

Amy's Choice 2



Overview

Students review the real-world safety pledge and discuss ways to help keep themselves safer in everyday situations. They watch “Amy’s Choice,” pausing to discuss the red flags of Amy’s behavior as it applies to the safety pledge. Students then break into groups to discuss risky scenarios and what rules should apply to those scenarios. Upon completing this activity, students will understand how to better protect themselves and their peers from abduction.



Materials / Preparation

- Computer lab or computer connected to an LCD projector or television monitor
- Video - “Amy’s Choice”
- Attachment 1 - Copy of “Real-World Safety Pledge” for each student
- Attachment 2 - Copy of “Red Flags” for each student
- Attachment 3 - Copy of “Risky Scenarios” for each student
- Attachment 4 - “Red Flag Teacher Guide”



35-40 minutes



Introduction

Explain to students that “Amy’s Choice” is the true story of a 15-year-old girl who left home to meet in person with a man she first “met” online. Watch “Amy’s Choice.” After watching the video, hand out the Real-World Safety Pledge so that each student has a copy. Have students take turns reading the pledge.

Ask students:

What is the first measure of defense in protecting yourself according to the pledge? Why do you think this is part of the pledge? What is the second measure of defense? What is the third measure of defense?

And the fourth? Describe some of the qualities of someone you trust. What do you look for in a trusted person? Why are these rules included in the pledge? In what ways will this safety pledge help protect you? What could happen if these safety rules are ignored? Refer to the pledge for answers (attachment 1).

Tell students:

It’s important to adapt the safety rules to your everyday life. Get in the habit of always having someone with you and leaving notes for your parents or guardian with all the details of your whereabouts. Know who you can go to if you have a problem.



Activity

Pass out the red flags (attachment 2) to each student. Explain that, while watching “Amy’s Choice” again, they are to raise their flags when Amy disregards any of the pledge rules. Each time a student raises a red flag, pause the video, and discuss what aspect of the safety pledge was not followed.

At the end of the video ask the students: *How could Amy have prevented some of the troubles she went through by applying the safety pledge in her life?*

For examples, see attachment 4. *What was going on in Amy’s life that contributed to her trusting this person so readily? If you have friends who feel like Amy, what are some ways you could help them? Be a friend; listen and let them do the talking; reassure them that they are not to blame for anything; help them find an adult they trust to talk with. Who would you talk to if you had a problem you didn’t think you could handle on your own? Friend, older sibling, teacher, parent/guardian, church leader, counselor, relative, a friend’s parent, police.*



Activity cont.

Explain to students: *The Real-World Safety Pledge* is a good guideline to follow. It is a great way to be self-aware and help avoid risky situations. It can help keep you safer from harm.

Sometimes people will try to take advantage of you. Sometimes people pretend to be nice, but they are manipulating you to get you to do something they want. If you are grabbed by someone you may or may not know, do all you can to yell, scream, kick, and bite. Abductors are looking for someone who is vulnerable, who will easily surrender to

them. Get angry if someone does something to you that you don't want, especially if someone is teasing, touching, bullying, or grabbing you in a way you don't like. Act immediately with a negative response. Stand up for yourself! It's OK to be rude to people who are pressuring you, even if it hurts their feelings. After all, they aren't paying attention to your feelings. Do everything you can to get away; you want to draw as much attention to yourself as possible. It's OK to be assertive and loud in this situation.



Follow-Up

Break into small groups and assign the "Risky Scenarios" (attachment 3). Have students discuss

in groups and write down ways to reduce the risks of the scenarios by using the safety pledge as a guide.



Real-World Safety Pledge for Middle & High School

I will take someone with me wherever I go.

If I go anywhere, I will take a friend, brother, or sister with me. When I am with friends and something happens, there is a better chance that we can help each other to be safer.

I will get permission if I need to go out alone and make sure that a parent or guardian knows the details of my whereabouts.

I will tell a trusted adult where I am going at all times.

It's important that a trusted adult knows where I am going to be, who I'll be with, what I'll be doing, and when I'll be back. I will check in regularly by directly telling, leaving a note, or leaving a phone or e-mail message letting my trusted adult know the details of my whereabouts.

By keeping others informed about my activities, I can better protect myself. If I'm ever faced with a risky situation or get into trouble, my family and friends will know where to begin looking for me. I will avoid situations that put me at risk in the first place.

I have the right to say "NO."

I have the right to reject unwanted and inappropriate attention such as teasing, touching, and bullying. If someone – anyone – touches me in a way that makes me feel uncomfortable, I have the right to say "NO." I will pay attention to my feelings and use my best judgment.

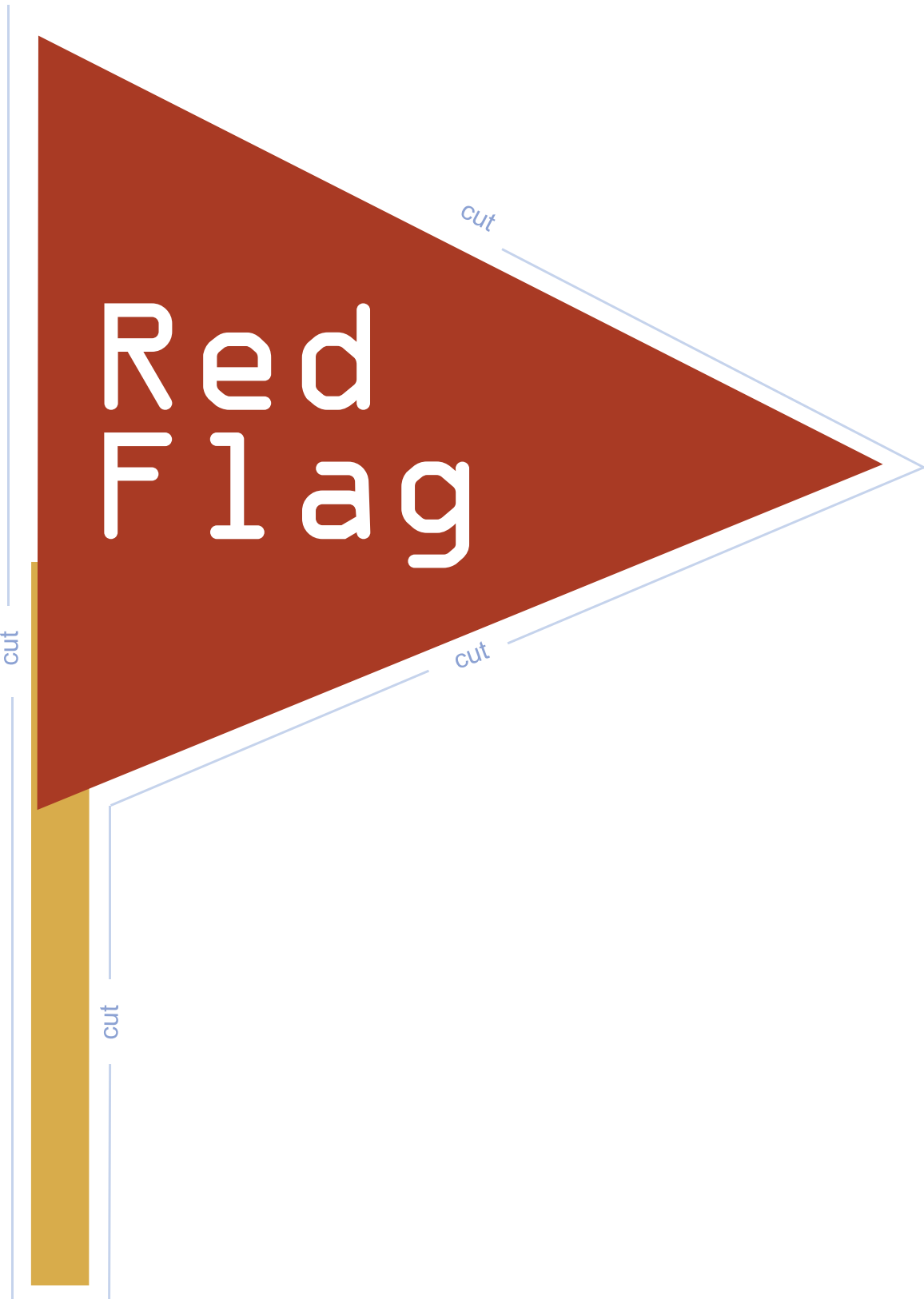
Whether it is peer pressure about sex, drugs, or doing something that I know is wrong, I will be strong and stand my ground. I will make my feelings known by using a firm, loud, voice clearly stating "No." If my friends are making bad decisions, that doesn't mean I have to, and I will try to help stop them from doing so.

I will tell a trusted adult if I feel scared, uncomfortable, or confused.

I will talk about my problems and concerns with a trusted adult; and I know someone will be there to help me. I will remember there is a solution to every problem and talking it through with a trusted adult will help. I will trust my intuition by recognizing when I am feeling uncomfortable and taking action to get myself out of that situation.

Signed _____

Signed _____





Risky Scenarios

Refer to the Real-World Safety Pledge for answers.

1. You usually walk home from school. The friend who walks with you is sick today and isn't there to walk home with you. What are the risks? What can you do to lower the risks? To what pledge guideline(s) does this refer?

2. While you're walking alone, a carload of older kids drives by and yells something obscene at you. You notice they are looking for a place to stop near where you are. What are the risks? What can you do to lower the risks? To what pledge guideline(s) does this refer?

3. You go to the mall with your friends. Everyone wants to go to a different store. Your parents/guardians told you that you should stay together. You're worried that you won't have time to get what you want if you don't split up to shop. What are the risks? How would you lower the risks? To what pledge guideline(s) does this refer?

4. You need to use a restroom at a concert you are at with some friends. Your friends do not want to miss any of the performance. You set off alone, but your path takes you past three individuals who have been watching you all night. As you walk by, one attempts to grab you. What are the risks? How would you lower the risks? To what pledge guideline(s) does this refer?



5. You are on a date. On the way home your date shows you a fake ID. You are asked to wait in the car while your date goes in the convenience store to buy some beer. What are the risks? How would you lower the risks? To what pledge guideline(s) does this refer?

6. A person comes up to you and says that he or she has been watching you and is impressed with the way you look. The person gives you a card and says to go to the bus station. There will be a ticket for you to go to the city to sign with a modeling agency. What are the risks? How can you lower the risks? To what pledge guideline(s) does this refer?

7. You are home alone watching TV. You hear a knock on the door and it's your friends stopping by wanting you to go play basketball with them. It's only 3:30 and it is still light outside. What are the risks? How can you lower the risks? To what pledge guideline(s) does this refer?

8. A teacher in school makes comments about the clothes you wear and says things that make you feel uncomfortable. The teacher wants you to stay after school to work on a special project. What are the risks? How can you lower the risks? To what pledge guideline(s) does this refer?



9. Your friend tells you that he's been sexually abused by a close friend of the family who has been his Dad's best friend for years. He says that he doesn't think his parents/guardians will believe him. He's afraid that they'll think it's his fault. The abuser said that he would deny it and your friend would be hurting his parents/guardians by telling someone. Your friend made you promise not to tell. What are the risks? How can you lower the risks? To what pledge guideline(s) does this refer?

10. You are babysitting when someone begins pounding on the door. This person yells that there has been a car accident and he or she needs to use the phone. What are the risks? What can you do to lower the risks? To what pledge guideline(s) does this refer?

11. A new family asks you to babysit. You don't know them at all, but your friend used to babysit for them. What are the risks? What can you do to lower the risks? To what pledge guideline(s) does this refer?

12. You have been talking to someone your age on the Internet. You both have exchanged a lot of information about each other and you feel that you know her very well. She writes that her family is going to be visiting relatives nearby. She wants you to go to the mall so you can meet each other. What are the risks? How can you lower the risks? To what pledge guideline(s) does this refer?



13. While you're waiting for your parents/guardian to pick you up, a person approaches you and says that he works with your mom and that your mom sent him to pick you up and take you home. What are the risks? How can you lower the risks? To what pledge guideline(s) does this refer?

14. You are at a baseball field with some friends. An older kid standing next to the park restrooms says to you, "Come and see this... look what I found!" What are the risks? How can you lower the risks? To what pledge guideline(s) does this refer?

15. You are on a team bus returning from a soccer game when one of the coaches asks if you would like him to rub your legs. He has touched you in other ways that have been OK but lately something about the touch has changed and no longer feels OK to you. What are the risks? How can you lower the risks? To what pledge guideline(s) does this refer?



Red Flag Teacher Guide

Possible Red Flags (in order of appearance)

- Amy says *"I didn't think I had anyone to talk to about what was going on in my life. All the bad things, all the feelings I had for myself, just normal teenage feeling."* She didn't tell a trusted adult about the problems she was facing. See rule #4 of pledge.
- Amy states *"The second time I ran away, it was, I didn't want to but I knew if I didn't, there might be like a little more trouble."* She doesn't say "No." See rule #3 of pledge.
- Amy said *"I told my mom I was going out for a walk for a little while and then I took off."* She didn't let her mom know really where she was going. See rule #2 of pledge.
- Amy "took off" and didn't take someone with her. See rule #1 of pledge.
- Amy says *"It was scary."* See rule #4 of pledge.
- Amy says *"When you're getting over your head, you're thinking, oh no, my parents will know what I'm doing; I can't tell them; they'll get so mad. I'll get in trouble. Well don't think of it like that."* Amy wished she had told someone. See rule #4 of pledge.