



Lesson 7 (2-hour group instruction)



(SAMPLE)

The Game: Set Up Destructive Behavior Ending The Game: Create & Choose Better Options

**Suggested scripts written in italics.*

Objectives:

- Gain a basic understanding of common behavior modification techniques
- Learn how to identify manipulative “choices”
- Evaluate if the “choices” we made were a result of manipulation
- Inspire and empower students to choose healthy behaviors

Media:

- Conformity Experiment Video (YouTube)
- ETG Video: Destructive Behavior
- ETG Video: MY Choice

Facilitator Materials:

- Sign-In Sheet
- Welcome Message
- Post: Rules, STREAMS
- Board or Large Post-It Notes
- A Choice Vs. MY Choice Activity (must be written before class)

Handouts:

- BITES List: Set Up Destructive Behaviors

Student Materials:

- Copy of Affirmation
- Notebook
- Pen

- ❖ Welcome students with a smile ☺ as they sign SIGN-IN SHEET
- ❖ Hand out ETG WELCOME MESSAGE to new students
- ❖ Recite affirmation. Reward those who recite from memory for 1st time.
- ❖ Homework Follow-Up
- ❖ Watch CONFORMITY EXPERIMENT VIDEO
 - *We’re going to jump right into today’s lesson with a video.*
 - *Debrief I: What happened in this video? Does it seem believable to you? Why or why not?*
 - *Debrief II: If they asked this guy WHY he chose to turn to the side, what do you think his answer would be?*
 - *This video gives a quick example of one way behavior can be shaped—this is called “go with the flow”; it works by putting a person around a group of people who are all doing the same thing. Eventually, that person will probably start to do that behavior too. Its human nature.*
- ❖ Transition to Discussion on Behavior
 - *There are people, universities and companies that focus a lot of time on trying to answer the big question: What makes people do what they do? Huge companies try to learn it so that they can get people to buy their products. But on every level, even with parents, teachers, bosses, friends...people are trying to shape other people’s behaviors.*
- ❖ Pair Share or Group Share
 - *Think of a time when you wanted somebody to do something? How did you get them to do it?*
- ❖ Introduce Game Strategy
 - Write on board: Set Up Destructive Behavior
 - *The Game Strategy we’re learning today is Set Up Destructive Behavior*



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- *What is a setup? What does it mean to set something up?*
 - Target Answer: To come up with a secret plan; to put together a situation so that you can control the outcome.
- *What does destructive mean?*
 - Target Answer: Something that destroys or damages
- *What might destructive behavior be? How can you tell if a behavior is destructive?*
 - Target Answer: A destructive behavior feels like its tearing you down instead of building you up, like it's damaging you or hurting you.
 - *One good way to tell if a behavior is destructive is to ask yourself, "Is this behavior acceptable for the person I love the most? Would I want them to do this? Would I want this done to them?"*
- *So what might we mean when we say that a part of The Game is Setting Up Destructive Behavior?*
 - Target Answer: The way STREAMs create situations to make a victim do something that is damaging or hurtful.
- Give BITES LIST: SET UP DESTRUCTIVE BEHAVIOR
 - *To help us understand this Game strategy better, let's look at a list of ways STREAMs can setup destructive behavior.*
 - Read through the list together, welcome girls to relate the lists to their own experiences.
- ❖ Watch ETG VIDEO: DESTRUCTIVE BEHAVIOR
 - *As we watch the video, listen for how these survivors were set up for destructive behavior.*
 - Debrief: *How were these women set up for destructive behavior?*
- ❖ Journal in NOTEBOOK (need ample time to think)
 - Write journal topic on board: *How did STREAMs set up my destructive behaviors?*
- ❖ Pair Share or Group Share
- ❖ Break
- Relate Topic to Coercion
 - *Today's topic is one of the most important ones to understanding The Game. Setting Up Destructive Behaviors is coercion. Sex Trafficking is defined as causing someone to engage in commercial sexual exploitation by use of force fraud or coercion. Coercion is Setting Up Destructing Behaviors so deceptively that the victim doesn't even think she's a victim; she thinks it was a choice.*



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- A CHOICE VS. MY CHOICE ACTIVITY
 - Select 4 volunteers and ask them to stand at the front of the room. (Modification for smaller groups: lay papers on table for everyone to see)
 - Give each volunteer one pre-written paper:
 - “What do you want to eat?”
 - “Do you want to eat mystery plate 1 or mystery plate 2?”
 - “Do you want to eat a pile of trash or a bucket of dirt?”
 - “Do you want chocolate cake or apple pie for dessert?”
 - As a class, order these 4 statements from best options to worst options. (Have students move around to get in order from best to worst.)
 - Debrief: *How did you determine this order?*
 - Target Answer: The best choice is an open-ended option. 2 good options are OK too. 2 bad options force you to make a choice you don’t want. Lack of information forces you to make a potentially bad choice and really have no control.
 - Debrief II: *In the game, which types of “choices” did you have most often? Did you know exactly what to expect? Did you have a good option? Did you have an option to leave whenever you wanted?*
 - *Now I’m going to introduce another question...*
(Remainder of activity is included in the actual lesson plan.)
 - Reinforce lesson: *REAL choice is the power to choose what is best for you, to have good options and to have all the information you need to make a good decision. If all options presented are bad ones, or if you are scared to choose an option, that’s not a choice, that’s force. It’s like a trafficker saying “Do you want to obey my rules or get beaten?”*
 - Write T-chart on the board for students to copy:

<u>A “Choice”</u>	<u>MY Choice</u>
-“Choosing” between 2 bad options	Choosing what’s best for me
-“Choosing” without full information	

- ❖ Reflection
 - *Go back to your journal entry on destructive behaviors. Label each one A “Choice” or MY Choice*
- ❖ Group share
- ❖ Introduce ETG Strategy
 - Write ETG Strategy on Board: Create & Choose Better Options



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- *Whenever we have to make a choice, we have the responsibility to step back and find the best option. And if the best option isn't being presented, we have to create a better option.*

- ❖ Watch ETG VIDEO: MY CHOICE
 - We're going to watch an ETG Video on Creating A Better Option.
 - After first watch, announce that you are going to replay the video. This time, ask everyone to write down at least 5 of the better options Cody created and chose. After 2nd watch, write the list on the board so everyone can copy entire list.
 - Cody's better options:
 - "Choice to leave"
 - "Thinking of myself better"
 - "Surround myself with good people"
 - "Think I was good enough to befriend women in church"
 - "Believe I can be a waitress"
 - "Remind myself I can be a good mom"
 - "Stop trying to save people"

(This is a partial list; the complete list is included in the actual lesson plan.)

- ❖ Discussion
 - *What did you think of this video? How many of these choices seemed hard?*
(Note that many of the choices were mental.)

- ❖ Homework
 - Option 1: In/Out Box Worksheet
 - In the box: Destructive behaviors I was set up for in the game
 - Out of the box: My better options, what I chose for my life (ex. Finishing my program, getting a GED, etc.)
 - Option 2 *(Option 2 is included in the actual lesson plan.)*