



YOUTH PROTECTION



Recognize



Resist



Report

**DISCUSSION GUIDES
FOR "A TIME TO TELL" AND
"PERSONAL SAFETY AWARENESS"**

The enclosed DVD contains two distinct Youth Protection Programs for viewing and discussion by participants in the DeMolay program. In this booklet, you'll find instructions and a discussion guide for each program.

“A Time To Tell” is for audiences 14 years of age and younger. The discussion guide for this program begins on page 1 of this booklet.

“Personal Safety Awareness” is for audiences 15 years of age and older. The discussion guide for this program begins on page 13 of this booklet.

These age designations are guidelines to help you select appropriate material for your members.

These programs are not intended to be completed in a single session with members. Neither is the video portion of the program intended to be viewed without discussion. Each is designed to be a unique 30-minute topic. Participants will get the greatest benefit from the content of this program when one situation at a time is viewed and discussed, with additional material being saved for later sessions. Prompts in this discussion guide and on the DVD will tell you when to start and stop the video, and how to lead the discussion.

**WE STRONGLY RECOMMEND THAT YOU
DISCUSS ONLY ONE VIDEO SITUATION
AT A TIME.**

“A Time to Tell”

Discussion Guide

Using This Guide

The video *A Time to Tell*, for audiences 14 years old and younger, shows several strategies child molesters use to attempt sexual molestation. In addition, one scenario introduces bullying as a personal safety concern. When using this video, we encourage the facilitator to watch each scenario to become familiar with the strategies used.

Each scenario is broken into two segments. The first is the recognition segment. At the end of this segment, the video is to be stopped. There should be a brief discussion about the scenario and some of the indicators that the intended victim is in a risky situation. This guide is intended to help in the discussions.

After this discussion, the video should be continued with the resist-and-report segment. At the end of this segment, the video should be stopped again for discussion. Following each scenario, the video recaps the points made.

DeMolay uses a simple way to help our youth learn to prevent sexual molestation. The three R's of Youth Protection convey a simple message DeMolay International wants its youth members to learn:

- **Recognize** situations that place him at risk of being molested, how child molesters operate, and that anyone could be a molester.
- **Resist** unwanted and inappropriate attention. Resistance will stop most attempts at molestation.
- **Report** attempted or actual molestation to a parent or other trusted adult. This prevents further abuse and helps protect other children. Let the youth know he or she will not be blamed for what occurred.

Situation 1: Abuse by a Relative

Introduction (Before the Scenario Is Shown)

FACILITATOR: In the following scenes, you will see what happens when Justin visits his Uncle Joe. Can you tell what is actually happening? Think about Uncle Joe. Are there things about what he does that would cause you to be concerned if you were Justin? What is Uncle Joe doing? When we finish this first part, we will see if we can answer some of these questions and *recognize* the danger signs.

Start the video.

“Recognize” Discussion

FACILITATOR: What kinds of things was Uncle Joe doing that caused you to think he may not be trustworthy?

- Isolated situation
- Flattery about physique
- Physical contact
- Use of “toys” to interest kids
- No enforcement of rules
- Use of alcohol
- Activities involving removal of clothes
- Pornographic video to break down resistance

FACILITATOR: It’s important to note that these are only *possible* indicators that something questionable is happening, but you should *recognize* them as possible indicators of risk. What might you do in this situation to make sure nothing more occurs?

- **Resist** the breakdown of your personal boundaries. If you know your parents would not approve, behave as if they were present. Why would an adult be so permissive?
- **Resist** any efforts to involve you in activities that require the removal of clothing. This includes games like those shown by the video, as well as wrestling contests and posing for photographs.
- Remember that child molesters often use alcohol and sexually oriented pictures to reduce your ability to *resist* their inappropriate attention.

FACILITATOR: Let's see what happens next.

Start the video.

“Resist and Report” Discussion

FACILITATOR: In the video, how does Justin resist his uncle's attempted molestation?

- He said “Stop! Don't do that!” in a way that showed he was serious and wanted his uncle to stop.
- He got up and moved away from his uncle very quickly.
- He left his uncle's house.

FACILITATOR: One thing this video demonstrates is that even after a situation develops, it is often possible to avoid sexual molestation by asserting yourself and resisting the attempts of the molester.

FACILITATOR: Why is it important that anyone in Justin's situation report the incident to a trusted adult?

- Adults can help protect the young person and prevent further molestation from happening.
- Adults can help the young person report the incident to the police or other authorities to protect others from being molested. Most child molesters have many victims; by reporting, you may be able to stop the molester from abusing more kids.
- Adults can help young people get the help they need if they have been physically or emotionally harmed.

FACILITATOR: Now let's see what we learned from Justin's experience with his uncle.

Restart the video for the wrap-up presentation.

Situation 2: Abuse by a Youth Leader

Introduction (Before the Scenario Is Shown)

FACILITATOR: We all have hopes and desires. At times, there may be something you want so badly that you are willing to do almost anything to be able to do it. While the scenario we are going to watch involves a hockey coach, remember that the majority of coaches for youth sport programs are truly interested in the sport and the training of young athletes. It's important to recognize that whether the field is athletics, music, acting, or other driving ambitions, some adults will pretend to be interested in helping the young people with whom they work, but in reality will be looking for a chance to engage in sexual activities with them.

In the scenario we are going to watch, Jesse has a dream of becoming a professional hockey player. Let's see how his dreams are used to put him at risk.

Start the video.

“Recognize” Discussion

FACILITATOR: In this scenario, the coach pays a lot of attention to Jesse. He tells Jesse that he believes he has the potential to be a professional player. What's happening that should help Jesse recognize that the coach is not really interested in his athletic future?

- Spending a lot of time alone with Jesse. Why is the coach really interested?
- Bribing Jesse with tickets to hockey games.
- Constantly touching Jesse. Getting Jesse used to being touched is part of the coach's strategy to accept more intrusive touching.
- Wanting Jesse to take off clothing and then touching Jesse's crotch.
- Telling Jesse to keep it secret, almost threatening Jesse if he were to tell.

FACILITATOR: One reason Jesse was vulnerable to the coach was that he thought the coach had control over his future accomplishments. How can you help prevent something similar from happening to you?

- Be realistic about your abilities and aspirations. If you're really good, you don't need to submit to victimization to accomplish your dreams.
- There are no shortcuts. Be true to your convictions and you will be successful in the things that really count.

- Anytime someone tells you to keep a secret that puts you at risk of harm, you must ask an adult you trust for help.
- Remember that an adult who tries to sexually molest you is responsible for your abuse; however, once you recognize what might be happening, you can take steps to help protect yourself from further abuse.

FACILITATOR: Let's see what the future holds for Jesse.

Start the video.

“Resist and Report” Discussion

FACILITATOR: Jesse has some decisions to make. What are they? How would you act in Jesse's situation?

- Jesse needs to decide if he is going to continue to go along with the coach in what places him in an uncomfortable position. If he asks an adult for help, he will probably find that help is available.

FACILITATOR: Jesse is in an uncomfortable position. How might he resist any further abuse by the coach?

- At this point, Jesse needs to find an adult to help him. He needs to talk with his mother or the school counselor.
- Many athletes in Jesse's position have transferred to another school or joined another team to avoid abusive coaches.

FACILITATOR: As you look at this scenario, think about all the effort the coach had made to communicate with Jesse's mother. How can Jesse let his mother know the coach is not the great guy she seems to think he is?

- It will be difficult, but Jesse needs to tell his mother everything that has happened and that he doesn't want to be alone with the coach.
- Jesse may need to seek help from other relatives or adult friends to talk with his mother.

FACILITATOR: As you can tell from this scenario, the coach has been careful to keep Jesse separated from others when he tried to molest him. Because of this, Jesse may find it hard to convince authorities that the coach molested him—in effect, it will be Jesse's word against the coach's. That should *not* keep Jesse from reporting. Many schools and athletic leagues have policies forbidding one-on-one contact between coaches and athletes, and barring coaches from contact with players outside their official duties. Violation of these policies may be enough to call the coach's actions into question.

Situation 3: Abuse by a Youth

Introduction (Before Showing the Video)

FACILITATOR: Have you ever done something with other kids that you would never have done if you had been alone? Sometimes we do things because we think our friends want us to or because we are afraid what they will think if we don't do it. In the scenario we are about to watch, Kyle is introduced to an older youth by a couple of his friends. See how he handles the pressure to do things he knows he shouldn't.

Start the video.

“Recognize” Discussion

FACILITATOR: What are some of the things Kyle should recognize as risky in this situation?

- No adults are present.
- Why does Steve hang out with a group of kids so much younger than him? That's a clue that something is wrong.
- Removing clothing.
- Use of alcohol and drugs that can reduce his ability to resist going along with the crowd.
- Pressure to do things he knows are wrong and that he really doesn't want to do.

FACILITATOR: One thing you need to know about this situation is that child molesters often use alcohol and drugs to reduce resistance to sexual molestation. Being under the influence of illegal substances is also one way a child molester can shift the blame for his actions from himself to his victim. If the person is extremely incapacitated, they may have only a vague memory of the incident. The use of drugs in this scenario carries an anti-drug message, and it also demonstrates the way drugs can be used to reduce resistance to sexual molestation.

Start the video.

“Resist and Report” Discussion

FACILITATOR: You might think this party is a bit too much and such events don't really happen. Unfortunately they do. One youth group in a Southern state

had more than 10 of its members become victims of a molester who used parties, drugs, and alcohol to reduce their inhibitions—the victims were all guys in their teens.

FACILITATOR: Let's talk about how one might resist going along with the crowd in this kind of situation. What are some ways you can think of to resist?

- Leave when you find out what is going on.
- Don't take any drugs or alcohol.
- Keep your clothes on.
- Stay with the crowd. Don't go into bedrooms or other areas alone with someone you don't feel comfortable with.

FACILITATOR: Place yourself in Kyle's situation. Should you report Steve to your parents or some other trusted adult? Why?

- Reporting this kind of situation will prevent further harm from happening to your friends.
- Steve may be able to be helped. He has a problem that will almost always get worse as he ages. Teenage child molesters can be helped.

FACILITATOR: Some kids in Kyle's situation may not report Steve to their parents or other trusted adult. We've talked about what you should do; the question now is what would you do? (*Note to facilitator:* This question is intended to cause the participants to think about their personal values and priorities. Doing the right thing in this situation is not easy, and the young people need to be able to express their feelings.)

FACILITATOR: Let's see what happened.

Start the video.

Situation 4: Internet Safety

Introduction (Before Showing the Video)

FACILITATOR: The Internet has become an important source of knowledge as well as offering new opportunities for a lot of fun. Using the Internet also brings some risks if you don't follow basic safety rules. This lesson was learned by Brian in the following scenario. Let's watch.

Start the video.

“Recognize” Discussion

FACILITATOR: What are some of the things that should have helped Brian recognize that Chuck was not “the real deal”?

- Wanting him to come alone to the apartment
- Asking for his e-mail address and other personal information
- Offering him a free demo
- The inconsistency between having expensive guitars and living in an apartment too small for a few people to visit
- The inconsistency between being successful and wanting to socialize with kids
- A photograph of guitars that was staged versus taken inside an apartment

Start the video.

“Resist and Report” Discussion

FACILITATOR: It took a while, but Brian did recognize that Chuck was someone he really did not want to see. How did he resist?

- Brian tried to avoid Chuck.
- Brian said he needed to check with his parents.
- Brian made excuses for not meeting Chuck.

FACILITATOR: What other ways can you think of to resist people who act like Chuck?

- Do not respond to any e-mail, IM, or other electronic messages that threaten you or make you feel uncomfortable or scared.
- Set up blocks on your e-mail and IM programs to reject messages from individuals who harass you online.
- Change your e-mail address.

FACILITATOR: Brian seems to recognize that the problem with Chuck has grown beyond his capacity to handle it. To whom might he go to report Chuck's harassment and stalking behavior?

- The immediate situation is at school, so Brian could go to the school principal, school safety officer, counselor, or a teacher for help.
- Brian also needs to talk with his parents to let them know what has been happening. They may be upset that he didn't talk with them sooner, but it's not too late.

FACILITATOR: Let's watch the video.

Start the video.

Situation 5: Bullying by Peers

Introduction (Before Showing the Video)

FACILITATOR: The video we are about to watch addresses a topic that has become all too common. We often see it in schools, but it can happen anywhere. The topic is bullying. Let's watch the video and see how Sean handles unwanted attention by his tormentors.

Start the video.

“Recognize” Discussion

FACILITATOR: Recognizing bullying is pretty easy if you are the target. Just as in Sean's situation, many kids who are being bullied don't seek help on their own. What could you do to help someone whom you recognize as being bullied?

- Offer to accompany the bullying victim so he or she will not be as vulnerable as when he or she is alone.
- Talk to a teacher or another adult in charge about what you see happening.
- Let the bullies know you don't think picking on other kids is right. It's not fun for the person being picked on, nor is it acceptable behavior.
- Label the behavior. Some bullies don't realize they are behaving like bullies.

FACILITATOR: Let's see how Sean tries to resist the bullies in his life.

Start the video.

“Resist and Report” Discussion

FACILITATOR: As you can see from Sean's experience, resistance doesn't always work. He did try some resistance strategies that sometimes work. What are some of the strategies that Sean tried?

- Sean tried to ignore the bullies.
- He tried using humor.

FACILITATOR: The bullies who were bothering Sean had begun to use mild physical bullying such as pushing and shoving. If you were Sean, what might you have done if the physical bullying became more serious?

- It's difficult to walk away from a fight, but many schools have a zero tolerance for any fighting—even one started by a bully. Anyone fighting may be punished. Avoiding a fight is the best course of action.
- Might does not make right. The odds of winning a fight with a bully are not very good. Bullies generally pick fights with people they feel they can beat.
- If the bullying is physical, then see your doctor or school nurse. Ask them to write down your experience and any injuries so you have a record.

FACILITATOR: Sean and his brother Mark worked together to address Sean's problem with bullies. It's important for bullies' victims to know they don't have to deal with bullies alone. What would you do to report the bullying if you were Sean?

- Talk with your parents about the problem. They may be able to contact the school on your behalf.
- Talk with a teacher or school counselor.
- If the bullying takes place in other places, for example a shopping mall, ask for help from a security guard or police officer.

FACILITATOR: Bullying is a serious problem. It causes some victims to miss school, take weapons to school for protection, and sometimes even to consider suicide; none of these is an acceptable strategy. If you are being bullied, seek help. Ask an adult you trust to help you decide how to handle the situation. Let's watch to see if we have covered all the bases.

Start the video.

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“Personal Safety Awareness”

Discussion Guide

Using This Guide

We are pleased to present these materials that were developed to address personal safety concerns of our nation’s teenagers. The intended audience is young men and women 15-years of age and older. This age group represents the transition period between childhood and adulthood, during which youth learn how to fulfill their adult roles. The learning process often creates perilous situations that teens need to recognize and react appropriately to avoid harm.

This video contains three dramatizations of incidents typical of those encountered by many teenagers. The dramatizations serve as catalysts for discussion by teen audiences.

When planning to use this video, you should allow between 20 and 30 minutes for each topic. Each topic is composed of three parts: viewing the vignette (four to five minutes), engaging the group in a discussion of the issues presented in the scene (15 to 25 minutes), and closing the discussion with a video summary of the more important points (one to two minutes). Separate sessions for each topic are recommended to permit more comprehensive coverage of each.

The three topics are

- Sexual Harassment
- Date Rape
- Internet Safety and Stalking

We recommend that the person facilitating the discussion become familiar with the vignettes by viewing each one, reviewing the material in the relevant section of this meeting guide, and then viewing the videotaped summary. Then, to present each scenario, the facilitator should

- Introduce the topic.
- Show the appropriate video.
- Lead the group’s discussion.
- Show the video summary.

Discussion guides for each video scene follow.

Situation 1: Sexual Harassment

Introduction (Before Showing the Video)

FACILITATOR: Most of us have experienced teasing just as a part of our life experiences. The question is, when does teasing cross the line and become harassment? This is an important question, because unlike teasing, harassment can have significant negative effects on the individuals who are subjected to it—humiliating and degrading them or causing them to feel threatened.

Sexual harassment by definition is unwelcome sexual conduct that either creates a hostile environment or is presented as a demand in exchange for getting something in the workplace or school. It is illegal both in workplaces and in schools.

Sexual harassment may be by equal co-workers or students, or it may be a misuse of power, such as by an employer to an employee or stronger individuals harassing weaker ones.

No specific behaviors are associated with sexual harassment. Instead, it encompasses a broad spectrum of behaviors, including the following. (*NOTE: You might want to list the bold-faced words on the chalkboard or a flip chart.*)

- **Visual**—Ogling, staring, posters or pictures, magazines, and fliers
- **Verbal**—Repeated requests for dates, questions about personal life, lewd comments/jokes, and whistling
- **Written**—Love letters, obscene letters, bumper stickers, and cards
- **Touching**—Violating space, patting/grabbing, pinching, caressing, and kissing
- **Power**—Relationships: using one's position to request dates, sex, etc.
- **Threats**—Quid pro quo demands (if you sleep with me, I'll give you that promotion), loss of job, selection process
- **Force**—Rape or physical assault

FACILITATOR: In the video, several forms of sexual harassment are depicted. Let's see how many forms you can identify in this short presentation.

Start the video.

Discussion

FACILITATOR: What was different about this situation than you might have expected?

The target for the sexual harassment was male. In most depictions of sexual harassment, females are the targets. The role reversal depicted in this vignette may not be typical of most sexual harassment, but it is hoped that it makes males more sensitive to sexual harassment situations.

FACILITATOR: Does the fact that the target is male make a difference whether it is sexual harassment?

Sexual harassment is not gender specific. The issues in sexual harassment are: Is a hostile environment created? Is there a sexually related demand in exchange for a reward? In the vignette, it is fairly apparent that the attention Lance received was unwelcome and the owner's niece, Kimberly, threatened him with a cutback in hours or even the loss of his job if he was not more responsive to her demands.

FACILITATOR: How many forms of sexual harassment behavior did you notice when watching the video?

- **Visual**—There was definitely ogling and staring.
- **Verbal**—There were repeated requests for dates, questions about personal life, lewd comments/jokes, and whistling.
- **Written**—We didn't see any written forms of sexual harassment.
- **Touching**—There were several touching situations, including violating space, patting/grabbing, and caressing.
- **Power**—There were power-related forms of harassment.
- **Threats**—Kimberly threatened to cut back on Lance's hours or have him fired.
- **Force**—Rape or physical assault would be unlikely in this scenario.

FACILITATOR: Arnie (the restaurant owner) told Lance that as far as the owner was concerned, Lance didn't have a problem. Was his attitude legal?

- Legally, employers must intervene if an employee lodges a complaint that others' behavior creates a hostile environment.
- The legal issue is this: Was Lance being reasonable when he sought Arnie's help?

FACILITATOR: What should you do in a situation in which you were being harassed? Why is it important to act?

- Anyone who believes he or she has been sexually harassed should first make it clear to the offender and/or to a person in authority that such action is unwanted.
- If the behavior persists, you should report it to your school counselor or principal (if the harassment occurs at school) or to your employer (if the harassment occurs in your place of employment).
- You should not blame yourself for the harassment. This is not something you deserve or ask for. The harasser is the one who deserves blame.
- Your actions should be quick. Trying to outwait the problem will only allow the harasser to continue and make it more difficult for you to take action.

FACILITATOR: Should there be a different standard when men are targeted for sexual harassment than when women are targeted?

- The response for this question is your opinion.
- There isn't necessarily a right or wrong answer.
- You should be able to defend your views.

Start the video and watch the summary.

Situation 2: Acquaintance, or Date Rape

Introduction (Before Showing the Video)

FACILITATOR: A common misconception is that most rape and sexual assaults are perpetrated by individuals who are unknown to their victims.

- More than half of the rape victims in the United States were under 18 years of age. Most were assaulted by someone they knew, such as family members or people they dated.
- The fact that the perpetrator of a sexual assault is known to his victim does not make the incident less traumatic. Often, victims of this kind of crime are more affected because of the violation of trust that the sexual assault represents.
- Rape is the sexual expression of power. Rapists dominate their victims. In a dating situation, even when both partners seem to agree to sexual activities, once one of the partners resists or says “no,” the use of force or coercion to consummate sexual intercourse is rape, regardless of the nature of the relationship or of prior sexual activity.
- The risk of acquaintance or “date” rape is greater when behavioral boundaries are not clearly established.

FACILITATOR: As you will see in this video, expectations can change. What may have initially been fantasized as a desired outcome may not be desirable when actually happening. Either party should be able to say at any time, “No, I am sorry, this is not what I want to do.”

Watch the video.

Discussion

FACILITATOR: What were some of the warning signs that this relationship might have an undesirable outcome?

- Both Travis and Amber were focused on the prospects of a sexual encounter.
- Neither expressed any interest in the other’s personal characteristics

beyond good looks and sexiness.

- Amber violated her parents' trust in order to go to the party at Travis' house while his parents were out of town.
- The use of drugs and alcohol helped lower inhibitions and affect both Travis' and Amber's judgment.

FACILITATOR: What are the legal ramifications for anyone who commits "date rape"?

- Any kind of rape is a crime, and anyone who commits date rape may be prosecuted.
- A convicted rapist would be held accountable for his actions, would be compelled to register as a sex offender for at least 10 years, and could even go to prison.

FACILITATOR: What can victims of date rape do to help decide their best course of action?

- Most communities have rape crisis centers or telephone hotlines.
- The counselors who staff these programs are trained to help sexual assault victims identify options and decide upon the best course of action.
- If a victim files a complaint with the police, many rape crisis centers will assign an advocate to give emotional support while the case is processed.
- A rape crisis center will also make a referral to a medical doctor.

FACILITATOR: How could incidents similar to this be avoided?

- Don't go to parties, or other places, when you know parents or other supervision, will not be present.
- Remember that alcohol and other drugs compromise your ability to make decisions.
- When you say "no," make your message clear. Don't be embarrassed to yell, make a scene, or run away. Don't worry about offending your partner; remember, you are being humiliated.

- When you hear “no,” STOP what you are doing! Immediately! Don’t yell, make a scene, or run away. You have already pushed the limits of the relationship. Make sure your partner is OK, and then move to a public area.
- If you are uncomfortable with a date, you can choose to end it. Take your own vehicle or meet at the destination. Carry money for a phone call or fare home. Avoid parties where one sex greatly outnumbers the other. Don’t accept rides from new acquaintances.
- Trust your INSTINCTS—believe your inner feelings when you get uncomfortable about a person or situation. Respond as soon as you feel uncomfortable!

Watch the video summary.

Situation 3: Internet Safety and Stalking

Introduction (Before Showing the Video)

FACILITATOR: Cyberspace is a large online community, and like any community, there are places that can be dangerous for teenagers to visit. By understanding the dangers and avoiding them, teens can take advantage of the good the Internet offers while avoiding the pitfalls.

One of the fun things on the Internet is visiting “chat rooms.” Chat rooms are places on the Internet that allow people with common interests to interact with each other—carry on discussions using the computer. Most chat rooms are harmless when you follow some simple guidelines.

Guidelines include (*NOTE: You may want to write these on a flip chart or chalkboard.*)

- Instantly removing yourself from any area where you feel you should not be.
- Never entering any information about yourself or your family without first checking with your parents. Beware of anyone who presses you for personal information.
- Remembering that people may not be who they seem to be. The Internet provides an opportunity for anonymity.
- Keeping your identity private. Don’t give out your full name, address, telephone number, or anything else that would allow someone to determine your identity.
- If you feel it’s appropriate to meet in person with someone you “meet” online, discussing it with your parents and never going to the meeting alone or in a private location. Ask your parents to talk to the parents of the other person.
- Not responding to inappropriate messages.

FACILITATOR: Stalking can be a sign of pending danger and can change a victim’s way of life. A stalker can target anyone! Stalkers target public figures or celebrities, children, and sometimes even complete strangers. But in most cases, a stalker is someone you know and with whom you have had a relationship.

Typically, a stalker is an obsessive person who attempts to threaten or harm you, force attentions on you, or create or maintain relationships with you that you do not desire. Often, stalkers are former spouses or partners.

In the video you are about to watch, Laura has violated several Internet safety guidelines and has become a target for a stalker. After the video, we will come back and discuss which guidelines Laura violated and what actions she should take to discourage the stalker.

Watch the video.

Discussion

FACILITATOR: Which of the Internet safety guidelines did Laura violate?

- Never enter any information about yourself or your family without first checking with your parents. Beware of anyone who presses you for personal information.
- Remember that people may not be who they seem to be. The Internet provides an opportunity for anonymity.
- Keep your identity private. Don't give out your full name, address, telephone number, or anything else that would allow someone to determine your identity.

FACILITATOR: Do you think Laura is overreacting to the threat posed by Luke?

- It is better to be safe than sorry. Many stalkers are not dangerous, but some do attack and sexually assault their targets.

FACILITATOR: What should Laura do now that Luke has initiated contact?

Tell her parents, talk to a counselor at school or some other trusted adult. Contact the police for guidance. Tell Luke that she is not interested in any further contact. Document any attempts he makes and report these to a law enforcement agency. Install a caller ID device. Report any threats made by the stalker to the police.

Change her daily routine. Travel by an alternate route. Try to travel with several friends or with her parents so she will not be isolated and away from help.

If Luke persists, she should ask for a protective court order that would set boundaries to prevent Luke from having contact with her.

Watch the video summary.



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acknowledge and thank the Boy Scouts
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