

Communicating Boundaries

Overview

The Rethink Ed human trafficking curriculum for grades 6–12 provides information to educate students about their rights to feel safe and protected, the tactics that traffickers use, signs that a person may be being trafficked, and protective strategies to defend themselves and others against human trafficking.

The K–5 curriculum provides information to help students understand their right to be safe and protected by adults and proactively develop protective strategies to reduce their vulnerability to being trafficked. Some protective strategies include building strong support systems, setting and maintaining healthy boundaries, and developing self-advocacy skills. The lessons teach students the language to identify safe and unsafe touch, as well as their right to say *stop*, leave, and tell a safe adult when they feel unsafe.

General Objectives for Preventing Human Trafficking

- Students will understand their right to be safe and protected by adults.
- Students will recognize safe and unsafe touch and/or situations involving abuse.
- Students will learn strategies they can use when they feel unsafe.
- Students will learn protective strategies to reduce their vulnerability.

Grade Level Objective

Students will identify their personal boundaries and practice strategies to communicate their boundaries.

Student Goal

I know strategies to protect my boundaries.

Vocabulary

boundary
consent
safe touch
unsafe touch
unwanted touch

Materials

Safe Boundaries Student Resources
Your Boundaries, Your Options Student Resource
Your Boundaries, Your Options Activity
Your Boundaries, Your Options Slides
counters
Who Can I Tell? Activity

Strategies for Teaching the Lesson

Prior to teaching the lesson, review the Human Trafficking Teacher Training materials, including the *Talking with Students About Human Trafficking* Teacher Resource. Review the *Safe Boundaries* Student Resources to determine which resources you want to copy and provide for students.

The topic of safe and unsafe touch may be difficult for some students. Make sure that parents and guardians, as well as school staff are aware of when this topic will be addressed.



This icon indicates accommodations for presenting the lesson in an online class setting. Refer to the *Strategies for the Virtual Classroom* Teacher Resource for additional support.

Communicating Boundaries

Focus On Boundaries

Safe and unsafe touch can be a difficult subject to talk about, but it is important to provide students with language and tools to identify personal boundaries and recognize when their boundaries have been crossed. A Community Circle provides a safe space for students to understand that their bodies belong to them and draw from their own experiences to reflect on how touch feels in their bodies. Refer to the *Strategies for Community Circles* Teacher Resource for more information on how to implement a Community Circle.

Intention

Set the intention of the Community Circle by explaining that you will be discussing the topic of boundaries.

Centering

Consider doing a body scan together. Have students close their eyes. Invite them to focus on different parts of their bodies (their toes, their foreheads, their stomachs, etc.) and silently notice how each part of the body feels.

Discussion

Offer the definition that a boundary is a limit that we set for ourselves to keep us safe and happy. Share a boundary that you have that keeps you safe. For example, you might say, ***I love to run around with my niece and nephew, but I set the boundary of not running by the pool. I set this boundary to keep me safe. What are some boundaries that you set to keep you safe?*** Invite students to share their answers.

Then, pose the question, ***What are your boundaries around touch?*** Provide an example, such as, ***I don't like it when people touch me by surprise.*** Provide time for students to share their thoughts.

Ask students some or all of the following questions, and let them share examples:

How do you feel when someone crosses a boundary?

Have you ever set a boundary with others? What happened?

Has anyone ever set a boundary with you? How did it feel?

Why is it important to set boundaries?

During the discussion, avoid correcting, guiding, or responding to students' responses. Remember your role in a Community Circle is as an equal member of the learning community. Take note of any students who share instances of unsafe touch following the Community Circle or check in with students who express misunderstandings about boundaries or unsafe touch during the lesson.

Closing

To close the Community Circle, invite students to share one thing that they learned about boundaries and one thing that they are curious about. Take three deep breaths together to signal the end of the discussion.

Communicating Boundaries

Learn

15 minutes

Video

The *Safe Boundaries* Video talks about students' right to feel safe in their bodies, how to recognize the difference between safe, unsafe, and unwanted touch, and steps they can take to be safe.

Students learn to identify **safe touches** as touches that make them feel safe and cared for and **unsafe touches** as touches that involve private parts, touches that make them feel scared or weird, or touches that hurt.

Students also learn that **unwanted touch** is a touch that may be safe but is not wanted. Unwanted touch depends on individual boundaries. Students learn that they have a right to set boundaries for themselves.

When a boundary is crossed or when they are feeling unsafe, students have the right to:

- Say, *Stop!*
- Leave.
- Tell a safe adult.

Before showing the *Safe Boundaries* Video refer to the *Focus On Boundaries* Activity on the previous page to begin a conversation about safety.

Show students the *Safe Boundaries* Video.



Display the *Safe Boundaries* Video in your virtual classroom to view together as a class.

Discussion

- What is safe touch?
- What is unsafe touch?
- What is unwanted touch?
- What's a boundary?
- How do you know when touch is unwanted for you?
- What can you do if someone touches you in an unsafe way or crosses your boundaries?
- Who can you tell?

Use the discussion questions to encourage students to share their feelings, thoughts, and questions about safe, unsafe, and unwanted touch.

Let students know that you are available to talk with them about safe and unsafe touch. Because you are a mandated reporter, it is important to inform students that you are not able to keep a secret about an unsafe touch and that you will have to tell another adult whose job is to keep them safe.



See the *Strategies for the Virtual Classroom* Teacher Resource for tips on how to make the most of your class discussions.

Communicating Boundaries

Practice

20 minutes

1 YOUR BOUNDARIES, YOUR OPTIONS

In the *Your Boundaries, Your Options* Activity, students consider and discuss the actions they would take in response to touch scenarios.

Preparation

Make a copy of the *Your Boundaries, Your Options* Student Resource for each student.

Make a copy of the *Your Boundaries, Your Options* Activity each group of six students.

Each student will also need access to two counters.

Organize students into groups of six.

Provide each student with a copy of the *Your Boundaries, Your Options* Student Resource and two counters; and each group with a *Your Boundaries, Your Options* Activity.

Direct students' attention to the *Your Boundaries, Your Options* Student Resource. Discuss the options students have in response to a touch.

Display the *Your Boundaries, Your Options* Slides.

Have students write their names along the y-axis of the activity. Read the first scenario on the slide. Instruct each student to place one or two counters next to their name above the response(s) they would have.

Have students explain to their groups the response they would have. Remind students that everyone has different boundaries and it is important to respect the boundaries of others.

Have students clear the graph of counters to prepare for the next scenario.

Repeat the activity for the rest of the scenarios.



Consider organizing students into virtual meeting rooms and having one student share their screen and color the graph for the group as each student shares what they would do.

2 WHO CAN I TELL?

In the *Who Can I Tell?* Activity, students identify five safe adults who they can tell if they have been touched unsafely or need help if someone crosses their boundary and reflect on a time when an adult helped them stay safe.

Preparation

Make a copy of the *Who Can I Tell?* Activity for each student.

Provide each student with a copy of the *Who Can I Tell?* Activity.

Remind students that whenever they feel unsafe or feel a boundary has been crossed, they can tell a safe adult. Encourage students to include at least one adult outside of their home, such as teachers, afterschool caregivers, coaches, etc.

Provide students time to complete the activity.

Make note of any student who has difficulty naming five adults and meet with them individually to assess if the student needs additional support.



Assign the *Who Can I Tell?* Activity to the Student Center for students to complete online.

Communicating Boundaries

Dive Deeper

20 minutes

1 HIGH FIVE FOR BOUNDARIES!

In the *High Five for Boundaries!* Activity, students practice communicating their boundaries by consenting to and refusing high fives from their classmates.

Invite students to stand with a partner.

Tell students that they will be practicing how to communicate their boundaries. Brainstorm ways to consent, refuse, and offer alternatives together. Then, brainstorm ways students can accept the boundary and move on when someone refuses or offers an alternative like a wave or a fist bump.

Have students turn to their partner and take turns asking each other for a high five. Both students should consent once, refuse once, and offer an alternative once. The student who asks for the high five should also practice how they could respond to their partner's refusal or alternative suggestion.

Ask students to switch partners and repeat with another classmate.

Repeat as long as time and interest allow.

As a class, discuss how it felt to consent to touch, refuse touch, and offer alternatives. Then, discuss what it felt like to accept their classmates' refusals.



See the *Strategies for the Virtual Classroom* Teacher Resource for suggestions on how to complete activities online.

Consider organizing students into two-person virtual meeting rooms. Have students suggest plans or activities for their partners to consent to, refuse, or offer alternatives to. Bring the class together to discuss what consenting, refusing, offering alternatives, and receiving refusals was like for them. If time and interest allow, repeat with new groupings.

Tier 2 Strategies of Support

Tier 2 strategies can be used as needed to supplement Tier 1 strategies of support.

- Use student data to assess needs.
- Conduct a Functional Behavior Assessment (FBA) and develop an appropriate behavior plan as needed.
- Develop an Individualized Education Program (IEP) as needed.
- Utilize a behavior contract to set a goal and review student's behavior daily.
- Teach the student self-monitoring skills to help them keep track of their behavior and progress.
- Establish a system of Check In and Check Out to provide student with daily feedback and adult support.
- Routinely monitor the students' progress, including self-monitoring supports to help the students to know when they have met the objective.
- Connect student with a mentor to establish a trusting and supportive relationship.
- Provide students with structured breaks to destress and refocus.

Academic Strategies

- Introduce the key vocabulary and check for understanding. See the *Lesson Vocabulary* Teacher Resource for a list of words and definitions, including strategies for teaching the words.
- Prior to the lesson, provide the students with resources and activities and highlight the key information for or with the students.
- Create step-by-step instructions for the students to follow as they complete the activity or templates to support the student when responding in writing or speaking.
- Create an alternative way for students to respond to the activity.
- Provide opportunities for additional practice until objective is met.

Tier 3 Strategies of Support

Tier 3 strategies can be used as needed to supplement Tier 1 and 2 strategies of support.

- Use input from all adults who interact with the student (teachers, administrators, counselors, family members/guardians, medical and/or mental health professionals, etc.) as well as the student if appropriate, to help determine the needs of the student.
- Provide school-based physical, mental, behavioral health screening and assessments.
- Establish a multi-disciplinary team to provide Tier 3 intervention, including someone who has expertise in formal behavior support.
- Provide student with individualized instruction, using evidence-based approaches to teach academic and behavioral skills.
- Provide opportunities throughout the day for student to receive counseling services as needed.
- Maintain on-going wraparound plan, including formal, research-based services and informal support provided by family, friends, and others.
- Assess and review student progress frequently and use measurable outcome data to make ongoing decisions about the level of intervention the student needs.

Beyond the Lesson

Protective strategies are developed over time and with continued practice. It is important to continue to provide students with support in developing their SEL skills for recognizing emotions and developing self-advocacy, support systems, healthy boundaries, and empathy.

For additional resources to help students to help students develop their protective strategies, see the following Grade 4 SEL lessons.

Topic	Lesson	Objectives
Support Systems	<i>Who Do You Turn To?</i>	Students will identify a support system beyond the family.
Self-Advocacy	<i>Getting the Help I Need</i>	Students will learn what self-advocacy is and how to use it.
Healthy Boundaries	<i>Boundaries</i>	Students will recognize boundaries and how they are crossed.
Empathy	<i>Showing Empathy</i>	Students will learn strategies of showing empathy to others.
Emotions	<i>Emotions: Action!</i>	Students will identify how emotions impact behavior.