



Student Anchor Scripts

Promoting Healthy Relationships
to Prevent

Bullying/Cyberbullying, Harassment, Dating Violence,
Sexual Assault & Human Trafficking



Primary Prevention for Teen Personal Safety



Dear Curriculum Facilitator,

Thank you for proactively teaching teens about the importance of healthy and respectful relationships and its connection to personal safety. The *Teen Lures TV Newscast* curriculum promotes peer to peer dialogues about personal safety issues facing teens today. The student anchor-led Newscasts and educator-facilitated Class Discussions give teens a platform to talk openly about personal boundaries and making safe choices that lead to healthy relationships.

It is vitally important to provide teenagers with protective factors from bullying/cyberbullying, harassment, dating violence, sexting, sexual assault and human trafficking. Teens account for one third of all sexual assaults.¹ One in six teens has experienced cyberbullying²; one out of every five teens was bullied on school property.³ Eight percent of students in Grades 9-12 reported physical dating violence; 9% reported sexual dating violence; 15% seriously considered attempting suicide.³ Gender and sexually diverse students face 2-4 times increased risk of these violence-related health issues.⁴ By talking openly about peer and social pressures, and respectful versus abusive relationships, we help to prevent mistreatment against teens.

When teenagers share information, they typically utilize electronic and video means, as well as good old-fashioned word of mouth. Our mission is to ensure the information teens are sharing about their health and personal safety is accurate and reliable.

Corresponding Class Discussions, facilitated by a trained educator, follow each *Newscast* performance or broadcast. Teens make up the majority of bullying, harassment, dating violence and sexual assault victims. It is usually educators who witness first-hand the signs of abuse and trafficking, as well as the ensuing aftermath, i.e. inability to concentrate, behavioral problems, low self-esteem, poor school performance, eating disorders, anxiety, depression, self-harm, tobacco use, substance abuse, teen pregnancy and suicide.

While tremendous progress has been made in the field of personal safety education, there is still much to accomplish. By implementing the *Teen Lures TV Newscast* curriculum and engaging students in the corresponding Class Discussions, you have put student personal health and safety first, where it belongs! Teens truly can improve their world by promoting healthy relationships, establishing and respecting personal boundaries, and supporting one another in making healthy choices.

In Education and Safety,

¹US Dept of Health & Human Services, 2014

²Cyberbullying Research Center, 2016 (Sameer Hinduga and Justin W. Patchin)

³Centers for Disease Control and Prevention, 2016 (Sexual Identity, Sex of Sexual Contacts, and Health-Related Behaviors Among Students in Grades 9-12, 2015)

⁴Centers for Disease Control and Prevention, 2016 (Sexual Identity, Sex of Sexual Contacts, and Health-Related Behaviors Among Students in Grades 9-12, 2015)



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Introduction

Today's teens face increasingly challenging personal safety issues, and many of these are technology-enabled. No family, school or community is immune to bullying/cyberbullying, harassment, dating violence, sexual assault and human trafficking.

How pervasive are these issues? The Cyberbullying Research Center (2016 data) documents that 1 in 6 teens aged 12-17 experience cyberbullying. In 2016, the Centers for Disease Control and Prevention reported that in the twelve months prior to Grades 9-12 students being surveyed: one out of every five teens was bullied on school property; 8% of students reported physical dating violence; 9% reported sexual dating violence; 15% seriously considered attempting suicide. Gender and sexually diverse students face 2-4 times increased risk of these violence-related health issues.

The good news: most of these crimes are preventable. Teens can raise awareness and help protect one another with the innovative *Teen Lures TV Newscast* - personal safety for teens, by teens.

Having students create and analyze media messages that influence them daily helps teens become proficient in identifying the validity of these messages. (See Media Literacy, p.8) By participating in the Teen Lures TV Newscast, students can positively influence their peers' beliefs, attitudes, values and behaviors, as related to teen personal safety. By talking openly with teens about what constitutes healthy and respectful family, social and dating relationships, we provide behavioral guidelines and prepare them to better recognize aggressive and exploitative behaviors.

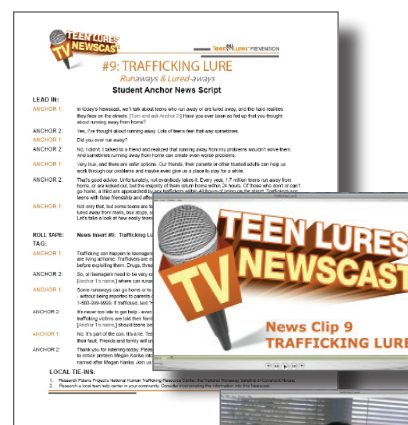
The *Teen Lures TV Newscasts* and corresponding Class Discussions are designed for students in Grades 7-12 and underscore the importance of always treating others with respect. Schools provide an ideal environment for reaching every student with positive messages and proven prevention strategies. Staffed with mandatory reporters, schools provide a nurturing, safe environment for teens to obtain help and/or disclose incidents of bullying/cyberbullying, harassment, dating violence, trafficking and sexual exploitation.

How Does the *Teen Lures TV Newscast* Work?

Serving as a News Team, students deliver information to their classmates about relational issues affecting teens and how teens can safely navigate them. For each of the ten Newscasts, two student anchors (using the program's Student Anchor News Scripts) introduce the Teen Lure and related concepts, share the corresponding video clip, and provide specific personal safety strategies to their peer audience.

The Teen Lures TV Newscast can be:

- performed live in-class.
- performed live for peer assembly audiences.
- videotaped and shown in classrooms (smartboard, laptops, tv).
- broadcast via closed circuit tv or other Student News outlets.



Teen Lures TV Newscast Kit Components

1. Student Anchor News Scripts

- Ten (10) News Anchor Scripts: each script provides student lead-ins to the video news clip and follow-up tags (pp. 10-34).
- Media Literacy connection: Key Questions to Ask When Analyzing Media Messages, p. 33



2. Video News Clips

Ten (10) corresponding Video News Clips: each video news clip gives a visual demonstration of the Lure. (The video News Clips are provided on the program's USB Flash Drive and mp4 files of the clips are also available for use/download at teenluresprevention.com/downloads)

Video News Clip #1 - Authority.....	1:45	Video News Clip #6 - Games.....	:43
Video News Clip #2 - Assistance.....	1:16	Video News Clip #7 - Emergency.....	:54
Video News Clip #3 - Ego/Fame.....	1:54	Video News Clip #8 - Affection.....	:55
Video News Clip #4 - e-Lure.....	1:23	Video News Clip #9 - Trafficking.....	:59
Video News Clip #5 - Name.....	1:46	Video News Clip #10 - Pet.....	1:29

3. Presenter's Manuals: Class Discussion Plans for Grades 7-8 & 9-12

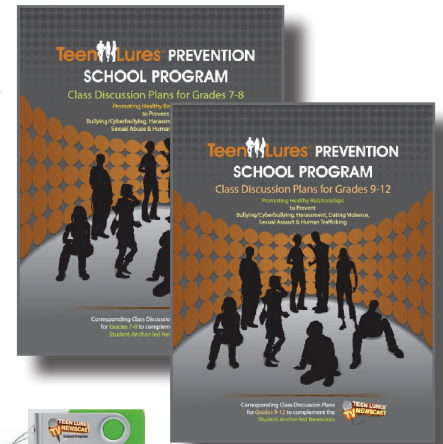
A corresponding Class Discussion follows each Student-led Newscast to facilitate open dialogs concerning the issues addressed in the Newscast. Led by a school counselor, health educator or classroom teacher, each scripted Class Discussion includes learning objectives, a quick review of the previous lesson, discussion, interactive learning activities and student handouts/worksheets. Each discussion concludes with a recap of key points and a positive thinking skill.

The following topics are covered in the program's accompanying *Class Discussion Plans* manuals:

- Authority Lure:** *Healthy Relationships*
- Assistance Lure:** *Setting Personal Boundaries*
- Ego/Fame Lure:** *Sexting, Grooming Behaviors, Peer Exploitation*
- e-Lure:** *Cyberbullying, Digital Citizenship, Sexting, Digital Boundaries, e-Luring*
- Name Lure:** *Privacy, Identity Theft*
- Games Lure:** *Harassment, Exploitation, Online Gaming*
- Emergency Lure:** *Instincts, Emergency Plan*
- Affection Lure:** *Dating Violence, Consent, Threats & Secrets*
- Trafficking Lure:** *Runaways, Lured-aways, Human Trafficking*
- Pet Lure:** *Disclosing Abuse, False Accusations & Program Recap*

4. Additional Program Assets and Resources:

Media Literacy, Key Questions handout.....	p. 33
Student Privacy Form.....	p. 34
Parent Letter.....	p. 35
Helplines for Teens handout.....	p. 36
Let's Talk Teens parent handbook, Order Form.....	p. 37



**Presenter's Manuals:
Class Discussion Plans
for Grades 7-8 & 9-12**

Program Goals

- To help teens develop and maintain healthy, respectful relationships.
- To nurture each teen's sense of self-worth, and to encourage teens to respect the dignity of others.
- To assure teens that laws exist to protect their health and safety.
- To remind students they have rights, including a right to live free of any form of mistreatment.
- To give students a leadership role in the prevention of bullying, harassment, dating violence, human trafficking and sexual exploitation of teens.
- To encourage students to analyze media messages by asking specific questions and become proficient in obtaining evidence-based answers.
- To empower teens to feel comfortable talking openly about any form of mistreatment.
- To encourage students to use a combination of critical thinking and instincts to guard their personal safety.
- To encourage students to take safety precautions while enjoying the many advantages of using technology.
- To strive for kinder, more tolerant students, in an effort to maintain a safe learning environment for all.
- To cultivate 21st Century Learning skills, while building self-esteem and self confidence.
- To promote disclosure of any type of harassment, intolerance or abuse, perceived or carried out.
- To assure students with thoughts of abusing others that help is available.
- To reduce the feelings of guilt and blame often felt by survivors of bullying, sexual assault or trafficking.
- To encourage parents to continue taking an active role in the personal safety education of their teen.
- To help make the world a safer place for all human beings.



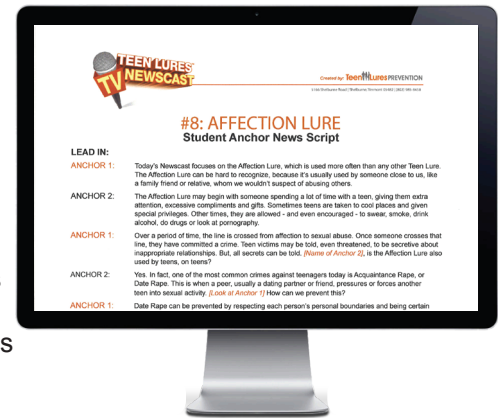
Getting Started

Involving Guidance & School Administrators

It is essential to involve school administrators, faculty and especially the Guidance Department. Staff need to be prepared to answer questions, address concerns and be readily available for students should the need exist or arise. Identifying school counselors, mentors, support services and local/national resources during the broadcast gives students direction on where to obtain help.

Introducing the Program to School Staff

- Encourage school staff to review the News Anchor Scripts, video News Clips and corresponding Class Discussion Plans.
- Provide the context in which the material will be taught. See [Scheduling the Teen Lures TV Newscast](#) below.
- Email corresponding Class Discussion Plans to school staff prior to each Newscast broadcast or performance. This helps ensure staff feels prepared if student questions arise.
- Communicate which staff member(s) will facilitate the Class Discussions with students, following each Newscast performance or broadcast.



Student Needs Resources

Appropriate staff should be prepared to:

1. Answer questions.
2. Address concerns.
3. Be readily available for students needing to disclose or discuss safety issues.
4. Identify local resource agencies for teens. Consider adding local agencies to the list of National Helplines for Teens (p. 36) and help links available at teenluresprevention.com/links.asp
5. Make student resources available via:
 - a. Close of each *Teen Lures TV Newscast* broadcast: graphic & verbal mention.
 - b. School website/social media.
 - c. Various school locations (i.e., hallways, locker rooms, bathrooms).
 - d. School Newsletter.
 - e. Student Handout, Helplines for Teens, p. 36

Scheduling the *Teen Lures TV Newscast*

Options to consider:

- Scheduled during class period as a special project
- Two-week Guidance Series
- Special School project: (i.e. broadcast once a month)
- 15 minutes a day/Friday afternoons

Flexibility of Use in Curriculum:

- Media Arts
- Health Class
- Social Studies
- Public Speaking
- Performing Arts
- Stewardship & Teens





Making the Most of Student Newscasts

Teens are all about TV, video and the Internet, Webcasts, podcasts and YouTube are places they tap into to obtain and share much of their information. Teens will want to make their Newscasts *look* great and *be* great. The following information can help ensure they are invested in the process.

Production Tips

Set Design/Seating

- Have students view/research television news set designs for ideas. (Local News, National Evening News, Telemundo, CNN, Al Jazeera)
- Seat student anchor chairs side-by-side at a desk or table, leaving comfortable space between them.
- Display the *Teen Lures TV Newscast* logo as a graphic element in the Newscast, preferably between the two News Anchors. (The *Teen Lures TV Newscast* logo is available for free download at: teenluresprevention.com/downloads)
- Use regular classroom chairs, or stools, that don't swivel, so there's no distracting movement of the anchors during the telecast. *Chairs with high backs that can be seen above the anchors' shoulders are not advisable. They distract from the message.*



Reading/Delivering Scripts

To look and sound like News Anchors, students need to prepare for their broadcasts.

Encourage students to memorize their scripts. Each anchor should have a hard copy or electronic copy of their script at the desk for reference if needed.

- Student anchors should practice their scripts aloud so they're comfortable with the copy.
- Underlining certain words for emphasis and creating pause marks [//] in between certain words will help anchors stop or slow down between thoughts.
- Remind students that although the information they're sharing is very important, they should be as relaxed and conversational as possible. *This comes from practice.*
- Knowing the material and rehearsing the copy will make the flow of content smoother.

If using cameras for broadcast purposes, remember to have students and parents sign/date the Student Privacy Form. (Template is on p. 36 for duplication.)

If you have access to a teleprompter, that's wonderful - use it.

If not, the script can be displayed on a computer screen just under the camera lens. Use large font.

- a. Assign a student to act as the "teleprompter operator."
- b. Student will scroll the text down as the anchors read the scripts off the computer screen.

If not using cameras, no worries! The Newscasts can be performed live in a classroom or in an assembly setting.

Role of News Anchors is to:

- Deliver the facts in a responsible way.
- Present the prepared material in the most professional manner possible.
- Act as role models to their peers by being great stewards of information.
- Take pride in delivering important news that can make a profound difference in someone's life.



Tips for Student News Anchors

1. Watch Local, National or International News.

Pay particular attention to what the News Anchor is saying and doing. Take note of voice tone and inflection, as well as non-verbal gestures and body language. Ask yourself:

- What is the reporter saying and how is s/he saying it?
- What does the reporter's voice sound like?
- Where are his/her eyes? Where are his/her hands?
- What is his/her body position?

Close your eyes and listen. Notice the anchor's voice has inflection; it is not flat. The News Anchor sounds excited to report the news to you. The Anchor tells you what is important, what is exciting, and what you don't want to miss, all with their voice. It's not so much what they're saying, but *how* they are saying it.

2. Practice Speaking.

Read a newspaper or book out loud to yourself in front of a mirror.

Look at your face as you read. Pretend you are in front of a camera and get your "Anchor face" on!

Look confident, believe in what you are saying, and act like you really want to share the story with your viewers. Your face reflects what you believe, and your voice confirms this.

3. Memorize Your Script.

Practice reading your script out loud.

Speak slower than usual.

Articulate each and every word. Look up unfamiliar words to learn their meaning and how to pronounce them correctly.

Listen to your voice and what your tone is saying. Tape yourself speaking on your smart phone or video camera and compare it to a real News Anchor.

- How do you compare?
- How can you improve?

Practice! Let your friends or family be your audience.

Now you are ready to practice with your co-anchor.

4. Dress for Success.

News anchors dress professionally, and so should Student Anchors.

Take another look at the news. What are anchors wearing?

Remember, for the *Teen Lures TV Newscast*, News Anchors will be seated, so it only really matters what students are wearing from the waist up.

A button down shirt with jacket/blazer or sweater always looks professional.

5. Things to Avoid.

Avoid speaking in everyday language. Slow down. Pronunciate each word.

Try not to use "um," "ah," "like" and "well" during your Newscast.

Although practice makes perfect, everyone can - and will - make mistakes.

Be kind to yourself, and to others, when mistakes are made.

These tips for Student Anchors are sourced in part from [wikihow.com/Read-and-Speak-Like-a-TV-News-Reporter](http://www.wikihow.com/Read-and-Speak-Like-a-TV-News-Reporter). It is suggested students visit the site while preparing for the Teen Lures TV Newscast presentations.



Getting Students Started

1. Introduce students to the *Teen Lures TV Newscast*.
2. Have students visit teenluresprevention.com. The website was created specifically for teens.
3. Have students:
 - a. read the Student Anchor Scripts.
 - b. watch the corresponding video News Clips.
 - c. watch sample student broadcasts at teenluresprevention.com/tvnews.asp
 - d. review Tips on p. 5; practice Newscast scripts to ensure performances are fluid.
 - e. review corresponding Class Discussion Plans while preparing for each Newscast or after completing each Newscast.
 - f. review Key Questions to Ask When Analyzing Media Messages, p. 33

Tips for Interviewing

- When interviewing, make the questions simple and direct.
 - Ask several simple questions rather than one complex question.
 - Ask questions for information rather than for confirmation.
- Ask open-ended questions to elicit the most information; "What time of the day did this happen?"
- Ask closed-ended questions to establish fact; "Did the incident occur after school hours?"
- Avoid structuring a sentence that will evoke a YES or NO answer.
 - Example: "I understand there was an incident involving Coach Smith last month, is that right?"
ANSWER: "Yes." [Note that the conversation stops there.]
Better example: "I understand that Coach Smith was charged with sending inappropriate text messages to a student. When did he allegedly begin texting the student, and for how long did it occur?" [The interview subject will now tell what occurred.]
- In interviews, always make certain that the final question will result in resolution of the problem, so there is closure and/or a call to action.
 - Example: Q: "So, what should we do when a dating partner tries to pressure us into sending nude images of ourselves?"
A: "Don't give in to negative peer pressure. Stick to your set boundaries, and refuse to send the images, especially since it's prohibited by law."
- Listen. Being a good listener is just as important as asking questions.
 - Quickly processing what you hear leads to asking better questions.

Ancillary Activities

- Incorporate local news stories about bullying, dating violence, sexual exploitation, online crimes or attempted luring or abduction into the Newscasts.
- Conduct interviews with local authorities and safety organizations. Include these stories in the Newscasts.
- Invite related community organizations into the school to speak (i.e. Rape Crisis Center, Justice Center, Police Department, Child Advocacy Center).
- Interview students who have personal experiences *they would feel comfortable sharing*.
 - i.e. "A few years ago, I felt really weird when this person started IMing me all the time..."
 - (Remember to have students and parents sign/date the Student Privacy Forms.)

Community Outreach

- Tell friends, family and colleagues beyond your school about the *Teen Lures TV Newscast* School Program. Encourage other schools and students to talk openly about preventing teen bullying/cyberbullying, harassment, dating violence, sexual assault and human trafficking.
- Peer teach Child Lures Prevention's *Think First & Stay Safe*™ Youth Curriculum to students, Grades K-6, in your school district. (See childluresprevention.com/grades7-12/index.asp and scroll down to [Another Peer Teaching Opportunity: Teens Teaching Elementary Students.](#))



Media Literacy

The *Teen Lures TV Newscast* curriculum provides an excellent platform with which to address media literacy. As students create their own Teen Lures TV Newscasts, present or broadcast them to peers, and engage in the corresponding Class Discussions, they are provided with ample opportunity to use critical thinking skills and active inquiry related to these messages.

Creating user-generated media can help students obtain a deeper understanding that media messages are produced for particular purposes. Reinforce that all media messages are so constructed, including their Student Anchor News Scripts. What messages are they trying to convey through the Newscasts? Are they effective? Consider using the [Student Handout, Key Questions to Ask When Analyzing Media Messages](#), provided on p. 33. (Created by the *National Association for Media Literacy Education, NAMLE.*)

All media messages are biased. What bias(es) are contained in the Teen Lures TV Newscasts?

- Bullying/Abuse are significant problems facing teens today.
- Everyone has a part to play in protecting minors from all forms of abuse.
- Working together, we can reduce the incidence of bullying, harassment, dating violence, sexual exploitation and human trafficking.

An overarching goal of this program is to increase students' knowledge and acquisition of prevention skills, as related to teen personal health and safety. Encourage students to think about the issues covered in the Teen Lures TV Newscast Class Discussions while consuming movies, music, music videos, television shows, local and national news, advertising, video games and magazines - digital, electronic and in print.

By participating in the *Teen Lures TV Newscast*, students are positively influencing their peers' beliefs, attitudes, values and behaviors, as related to teen personal safety. Point out to students that each person viewing their Newscasts will interpret the messages, based in part on their own beliefs and experiences. This will include students who have already experienced abuse, have never experienced abuse, are currently in an abusive relationship, whose family members are abusive or disrespectful, or students who are experiencing other forms of mistreatment. Please remind students to be respectful and supportive of others as you journey to safety together.

Helplines for Teens

Everyone needs a helping hand at various times during life, and teens are no exception. Each Newscast closes with a reminder for teens to reach out to, or tell, a friend or trusted adult about any bullying, harassment, dating violence, sexual abuse or trafficking they witness or experience. Teen Lures Prevention recommends providing the following national Helplines to students via the Newscasts, school bulletin boards, e-newsletters or other methods regularly referenced by students. Consider including local resources as well, if available. (Student Handout on p. 36)

National Teen Dating Abuse Helpline: Text LOVEIS to 22522, chat online at loveisrespect.org or call 1-866-331-9474

If you think you may be in an abusive relationship, you can text, chat or call to talk with someone about it.

TEEN LINE, 1-800-852-8336 (1-800-TLC-TEEN) 6-10pm Pacific Standard Time, 7 days a week:

Call if you have a problem or just want to talk with another teen who understands issues like abuse, anxiety, depression, divorce, bullying, gangs, gender identity, homelessness, pregnancy, relationships, sexuality, violence, substance abuse, self harm, and suicide. No issue is too small, too large or too shocking.

Text: TEEN to 839863 (5:30-9:30pm PST) | teenlineonline.org (chat, message board, blog)

RAINN National Sexual Violence Hotline, 1-800-656-4673 (HOPE)

RAINN has over 1100 trained volunteers on duty to help victims at crisis centers across the U.S.

National Hope Line Network, 1-800-784-2433 (1-800-SUICIDE). Available 24 hours a day, 7 days a week.

If you, or someone you know, is having thoughts of suicide, call to be connected to a local certified crisis center.

National Domestic Violence Hotline, 1-800-799-7233 (SAFE), Available 24 hours a day, 365 days a year.

National Runaway Safeline, 1-800-RUNAWAY (1-800-786-2929) or Text 66008

Caring counselors can help provide teens with better options than running away.

National Human Trafficking Resource Ctr (Polaris Project), Text "HELP or INFO" to (233733) | Call 1-888-373-7888

Report any suspicion or observation of persons or a group who may be victims of sex trafficking.



Parent Involvement:

For any prevention program to be truly effective, schools need to enlist the support and cooperation of parents. As is the case whenever a sensitive topic is addressed in school, parents may have questions and concerns.

Program Orientation

Prior to any classroom presentations and/or student newscasts, schools are encouraged to invite parents to a *Teen Lures TV Newscast* orientation. Parents are given an overview of the program and an opportunity to review the Student Anchor Scripts, Class Discussions and student handouts/worksheets. A sample invitation is provided on p. 35.

Invite parents to visit childluresprevention.com/grades7-12/index.asp



Parent Support

If taping and broadcasting the Newscasts, use the Student Privacy Form, (p. 34) which requires a parent/student signature and date. Provide parents with contact information for the program coordinator/guidance counselor, in case questions exist or arise.

A Helplines for Teens handout is provided on p. 36.

Comprehensive Resource for Parents

Let's Talk Teens Parent Handbook

Distribution of the 20-page *Let's Talk Teens* is strongly encouraged. Home reinforcement of the *Teen Lures TV Newscast* and corresponding *Class Discussions* helps ensure that personal safety conversations are happening at home and students retain the invaluable information. *(Available in English and Spanish.)*

The *Let's Talks Teens* parent handbook is a visible way for schools to demonstrate parental involvement and help ensure the information is being reinforced and modeled at home.

An Order Form can be found on p. 37.





News Clip Rundown

The following News Clips are provided on the *Teen Lures TV Newscast* kit's USB Flash Drive: MP4 files of the clips are also available for download online at teenluresprevention.com/downloads

News Insert #1 - Authority Lure.....	1:45 (Script on p. 10)
News Insert #2 - Assistance Lure	1:16 (Script on p. 13)
News Insert #3 - Ego/Fame Lure	1:54 (Script on p. 15)
News Insert #4 - e-Lure	1:23 (Script on p. 18)
News Insert #5 - Name Lure	1:46 (Script on p. 20)
News Insert #6 - Games Lure	0:43 (Script on p. 22)
News Insert #7 - Emergency Lure.....	0:54 (Script on p. 24)
News Insert #8 - Affection Lure	0:55 (Script on p. 26)
News Insert #9 - Trafficking Lure	0:59 (Script on p. 28)
News Insert #10 - Pet Lure	1:29 (Script on p. 30)

The News Clips are self-contained and can be augmented by localized video pieces.

Corresponding Student Anchor News Scripts for each of the (10) News Clips are on the following pages. Each Student Anchor News Script includes:

- Copy for Student Anchor lead-ins and tags.
- Follow-up ideas for local story tie-ins.

(Transcripts of the video News Clips' audio are provided following each Student Anchor News Script.)

Student Privacy Form

If the *Teen Lures TV Newscast* will be broadcast on closed-circuit, local or cable television, or by any electronic means, a Student Privacy Form needs to be filled out for each participating student and signed/dated by a parent and the student. A template is provided on page 36 for duplication.

Class Discussion Plans

Each student-led Newscast is followed up with a corresponding teacher-facilitated Class Discussion; Scripted discussion plans are provided for Grades 7-8 and Grades 9-12, and include student handouts, student worksheets, practice scenarios, class activities and a discussion recap. (See program Manuals.)



#1: AUTHORITY LURE

Student Anchor News Script

LEAD IN:

ANCHOR 1: Today we begin the *Teen Lures TV Newscast* series. Teen Lures Prevention is all about personal safety and our right to enjoy healthy and respectful relationships throughout our lives. No relationship should include mistreatment of any kind. That includes bullying, harassment, dating violence, physical and sexual assault, as well as Human Trafficking.

ANCHOR 2: Throughout this series, we'll take an in-depth look at how Lures are used to entice, deceive and victimize teens, and how we can avoid being manipulated by these Lures. In today's newscast, we'll examine the Authority Lure. This Lure is used by people who have influence or authority over us.

ANCHOR 1: As minors, we've been taught to respect and obey people in positions of authority, but some people abuse that power. *[Name of Anchor 2]*, who is most likely to misuse the authority they hold over teens?

ANCHOR 2: The Authority Lure is usually used by someone we know and trust, like a family friend, coach, relative or instructor. Although most people are committed to improving the lives of teenagers, some seek out and then exploit positions of authority.

ANCHOR 1: In this video clip, watch how easily teens are lured by someone posing as an authority figure.

ROLL TAPE: News Insert #1: Authority Lure video news clip (1:45)

TAG:

ANCHOR 1: We have the right to challenge **anyone** who oversteps our personal boundaries or makes us feel unsafe. As teenagers, we should be especially careful if someone claims to be with law enforcement, and then demands we go with them. *[Name of Anchor 2]*, is it safe to just go with someone who projects authority?

ANCHOR 2: No, it's not safe to leave a mall, store or any other location with someone claiming to be security or police, even if they show us a badge or have lights attached to their vehicle. Teens also have a legal right to request a uniformed police officer in a marked police car. If in doubt, call your parents or call 911. How else is the Authority Lure used with teens?

ANCHOR 1: **More commonly**, someone in a position of influence or authority crosses the line from appropriate behavior to controlling or abusive behavior. Usually, it's someone close to the teen, like a family member, coach or dating partner. When the abusive person is someone we care about, it can be hard to stand up for our rights. But speaking out against disrespectful and abusive behaviors sends a clear message that these actions are not acceptable.

ANCHOR 2: If somebody is being mean or abusive in a relationship, we can tell someone we trust, like a friend, parent or other trusted adult. School counselors are available to talk to, and there are help links and toll-free hotlines just for teens. (Refer to helplines on the screen or mention teenluresprevention.com/links.asp.) Telling can help stop abuse and allow us to feel safe again.

ANCHOR 1: Thank you for watching today. Please join us next time for the Assistance Lure, when we'll demonstrate how offering, or accepting a helping hand, can compromise our personal safety.

LOCAL TIE-INS:

1. Interview local authorities about minors' rights and how to verify a law enforcement official.
2. Interview/poll students: Have they ever received too many text messages from a friend or dating partner? Did they consider it harassment? How many text messages are too many?



News Clip Transcript: Authority Lure

News Clip #1: Authority Lure

Runs: 1:45

SUPER: Amy Brewbaker/College Student

SUPER: Ken Wooden/Child Safety Expert

"There's a stakeout up there. Just stay right there. Don't move."

After the simple flash of a badge, college student Amy Brewbaker believes everything this man has to say. He's safety expert Ken Wooden, but he could have easily been a sexual predator.

{Ken Wooden}

"Okay, it's clear."

"You did good."

"Thank you."

"Bye-bye."

Wooden shakes Amy's hand just long enough for her to realize that she's made a mistake.

{Amy Brewbaker/College Student}

"I thought maybe he was undercover or something."

"He showed me his badge so I thought it was legit. I don't know. Oh.... that's so scary."

{Ken Wooden and Jim Toggweiler, 15 years old}

"I need to ask you a question or two. Just come over here."

"Everything's cool."

As you can see, this lure is especially dangerous for teenagers... easily intimidated when accused of shoplifting or other crimes. The solution: Demand a uniformed officer in a marked car before going with anyone who says they are a policeman.

{Ken Wooden/Safety Expert}

"You can go into any security store and buy these things."

(continued)



News Clip Transcript: Authority Lure

News Clip #1: Authority Lure *continued*

To make matters worse, victims are intimidated.

{Wooden interview w/Shannon}

"Anyone with authority simply tells the child what to do, where to go, and to keep quiet afterwards."

"You have a nice day..."

Even after the lure, Jim Toggweiler acknowledges that he fell for it, but still doesn't understand what he did wrong.

{Ken and Jim}

"Did you have any doubts at all when I came up to you and you crossed the street?"

"Not really."

{Jim Toggweiler}

"It didn't seem like I was in trouble or anything and you had a badge."

END.



#2: ASSISTANCE LURE

Student Anchor News Script

LEAD IN:

ANCHOR 1: In today's *Teen Lures TV Newscast*, we're reminded to keep our guard up when lending or accepting a helping hand. The Assistance Lure can put us in a compromising situation at a time when we're preoccupied with being helpful.

ANCHOR 2: Most teens are kind and generous, and are usually happy to help others out. In fact, today's teens volunteer more than any other generation of teens in history! But let's see what can happen when unsuspecting teenagers are asked for, or offered assistance.

ANCHOR 1: In this video clip, watch how easily someone could take advantage of a teen's helpful and trusting nature.

ROLL TAPE: News Insert #2: Assistance Lure video news clip (1:16)

TAG:

ANCHOR 1: So what should we do if someone in a vehicle slows down or pulls over, and tries to talk to us?

ANCHOR 2: It's safest to move out of reach and pretend not to hear. Walk quickly and purposefully in the opposite direction. And while it's usually safe to help people we know, it's best to bring someone with you and let your parents know where you will be.

ANCHOR 1: We also need to keep our guard up when people **offer** us their assistance - like a ride, help moving something, or the use of their cell phone. They may even **insist** we accept their "kind" offer. But if the situation doesn't feel right, we can firmly say NO.

ANCHOR 2: It's always safer for us to decide who will help us. As teens, we may find ourselves in situations where we need to **ask** a stranger for help. [*Name of Anchor 1*], who should we ask **for** assistance?

ANCHOR 1: It's best to ask a parent with children of their own or a store employee working behind a counter. If a uniformed police officer is available, they're a safe choice too.

ANCHOR 2: Good advice! Did you know that even college students fall for the Assistance Lure? See for yourself in this video: You won't believe how easily college kids can be lured!

[**Roll tape:** teenluresprevention.com/cbs-tv.asp*]

ANCHOR 1 Each college student who was lured in this video said something didn't feel right, but they went anyway. They all said they'll listen to their instincts next time - and not go!

ANCHOR 2: Talking openly about personal safety helps everyone stay safe. There are also teen helplines available 24/7. If you or a friend have been abused or is having thoughts about mistreating others, you can ask for help. (*Refer to helplines on the screen or mention teenluresprevention.com/links.asp.)*)

Thank you for tuning in today. Join us next time for the Ego/Fame Lure and see how quickly safety can be overlooked if there's an exciting opportunity.

(*Permission for use granted by CBS News.)

LOCAL TIE-INS:

1. Showcase a student safely providing assistance (i.e. volunteering at a local food shelf or animal shelter.)
What are additional ways to be helpful without compromising safety?
2. Consider organizing a class collection for your local food shelf or animal shelter.



News Clip Transcript: Assistance Lure

News Insert #2: Assistance Lure

Runs: 1:16

SUPER: Lauren Ervin/College Student

SUPER: Ken Wooden/Child Safety Expert

{Ken Wooden}

"Excuse me, how do you get to Route 4 from here?"

The "Assistance Lure" is so effective, even those who should know better, fall for it.

{Ken Wooden}

"Here, can you show me on this?"

This college student is trying to be helpful, but she would be in serious danger if the person asking for directions were a predator.

{Ken Wooden}

"Go ahead."

One student keeps her distance, but does nothing to stop her friend. We spoke to them after this demonstration.

{Lauren Ervin/College Student}

"I was just telling her that you never walk up to someone's car because they could snatch you away. You don't know who they are. He could be lying."

{Christina Jeffery/College Student}

"I probably wouldn't have done it if I had been alone."

Personal safety expert Ken Wooden explains why this lure is so effective.

{Ken Wooden}

"You short circuit your basic instincts, only for a moment."

"The guy doing the luring, the guy doing the pulling, has an adrenaline, sexual rush that he will get you through the car window. And the car becomes a cage and he becomes the animal he really is."

END.



#3: EGO/FAME LURE

Student Anchor News Script

LEAD IN:

- ANCHOR 1:** Today in our *Teen Lures TV Newscast*, the Ego/Fame Lure demonstrates how easily we can overlook personal safety when distracted by compliments or an exciting opportunity.
- ANCHOR 2:** Flattering remarks and other appeals to the ego can blur judgment and leave teens vulnerable to exploitation, including by peers. Compliments and promises of fame and fortune are used to lure teenagers into compromising situations.
- ANCHOR 1:** Now that everyone can broadcast themselves, the opportunity to model, act, or appear on a reality show is something that could happen to any of us. Many teens also try out for various sports and talent auditions. How can we pursue these opportunities without risking our personal safety?
- ANCHOR 2:** In this news clip, see how simple it is to take advantage of someone's dream to be recognized or famous.

ROLL TAPE: News Insert #3: Ego/Fame Lure video news clip (1:54)

TAG:

- ANCHOR 1:** The Ego/Fame Lure can throw anyone off-guard. We should be cautious of anyone who constantly compliments us or gives us special privileges.
- ANCHOR 2:** Good advice. Another way this Lure is used is when teens are flattered or pressured into sexting. Sharing sexually explicit images of anyone under the age of 18 is prohibited by law in all 50 states; in some states, it's a misdemeanor, in others it's a felony crime. When teens sext, they are actually creating and distributing child pornography, so don't even think about doing it.
- ANCHOR 1:** That's right, even if your friends say it's just for laughs and you won't get caught. Everything we share affects our reputation and our future, and can have legal consequences. And once inappropriate images are out there - they can't be taken back!
- ANCHOR 2:** For talent auditions and sport try-outs, it's smart to bring parents along. Parents can verify credentials and provide a legal signature if needed. If a Talent Scout insists upon secrecy, don't work with them!
- ANCHOR 1:** So let's keep our ego in check, our texting legal, and our lines of communication with trusted adults open. Remember, if you or someone you know has been abused, or is having thoughts of mistreating others, help is available. You can ask a friend, parent, school counselor or call a national helpline like RAINN at 1-800-656-HOPE. (Refer to helpline(s) on the screen or mention teenluresprevention.com/links.asp.)
- ANCHOR 2:** Thank you for joining us today. Please tune in next time for the e-Lure, and find out why some questions asked online should remain unanswered.

LOCAL TIE-IN:

1. Poll fellow students: Have they ever been asked to share inappropriate pictures of themselves? Do they know that when minors sext, it is a prohibited by law in all 50 states? What is the sexting law in your state? Incorporate findings into the Newscast.



News Clip Transcript: Ego/Fame Lure

News Insert #3: Ego/Fame Lure
Runs 1:54

{Ken Wooden}

"We're doing a video tape. Just Say No to Drugs. We pay \$50 for our interviews."

These two teens are being tempted into a dangerous situation with the promise of fame.

{Ken Wooden}

"You interested? Just Say no to Drugs. Why it's important. Okay."

The man doing the luring is safety expert Ken Wooden and he's about to teach these teens a valuable lesson.

{Ken Wooden}

"Just come over here. Don't tell me now... wait until the camera's rolling."
"Get right close to the mic. Right here."

With a simple shove in the back, these two teens could go from tv stars to a predator's next victim.

Here's the same lure... this time it starts by using a bogus business card.

{Wooden w/Shannon continued}

"Director of film and talent."

{Ken Wooden}

"Can I give you my card?"
"It's a yellow... very bright, yellow Volkswagon."

Even taking the card is a dangerous decision. Wooden could have easily pulled this teen into the car with him.

Wooden says the pre-teen age is usually the target of child predators and the ego lure.

(continued)



News Clip Transcript: Ego/Fame Lure

News Clip #3: Ego/Fame Lure *continued*

{Ken Wooden}

"If someone is offering you \$500 to do a commercial for pizza, but don't tell mom and dad... you, tell mom and dad."

The lure of being on tv is so strong... these two teenagers say many fall for it when approached right on the street.

{Ken Wooden with Jim Toggweiler}

"I need a voice tone in my car. If your voice is high... lousy... I need a voice tone. It's going to be a pilot project and I'll give you five minutes to buy whatever you want."

"I'd probably buy it."

END.



#4: e-LURE

Student Anchor News Script

LEAD IN:

ANCHOR 1: In today's *Teen Lures TV Newscast*, we'll take a fresh look at technology and personal safety. Most of us have been using technology our whole lives. We regularly interact with people we know, and with people we don't know. Usually, there's no problem with this. Most of us know to keep important personal information private, including our phone number, address, passwords and social security number. Setting and defending digital boundaries is important.

ANCHOR 2: Sometimes, though, bullying and harassment happen while using technology, and it's usually done by peers - even our close friends. Social and dating relationships can be complicated for teens, and should always be navigated with kindness and respect.

ANCHOR 1: Good point. Also, we know to be careful of cyber predators, but what about people we've gotten close to on social media? What if someone really seems to care about us and asks a lot of personal questions? How do we communicate and socialize safely with online friends?

ANCHOR 2: In this news clip, personal safety expert Ken Wooden reveals questions that should make us stop, think and proceed with caution.

ROLL TAPE: News Insert #4: e-Lure video news clip (1:23)

TAG:

ANCHOR 1: It's easy to share our deepest feelings with people online, but it can leave us vulnerable to harassment, bullying and exploitation. Be cautious of people who ask too many personal questions, and think twice before sharing, friending or meeting.

ANCHOR 2: Sometimes, teens are pressured to have sexual conversations or send inappropriate images of themselves. It's often boyfriends, girlfriends and other peers who try to pressure teens into sending nudes. [Name of Anchor 1], what can we do if someone pressures us to do this?

ANCHOR 1: If someone is pressuring us, we can stand up for ourselves and say "No." Remember, nudes of minors are child pornography, and teens can face legal consequences. Laws and penalties are different for every state, so nudes sent across state lines may increase penalties. And once sent, teens have no control over who shares and views the images -- forever.

ANCHOR 2: So true! Making new friends is important. Sometimes teens want to meet up with new online friends, but we should be careful. It's safest to meet in a public place and to bring an adult along, especially for the first meeting. Remember to always put personal safety first.

ANCHOR 1: Good advice. Let's be kind and respectful to ourselves and others. Remember: friends, parents and other trusted adults can help if we're being pressured or cyberbullied. Or we can text or call a Helpline. (Refer to helpline(s) on the screen or teenluresprevention.com/links.asp.)

ANCHOR 2: Thank you for watching today. Please join us next time for the Name Lure. We'll talk about why it's important to protect our full name and our identity.

LOCAL TIE-INS:

1. Interview fellow middle or high school students and ask if they, or someone they know, have encountered questionable people online, or received unwanted messages. If so, what did they do?
2. Check news articles for recent cyberbullying or harassment cases in your community or state. Incorporate such stories into your Newscast as Special Reports.



News Clip Transcript: e-Lure

News Clip #4: e-Lure
Runs :1:23

{Jennifer Mitchell, National Personal Safety Expert}

SUPER: Group of teenagers looking at tablet and socializing/Teen texting someone
Teenagers use the Internet daily for entertainment, education and communicating. And for the most part, there's no problems -- except when online friends start asking teens too many personal questions.

{Ken Wooden}

{Cover with this question being typed out on the screen as he says it}

"How do your parents get along?"

The online predator is interested in two things. First - getting some personal information. Second - arranging a private, in-person meeting.

{Ken Wooden}

"Maybe mom and dad are having too many fights. Maybe mom and dad are getting a divorce. Who knows? But it gives them a wedge to get into a kid's head. To get into the kid's insecurities. To get into the kid's fears. To become their friend."

Children who have agreed to meet with these predators have been beaten, robbed and even worse.

{Ken Wooden}

"If somebody wants to know where you live? No, no. If somebody wants to meet you? No. If somebody wants to know where you go to school? No."

{Jennifer Mitchell}

SUPER: Teen texting someone

Making new friends is important, but it's best to meet in a public place and bring an adult along, especially for the first meeting. Always put personal safety first.

END.



#5: NAME LURE

Student Anchor News Script

LEAD IN:

ANCHOR 1: In today's *Teen Lures TV Newscast*, the Name Lure uncovers why it's important to protect our personal information, including our full name. It's human nature to expect that people who address us by name know who we are, and can be trusted on some level. But do they actually know us? And should we automatically trust them?

ANCHOR 2: Probably not. Anyone can learn our name by overhearing it, asking someone, or noticing it on our belongings. People can also discover our name through social media. We put ourselves and our friends at risk by tagging images with full names and by sharing too much personal information.

ANCHOR 1: We also need to be protective of our identity online, because teenagers are the main target for identity theft. A teen's personal information is very valuable and should be protected.

ANCHOR 2: Still, we want to socialize and make new friends. In the following news clip, we'll see how easily someone can earn a teen's trust, simply by speaking to them using their first name.

ROLL TAPE: News Insert #5: Name Lure video news clip (1:46)

TAG:

ANCHOR 1: Don't let your guard down just because someone knows your name. They may claim to know someone in your family or a friend of yours. It's not difficult to learn someone's name, so let's not make it any easier for identify thieves, posers and predators.

ANCHOR 2: Good advice. If names are necessary on personal belongings, let's put them where they're not obvious, or use our initials instead. When tagging images, it's best to use first names only to help protect identities. Let's value our privacy, and that of our family and friends.

ANCHOR 1: Posting too much information and randomly friending people can leave us vulnerable to crime. Posing, or pretending to be someone else, is a form of identity theft - which is against the law. Some teens pose as other people to cyberbully. This is also criminal behavior, and those who do it are increasingly getting caught.

ANCHOR 2: So let's really think about our technology use and learn from others who have over-shared. Young adults are now saying they regret sharing so much in high school and college. It's nice to be connected to lots of people, but it's also healthy to keep parts of our lives private.

ANCHOR 1: If you've been bullied or harassed, or had your identity compromised, you can reach out to a friend, parent, school counselor or a helpline. Trained professional are available to help teens. (Refer to helpline(s) on the screen or teenluresprevention.com/links.asp.)

ANCHOR 2: Thank you for joining us today. Watch next time when we discuss the Games Lure, and how gaming and playing sports can be fun, healthy - and sometimes misused.

LOCAL TIE-INS:

1. Interview students: Ask them about their gaming habits. Do they use Private Sessions with just friends or do they feel safe gaming live with anyone?
2. Display annualcreditreport.com. Federal law requires a free annual credit report for teens and adults. Poll parents: How many parents get their free annual credit report? Incorporate info into Newscast. (See Class Discussion Plan for Grades 9-12, p. 39)



News Clip Transcript: Name Lure

News Clip #5: Name Lure

Runs 1:46

SUPER: Ken Wooden/Child Safety Expert

SUPER: Ted Bundy/Serial Killer

Most adults recognize this man. His name? Ted Bundy. One of the most famous serial killers in U-S history. He killed dozens of girls and young women.. including his last victim... 12-year-old Kimberly Leach.

{Quick nats from Wendy and Ken Wooden tape}

"There's a white van... Ted Bundy."

Child safety expert Ken Wooden explains how Bundy used the "Name Lure" to kidnap, and later kill, Kimberly.

{Ken Wooden interview w/Shannon}

"She came out of the gym with her name on the back of her gym shirt... Kim. She was just voted Miss Valentine. She was so excited to call her mom. And there he was. Parked in a white van. Hello, my name is Richard Burton, Fire Department. 'Kim, Kim, Your house is on fire.' And she was gone. She had 45 minutes to live."

Think this lure won't work 20 years later? Think again.

{Ken luring George}

"How are you doing George? I need to ask you a question or two. Just come over here."

"Everything's cool."

Our hidden cameras capture this 15-year-old as he follows Wooden's instructions and crosses the street. He's never met Ken before...

{Ken and Jim}

"You have a nice day George."

Wooden says predators use a person's name like an icebreaker...putting people at ease.

{Ken Wooden}

"It gives the predator a chance to be engaging. It gives the con artist a chance to soften his words and we all like to hear our name."

{Ken Wooden}

"It can short circuit your human instinct, in a second. And all they need is a second. Then they grab you... and boom." END.

So the next time you think about putting your child's name on a piece of clothing...remember this...from Ted Bundy's last interview.

{Ted Bundy}

"There is loose in their towns, in their communities-people like me-today." END.



#6: GAMES LURE

Student Anchor News Script

LEAD IN:

ANCHOR 1: Physical and mental challenges are an important part of life. Many of us meet these needs with interactive gaming, sports and clubs. Today in our *Teen Lures TV Newscast*, we'll look at the Games Lure. Gaming and sports are entertaining and usually harmless, but if we're not careful, they can also make us vulnerable to bullying and exploitation.

ANCHOR 2: Because body contact is normal in many sports, inappropriate touching is often excused as unintentional at first. But it can escalate into physical aggression or sexual abuse. This can happen in the locker room or on the playing field, at home or away games. It usually happens with someone we know and trust, like a coach, teammate or other player.

ANCHOR 1: Other times, teenagers are tricked into being physically restrained or placed in isolation during a practical joke or a prank. This prevents them from protecting themselves or escaping.

ANCHOR 2: Online gaming and chat options can open the door for harassment, bullying and face-to-face meetings. In this news clip, watch how one teen chooses to game online with friends.

ROLL TAPE: News Insert #6: Games Lure video news clip (:43)

TAG:

ANCHOR 1: Online gaming and social networking are usually safe, but may lead to bullying, identity theft and unsafe meet ups. To keep it fun and safe, use private sessions. If gaming on an open network, be respectful, watch out for one another and report any problems.

ANCHOR 2: When we share personal information - like our phone number - with other gamers, we lose control over how and when these online friends contact us. As we already know, if someone gets our phone number, they can easily get our address. When we guard our personal information, it protects us from identity theft and can help keep us safe.

ANCHOR 1: Most people who coach and play sports are kind, caring individuals. They put a lot of time and effort into keeping sports safe and enjoyable. But, if anyone - including a coach or teammate - starts making sexual comments or jokes, or touches us inappropriately, we can speak up and tell them to stop. We can also tell a friend and trusted adult about what happened.

ANCHOR 2: Also, it's best to avoid activities that involve restraints, like handcuffs, even if we're told it's part of a game or a joke. We want to have fun, but also be safe.

ANCHOR 1: Learning about Teen Lures lets us know what to look out for, and how to help one another. If you or someone you know has been abused, or is having thoughts about mistreating others, help is available. Consider telling a friend, parent or school counselor. There are also helplines just for teens. (*Refer to helpline(s) on the screen or mention teenluresprevention.com/links.asp.)*

ANCHOR 2: Thank you for watching today. Our next newscast, the Emergency Lure, will explore two things that can short-circuit our brains and put our personal safety at risk.

LOCAL TIE-INS:

1. Research and report on local or national news stories related to sexual exploitation by coaches. Incorporate into your Newscast as a Special Report.
2. Ask students: Does your screen name reveal too much personal info? Is it safe? Why/why not?



News Clip Transcript: Games Lure

News Clip #6: Games Lure

Runs :43

SUPER: Teenager playing video game

{Jennifer Mitchell, Personal Safety Expert}

"Online gaming is more popular than ever."

"Teenagers can keep interactive gaming safe by choosing private sessions, being respectful to friends & peers and protecting their passwords."

"Online gaming and chat options can lead to bullying, harassment, sexual conversations, encounters with Internet pornography and in-person meetings, so be careful."

END.



#7: EMERGENCY LURE

Student Anchor News Script

LEAD IN:

ANCHOR 1: In today's *Teen Lures TV Newscast*, the Emergency Lure reveals how emergencies and making rushed decisions can jeopardize our safety. Emergencies can happen to anyone, at any time. They require quick thinking, and every second counts. Today we'll examine how easily this kind of lure can short-circuit our protective instincts and put us at risk.

ANCHOR 2: When an emergency happens, it's unexpected and throws us off our game. People with bad intentions know this. By inventing a crisis or sense of urgency, they can lure an unsuspecting teen into meeting them or doing what they say.

ANCHOR 1: Teens may be told that someone they love is hurt, that something has happened to a valued possession or that there is an immediate opportunity they just can't pass up.

ANCHOR 2: When we're made to believe there's an urgent situation or time-sensitive opportunity, we can be rushed into making split-second decisions that are usually not in our best interest. Watch how this teen reacts to an urgent request.

ROLL TAPE: News Insert #7: Emergency Lure video news clip (:54)

TAG:

ANCHOR 1: Would you have gone to meet him? The guy said he was leaving in 30 minutes. That created a sense of urgency and the need for immediate action. So, what can we do if someone offers us a time-sensitive opportunity - and pressures us to make a rushed decision?

ANCHOR 2: We shouldn't let people rush us into making quick decisions. Take time to fully assess situations and verify the facts. Get input from family and friends, and listen to your instincts. Don't go alone either. What appears to be a great opportunity may actually be a Teen Lure.

ANCHOR 1: Emergencies can and do happen to families every day. Kids, teens and even adults fall for the Emergency Lure. What can we do to stay safe if someone tells us there's an emergency?

ANCHOR 2: Have a Family Emergency Plan. Together with your family, decide who will contact you during an emergency situation. Who can you contact to verify there really is an emergency? Where will you go? If unsure, stay where you are until you get more information or can talk to someone you trust.

ANCHOR 1: It sounds like creating a Family Emergency Plan is helpful. Thank you for watching today. In our next newscast, we'll meet a convicted sexual predator who confesses his secrets of 24 years. [Refer to Student Handout, *Emergency Plan in Class Discussion manuals* or available at teenluresprevention.com/emergency.asp]

LOCAL TIE-INS:

1. Interview students. Has using their instincts ever saved them from a potentially dangerous situation? Incorporate into the Newscast.
2. Talk to a group of students. Do they have a pre-arranged family Emergency Plan? Have they ever practiced it?
3. Interview a school official about the school's emergency plan. How often is it practiced?



News Clip Transcript: Emergency Lure

News Insert #6: Emergency Lure
Runs :54

{Teenage girl texting someone.}

Text messages appear:

Hi, do you still need a dog sitter?

Yes!

I can do it

Come over right now so I can show you everything.
I'm leaving in 30, so hurry!

Send me the address

{Teenage girl saying over her shoulder:}

"Mom, I have to go **right now.**"



#8: AFFECTION LURE Student Anchor News Script

LEAD IN:

ANCHOR 1: Today's Newscast focuses on the Affection Lure, which is used more often than any other Teen Lure. The Affection Lure can be hard to recognize, because it's usually used by someone close to us, like a family member, friend or relative, whom we wouldn't suspect of abusing others.

ANCHOR 2: The Affection Lure may begin with someone spending a lot of time with a teen, giving them extra attention, excessive compliments and gifts. Sometimes teens are taken to cool places and given special privileges. Other times, they are allowed - and even encouraged - to swear, smoke, drink alcohol, do drugs or look at pornography.

ANCHOR 1: Over a period of time, the line is crossed from affection to sexual abuse. Once someone crosses that line, they have committed a crime. Teen victims may be told, even threatened, to be secretive about inappropriate relationships. But, all secrets can be told. *[Name of Anchor 2]*, is the Affection Lure also used by teens, on teens?

ANCHOR 2: Yes. In fact, a common crime against teenagers today is Acquaintance Rape, or Date Rape. This is when a peer, usually a dating partner or friend, pressures or forces another teen into sexual activity. *[Look at Anchor 1]* How can we prevent this?

ANCHOR 1: Date Rape can be prevented by respecting each person's personal boundaries and being certain to have mutual consent for all intimate activity, *every time*. In this next news clip, we'll hear from a convicted sex offender who used the Affection Lure to earn the trust of his young victims.

ROLL TAPE: **News Insert #8: Affection Lure video news clip (:55)**

TAG:

ANCHOR 1: We have the right to refuse touching from anyone who tries to violate our personal boundaries, no matter who they are. And we shouldn't be embarrassed or afraid to stop anyone who tries. We can stand up to any person whose behavior is inappropriate or makes us feel uneasy.

ANCHOR 2: Be careful of the Affection Lure online too. It's easy to share our deepest feelings when communicating screen to screen. This can create a close connection to someone who may not have our best interests at heart. Is there anything a person says or does that makes the Affection Lure or Acquaintance Rape their fault?

ANCHOR 1: Absolutely not. Nothing we say or do can justify someone else's illegal behavior. The abuser or rapist is solely at fault. It takes courage to tell, especially when it happens with someone we care about, but telling helps us feel safe again. It also helps protect others from abuse. It's never too late to tell a friend, parent, school counselor or contact a helpline like RAINN at 1-800-656-HOPE. *(Refer to helpline(s) on the screen or mention teenluresprevention.com/links.asp.)*

ANCHOR 2: Thank you for watching today. Please join us next time for the Trafficking Lure. Human trafficking is a form of modern day slavery happening in countries throughout the world, including the United States. We'll find out how traffickers use Teen Lures to take away our most precious right - our freedom.

LOCAL TIE-INS:

1. Research Acquaintance Rape (Date Rape) in your state. How many cases were reported last year? Are the reported cases at high schools, colleges and universities? Incorporate findings into Newscast.
2. Display the Teen Lures Prevention poster, Sober = Safer, during the Newscast. Sexual predators may use drugs and alcohol to lower a potential victim's inhibitions, decrease their resistance or to incapacitate them.



News Clip Transcript: Affection Lure

News Clip #8: Affection Lure
Runs: 0:55

SUPER: Alistair Burton/Child Molester
SUPER: Ken Wooden/Child Safety Expert

{Alistair Burton}

"The children I molested were children that I knew. That I got very close to."

Alastair Burton stalked his victims while he was babysitting.

{Alistair Burton}

"I would play with them, talk to them, do things with them."

After gaining their trust, Burton would molest them... and he did it for 24 years.

{Alistair Burton}

"If they were more friendly, outgoing, willing to talk to me, willing to go with me, do things with me, it makes it easier for me to make them a victim."

Burton was convicted of molesting one child...but admits to abusing 8-to-10 more.

END.



#9: TRAFFICKING LURE

Runaways & Lured-aways

Student Anchor News Script

LEAD IN:

ANCHOR 1: In today's Newscast, we'll talk about teens who run away or are lured away, and the hard realities they face on the streets. [Turn and ask Anchor 2:] Have you ever been so fed up that you thought about running away from home?

ANCHOR 2: Yes, I've thought about running away. Lots of teens feel that way sometimes.

ANCHOR 1: Did you ever run away?

ANCHOR 2: No, I didn't. I talked to a friend and realized that running away from my problems wouldn't solve them. And sometimes running away from home can create even worse problems.

ANCHOR 1: Very true, and there are safer options. Our friends, their parents, school counselors or other trusted adults can help us work through our problems and maybe even find us a place to stay for a while.

ANCHOR 2: That's good advice. Unfortunately, not everybody takes it. Every year, 1.7 million teens run away from home, or are kicked out, but the majority of them return home within 24 hours. Of those who don't or can't go home, a third are approached by sex traffickers within 48 hours of being on the street. Traffickers lure teens with false friendship and affection, food, clothing, a place to stay, promise of a job - and a better life.

ANCHOR 1: Not only that, but some teens are targeted and lured online, mostly through social media. Others are lured away from malls, bus stops, school campuses, neighborhoods, parties, gangs or through friends. Let's take a look at how easily teens can be lured into sex trafficking. This is Sophia's story.

ROLL TAPE: **News Insert #9: Trafficking Lure video news clip (:59)**

TAG:

ANCHOR 1: Trafficking can happen to teenagers who are homeless, live in foster homes, run away from home, and are living at home. Traffickers are experts at developing trust with teenagers and creating dependence before exploiting them. Drugs, threats and violence are often used to control victims of trafficking.

ANCHOR 2: So, all teenagers need to be very careful. If something seems too good to be true, it probably is. [Anchor 1's name,] where can runaways get help, so they won't be harmed or lured into sex trafficking?

ANCHOR 1: Some runaways can go home or to a friend's. If not, they can call 1-800-RUNAWAY for confidential help - without being reported to parents or police. For a free place to stay, they can call Covenant House at 1-800-999-9999. If trafficked, text "HELP or INFO" to 233733 (BeFree), or call 1-888-373-7888.

ANCHOR 2: It's never too late to get help - even if teens are tricked or forced into doing things they regret. Many trafficking victims are told their families and friends won't love them anymore, or want them back. [Anchor 1's name,] should teens believe that?

ANCHOR 1: No. It's part of the con. It's a lie. Teens who have been lured and sexually exploited are victims. It's not their fault. Friends and family will understand that they were deceived, and need extra love & support.

ANCHOR 2: Thank you for listening today. Please join us next time for the Pet Lure. This lure was used by a neighbor to entice preteen Megan Kanka into his home. Our nation's sex offender notification law, Megan's Law, is named after Megan Kanka. Join us to find out why.

LOCAL TIE-INS:

1. Research Polaris Project's National Human Trafficking Resource Center, the National Runaway Safeline or Covenant House.
2. Research a local teen help center in your community. Consider incorporating the information into this Newscast.



News Clip Transcript: Trafficking Lure

News Clip #9: Trafficking Lure

Runs: :59

Sophia:

My home life was a complete mess, so I ran away.

At the bus station, I met the guy of my dreams. He was just there and when we looked at each other, it was like my whole world changed.

He took care of me, bought me stuff, took me everywhere. For a couple weeks, I was in love with my new life, and with him.

Then he told me I had to start earning my keep....by selling my body. He locked me up and forced me to take drugs and sell myself.

I never, ever, EVER thought something like this could happen to me, but it did.

Looking back, I can see how he manipulated me. I wish I had known about people like him.

END.



#10: PET LURE

Student Anchor News Script

LEAD IN:

ANCHOR 1: In today's *Teen Lures TV Newscast*, we'll explore the Pet Lure, which has been used to lure teens and young adults with promises of animal-related job and volunteer opportunities. Requests to help find lost pets is more commonly used on young children, but it's important for teens to see it in action, because many of us look after younger siblings and neighbors. (*Name of Anchor 2*), what is Megan's Law?

ANCHOR 2: Megan's Law requires authorities to notify communities about convicted sex offenders. It is named after 11-year-old Megan Kanka, who was lured to a neighbor's house with the offer to see a litter of newborn puppies. Unknown to Megan and her family, the neighbor was a convicted sex offender, out of prison on parole. After luring Megan into his house, he took her young life.

ANCHOR 1: For those unfamiliar with Megan's Law, it requires each state to register any person convicted of a sexual crime onto a Sex Offender Registry. Through the registry, each sex offender's photograph, criminal history and current address is available to the public.

ANCHOR 2: Sexual predators know how effective puppies, kittens and other animals can be to lure kids of all ages into unsafe situations. In the following clip, investigative reporter Ken Wooden demonstrates how young kids are easy targets for the Pet Lure. How many seconds does it take to lure someone away?

ROLL TAPE: **News Insert #10: Pet Lure video news clip (1:29)**

TAG:

ANCHOR 1: The Pet Lure is also used on teens. Be skeptical of posts for animal rescue, volunteer and pet-sitting opportunities, because these offers have been used to lure teens into danger. If an opportunity looks interesting, involve a parent or other adult, and be sure to check at least 3 references.

ANCHOR 2: The Pet Lure has been used in many serious crimes against young children. People who use this lure typically approach several kids before finding a child they can trick into going with them. Warn younger siblings or children you babysit: If asked to look for a lost or sick pet, ignore the request and get to safety quickly. Then tell an adult what happened right away.

ANCHOR 1: Also tell kids not to enter a home or other secluded place - or leave a public area - to see or care for an animal, unless they are with a Trusted Adult.

ANCHOR 2: As we wrap up the Teen Lures TV Newscast, let's think back on the Lures and personal safety strategies we've learned. Through our Newscasts, we've learned the importance of healthy relationships, treating one another with respect, clearly communicating boundaries, and getting mutual consent for all intimate activity, *every time*. We've learned that bullying, sexting, human trafficking, sexual assault and threats are against the law, and if we are lured or mistreated, it's not our fault. We discussed the importance of using technology responsibly and limiting our sharing.

ANCHOR 1: We've also identified who we can talk to about inappropriate or abusive behaviors. We can talk to a friend, parent, school counselor or contact a helpline like RAINN at 1-800-656-HOPE. (*Refer to helpline(s) on the screen or mention teenluresprevention.com/links.asp.*)

ANCHOR 2: Let's keep these conversations going. Recognizing Teen Lures in action, and working together as a united prevention force, we can nurture a culture of kindness and help keep one another safe.

LOCAL TIE-IN:

1. Interview students: What's the most important concept(s) they learned throughout the *Teen Lures TV Newscasts*? Create a video montage, or Wordle, of student responses. Share school-wide.



News Clip Transcript: Pet Lure

News Insert #10: Pet Lure

Runs: 1:29

SUPER: Ken Wooden/Child Safety Expert

"While you're up high, would you look and see if you see a dog? I'm looking for this dog."

You are watching the most deadly and effective tool in a child molester's arsenal. The "Pet Lure."

This man hasn't lost his dog... Instead, he's trying to get the boy to go with him, into the woods, where no one else can see them. In this case, the predator is Child Lures expert Ken Wooden.

{Ken Wooden}

"I don't care the age, a child will help look for a lost puppy."

"His name is Sam and he loves children and he answers to his voice. Would you yell Sam a few times?"

"Yeah"

"Go ahead, just yell."

"Sam!"

{Ken Wooden/Child Safety Expert}

"Kids can relate to a lost pet. They wouldn't want to be lost. They wouldn't want to be out there... lost, hungry, thirsty, so it's a perfect lure."

{Ken Luring child}

"Go over by that tree and just yell Sam."

"Sam!"

In ninety seconds, Wooden lures the child to do the unthinkable... To go into the woods where no one else, not another adult, not his parents, no one, can see them.

{Ken Luring child}

"Alright, give a loud yell."

Here's another child.

(continued)



News Clip Transcript: Pet Lure

News Clip #10: Pet Lure *continued*

{Ken in the Park}

"Here Billy. Billy Bow-Bow."

In another park. Her mother watches from a nearby car.

"You didn't see my little puppy did you?"

{Ken in the Park, child running away}

"Hi. Have you seen my little puppy? No. His name is Billy. Billy Bow Bow."

She made the right choice.

{Lucia Cournoyer/Mother}

"I really did not know what she was going to do."

{Amanda Cournoyer/8 Years Old}

"I was scared. I was scared."

END.

KEY QUESTIONS TO ASK WHEN ANALYZING MEDIA MESSAGES

		SAMPLE QUESTIONS
AUTHORS & AUDIENCES	AUTHORSHIP	Who made this?
	PURPOSES	Why was this made? What does this want me to do? Who is the target audience? Who are they talking to? or Who is this for?
	ECONOMICS	Who paid for this?
	EFFECTS	Who might benefit from this message? Who might be harmed by it? Is this message good for me or people like me? What does the storyteller want me to remember?
	RESPONCES	What actions might I take in response to this message? How might I participate productively? How does this make me feel and how do my emotions influence my interpretation of this?
MESSAGES & MEANINGS	CONTENT	What does this want to think (or think about)? What would someone learn from this? What does this tell me about [insert topic]? What ideas, values, information, or points of view are overt? Implied? What is left out that might be important to know?
	TECHNIQUES	What techniques are used and why? How do the techniques communicate the message?
	INTERPRETATIONS	How might different people understand this message differently? What is my interpretation and what do I learn about myself from my reaction or interpretation?
REPRESENTATIONS & REALITY	CONTEXT	When was this made? Where or how was it shared with the public?
	CREDIBILITY	Is this fact, opinion, or something else? How credible is this (and how do you know)? What are the sources of the information, ideas or assertions? Can I trust this source to tell me the truth about this topic?

Student Name: _____

Parent/Guardian Name: _____

Teacher/Team: _____

Grade (Please Circle): 7 8 9 10 11 12

School Name: _____

Introduction: Students are making increasing use of various technologies as powerful learning tools. Key benefits of such activities include opportunities to share work with other students and the world at large. Such activities are not entirely without risk. Media and technology provide students with access to people and information beyond the _____ school community and enable others to view student work and interact with students in the _____ schools. Student work can be shared in a variety of ways, including newsletters or newspapers, radio or TV programs, web pages, electronic mail, complications of student work on a class USB/DVD, etc. It is important for parents and students to consider the level of exposure of the students' work.

Student Privacy Guidelines: A paramount goal of the _____ School District is to ensure the safety and privacy of our community of learners. To help achieve this goal, publication of student information on the Internet and sharing of student information via print media, electronic mail, video, and other technologies is restricted. Student information and student work will not be published or shared unless permission is obtained. A student privacy form must be submitted to each school that a student attends. Permission is granted only for projects or activities that take place during the student's tenure at that school. No personal information, such as home or mailing address or phone number, except as listed below, will be published or shared.

Parent Section: I understand that my child may engage in classroom projects and activities that enable others to view or listen to him or her, view his or her work, an/or to interact with him or her. In order for my child to participate in such projects and activities, I understand that this permission form must be completed, signed, and on file at my child's school and that lack of a permission form will be regarded as "permission denied." I understand that, where possible, appropriate alternative activities will be provided as substitutes when permission is not given. Further, I understand that, as part of classroom activities,

- my child's work may be displayed on the _____ School District's web page servers (and occasionally on non-District web servers as part of school-related projects) or in other public media (such as newspapers, radio or TV programs, live streaming and USB/DVDs of class projects);
- my child may participate in school-related audio or video conferences or other communications with students and/or adults (for example, projects involving "experts" such as authors, scientists, etc. or collaborative projects with students in other schools).

The items checked "Yes" below may be published or shared as part of school projects or activities. Items checked "No" may not be published or shared.

Student's Initials	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Recognizable Picture of Student	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Student's First Name	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Video of Student	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Student's Full Name	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Student's Voice (e.g., radio)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Student's E-mail Address	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Student's Quote (e.g., newspaper)	<input type="checkbox"/> Yes	<input type="checkbox"/> No

I understand that U.S. copyright law protects my child's work. I also understand that the School District has no responsibility to, nor will it, enforce U.S. copyright law pertaining to my child's work.

I certify that my child will only submit work that he or she has created. My signature below acknowledges that I grant permission for my child's work to be published and/or viewed by others and for my child to participate in activities such as those described above. In granting this permission I understand the "Student Privacy Guidelines" stated above will be followed.

Parent/Guardian Signature: _____ Date: _____

Student Section: I have read the information above and/or discussed it with my parents. My signature below acknowledges that I grant permission for my work to be published and/or viewed by others and that I certify I will only submit work that I have created. I also understand that the School District has no responsibility to, nor will it, enforce U.S. copyright law pertaining to my work.

Student Signature (Required): _____ Date: _____



Dear Parents and Guardians,

Our school is implementing the *Teen Lures TV Newscast* curriculum, which incorporates the latest research and best practices in the field of personal safety education. This program uses student-led Newscasts and corresponding staff-facilitated Class Discussions to help educate teens about personal safety.

Today's teens face increasingly challenging issues, many of which are technology-enabled. Teenagers, families, schools and communities need to be aware of, and protected from, bullying/cyberbullying, harassment, dating violence, sexting, sexual assault and human trafficking.

The good news: most of these crimes are preventable. Teens can help raise awareness and help protect one another with the interactive *Teen Lures TV Newscast* program - personal safety for teens, by teens.

By talking openly with students about what constitutes healthy and respectful relationships, we set behavioral expectations for teens that emphasize the importance of mutual respect, compassion and always treating others with dignity. This prepares teenagers to better recognize and resist all forms of mistreatment.

The *Teen Lures TV Newscasts* and Class Discussions are designed for students in Grades 7-8 and 9-12. Our school provides an ideal environment for reaching every student with the program's positive messages and proven prevention strategies. Staffed with mandatory reporters, students can obtain help and/or disclose incidents of mistreatment in a safe and nurturing environment.

Our school administrators, staff and Guidance Department are prepared to answer questions, address concerns and be readily available for students should the need exist or arise. Students are also provided with contact information for national, confidential helplines.

Most teenagers look to their parents for direction on important issues -- and value their advice. Please ask your son or daughter to share with you the program's student handouts and worksheets, and discuss each topic with your child. Together, we can foster healthy relationships and help keep teens healthy and safe.

For additional information, please contact _____ at our school or visit childluresprevention.com/grades7-12/7-12_parent.asp. Thank you for your support.

Sincerely,

School Staff, Contact Information

Teen Lures™ PREVENTION
Promoting Healthy Relationships.



Helplines for Teens...

Everyone needs a helping hand at some point in their lives.

Should you or a friend need someone to talk to, the following resources exist solely to help improve your current situation, and your life.

Help is just a text, click or phone call away:

- ▶ **National Teen Dating Abuse Helpline, (For anonymous advice):**
 If you think you may be in an abusive relationship, you can call to talk with someone about it.
 Text: LOVEIS TO 22522 | Chat Online 24/7/365: loveisrespect.org
 Call: 1-866-331-9474
- ▶ **TEEN LINE, 1-800-852-8336 (1-800-TLC-TEEN) 6-10pm Pacific Standard Time, 7 days a week:**
 Call if you have a problem or just want to talk with another teen who understands issues like abuse, anxiety, depression, divorce, bullying, gangs, gender identity, homelessness, pregnancy, relationships, sexuality, violence, substance abuse, self harm, and suicide. No issue is too small, too large or too shocking.
 Text: TEEN to 839863 (5:30-9:30pm PST) | teenlineonline.org (chat, message board, blog)
- ▶ **RAINN National Sexual Violence Hotline, 1-800-656-4673 (HOPE)**
 RAINN has over 1100 trained volunteers on duty to help victims at crisis centers across the U.S.
<https://ohl.rainn.org/online> - Live help for Sexual Assault Victims & their families. Free. Confidential. Secure.
- ▶ **National Runaway Safeline, 1-800-786-2929 (1-800-RUNAWAY) or Text 66008.**
 Call if you are a teenager who is thinking of running from home, if you have a friend who has run and is looking for help, or if you are a runaway ready to go home.
- ▶ **National Human Trafficking Resource Center, 1-888-373-7888, 24 hours a day/7 days a week.**
 Text "HELP" or "INFO" to 233733 (BeFree), Hours of Operation: 3:00pm - 11:00pm Eastern Standard Time
- ▶ **National Suicide Prevention Lifeline, 1-800-273-TALK (8255) Available 24 hrs a day, 7 days a week.**
 If you, or someone you know, is having thoughts of suicide, call to be connected to an available local certified crisis center.
- ▶ **Childhelp National Child Abuse Hotline, 1-800-422-4453 (4 A CHILD)**
 Available 24 hours a day, 7 days a week.
 For help or questions about child abuse or child neglect.
- ▶ **National Hotline to Report a Missing Child, 1-800-843-5678 (1-800-THE-LOST®)**
 Call if you have information about a missing child or suspected child sexual exploitation.
- ▶ **National Domestic Violence Hotline, 1-800-799-7233 (SAFE)**
 Available 24 hours a day, 365 days a year. There are no fees, no names, no judgment. Just help.

It is NEVER too late to tell about physical or sexual abuse, even if it's been kept secret for years.

Important Local Phone Numbers:

Police Department: _____
 School Counselor: _____
 Medical Doctor: _____
 Victim's Advocate: _____
 Social Services: _____

If ever in immediate danger, call 911.

...if you need someone to talk to.

ORDER FORM

SHIPPING ADDRESS: (Please use street address)

Name: _____
 Address1: _____
 Address2: _____
 City: _____ State: _____ Zip: _____
 Phone: _____ Fax: _____
 Email: _____

BILLING ADDRESS:

Name: _____
 Address1: _____
 Address2: _____
 City: _____ State: _____ Zip: _____
 Phone: _____ Fax: _____
 Email: _____

Item#	Description	Unit Price	Quantity	Price
TLTV: SP	Teen Lures TV Newscast School Program curriculum for Grades 7-12: Available in USB Flash Drive Format	1-5 kits \$ 498.00/ea 6-10 kits \$ 439.00/ea 11-50 kits \$ 398.00/ea 1-100 kits \$ 339.00/ea 100+kits \$ 299.00/ea	_____ _____ _____ _____ _____	\$ _____ \$ _____ \$ _____ \$ _____ \$ _____
ADD SHIPPING: \$15.50 for first Teen Lures TV Newscast kit + \$4.00 each additional kit ordered				\$ _____
LTT-E	"Let's Talk Teens" Parent Handbk: English	\$ 1.25/ea	_____	\$ _____
LTT-Sp	"Let's Talk Teens" Parent Handbk: Spanish (Parent complement to Program)	\$ 1.25/ea	_____	\$ _____
ADD SHIPPING: \$15.00 up to 150 Handbooks ordered OR 150+ ordered, add 10% of Total				\$ _____
Subtotal:				_____
Tax Exempt Number (If Applicable):				_____
CA, FL, GA, IL, NJ, NY, TX, VT Residents Add State Sales Tax:				_____
Total:				_____



IF ORDERING BY MAIL, SEND TO:
 Teen Lures Prevention
 5166 Shelburne Road
 Shelburne, Vermont 05482
 FAX: 1 (802) 985-8418
 (Purchase Orders Accepted)
 PHONE: 1 (800) 552-2197

INDICATE PAYMENT METHOD:
 Check: (Payable to "Child Lures Prevention")
 Credit Card: VISA ___ MasterCard ___
 Name: _____
 Card #: _____
 Expires: ____/____/____
 Invoice me, please





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By Rosemary Wooden Webb, Jennifer Wooden Mitchell and Kenneth Wooden,
National Child Safety Experts and Emmy Award Winners

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childluresprevention.com/grades7-12/index.asp Or teenluresprevention.com
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Teen  Lures™ PREVENTION

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