

## Safe and Unsafe Touch

### 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 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 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 identify safe and unsafe touch and the adults who help them feel safe.

### Student Goal

I will know the difference between safe and unsafe touch.

### Vocabulary

private parts  
right  
safe adult  
safe touch  
unsafe touch

### Materials

*Safe and Unsafe Touch* Student Resources  
*Safe or Unsafe?* Signs  
*Safe or Unsafe?* Teacher Resource  
*My Body Belongs to Me* Teacher Resource  
*My Body Belongs to Me* Student Resource  
*Who Can I Tell?* Activity  
crayons/markers  
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 is being taught.



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.

# Safe and Unsafe Touch

## 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 whom. 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.

# Safe and Unsafe Touch

## Learn

15 minutes

### Video

The *Safe and Unsafe Touches* 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 *Safe and Unsafe Touches* Video, refer to the *Focus On Safe and Unsafe Touch* Activity on the previous page to begin a conversation about feeling safe.

Show students the *Safe and Unsafe Touches* Video.



Display the *Safe and Unsafe Touches* 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 the Virtual Classroom* Teacher Resource for tips on how to make the most of your class discussions.

# Safe and Unsafe Touch

## Practice

20 minutes

### 1 SAFE OR UNSAFE TOUCH?

In the *Safe or Unsafe Touch?* Activity, students practice recognizing whether a touch is safe or unsafe.

#### Preparation

Make a copy of the *Safe or Unsafe?* Signs for each pair of students. Cut the signs.

Make a copy of the *Safe or Unsafe?* Teacher Resource that includes scenarios to discuss with the students during the activity.

Provide each student with the *Safe or Unsafe?* Signs.

Read the first scenario from the *Safe or Unsafe?* Teacher Resource. Allow time for students to think about whether the scenario would make them feel safe or unsafe and hold up the corresponding sign. Point out that if a student is not sure, they can hold up the *Not Sure* sign.

Without implying that a student's response is right or wrong, share with students the information on the Teacher Resource that indicates whether the touch should be considered 'safe' or 'unsafe'.

Make note of any student who is having a difficult time differentiating between safe and unsafe touch. Speak to the student individually to assess whether additional support is needed.

For each unsafe or not sure touch remind students that they can say *no*, leave, and tell an adult.



See the *Strategies for the Virtual Classroom* Teacher Resource for suggestions on how to complete activities online. Consider reading each scenario during a class meeting and asking students to indicate, using thumbs up, down, or sideways, whether the touch is safe, unsafe, or not sure. Discuss the responses as a class.

### 2 MY BODY BELONGS TO ME

In the *My Body Belongs to Me* Activity, students learn strategies for self-advocacy to assert ownership over their bodies and remember the steps they can take if someone touches them unsafely.

#### Preparation

Make a copy of the *My Body Belongs to Me* Student Resource for each student and review the *My Body Belongs to Me* Teacher Resource.

Display the *My Body Belongs to Me* Slide.

Direct students' attention to you. Use the Call and Response strategy, saying each line of the chant along with the action described, in the *My Body Belongs to Me* Teacher Resource. Have the students repeat the words and actions.

When students are familiar with the chant and actions, practice the chant together.

Encourage the students to take the *My Body Belongs to Me* Student Resource home and practice the chant with an adult.



Assign the *My Body Belongs to Me* Student Resource to the Student Center. Consider displaying the *My Body Belongs to Me* Slide in your virtual classroom and practicing call and response, keeping the students on mute.

# Safe and Unsafe Touch

## Dive Deeper

20 minutes

### 1 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 of the Activity so that each student has enough pages to write and draw about five safe adults. Cut the pages.

Each student will also need a binder ring.

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

Read the title aloud. Ask volunteers to share the name of one of their safe adults. Lead students to understand that safe adults are adults who help them to feel safe and who they could tell if they feel unsafe. Encourage students to think of adults outside of their home, possibly including teachers and other school staff, afterschool caregivers, coaches, etc.

Give students time to draw and write their five safe adults. Make note of any students who have difficulty naming five adults. Take time to meet with the student individually to determine if the student needs additional support.

Consider laminating the cards. Punch holes in the upper left corner of the cards and help students put the cards 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 K SEL lessons.

<b>Topic</b>	<b>Lesson</b>	<b>Objectives</b>
Support Systems	<i>Ask Kindly</i>	Students will learn how to ask others for help.
Self-Advocacy	<i>Ask for Help</i>	Students will ask for help when they need it.
Healthy Boundaries	<i>Safety First</i>	Students will identify people who keep them safe.
Empathy	<i>My Feelings, Your Feelings</i>	Students will recognize the feelings of others.
Emotions	<i>It's a Feeling</i>	Students will identify and label emotions.