

Acknowledgements

Since 1998, Green Mountain Self-Advocates (GMSA), Vermont's statewide self-advocacy network, has provided abuse prevention training for people with developmental disabilities, family members, community service providers, and advocates. We want to thank the many self-advocates who donated countless hours teaching their peers how to be safe. Our workshop activities were originally adapted from **Stay Safe and Right Rules** developed by Jeri Houchins, Back to Life, Inc., 1300 Bluff Drive, Round Rock, Texas, 78681, (512) 255-1465, jeribt1@sbcglobal.net. Jeri Houchins is a national criminal justice expert who has worked for over 20 years with people with disabilities, human service, criminal justice, and education professionals to teach others how to live and work safely in the community and protect their constitutional rights as United States citizens.

In 2004, GMSA's prevention curriculum, **Stay Safe and Know Your Legal Rights** was adapted and expanded for high school students by Maggie Rafter, a special educator from Rutland, Vermont. Maggie Rafter collaborated with her colleagues, Carolyn Godbout and Wayne Flewelling and students to create additional lessons, activities and role plays to adapt our curriculum to life, as we know it in Vermont. Blending their unique perspectives made this a "real life" tool that deals with "real life" situations! Extra special thanks to the talented Joshua Bowen, a Vermont artist, who brought our lessons to life with his cartoon drawings.

We also appreciate the research and teaching guides published by SafePlace entitled **Expect Respect: A Support Group Curriculum for Safe and Healthy Relationships** and **Stop the Violence, Break the Silence: A Training Guide**. They are available through Disability Services ASAP (A Safety Awareness Program) of SafePlace, Austin, Texas, (512)-356-1590.

We express our appreciation to Gail Falk and the VT Division of Disability and Aging Services, who had the insight and confidence to fund this project. **Stay Safe and Know Your Legal Rights** was developed with federal funds from the Department of Justice, Grant #2001-WP-BX-0019. For more information, contact Green Mountain Self-Advocates, 73 Main St., Suite 402, Montpelier, VT 05602, 802-229-2600 or gmsa@sover.net.

INTRODUCTION.....	5
PART 1: STAY SAFE	
Unit 1: Communication	
Lesson 1: Effective Communication.....	6
Lesson 2: Assertive Communication.....	8
Lesson 3: Walking Tall/Looking Strong.....	12
Lesson 4: NO/GO/TELL Strategy.....	14
Lesson 5: Harassment	18
Unit 2: Safety at Home	
Lesson 1: Keeping Your Home Safe.....	23
Lesson 2: Internet	26
Lesson 3: 911.....	33
Lesson 4: Knives/Guns/Weapons.....	40
Unit 3: Safety in the Community	
Lesson 1: Safe/Unsafe People and Places.....	44
Lesson 2: Safe/Unsafe Situations	47
Lesson 3: Keeping Your Necessities Safe	49
Unit 4: Drugs and Alcohol	
Lesson 1: Illegal Drugs.....	56
Lesson 2: Alcohol.....	61
Lesson 3: Tobacco Use.....	64
Unit 5: Sexual Abuse	
Lesson 1: Sexual Awareness.....	69
Lesson 2: Dating Rights and Responsibilities.....	77
Lesson 3: Setting Boundaries.....	82

PART 2: KNOW YOUR LEGAL RIGHTS

Unit 1: Terminology

Lesson 1: Understanding the Terms.....86

Unit 2: Involvement in a Crime

Lesson 1: Witness to a Crime.....123

Lesson 2: Victim of a Crime.....128

Lesson 3: Accused of a Crime.....134

Introduction

Although the rate of violent crime in the United States has decreased in recent years, youth and adults with developmental disabilities continue to experience violent victimization, abuse and neglect at much higher rates than citizens without disabilities (Petersilia et al., 2001). While the scientific evidence is limited, experts conservatively estimate that people with disabilities are at least four times more likely to be victimized than people without disabilities (Petersilia et al., 2001; Sobsey, 1994; Toronto Star, 1990). Some researchers estimate that close to 80% of women with developmental disabilities have been sexually assaulted at some point in their lives (Sorensen, 2002; Lumley and Miltenberger, 1997).

Vermonters with disabilities and their allies are actively organizing to ensure the safety of all Vermonters. One such group, Green Mountain Self-Advocates (GMSA), has taken the lead in promoting abuse prevention education. GMSA is a statewide self-advocacy network of 18 local groups run by people with developmental disabilities. Since 1994, the year GMSA was founded, self-advocates have been speaking up about their right to live safely in their communities. Our goals include providing abuse prevention education for youth and adults with developmental disabilities, their family members, community service providers, and advocates. A key element is teaching individuals with developmental disabilities (self-advocates) to be co-trainers of abuse prevention workshops.

Stay Safe and Know Your Legal Rights does not include sexuality education. In Vermont, this curriculum was taught to students who had already received sexuality education as part of their high school's health class curriculum. **It is highly recommended that sexuality education be taught as part of an overall abuse prevention program.**

Unfortunately, many students with developmental disabilities do not have sufficient opportunities to learn about abuse prevention or sexual education because some people worry it may frighten or upset the student. Often, talking about sexuality can be uncomfortable for some family members and support staff. However, sexual education enables a person to recognize if they are being sexually abused and enhances a person's ability to provide accurate information when reporting sexual abuse. "Experience has shown that prevention and sexuality education not only helps to prevent abuse, it can help to increase self-esteem, support assertiveness, enhance understanding of personal rights and increase self-awareness of needs and desires in relationships with others" (SafePlace, 1999).

Unit 1: Communication

Introduction: Explain to students that there are many types of communication. We get our message across with the words we use, our tone of voice and our body language. More than half of the way we communicate is with body language. Being aware of how we use all of these modes of communication will increase our ability to be more effective at getting our message across. It is very important that the students realize how they present themselves to others in public, to avoid drawing unnecessary attention to themselves that could result in being taken advantage of. Stress the three forms of communication as the students learn that the “NO/GO/TELL” strategy.

Lesson 1: Effective Communication: Using “I messages”

Objective: Students will demonstrate appropriate ways to be a good communicator.

Materials:

- Handout #1: How to Use “I messages”
- Handout #2: **Communication: Effective Speaking and Listening**
- Tape recorder and blank tapes

Time: 1 ½ - 2 hours

Activities:

1. Read and review the article labeled Handout #1: **Communication- Effective Speaking and Listening**. Instructor reads and discusses the introductory section of the article. Divide students into 12 groups. Assign each group one of the **12 Ways To Be A Good Communicator** listed in the article. Each group should pick one student to read their part aloud. Each group should discuss their part and come up with examples that demonstrate this suggestion. For instance, group #1 would present to the class “Speak clearly. Look at the person you’re speaking to.” As they are presenting this, the group would look directly at the class and speak clearly. If the group consists of two or more people, one person could be designated as the speaker who speaks clearly and another student could demonstrate maintaining good eye contact with the others.

2. Have the students develop role plays involving the **Don'ts** listed in the article, **Communication: Effective Speaking and Listening**. For example, it could be set up where two students are talking to each other and another student comes along and interrupts.
3. Review and discuss with the class the **12 Ways to Break Through A Communication Road Block**. Have the students think of different times they have had a communication break down. Have them role play their own situations using the new strategies on the handout. Pass out Handout #2: How to Use "I" Message cards and review these with the students reinforcing the previous article. Re-enforce the simple phrase for example; "When you call me names, I feel hurt! Please don't call me that name."
4. Have the students brainstorm a list of things that upset them and write these examples on the chalk board or flip chart. For example: someone calls me a name, someone pokes me, someone trips or pushes me, etc. Take a look at #3 on the "I" Message cards and have the students pick a situation listed on the chalk board or flip chart and complete the sentence by stating how they would feel. For example, "When you poke me, I feel upset. Please stop poking me." Using the tape recorder record the students before and after practicing using "I Message" cards.

Evaluation:

The Instructor will utilize the brainstormed list of situations that are upsetting and students will use the "I messages" to appropriately express how they are feeling and what behavior they want stopped. Focus on the dos and don'ts of being an effective communicator. This can be completed with students working together in a group or as individuals.

You can also give students a situation in which communication has broken down. Ask the students to role play how to break through this communication barrier using the techniques discussed earlier.

Lesson 2: Assertive Communication

Introduction: Parts of this lesson were adapted from, **Expect Respect: A Support Group Curriculum for Safe and Healthy Relationships** (2004) by SafePlace, P. O. Box 19454, Austin, TX 78760, (512) 267-SAFE.

Objectives: Students will compare aggressive, assertive and passive communication styles and practice using “I statements” for communicating assertively.

Materials:

- Handout #3: Communication Styles
- Handout #4: Three steps to Communicating Assertively

Activities:

- 1) Ask for volunteers to do a role play. Have group members form a line as though they were standing at a grocery store check-out while you pretend to be another customer who is trying to cut in front of the line.

Ask a student in the audience to read handout that describes being passive. Passive communication means letting someone have his or her own way at your expense. A passive person is shy and afraid to speak up. They might:

- Slouch, not look at the person, looks at the floor and their feet
- Seldom answer questions
- Feel uncomfortable and afraid to say what they want
- Not start a conversation
- Be afraid to say hello,
- Mumble or speak real quiet
- Let other people make decisions for them
- Be afraid to try new things or dream about the future
- Sit away from the group

Ask students pretending to stand in the grocery line to show how a passive person would handle the situation. Ask a student in the audience to read the part on Handout #3 that describes being aggressive. Aggressive communication is demanding what you want with no regard for others. An aggressive person is pushy and bossy.

They might:

- ❑ Be in the person's face
- ❑ Talk too loud
- ❑ Tell people what to do
- ❑ Put down other people
- ❑ Not listen to other people
- ❑ Stand too close
- ❑ Clench their fists
- ❑ Threaten people
- ❑ Insist that things always go their way

Ask for volunteers to do a role play. Have group members form a line as though they were standing at a grocery store check-out while you pretend to be another customer who is trying to cut in front of the line.

Now watch the role play as the other customers are being passive and again as they act aggressive. Ask to students to look for things that a pushy person does and a passive person does. Ask for comments.

Ask if anyone knows what the word assertive means. Ask someone to read what an assertive person might do? Assertive communication is expressing thoughts, feelings and needs in direct, honest and appropriate ways that do not violate another person's rights. An assertive person might:

- ❑ Stand or sit straight, face the person
- ❑ Look them in the eyes
- ❑ Keep a good distance
 - If you smell or feel the other person's breath, you are probably too close. Keep a comfortable distance.
- ❑ Use good voice tone
- ❑ Just say what you want without feeling guilty
- ❑ Stick up for what you believe you need
- ❑ Be positive even when you disagree. Make statements that express your feelings without putting others down ("I statements").
- ❑ Give the other person a chance to respond.
- ❑ Use good facial expression
- ❑ Speak up don't wait for permission to say something

Do the role play again with the other customers acting assertively. After the role play, discuss passive, assertive and aggressive communication styles. Ask students to share a story about a time he/she have stood up for his/her rights or someone else's.

- 2) Pass out copies of Handout #4 and explain the three-step process for assertive communication. To follow this three-step process exactly it may require students to have a strong verbal skills and to be comfortable have intense conversations.

Step 1) I feel...

Tell the person how you're feeling at the moment. Try to be honest and use as many words as you need to accurately describe your feelings about the situation.

Step 2) I want or need...

Tell the person what you want or need from them. You may want them to do something or simply listen to you. Try to be specific.

Step 3) I will...

Tell the person what you are prepared to do to get your needs met or resolve the problem. Often steps 1 and 2 are sufficient when the other person is considerate of your needs and feelings. When the problem persists or happens repeatedly, Step 3 may be necessary to resolve it. Be sure to make the distinction between stating their course of action and making a threat.

More Activities:

Have the group role play an assertive response to each of the situations listed below:

- a. Your friend is 40 minutes late to pick you up for school in the morning.

Here is an example of how to use the three steps or the three types of "I statements":

- 1) I feel really angry right now. I'm hurt and disappointed.
- 2) I need for you to keep your promises to me. I want you to call me in advance if you have to cancel our plans.
- 3) If you stand me up again, I will not make plans with you anymore.

- b. You are out with a group of friends when your partner makes an insulting remark about your looks
- c. You are out with someone you don't know very well and he or she starts asking you very personal questions that you don't want to answer
- d. Your partner is pressuring you to have sex
- e. Your friend asks you to loan him or her \$50 but you've been saving that money for something else
- f. You decide a relationship is not working out for you and you want to break up

Evaluation:

On a piece of paper or orally, have the students respond to the following questions:

1. What are the differences between passive, assertive, and aggressive communication styles?
2. Is being assertive difficult or scary? Why or why not?
3. What makes assertive communication effective in most situations?
4. Why is assertive communication important for a healthy relationship?
5. How can people learn to increase their assertiveness?

Lesson 3: Walking Tall/Looking Strong

Objective:

1. Students will learn how to present his/herself in the community so as to decrease likelihood of being taken advantage of.
2. Students will also understand that they cannot control other people's behavior and therefore it is NEVER the victim's fault.

Materials:

- Camera (digital and/or film)
- Handout #5 Female Student "WTLS"
- Handout #6 Male Student "WTLS"
- Handout #7 "WTLS" and Weak Index cards
- Chalkboard/flip chart and markers
- Video of Emily Walking Tall/Looking Strong
- Handout #8 Selena – Looking Strong
- Handout #9 Sam – Walking Tall
- Handout #10 "WTLS" Walking Tall Looking Strong mini-cards

Time: 1 ½ -2 hours

Activities:

1. Show video of Emily Walking Tall/Looking Strong compared to Looking Weak. Reinforce with the students the importance of body language as a communication tool. Instructor demonstrates the difference between looking strong, walking confidently and looking weak like someone who could be easily taken advantage of. In turn have the students demonstrate their weak look, and their confident look, Walking Tall/Looking Strong. Give out copies of Handouts #5 and #6. Take photographs or video of this activity. It is very important that the students see how they present themselves. Share the students' pictures or video with the class and have them identify their Walking Tall/Looking Strong pose versus their weak pose. Match index cards cut out from Handout # to students' pictures.
2. Introduce Selena and Sam Safety by showing the overheads of Selena "Looking Strong" and Sam "Walking Tall." Have the students

compare their photographs with the poses of Selena and Sam. Lead the discussion reinforcing the importance of Walking Tall/Looking Strong, but also that it doesn't always work.

Evaluation:

1. For five days have teacher(s) and support staff involved with the students acknowledge "Walking Tall, Looking Strong" posture by rewarding students with a "WTLS" card. Students will count how many times they were caught "Walking Tall, Looking Strong" by counting how many cards they have at the end of the five days.
2. Give students index cards with "WTLS" on one side and "Weak" on the other side. Show students either their photographs or video and ask them to hold up the appropriate side of the card depicting the pose.

Lesson 4: Rules of Personal Safety... NO/GO/TELL

These instructions were written by Disability Services ASAP (A Safety Awareness Program) of SafePlace, Austin, Texas.

“The ability to assertively say ‘No’ to inappropriate requests, advances, and perceived harm, even to an authority figure, is an important skill. In some potentially abusive situations, if a student can say no effectively, the offender may leave that student alone and move on to a more vulnerable/easy victim. Saying no can also use other forms of communication such as sign language, facial expression, head shaking, or a direct look in the offender's eyes.

Having the verbal ability or the assistive devices to make loud noises is particularly important for students who use a manual wheelchair and who cannot operate their wheelchair independently or without assistance. For students who are non-verbal, assist them in obtaining an adaptive device to call attention in case of potentially dangerous situations. Some suggestions are a horn, whistle, or a communication device (selection of the appropriate device may require an assessment by a speech therapist). For students who use communication boards or other augmentative communication devices, assist the students in getting the boards updated with words or symbols to communicate information relating to personal safety.

To combat the threat of sexual victimization, it is important to maintain open communication between a student and the adult protectors in her or his life. A student may try to tell an adult about abuse, bullying or harassment, thus hoping to prevent future victimization. Unfortunately, adults do not always believe students who disclose abuse. If the student tells more than one person about an abusive incident, there is a higher likelihood that someone will believe the student's story and try to intervene.

When discussing with students who they would tell if someone tries to hurt them, some responses may include family members, siblings, teachers, grandparents, police, call 911, SRS or Adult Protective Service, etc. If the student says that they would tell a brother or sister, ask them how old the sibling is. Explain that they also need to tell someone who is an adult (18 years or older) and who is able to help them in a non-violent way. If the student is Deaf or has a speech

impairment and needs to use a TTY (also referred to as a Telecommunication Device for the Deaf or TDD) to disclose abuse, make sure they have access to a TTY either at school or at home and that they know how to operate the device.”

Introduction:

*Parts of this lesson were adapted from, **Expect Respect: A Support Group Curriculum for Safe and Healthy Relationships** (2004) by SafePlace, P. O. Box 19454, Austin, TX 78760, (512) 267-SAFE.

Objective:

1. Students will learn that when you put together the three forms of communication (words-tone-body language) you become an effective communicator.
2. Students will learn the “NO/GO AND TELL” strategy.

Materials:

- Handout #11 Communication Pie Chart Overhead
- Handout #12 NO/GO Overhead
- Handout #13 TELL Overhead

Time: 1 hour

Activities:

1. Put up the communication pie chart. Review previous information taught that our tone and our body language make up over 90% of how we communicate. Ask each student to say the word “NO” without any feeling, tone, or body language. Then ask them to say the word with feeling, tone and body language. Have the students practice in groups of two and then have each student present to the class. If you feel that more practice is needed in this area have the students stand in a circle with an object to toss (ball, chalk board eraser). Toss the object to a student and that student will use their tone, feeling and body language to emphasize the word “NO.” Then that student tosses the object to another student and so on.
2. Once the students have mastered an effective use of the word “NO” show them how to leave a situation by teaching “GO.” Ask for students to volunteer to do some role plays with you. They will demonstrate “NO” and “GO.”

*For more role plays observe student behaviors in the hallways or ask the students for examples.

Examples for Role Plays:

- A male teenager asks the student to help find his puppy
- A boy snaps a girl's bra strap during recess
- A very nice person approaches the student at a movie theater and invited the student over to his/her house
- A person asks the student to look at a magazine or pictures of people who are naked
- An older student demands that you give them your lunch money
- A man is peeking from behind a tree, watching students talking in the park
- A car stops and the driver says your mother got hit by a car and he needs to take you home
- A group of girls push a boy in the hall in between classes
- A car stops and the driver you don't know asks for directions
- Your cousin offers you drugs and asks you to keep them in your house
- Your uncle touches your private parts while watching TV

*If anyone in the group is completely non-verbal, try to get them to gesture pushing something away and use other gestures such as head shaking, angry looks or yells.

*If anyone in the group uses a wheelchair practice turning and moving away, blowing a whistle, honking a horn, pressing an alarm. If the person uses an augmentative communication devise they may want to have a button that makes a loud noise.

*Tell students that in a dangerous situation, it may not be possible to escape, but you can still resist.

3. Ask the students, after "NO" and "GO" what should they do next? The students need to tell someone what happened. Who or where in your community do you go to for help? Who can you talk to when you are upset, scared, angry, confused? Get students to come up with a list including: teachers, police, neighbors, support workers, doctor, nurse,

the director of your agency, protective services, your boss, your co-workers etc.

Ask each student to name 1-2 people that they trust and would tell if someone tried to hurt them. Make up personal safety cards, which include the name and phone numbers of their emergency person.

Tell the students that if they tell someone and that person does not believe them, they must tell someone else. It is important to keep telling what happened to more and more people until someone believes you.

The NO/GO/TELL strategy will also be practiced in Unit 2, Lesson 3: Safe and Unsafe Situations.

Evaluation:

Given one of the following situations student will use appropriate tone, body language, and words to effectively communicate their feelings:

- You are staying after school for extra help on a project and your teacher puts his hand on your leg. You feel uncomfortable.
- Some new friends invite you along to go bowling with them.
- Your older brother's friend says things that make you uneasy when your brother isn't around.
- Your cousin has a new baby and asks you if you want to hold it.
- You disagree with your parents about the time you have to be home.

Lesson 5: Harassment

Objective: Student will learn what harassment is and who to go to if he/she is being harassed.

Materials:

- Copy of their school/agency/workplace Harassment Policy
- List of Role Play situations
- School/Workplace Resource Officer
- Flip Chart/Markers/Chalkboard

Time: 1 ½ - 2 hours

Activities:

1. Ask the students for their interpretation of the word “harassment.” Do not edit at this time. Write their answers on the flip chart. Review the appropriate harassment policies either school or workplace or both. Discuss the meaning of the word “harassment” as you stress with the students that harassment can be verbal, non verbal, and/or physical. Review with the students who the Harassment Officer is in their school or workplace.
2. Invite the appropriate Harassment Officer to present what they do and stress what the students should do if they feel they are being harassed.
3. Select students to act out role plays and have the class decide whether the person is being harassed or not and what the student should do if being harassed.

Evaluation:

Have the students number a paper from 1 to 10. Orally (one at a time) state to the students either the role play situations or other situations that have arisen in class discussion. Have them write “H” where the situation depicts harassment or “No” where the situation doesn’t depict harassment.

Harassment Role Play Situations

1. Situation: A male student likes a female student. Everyday in the lunchroom he waits until she takes a seat at a table and then he also sits at that table. She doesn't want him to sit near her so she moves, so he moves and so on.

To Role Play: Set up 5 groupings of chairs and have the female student come in and take a seat. The male student will then come in and take the seat beside her. The female gets up and moves. The male waits a minute or two then takes the seat next to her again and so on. Have the female student role play what *she* would do to solve this problem.

2. Situation: A female student sees a male working at the Mall. She is attracted to this male person so she keeps going into the store where he works trying to get his attention. She is doing this every day and when he's not there she even asks the other clerks where he is.

To Role Play: Have a male pretend that he is stocking shelves in a store. The female walks by, he smiles at her, she gets all giggly and waves because she is attracted to him. He goes back to work. She walks around and around the store where he works hoping to see him. She even follows him when he leaves the store and heads out to the parking lot. Have the male student role play how *he* would solve this problem. What should the male do if this continues on a daily basis?

3. Situation: You take the bus to work every day. There is another passenger who you see every day on the bus. Every time you walk past this person they stick their foot out and trip you. When you get up from your seat this person shoves you to hurry up.

To Role Play: Set up chairs to look like seats on a bus. Have a student be the driver and other students can be other passengers. Select a student to be the person who trips and pushes and another to be tripped and pushed. Have the student being tripped role play how *he/she* would solve this problem.

4. Situation: A co-worker makes comments about your body ("cute buns") at work. You have asked this person to stop but they don't. This has been going on for over a month.

To Role Play: Select a female student to play the person trying to get their co-worker to stop making comments. Select a male student to play the role of the person making the remarks. Have the female role play how *she* would solve this problem.

5. Situation: You are on a unified bowling team that practices once a week. There is a girl on another team who keeps calling out to you “Hey handsome” or “Hiya sexy.” You don’t like these remarks and you have asked her to stop but it continues. You have been practicing for weeks for an upcoming tournament and you are worried about this person saying things at the tournament.

To Role Play: Choose a female and male student to play the roles. Have the students role play what *they* would do to solve this problem.

6. Situation: You work for a landscaping company. Several workers rake, mow and trim lawns for different customers. One of the crew members is always bragging about how strong he is and how much more work he does than the others. Sometimes he even makes threatening remarks to you such as: “If you don’t move a little faster I am going to come over there and drop you” or “I’ll show you how strong I am by punching you in the stomach.” Of course, he never says these things in front of the others. After a couple of weeks, you are thinking you might have to quit this job to get away from this guy.

To Role Play: Select several students to role play the work crew. Choose one student to be the bully and one the threatened worker. Have the students role play how *they* would solve the problem.

7. Situation: Joanne broke up with her boyfriend, Paul. Virginia is now dating Paul. Virginia frequently phones Joanne and calls her a “slut” and a “ho.” If Joanne doesn’t answer her telephone, Virginia leaves a message on her machine. Virginia says awful things about Paul, too. Joanne has asked Virginia many times to stop calling her. Joanne’s parent/guardian/roommate has also asked Virginia to stop making these phone calls.

To Role Play: Choose two female students to act out the parts of Joanne and Virginia. Choose a couple of students to role play parent/guardian/roommate. Have them role play what they would do in this situation.

8. Situation: Betty lives close enough to the library that she can walk there. She likes to go to the library in the evening to do her schoolwork where it is quiet. Sometimes she walks home with friends she meets at the library. Sometimes she walks home with Mrs. Book, the librarian who lives on her block. Betty's parents told her about a girl from another neighborhood who was assaulted on the way home from the library. They warned her to be careful. Betty noticed that the last few times she has been at the library a man has been staring at her. It made her feel uncomfortable. He was there again tonight sitting at the next table. As she gathered up her things to checkout and leave, she noticed the man gather up his things also.

To Role Play: Arrange desks or tables to look like library tables and a check out desk. Select a female student to play Betty and Mrs. Book and a male student to play the "Man." Have the students act out what *they* think they should do.

9. Situation: Barb has a crush on a Joe, a popular boy at school. He doesn't seem to notice her. Some of the girls say they won't go out with him because of the way he treats girls. Barb saw Joe walking home on Tuesday afternoon and said hello to him. Later that night Joe called Barb up and asked her to go to the school dance with him on Friday. Barb had to say no because she was babysitting at the Anderson's. Joe quickly tells Barb that he doesn't mind missing the dance and that he will come over to the Anderson's and watch TV with her. Barb tells Joe that the Andersons don't allow her to have friends over when she baby-sits. Friday night while Barb was at the Anderson's she answered a knock on the door. It was Joe.

To Role Play: Choose a female student to play Barb and a male student to play Joe. Have the students role play what *they* should do in this situation.

10. Situation: Grace and Paula have been hanging out with some older high school boys. They meet at the mall or movie theater. Grace really likes it when the older boys tell her how pretty she is and how much older she looks than she really is. One afternoon Gary calls to invite Grace over to his house. He tells her that his parents aren't going to be home and he has invited some of his guy friends to come over and hang out too. Grace asks Gary if she should call and invite

some of her girlfriends to go over also and Gary says “Sure, but you can call them from here.”

To Role Play: Select the male student to play Gary and some other boys to be his pals. Select a female student to play Grace and another girl to play Paula. Have the students act out what *they* would do in this situation.

11. Situation: Tom is on a unified soccer team with Carol. Tom is one of the best players on the team even though he is one of the youngest players. Many times after practice, Carol offers Tom a ride home with her because her older sister Molly picks her up. Usually Molly has some friends riding with her when she picks up Carol and Tom. Molly’s friend Ann asks Tom many questions about soccer and tells him how great a player she thinks he is and how he looks old enough to be in her class. Ann sometimes calls him to tell him how funny he is and how she likes being around him. Tom likes the attention he gets from Ann and the other girls. One afternoon Carol missed practice but Molly still came by and offered Tom a ride home. As he starts to get into the car, he notices Ann sitting alone in the backseat. Molly tells him to sit in the back with Ann.

To Role Play: Select a female student to play Carol, Molly and Ann. Select a male student to play Tom. Have the students role play what *they* would do in this situation.

UNIT 2: Safety at Home

Introduction: Due to the fact that many people with disabilities can become easy targets it is important for students to learn how to stay safe in their own homes. Students should feel safe in their own homes and avoid bringing danger into their homes. Students should also know how to get emergency help if the need arises. It should be stressed that 911 is only for emergencies that are presently happening.

Lesson 1: Keeping Your Home Safe

Objective: Student will learn the importance of keeping their home a safe place.

Materials:

- Flip Chart/markers
- Overhead Projector
- Handout #14 Keeping Your Home Safe Overhead

Time: 1 ½ hours

Activities:

1. Brainstorm with the students a list of ways that they can feel safe inside their homes. Point out that home can be a house, an apartment, or their own room in a house. Use markers to record their ideas on a flip chart. Put up the overhead of Handout #14 to reinforce the most important ideas already discussed. Ask students to describe why these are the most important things to do to keep you safe when at home. Make sure the students describe what to do if they don't have a peephole, or bolt lock, and/or curtains.

Evaluation:

Students can work in teams or alone. Give each student a copy of "What Do You Do If?" situations. Have them each read a situation and describe:

- What they should do?
- Who should they call if the situation requires them to take action?
- What should they say?

Then ask students to share their answers with the class.

Staying Safe At Home... What If Situations

What do you do if.....?

1. Someone comes to your door and says that their car just broke down in front of your house. They explain that they need to call a tow truck and want to use your phone.
2. You are in the house alone, it is dark outside and you forgot to close your curtains. As you walk over to close the curtains you notice that someone is looking in the window.
3. Someone comes to the door and says they are lost and is this where Tom lives? You don't know a Tom. They want you to let them in.
4. You forgot to lock the door. You are sitting watching television and a total stranger, who has obviously been drinking, walks right in.
5. Someone is pounding on your door and yelling for you to let them in. The person is yelling, "There has been an accident and we need your help."
6. There's a knock at your door. You don't have a peephole so you ask who's here. The guy says it's Dominos and he has your pizza. You didn't order pizza!

7. You are at home by yourself and you hear lots of sirens go by your house.

8. You just moved into a new apartment on the ground floor and you don't have any curtains and it's getting pretty dark outside.

Lesson 2: Using the Internet Safely

Objective: The student will learn the basic rules while utilizing the Internet to prevent victimization, hurting others or getting into trouble.

Materials:

- Brochures from Missing and Exploited Children
- www.netismartz.org
- Overhead Projector/Computer/TV/CDs
- Flip Chart/Markers or Chalkboard
- Internet Safety-Are You in the Know? Worksheet
- Using the Internet Safely Worksheet “What If” Situations

Time: 5 hours

Activities:

1. Hand out the brochure on “Teen Safety on the Information Highway.” Instructor discusses the highlights or important parts of pages 2 through 3. Divide the students into 5 groups. Ask each group to review one of the highlighted sections on pages 4 through 6.
2. Ask the students to present the information they learned to the class. As you continue to review the brochure with the students, discuss the topics they are most interested in. Pay particularly close attention to pages 16 and 17. Point out the issues described in the highlighted areas. It is important that the students understand each of the basic rules listed. Emphasize the rules that describe keeping your identity private and never trust or get together with anyone that you meet on-line.
3. Next go on-line with your students and go to www.netismartz.org. View the video clips entitled: **Amy’s Choice**, **Keisha’s Crime**, **Damen’s Game**, and **Julie’s Journey**. You can also use the CD included with this curriculum to view the stories. After each story discuss with the students what is happening and how the situations could have been avoided. Stress with the students that here are numerous ways to get in trouble on the Internet. Not just giving out private information and getting together with someone, but also if they are stalking someone else on the Internet or are engaging in

conversations and/or websites that are not appropriate. It should also be noted that any site they visit can be monitored, and sites like child pornography are against the law to visit and you can get in trouble with the law for visiting that site or engaging in sending or receiving such material.

4. Use the worksheet entitled “Are You in the Know.” Have participants work in small groups to answer the questions. Bring group back together and have each group report to the whole class their answers to the questions. Again, reinforce the basic rules for online safety found on pages 16 and 17 of the “Teen Safety” brochure.

Evaluation

Have the students complete the worksheet entitled, “Using the Internet Safely.” Instructor should read the questions/statements aloud while the students are following along. Have the students write their answers on the paper. Review all the answers after all the papers are collected. Have the student describe the “What If” situations and then tell what they would do.

Internet Safety- Are You In The Know?

1. What do you do if someone in a “chat room” asks you for your full name, mailing address, your telephone number or any other information that could help someone know exactly who you are? Should you tell them what school you go to?
2. Are people on the Internet really who they say they are? Should you believe them? Why or why not?
3. What is the biggest danger to your safety in using a computer? Why?
4. Why shouldn't you respond to e-mail, chat comments, instant messages or newsgroups messages that are hostile, unfriendly, and inappropriate or in any way make you feel uncomfortable?
5. Why shouldn't you download a file if you are unsure who it's from or where it came from?

Bonus: Once you have typed something and sent it, can you take or get it back?

Using The Internet Safely

Directions: Answer the following: **YES** or **NO**

_____1. Should you give out any identifying information like your home address, school name, and telephone number, first and last name to someone that you've met online?

_____2. Would you believe someone if they told you that they were or knew Toby McGuire or Brittany Spears and wanted your name and address or your friend's name and address?

_____3. Can downloading from a website that you are not familiar with increase your risk of a "hacker attack" or allow someone to plant a virus on your computer?

_____4. If you do want people to contact you through the web, the safest thing to do is just give them an email address.

_____5. Can everyone in a chat room see everything that you type?

_____6. Are chat rooms probably the most dangerous area on the Internet?

_____7. Are chat rooms, especially those used by teenagers, sometimes used by child molesters to find victims?

_____8. Is it OK to give personal information to someone you are chatting with online if they seem understanding and friendly toward you?

_____9. Do people online always tell the truth?

_____ 10. Can you get together with someone you have met online, just don't tell your parents?

_____ 11. In order to avoid harassment in a chat room should you use a nickname or initials?

_____ 12. If your parents agree that you can meet with someone that you have met online should you do so in a very public area with your parents close by?

_____ 13. Should you be suspicious of anyone who tries to turn you against your parents, teachers or friends?

_____ 14. Should you get together with someone you have met online if you tell your parents?

_____ 15. When you are "IMing" (instant messaging) you should never give out any personal information unless you are 100% sure of who is connected?

_____ 16. Do you always know for sure that you are "IMing" just one person?

_____ 17. When "IMing," e-mailing or in a chat room can you always take something back once you've sent it?

_____ 18. If you ever receive an e-mail message that is threatening or has material that makes you feel uncomfortable, should you report it to your Internet service provider and ask them to investigate where it came from?

_____ 19. Can any website you go to be traced or monitored?

Internet Safety What If situations

What would you do if...?

1. You are online in a chat room for young adults. You spend over an hour chatting with a really nice person. They want to meet you right after school. They even offer to pick you up in their car.
2. You and a friend are at her house after school. No one else is home. Your friend wants to go online and “chat” with a guy she met online. Your friend starts to “chat” with this guy. Your friend tells this guy that you two are the only ones home right now. The guy asks if he can come over and meet the two of you.
3. You meet a nice person online that you have talked to before. You have a lot in common. They want to meet you at the mall.
4. You are on-line in a chat room. You’re discussing the movie, *Spider Man II*. This person in the chat room starts talking to just you- he tells you he is Toby McGuire and he is very happy that you like him and his movie. You explain that your friend also likes him. He asks you for your friend’s name and telephone number so he can talk to her too.
5. You are in a chat room and someone starts chatting about sex. You’re starting to feel that this person really likes you but the “chat” is beginning to make you feel uncomfortable. They tell you about a website that you might enjoy seeing.

6. While in a chat room you begin to get messages that are written in all capital letters. This person is calling you “F***** STUPID” and other names.

7. Your friend tells you that she’s going to go meet with someone that she’s met on-line.

Lesson 3: Using 911

Objective:

1. The students will demonstrate their knowledge of when to use 911.
2. The students will know how to use 911.

Materials:

- 911 Pre and Post Test
- 911 Article
- School Resource Officer
- Police Information Resource Officer
- 911 Situation Role Plays
- Practice Telephone(s)
- 911 Script
- Overhead Projector
- Handout #15 911 Overhead

Time: 3 - 4 hours

Activities:

1. Using the 911 Pre and Post Test have the students complete the test. This test should be read by the Instructor to be sure the students understand the questions. Review the 911 article and discuss it with the students. Focus on 911 and that it's not a joke call.
2. Presentation by the School Resource Officer and or the Police Information Officer (city, town, state) as to the appropriate and inappropriate reasons to call 911. If it is not appropriate to call 911 who do you call and where do you find those numbers?
3. Role Play of 911 Situations using the "Do You Call 911 and What Do You Say." Hand the mock telephone receiver to a student and give them a situation. The Instructor acts as the 911 operator or dispatcher utilizing the script that the 911 operator or dispatcher uses. Stress with the students that they will not be as calm, cool and collected in a real emergency as they are in a mock classroom situation. Have each student do at least two for practice, more if time allows.

Evaluation:

Give the Post Test again and read it aloud to ensure understanding. Review with the students their pre and post tests.

Put up the 911 overhead and have the students write on a piece of paper whether the situation is a real 911 emergency, and why.

The “Do You Call 911” situations can also be used to reinforce appropriate reasons for calling 911. Give a situation and call on a student to answer until each one has had a situation to respond to.

Using 911: Circle All The Reasons To Call 911.

1. You see a car accident that is really bad out in front of your house.
2. You are having a loud, shouting argument with your parent/support person.
3. You see fire coming from your neighbor's chimney.
4. Someone you live with has high blood pressure.
5. You look out your window and see someone being beat up on the sidewalk.
6. Someone is calling you names and flipping you "the finger" as you are walking home from the store.
7. Someone you live with has passed out on the floor.
8. You are home alone and someone is trying to break in.
9. You saw a friend steal candy from the store on the corner.
10. Someone is in your front yard smashing your mother's flower pots on the ground, and yelling obscenities.
11. An ambulance goes by your house and you want to know what's wrong.

12. You just got home from school and discovered your bike has been stolen.
13. Someone with a knife chased you down the street to your house.
14. You are babysitting and your younger brother and sister won't behave for you.
15. Your next door neighbor is not home and his dog is barking and you can't sleep.
16. You see someone breaking your neighbor's cellar window.
17. Your neighbors are having a really loud party in their back yard and you are trying to watch TV.
18. Your brother came home from school and told you he had a bloody nose at school because his friend punched him in the nose.
19. You are visiting your grandmother and she starts slurring her words and tells you she thinks she might pass out.

911 Script

By Corporal Gregorio of the Rutland, Vermont Police Department

911 Operator/Dispatcher:

“Hello, this is 911 what is your emergency?”

Caller: (answers) _____

911 Operator/Dispatcher:

“Who are you and where are you?” (At this time)

Caller: (answers) _____

911 Operator/Dispatcher:

“Asks follow-up questions related to the callers answers:
Who? What? Where? Why? ”

Caller: (answers) _____

Remind the callers to:

- (1) Stay on the line until told to hang up
- (2) Speak very clearly to the 911 operator/dispatcher
- (3) Remain calm, carefully listen and answer the questions

**Do You Call 911?
And
What do You Say?**

1. Your father is yelling at you.
2. You see two strange men with a pillowcase full of stuff, running from your neighbor's house.
3. Your house is being robbed.
4. Someone is destroying your property.
5. You are walking down the street and you see a car accident.
6. Someone is harassing you and calling you names.
7. You are at a friend's house and her aunt is starting to have a baby.
8. You are with your elderly uncle and while he is talking his speech becomes slurred and he can't raise his right arm.
9. You are down by Wal Mart and two guys are fighting and some one gets stabbed.
10. You are Christmas shopping and you left some packages in your car. When you come out the packages are gone.
11. You are at the mall, someone is starting to shake, their eyes are rolling up in their head and they collapse. It looks like a seizure.
12. You are looking out your window and someone falls down on the ice and they are bleeding.
13. You are walking down the sidewalk in front of the movie theater; someone falls and can't get back up.
14. Your grandfather is cleaning his gun and it goes off and the bullet hits him in the arm.

15. You are walking home from a friend's house and someone starts to follow you.
16. Your little brother goes into the cabinet under the sink and drinks Drano. Now he is having trouble breathing.
17. You are shoveling your walk and see your elderly neighbor walking down the street in his pajamas, robe and slippers. You know he should not be out in the cold dressed like that.
18. You are home alone. You look out the window and notice that there is a fire and smoke coming from your neighbor's chimney. You know they aren't home.
19. You are in bed and home alone. You hear a window smash in your downstairs living room.
20. You are watching TV and you hear someone trying to get into your house. You ask who's there and no one answers.

Lesson 4: Weapons

Objective:

1. Students will state appropriate reasons to be in possession of a knife.
2. Students will know what to do when they encounter a gun or a knife.
3. Students will recognize that making a threat using a weapon is considered assault.

Materials:

- Flip Chart/Markers/Chalkboard
- What If? Situation Worksheet
- School/Community Resource Officer
- Weapons Worksheet

Time: 2 ½ hours

Activities:

1. Brainstorm with the students appropriate reasons to have a gun in their possession and/or in their home. Repeat this process for knives. Now brainstorm all the inappropriate reasons to have a gun or knife. Discuss and review all the appropriate reasons to have a gun or a knife and all the inappropriate reasons to have a gun or a knife. Stress with the students that guns and knives used for protection cause more injury than protection.
2. Utilizing the “What if” situations have the students describe the situation and come up with the appropriate responses, using them for discussion.
3. Have a presentation by school/community resource officer. The presentation should involve appropriate and inappropriate reasons to have weapons and why from the perspective of law enforcement. Also, make sure the presentation includes a discussion about “assault with a deadly weapon,” and a review of the school’s policy on weapons. Have the students review again the “What If” scenarios with input and discussion from the officer.

Evaluation:

Use the Weapons Worksheet: this worksheet can be done in small groups or individually and written or orally in accordance with the learning styles of your students.

Weapons What If Situations

1. What would the legal repercussions be if you...
2. You brought a gun to work just to scare a co-worker who is giving you a hard time?
3. Your hunting rifle wasn't locked up at home and your young nephew came to visit?
4. You were walking by another student's open locker and you saw a gun or a knife in there?
5. You were having an argument with your parent(s) and you picked up a kitchen knife and pointed it at them?
6. You lived in Rutland City and you wanted to practice your target shooting for hunting season?
7. You had your loaded rifle with you and you were headed out hunting early in the morning and you needed to pick up your buddy in Rutland City?
8. You and a friend were taking a short cut through the woods and you saw a gun or knife lying on the side of the path?

Weapons: Guns and Knives

1. Is it a good idea to carry a knife, or gun for protection? Why or why not?
2. How should guns be stored at home?
3. What do you do if you see a gun or a knife at school – maybe in someone’s locker or under the bleachers in the gym? Or you see a weapon on the ground near a bench in the park?
4. If you pointed a gun or a knife at someone in a threatening manner could you be arrested for assault? Why or why not?
5. If you live within city limits can you “target practice” in your backyard? Why or why not?

Unit 3: Safety in the Community

Introduction: Due to the fact that many people with disabilities can become easy targets it is important that students know how to be safe in their community. This involves learning basic rules of safety and knowing when it is appropriate to “No/Go and Tell.” People with disabilities have many supports available to them but it is important for them to identify one support person who can be called upon at any time to assist them.

Lesson 1: Safe/Unsafe People And Places

Time: 7 – 10 hours

Objective:

1. Student will be able to identify safe and unsafe places and people.
2. Student will comprehend the importance of telling someone where you are going and traveling with a friend.

Materials:

- Brochure from Missing and Exploited Children: Knowing my Eight Rules for Safety
- Brochure from National Crime Prevention Council: Street Sense-Its Common Sense
- Overhead Projector
- Handout # 16 Two Girls in the Bathroom Overhead
- Flip Chart/markers/Chalkboard and masking tape
- “Stranger Danger” Worksheet
- Magazines/scissors/glue/poster paper/markers

Activities:

1. Review and discuss with the students the **8 Rules for Safety** and the “Street Sense” brochures. Highlight on the **8 Rules for Safety** brochure the four most important rules as written in red at the bottom of the brochure. Reinforce the following throughout all the lessons and activities:

- *Check first or tell somewhere you are going
- *Take a friend or go with someone
- *Tell your support person if something happens
- *Always stay strong, smart and safe

As you review the **Street Sense** Brochure discuss with the students the appropriate areas reinforcing the above (4) basic rules of safety.

2. Brainstorm with the students a list of places in your area that are unsafe to go especially by yourself. Discuss with the students why these are unsafe places. For example; they are isolated areas with very few people around. The more isolated you are the more unsafe you are. Instructor could give the example using the overhead of the two females in the bathroom if the students don't come up with vacant restroom as an unsafe place. Put up overhead of the two females in the bathroom. Relate to the students that these two females are friends and it should be stressed that if you are utilizing a public bathroom you should go with a friend. Point out to the students that the female washing her hands used the toilet while the female brushing her hair is there as company. Then brainstorm a list of safe places in your area. Point out that there are more people around these areas therefore they are safer places. It should be stressed with students that no matter who they go with it is their responsibility to let someone where they are going.
3. Distribute pictures of unsafe and safe places to the students. Calling upon one student at a time have them share their picture with the class by putting it on the chalkboard or flip chart where you have marked "safe" in one column and "unsafe" in another column. Then have the students explain why they are putting the pictures under the "safe" heading or the "unsafe" heading. This can be done using masking tape or magnets glued to the back of pictures.
4. Utilizing the magazines, scissors, glue and paper; have the students find any pictures of unsafe and safe places, safe and unsafe people. The Instructor may also assign individual students to find certain pictures depicting a safe place/unsafe place, safe person/unsafe person. Have them cut out the pictures and paste on poster paper

and caption the picture appropriately. (see evaluation #2 for continuation)

Evaluation:

Instructor shows pictures of safe and unsafe places and has the students orally or in writing tell whether the picture is showing a safe or unsafe place and why.

Lesson 2: Safe/Unsafe Situations

Objective:

1. Student will be able to identify safe and unsafe situations.
2. Student will be able to demonstrate the “NO/GO” strategy to use in an unsafe situation.
3. Student will identify their support person and how to contact that person.
4. Student will demonstrate the skill of “Walking Tall, Looking Strong.”

Materials:

- Markers/flip chart
- Overhead Projector
- Handout #12: “NO and GO”
- Handout #9: “Walking Tall”
- Handout #8: “Looking Strong”
- Handout #13: TELL Somebody What Happened!
- “Safe and Unsafe What if...” Situations
- Index Cards

Time: 3-4 hours

Activities:

1. Discuss with students what feelings they have when they are in an uncomfortable situation. Lead students into the discussion that when they get a nervous feeling in their stomachs the “feeling” is telling them something IS NOT RIGHT. Have the students come up with situations where they have felt this feeling in their stomach where something isn’t quite right. Write these situations on a flip chart or on the chalkboard to be recorded by the Instructor or assistant. Review these situations and reinforce with the students that when they feel this way they are in an unsafe situation. Keep this list for use at a later time with the students.
2. Using the “NO/GO” overhead, discuss with the students what is being shown in the overhead stressing that Selena was in an unsafe situation at which point she would say “NO and turn to GO.” The Instructor will demonstrate the “NO AND GO” strategy by looking at the students and saying “NO” very loudly and walking away while

saying the word “GO.” Have the students pair off. Each student takes turn saying “NO AND GO.” Then have the pairs demonstrate for the group. Reinforce with the students the “Walking Tall, Looking Strong” as part of the “NO/GO” strategy.

3. Utilizing the situations on the flip chart and/or the “Safe and Unsafe What if Situation” give each student a situation and have them demonstrate the “NO AND GO” strategy in front of the group. It should be noted that if someone is just asking for the time or other generic question it’s OK to answer. For example, someone asking what the time is or have you seen my cat-those are simple questions that deserve answers. Explain the difference if someone asks a question and then continues to follow them or ask for help. Also stress the importance of NEVER getting in a car with someone you don’t know. Lead these activities into who do you tell if something happens.
4. Put up the Support Person Overhead explaining that Selena has just been in an unsafe situation and is telling her “Support Person” all about it. Have the students write on an index card who their “Support Person” is and where to contact them whenever they are needed. This should be someone they can contact day or night-a parent, guardian, etc. Stress to the students that this information should be kept in their wallet along with their ID.

Evaluation:

1. The instructor will give each student a “Safe and Unsafe What If Situation” description (these can be cut up and handed out individually) and ask the student if it is a safe or unsafe situation and if it is an unsafe situation the student will demonstrate the “NO AND GO” strategy.
2. Give each student an example of an unsafe situation they have just been involved in. Have the student demonstrate how they would contact their support person (using the card in their wallet) to tell that person about the situation they were in.

Lesson 3: Keeping Your Necessities Safe

Objective:

1. Student will identify the personal necessities that they need to have in the community (ID, cell phone, cash, wallet, etc.).
2. Student will demonstrate how to keep their personal necessities secure.

Materials:

- Flip Chart/markers or chalkboard
- If possible, have examples of school ID, driver's license, non driver ID, birth certificate with raised seal, Social Security card, Medicaid card and a passport.
- Handout: "What is Needed to Get a Vermont Non Driver ID"
- Overhead Projector
- Handout #18: Selena and Sam Safety carrying their ID
- Handout #19: Vermont ID
- Handout #20: Don't Flash Your Cash
- Shoulder hand bag and wallets used by men and women
- Video-showing cash and ID

Time: 2 ½ hours

Activities:

1. Discuss what you need to take with you when you go out (these may be written on the flip chart or chalkboard) realizing the two most important things are your ID and money. Discuss and show the students different forms of ID (such as school ID, birth certificate, driver's license, non driver ID, Medicaid card, Social Security card, and passport). Distribute the "What Is Needed to Get A Vermont Non Driver ID" Handout. Review with students exactly what is needed to obtain a Vermont Non Driver ID. Stress the importance of having a Non Driver ID if the student does not have a picture school ID. Also stress the importance of having the Non Driver ID after graduation from high school if the student will not be getting their driver's license. Use the overhead of Selena and Sam Safety carrying their Vermont Non Driver ID.
2. Using the following role play, stress the importance of keeping our belongings safe for both females and males. Role play: set up the

scenario of a female walking down the street carrying the shoulder bag on one shoulder. Have another student pretend that they are a robber and take the bag easily off the shoulder of the female. Process with the students that if the female had been carrying the shoulder bag cross body rather than on one shoulder it would have made it more difficult for the thief to take the bag. Put up the overhead of Selena looking strong and point out to the students how she is carrying her handbag. Set up another scenario whereby a male is carrying his wallet in a back open pocket. Have another student walk behind and take the wallet out of the pocket pretending that student #1 didn't know what was going on. Again discuss with the students that the safer place for a male to carry his wallet is in his front pocket or in a secure side leg pocket. (Put up the overhead of Sam walking confidently and point out Sam's side leg pocket with the button).

3. Show the video where the young man is showing his cash and also his ID. Discuss with the students that you never share your ID with someone you do not know. Show the overhead with the Vermont Non Driver ID with the no sign through it stressing that this is your personal property not to be shared. Show the overhead of Selena in the grocery store "flashing her cash." Have the students discuss why Selena is putting herself in danger by showing her cash in public. Discuss how the guy behind her may follow and take the money, or ask for some (like in the video). Invite personal stories of robbery of personal items in public.

Evaluation:

1. Instructor will ask (oral or written response) the students to list personal necessities needed when they go into the community. Instructor will also ask how their wallets or pocket books should be carried.
2. Using the overhead of Selena flashing her cash in the grocery store, the instructor will ask students for feed back as to whether or not this is appropriate behavior, why and why not.

To Get a NON-Driver ID Card

MUST HAVE

1. Birth Certificate with raised seal.

If you do not have your original birth certificate you can go to the city or town clerk of the town where you were born and get a copy. Rutland City clerk's office charges \$7.00 for people born in Rutland Hospital to get a copy of their birth certificate with a raised seal. They will give you a copy of your birth certificate no matter how old you are as long as you were born in Rutland Hospital. If you were born elsewhere you would have to call the city or town clerk of that town or city to find out their rules.

2. Parent / Guardian signature on application
3. \$17.00 **cash**

-OR -

Check made out to: VT Dept. of Motor Vehicles for \$17.00

You Also Need Second Proof Of ID

A. School ID card – must have photo

OR

B. Social Security Card

Unit Reinforcement:

Utilizing the brochure on Knowing My Eight Rules for Safety, review again with the students and give each student a brochure. Stress with the students the summary of safety rules for the community which are Check First, Take a Friend, Tell Someone I Trust if Something is Wrong, and Stay Strong Smart and Safe.

Unit Evaluation:

1. True/False Test

Instructor should read test aloud and explain if necessary.

Give the students time to write down their answers.

Review when completed.

2. Stay Safe Question and Answer Sheet

Review the two pictures with the students and have them answer the questions orally or in writing. Review when completed.

Stay Safe Worksheet True/False Test

Name: _____ Date: _____

Directions: Answer the following questions **T** (true) or **F** (false)

1. _____ You should always bike or walk with a friend whenever possible.
2. _____ You should know where you are going and how to get there before you start. Carry your ID and a cell phone if you have one.
3. _____ You should stay away from empty buildings and empty parking decks.
4. _____ You should you trust someone you don't recognize even if they call you by your first name.
5. _____ You should always go with anyone who insists that something bad has happened to them and they need your help.
6. _____ You should tell someone at home where you are going and who you are going with.
7. _____ If an unfamiliar person comes up to you and wants money from you, you should say "NO and GO."
8. _____ If you get separated from people that you are with (at the mall, the Fair, Wal Mart, etc.), you should head to the nearest security person or office or service desk, and ask them to be paged.
9. _____ If you feel "funny" or strange about a place or a situation, you should leave it right away and head to a populated area with lots of people.

10. _____ You should do what your friends tell you to even if they ask you to do something that you know is not the right thing.
11. _____ You should keep track of your money by counting it often while in public.
12. _____ If someone asks you what time it is you should say “NO and GO.”
13. _____ Girls should walk down the street swinging their pocketbooks on their arms so they look cool.
14. _____ If a car pulls up next to you as you are walking to the bus stop and the driver asks you for directions you should say “NO AND GO.”
15. _____ While you are at a community dance a person you don’t know invites you to go with them to their house after the dance you should go without letting anyone know where you are going and with whom.
16. _____ You and a friend have gone to the movies together. Your friend’s “Support Person” is supposed to pick you both up and is late. You see a teacher you know at the movies, and you should ask that teacher for a ride home.
17. _____ You are going on a class trip using “The Bus.” You don’t have a wallet so you carry your ID in your hand and show it to all your classmates. You even pass it to them on the bus ride. You should be doing this because it’s OK.
18. _____ You should give money to someone you don’t know who asks you for it as long as you tell them your name and they agree to pay you back.
19. _____ If you have to use a public restroom you should have a friend go with you.
20. _____ You should use your cell phone or pay phone to let people at home know if/when your plans change while you are out, and your are going someplace else?

“NO AND GO” EXAMPLES

1. If someone asks you to do drugs
2. If someone gives you a bag and you don't know what is in it
3. If someone gives you alcohol
4. If someone wants you to steal something from a store
5. If a stranger asks you what time it is
6. If you walk in a dark, unlit place and a person you don't know comes up to you
7. If someone is forcing sex or inappropriately touches you
8. If I am in someone's house and I see a mirror, razor blade, and white stuff on a table
9. Someone you don't know offers you a ride
10. If someone asks you to take something from a store for them
11. If someone you don't know asks to see your ID

Unit 4: Drugs/Alcohol/Tobacco

Introduction:

Students need to know that drugs, including alcohol and tobacco, are harmful. Many of the crimes that are committed are due use of alcohol and/or misuse of drugs. It is imperative that the students recognize and understand the severe consequences of their participation or association with people who are involved in illegal activities concerning drugs, alcohol and tobacco. It is very important for the students to understand the legal consequences of their involvement with drugs, alcohol and tobacco. It should also be stressed throughout the unit that students should never take any pill unless they know exactly what it is and it has been recommended or prescribed by a doctor especially for them.

Lesson 1: Illegal Drugs

Objective:

1. Students will comprehend the negative effects that drugs have on their lives.
2. Students will recognize “drug slang” or terms.
3. Students will be able to identify illegal substances (drugs) and paraphernalia related to taking drugs.
4. Students will comprehend the consequences of the illegal involvement with drugs.
5. Students will practice and demonstrate their ability, under pressure, to say “NO AND GO” to drugs, and drug situations.

Materials:

- The School/Community Resource Officer with “Drug Kit”
- Handout #23 Drug Paraphernalia
- Handout #22 Peer Pressure
- Handout #21 Don’t Fall For Drugs
- Handout #21a Smoking a Joint
- Baggie of Oregano (to simulate Marijuana)
- Baggie of Baking Soda (to simulate Cocaine)
- Question Sheet on Drugs
- Newspapers-at least two weeks worth/scissors
- Overhead Projector/blank overheads/markers
- Field Trip to Local Jail
- Skit for “Saying NO to Illegal Drugs”

- Brochures-“Tips for Teens about Marijuana, Cocaine, Heroin”

Time: 3 to 4 hours

Activities:

1. Have the students look through the newspapers and cut out any articles dealing with Drugs and the law. This can be done individually or in groups. Have the students share titles of the articles. Write the titles on an overhead. Have the students discuss what the titles all have in common. Stress the fact that all these people wouldn't be in trouble except for their connection to drugs.
2. Hang up the “Don't Fall for Drugs” poster. Presentation by School or Community Resource Officer with the “Drug Kit.” Make sure that when the Officer presents each drug and paraphernalia related to the drugs that he/she also includes the most common street names for each drug. As the Officer presents the street names the Instructor should write these on the flip chart under each drug heading. These will be reviewed and discussed throughout the unit. Also pass around the baggies of simulated marijuana (oregano) and cocaine (baking soda). At the end of the presentation, after all questions are answered, guide a discussion utilizing the poster and its meaning. Ask the Officer if it's possible for you to keep the “Drug Kit” for reference by the students until you've finished the unit.
3. Have the students take a sheet of paper, fold it into three sections, label the sections-marijuana, cocaine, and heroin. Also in each section have them write the most common “slang” used for the three drugs. Review with the students that these items are drug related when seen together.

In each section the students can look at the different drugs in the kit draw what the drug looks like and any paraphernalia that goes with the drug. For example they should draw what a marijuana leaf and a “joint” looks like. They should draw the mirror, straw and razor used for cocaine. In the heroin section they can also draw the spoon, rubber tourniquet and needle. Put up the overhead showing Sam walking into another guy's apartment. Have the students look carefully at what's on the table. Have them explain what Sam's seeing and what he should do. Reinforce that if Sam could be

arrested simply by being in the apartment where the drugs are therefore it is imperative for Sam to get away from this situation. Review the “NO AND GO” for Sam in this unsafe situation.

4. Take a tour of the local jail with the students. When you are arranging this let the contact person at the jail know that your students have developmental disabilities, and that you’re discussing drugs and their legal consequences.
5. Review the booklet “How to Refuse Drugs” with the students. Focus on page 3, 9, 10 and 11. Discuss the “NO AND GO” strategy as the #1 way to refuse drugs. Stress the idea of not letting someone pressure you into doing drugs.

Using the “What Do You Do IF ..? situations have the students practice the “NO AND GO” strategy reinforcing what was discussed in the booklet as to why and how you should say “NO” to drugs.

6. Put up the overhead of Sam being offered a joint. Discuss what is happening in the picture. Then discuss what Sam should do. Have the students practice what Sam should do and say by using this as a role play situation. Reinforce the “NO AND GO” strategy. Also, reinforce the use of “I” statements. Next put up the overhead of the girl “asking” Sam to take a bag somewhere for her. Discuss the situation and the solution. Talk about peer pressure and the effect that it can have on people. Note to the students that even if Suzie says it’s “lunch” for someone and it’s really drugs if searched they will be arrested! Have the students role play how they would “NO AND GO.” The next overhead shows the girl forcing Sam to take the bag. Discuss and role play how Sam would get out of the situation. Again, remind the students that if the bag has drugs they could get arrested and go to jail!

Evaluation:

Review the “Questions on Drugs Sheet.” Have the students orally or in writing answer the questions either individually or in groups.

STAY SAFE – QUESTIONS ON DRUGS

1. Circle your answer. “Smack” and “Horse” are slang names for which drug?

Cocaine

Heroin

Marijuana

2. Circle your answer. “Weed,” “Pot,” “Grass,” “Reefer” “Joint” are slang names for which drug?

Heroin

Cocaine

Marijuana

3. Circle your answer. “Coke,” “Blow,” and “Crack” are also known as which drug?

Cocaine

Marijuana

Heroin

4. What is the most common way that people can “take” heroin? What items beside heroin do they need?

5. What is the most common way that people can “take” marijuana?

6. You see lots of green plants with pointed leaves growing under special lights in someone’s apartment. What might these plants be? What would you do?

7. What is the most common way that people can “take” cocaine? What items beside the cocaine do they need?

8. When someone says “uppers” and “downers”? What are they talking about?

9. Should you take a pill someone offers you that you don't know exactly what it is? Why or why not?

10. Can you get into trouble for being around people who are doing drugs even though you are not? Why or why not?

Bonus: What do you find most upsetting about Drugs?

Unit 4: Drugs/Alcohol/Tobacco

Lesson 2: Alcohol

Objective:

1. Students will comprehend the negative effects that alcohol has on their lives.
2. Students will recognize “alcohol slang” or terms.
3. Students will comprehend the consequences illegal of involvement with alcohol.
4. Students will practice and demonstrate their ability, under pressure, to say “NO AND GO” to alcohol related situations.

Materials:

- Overhead projector/blank overheads/markers
- Handout #2 Peer Pressure
- Brochure on “Tips for Teens-The Truth about Alcohol”
- Newspapers-at least two weeks worth/Scissors

Time: 3 hours

Activities:

1. Have the students get any article they find in the newspaper about alcohol. Write the titles of the different articles on the overhead. Review with the students the negative effects of alcohol, and the legal consequences of illegal behaviors. If needed refer to the article on the Joke 911 call in Unit 3. Discuss the consequences, legal and otherwise, for buying alcohol for someone who’s underage. Stress that you must be 21 to consume alcohol and any one in your house, apartment, etc. needs to be 21 also. Naturally the drinking/driving discussion should also take place.
2. Review the brochure with the students. Focus on the “Slang” and also the “Before You Risk It...” Section. Discuss with the students that if 21 or older, they are considered legally drunk at .08 BAC in Vermont. If they are under 21 the legal BAC limit is .02. Reinforce that you must be 21 to consume alcohol legally and that if you buy alcohol for anyone under 21 it is illegal, and you can be arrested for doing it. If anyone under 21 is consuming alcohol in your residence you are committing a crime and can get in trouble!

3. Using the overhead of Sam (he's not 21) at a party and he's being offered a beer, have the students describe what they would do. This can also be a role play where other students are trying to convince Sam to have a beer. Again, reinforce the "How to Refuse Drugs" and "NO AND GO" strategies.

Evaluation:

Using the "What if situations" discuss with the students what the situation is and what they would do if in the situation. Stress the "NO AND GO" and "How to Refuse Drugs" strategies as students are problem solving. After the role play is finished have each student say one negative consequence they might have to deal with because of their involvement in the situation.

Alcohol What If Situations

What would you do if...

1. You are over at a friend's house for pizza. Your friend's parents go out to the movies. Your good friend decided to take a beer out of the fridge and starts drinking it. Neither of you is 21 years old.
2. You are 19 years old and at a cookout with your parent/support person(s). The party is pretty spread out, there are games set up like volleyball and croquet, and there is an area for food and alcoholic drinks. People are all just hanging out and having a good time. Another teenager at the party suggests that you two should sneak over and grab a bottle of wine. You've been hanging out with this person and really want to be his friend.
3. Some guy comes up to you and asks you to buy some beer for him. You are over 21. He tells you that he's left his ID at home and doesn't want to go all the way back home to get it, so could you just do him this favor – Please! He really is going on about how he is 21, forgot his ID and in a hurry – it's no big deal!
4. You are over at a friend's house. Your friend's parents are out for the evening. Your friend (who is 21 years old) takes a beer out of the fridge and offers you one. You are not 21 years old.
5. You've met this person at work who's asked you to go to a party after work on Friday night. You really like this person so you want to go with them. You are 21 and you know that this person is also 21. You buy some alcohol to take to this party. When you get to the party you see that not everyone there is 21 but they are drinking. Someone who's not 21 comes up to your friend and asks for one of your drinks. Your friend gives them one of the drinks that you purchased.
6. You are over 21 years old and have your own apartment with a roommate. Your roommate is over 21 also. Your roommate comes home one night with someone who's not 21. They both start drinking.

Unit 4: Drugs/Alcohol/Tobacco

Lesson 3: Tobacco Use

Objective:

1. Students will comprehend the negative effects that tobacco has on their lives.
2. Students will comprehend the consequences of the illegal involvement with tobacco.

Materials:

- Pamphlet on Tobacco
- Tobacco “What if?” Situations

Time: 1-2 hours

Activities:

1. Review with the students the brochure stressing the facts and the risks. Also, the expense should be noted, the age of legal purchase and use is 18.
2. Have the students discuss the “What If” situations and review with them their solutions. Stress with the students that the federal law states that you must be 18 years old to purchase and use tobacco products. You can get ticketed (\$75) for using tobacco products if you’re under 18 years old. Also, smoking on any school property is illegal and is a ticketed offense no matter how old you are. Reinforce that it is illegal to smoke in any state or federal building like the Post Office or Court. Stress that if you are over 18 and you purchase cigarettes for someone under 18, it is against the law, and you can be ticketed.

Evaluation:

Ask the students the following questions, having them write their answers on a piece of paper:

1. How old do you have to be to use tobacco products legally?
2. What happens if you smoke (even if you are over 18) on school property?
3. You are over 18 and your brother’s friend asks you to buy cigarettes for him. You know that he’s only 16. Do you buy him the cigarettes? Why or why not?

Tobacco What If Situations

What would you do if...

1. You are on the bike path that crosses the railroad tracks and goes behind the shopping plaza. You meet some kids you know from school. They are smoking cigarettes and offer you one. You are going to be 17 years old tomorrow.
2. You are eighteen years old and most of your friends are younger. One afternoon one of these friends asks you to buy her some cigarettes. She hands you the money and tells you to hurry up.
3. You are a cashier at a take out restaurant that also sells newspapers and cigarettes. One day one of your friends comes in and tries to buy cigarettes and you know he is not 18 years old. He says no one will know, he won't tell.
4. You have a job at a store that sells cigarettes and you are 17 years old. You and your friends are not old enough to buy cigarettes so your friends asked you to steal them from the store where you work. They tell you it would be so easy and no one will know!
5. You are over 20 years old and out of high school. You go to see a soccer game at the high school. You need a smoke, so you take out a cigarette and light up. There's a policeman headed your way.

Alcohol and Illegal Drug What If Situations

What would you do if...

1. You are over at a friend's house for pizza. Your friend's parents go out to the movies. Your good friend decided to take a beer out of the fridge and starts drinking it. Neither of you is 21 years old.
2. You are at a friend's house for a party. You have to go to the bathroom. When you get to the bathroom you find a used needle or syringe.
3. You and your friend are getting a ride home from a party with your friend's uncle. You stop at the Jiffy Mart. Your friend runs into the store for milk. While your friend is in the store her uncle puts his hand on your leg, you feel uncomfortable.
4. You are waiting at the bus stop. A car stops and a man asks if you want a ride home, then he exposes himself to you.
5. You are in English class. You have to go to the bathroom. You go in and a kid, who is standing by the sink, asks you if you want something that will make you feel good.
6. You are on the bike path that crosses the tracks and goes behind Wal Mart. You meet some kids you know from school. They are smoking cigarettes and offer you one. You are 11 years old.
7. You are invited to a friend's house for a party. You walk in and see white powder, a mirror and a razor blade on the table.

8. You are on line in a chat room for young adults. You spend over an hour chatting with a really nice person. They want to meet you right after school. They even offer to pick you up in their car.
9. You meet a nice person on line that you have talked to before. You have a lot in common. They want to meet you at the mall.

10. You go to a party with a friend. You kind of know these people, but not everyone. Somebody, sitting next to you on the couch, passes you a joint.

11. You and a friend are at a friend's house after school. NO one else is home. Your friend wants to go on line and "chat" with someone on line. You get in touch with someone. This "friend" wants to meet you tomorrow at Wal Mart.

Unit 5: Sexual Abuse Awareness

Introduction:

Stay Safe and Know Your Legal Rights does not include sexuality education. In Vermont, this curriculum was taught to students who had already received sexuality education as part of their high school's health class curriculum. **It is highly recommended that sexuality education be taught as part of an overall abuse prevention program.** At the end of this unit we included the table of contents describing the 20 lessons of our Sexuality Education for Adults with Developmental Disabilities, a curriculum we wrote with Planned Parenthood of Northern New England. This curriculum can be purchased at <http://bit.ly/7SPVTO> Or by contacting gmsa@sover.net or heatherw@ppnne.org.

Unfortunately, many students with developmental disabilities do not have sufficient opportunities to learn about abuse prevention or sexual education because some people worry it may frighten or upset the student. Often, talking about sexuality can be uncomfortable for some family members and support staff. However, sexual education enables a person to recognize if they are being sexually abused and enhances a person's ability to provide accurate information when reporting sexual abuse. "Experience has shown that prevention and sexuality education not only helps to prevent abuse, it can help to increase self-esteem, support assertiveness, enhance understanding of personal rights and increase self-awareness of needs and desires in relationships with others (SafePlace, 1999).

Although this particular Unit can be very uncomfortable to cover it is extremely important to do so. Research (Sobsey & Doe, 1991) has shown that people with intellectual impairment are at greatest risk for being abused. The research (Reynolds, 1997) also reports that over 80% of people with developmental disabilities experience sexual abuse. It is recommended that you guide and direct your discussions suitably for your particular group. It is also recommended to have support persons available (i.e. school nurse, guidance counselor, school psychologist, school resource officer, rape crisis counselor or others that may be appropriate) or even team teach this unit. Having this support available will allow students who become uncomfortable the option of leaving to talk privately with someone and not in a class discussion format. Let students know that sharing your story is a private matter.

Throughout the Unit the following should be stressed:

It's your Body! You're the Boss!

and

Age of Consent- It is a crime for a person of any age to engage in a sexual act with someone under the age of 16 regardless of whether or not they consent. Even if they tell you they are older than 15 years, if it is not true, the act is still against the law.

Remind students that someone may be lying to you about their age even though they may consent!

Unit 5: Sexual Abuse

Lesson 1: Sexual Awareness

Objectives:

1. Students will be able to distinguish between an unwanted touch and a wanted touch.
2. Students will learn that they have the right to say no to any unwanted sexual contact.
3. Students will realize that they have the right to tell someone about sexual abuse.
4. Students will be able to protect themselves from sexual abuse. Students will understand the law as it applies to the age of consent.
5. Students will demonstrate techniques for avoiding sexual assault.

Materials:



- Overhead Projector/blank overheads/markers
- **Sexual Abuse Awareness Training for Self-Advocates:** A sexual abuse and personal safety-awareness training developed by self-advocates for self-advocates and other individuals with disabilities in collaboration with victim service professionals. *Published 2002 / Format: spiral bound book / Item # 510 / Price: \$25.* To order any of these products: call 215-204-

3861 or email iod@temple.edu. Please include item # and title with order inquiry. <http://disabilities.temple.edu/programs/justice/docs/CJproducts200809.pdf>

- Glossary of Terms Overhead and Handouts
- “It’s Your Body You’re the Boss” Overhead
- “What If” Situations

Time: 3 hours

Activities:

1. Utilizing the overheads from **Sexual Abuse Awareness Training for Self-Advocates** starting with pages 1 through 4, read aloud to students as they look on. While reviewing page 4 introduce your support person(s) and let students know they may talk to this person privately if they feel uncomfortable or want to talk. Review the glossary of terms with the students. Stress that assault and abuse of any kind involves force. Review with the students that a healthy dating relationship never involves someone forcing you physically or verbally to do something that you don’t want to do and that you know is not right. Review with them the uncomfortable feelings that tell them a situation isn’t right, as covered in Unit #2. Ask the students for examples of healthy and unhealthy relationships. The Instructor may need to guide by giving examples (i.e. unhealthy-using any kind of force). Put up page 5 to reinforce what sexual abuse is. Review pages 6 to 9.
2. Utilizing the overheads from the Pennsylvania Sexual Abuse Program review and discuss pages 10 through 18. When discussing unwanted touches on page 11 it should be stressed to the students that any area covered by a bathing suit would be considered their private parts. On pages 12 and 13 student responses to the questions can be written on the overheads with dry markers so that they may be erased. The Instructor should not only discuss physical but also verbal force. Write the student responses to those on a blank overhead. On pages 14 and 15 write student responses on the overhead also. As you review pages 15, 16, 17 and 18 reinforce the material covered in Unit 2 as being “safe in your community.”

3. Briefly review with the students what you have covered so far on pages 1 through 18. After discussing page 19 reinforce the “NO AND GO” strategy previously learned in Unit 2. Stress that when the students say “NO” they must mean it in a very firm voice. They need to say “NO” and keep saying “NO” and leave the situation immediately. While reviewing page 20 stress that **it is not your fault if you have been a victim of sexual abuse**. Continue the discussion with ways to prevent it from happening or happening again. Write the examples the students give you for the question on page 22 on the overhead. On page 23 the stress should be that they are important and they need to tell so it doesn’t happen to someone else or them again. While reviewing page 24 stress that everybody has a support person and that is certainly someone they can tell if something happens. While reviewing page 25 assure students that it is OK to be afraid to tell somebody but that they must. Answer the question on page 26. Review pages 27 and 28 along with the overhead “It’s Your Body-You’re the Boss.”

Evaluation:

Review with the students page 29 “Always Remember.” Stress with the students that sexual abuse and assault is not only wrong it is a crime. Make sure the students realize that the age of consent is 16, even if someone lies about their age. Give the students the “What if” situations, have them explain what the situation is about and their solution.

References:

Reynolds, L. (1997). People with mental retardation & sexual abuse. Retrieved from <http://thearc.org/faqs/Sexabuse.html>

Sobsey, D. & Barnhagen, C. (1991). Patterns of sexual abuse and assault. Sexuality and Disability, 9 (3), 243-259.

Definitions: What These Words Mean to Us

⊕ **Domestic violence** happens in personal relationships. Abusers can be a husband or wife, a partner, a boyfriend or girlfriend, a family member or caregiver. The abuser has power and control over the person. Domestic violence can be:

Green Mountain Self-Advocates www.gmsavt.org 2010

- ◆ physical (hitting, shoving etc.)
 - ◆ emotional (name calling, yelling etc.)
 - ◆ misusing a person's money
 - ◆ taking away things needed to survive such as medication, talking machine, wheel chair, etc.
 - ◆ using threats
 - ◆ destroying property
- ⊕ **Sexual violence** is any unwanted or forced sexual touching or activity. It can be brushing against the person in a sexual way, forced kissing, removing clothes without asking, forcing a person to look at pornography or sexual touching/acts you are not comfortable with. Sexual harassment is any comment, gesture, or sexual hint that is unwanted.
- ⊕ An **advocate** or **hotline** worker will talk to someone confidentially. They will not report the abuse or tell anyone what you say.
- ⊕ A **perpetrator** is a person who harms or abuses. Perpetrators can be male or female (although most violence is done by men). They can be of any age, race, religion, rich or poor, gay or straight. Almost all of the time, it is someone you know and not a stranger.
- ⊕ A person who has been sexually abused is called a **victim** or a **survivor**. A survivor or victim can be anyone.
- ◆ female or male
 - ◆ any age (babies to elderly)
 - ◆ any race
 - ◆ gay or straight
 - ◆ rich or poor
- ⊕ **Mandated reporters** are certain people who must report any abuse they suspect you are experiencing to the police and to protective services.

⊕ **“Triggers”** are people, places, smells, sounds, tastes, or things that remind you of being hurt and cause you to feel fearful, nervous, or panicked. For instance, if you were hurt by someone who smelled like smoke or a certain type of cologne, those smells may trigger flashbacks of the assault. Once triggered, you may feel depressed, angry, or fearful for a period of time.

⊕ **Consent** is getting a “yes.” The “yes” must be freely given.

Freely given means:

- ◆ no lies
- ◆ no threats
- ◆ no force
- ◆ no bribes
- ◆ no pressure

You must ask someone before touching or any sexual activity.

Both people should be free to change "yes" to "no" at any time.

Sexual What If Situations

What would you do if...

1. You and your friend are getting a ride home from a party with your friend's uncle. You stop at the Jiffy Mart. Your friend runs into the store for milk. While your friend is in the store her uncle puts his hand on your leg, you feel uncomfortable.
2. You are waiting at the bus stop. A car stops and a man asks if you want a ride home, then he exposes himself to you.
3. You and your friends are at McDonalds. A group of young guys is sitting at the table nearby. You overhear them say they are skiers up from New Jersey for the weekend and looking for something fun to do after skiing all day. You and your friends start talking with them and before long they have invited you to their motel that night to "party."
4. You work as a volunteer at the Humane Society. Part of your job is to hold and pet the cats so they will be friendly to their new owners. Sometimes when you are there other volunteers are also there. There is a man who seems to show up when you are there and sits really close to you and tries to pet the cat you are holding. Sometimes he touches you "by mistake." He doesn't say anything when this happens so you don't either even though you feel very uncomfortable.
5. You have made the wrong choice and decided to meet with someone you've met on the Internet. You decide to meet him in a vacant area of a parking lot. You get into the truck. He starts talking; you're feeling that this is OK. Then he starts to touch you and is trying to put his hands down your pants.
6. At work your boss makes comments about your body that make you uncomfortable. You ask her to stop but she wont. This has continued for a few weeks.
7. It is Wednesday. You are at school at the end of the day. A teacher usually takes you and a friend to the VAC pool for some fun time after school every Wednesday. She is not there. Your friend thinks you two should walk to VAC.

8. You are walking home in the evening from a friend's house. Someone pulls up in a car, rolls down the window and asks if you have seen their black and white cat. You say you haven't and keep walking. The car keeps following you. The person asks you to get in and please help to find the cat.
9. You are over at a friend's house for pizza. Your friend's parents go out to the movies. Your good friend decided to take a beer out of the fridge and starts drinking it. Neither of you is 21 years old.
10. You are at the mall and you have to go to the bathroom but your friend doesn't.
11. You are at a friend's house for a party. You have to go to the bathroom. When you get to the bathroom you find a used needle or syringe.
12. You and your friend are getting a ride home from a party with your friend's uncle. You stop at the Jiffy Mart. Your friend runs into the store for milk. While your friend is in the store her uncle puts his hand on your leg, you feel uncomfortable.
13. You go to visit your aunt in the hospital. Your ride is supposed to pick you up at 4:30 at the Allen Street entrance. You decide you want something to eat and go to the coffee shop. Your ride was at the Allen Street entrance at 4:30. You were not. Your ride left, thinking you already went home.
14. You are waiting at the bus stop. A car stops and a man asks if you want a ride home, then he exposes himself to you.
15. You are riding your bike around town. You see a woman searching for something. She stops you and asks you to help her look for her lost dog, which may have gone into that empty parking deck.
16. You are in English class. You have to go to the bathroom. You go in and a kind, who is standing by the sink, asks you if you want something that will make you feel good.
17. You are on the bike path that crosses the tracks and goes behind Wal Mart. You meet some kids you know from school. They are smoking cigarettes and offer you one. You are 16 years old.
18. You are in Price Chopper shopping for dinner. You decide to go to the little coffee shop in Price Chopper. While you are sitting at the

table you take out your money and count it. The woman sitting next to you says: "I think I know your parents, isn't your name Selena?"

19. You are at Wal Mart shopping. Someone walks up to you and asks what the time is. You tell them and walk away. You notice that they are now following you around the store.
20. You are walking home in the evening from a friend's house. Someone pulls up in a car, rolls down the window and asks you what time it is. You say you don't know and they keep following you.
21. You are invited to a friend's house for a party. You walk in and see white powder, a mirror and a razor blade on the table.
22. You are online in a chat room for young adults. You spend over an hour chatting with a really nice person. They want to meet you right after school. They even offer to pick you up in their car.
23. You meet a nice person online that you have talked to before. You have a lot in common. They want to meet you at the mall.
24. You go to a party with a friend. You kind of know these people, but not everyone. Somebody, sitting next to you on the couch, passes you a joint.
25. You are bowling with friends at the Bowlerama. Your ride is supposed to pick you up at 9:00, it is now 9:30 and your ride isn't there yet. The guy who works at Bowlerama offers to take you home.
26. You go to the movies with friends. Your friend's father is supposed to pick you up. He is late. You see Mrs. Godbout, a para-educator from school, and she offers to bring you home.
27. You are staying for detention after school. Your parent is supposed to pick you up at 4:00. It is now 5:00, you have already called home, and there is no answer.
28. You and a friend are at a friend's house after school. No one else is home. Your friend wants to go on line and "chat" with someone on line. You get in touch with someone. This "friend" wants to meet you tomorrow at Wal Mart.
29. You are bowling with friends at the Bowlerama. Your ride is supposed to pick you up at 9:00, they aren't there yet.

Unit 5 Sexual Abuse

Lesson 2: Dating Rights and Responsibilities

Objectives:

1. Students should understand that relationships are a give and take from each person.
2. Students should also recognize that they have rights that a romantic partner needs to respect, and that they in turn must respect their partner's rights.

Materials:

- Dating Bill Of Rights
- What is Consent?
- List of Local Sexual Assault Agencies and Hot-Line numbers

Time: 2 hours

Activities:

1. Hand out copies of "Dating Bill of Rights." Ask them to review the handout and circle any of the rights they have been denied or the responsibilities that they have neglected. Discuss how this made them feel, and how this can be avoided in the future.
2. Next, look at the "What is Consent?" handout. Make sure that the students understand not only what consent is, but also how it affects the relationships they have. Stress that without consent, there will not only be legal problems, but also that they will not have a healthy fulfilling relationship. Use the questions on the page "Dating Rights and Responsibilities" to direct the discussion.
3. Invite an advocate from your local Program Against Domestic and Sexual Violence. They offer a variety of training resources. They will explain to students what a hot line is, how to access it and what happens when you call.

Evaluation:

Either written or orally, have each student list 4 dating rights and 3 responsibilities they have. Next have them, in their own words, explain what consent is.

Dating Rights and Responsibilities

1. What kinds of things influence how and when we assert our personal boundaries?
2. How do you know when your boundaries or rights are being violated?
3. How do you know when you are violating someone else's boundaries or rights?
4. What does it mean to have equal rights?
5. What happens in relationships when partners do not have equal rights?
6. What does the word responsibility mean in a relationship?
7. What responsibilities do you have toward a partner?
8. How does it feel to exercise your rights?

Source: Dating Violence: An Anti-Victimization Program. Texas Council on Family Violence and The Bridge Over Troubled Waters, Inc. Austin, TX (512)794-1133.

Green Mountain Self-Advocates www.gmsavt.org 2010

Dating Bill of Rights

I have the right:

- To ask for a date.
- To refuse a date.
- To suggest activities.
- To refuse any activities, even if my date is excited about them. To have my own feelings and be able to express them.
- To say I think my partner's information is wrong or his/her actions are unfair or inappropriate.
- To tell someone not to interrupt me.
- To have my limits and values respected.
- To tell my partner when I need affection.
- To be heard.
- To refuse to lend money.
- To refuse affection.
- To refuse sex with anyone for any reason.
- To refuse sex anytime for any reason.
- To have friends and space aside from my partner.

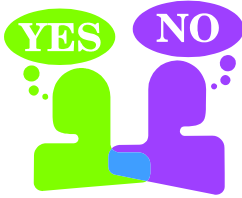
I have the responsibility:

- To determine my limits and values.
- To respect the limits and values of others.
- To communicate clearly and honestly. To ask for help when I need it.
- To be considerate.
- To check my actions/decisions to determine if they are good for me or bad for me; to set high goals.

Source: Dating Violence: An Anti-Victimization Program. Texas Council on Family Violence and The Bridge Over Troubled Waters, Inc. Austin, TX (512)794-1133.

CONSENT

What is consent?



Getting a “yes” that is “freely chosen”
Freely chosen means without lies, threats, pressure,
coercion/blackmail, intimidating or force.

It is not consent when a person says:

"I love you" when they don't really mean it. He or she is lying to get what they want and it is not okay.



"If you don't, I'll find someone else who will." He or she is threatening the person to get what they want and that is not okay.

"Come on, please, just this time; it'll be okay, please, please, please..."
He or she keeps pressuring the person to get what they want and that is not okay.

"You're such a baby, when are you going to grow up?" He or she is intimidating the person to get what they want and that is not okay.

"If you don't, I'll tell everyone that you are gay."
He or she is using coercion or blackmail to get what they want and that is not okay.





Or he or she:

Holds the other person down
and forces them to have sex.

They are using force to get
what they want and that is not
okay.

Unit 5 Sexual Abuse

Lesson 3: Setting Boundaries

Objectives:

1. Students will understand the different kind of boundaries- physical, emotional, and privacy.
2. Students will also gain strategies for setting appropriate boundaries in different situations and relationships.
3. Finally, students will identify ways to protect their boundaries and respect others'.

Materials:

- Setting Your Own Boundaries handout
- Standing Up For Your Boundaries handout

Time: 2 – 3 hours

Activities:

1. As a class, have the students brainstorm a list of all the different relationships they are involved in. Talk about the differences between the relationships. Tell the students that the relationships all have different boundaries. What is comfortable and acceptable in each relationship is different. Go over examples of differences in boundaries such as a teacher shouldn't give a student a back massage, but a friend could.
2. Have students fill out the handout "Setting Your Own Boundaries." Once everyone is finished discuss the students' answers. Stress the importance of boundaries in any relationship so that everyone involved can feel both safe and fulfilled.
3. Ask students if anyone would like to share a story of a time when their boundaries have been violated. Use the students' stories as role plays for students to practice how to be assertive even when their boundaries are being aren't being respected.

Evaluation:

Give each student an example of a relationship listed below. Have them explain, either verbally or written, what different kind of boundaries they would set in that situation. The students should also explain how they would approach the situation if their boundaries were being violated.

Relationship examples:

- Student and teacher
- Parent and child
- Coach and player
- Boyfriend and girlfriend
- Boss and employee
- Siblings
- Friends
- Classmates
- Colleagues
- Roommates

Setting Your Own Boundaries

Circle the number that corresponds to your reaction to a situation, 1 being very comfortably and 5 being very uncomfortable.

1. A friend asks you about your sexual orientation: 1..2..3..4..5
2. Your boss asks you about your sexual orientation: 1..2..3..4..5
3. A parent listens to your phone conversation: 1..2..3..4..5
4. A teacher asks to see your homework: 1..2..3..4..5
5. Your boy/girlfriend asks you if you love him/her: 1..2..3..4..5
6. Your boss touches you leg when you are alone: 1..2..3..4..5
7. Your boyfriend touches you leg when you are alone: 1..2..3..4..5
8. Your personal care assistant helps you shower: 1..2..3..4..5
9. A stranger asks you where you live: 1..2..3..4..5
10. A friend asks where you live: 1..2..3..4..5
11. Your parents ask you about your friends' use of drugs: 1..2..3..4..5

Standing Up for Your Boundaries

When standing up for yourself and your boundaries here are some things to remember:

Do's:

- Be assertive
- Be firm
- Try to regain invaded space; physical- step back, emotional- do not tell them what they want, privacy- do not give them information
- Stay calm

Don'ts:

- Do not break down communication
- Do not judge
- Do not give in

Part 2: Know Your Legal Rights:

Unit 1: Terminology

Introduction:

When a person with developmental disabilities becomes involved with the criminal justice system it would be for one of three reasons. Either they witness a crime, are a victim of a crime, or are accused of a crime. The student needs to understand this threefold nature of involvement in crime. They must be aware of what constitutes criminal activity and their rights if they should become involved in the criminal justice system. To do this, it is important that they comprehend the terms used in the criminal justice system.

Lesson 1: Understanding the Terms

Objective:

1. The students will demonstrate their understanding of the terms used in the criminal justice system.
2. Students will demonstrate their ability to apply the terms used in the criminal justice system.

Materials:

- Overhead Projector
- Hand out “List of Terms/Definitions”
- “Large Font” vocabulary words
- “Large Font” definitions
- Vocabulary Definitions Worksheet
- Vocabulary “Example” Worksheet

Time: 1-3 hours

Activity:

1. Review five or ten of the words at a time, depending on your group. Using the overhead of the listed vocabulary, read the selected vocabulary words aloud. Have the students repeat the vocabulary words aloud. Then discuss each word using the definitions. The student does not necessarily need to be able to read the word but should understand the meaning of the word when heard. *

2. Divide the group into 2 equal parts. Using the “Large Font” vocabulary list which you have cut into single words, give half the group a word and the other half the definition. Have the students find their match. When all the students have found their match, have them read the word and the definition to the group. *
3. [For more practice] Each student is given a “Large Font” word. Review with each student what their word is. The Instructor recites a definition and the student with the correct word holds up their word for the group to see. *
4. Using the vocabulary “Example Worksheet” and the “Large Font” words passed out to the class, read the examples and have the students hold up the correct word. *

*repeat these activities for each group of vocabulary words until you complete the list.

Evaluation:

Have the students complete the vocabulary definitions worksheet.

VOCABULARY *with* DEFINITIONS

1. Accessory- someone who helps another person commit a crime
2. Accused- blamed, charged with a crime
3. Advised- told about
4. Afford- be able to pay for
5. Appointed- selected or chosen
6. Arrest- being taken away by the police
7. Attorney- Lawyer, legal advisor
8. Available- to be where the police or court can locate you if needed
9. Bail- money paid to get out of jail to be sure you show up for Court
10. Consult- to get advice from someone else
11. Court- Legal process to decide the guilt or innocence of an accused person; also the building where the legal process happens
12. Crime- an act which is against the law
13. Custody- Taking control of another person
14. Decision- the conclusion or result
15. Guilty- At fault, to blame for
16. Innocent- Not guilty
17. Interrogation- when the police ask someone questions
18. Miranda Rights- rights guaranteed to a person when they are arrested
19. Provided- given for free

20. Question- ask for an explanation or reason
21. Refuse- to say “No” or not do as you have been asked
22. Resist- to refuse to go along with
23. Silent- not talking
24. Subject- a person
25. Suspect- the person police believe has committed a crime
26. Unlawful- against the law
27. Victim- the person against whom a crime has been committed
28. Warning-caution, advice
29. Warrant- an order from the court for your arrest or search of your home
30. Witness- A person who sees or watches or hears something happen

Vocabulary Activity

Directions: Print words. Ask student to match them to the correct definition.

Accessory	Refuse
Accused	Resist
Advised	Silent
Afford	Subject
Appointed	Suspect
Arrest	Unlawful
Attorney	Victim
Available	Warning
Bail	Warrant
Consult	Witness
Court	Decision
Crime	Guilty
Custody	Innocent
Miranda Rights	Interrogation

Provided	Question
----------	----------

Definitions:

1. _____ Someone who helps another person commit a crime
2. _____ Blamed, charged with a crime
3. _____ Told about, informed
4. _____ Be able to pay for
5. _____ Selected or Chosen
6. _____ Being taken or in the custody of the police
7. _____ Lawyer, legal advisor
8. _____ To be where the police or court can locate you if needed
9. _____ Money paid to get out of jail to be sure you show up for Court
10. _____ To get advice from someone else
11. _____ Legal process to decide the guilt or innocence of an accused person
12. _____ An act which is against the law
13. _____ Taking control of another person
14. _____ The conclusion or result
15. _____ At fault, to blame for
16. _____ Not guilty, blameless

17. _____ The way police ask people questions
18. _____ Rights guaranteed to a person when they are arrested
19. _____ Given without cost
20. _____ Ask for an explanation or reason
21. _____ To say "No" or not do as you have been asked
22. _____ To refuse to go along with
23. _____ Not talking
24. _____ The person police want to question
25. _____ The person police believe has committed a crime
26. _____ Against the law
27. _____ The person against whom a crime has been committed
28. _____ Caution, advice, given notice
29. _____ An order from the court for your arrest or search of your home
30. _____ A person who sees or watches something happen

VOCABULARY 1

NAME: _____ DATE _____

Accessory- someone who helps another person commit a crime

Accused- blamed, charged with a crime

Advised -told about, informed

Afford -be able to pay for

Appointed- selected or chosen

Directions: Put the correct vocabulary word in the blank by the definition.

1. _____ to be able to pay for something
2. _____ to be blamed or charged with a crime
3. _____ to be selected or chosen
4. _____ to be told about or informed
5. _____ someone who helps another person commit a crime

VOCABULARY 2

NAME: _____ DATE _____

Arrest- being taken or in the custody of the police

Attorney- Lawyer, legal advisor

Available- to be where the police or court can locate you if needed

Bail- money paid to get out of jail to be sure you show up for Court

Consult- to get advice from someone else

Directions: Put the correct vocabulary word in the blank by the definition.

1. _____ a legal advisor or lawyer
2. _____ money paid to get out of jail to be sure you show up for Court
3. _____ to get advice from someone else
4. _____ to be where the police or court can locate you if needed
5. _____ being taken into custody by the police

VOCABULARY 3

NAME: _____ DATE _____

Court- Legal process to decide the guilt or innocence of an accused person

Crime- an act which is against the law

Custody- Taking control of another person

Decision- the conclusion or result

Guilty- At fault, to blame for

Directions: Put the correct vocabulary word in the blank by the definition.

1. _____ the result or conclusion
2. _____ an act which is against the law
3. _____ the legal process which determines the guilt or innocence of a person
4. _____ at fault or to blame for
5. _____ taking control of another person

VOCABULARY 4

NAME: _____ DATE _____

Innocent- Not guilty, blameless

Interrogation- the way police ask people questions

Miranda Rights- rights guaranteed to a person when they are arrested

Provided- given without cost

Question- ask for an explanation or reason

Directions: Put the correct vocabulary word in the blank by the definition.

1. _____ given without cost
2. _____ not guilty, blameless
3. _____ the way police ask questions
4. _____ the rights guaranteed to a person when they are arrested
5. _____ ask for an explanation or a reason

VOCABULARY 5

NAME: _____ DATE _____

Refuse- to say “No” or not do as you have been asked

Resist- to refuse to go along with

Silent- not talking

Subject- the person police want to question

Suspect- the person police believe has committed a crime

Directions: Put the correct vocabulary word in the blank by the definition.

1. _____ not talking
2. _____ to refuse to go along with
3. _____ the person police want to question
4. _____ to say “No” or not do as you have been asked
5. _____ the person police believe has committed a crime

VOCABULARY 6

NAME: _____ DATE _____

Unlawful- against the law

Victim- the person against whom a crime has been committed

Warning-caution, advice, given notice

Warrant- an order from the court for your arrest or search of your home

Witness- A person who sees or watches something happen

Directions: Put the correct vocabulary word in the blank by the definition.

1. _____ caution, advice, given notice
2. _____ against the law
3. _____ the person against whom a crime has been committed
4. _____ a person who sees or watches something happen
5. _____ an order from the court for your arrest or search of your home

VOCABULARY Worksheet (1a):

Name _____ Date _____

Arrest: being taken or in the custody of the police

Warrant: an order from the court for your arrest or search of your home

Miranda Rights: rights guaranteed to a person when they are arrested

Crime: an act which is against the law

Attorney: lawyer or legal advisor

Fill in the blanks below from the list of words above.

1. Being taken into the custody or brought in for questioning by the police is called _____.
2. Another name for a lawyer is _____.
3. Something you do that is against the law is called a _____.
4. An order from the court is known as a _____.
5. Rights guaranteed to a person when they are arrested are called _____.

VOCABULARY Worksheet (2a):

Name _____ Date _____

Accused: blamed, charged with a crime

Bail: money paid to get out of jail to be sure you show up for Court

Afford: be able to pay for

Consult: to get advice from someone else

Question: ask for an explanation or a reason

Fill in the blanks below from the word list above.

1. To be able to pay for something is to _____.
2. To ask for an example or a reason for something is to ask or _____.
3. To be blamed or charged with a crime is to be _____.
4. To get advice from someone is to _____.
5. The amount of money you need to pay to get released from jail is called _____.

VOCABULARY Worksheet (3a):

Name _____ Date _____

Resist: to refuse to go along with

Provided: given without cost

Court: legal process to decide the guilt or innocence of an accused person

Custody: taking control of another person

Interrogation: the way police ask people questions

Fill in the blanks below with the words above.

1. Taking control of another person is called _____.
2. To _____ means to refuse to go along with someone or something.
3. Something given to you free has no _____.
4. When police ask a person questions it is called an _____.
5. The place where legal decisions are made is called _____.

VOCABULARY Worksheet (4a)

Name _____ Date _____

Warning: caution, advice, given notice

Unlawful: against the law

Advised: told about, informed

Appointed: selected or chosen

Victim: the person against whom a crime has been committed

Fill in the blanks using the VOCABULARY words above.

1. Given notice or cautioned in writing or verbally is called a _____.
2. When you are told about something or informed you have been _____.
3. The _____ of a crime is the person against whom a crime has been committed.
4. To be selected or chosen is called being _____.
5. Something that is against the law is _____.

Vocabulary Worksheet (5a):

Name _____ Date _____

Available: to be where the police or court can locate you if needed

Refuse: to say “No” or not do as you have been asked

Decision: the conclusion or result

Suspect: the person police believe has committed a crime

Subject: the person police want to question

Fill in the blanks using the vocabulary words above.

1. Someone the police think may have committed a crime is called a _____.
2. To stay in the area where you work and live is called being _____ if the police or the court needs to talk to you.
3. The police use the word _____ to refer to a person.
4. Refusing to do as you have been asked, saying “No, I won’t” is to _____.
5. The result or conclusion of the Court process is called the _____.

Vocabulary Worksheet 6a

Name _____ Date _____

Accessory: Someone who helps another person commit a crime

Witness: a person who sees or watches something happen

Guilty: at fault, to blame for

Innocent: not guilty, blameless

Silent: not talking

Fill in the blanks with the correct word from above.

1. A person who sees or watches something happen is called a _____.
2. Someone who helps another person to commit a crime is called a (n) _____.
3. Not guilty or blameless is _____.
4. Not talking is being _____.
5. To be at fault or to blame is to be _____.

VOCABULARY 1-1

Name _____ Date _____

Accessory- someone who helps another person commit a crime

Accused- blamed, charged with a crime

Advised -told about, informed

Afford -be able to pay for

Appointed- selected or chosen

Vocabulary Worksheet (1-1):

Name _____ Date _____

1. Arrest: being taken or in the _____ of the police
2. Warrant: an order from the court for your _____ or _____ of your home
3. _____ Rights: _____ guaranteed to a person when they are arrested
4. Crime: an act which is _____ the law
5. Attorney: _____ or legal advisor

VOCABULARY 1-2

Name _____ Date _____

Arrest- being taken or in the custody of the police

Attorney- Lawyer, legal advisor

Available- to be where the police or court can locate you if needed

Bail- money paid to get out of jail to be sure you show up for Court

Consult- to get advice from someone else

Vocabulary Worksheet (2-2):

Name _____ Date _____

1. Accused: _____, charged with a crime

2. Bail: _____ paid to get out of _____ to be sure you show up for Court

3. Afford: be able to _____ for

4. _____: to get advice from someone else

5. Question: ask for an _____ or a _____

VOCABULARY 1-3

Name _____ Date _____

Court- Legal process to decide the guilt or innocence of an accused person

Crime- an act which is against the law

Custody- Taking control of another person

Decision- the conclusion or result

Guilty- At fault, to blame for

Vocabulary Worksheet (3-3):

Name _____ Date _____

1. Resist: to _____ to go along with

2. _____: given without cost

1. Court: _____ process to decide the guilt or innocence of a
_____ person

4. Custody: taking _____ of another _____

5. Interrogation: the way police _____ people _____

VOCABULARY 1-4

Name _____ Date _____

Innocent- Not guilty, blameless

Interrogation- the way police ask people questions

Miranda Rights- rights guaranteed to a person when they are arrested

Provided- given without cost

Question- ask for an explanation or reason

Vocabulary Worksheet (4-4)

Name _____ Date _____

1. Warning: caution, _____, given _____

2. _____: against the law

3. Advised: _____ about, _____

4. Appointed: _____ or _____

2. Victim: the person _____ whom a _____ has been

VOCABULARY 1-5

Name _____ Date _____

Refuse- to say "No" or not do as you have been asked

Resist- to refuse to go along with

Silent- not talking

Subject- the person police want to question

Suspect- the person police believe has committed a crime

Vocabulary Worksheet (5-5):

Name _____ Date _____

1. Available: to be where the _____ or court can
_____ you if needed

2. _____: to say "No" or not do as you have been asked

3. _____: the conclusion or _____

4. Suspect: the _____ police believe has
_____ a crime

5. Subject: the _____ police want to _____

VOCABULARY 1-6

Name _____ Date _____

Unlawful- against the law

Victim- the person against whom a crime has been committed

Warning-caution, advice, given notice

Warrant- an order from the court for your arrest or search of your home

Witness- A person who sees or watches something happen

Vocabulary Worksheet 6-6

Name: _____ Date: _____

1. _____: Some one who helps another person
commit a crime

2. Witness: a person who sees or _____
or something happen

3. Guilty: at _____, to blame for

4. Innocent: _____ guilty, blameless

5. Silent: Not _____

Vocabulary Worksheet (1b):

Name _____ Date _____

Arrest: being taken or in the custody of the police

Warrant: an order from the court for your arrest or search of your home

Miranda Rights: rights guaranteed to a person when they are arrested

Crime: an act which is against the law

Attorney: lawyer or legal advisor

Fill in the blanks using the vocabulary words above.

1. A police officer must have a _____ before they can search your home.
2. Breaking into someone's house is a _____.
3. If you get into trouble with the police you should ask for a _____.
4. When the police _____ someone and ask him questions, they must first read him his _____.

Vocabulary Worksheet (2b):

Name _____ Date _____

Accused: blamed, charged with a crime

Bail: money paid to get out of jail to be sure you show up for Court

Afford: be able to pay for

Consult: to get advice from someone else

Question: ask for an explanation or a reason

Fill in the blanks using the vocabulary words above.

1. The amount of _____ you pay depends on the crime you commit and whether the judge thinks you will show up for Court.
2. The person _____ of a crime is innocent until proven guilty.
3. Always _____ any person of authority if you don't understand what they are asking you or telling you.
4. It is a good idea to _____ a lawyer if you get into trouble.
5. The court system provides an attorney even if you can not _____ one.

Vocabulary Worksheet (3b):

Name _____ Date _____

Resist: to refuse to go along with

Provided: given without cost

Court: legal process to decide the guilt or innocence of an accused person

Custody: taking control of another person

Interrogation: the way police ask people questions

Fill in the blanks using the vocabulary words above.

1. If you _____ arrest, you could get into even more trouble.
2. Once you are taken into police _____ you have certain rights.
3. Before you answer any questions in a police _____ you should consult a lawyer.
4. Being accused of a crime doesn't mean you will be found guilty in a _____ of Law.
5. A lawyer will be _____ to you even if you can not afford to pay them.

Vocabulary Worksheet (4b)

Name _____ Date _____

Warning: caution, advice, given notice

Unlawful: against the law

Advised: told about, informed

Appointed: selected or chosen

Victim: the person against whom a crime has been committed

Fill in the blanks using the vocabulary words above.

1. If you can not afford to pay for a lawyer, one will be _____ for you by the Court.
2. At the time of your arrest, you must be _____ of your Miranda Rights.
3. There is a special advocate who will help if you have been the _____ of a crime.
4. The police don't always arrest people they suspect of doing something wrong; some times they issue a _____.
5. Stealing something from a friend is just as _____ as stealing from a store.

Vocabulary Worksheet (5b):

Name _____ Date _____

Available: to be where the police or court can locate you if needed

Refuse: to say “No” or not do as you have been asked

Decision: the conclusion or result

Suspect: the person police believe has committed a crime

Subject: the person police want to question

Fill in the blanks using the vocabulary words above.

1. You can _____ to answer questions until you talk to your lawyer.
2. You can't leave “town” without letting the police told know if they have asked you to be _____.
3. If you are a _____ in a crime, you should not answer any questions (except what's on your ID card) until you talk to your lawyer.
4. Police question many _____(s) when they investigate a crime.
5. After the Court process is complete, the Court issues a document called a _____.

Vocabulary Worksheet 6b

Name _____ Date _____

Accessory: Someone who helps another person commit a crime

Witness: a person who sees or watches something happen

Guilty: at fault, to blame for

Innocent: not guilty, blameless

Silent: not talking

Fill in the blanks with the correct word from above.

1. You have the right to remain _____ until you can talk to an attorney if you are taken into custody by the police.
2. Sometimes a trial is necessary to determine if a person is _____ or innocent of a crime.
3. During a trial you may be called to testify if you were a _____ to a crime.
4. You can be arrested as a (n) _____ if you help someone else rob or steal.
5. You are considered _____ of a crime until a jury decides that you are guilty.

Unit 2: Involvement in a Crime

Introduction:

When a person with developmental disabilities becomes involved with the criminal justice system it would be for one of three reasons. Either they witness a crime, are a victim of a crime, or are accused of a crime. The student needs to understand the twofold nature of involvement in crime. They must be aware of what constitutes criminal activity and their rights if they should become involved in the criminal justice system. It is important that they comprehend the terms used in the criminal justice system. It is also important that you should never, ever give any information such as files or paperwork to anyone. Only answer questions about the facts on your ID card.

Lesson 1: Witness to a Crime

Objective:

1. Student will understand what constitutes a crime and/or criminal activity.
2. Student will demonstrate their ability to differentiate between a serious crime and a petty crime.
3. Student will understand that Vermont Law does not require you to report a crime.
4. Student will understand that if they are questioned by police as a witness to a crime they need to cooperate.

Materials:

- Overhead Projector/Screen
- Do and Don't Overheads #'s 28 and 29
- Flip Chart/Markers/Chalkboard
- "Is it a Crime or Not?" Worksheet
- "Describing the Scene" Worksheet

Time: 2-3 hours

Activities:

1. On the chalkboard or the flip chart write "Criminal Activity." Brainstorm with the students to get examples of what they think is criminal

activity. At this time do not edit their responses. Review the definition of crime. Then review the responses on your brainstormed list and edit at this time.

2. Using the examples of criminal activity from number 1, discuss with the students whether the crime is a serious crime and should be reported to police immediately or whether it is something they should discuss with their support person. It should be noted that in the State of Vermont it is not mandatory to report a crime. It should also be noted that there are situations whereby the students could put themselves in a dangerous/uncomfortable situation by reporting a crime. For example, a student knows that it is illegal to possess or smoke marijuana. The student also knows that Uncle Bob smokes marijuana quite frequently because they've seen him do it. The student needs to realize that there would be serious repercussions within the family if they report this to the police than if they talk to their support person about what is happening.

Therefore this would be a situation where the student should be encouraged to talk to their support person before they talk to the police. Stress the fact that if the students call the police on a continual basis to report (minor) crimes that if something serious happens the police might be less apt to respond to them.

3. Review "Using 911" (Part 1, Unit 3, Lesson 2) with the students before this activity. Type up the examples from the "criminal activity" Brainstormed list you did in activity 1. Cut them up and give each student one example. Have them discuss the example with the class and then explain what they would do in the situation.
4. Bring in a person, another adult or a student that your group doesn't know. Have this person come into class and have a discussion with you for no more than two minutes. The person leaves the room. Have the students describe this person from memory. Give the students no more than a minute to write down a description of the person. Collect their descriptions of the person. Pass out the worksheet "Describing the Scene." Read the list to the students and have them fill in any of the blanks that they can. Bring the person back and as a class go through the list. Write down all the possible answers.

Evaluation:

Test sheet on “Who Do You Call?.”

Name _____ Date _____

Who do you call? **911** **Police** **Support Person**

_____ 1. You get home from school and find your bike has been stolen.

_____ 2. You are at a family party and you see your Uncle Harry out back smoking marijuana.

_____ 3. Your friend from work stopped by your apartment with beer and wants to invite other people over to drink with them.

_____ 4. You see a person in your neighbor's backyard picking vegetables from their garden.

_____ 5. Someone is pounding on your front door demanding that you let him or her in to use your telephone.

_____ 6. When you got home from school your front door was half open and the room was a total mess. Your stereo and TV are missing.

_____ 7. You went grocery shopping with a friend and her dad. While they were shopping they ate a bag of grapes. The grapes were all gone by the time they checked out, but they paid for them.

_____ 8. Someone at school is putting nasty notes in your locker. They contain bad language and call you names. Sometimes there are rude pictures of you on these notes.

_____ 9. On the bus ride to school you overheard one of your friends tell someone else a lie about you.

_____ 10. You know this girl from school. You wouldn't really say she was a friend but she is in some of your classes. Every time she calls you up she tells you stuff about other people. You have asked her to stop because you know some of what she says is not true. But she keeps calling you.

_____ 11. It is late at night and you are in your bedroom watching TV when you hear a noise downstairs. You live by yourself in your apartment so no one should be downstairs.

_____ 12. While you are visiting your grandmother at her house, she falls on the floor and tells you she thinks she is having a heart attack.

_____ 13. Every day after school the kids get off the school bus right in front of your house and they throw all kinds of paper and garbage on your lawn.

_____ 14. You are walking home from the store where you just cashed your paycheck. Someone is walking behind you. You feel uncomfortable and start to run; they start to run after you.

_____ 15. Your little brother goes into the cabinet under the sink and drinks Drano. Now he is having trouble breathing.

Is it A Crime or Not?

Name _____ Date _____

On the space in front of the statement put a “**C**” if it is a crime or “**N**” if it is not.

_____ 1. You have a friend who delivers newspapers. Part of their job is to collect money from the people they deliver to. Your friend has a customer who is blind. The customer trusts your friend to take the correct amount of money from her table. Your friend confided to you that he takes “extra” money.

_____ 2. You got into an argument with your older sister. You and she never got along. In fact you fight frequently and sometimes hit each other. You are so mad at her that you tell your favorite teacher at school that your sister is abusing you. Is it a crime for your sister to hit you if even if you hit her first?

_____ 3. Every time you shop for groceries you put a bag of grapes in your cart and eat them as you finish getting your food. By the time you check out the bag is empty. You do not tell the cashier that you ate the grapes and leave without paying for them.

_____ 4. Your dad told you on the ride to school that he really likes the magnet flags he has been seeing on other people’s cars. That same day after school you are walking through the parking lot and see a flag magnet on a car and take it for your dad.

_____ 5. You and your friends are having a sleepover. One of your new friends’ think it would be fun to make prank phone calls to some people you know. Your friends think it is no big deal so they go along with it.

Describe the Scene:

Tell the facts about what you saw.

For example: You see a car back into another car in the parking lot.

Tell: the color of the car, the person who was driving, was that person alone in the car? Did they get out and leave their name and number for the other driver?

Unit 2: Involvement In A Crime

Lesson 2: Victim of a Crime

Objective:

- Student will comprehend what it is to be a victim.
- Student will identify ways to not become a victim.
- Student will be able to explain their disability.
- Student will demonstrate what to do in the event that they are a victim of a crime.

Materials:

- The “ID” card (Part 1, Unit 2, Lesson 1)
- Places to Go/Not Go (Part 1, Unit 2, Lesson 3)
- “Victim What If Situations” Worksheet
- “Talking About Your Disability” Worksheet

Time: 2-3 hours

Activities:

1. Review the vocabulary definition of “victim.” Review with the students the need to carry an “ID” card and the phone number of their “Support Person.” Review the safe/unsafe places with the students to reinforce that if they don’t frequent unsafe places they are less likely to become a victim. Also reinforce the “NO AND GO” and “Walking Tall/Looking Strong” strategies as preventing victimization. Review and practice those strategies.
2. Discuss with the students that if you should become a victim the first person that you call would be your “Support Person.” If the student has to deal with the police they need to be able to express what their disability is and also remain calm. Review and discuss the “Talking About Your Disability” worksheet. Then have the students fill it in to appropriately express their disability.
3. Use the “Victim What If Situations” to process what the situation is depicting. Then have the students describe what they would do in the event that this happens to them. Stress that they should be able to

calmly explain what happened and that they have a disability and what that disability is. Students need to realize that it is difficult to talk about their disability but that it is important for the police to know that they do have a disability.

4. Pass out the informational guide “An Informational Guide for Victims and Survivors of Crime in Vermont” to all students. Review the guide with students and have them highlight the telephone numbers for victim assistance programs in their area discussing with students when and how to call the different programs. If possible arrange with the Victim Advocate from your area to come in and do a presentation. Reinforce that if they feel the situation isn’t right that they should talk to someone they trust, their “Support Person.” Have the Victim’s Advocate reinforce with the students that all kinds of people are victimized by crime. In order to prevent it from happening to someone else or you again, you need to report it.

Evaluation:

Break the group into pairs. Choose a student to be the “Victim” and a student to role play the “Police Officer.” Give each pair a role play situation and time to practice. Then the student pairs can present to the class. Have the students clearly incorporate the four lesson objectives.

Victim What If Situations

What would you do if...

- You were in the Dollar store and bought some things. You put your wallet away and head to the grocery store. You go to pay for the groceries and you don't have your wallet.
- You come home from school/work and you see that the front door to your apartment is opened. You walk in and it looks like a tornado went through your apartment. Then you notice that your TV and your stereo are missing.
- You are on a bowling team at work. You have your own apartment and a case manager checks in on you once a week. You get spending money at the beginning of each month. One of your co-workers is always complaining about being "broke." He asks to borrow money from you all the time but he never pays you back. You even were kind enough to let this person "hang out" at your apartment (for a couple of days) because he got in a fight with his roommate. It has been a week and he is still at your apartment.
- You have an older sister who still lives at home with the family. She has a job and a car but doesn't want to move out on her own and pay rent. She is very mean to you. She calls you names and takes your things without asking. Sometimes she helps herself to money from your wallet. Lately when she gets angry if you refuse to do what she asks she punches you.
- Sometimes you like to go to the corner store to grab a soda or candy bar rather than go all the way to Price Chopper. There is one clerk at the store that always charges you more than the others for your soda or candy bar. She says that that is the price and she doesn't know why the others charge less. So you pay the extra.
- Someone comes to your door and asks if you would like to buy a ticket to a car wash to be held on Saturday. This car wash is a fundraiser for students at the local high school to go to New York City. You tell the salesman you don't have a car so there is no reason for you to buy a ticket to the car wash. He says that's OK

but it would be very nice of you to donate money and any amount would certainly help the students. You give a donation and find out later there was no car wash.

- You bought a magazine subscription from a person who came to your door. The person said the money raised would help support the local food shelter. That was 2 months ago and you still haven't received a magazine in the mail.

Talking About Your Disability

Nobody is perfect! We all have faults or weaknesses. Some people need to wear glasses, or orthotics in their shoes, or take medicine for diabetes, for instance.

Your disability may entitle you to extra help and that is OK. There is no shame in asking for help or admitting that you are not perfect. Be proud of who you are and what you can do. If you think about it for a minute, professional baseball teams use “designated hitters” to bat for players who don’t hit well and professional football teams use “place kickers” because not everybody can kick a goal.

If you become involved with the police it is important that you be able to communicate with them. They need to understand what your disability is in order to help you.

Take a minute to think about what it is that you find difficult to do when communicating with someone. To help you do this answer **YES** or **NO** to the following questions.

_____ I have a difficulty making people understand what I am saying.

_____ I have difficulty reading something.

_____ I have difficulty understanding what it is that I am reading.

_____ I have difficulty understanding what people are telling me because I don’t understand all the words they are saying.

_____ I get nervous when someone is questioning me about something.

_____ I have difficulty hearing what someone is saying.

_____ I get defensive when someone questions me, asks me to read something that I know I cannot read, or to write something down.

_____ I have difficulty understanding the criminal justice system.

_____ I have difficulty paying attention to what someone is saying.

_____ I have difficulty staying on task.

_____ I have difficulty following lots of directions at once.

If you have answered **YES** to any of these statements you need to let a police officer know what it is that you have difficulty with.

Fill in the following blanks. Explain your difficulty as simply as you can.

My name is _____ . I have difficulty with

Unit 2: Involvement in a Crime

Lesson 3: Accused of a Crime

Objective:

1. The student will understand what crimes result in arrest.
2. The student will understand what to DO if accused of a crime.
3. The student will understand what NOT to do if accused of a crime.

Materials:

- Overhead Projector/markers
- Flip Chart/Chalkboard/Markers
- Overhead of "Do's and Don'ts"
- "Is this Stealing"
- "Know Your Miranda Rights Worksheet"
- "ID" Information Questions

Time: 3 – 4 hours

Activities:

1. Brainstorm with the students a list of crimes that result in arrest. Make sure the list includes such things as:
 - Shoplifting
 - Taking or selling drugs
 - Buying tobacco for someone under the age of 18
 - Buying alcohol for someone under the age of 21
 - Hiding drugs in your house, even for a friend or relative
 - Having sex with a minor
 - Stalking
 - Acting as a "look out" while others steal
 - Being drunk in public
 - Writing bad checks

As you discuss the list of crimes with the students it should be stressed that some of these crimes are more serious than others. Follow- up this activity with the "Is This Stealing" worksheet.

2. Visit the Court House/Tour

3. Visit to the Police Station with an emphasis on what happens to a person when they are arrested.
4. Review the “Don’t” overhead and discuss each sketch on the overhead. Show the clip of the movie “Radio” where Radio is being arrested by a policeman that does not know him. Point out to the students that if Radio had had his ID card and explained his disability he would not have been arrested for resisting the police officer.
5. Discuss the Miranda Rights. Have the students fill in the blanks on the “Know Your Miranda Rights” worksheet as you read the statements aloud.
6. Review the “Do’s” overhead. Start with letting the students know how important it is that they stay calm. Have them practice the relaxation exercise of taking a big breath, holding it, and letting it out slowly. Express to the students that if they are arrested they only have to give the police the information that is on their ID card. They do not have to answer any questions or sign any papers. The first thing they need to do is to contact their Support Person and/or say to the police officer “I need a lawyer.” Practice this with the students pretending that you are a police officer and that you have taken the student to the police station. Using the “ID Information Questions” ask the student questions that are on their ID card, for example, “What is your date of birth?” and other questions like “Who were you with last night?” This can be made into a game but stress to the students the importance of only telling the police what is on your ID.

Evaluation:

Hand out the “Accused of a Crime What If Situations” to the students. Have them give a written or verbal response to the situation. They should identify if they can be arrested for what they have done, and what the appropriate actions would be.

Situations For “Is This Stealing, Why Or Why Not?”

1. You are in the gym locker room and notice a pair of shoes on the floor. When everyone else leaves the shoes are still there. You grab them and take them to your locker because you think no one claimed them.
2. Every day after you finish eating your lunch you walk around looking for money people have dropped on the floor. You never ask people if the money you find belongs to them.
3. You are at Wal-Mart and your friend talks you into taking a CD. You do and get caught! What happens? Explain from start to finish.
4. You are with your friend in Wal-Mart and they decide to take a DVD that you have both been talking about. You knew that your friend might try to steal the DVD. As you and your friend walk out of Wal-Mart, you are caught. You keep telling them that YOU didn't steal anything but you're still in trouble. Why?
5. You and your family like to garage sale. One Saturday morning you see some earrings on the table at a garage sale that you really like. They are marked \$3.00 and you try to talk the person down to \$2.00. They hold firm that the earrings will cost \$3.00. When the person having the yard sale goes to help someone else you put the earrings in your pocket and leave with your family.
6. You are visiting nursing home patients as part of a job try out. While you are there you see that one of the elderly patients has a really nice pen on the table next to their bed. The patient is busy talking to you and getting ready to go outside with you. When you bring the person back to the room later you slide the pen into your jacket pocket.
7. Your best friend's mom puts coins in a jar in the cupboard so that if she is not at home her kids can take money if they need to. While your friend is in the bathroom you reach in the jar and help yourself to a couple dollars worth of quarters.
8. You and your friends are always sharing clothes. There is one particular t-shirt that your friend owns that you really like, so you keep “forgetting” to return it to him/her.

9. You noticed one your co-workers putting a 12 pack of soda in the refrigerator in the break room. One day you forgot to pack a drink for your lunch so you help yourself to one of theirs.
10. You and your girlfriends are shopping for back to school clothes. You take things into the changing room and have lots of fun trying on the clothes. On the way out of the store a security person stops your group. Your friend has put some items in her bag and is wearing some items under her own clothes.
11. At a garage sale one Saturday morning you see a desk and chair that you would love to have in your room. The price isn't expensive but more than the amount of cash you have. The seller says they will take a check from you if you put your address and phone number on it. You don't have enough money in your account to cover the check but you write it anyway. You don't put your own phone number on the check.
12. Every time you grocery shop for your mom you put a bag of grapes or a bag of candy in the cart to snack on as you go shop. Usually you have eaten it all by the time you check out. You tell the cashier that you ate them while shopping.
13. Your uncle is visiting and leaves the keys in his car parked in your driveway. You want to go to the mall so you jump in the car and go!
14. You have had your eye on a fishing pole at K-Mart for a long time. It costs almost double the money you have with you. While you are looking around you notice that there are cheaper fishing poles but you don't like them as much. So you switch price tags and check out the nicer fishing pole for the cheaper fishing pole price.
15. Ever single day you borrow money from your best friend to get a snack during academic support. You tell your friend that you will pay him back but you never do. You know your friend has a part time job after school so he has the money.
16. You and some friends went to the mall one Saturday. While you were in the music store you went on and on about this one CD that you are dying to get. On the bus ride home one of your friends reaches into her coat pocket and hands you the CD that you wanted. You know she stole it from the store.

Know Your Miranda Rights Worksheet

questioning
silent
crime

Lawyer
cost
present

provided
appointed
Court

When you are charged with a _____, you
have the right to remain _____. Anything you say
can and will be used against you in a _____ of law.
You have the right to talk with a _____ and to
have the lawyer present at anytime during _____.
If you cannot afford a lawyer, one will be _____
or _____ for you without cost.

Answer YES or NO to the following questions:

_____ Should you answer any questions without a lawyer present?
(any questions not on your ID card)

_____ Do you have the right to have a lawyer even if you can't pay one?

_____ Miranda Rights are read to you when you are accused of a crime.

Tell only what is on your ID card.

If the police question you about a crime you are only required to give them the information on your ID card. Below are some questions the Instructor can ask students at random to see if they will answer. They should have the sheet with an ID card to use for reference.

1. Where do you live?
2. What color are your eyes?
3. Do you live with your parents?
4. Do you wear eyeglasses?
5. Can you speak Spanish?
6. Where does your mom work?
7. How tall are you?
8. What is your favorite movie?
9. Do you have a friend named Bill?
10. What is your address?
11. How long have you lived at that address?
12. Do you have any brothers or sisters?
13. Do you have any trouble hearing what I am saying to you?
14. Do you live next door to "The Smiths"?
15. What is your favorite color?

Accused of a Crime What If Situations

What would you do if...

1. You are 21 and bought alcohol for a party. At the party people who are underage drink the alcohol. The police show up and ask who bought the alcohol.
2. When at the mall with some friends you find a shirt you really like but cannot afford. You stick it in your bag anyways and as you walk out of the store the alarm goes off.
3. Your cousin is looking for a new apartment and asks to stay with you while she looks. She tells you not to go through any of her stuff while she's here. One day you accidentally find a bag of white powder sticking out of your cousin's things.
4. You are 19 and your girlfriend is 17. You've been together a long time and you both feel as though you are ready to have sex.
5. You go to a garage sale and see a few things you really like. You ask the owners if you can write them a personal check. They say yes, if you write your phone number on the top. You know that the check will bounce, but you write in anyways and do not leave your phone number.