

Feeling Unsafe?

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 *no*, leave, and tell a safe adult when they feel unsafe.

General Objectives for Reducing the Risk of 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 unwanted touch.
- Students will learn strategies to use when they feel unsafe.
- Students will learn protective strategies to reduce their vulnerability.

Grade Level Objective

Students will develop self-advocacy skills to take action when they feel unsafe.

Student Goal

I can speak out and get help when I feel unsafe.

Vocabulary

private parts
right
safe adult
safe touch
unsafe touch

Materials

Safe and Unsafe Touch Student Resources
Feeling Unsafe? Student Resource
What Can You Do? Teacher Resource
Who Can I Tell? Activity
markers/crayons
binder rings

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 and Unsafe Touch* 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.

Feeling Unsafe?

Focus On Safe and Unsafe Touch

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 talking about touch in the Community Circle.

Centering

Consider centering students' attention on touch by setting a basket of objects in the middle of the circle and asking students to choose an object. Use the popcorn strategy, asking each student to describe how it feels to touch the object.

Discussion:

Begin the discussion by saying, ***Your body belongs to you and my body belongs to me. That means we get to decide how we want to share our body and with who. We share our bodies through touch. What are some touches we can share with others? For example, I like to ...*** [share a touch you like, such as a hug from a friend]. Invite students to share a touch.

Continue the discussion, asking some of the following questions about how touches make the students feel.

What are some types of touches that make you feel happy?

What are some types of touches that make you feel silly?

What are some types of touches that make you feel scared?

What are some examples of touch that make you feel angry?

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 student who expresses misunderstandings about safe or unsafe touch and check in with the student during the lesson to clarify the confusion. If a student shares an instance of experiencing an unsafe touch, talk with the student individually following the Community Circle and refer the student for additional support as per your school's protocol.

Closing

To close the Community Circle, invite students to share something they learned about a classmate during the discussion. Then, do a collective wiggle to shake off the conversation and transition out of the circle.

Feeling Unsafe?

Learn

15 minutes

Video

The *You Can Say No!* Video talks about students' right to feel safe in their bodies, how to recognize the difference between safe and unsafe 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 learn that when they are feeling unsafe they can:

- say *no*
- leave
- tell a safe adult.

Before showing the *You Can Say No!* Video refer to the *Focus On Safe and Unsafe Touch* Activity on the previous page to begin a conversation about safety.

Show students the *You Can Say No!* Video.



Display the *You Can Say No!* Video in your virtual classroom to view together as a class.

Discussion

- What is safe touch?
- What is unsafe touch?
- What can you do if someone touches you in an unsafe way?
- What can you do if someone tells you to keep a secret about a touch?
- Who are some people you can tell?
- When have you felt safe in your body? What did that feel like?

Use the discussion questions to encourage students to share their feelings, thoughts, and questions about safe and unsafe 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 let students know 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 Virtual Classroom* Teacher Resource for tips on how to make the most of your class discussions.

Feeling Unsafe?

Practice

20 minutes

1 WHAT CAN YOU DO?

In the *What Can You Do?* Activity, students consider the actions they can take if they feel unsafe.

Preparation

Make a copy of the *Feeling Unsafe?* Student Resource for each student.

Make a copy of the *What Can You Do?* Teacher Resource.

Provide each student with the *Feeling Unsafe?* Student Resource.

Review the strategies students can use if they feel unsafe. Tell the students that you will read some unsafe scenarios and they will decide how they might respond in the situation. Encourage students to show which strategy they would choose by using one or more of the following motions.

Say, *no!* – Put hand out in a stop gesture.

Leave – Stand up and march in place.

Tell a Safe Adult – Cup hands around mouth.

Read the first scenario from the *What Can You Do?* Teacher Resource. Pause. At your signal, invite students to do the motion that shows what they would do in the situation.

Invite volunteers to talk about what they would do if they felt unsafe.

Repeat with the other scenarios.

Remind students that they do not have to manage unsafe or confusing situations alone and that they can always tell a safe adult.



Consider displaying the scenarios in your class meeting and having students use the *raise hand* feature to say what they would do.

2 SAYING NO!

In the *Saying NO!* Activity, students practice self-advocacy skills by saying no to ridiculous requests.

As a class, discuss different ways that students can say no (i.e. *No way, No thanks, Never! Stop!*). Lead students to consider how tone of voice, body language, and word choice could impact their message. Write a list on the board.

Pose a silly request that is easy to refuse, such as, ***Will you babysit my elephant?***

Have students turn to a partner and practice saying no. When students have had time to practice, discuss how it felt to say no and which refusal methods students prefer to use.

If time and interest allow, repeat by having students suggest additional silly requests.



During a class meeting, invite students to suggest different ways to say *no*. Ask students a silly question and call on students to practice saying no in different ways.

Feeling Unsafe?

Dive Deeper

20 minutes

1 FEELING UNSAFE?

In the *Feeling Unsafe?* Activity, students reflect on a situation in which they felt unsafe and think about what they did or could have done to feel safe.

Preparation

Students will need a sheet of paper and a pencil.

If any student shares about an unsafe touch, talk with the student individually to support the student. As a mandated reporter, refer the student for additional support as per your school's protocol.

Have the students get out a sheet of paper and a pencil.

Ask students to reflect about a situation when they felt unsafe. Provide some examples to spark thinking, such as a friend pressuring them to go on a scary ride, getting lost in a store, or trying something new.

Encourage students to write or draw about the situation on a sheet of paper and tell what they did or could have done to feel safe. Remind students that they always have the right to say *no*, leave, or talk to a safe adult whenever they feel unsafe.

Tell the students that no one will be asked to share their situation if they don't want to. Invite volunteers to share.



Invite students to write about a time that they felt unsafe and what they did or could have done to feel safe. Invite volunteers to share.

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.

Preparation

Make a copy of the *Who Can I Tell?* Activity for each student. Make extra copies of the second page so that each student has enough pages to write and draw about five safe adults. Cut the pages.

Provide each student with a copy of the *Who Can I Tell?* Activity, a pencil, crayons/markers, and a binder ring.

Lead students to understand that safe adults are adult who help them to feel safe and who they could tell if they feel unsafe. Encourage students to think of adults inside and outside the family.

Have students draw and write their five safe adults. Make note of students who struggle naming five adults and meet with them individually to assess their need for additional support.

Consider laminating the finished cards. Punch holes in the corner of the cards and help students put them on the binder rings.



Assign the *Who Can I Tell?* Activity to the Student Center for students to complete with the help of an adult.

Consider setting up one-on-one meetings with students to discuss their activities to ensure that all students have safe adults in their lives

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 2 SEL lessons.

Topic	Lesson	Objectives
Support Systems	<i>Help at School</i>	Students will identify the support system at their school.
Self-Advocacy	<i>Get Your Needs Met</i>	Students will identify different ways to get their needs met.
Healthy Boundaries	<i>STOP!</i>	Students will identify appropriate touch.
Empathy	<i>The Case of Caring</i>	Students will show care for the feelings of another person.
Emotions	<i>Feelings Detectives</i>	Students will identify and label emotions.