

TEN

LIST for YOUTH SAFETY

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The Ten List is a grouping of ten rules (laws) that cross-correlate to the most frequent calls for police services. Matching conduct that promotes calls to the police with in-school and 24 hour access to coaching that enhances good conduct is a crime fighting strategy. Children learn good conduct over time, and teaching the Ten List to school-aged children enhances their ability to practice good conduct. Reinforcing and modeling good conduct skills during childhood promotes good citizenship and adulthood character.

Teaching the law to guide behavior

- Children gravitate toward sports heroes, teachers, parents, other children, politicians, police officers, military personnel, community leaders, volunteers, and celebrities who take the time to participate in their education.
- The Ten List helps to offer classroom instruction, 24 hour access, and special events, including lesson plans, videos, and educational materials from individuals and organizations that support the education of children.

Problem

- Elementary and middle school students are not instructed in basic rules of law to guide behavior but are, nevertheless, held responsible to know proper behavioral conduct in high school.
- These students become fully responsible for improper conduct and are expected to exercise legal behaviors as adults.

ENHANCING AN OLD CONCEPT

Prevention and education go hand-in-hand. As children matriculate through 12 years of schooling, there is opportunity to promote behaviors that last a lifetime. As an example, the Florida Coalition Against Domestic Violence (FCADV) has developed curricula for school-aged children. Children are taught about healthy associations and strategies to avoid the victimization and perpetration of domestic violence.

PREVENTION IS KEY

DEFINING TYPES OF PREVENTION

- * A distinction is made between Primary, Secondary, and Tertiary Prevention.
- * The FCADV defines Primary Prevention as any action, strategy, or policy that seeks to reduce the overall likelihood that anyone will become a victim or perpetrator.
- * Secondary and Tertiary Prevention are defined as efforts to identify and address early signs of victimization and perpetration, and to change individuals who are already victims and perpetrators.

PRIMARY PREVENTION AS A GOAL

- ✦ Adopted from the FCADV model, Primary Prevention is an on-going process that encompasses skill and knowledge building.
- ✦ In order to reduce victimization and perpetrator behavior, education that promotes good conduct must start at an early age and continue throughout childhood.

According to the FCADV

PRIMARY PREVENTION IS NOT

- * A one-time education program or event
- * One skill-building session
- * Suggests that it is not a pamphlet
- * A booklet
- * A code of conduct
- * A mission statement
- * Learning to pass a test

SKILL vs. ABILITY

Practice enhances ability. Just as drivers develop driving skills through on-going practice, children must practice behaviors that promote good conduct. For example, drivers who drive only once a year must know and follow the same rules as drivers who drive every day. Similarly, children who do not learn and practice good conduct skills are, regardless, responsible for bad conduct. Children who learn and practice legal behaviors are afforded skill-development that supports good childhood and adulthood conduct. Whether trained in legal conduct or not, children transition into adulthood with full responsibility to obey the law.

PRIORITY TO PREVENT YOUTH VIOLENCE

The Centers for Disease Control and Prevention (CDC) are at the forefront of preventing juvenile violence, by partnering with federal, state, local, and private organizations to collect data, learn about risk factors, and develop strategies for prevention.

According to the CDC, in the U.S., homicide is the second leading cause of death among 15 to 24-year-olds. In this age group, homicide is the number one cause of death among African Americans, the second leading cause of death among Hispanics, and the third leading cause of death among American Indians.

YOUTH VIOLENCE

In 2002, for example, 5,219 youth ages 15 to 24 were murdered and more than 589,000 youth ages 15 to 24 were treated for nonfatal, assault-related injuries in U.S. hospitals. That is 111 nonfatal injuries for every violence-related death (according to the CDC).

Although nonfatal acts of violence are relatively common on school property, most acts of fatal and violent crime occur outside of school (according to the CDC). The CDC highlights the need for prevention programs that address risk for violent behaviors on and off school property, including school, family, and community-based programs.

The Ten List Prevention Strategy

The Ten List offers young people a comprehensive set of guidelines that are based on our laws, **to support good conduct among preschool, elementary, middle, and high school youth.**

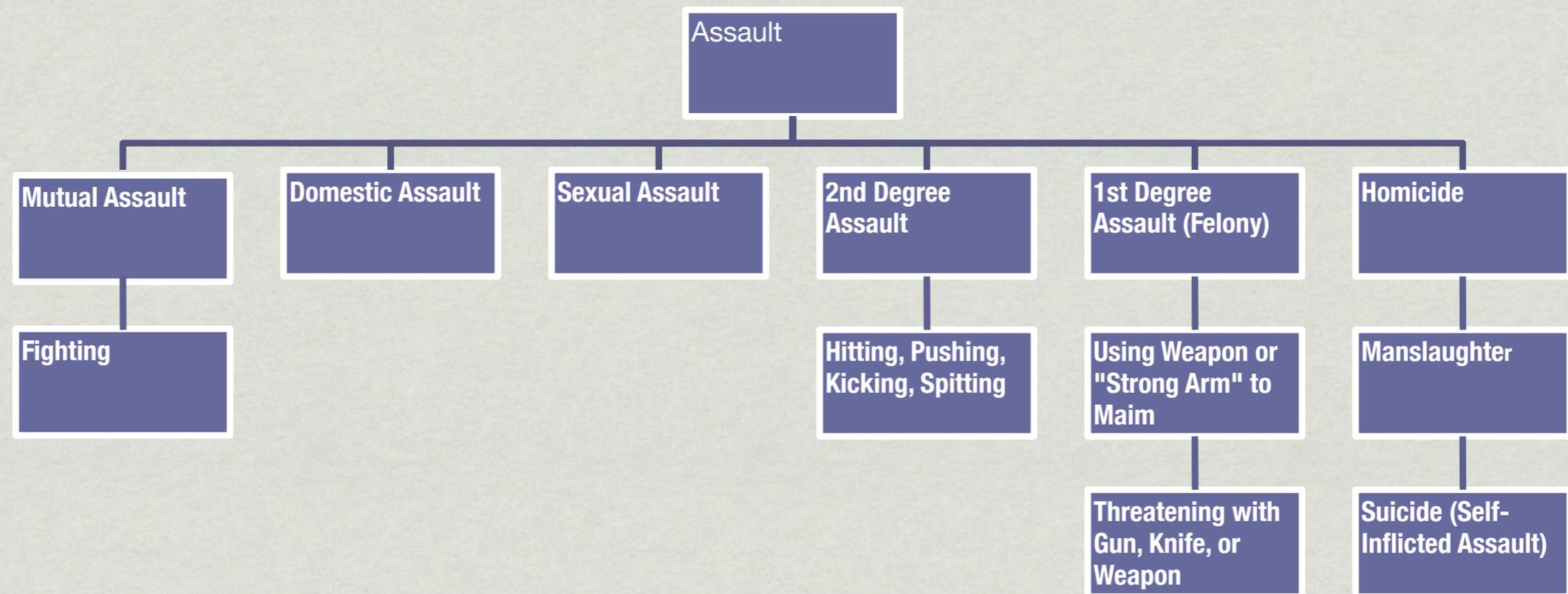
The TEN List

- * ASSAULT
- * TRESPASSING
- * THEFT
- * DISORDERLY CONDUCT
- * SEXUAL MISCONDUCT & HARASSMENT
- * THREATS
- * ILLEGAL DRUGS
- * SELF DEFENSE
- * DESTRUCTION OF PROPERTY
- * DISRUPTING SCHOOL-LEARNING (EDUCATION)

1. ASSAULT

Taught from lesson plans and games that are age-appropriate. Offer positive reinforcement (recognition and incentives) to children who practice the rule. Explain why Assault (fighting) produces negative outcomes.

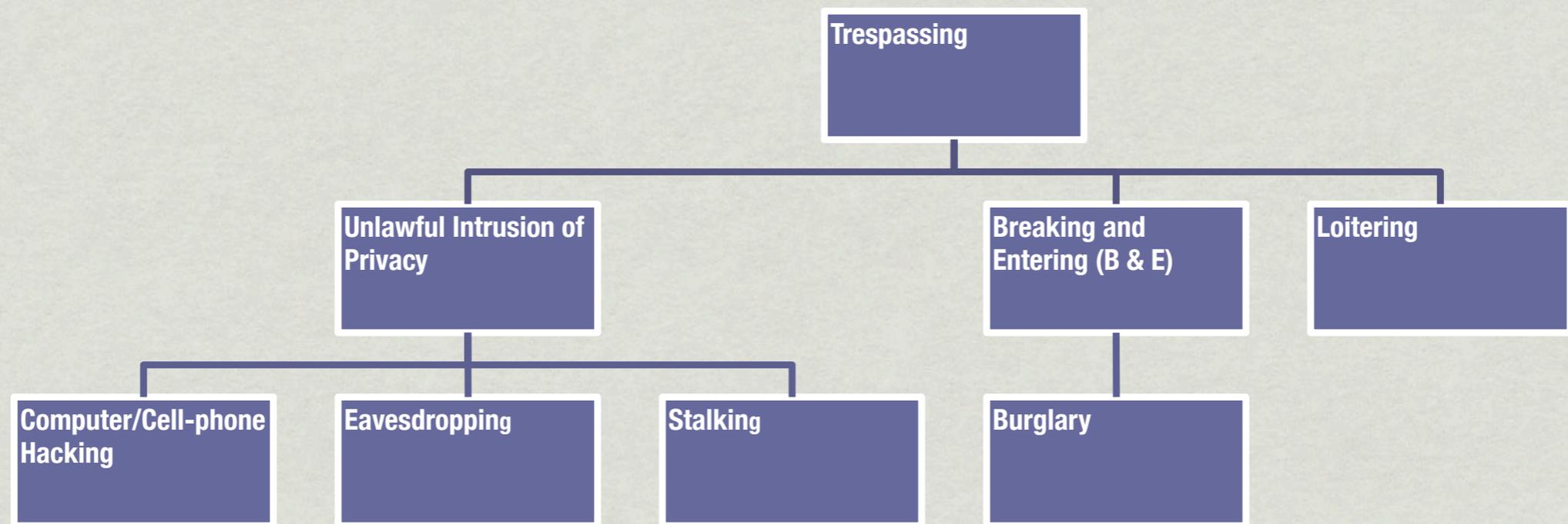
Variations of **ASSAULT**



2. TRESPASSING

Taught from lesson plans and games that are age-appropriate. Offer positive reinforcement (recognition and incentives) to children who practice the rule. Explain why Trespassing produces negative outcomes.

Variations of **TRESPASSING**



3. THEFT

Taught from lesson plans and games that are age-appropriate. Offer positive reinforcement (recognition and incentives) to children who practice the rule. Explain why Theft produces negative outcomes.

Associations to **THEFT**

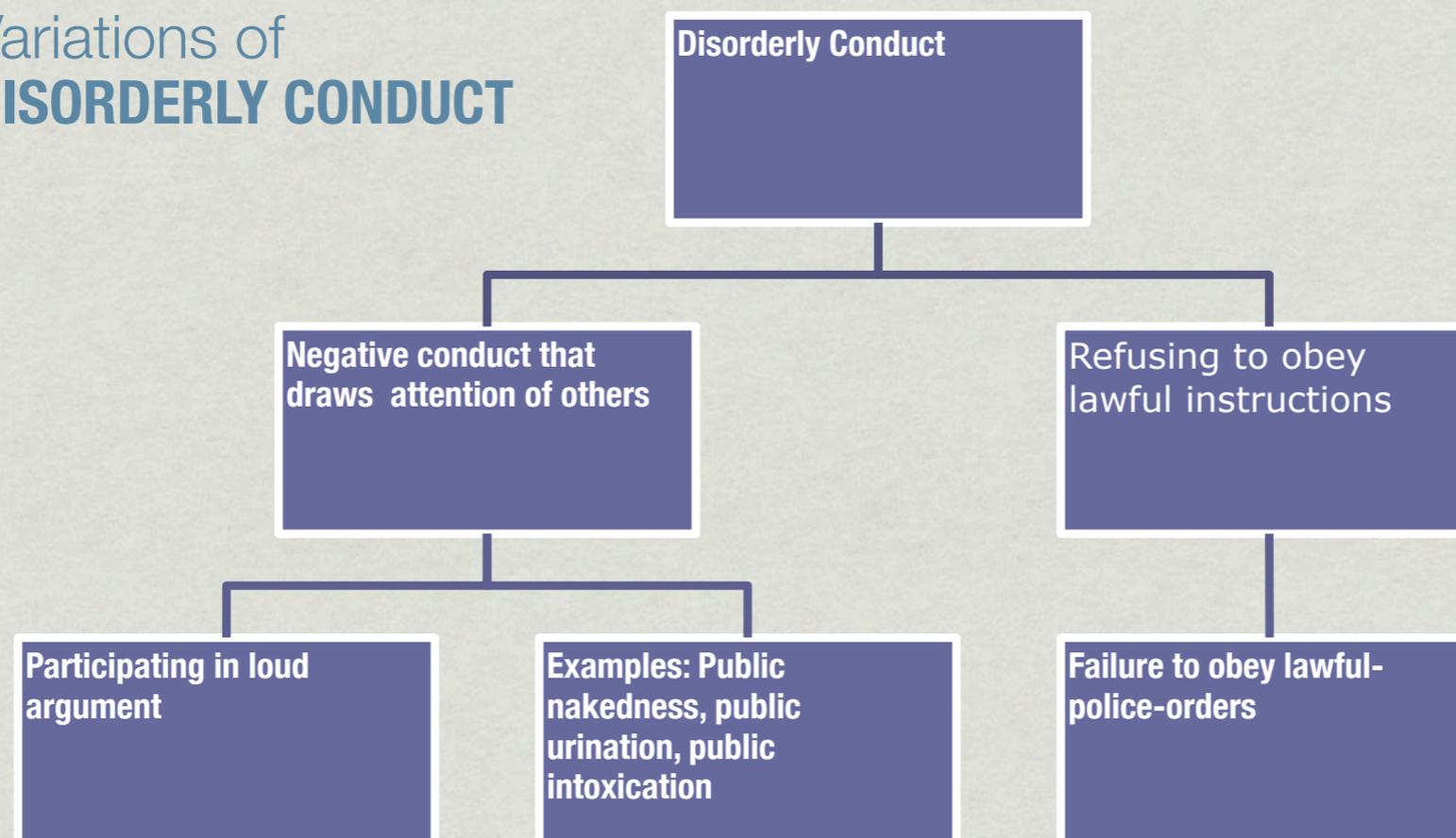


4. DISORDERLY CONDUCT

Disorderly Conduct occurs when a person acts in a loud and hostile manner (usually with threatening and vulgar language) that draws the attention of others.

Taught from lesson plans and games that are age appropriate. Offer positive reinforcement (recognition and incentives) to children who practice the rule. Explain why Disorderly Conduct produces negative outcomes.

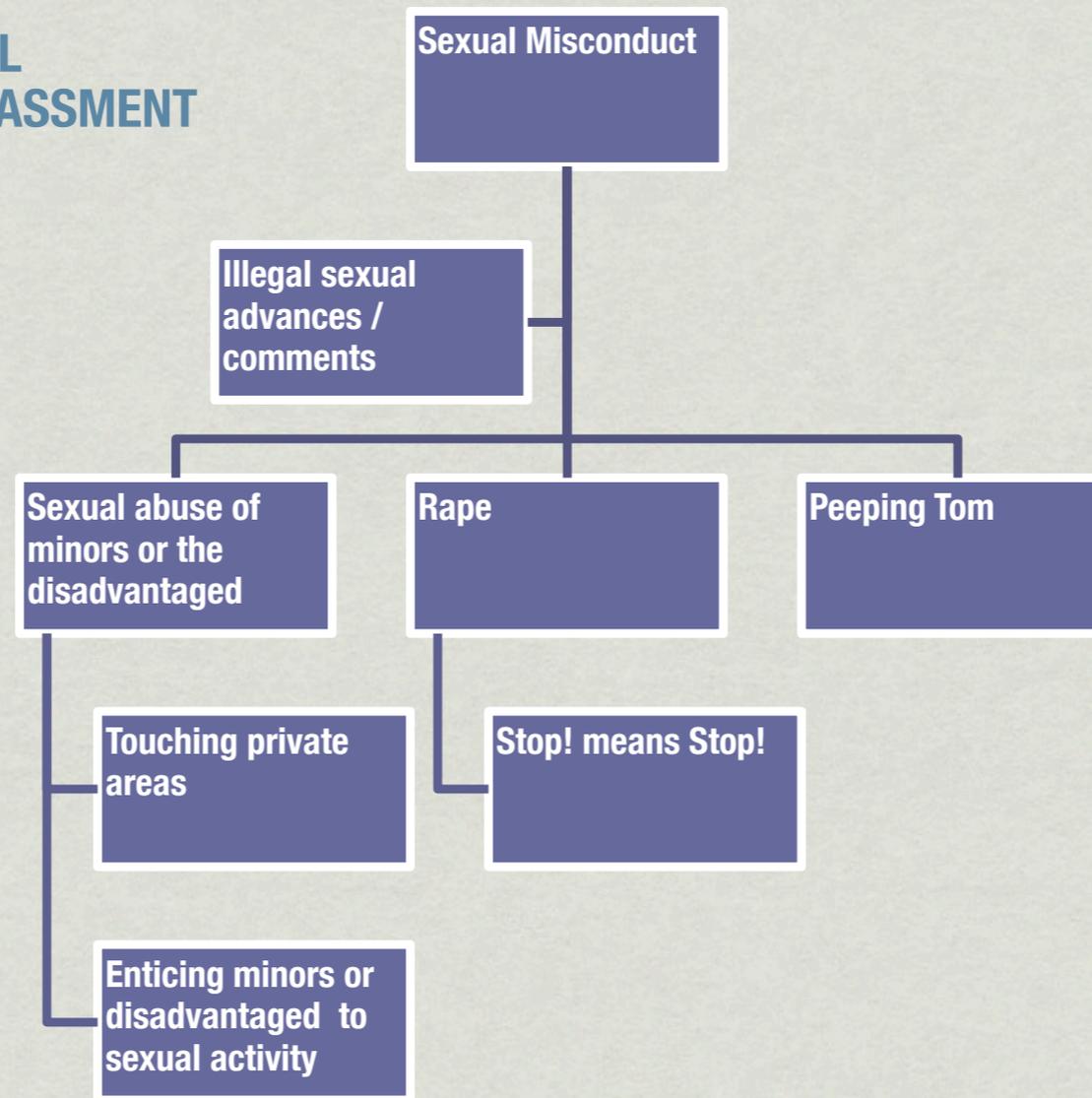
Variations of **DISORDERLY CONDUCT**



5. SEXUAL MISCONDUCT & HARASSMENT

Sexual misconduct and harassment occur when a person receives unwanted sexual advances, comments or gestures, or is not of the age of consent (including the sexual abuse of minors). Taught from lesson plans that are age- appropriate.

Variations of **SEXUAL MISCONDUCT & HARASSMENT**

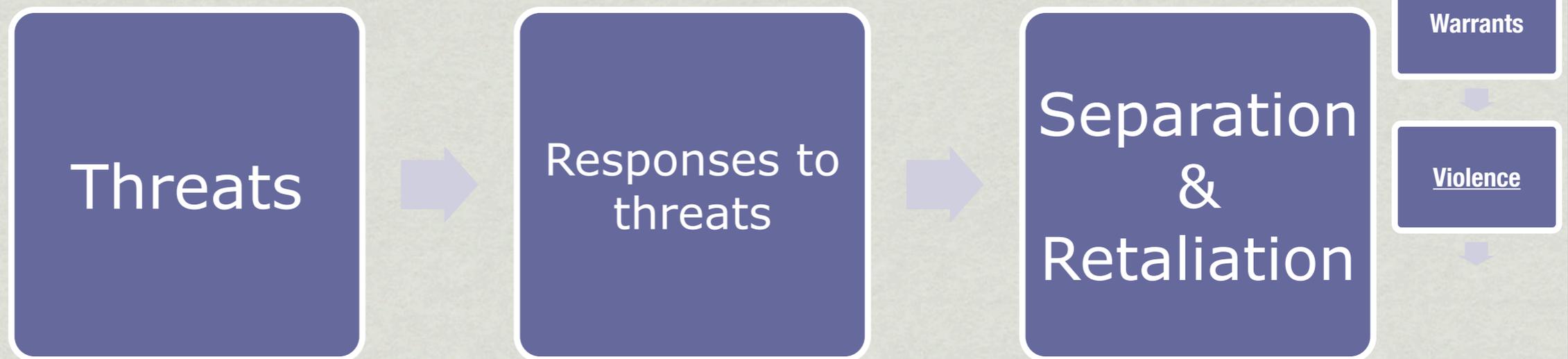


6. THREATS

Expressions about hurting someone constitutes a threat, whether communicated verbally, in writing, or through the use of intimidating body language.

Taught from lesson plans and games that are age-appropriate, offer positive reinforcement (recognition and incentives) to children who practice the rule. Explain why Threats produce negative outcomes.

Associations to **THREATS**

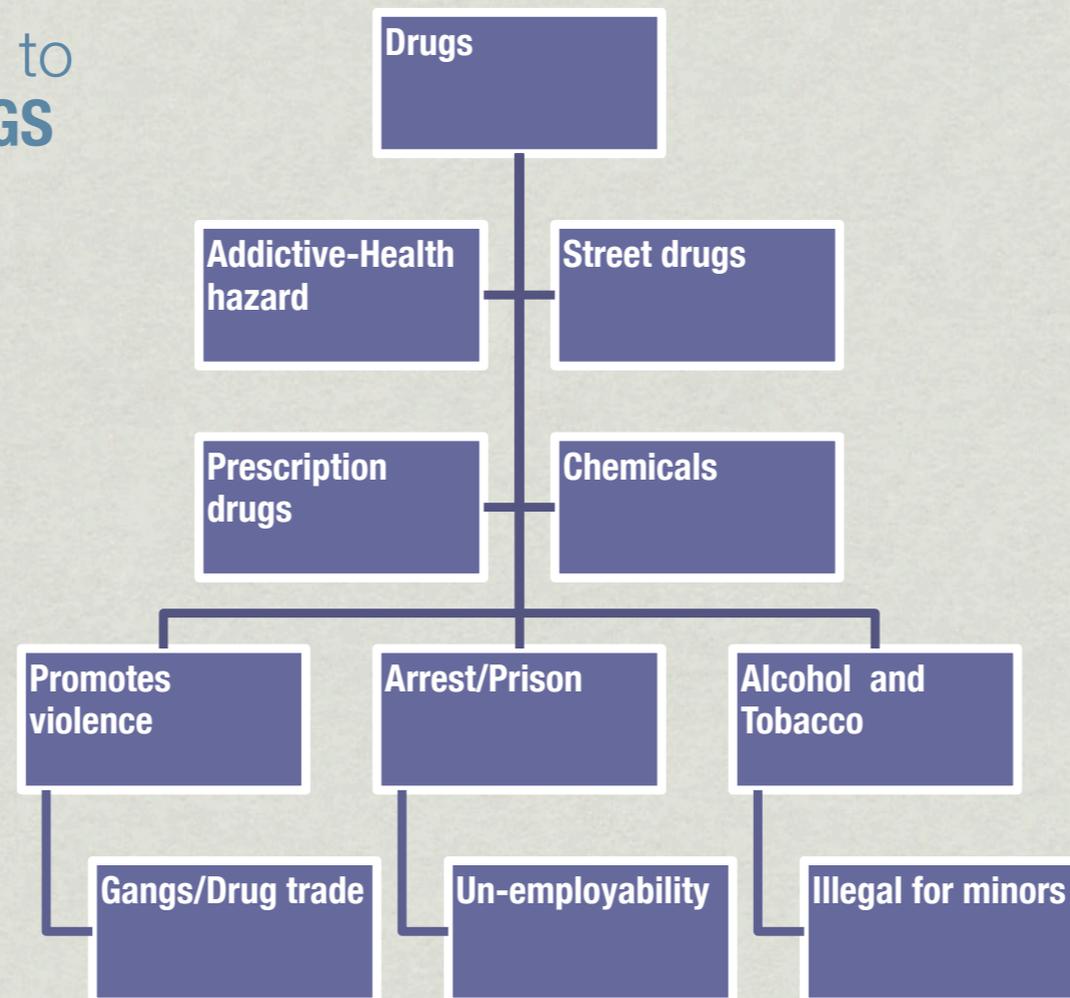


7. ILLEGAL DRUGS

Illegal drugs involve more than the use, possession, or sale of “street drugs” and the misuse of over-the-counter drugs, prescriptions, and chemicals. Alcohol and tobacco are also considered drugs and are illegal for juveniles to use or possess.

Taught from lesson plans that are age-appropriate.

Associations to **ILLEGAL DRUGS**



8. SELF DEFENSE

Self defense occurs when a person is unable to avoid an attack, is unable to get away from the attacker, and uses the minimal amount of force that is necessary to stop or minimize the attack.

Taught from lesson plans that are age-appropriate.

Associations to
SELF DEFENSE

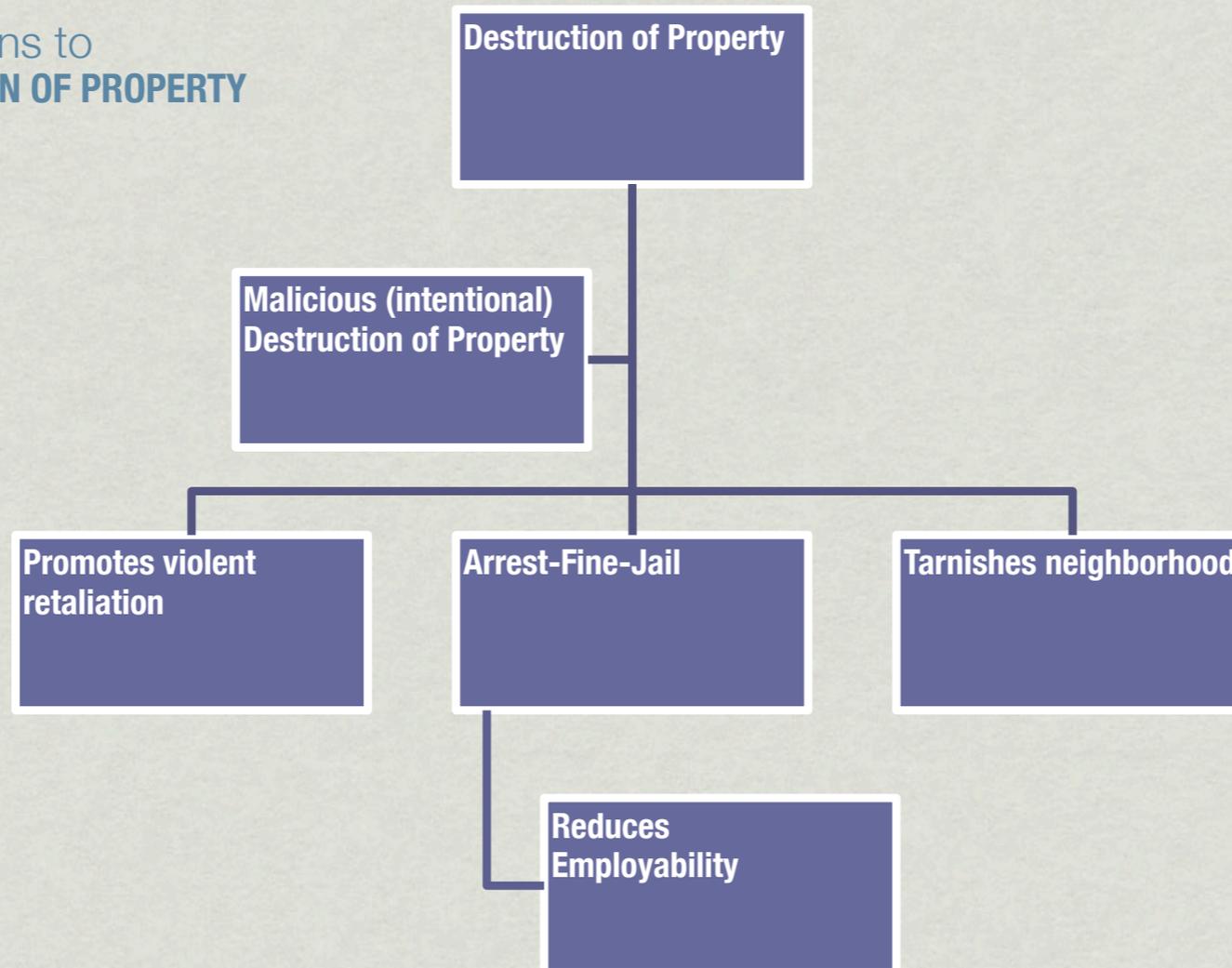


9. DESTRUCTION OF PROPERTY

Destruction of Property occurs when property is intentionally or unintentionally damaged. Vandalism and malicious destruction of property (MDOP) occur when the act is intentional.

Taught from lesson plans and games that are age-appropriate. Offer positive reinforcement (recognition and incentives) to children who practice the rule. Explain why Destruction of Property produces negative outcomes.

Associations to
DESTRUCTION OF PROPERTY



10. DISRUPTING SCHOOL-LEARNING (EDUCATION)

Disrupting school-learning and education occurs when a juvenile or an adult acts in a manner (such as fighting, loud or disturbing behavior) that disrupts education.

Taught from lesson plans that are age-appropriate.

Associations to **DISRUPTING SCHOOL-LEARNING**

