

Feeling Safe

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 recognize safe and unsafe touch by identifying emotions in their bodies.

Student Goal

I know how my body feels when I feel safe and unsafe.

Vocabulary

private parts
right
safe adult
safe touch
unsafe touch

Materials

Safe and Unsafe Touch Student Resources
Body Clues Cards
Who Can I Tell? Activity
crayons/markers
binder rings
music player
My Body Belongs to Me Student Resource
My Body Belongs to Me Teacher Resource

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.

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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.

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Learn

15 minutes

Video

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

Show students the *Safe Touches* Video.



Display the *Safe 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.

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Practice

20 minutes

1 HOW WOULD YOUR BODY FEEL?

In the *How Would Your Body Feel?* Activity, students reflect on how their bodies might feel in response to different types of touch.

Preparation

Make a copy of the *Body Clues Cards* for each student. Cut the cards.

Organize students into pairs. Provide each student with a set of *Body Clues Cards*.

Display the *How Would Your Body Feel?* Slides.

Read the first scenario. Give students time to think about how their bodies might feel and hold up a *Body Clues Card* that shows their reactions.

Have students turn and talk about the card they chose and whether that feeling in their body feels safe or unsafe. Ask students to use thumbs up and thumbs down to indicate whether the touch is safe or unsafe. Then, invite volunteers to share why they think the touch is safe or unsafe. Remind students that for any unsafe touch, they can say no, leave, or tell a safe adult.

Discuss the question, *How do our bodies let us know if we are feeling safe or unsafe?*



Assign the *How Would Your Body Feel?* Student Resource to the Student Center. Consider displaying the scenarios in a class meeting and asking students to hold up fingers for an image from the online *How Would Your Body Feel?* Student Resource.

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 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. Remind students that whenever they feel unsafe, they can tell a safe adult. 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 some adults outside of their home, such as teachers, afterschool caregivers, coaches, etc.

Give students time to draw and write their five safe adults. Make note of any student who has difficulty naming five adults and meet with them individually to assess if they need 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 a trusted adult.

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Dive Deeper

20 minutes

1 LISTENING TO MY BODY

In the *Listening to My Body* Activity, students will practice feeling connected to their bodies by engaging in free style movement to music.

Preparation

Clear some space in the classroom for students to move.

Select age-appropriate music and decide how you will play it. Select music that evokes different emotions such as joy, sadness, fear, and contentment.

Explain to students that they will be practicing listening to how their bodies feel.

Ask students to listen to the music and safely move to the music however their bodies feel.

Play the music and invite the students to move. Change the song to evoke different emotions.

Turn off the music and share some of the ways that you noticed students moving to different music.

Ask volunteers to describe what emotions they were feeling and why their bodies moved the way they did. Point out the unique ways each of their bodies might feel and move.



Play music during your class meeting and have students move for about 5 minutes. Discuss the students' movement choices as a class.

2 MY BODY BELONGS TO ME

In the *My Body Belongs to Me* Activity, students learn strategies for self-advocacy if someone touches them unsafely.

Preparation

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

Provide each student with the *My Body Belongs to Me* Student 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.



Assign the *My Body Belongs to Me* Student Resource in 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.

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 1 SEL lessons.

Topic	Lesson	Objectives
Support Systems	<i>My Family, My Support</i>	Students will identify their family support systems.
Self-Advocacy	<i>Ask for Help</i>	Students will identify a need and advocate for it.
Healthy Boundaries	<i>What's That Feeling?</i>	Students will recognize comfort and discomfort.
Empathy	<i>How Someone Else Might Feel</i>	Students will identify what another person might feel.
Emotions	<i>My Feelings Monster</i>	Students will identify and label emotions.