORKSHEETS

- A. Establishing a Common Language
- B. Before I Tell You ...
- C. I'm Here to Listen Scenarios
- D. The FYI on LGBTQ
- E. How to Become an LGBTQ Ally

REFERENCES

Gay, Lesbian & Straight Education Network. (2001). *The GLSEN jump-start guide*. Retrieved 2014 from <http://glsen.org/jumpstart>

National Runaway Switchboard. (2001). *Runaway prevention curriculum for classroom and community educators*. Chicago, IL: NRS.

Sex, Etc. (n.d.). *Sex terms*. Retrieved 2014 from <http://sexetc.org/sex-ed/sex-terms/>

RESOURCES

Advocates for Youth champions efforts that help young people make informed and responsible decisions about their reproductive and sexual health. Advocates believes it can best serve the field by boldly advocating for a more positive and realistic approach to adolescent sexual health. Advocates focuses its work on young people ages 14-25 in the U.S. and around the globe (<http://www.advocatesforyouth.org/about-us>).

The CDC (Centers for Disease Control and Prevention) offers information and resources about teen dating violence (http://www.cdc.gov/violenceprevention/intimatepartnerviolence/teen_dating_violence.html).

CenterLink: The Community of LGTB Centers exists to support the development of strong, sustainable LGBT community centers and to build a unified center movement (<http://www.lgbtcenters.org/>).

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GLSEN, or the Gay, Lesbian & Straight Education Network, is the leading national education organization focused on ensuring safe schools for ALL students (<http://www.glsen.org>).

The Government and Public Awareness Task Group of NPNU Consortium offers the *Harm Reduction Information Kit for Professionals Working with At-risk Populations* (http://www.acsw.ab.ca/pdfs/hrk_english.pdf).

Healthy Teen Network fosters a national community where all young people are supported and empowered to lead healthy sexual, reproductive, and family lives (<http://www.healthyteennetwork.org/>).

HiTOPS, Inc. (Health-Interested Teens' Own Program on Sexuality) is a nonprofit organization whose mission is to promote adolescent health by helping teens understand their sexuality and make responsible decisions regarding their sexual health (<http://www.hitops.org>).

Illinois Caucus for Adolescent Health (ICAH) is a network of empowered youth and allied adults who transform public consciousness and increase the capacity of family, school, and health-care systems to support the sexual health, rights, and identities of youth (<http://www.icah.org/>).

It Gets Better aims to communicate to lesbian, gay, bisexual, and transgender youth around the world that it gets better, and to create and inspire the changes needed to make it better for them (<http://www.itgetsbetter.org/>).

Kids Help Phone has teen resources on a variety of topics (<http://www.kidshelpphone.ca/Teens/YourSpace.aspx>).

The National Resource Center on Domestic Violence provides information and resources for those wanting to educate themselves about and help others with the many issues related to domestic violence (<http://www.nrcdv.org/>).

National Runaway Safeline (NRS), the federally designated national communication system for runaway and homeless youth, provides crisis intervention through its 1-800-RUNAWAY hotline and 1800RUNAWAY.org online services. NRS provides youth and families in crisis with support and access to resources 24 hours a day, 365 days a year (<http://www.1800RUNAWAY.org>).

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The National Youth Advocacy Coalition (NYAC) offers information about advocacy as well as information and resources for youth (<http://www.nyacyouth.org>).

PFLAG promotes the health and well-being of gay, lesbian, bisexual, and transgender persons as well as their families and friends through support, education, and advocacy to end discrimination and to secure equal civil rights (<http://www.pflag.org>).

Sex, Etc. is an award-winning national magazine and website about real, honest sexual health information, written by teens, for teens (<http://sexetc.org/>).

Stopbullying.gov offers comprehensive information about bullying nationwide (<http://www.stopbullying.gov/>).

True Colors Fund aims to raise awareness about and bring an end to gay, lesbian, bisexual, and transgender youth homelessness, and to inspire everyone, especially straight people, to become active participants in the advancement of equality for all (<http://truecolorsfund.org>)

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ESTABLISHING A COMMON LANGUAGE

Sexuality: An overarching concept describing the interplay of gender, gender role, gender identity, sexual orientation, and social norms as they affect physical, emotional, and spiritual life.

Gender Identity: One's understanding or feeling about whether one is emotionally or spiritually male or female or both or neither.

Sexual Orientation: One's core sense of whom one feels romantically and sexually attracted to.

Homophobia: Irrational fear, hatred, or prejudice toward people who identify as lesbian or gay.

Heterosexism: The attitude that heterosexuality is the only valid sexual orientation. Heterosexism often takes the form of ignoring lesbians and gay men, the assumption being that everyone is heterosexual or that everyone should be heterosexual.

Queer: A term used by some LGBTQ-identified people. Once a negative term used to describe LGBTQ people, it has recently been reclaimed among certain LGBTQ populations. For some, especially LGBTQ youth, queer is seen as a term of empowerment.

Transgender: A term focused on issues of gender identity and representing a range of individuals who do not conform to traditional societal expectations and roles for each gender, such as transvestites, transsexuals, transgenderists, androgynists, and intersex people.

From *Sex Terms, Sex, Etc.* Retrieved 2014 from <http://sexetc.org/sex-ed/sex-terms/>.
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BEFORE I TELL YOU ...

Directions: When you need to talk to someone, especially about sexuality, think about the following topics and questions before deciding whether or not to talk with this person.

CONFIDENTIAL	Can I trust that this person will not tell someone else what I've shared with them, unless it concerns my immediate safety or the immediate safety of others?
NONJUDGMENTAL	Will this person be open-minded and not force their opinions on me when hearing about me or my situation?
CONCERNED	Will this person be interested in listening to my problem?
EMPATHY	Will this person try to understand where I'm coming from and try to put him or herself in my shoes?
GUIDANCE	If I choose to accept advice from this person, will the advice be relevant to my situation and sensitive to my health and well-being? Or will it seem generic, off-topic, or not in my best interest?

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“I’M HERE TO LISTEN” SCENARIOS

You are a 16-year-old girl who is feeling pain in your vaginal area after just having sex with your boyfriend of 6 months. You live with your grandmother who doesn’t know that you’re sexually active. You are feeling scared because you think that you might have a Sexually Transmitted Infection (STI) and you want to talk to somebody about it.



You just got grounded for not doing well in school. Your parents think it’s because you’ve started dating, and so they’re not allowing you to talk to any of your friends on the phone or to use the Internet. You’re upset and frustrated because they won’t respect your privacy or the important friendships you’ve been making. You just want to leave, and you need someone to talk to.



Your girlfriend recently moved out of state. You think that your parents are relieved about it, because they didn’t like her very much. You miss her so much, and you feel that you can’t be so far away from her. You’re thinking of running away to find her, but you decide to talk to someone about it first.



Your parents divorced two and a half years ago, and you believe that they made a big mistake because they were “soul mates.” Recently your mother started seeing someone else, and he spends the night sometimes. Thinking of your mom being intimate with someone else makes you feel angry toward her, and you’re sick of being around it. You’re pretty certain that you’re going to run away, but you want to talk to someone first.



You’re a 15-year-old boy with a sexual orientation of “straight.” Ever since you were younger, your voice has been high-pitched and people have called you names like “gay” or “fag.” Most recently, even your parents confronted you by asking, “Are you sure you don’t like guys?” You’ve decided to run away because you feel really angry, frustrated, and misunderstood by everyone around you. You decide to attempt talking to someone about it.



You’re a 16-year-old male who identifies as gay and who comes from a conservative religious background. Ever since you can remember, your father and older brother have suspected that you were gay. Whenever possible they call you names, put you down in front of others, and tell you that “Hell is reserved for gays.” You feel so alone, and wish you could be on your own. You decide to try and talk to someone about it.

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THE FYI ON LGBTQ

Directions: Refer to this quick guide to help keep you straight about LGBTQ issues.

LESBIAN	A female-identified person who is sexually attracted to other females.
GAY	A male-identified person who is sexually attracted to other males.
BISEXUAL	An individual of any gender who is sexually attracted to both males and females.
TRANSGENDER	A term focused on issues of gender identity and representing a range of individuals who do not conform to traditional societal expectations and roles for each gender, such as transvestites, transsexuals, transgenderists, androgynists, and intersex people.
QUESTIONING	An individual who is questioning their sexual identity, sexual orientation, or gender identity.
QUEER	A term used by some LGBTQ-identified people. Once a negative term used to describe LGBTQ people, it has recently been reclaimed among certain LGBTQ populations. For some, especially youth, queer is seen as a term of empowerment.
HETEROSEXISM	The attitude that heterosexuality is the only valid sexual orientation. Also the assumption that everyone is heterosexual (straight) or that everyone should be heterosexual.
HOMOPHOBIA	An irrational fear, hatred, or prejudice toward people who identify as LGBTQ.

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HOW TO BECOME AN LGBTQ ALLY

An ally refers to someone who is not of a particular community or background yet advocates (or “stands up”) for members of that particular community or background.

Here are some tips to keep in mind when you’re considering becoming an ally to LGBTQ individuals (or an “LGBTQA”).

- Be open-minded and honest when talking about life issues with LGBTQ friends. This may range from, “You can count on me anytime,” to, “I don’t know too much about that topic, but let’s find someone that you can talk to about it.”
- Interrupt homophobic jokes or comments by letting the person know that what they’re saying is not acceptable. You might say, “It’s just as uncool as saying a racist joke.”
- Get involved in or start your school’s Gay-Straight Alliance (GSA). For more information on how to do this, check out the Gay, Lesbian & Straight Education Network’s (GLSEN) website at www.glsen.org.
- Identify other allies, such as teachers, parents, friends, and community members. It’s not always easy being an LGBTQ ally! You may find that talking to other allies gives you the support you need to remain a strong ally.
- Try to bring change to your environment. This can be through having your school adopt “sexual orientation” in their antidiscrimination policy.
- Let people know that you, personally, support people who are LGBTQ.



Module 12: Sexuality and Sexual Orientation Pre- and Post-Activity Worksheet

Initials:

Directions: Please put your initials at the top of the page and circle "Pre-" if you are taking the test before class or "Post-Activity" if you are taking the test after class. Answer the following questions to the best of your ability!

What is your **gender**: _____ **Race/ethnicity**: _____ **Age**: _____

- _____ is described as one's core sense of whom one feels attracted to.
 - Sexuality
 - Sexual orientation
 - Inner beauty
 - A warm feeling
- Gender Identity is defined as _____.
 - being born a certain sex
 - feeling different
 - feeling emotionally or spiritually male or female or both or neither
 - one's sexual identity
- Acts of discrimination can be either obvious or subtle.
 - True
 - False
- _____ is a term that refers to the prejudice and discrimination that lesbian and gay people experience on account of their identities.
 - Heterosexism
 - Homophobia
 - Phobia
 - Poking fun
- An individual who is NOT a member of a particular community or background yet advocates (or "stands up") on behalf of people who are part of that particular community or background is referred to as a(n) _____.
 - racist
 - ally
 - nice person
 - helper
- LGBTQ stands for lesbian, gay, bisexual, transgender, questioning.
 - True
 - False
- A term that expresses the attitude that heterosexuality is the only valid orientation is _____.
 - heterosexism
 - homosexual
 - heterosexual
 - none of the above
- Queer is a term that includes all LGBTQ identities and is believed to be a term of empowerment among some LGBTQ individuals.
 - True
 - False
- Some ways to be an ally are to _____.
 - be open-minded and honest
 - interrupt homophobic jokes or comments and state that they are not okay
 - start a Gay-Straight Alliance at your school
 - all of the above
- Some youth choose to run away after not feeling supported in relation to their sexuality, in ways such as not being able to date, not being accepted, or being ridiculed.
 - True
 - False

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LET'S TALK



MODULE 13:

Internet Safety and Fun

Learning Goals

During this module, participants will:

- Learn how to determine the appropriateness and validity of the content of websites.
- Understand how to protect themselves against Internet fraud.
- Brainstorm how to establish healthy boundaries in Internet-based relationships.

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TEXT

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MODULE 13: INTERNET SAFETY AND FUN

DEFINE THE ISSUE

In September of 2001, the National Runaway Safeline added “Internet relationship” to its list of issues identified during crisis calls. Since then, the Internet has frequently been discussed in calls dealing with runaway youth. Whether it is a parent who wonders how to access a runaway child’s email account to check activity or it’s a youth who considers leaving home to stay with someone they met online, the Internet plays a large role in many of our calls.

While we at NRS recognize the dangers that may face youth online—from online predators to online bullying to identity theft—we cannot ignore the fact that the Internet is an ever-growing resource of information and social connections for many youth. What better place to turn for answers to questions that are difficult to ask in person? For networking with people across the globe? For access to every sort of information?

NRS recognizes that using computers at home and in school is routine today. We also recognize that there are many “experts” in the field of Internet safety for children and adolescence—some of them are listed at the end of this module. Module 13 incorporates some of the lessons about the Internet that youth may receive in other areas of their life. Participants will use real-life scenarios to practice these lessons.

ICONS:

For further details, see the Introduction Module.



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MODULE 13: INTERNET SAFETY AND FUN

MODULE ACTIVITIES



ACTIVITY	TIME	METHODOLOGY
A. Getting to Know the Net	15 minutes	Discussion
B. Tips to Avoid Internet Fraud	10 minutes	Discussion/Activity
C. Keeping It Real While Playing It Safe on the Internet	20 minutes	Discussion/Activity

Total time required: **45 minutes**



MATERIALS

- Poster paper or chalk/dry-erase board
- Markers or chalk
- 3" x 5" note cards or blank pieces of paper for each participant
- "Is This Legit?: How to Evaluate Websites, Page 1" handout
- "Is This Legit?: How to Evaluate Websites, Page 2" handout
- "Tips to Avoid Internet Fraud" handout
- "Internet Role Play Scenarios" handout (copy and cut before distributing)
- "Keeping a Healthy Distance" handout



Consider showing the curriculum companion film *1-800-RUNAWAY*.



Contact the NRS Prevention Specialist at 773-289-1723 or prevention@1800RUNAWAY.org for support and technical assistance.



If you'd like to incorporate an Internet safety pledge in this module, see examples at <http://www.internetsafety101.org/youthpledge.htm> and www.netsmartz.org/resources/pledge.htm.

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MODULE 13: INTERNET SAFETY AND FUN

ACTIVITY 13A. GETTING TO KNOW THE NET

15 minutes



INTRODUCE the topic of the Internet.

STATE *When used in a safe way, the Internet can be a great place to learn, to express yourself, and to keep in touch with friends.*

ASK *How are you personally involved with the Internet?*

WRITE responses on poster paper or a chalk/dry-erase board. Examples might include the following:

- Email with friends/relatives
- Instant messaging (IMing)
- Chatting with friends
- School-related research
- Reading/watching the news
- Looking up directory information (e.g., Whitepages.com, Yellowbook.com)
- Using online social networking sites (e.g., Facebook.com; Twitter.com; Instagram.com; Tumblr.com; Vine.com, etc.)
- Online journaling/blogging
- Buying stuff (e.g., books, music, clothes)
- Playing games
- Watching videos (e.g., YouTube.com)

STATE *As we've seen, the Internet can serve many purposes. More people rely on it every day. Unfortunately, not everyone on the Internet has the best of intentions. In fact, we often hear stories about people who are victimized through the Internet. For example, computer viruses are spread through emails, and people scam others out of money through false advertisements on websites. In more extreme cases, we hear of people being abducted by others they've met through the Internet. Unfortunately, victimization through the Internet occurs more often than we realize.*

The best way to avoid becoming a victim on the Internet is to become educated on some basics. We're going to spend the

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next few minutes becoming more Internet savvy.

HAND OUT “Is This Legit?: How to Evaluate Websites, Page 1” handouts.

ASK *Would someone like to volunteer reading the first item on the handout?*

SELECT a volunteer. Keep selecting volunteers until all items have been read. A copy of the handout is shown below:

Common Domain Suffix	Description
.com	Commercial site. Websites that are sometimes intended to sell a product. Some websites require that you create a log-in name to purchase a product. Not always trustworthy.
.edu	Educational Institution. Educational institutions, from elementary schools to universities. Material from a department or research center at the educational institution may be credible. However, students' personal websites are less likely to be credible.
.gov	U.S. Federal Government. The information posted from sites ending in .gov is considered to be from a credible source.
.mil	Military. This domain suffix is used by the various branches of the U.S. Armed Forces.
.org	Nonprofit Organization. Information on these sites may strongly advocate specific points of view, such as being pro-life versus pro-choice. These sites may solicit for donations.
.net	Network. This domain is a catchall for sites that don't fit into any of the domains listed above. Information from these sites should be given careful scrutiny!

STATE *Let's assume you're browsing websites using a Web browser like Internet Explorer, Safari, or Mozilla Firefox. Every site that you view will have its own Web address that ends in one of the domain suffixes (or simply, "domains") listed on the "Is This Legit?" handout.*

ASK *What domains have you seen with the different endings we've just reviewed?*



ALLOW	2-3 minutes for responses. Examples might include the following: <ul style="list-style-type: none"> • www.amazon.com, www.ebay.com, www.google.com, www.yahoo.com • www.ucsf.edu, www.yale.edu, www.depaul.edu • www.cdc.gov, www.usa.gov, www.whitehouse.gov • www.navy.mil, www.army.mil, www.af.mil • www.1800RUNAWAY.org, www.redcross.org, www.nationalsafeplace.org • www.youthcourt.net
ASK	<i>What do you suppose is the purpose of these domain suffixes?</i>
ALLOW	one to two participants to respond.
PROVIDE	The correct answer, if necessary: <i>To categorize sites according to their content.</i>
ASK	<i>A movie theater's Web address would likely end with what domain?</i>
ALLOW	one to two participants to respond.
PROVIDE	The correct answer, if necessary: <i>A movie theater's site would likely end with ".com" because it's a business.</i>
STATE	<i>Good job. Now I'd like us to spend another few minutes going over some basic guidelines that will help determine whether the content of a website can be trusted.</i>
HAND OUT	"Is This Legit?: How to Evaluate Websites, Page 2" handouts.
STATE	<i>Please take a minute or two and review the information on the handout I just gave you.</i>
ALLOW	1-2 minutes for participants to review the handout.
ASK	<i>Would someone like to volunteer reading the first item on the handout?</i>
SELECT	a volunteer. Keep selecting volunteers until all items have been read. A copy of the handout is shown below/on the next page:



- Does the website give credit to a specific author?

Anyone can publish *anything* on the Web. So, it's important to know who is responsible for the information on the website. What are the author's credentials? Is he or she an expert in the topic?

- How up-to-date is the website (including links to other websites)?

Outdated information may be incorrect or incomplete, so it's important to know when the information on the website was compiled. Responsible website creators (also called Webmasters) will state when the website was last updated at the bottom of the screen. If a website has links to sites that are no longer active, you may also want to question whether or not the website is up-to-date.

- Are you confused by who owns the website?

Sometimes Web addresses can be long and appear not to make much sense. The best way to find out who is responsible for the site is to truncate, or cut down, the address to its root. The root is the very beginning of the Web address and usually ends in a domain suffix. For example, the root address of the National Runaway Safeline is 1800RUNAWAY.org.

- How does the information listed on the website compare with other similar websites?

Comparing information from one website with other information sources can help you avoid relying on information that may be incorrect.

ASK

Do you have any questions or comments?

DISCUSS

responses.

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MODULE 13: INTERNET SAFETY AND FUN

ACTIVITY 13B. TIPS TO AVOID INTERNET FRAUD

10 minutes



- HAND OUT** a 3 x 5 card or blank sheet of paper to each participant.
- STATE** *I'd like you to write the following information on the card/paper I just gave you. Please write your:*
- Full name
 - Address
 - Telephone number (including cell phone number)
 - Name of school (if applicable)
 - Social Security number
 - Date of birth and age
 - Height and hair color
 - Any extracurricular activities (e.g. sports teams, clubs, jobs)
 - Email address and password (if applicable)
- COLLECT** the cards or pieces of paper. Ask the following questions as needed to promote discussion (some may have been raised during the activity).
- ASK**
- *Thank you for writing down the information. Is there anyone who didn't write down all the information I asked for? Why?*
 - *Did anyone question why I was asking for this information? If yes, at what point did you start to have questions?*
 - *Who wrote down all of the information? Why?*
 - *What do you think could happen to this information if it ends up in the hands of the wrong person?*
- DISCUSS** responses.
- SHRED/TEAR** the cards or pieces of paper. **DISCARD** them so they cannot be retrieved.
- STATE** *We should all be careful with the information we give people in person, over the phone, or on the Internet. This information is very valuable and can cause harm if it lands into the hands*

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of an untrustworthy individual or company.

STATE

Internet fraud has become a problem in the U.S. and worldwide. Typically, Internet fraud occurs when you share important information about yourself with a source you believe is legitimate but isn't.

The best way to prevent Internet fraud is to keep your personal information private, unless you can guarantee that the individual or website is legitimate.

The personal information I had you write down should be kept private and confidential.

What are some other forms of identification you should keep private and confidential?

DISCUSS

responses. Examples include the following:

- *Pictures*
- *Debit/credit card numbers*
- *Bank account number*
- *Driver's license/state ID card number*

STATE

You all came up with some great ideas for information that should be kept private. Let's find out which are most important to keep private.

HAND OUT

"Tips to Avoid Internet Fraud" handouts.

ASK

Would someone like to volunteer to read the first item on the handout?

SELECT

a volunteer. Keep selecting volunteers until all items have been read. Handout information borrowed and adapted with permission from The National Consumers League's Fraud Center. A copy of the handout is shown below:

Guard your financial information. Provide your credit card or bank account number only when you are actually paying for something.

Keep your Social Security number confidential. It's the key that unlocks your identity. Don't give it to anyone unless you're sure who it is and why it's necessary to provide it.

Beware of imposters. Be suspicious if someone contacts you claiming to be from a company that you do business with and asks you to provide information they should already have. Before responding, contact the company directly to

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confirm that the call or email is from them.

Memorize your passwords and PIN numbers. Don't leave them in your wallet or on your desk, where someone else could find them.

Stay safe online. Don't send sensitive information such as credit card numbers by email; it's not secure. Look for clues about security on websites (in the form of an icon that resembles a padlock). At the point where you begin to provide your financial or other sensitive information, the letters at the beginning of the address bar at the top of the screen should change from "http" to "https" or "shttp." Your Internet browser may also show that the information is being encrypted, or scrambled, so no one who might intercept it can read it. But while your information may be safe in transmission, that's no guarantee that the company will store it securely.

OTHER TIPS TO AVOID FRAUD WHILE YOU'RE OFFLINE

Keep your U.S. mail safe. Your U.S. mail contains account numbers and other personal information. Collect it promptly from your mailbox and ask the post office to hold it if you're going away. Send bill payments from the post office or a public mailbox, not from home.

Lock it up. Keep your personal information locked up at home, at work, at school, and other places so others won't have easy access to it.

Check your credit reports regularly. If you find accounts that don't belong to you or other incorrect information, follow the instructions for disputing those items.

STATE

So far, we've talked about becoming more knowledgeable about websites and finding out how to avoid fraud that could affect you legally or financially. We're going to switch gears and begin to talk about how to avoid other types of fraud that can lead to more physical harm.

ASK

Do you have any questions or comments?

DISCUSS

responses.

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MODULE 13: INTERNET SAFETY AND FUN

ACTIVITY 13C. KEEPING IT REAL WHILE PLAYING IT SAFE ON THE INTERNET

20 minutes



- INTRODUCE** the topic of healthy Internet relationships.
- STATE** *People of all ages are turning to the Internet to connect with other people worldwide. People connect through shared perspectives and interests, or as a means of feeling valued.*
- A great aspect of the Internet is that we can be anonymous when we interact with others through social networking websites like Facebook or chat rooms. However, the anonymity of the Internet is also one of its most dangerous aspects—especially if we find ourselves chatting with people who don't turn out to be whom they say they are.*
- We're going to do some role-playing now.*
- ASK** *Who would like to volunteer reading for the two roles in our role play?*
- SELECT** two volunteers.
- SELECT** which of the three scenarios to use.
- GIVE** one volunteer SCENARIO A, which he or she will read to him or herself and then act out. The other volunteer participant will get SCENARIO B, which he or she will read aloud and act out.
- STATE** *The role play will take place aloud, but it is meant to be an online conversation.*
- ALLOW** volunteers to review their scenarios, then give them 1-2 minutes to act out the role play.
- ASK** *After seeing this role play, what are your reactions?*
- DISCUSS** responses.
- ASK** *What would you do in this person's situation?*
- DISCUSS** responses.
- ASK** *What would you have done to prevent being in this situation?*
- DISCUSS** responses.

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ASK *What were some of the bad decisions, if any, that were made throughout this situation?*

DISCUSS responses.

STATE *According to a popular website where people can meet and socialize, there are some important tips to remember when meeting people on the Internet.*

HAND OUT “Keeping a Healthy Distance” handouts.

ASK *Would someone like to volunteer to read the first item on the handout?*

SELECT a volunteer. Keep selecting volunteers until all items have been read. A copy of the handout is shown below:

Be Careful What You Post. Anyone with access to a computer can see the information or pictures you post online. This means your friends, teachers, boss, and even your parents! Carefully consider what you post, including your address or location, screen names, and other identifying information.

Be Careful Whom You Trust. One captivating thing about the Internet is its anonymity. It’s a place where people can be who they want. You may think you know someone based on their personality, profile, or picture, but they may actually be someone entirely different. Use caution when getting to know someone online. And always be careful when meeting an online friend in person. Consider what ways you can be safe.

Be Careful What You Say. Teasing and bullying online is just as bad as it is in person. And some of it is even illegal. Report negative behavior to a trusted adult or to the authorities (police, teacher, Webmaster).

ASK *Do you have any questions or comments?*

DISCUSS responses.

STATE *If you’d like to visit a youth-friendly resource online, go to the National Runaway Safeline’s website at 1800RUNAWAY.org.*

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MODULE 13: INTERNET SAFETY AND FUN

SUMMARY

STATE

- *The Internet can be a great place to learn, to express oneself, and to keep in touch with friends.*
- *The kind of source responsible for the ownership of a website can help us decide if it is trustworthy.*
 - *Sites with extensions of .com or .net may or may not be trustworthy.*
 - *Sites that end in .gov and .edu are usually trustworthy.*
 - *Sites with .org endings often advocate for a particular point of view, such as 1800RUNAWAY.org.*
- *Other indicators that a website is legit are when the site:*
 - *Credits a specific author*
 - *Is up to date*
 - *Clearly indicates who owns it*
 - *Compares with similar sites*
- *Tips for avoiding Internet fraud include:*
 - *Guarding credit card, banking, and social security numbers*
 - *Being suspicious of people asking for information they should already have*
 - *Keeping PINs and passwords private*
 - *Never sending sensitive information in an email*
 - *Keeping U.S. mail safe*
 - *Checking credit reports*
- *While we can trust most people we meet online, we should still be careful in what we post, whom we trust, and what we say.*

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MODULE 13: INTERNET SAFETY AND FUN

HANDOUTS AND WORKSHEETS

- A. Is This Legit?: How to Evaluate Websites, Page 1
- B. Is This Legit?: How to Evaluate Websites, Page 2
- C. Tips to Avoid Internet Fraud
- D. Internet Role Play Scenarios
- E. Keeping a Healthy Distance

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Internet Education Foundation. (n.d.) *Kids' Safety*. Retrieved 2014 from <http://kids.getnetwise.org/>

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RESOURCES

Child Safety Network offers information and resources on Internet and computer safety (<http://www.csn.org/topics-2/home-safety/>).

Cyberbullying Resource Center has resources for educators, parents, and teens (<http://cyberbullying.us/>).

Enough Is Enough emerged in 1994 as the national leader on the frontlines to make the Internet safer for children and families (<http://www.enough.org>).

Enough Is Enough offers a pledge for youth to take for Internet safety. (<http://www.internetsafety101.org/youthpledge.htm>).

GetNetWise is a public service that offers resources needed to make informed

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decisions about the use of the Internet (<http://www.getnetwise.org>).

iKeepSafe.org has resources for parents, educators, and youth to see that generations of the world's children grow up safely using technology and the Internet (<http://www.ikeepSAFE.org/>).

The Internet Crime Complaint Center is a vehicle to receive, develop, and refer criminal complaints regarding cybercrime. It is run in partnership with the FBI and the National White Collar Crime Center (<http://www.ic3.gov>).

i-SAFE is a website that offers safety education dedicated to protecting the online experiences of youth everywhere (www.i-safe.org).

Kids Help Phone has teen resources on a variety of different topics (<http://www.kidshelpphone.ca/Teens/YourSpace.aspx>).

National Runaway Safeline (NRS), the federally designated national communication system for runaway and homeless youth, provides crisis intervention through its 1-800-RUNAWAY hotline and 1800RUNAWAY.org online services. NRS provides youth and families in crisis with support and access to resources 24 hours a day, 365 days a year (<http://www.1800RUNAWAY.org>).

NetSmartzKids is an interactive, educational safety resource from the National Center for Missing & Exploited Children and Boys & Girls Clubs of America, created for children, parents, guardians, educators, and law enforcement. It uses age-appropriate, 3D activities to teach children how to stay safe on the Internet (<http://www.netsmartzkids.org>).

OnGuardOnline.gov provides practical tips from the federal government and the technology industry to help be on guard against Internet fraud, secure computer information, and protect personal information (<http://www.onguardonline.gov/>).

SafeTeens offers information and resources for teens and parents on Internet safety (<http://www.safeteens.com>).

Stopbullying.gov offers comprehensive information about bullying nationwide (<http://www.stopbullying.gov/>).

WiredSafety provides resources, information, and education to Internet and mobile-device users of all ages (<http://www.wiredsafety.org>).

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IS THIS LEGIT? HOW TO EVALUATE WEBSITES

Page 1

Directions: Refer to this guide when you're trying to determine what kind of source is responsible for the ownership of a website.

DOMAIN SUFFIXES	
Common Domain Suffixes	Descriptions
<i>.com</i>	Commercial site. Websites that are sometimes intended to sell a product. Some websites require that you create a log-in name to purchase a product. Not always trustworthy.
<i>.edu</i>	<i>Educational Institution.</i> Educational institutions, from elementary schools to universities. Material from a department or research center at the educational institution may be credible. However, students' personal websites are less likely to be credible.
<i>.gov</i>	<i>U.S. Federal Government.</i> The information posted from sites ending in <i>.gov</i> is considered to be from a credible source.
<i>.mil</i>	<i>Military.</i> This domain suffix is used by the various branches of the U.S. Armed Forces.
<i>.org</i>	<i>Nonprofit Organization.</i> Information on these sites may strongly advocate specific points of view, such as being pro-life versus pro-choice. These sites may solicit for donations.
<i>.net</i>	<i>Network.</i> This domain is a catchall for sites that don't fit into any of the domains listed above. Information from these sites should be given careful scrutiny!

CALL CLICK TEXT
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IS THIS LEGIT? HOW TO EVALUATE WEBSITES

Page 2

Directions: Refer to these guidelines to help you determine whether or not the content of a website is fact or fiction.

Does the website give credit to a specific author?

Anyone can publish *anything* on the Web. So, it's important to know who is responsible for the information on the website. What are the author's credentials? Is he or she an expert in the topic?

How up-to-date is the website (including links to other websites)?

Outdated information may be incorrect or incomplete, so it's important to know when the information on the website was compiled. Responsible website creators (also called Webmasters) will state when the website was last updated at the bottom of the screen. If a website has links to sites that are no longer active, you may also want to question whether or not the website is up-to-date.

Are you confused by who owns the website?

Sometimes Web addresses can be long and appear not to make much sense. The best way to find out who is responsible for the site is to truncate, or cut down, the address to its root. The root is the very beginning of the Web address and usually ends in a domain suffix. For example, the root address of the National Runaway Switchboard is 1800RUNAWAY.org.

How does the information listed on the website compare to other websites with similar content?

Comparing information from one website with other information sources can help you avoid relying on information that may be incorrect.

From *Digital Literacy & Citizenship Classroom Curriculum*, Common Sense Education. Retrieved 2014 from www.cybersmartcurriculum.org/lesson_plans. Adapted with permission.

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TIPS TO AVOID INTERNET FRAUD

Guard your financial information. Provide your credit card or bank account number only when you are actually paying for something.

Keep your Social Security number confidential. It's the key that unlocks your identity. Don't give it to anyone unless you're sure who it is and why it's necessary to provide it.

Beware of imposters. Be suspicious if someone contacts you claiming to be from a company that you do business with and asks you to provide information they should already have. Before responding, contact the company directly to confirm that the call or email is from them.

Memorize your passwords and PIN numbers. Don't leave them in your wallet or on your desk, where someone else could find them.

Stay safe online. Don't send sensitive information such as credit card numbers by email; it's not secure. Look for clues about security on websites (in the form of an icon that resembles a padlock). At the point where you begin to provide your financial or other sensitive information, the letters at the beginning of the address bar at the top of the screen should change from "*http*" to "*https*" or "*shttp*." Your Internet browser may also show that the information is being encrypted, or scrambled, so no one who might intercept it can read it. But while your information may be safe in transmission, that's no guarantee that the company will store it securely.

OTHER TIPS TO AVOID FRAUD WHILE YOU'RE OFFLINE

Keep your U.S. mail safe. Your U.S. mail contains account numbers and other personal information. Collect it promptly from your mailbox and ask the post office to hold it if you're going away. Send bill payments from the post office or a public mailbox, not from home.

Lock it up. Keep your personal information locked up at home, at work, at school, and other places so others won't have easy access to it.

Check your credit reports regularly. If you find accounts that don't belong to you or other incorrect information, follow the instructions for disputing those items.

From *Internet Fraud*, National Consumers League. Retrieved 2014 from <http://www.fraud.org/learn/internet-fraud>. Adapted with permission.

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INTERNET ROLE PLAY SCENARIOS

SCENARIO 1A: You are a member of a hate group. You're trying to draw in this new kid that's visited your Web page without scaring him/her off immediately. Use any convincing tactic you can to get him/her to meet up with you at school.



SCENARIO 1B: You have been grounded by your parents for getting in some legal trouble with your friends. You're not supposed to speak with those friends anymore—how realistic is that? You convinced your parents to allow you to keep your computer in your room because you've got a report you're working on and you need the Internet. Little do they know that you're chatting with some new people you've met. Hey, at least it's not your old friends, right?



SCENARIO 2A: You are a senior at East High School. You've met someone cool online and really want to meet up with him/her in person. You don't mean to come off as creepy, but you are really trying to pressure him/her into meeting you.



SCENARIO 2B: You are a new student at West High School and you're in your sophomore year. It's been hard to make friends partway through the school year. Plus, everyone seems to know each other from elementary and middle school. You've met someone who seems really neat online, but your parents won't let you date yet. You'd kinda like to meet up with this person, but you need to figure out a way to do it so your parents won't know.



SCENARIO 3A: You want people to sign this online petition about this so-called popular girl at school whom you hate. She's made your life miserable by spreading rumors about you and your family, teasing you when the teacher isn't looking, and hitting on the person you like even though she'd never go out with him. You will do anything—and say/write anything—to make people sign on.



SCENARIO 3B: Your parents finally got fast Internet at home and you're kind of new to the whole thing. You come across a student page for your school and notice something about a petition about a girl in your class. You're curious, so you click on it ...



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KEEPING A HEALTHY DISTANCE

- **Be Careful What You Post.** Anyone with access to a computer can see the information or pictures you post online. This means your friends, teachers, boss, and even your parents! Carefully consider what you post, including your address or location, screen names, and other identifying information.
- **Be Careful Who You Trust.** One captivating thing about the Internet is its anonymity. It's a place where people can be who they want. You may think you know someone based on their personality, profile, or picture, but they may actually be someone entirely different. Use caution when getting to know someone online. And always be careful when meeting an online friend in person. Consider what ways you can be safe.
- **Be Careful What You Say.** Teasing and bullying online is just as bad as it is in person. And some of it is even illegal. Report negative behavior to a trusted adult or to the authorities (police, teacher, Webmaster).

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Module 13: Internet Safety and Fun Pre- and Post-Activity Worksheet

Initials:

Directions: Please put your initials at the top of the page and circle "Pre-" if you are taking the test before class or "Post-Activity" if you are taking the test after class. Answer the following questions to the best of your ability!

What is your **gender**: _____ **Race/ethnicity**: _____ **Age**: _____

- _____ is a common Internet domain suffix for an educational institution.
 - .gov
 - .com
 - .edu
 - .mil
- Responsible Webmasters will make sure a legit Web page is _____.
 - pretty
 - up-to-date
 - colorful
 - confusing
- What type of personal information is NOT always safe to give online?
 - Age or birthday
 - Address
 - Social Security number
 - All of the above
- Which of the following IS a way to avoid internet fraud?
 - Memorize passwords and PIN numbers
 - Send a credit card number through email
 - Give a full address over instant messaging
 - Give any information such as full name, phone number, and Social Security number
- It is **safe** to meet anyone in person that I meet online because people are always whom they say they are.
 - True
 - False
- What does .com stand for?
 - corporate site
 - company site
 - community site
 - commercial site
- Internet Explorer, Safari, and Mozilla Firefox are examples of _____.
 - a Webmaster
 - computer code
 - Web browsers
 - none of the above
- The purpose of a domain is to _____.
 - track where you are
 - make you type more
 - categorize the content
 - network with the computer
- Some of the ways we can be involved with the Internet are _____.
 - journaling or blogging
 - instant messaging
 - emailing
 - all of the above
- The best way to protect yourself on the Internet is to learn about the basics of the Net.
 - True
 - False

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LET'S TALK



MODULE 14:

Future Life Planning

Learning Goals

During this module, participants will:

- Identify life goals they are striving to achieve in the near future (e.g., graduate from high school, work, travel, etc.).
- Identify and discuss barriers to and facilitators of achieving those goals.

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MODULE 14: FUTURE LIFE PLANNING

DEFINE THE ISSUE

“What will you do when we hang up the phone?”

And thus ends many crisis calls at the National Runaway Safeline. The frontline team members (hotline staff and volunteers, or “liners”) are trained to help callers walk through an action plan that incorporates everything they’ve discussed, including local resources and informal options. NRS believes that creating a specific plan of action makes it more likely that a caller will follow through.

The same may be true of youth struggling to make it through adolescence. With something to look forward to—a plan or goal—youth may be more motivated to move forward. This may even mean thinking twice before deciding to run away, given the risks associated with the decision.

Granted, countless obstacles may stand in the way of accomplishing a goal. Module 14 helps participants think through specific life goals and consider what things—from personal influences to barriers—may help them or stand in their way.

ICONS:

For further details, see the Introduction Module.



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MODULE 14: FUTURE LIFE PLANNING

MODULE ACTIVITIES

EXERCISE	TIME	METHODOLOGY
 A. Road Map: Got Yours?	45 minutes	Activity/Discussion

Total time required: **45 minutes**



MATERIALS

- Newsprint or chalk/dry-erase board
- Markers or chalk
- Pens or pencils
- Blank paper
- Glue or tape
- Scissors
- “Life Goals” worksheet
- “Traffic Sign Definitions” handout (two pages)
- “Road Map: Got Yours?” worksheet
- “Life Goals Map” worksheet



Consider showing the curriculum companion film *1-800-RUNAWAY*.



Contact the NRS Prevention Specialist at 773-289-1723 or prevention@1800RUNAWAY.org for support and technical assistance.



It is very important to thoroughly read this module BEFORE conducting it. It may be helpful to generate examples to use later with the participants.

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MODULE 14: FUTURE LIFE PLANNING

ACTIVITY 14A. ROAD MAP: GOT YOURS?

45 minutes



HAND OUT “Life Goals” worksheets, along with pencils.

INTRODUCE “Road Map: Got Yours?”

STATE *Think about how old you’ll be in __ year(s).*



Use 1 year for participants younger than 13 years, use up to 5 years for participants 13 and older.

ASK *Where do you hope to be at that point in your life? What do you want to achieve?*

STATE *In this activity, we’ll talk about what we want to get out of life. You’ll create life maps based on personal goals. These goals can be related to anything, such as school, home, family, a job, love, life, or travel. Examples might include graduating from high school, learning a skill, going to college or trade school, meeting career goals, getting married, buying a car, moving out, or owning a home.*

First, think of three goals you would like to achieve in the next __ year(s). As I said earlier, these can be related to school, home, family, a job, love, life, travel, and so on. Be creative, but think of things you really want to achieve.

As you think about your goals, write one goal down per space provided on the worksheet.

ALLOW 3 minutes for participants to fill out their worksheets.

HAND OUT “Traffic Sign Definitions” handouts.

DISCUSS what each sign represents. The handout is presented below/on the next page:



You can read them aloud or ask a participants to read one sign each from the worksheet.

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- **Straight Ahead** (Facilitator): Choices that get you directly to your goal.
- **Bridge** (Facilitator): People/Places/Things that help you get from one place in life to another.
- **Detour Ahead** (Facilitator or Barrier): Having to take another route to reach a goal, or an unexpected change of plans. This sign can be perceived positively or negatively, depending on the situation.
- **Yield** (Facilitator or Barrier): A point at which you must allow someone else to take the lead or you must give them the “right-of-way.”
- **Fork (or “Y”) Ahead** (Facilitator or Barrier): A situation where you have to make a decision without knowing the consequences of either choice.
- **Baby on Board!** (Facilitator or Barrier): A situation where you have to consider the other people (family, friends, children, etc.) in your life before you make a decision regarding your goals.
- **Road Closed** (Barrier): When you make a choice and find out that you can’t proceed with your decision. You must at this time turn around and choose an alternate route.
- **Stop** (Barrier): People/Actions/Things that temporarily stop you, slow you down, or keep you from achieving your goals.
- **Railroad Crossing** (Facilitator): People/Actions/Things that keep you safe and stop you from being in an accident with a “train.”
- **Curve Ahead** (Facilitator or Barrier): People/Actions/Things that slow you down and make you take on a new perspective.
- **Road Construction Ahead** (Barrier): People/Actions/Things that slow you down or keep you from achieving your goals.
- **Seat Belt** (Facilitator): People/Actions/Things that keep you safe and help support a decision or goal.

STATE

Some signs represent “barriers,” or people/places/things that may get in the way of achieving our goals. Some represent “facilitators,” or people/places/things that will help us achieve our goals. Other signs are neutral, such as “Detour Ahead” and “Curve Ahead,” but they are still important to think about.

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- HAND OUT** “Road Map: Got Yours?” worksheets.
- STATE** *Of the three goals you wrote down, choose one that you’d like to think about in more detail. Write this goal in the space provided at the top of the “Road Map: Got Yours?” worksheet.*
- ALLOW** 2 minutes for participants to write their goals on the worksheets.
- STATE** *So let’s think first about facilitators, or people/places/things that will help in achieving your goals.*
- For example, “My goal is to go to college.” One facilitator of that goal would be to finish high school, so I would write “Graduating from high school” in the box with the “Straight Ahead” sign because getting my high school diploma moves me one step closer to my goal.*
- Next, think about barriers, or people/places/things that may get in the way of achieving your goals. One barrier to this goal may be failing an important class, not graduating, and retaking the class over the summer. So I would write, “Not pass an important class,” in the box with the “Road Construction Ahead” sign because this barrier might keep me from achieving my goal of going to college.*
- When you fill out neutral signs, such as the “Curve Ahead,” circle the one you think it is—barrier or facilitator. For example, if my goal is, “Play professional basketball,” volunteering to coach a park district youth basketball team and helping children improve their skills may give me a new perspective on the game, and therefore it would be a facilitator.*
- As you’re filling out your signs, consider how this goal will affect others in your life.*
- ALLOW** 15 minutes for participants to fill out at least five signs. See if people have questions and when they seem ready, move on.
- STATE** *Next, you’re going to create a visual road map showing where you are currently, what goal you hope to achieve, and what will help or hinder your progress in achieving this goal.*
- HAND OUT** “Life Goals Map” worksheets along with scissors and glue or tape.



STATE

I would like for you to cut and paste your goal and the signs related to that goal onto a blank sheet of paper. Your goal should be on one end of the page and the traffic signs should lead up to that goal. It does not matter if you place your goal at the top or bottom of the page.

ALLOW

10 minutes for participants to finish their maps. See if people have questions and whether they seem ready to move on.



If time permits, or if you can devote another class or session to this activity, have participants map out another goal.

ASK

Who would like to share his or her road map?

DISCUSS

participants' responses, including their barriers and facilitators. The following questions will also aid in discussing individual road maps:

- *When do you need to "share the road" with others and work together on achieving your goal?*
- *How would using drugs impact the goal you want to reach?*
- *How would drinking alcohol impact the goal you want to reach?*
- *What are some barriers you have control over? don't have control over?*
- *How do you feel about the barriers you don't have control over?*
- *How can you manage your feelings so that you don't allow those barriers to keep you from achieving your dreams?*



If you have completed Module 3, "Personal Influences," continue with the following box of questions. If you have not completed Module 3, continue after the box.

ASK

Remember our "Who's on Your Bus?" activity in Module 3?

What do people on your bus think about your goal? How are they affected?

DISCUSS

responses.

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ASK *Are there people on your bus who can help you achieve the goal you set out for yourself? Who are these people?*

DISCUSS responses.

ASK *Are there people on your bus that do not or would not support your goal?*

DISCUSS responses.

ASK *What are ways you can stand up for what you need to achieve your goals?*

DISCUSS responses.

ASK *Do you have any questions or comments?*

DISCUSS responses.

STATE *Remember that sometimes, even with a plan, we can't control all life events. We can, however, control how we react to life's situations and the decisions we make. We hope our decisions are positive and healthy for ourselves and for others in our life.*

If you'd like to find youth-friendly resources that can guide healthy future life planning, contact the National Runaway Safeline at 1-800-RUNAWAY or 1800RUNAWAY.org.

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MODULE 14: FUTURE LIFE PLANNING

HANDOUTS AND WORKSHEETS

- A. Life Goals
- B. Traffic Sign Definitions (2 pages)
- C. Road Map: Got Yours?
- D. Life Goals Map

REFERENCES

Doll, M., Neubauer, L.C., Robles-Schrader, G.M., Gehle, J.L., & Harper, G.W. (2004). *Teen talk: A repeat pregnancy prevention and parenting skills intervention for female adolescents*. Project Vida and Access Community Health Network.

National Runaway Switchboard. (2001). *Runaway prevention curriculum for classroom and community educators*. Chicago, IL: NRS.

RESOURCES

The Coalition for Juvenile Justice (CJJ) envisions a nation where fewer children are at risk of delinquency and where, if they are at risk or involved with the justice system, they and their families receive every possible opportunity to live safe, healthy, and fulfilling lives (<http://www.juvjustice.org/>).

Mapping Your Future's vision is to be the leading public-service, collaborative provider of free information and services for schools as well as for students and families as they consider college, financial aid, careers, and financial literacy options (<http://mappingyourfuture.org>).

Myfuture.com is a service presented by the U.S. Department of Defense. The site helps students understand the opportunities available to them after graduation in order to better prepare them for the choices and challenges they have ahead (<http://myfuture.com>).

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The National Dropout Prevention Center/Network offers effective dropout prevention strategies (<http://www.dropoutprevention.org/effective-strategies>).

National Runaway Safeline (NRS), the federally designated national communication system for runaway and homeless youth, provides crisis intervention through its 1-800-RUNAWAY hotline and 1800RUNAWAY.org online services. NRS provides youth and families in crisis with support and access to resources 24 hours a day, 365 days a year (<http://www.1800RUNAWAY.org>).

NextStepU.com is a personalized resource for students, parents, and counselors to find information about pursuing a career, joining the military, applying to and attending a two-year or four-year college or university, and developing essential life skills (<http://www.nextstepu.com>).

The U.S. Department of Education offers a website designed to provide students and their families with easy access to information and resources from the U.S. government—all the info needed, in one place, from all parts of the government (<http://www2.ed.gov/students/landing.jhtml>).

The Youthhood is a dynamic, curriculum-based tool that can help young adults plan for life. The site addresses youth directly and can be used as a curriculum within a classroom, community program, or any setting where adults are working with youth to set goals and plan for the future (<http://www.youthhood.org/index.asp>).

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LIFE GOALS

In this activity you will identify **three goals** you would like to **achieve** in the **near future**. Think of three goals related to school, home, family, a job, life, or travel—basically anything you have dreamed of achieving.

Goal #1:

Goal #2:

Goal #3:

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TRAFFIC SIGN DEFINITIONS (page 1)

Below are the definitions for the traffic signs that you'll be using for your own personal road map.

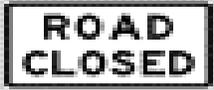
 Straight Ahead (Facilitator)	Choices that get you directly to your goal.
 Bridge (Facilitator)	People/Places/Things that help you get from one place in life to another.
 Detour Ahead (Facilitator or Barrier)	Having to take another route to reach a goal, or any unexpected change of plans. This sign can be perceived positively or negatively, depending on the situation.
 Yield (Facilitator or Barrier)	A point at which you must allow someone else to take the lead or give them the "right-of-way."
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 Baby on Board! (Facilitator or Barrier)	A situation where you have to consider the other people (family, friends, children, etc.) in your life before you make a decision regarding your goals.

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TRAFFIC SIGN DEFINITIONS (page 2)

 Road Closed (Barrier)	When you make a choice and find out you can't proceed with your decision. You must at this time turn around and choose an alternate route.
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 Railroad Crossing (Facilitator or Barrier)	People/Actions/Things that keep you safe and stop you from being in an accident with a "train."
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 Seat Belt (Facilitator)	People/Actions/Things that keep you safe and help support a decision or goal.

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ROAD MAP: GOT YOURS? (page 1)

In this activity, you will identify **three goals** that you would like to **achieve** in the **near future**. Think of three goals related to school, home, family, a job, life, and travel—basically anything you have dreamed of achieving. After writing down your three goals, think about **barriers**, or people/places/things that may get in the way of achieving your goals. Also, think about your **influential others**, or important people/groups, and what role they will play in helping you achieve your goals.

Use the labels below and spaces underneath to explain the various barriers and influential others you may encounter on your way to achieving your goals.

 Facilitator	 Barrier	 Facilitator or Barrier	 Barrier	 Facilitator	 Facilitator or Barrier
 Facilitator or Barrier	 Barrier	 Facilitator or Barrier	 Facilitator or Barrier	 Facilitator or Barrier	 Seat Belt (Facilitator)

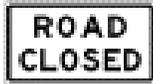
Goal #1: _____

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ROAD MAP: GOT YOURS? (page 2)

					
Facilitator	Barrier	Facilitator or Barrier	Barrier	Facilitator	Facilitator or Barrier

					
Facilitator or Barrier	Barrier	Facilitator or Barrier	Facilitator or Barrier	Facilitator or Barrier	Seat Belt (Facilitator)

Goal #2: _____

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ROAD MAP: GOT YOURS? (page 3)

					
Facilitator	Barrier	Facilitator or Barrier	Barrier	Facilitator	Facilitator or Barrier

					
Facilitator or Barrier	Barrier	Facilitator or Barrier	Facilitator or Barrier	Facilitator or Barrier	Seat Belt (Facilitator)

Goal #3: _____

After completing the above activity, take the blank sheet of paper titled “Life Goals Map” and begin mapping out a path to your goals that includes each of the road signs. Be creative in putting together your map!

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LIFE GOALS MAP

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Module 14: Future Life Planning Pre- and Post-Activity Worksheet

Initials:

Directions: Please put your initials at the top of the page and circle "Pre-" if you are taking the test before class or "Post-Activity" if you are taking the test after class. Answer the following questions to the best of your ability!

What is your **gender**: _____ **Race/ethnicity**: _____ **Age**: _____

- A barrier can best be defined as a person, place, or thing that _____.
 - helps you get to your goal
 - stands in the way of reaching a goal
 - costs a lot of money
 - is annoying
- A facilitator can best be defined as a person, place, or thing that _____.
 - helps you achieve a goal
 - stands in the way of reaching a goal
 - leads a focus group
 - takes care of you
- We can control what life throws our way _____.
 - all of the time
 - some of the time
 - never
 - when we are older
- If your goal is to graduate from high school, a barrier might be _____.
 - the rain
 - a helpful teacher
 - bad study habits
 - getting good grades in English
- If your goal is to pass your driver's test, a facilitator could be _____.
 - drinking
 - not having a car to practice on
 - the high price of gas
 - your older, licensed sister
- When setting a goal, it is helpful to think of what things?
 - The people and places that will be affected
 - Things that will help
 - Barriers that exist
 - All of the above
- Decisions you make with regard to goals affect others in your life.
 - True
 - False
- There is only one route to reaching a goal.
 - True
 - False
- When setting goals it is helpful to _____.
 - consider all options
 - think of steps to achieve your goal
 - look for support
 - all of the above
- Sometimes, when deciding on a goal, you may not know the outcome or consequences.
 - True
 - False

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