

THE TEN LIST
for YOUTH SAFETY
LESSON PLANS

Betty Church (Educator) Bio from 2005

BETTY CHURCH IS A 33 YEAR VETERAN-TEACHER OF SOCIAL STUDIES IN WORCESTER COUNTY, MARYLAND. THE CURRICULUM IN GOVERNMENT PROVIDED MRS. CHURCH WITH MANY OPPORTUNITIES TO OBSERVE THE CRIMINAL JUSTICE SYSTEM FIRST HAND. MANY POLICE, LAWYERS, CORRECTIONS OFFICERS, ETC. HAVE GIVEN PRESENTATIONS TO HER CLASSES. HER CLASSES HAVE PARTICIPATED IN MANY VISITS TO VARIOUS COURTS, JAILS, AND PRISONS.

MRS. CHURCH SUGGESTED THAT SOME FORM OF THE TEN LIST SHOULD BE IMPLEMENTED ON A REGULAR BASIS FROM K-12. IT WOULD BECOME A PART OF THE STUDENTS' CULTURE, THUS CUT DOWN ON CLASS AND SCHOOL DISRUPTIONS. IT WOULD ENABLE THEM TO BECOME BETTER STUDENTS AND INEVITABLY BETTER CITIZENS WHO LIVE IN A MORE LAW-ABIDING SOCIETY.

Ten List For School Safety

Lesson Plan Prepared by Betty Church

OBJECTIVE:

- A. TO ENHANCE CHARACTER AND PROMOTE PEACE WITHIN THE SCHOOL ENVIRONMENT.
- B. TO DESCRIBE TEN STRATEGIES TO BE USED BY TEENS TO AVOID TROUBLE WITH THE LAW.
- C. TO CORRECTLY DEFINE AND SHOW USAGE FOR EACH TERM OF THE TEN LIST FOR SCHOOL SAFETY VOCABULARY.

ACTIVITIES:

- A. REVIEW THE TEN LIST FOR SCHOOL SAFETY VOCABULARY.
- B. READ THE TEN LIST FOR SCHOOL SAFETY ARTICLE ORALLY, AS A CLASS, AND STOP FREQUENTLY FOR DISCUSSION.
- C. SURVEY: HAVE EACH STUDENT IN THE CLASS PARTICIPATE BY SELECTING THE RULE THEY MOST VALUE OR LEAST VALUE AND EXPLAIN WHY.
- D. ROLE PLAY
 - 1. IN GROUPS OF TWO, PREPARE A MINI SKIT, WHICH SHOWS ANY ONE OF THE TEN LIST RULES. (THE INSTRUCTOR WILL USE THEIR SYSTEM FOR ASSIGNMENT OF A PARTICULAR RULE TO A PARTICULAR GROUP TO INSURE THAT ALL THE RULES ARE COVERED).
 - 2. EACH GROUP WILL PRESENT THEIR SKIT.
 - A. EACH STUDENT IN THE CLASS SHOULD NUMBER THEIR PAPERS FROM 1-10 AND WRITE THE RULE ILLUSTRATED BESIDE THE GROUP NUMBER.
- E. PLAY THE TEN LIST FOR SCHOOL SAFETY JEOPARDY GAME.

APPENDIX:

- A. TEN LIST FOR SAFETY ARTICLE
- B. TEN LIST FOR SAFETY VOCABULARY
- C. TEN LIST FOR SAFETY JEOPARDY GAME

TEN LIST for SCHOOL SAFETY GAME ANSWERS

Categories	1	2	3	4
Fighting	Walk Away	Use only enough force to stop the attacker	Assault Disorderly conduct	The victim is unable to 1. avoid the attack 2. get away from the attacker 3. only the smallest amount of force was used to stop the attacker
Assault	An action which physically harms an individual	It must also be intentional. It could be an accidental touch.	1.Aiming/holding a weapon at someone 2. Hitting someone 3.Intentionally touching someone	Both parties in a fight could be charged with assault
Property	Stealing or Larceny	The value of whatever was stolen. i.e. \$1.00 worth of candy from a store- A\$500.00 iPod from the store - Grand	Trespassing	Vandalism Theft
Behavior	Threat	Disorderly Conduct	Instructors are paid to teach for a specified time. Disruptions prevent teaching although the instructor is still paid.	1. Unwelcome flirting 2. Suggestive comments 3.Gestures
Drugs	Marijuana	Drugs which are not illegal if adults do them. Alcohol Tobacco	1. When sold to others 2. When used to manufacture other drugs i.e. Sudafed (used to make meth)	1. When used to make other drugs 2. When sold to imitate other drugs (crushed aspirin to imitate cocaine)

TEN List for School Safety Vocabulary

- * Crimes Against Persons
- * Crimes Against Property
- * Juveniles
- * Juvenile Delinquency
- * Assault
- * Aggravated Assault
- * Petty Theft
- * Grand Theft
- * Larceny
- * Arson
- * Vandalism
- * Mutual Assault
- * Confrontation
- * Trespassing
- * Harassment
- * Misconduct
- * Possession
- * Street Drugs
- * Over-the-counter drugs
- * Self-defense
- * Minimal
- * Intentional
- * Belligerent
- * Threat
- * Disruption
- * Violence

Amy Lines (Educator) Bio from 2005

AMY LINES (TEACHER), SCIENCE DEPARTMENT CHAIRPERSON, POCOMOKE HIGH SCHOOL. COURSES TAUGHT: ADVANCED PLACEMENT (AP) PSYCHOLOGY, CHEMISTRY IN THE COMMUNITY, AP ENVIRONMENTAL SCIENCE, ENVIRONMENTAL SCIENCES.

I HAVE TAUGHT FOR 26 YEARS---19 IN WORCESTER COUNTY, MARYLAND. THROUGHOUT THIS PERIOD I HAVE CONSTANTLY REVIEWED AND UPDATED MY CURRICULUM ANNUALLY. THE TEN LIST IS TIMELY AND APPROPRIATE TO BE UTILIZED IN MY PSYCHOLOGY AND AP PSYCHOLOGY COURSES.

THE TEN LIST, DEVELOPED AND DESCRIBED BY OFFICER WATERS, WILL BE USED IN A UNIT ON SOCIAL PSYCHOLOGY IN BOTH MY AP PSYCHOLOGY AND PSYCHOLOGY COURSES. STUDENTS ARE OFTEN UNAWARE OF THEIR LEGAL RIGHTS AND RESPONSIBILITIES (IN AND OUT OF SCHOOL). THE TEN LIST HELPS TO IDENTIFY LEGAL ISSUES MOST OFTEN MISUNDERSTOOD BY STUDENTS. THIS MISUNDERSTANDING ALSO OFTEN APPLIES TO TEACHERS AND ADMINISTRATORS. INCORPORATING A LESSON ON THESE ISSUES WILL ASSIST STUDENTS IN BOTH THEIR PRIVATE LIVES AND AS SCHOOL CITIZENS.

Ten List For School Safety

Lesson Plan Prepared by Amy Lines

CONTENT AREA(S)/COURSE/GRADE: Psychology 11th -12th

UNIT: Social Psychology

DATE: 4/14/2005

TEACHER: Amy Lines

SCHOOL: Pocomoke High School

STUDENT OUTCOME: STUDENTS WILL BE ABLE TO IDENTIFY BEHAVIORS ASSOCIATED WITH THE TEN LIST AND DETERMINE IF THE ACTIVITY IS LEGAL OR ILLEGAL. Student will also be able to explain why certain behaviors are legal and others are not.

INSTRUCTIONAL DELIVERY:

OPENING ACTIVITIES/ MOTIVATION

STUDENT WILL BE given a list of various “events” that could possibly happen in a school setting. As a part of this pretest, students will use their knowledge of the law and attempt to determine which activity is legal and which is not.

A classroom discussion will follow the pretest discussing what are a student’s rights in a school setting--- what are their responsibilities, and what activities are legal.

CONT...

PROCEDURES:

1. Students will be randomly placed in groups.
2. Students will design a skit to show a behavior that illustrates one of the behaviors addressed in the Ten List.

For Example, a skit may be designed to address issue #3, Theft occurs when a person takes property (whether tangible or intangible) without the permission of the owner.

Students may elect to design a storyline of the skit to illustrate finding any object in the hall.

3. Class members will fill out a chart to identify which of the ten list is being demonstrated and whether the activity is legal or illegal. Students will then describe what is the legal response in each situation.

ASSESSMENT/EVALUATION:

Students will be asked to take a poll of their fellow classmates who are not members of the psychology class--- what their responses would be in a number of various situations. Students must then hand in their questionnaire with the correct answers and compare their answers with those they polled.

LaVerne Waters (Educator) Bio from 2005

School Counselor

Pocomoke Elementary School

I HAVE BEEN A SCHOOL COUNSELOR AT POCOMOKE ELEMENTARY SCHOOL FOR THREE YEARS. HOWEVER, I HAVE TAUGHT FIRST GRADE FOR FIVE YEARS. I HAVE TAUGHT FIFTH GRADE AND LOOPED WITH THAT CLASS TO SIXTH GRADE MATH RESOURCE TEACHER, AND HAVE TAUGHT AS A PROFESSIONAL ASSISTANT CENTER FOR EDUCATION (PACE) INSTRUCTOR FOR THE UNIVERSITY OF MARYLAND EASTERN SHORE.

AS SOCIETY CHANGES, SO MUST OUR APPROACH AND TOPICS OF EDUCATION CHANGE. IN PREVIOUS YEARS, EDUCATION COULD SOLELY FOCUS ON ACADEMICS. NOW WITH THE INCREASE OF VIOLENCE IN OUR SCHOOLS, STUDENTS NEED KNOWLEDGE OF WHAT SCHOOL SAFETY IS AND HOW THIS AFFECTS THEIR BEHAVIORS. THE TEN LIST FOR SCHOOL SAFETY ADDRESSES THE MANY ASPECTS INVOLVED IN STAYING SAFE, WHETHER IN SCHOOL OR OUT ON THE STREETS. MORE IMPORTANTLY, STUDENTS NEED TO BE MADE AWARE OF WHAT IS ACCEPTABLE IN THE SCHOOL SETTING. TEACHING LESSONS ABOUT THE TEN LIST WILL NOT ONLY HELP STUDENTS LEARN WHAT BEHAVIORS ARE SAFE, BUT IT WILL ALSO HELP STUDENTS TO KNOW WHEN UNSAFE BEHAVIORS ARE EXHIBITED AROUND THEM.

Ten List For School Safety

Lesson Plan Prepared by Counselor LaVerne Waters

SCHOOL SAFETY LESSONS

WORCESTER COUNTY HARASSMENT POLICY

DATE LESSON COMPLETED: SEPTEMBER OF EACH SCHOOL YEAR

GRADES: 1-3

SCHOOL: Pocomoke High School

STUDENT OUTCOME(S): Students will become familiar with the Worcester County harassment Policy. Students will be introduced to and a definition identified for words that relate to harassment.

INSTRUCTIONAL DELIVERY:

OPENING ACTIVITIES

STUDENTS WILL view the first frame of the PowerPoint presentation which contains the word harassment. Together (as a whole group), students will discuss their thoughts about the harassment.

PROCEDURES:

1. View the PowerPoint presentation and lead a discussion about each slide. Relate the contents of the slide to everyday situations where harassment could take place. After the fourth slide titled "Forms of Harassment" (cont.) move on to procedure #3.

CONT...

2. Have students give examples of harassment. Students in third grade may work in groups to role play examples of harassments. Students in grade 1 and 2 may work together to discuss examples of harassment they may have or could experience.
3. Groups of students will share their discussion or role play harassment examples.

CLOSURE

1. Discuss slide 5 titled, "What you should not do if you feel someone is harassing you," ways to handle harassment. This discussion leads into helping children learn what to do when someone is the victim of harassment.
2. End the previous discussion by identifying (slide 6) people you can tell when someone is harassing you.

LAVERNE WATERS' SLIDES

WORCESTER COUNTY PUBLIC SCHOOLS

WHAT IS HARASSMENT?

- NOT TREATING OTHER PEOPLE IN A FAIR WAY
- TREATING BOYS DIFFERENT JUST BECAUSE THEY ARE BOYS
- TREATING GIRLS DIFFERENT JUST BECAUSE THEY ARE GIRLS.
- TREATING PEOPLE DIFFERENT JUST BECAUSE THEY LOOK DIFFERENT THANK YOU.

FORMS OF HARASSMENT?

- VERBAL HARASSMENT
- OFFENSIVE COMMENTS, JOKES, SLURS, OR GOSSIP
- PHYSICAL HARASSMENT
- INAPPROPRIATE OR OFFENSIVE TOUCHING
- IMPEDING OR BLOCKING MOVEMENT

FORMS OF HARASSMENT? (cont)

- VISUAL HARASSMENT
- OFFENSIVE
 - WRITING, PICTURES, CARDS, CARTOONS
 - POSTERS, OBJECTS, GRAFFITI
 - GESTURES
 - PROLONGED STARING/LEERING
- OTHER FORMS OF HARASSMENT
- HAZING, BULLYING, TEASING

WHAT YOU SHOULD NOT DO IF YOU FEEL SOMEONE IS HARASSING YOU:

- FIGHTING BACK

WHAT TO DO IF YOU FEEL SOMEONE IS HARASSING YOU:

- TELL THE TEACHER
- TELL YOUR PARENTS
- TELL YOUR SCHOOL COUNSELOR (MS. WATERS)
- TELL YOUR SCHOOL ADMINISTRATOR (MR. PACELLA OR MR. BROWNE)

Karl Wickman (Educator)

School Principal

President of the Maryland Middle School Association

Bio from 2012



KARL WICKMAN IS CURRENTLY THE PRINCIPAL OF NORTH HARFORD MIDDLE SCHOOL IN HARFORD COUNTY, MARYLAND. DURING HIS CAREER WITH HARFORD COUNTY PUBLIC SCHOOLS, HE HAS BEEN A TEACHER AT HAVRE DE GRACE MIDDLE SCHOOL WHERE HE WAS THE RECIPIENT OF THE SALLIE MAE FIRST CLASS TEACHER OF THE YEAR AWARD IN 1998. AS A TEACHER IN HARFORD COUNTY, KARL WAS INVOLVED IN WRITING CURRICULUM IN SOCIAL STUDIES, ART AND TECHNOLOGY. HE HAS WORKED AS A SCHOOL-BASED ADMINISTRATOR AT SOUTHAMPTON MIDDLE SCHOOL, NORTH HARFORD MIDDLE SCHOOL, AND PATTERSON MILL MIDDLE SCHOOL IN HARFORD COUNTY. KARL HAS SERVED AS BOTH AN ELECTED AND APPOINTED SCHOOL BOARD MEMBER AND CHAIRMAN OF THE FINANCE COMMITTEE, FROM 2005-2007.

KARL IS ACTIVE IN PROFESSIONAL ORGANIZATIONS AND IS CURRENTLY THE PRESIDENT OF THE MARYLAND MIDDLE SCHOOL ASSOCIATION. HE HAS PRESENTED AT LOCAL, STATE, AND NATIONAL EDUCATOR CONFERENCES ON TOPICS COVERING ALL ASPECTS OF SCHOOL LEADERSHIP AND QUALITY TEACHING, INCLUDING SESSIONS ON THE EFFECTIVE USE OF TECHNOLOGY IN THE CLASSROOM, LEADERSHIP IN TEACHING AND STUDENT ENGAGEMENT. KARL HOLDS A MASTER'S DEGREE IN LEADERSHIP IN TEACHING FROM THE COLLEGE OF NOTRE DAME OF MARYLAND AND IS CURRENTLY PURSUING A DOCTORAL DEGREE AT THE UNIVERSITY OF WILMINGTON IN INNOVATION AND LEADERSHIP.

Title: Introducing The Ten List

Author: Karl Wickman

Grade Level: 6, 7, 8

Time Duration: 1 Period

Overview:

The purpose of this lesson is to introduce The Ten List to Students and explain why we are teaching the lessons to the students.

Objective:

Students will analyze The Ten List and be able to define the 10 laws listed.

Students will identify examples of the laws being broken.

Materials:

Copies of The Ten List

DVD – How the Grinch Stole Christmas

1 Page Handout – “How the Grinch Broke the Law”

Copy of the Criminal Code of Maryland

Copy of the Student Handbook

Activities and Procedures:

1- As an introductory discussion tell students “In our schools, we have rules to keep us safe. Outside of school, these rules are called laws.” Which of the following statements are True?

A- School rules are created to keep us safe.

B- Laws are only for the outside world---in school we only need to follow rules.

C- The Student Handbook is a set of Laws.

D- If I break a law in school, I could be arrested.

(A- True, B- False, C- False, D- True)

CONT...

Transition: Sometimes the differences between rules and laws can be confusing. A few years ago, a School Police Officer named Noah Waters developed a list of ten very important laws that students in schools need to follow to keep their schools safe. Officer Waters spent years teaching these laws to secondary school students and continues to do so today. His research has shown that when students understand the law and the consequences for violating the law that fewer students get into trouble for breaking the law. Let's take a look at the list.

- 2- Distribute copies of The Ten List to students. Explain to students that we are going to begin to learn the list during this introductory lesson, and will eventually spend a period on each of the laws for a more in-depth understanding. Have the students read the list, or read the list to them, or read the list round robin style.
- 3- Remind students that it is not expected that they are experts yet, but that we want to try a practice activity to see if they already understand some of the laws.
- 4- Distribute the handout "How the Grinch Broke the Law". Read the directions and have students complete the activity while they watch the video. Remind students that not all laws on the list were broken during the cartoon.
- 5- View the video and have student cite examples of laws being broken according to the directions on the sheet.
- 6- Upon completion of the video, check for student understanding, develop questions students may have regarding the laws and gather common questions for use in presentation of lessons on the individual laws that are to follow.

Conclusions:

Upon completion of the video, check for student understanding, develop questions students may have regarding the laws and gather common questions for use in presentation of lessons on the individual laws that are to follow.

Show students the copy of the Criminal Code of Maryland, and the student handbook. Ask students to identify the difference of the content of the two documents, as well as the purpose for them. Students should understand that while the criminal laws are not directly written into the school rules, that they are still laws and still apply to students in schools and the consequences in the criminal code can be applied to students in schools.

The **TEN** List

How the Grinch Broke the Law

By Principal Karl Wickman

The Grinch was a character who most of you are familiar with, but you may not be familiar with the extent to which his actions broke the law.

As you watch the video, look at the laws below and write down examples from the video of when you see the Grinch violating a law. NOTE: Not all laws were violated so some of the items listed below will be blank. This is not a graded exercise, so don't be afraid to guess if you are not sure.

1. Assault: _____

2. Trespassing: _____

3. Theft: _____

4. Disorderly conduct: _____

5. Sexual harassment: _____

6. Threat: _____

7. Illegal drugs: _____

8. Self-defense: _____

9. Destruction of property: _____

10. Disrupting the school: _____

Title: The Ten List - Assault

Author: Karl Wickman

Grade Level: 6, 7, 8

Time Duration:

1 period

Overview:

This lesson will provide an example of a student who made decisions about dealing with a conflict which have led him to be facing possible assault charges. This lesson assumes that students have already been exposed to the introductory lesson #1 on The Ten List.

Objectives:

Students will be able to define assault.

Students will analyze a case study and identify examples of assault vs. self-defense.

Students will develop alternate solutions to the scenario that do not involve assault.

Students will analyze the Harford County Public School (HCPS) Student Handbook for references to assault.

Materials:

The Ten List posters or poster handouts

1 page handout “The Problem”

2 page handout “In the Counselor’s Office”

2 page handout “ My Solution That Avoids Assault”

Copies of HCPS Student Handbook

Activities and Procedures:

- 1- As a warm up activity, students should write down what they believe to be the correct definition of “assault”.
- 2- The teacher and students should review the correct definition using the poster “The Ten List.”
Transition: “Is it possible that even when you are in the right, that you could be charged with assault?”

CONT...

- 3- Use an “every student respond strategy” to see how many students said “yes” and how many said “no” to the transition question.
- 4- Distribute the handout “The Problem.” Students should read either individually or as a group, depending on the class composition. Students may also read in small groups.
- 5- Two students should be selected to do a role play in front of the class. One student should be assigned to play the role of the student and another one to play the counselor. In front of the class have these students read the script from the handout “In the Counselor’s Office”. The teacher may wish to interject as needed and provide instruction on the type of advice the student is receiving, mistakes they hear being made, or to hear comments from the class.
- 6- Distribute the handout “My Solution That Avoids Assault.” It is important that students understand that their opinions about what to do may differ, but that our opinions on what would constitute an assault should be the same. The point here is to understand that regardless of their opinion as to how to react---that a solution does exist that will avoid assault. While sometimes people choose not to exercise that option, there are consequences both in school and in the law for those who choose assault.

Conclusions:

- 1- Students should review and share some of their alternative solutions to assault in the case study.
- 2- Students should be asked to look at copies of the Student Handbook and determine where assault is covered. It is worthy of discussion that the word “assault” is not used in the handbook. Rather terms like fighting, harassment and physical attack are used.
- 3- These “school rules” describe infractions which also meet the criteria for “assault” outside of school and could carry the same consequences if charges are pressed against a student for “assault.” By learning the laws on The Ten List, students can keep themselves safe in school.

The **PROBLEM**

The question involves an incident that happened at school. The story is being told to a guidance counselor by a student who thinks he is going to be called to the office today.

Here are the details:

I have been "stalked" by a student in my school for well over a year now. Lots of comments from other kids about him threatening me, comments about my family etc. and at least one incident of cussing me out. He took pictures of me, photo shopped into various insulting pictures, made to look like I was beaten and bruised and placed them on his MySpace page. Bottom line, I have felt threatened, and feel threatened by this individual. There is more than enough evidence to back this up.

Recently, the other student came within right up to me at an after school event. He had a camera with him and at one point when my back was turned he began secretly taking pictures of me.

I approached him asking him what he was doing. He moved toward me and raised the camera toward my face - which angered me - and began taking pictures of my face at close range. Using the tips of my fingers, I gently pushed him away to create some distance. This was a defensive move. He stood his ground and continued to take pictures of me and at that point I put my hand on the camera lens and shoved him to the ground, again as a defensive measure.

While the contact was brief, gentle and didn't injure him or damage the camera (other than a finger on the lens), it was contact.

I am worried now because this kid has gone to the Principal, citing physical assault and damage of property. The other kid has also posted a lot of trash talk on Facebook about how he is going to get me suspended. It is obvious that he intends to lie about the incident and use it to smear my name and/or get me suspended.

I am looking to get some opinions on what the possibilities are as far as what this kid might do and what I should do to protect myself. I consider this individual's actions as threatening. Should I file an assault complaint with the office?

In The Counselor's Office

The guidance counselor has had a chance to look at Mark's complaint and is meeting with him. The questions the counselor has asked Mark during the conference are printed in BOLD lettering. Mark's original statement is listed in regular type.

My question involves an incident that happened at school. The story is being relayed to a guidance counselor by a student who thinks he is going to be called to the office today.

Here are the details:

I have been "stalked" by a student in my school for well over a year now. Lots of comments from other kids about harm threatening me, comments about my family etc. and at least one incident of cussing me out.

And in light of all of this evidence, have you previously gone to the office, filed a report, or taken any sort of action to counteract these actions? Have you spoken to your parents about the situation? If not, why not?

Recently, the other student came within right up to me at an after school event. He had a camera with him and at one point when my back was turned he began secretly taking pictures of me.

I approached the individual asking him what he was doing.

So instead of moving away, you chose to confront the individual by approaching him? Why did you not walk away and report the incident to one of the teachers on duty?

When you physically approached in a confrontational manner, that's going to make you look like the aggressor, even if in your own mind you were in "defensive" mode.

He moved toward me and raised the camera toward my face - which angered me - and began taking pictures of my face at close range.

CONT...

Did you truly believe that he was about to physically assault you with the camera, or were you just angry due to the ongoing nature of things? Did he attempt to swing the camera at you or otherwise make some motion or gesture other than raising the camera (a typical motion done with cameras) that would make a reasonable person believe that some physical attack was forthcoming?

“ and began taking pictures of my face at close range”.

Think about what would have happened if you never approached him. He'd have been taking pictures from a greater distance, and, if you had spoken to a teacher, they probably would have taken the camera away since they are not allowed during school hours.

Using the tips of my fingers, I gently pushed him away to create some distance. This was a defensive move. He stood his ground and continued to take pictures of me and at that point I put my hand on the camera lens and shoved him to the ground, again as a defensive measure.

Remember, in this case, he is only taking pictures, not doing anything that would cause physical harm to you. In this case, you touched him first. You will likely lose a plea of self defense. Defensive doesn't mean you touch first.

While the contact was brief, gentle and didn't injure him or damage the camera (other than a finger on the lens), it was contact.

Contact is enough. You can face assault charges even without damage or injury to the other party, particularly when you were the one to approach him.

I am worried now because this kid has gone to the Principal, citing physical assault and damage of property. The other kid has also posted a lot of trash talk on Facebook about how he is going to get me suspended. It is obvious that he intends to lie about the incident and use it to smear my name and/or get me suspended.

The last thing we want is for you to get suspended, or continue to be harassed in school.

I am looking to get some opinions on what the possibilities are as far as what this kid might do and what I should do to protect myself. I consider this individual's actions as threatening. Should I file an assault complaint with the office?

The **TEN** List

My Solution That Avoids Assault

Here are the details:

I have been "stalked" by a student in my school for well over a year now. Lots of comments from other kids about him threatening me, comments about my family etc. and at least one incident of cussing me out.

Recently, the other student came within right up to me at an after school event. He had a camera with him and at one point when my back was turned he began secretly taking pictures of me.

I approached him asking him what he was doing.

He moved toward me and raised the camera toward my face - which angered me.

" and began taking pictures of my face at close range".

CONT...

Using the tips of my fingers, I gently pushed him away to create some distance. This was a defensive move. He stood his ground and continued to take pictures of me and at that point I put my hand on the camera lens and shoved him to the ground, again as a defensive measure.

While the contact was brief, gentle and didn't injure him or damage the camera (other than a finger on the lens), it was contact.

I am worried now because this kid has gone to the Principal, citing physical assault and damage of property. The other kid has also posted a lot of trash talk on Facebook about how he is going to get me suspended. It is obvious that he intends to lie about the incident and use it to smear my name and/or get me suspended.

I am looking to get some opinions on what the possibilities are as far as what this kid might do and what I should do to protect myself. I consider this individual's actions as threatening. Should I file an assault complaint with the office?

James D. Crudup

is currently the Mayor of the Town of Eagle Harbor MD
Bio from 2012



Mr. Crudup's teaching experience spans more than 40 years. He was first selected to help teach others electronics while in the U.S Air Force in the 1960s. Next, he spent several years as an instructor for the National Radio Institute. Then he taught electronics at the Model Secondary School for The Deaf (MSSD) at Gallaudet University in Washington DC in the 1970s. In recent years, he was adjunct faculty for two decades at TESST College of Technology located in the Washington DC suburbs. He currently mentors youth and young adults in the Prince Georges County community.

Lesson Plan:

Using Communication as a tool to combat negative “Peer Pressure” Grades 7-12

- Objective

- A. To define peer pressure
- B. To conclude that peer pressure can be either positive or negative
- C. To identify skills that can be used to avoid negative peer pressure.
- D. To understand that giving into negative peer pressure can often have harmful and long term effects.

Activities:

- A. The teacher will lead a class discussion to define “peer pressure,” concluding that peer pressure can be either positive or negative and is basically allowing an individual or a group to sway ones opinion or actions. Once the definition has been defined and captured on the class black board, the teacher will have the students provide examples of positive and negative peer pressure.
- B. Next, the teacher will focus on the possible effects of negative peer pressure on a person and on their friends, family etc. For example, if a person commits a crime because of peer pressure from the people that he associates with and is arrested his family and many friends will be disappointed. The person will have a criminal record and it will be more difficult to find a job. Solicit input from the students asking them to give examples of what could happen to a person giving in to negative peer pressure.
- C. The teacher will discuss some skills for avoiding negative peer pressure such as (1) never agreeing to join a group that has the intent of harming or teasing or taking someone else’s property. (2) Realize that you would not want to be treated in a mean way by a group so why would you join a group that would do such a thing. (3) Follow your heart when something seems bad or wrong, it usually is. (4) Accept that it takes courage to just say “no.” (5) Refuse to be a bully. (6) Don’t be afraid to be a “good example.” And last but certainly not the end, (7) what would someone you truly respect and admire do in this particular situation. There are other very good options that youth can be referred to that will help them avoid negative peer pressure and the teacher may want to mention and use them too.
- D. The teacher will divide the class into groups of about 6. The teacher will have the students use the “Ten List,” and the “Juvenile Questionnaire,” as templates for discussion on negative peer pressure. Have the students develop a hypothetical scenario or example involving each or some of the items on the “Ten List” and the “Juvenile Questionnaire” to discuss how negative peer pressure could be the reason for some bad decisions and how these decisions could cause short and long term consequences for youth who are not mature enough to say “no” or walk away from peer pressure that could potentially result in negative or harmful activity.

CONT...

E. In conclusion, the teacher will bring all of the groups back together and reiterate the possible harmful effects of negative peer pressure and how it can hurt the student as well as their loved ones. Remind the students to use the skills discussed to help keep them out of negative situations that could result from peer pressure.

Appendix

*Refer to website to retrieve the Ten List.

Juvenile Questionnaire

1. If another student hits you, will you hit him or her back? __yes__no__may
2. Is it ok for another student to take a CD player that has been left behind in a classroom for over 1 month? __yes__no__maybe
3. Does it make a difference if parents and friends are required to check in at the office before bring your lunch or lunch money to you? __yes__no__maybe
4. If someone talks about your relatives or friends, will you confront that person? __yes__no__maybe
5. Is it fair to lash out at the student or juvenile who keeps running his or her mouth and threatens you? __yes__no__maybe
6. If you hit another student, will you get in as much trouble if the student hit you first? __yes__no__maybe
7. Is it fair that students are searched for tobacco and drugs on school property, when they do not use them at school? __yes__no__maybe
8. Who taught you when it is ok to hit someone back?
__An adult, such as a parent __A peer, such as a sibling or student __The SRO, school staff or police officer
9. If you are in a relationship with a member of the opposite sex, will you get in less trouble if you have a physical or verbal conflict with him or her? __yes__no__maybe
10. Do you think that the school makes a big thing about students who get loud and have fun in class or in the hallway? __yes__no__maybe

FOR MORE INFORMATION

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