

## Safe 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 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 distinguish between safe, unsafe, and unwanted touch and identify their own boundaries.

### Student Goal

I know the difference between safe, unsafe, and unwanted touches.

### Vocabulary

boundary  
private parts  
safe touch  
unsafe touch  
unwanted touch

### Materials

*Safe Boundaries* Student Resources  
*Feeling Unsafe* Student Resource  
*Who Can I Tell?* Activity  
*Your Boundaries, Your Options*  
Student Resource  
*Boundaries Signs*  
*My Safe Boundaries* 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 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.

# Safe 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.

# Safe Boundaries

## Learn

15 minutes

### Video

The *Setting 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 *Setting Boundaries* Video refer to the *Focus On Boundaries* Activity on the previous page to begin a conversation about feeling safe in our bodies.

Show students the *Setting Boundaries* Video.



Display the *Setting 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 are boundaries?
- 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.

# Safe Boundaries

## Practice

20 minutes

### 1 SAFE OR UNSAFE TOUCH?

In the *Safe or Unsafe Touch?* Activity, students differentiate between safe and unsafe touch, and consider what they can do in each scenario.

#### Preparation

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

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

Display the *Safe or Unsafe Touch?* Slides.

For each scenario, have students turn to a partner and discuss whether the scenario is an example of safe or unsafe touch. Once pairs have had a chance to discuss, ask students to indicate their response with a thumbs up for safe and a thumbs down for unsafe.

For the safe scenarios, ask students if the touch would be wanted or unwanted for them. Ask volunteers to tell what they would do if the scenario feels unsafe or unwanted to them.

Direct students' attention toward the *Feeling Unsafe?* Student Resource. Remind students that if a touch is unsafe or unwanted, they can say *stop*, *leave*, or tell a safe adult.



Consider displaying the slides in a class meeting and asking volunteers to share whether the touch is unwanted or unsafe, and what they would do in that scenario.

### 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. Guide students to understand that safe adults are adults they can tell if they feel unsafe or if a boundary has been crossed. 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. Meet with the student individually to assess if they need additional support.



Assign the *Who Can I Tell?* Activity to the Student Center for students to complete independently. Consider meeting individually with students to assess their need for additional support.

# Safe Boundaries

## Dive Deeper

20 minutes

### 1 MY SAFE BOUNDARIES

In the *My Safe Boundaries* Activity, students think about whether a touch is safe or unsafe and then determine if a safe touch is wanted or unwanted for them.

#### Preparation

Make a copy of the *Your Boundaries, Your Options* Student Resource and the *Boundaries Signs*. Cut the signs.

Display the *Safe* and *Unsafe* Signs on opposite sides of the room. Display the *Wanted* and *Unwanted* Signs on either side of the *Safe* Sign.

Make a copy of the *My Safe Boundaries* Teacher Resource to use during the activity.

Provide each student with a copy of the *Your Boundaries, Your Options* Student Resource.

Invite students to stand.

Direct students' attention to the *Boundaries Signs*. You will need a copy of the *My Safe Boundaries* Teacher Resource.

Review the difference between unsafe and unwanted touch—unsafe touch is unsafe for everyone, whereas unwanted situations may differ for everyone and they be different even for the same person depending on the situation.

Read the first scenario from the *My Safe Boundaries* Teacher Resource. Ask students if the touch is safe or unsafe and have them move to the appropriate sign.

If the scenario is unsafe, ask for volunteers to explain why it is unsafe and what they could do.

If the scenario is safe, ask students to move toward the *Wanted* or *Unwanted* Sign, based on their personal boundaries.

Ask volunteers to share why the touch is wanted or unwanted for them. Using the *Your Boundaries, Your Options* Student Resource, discuss how students can set a boundary when a touch is unwanted. Remind students that when someone crosses their boundaries, they can say *stop*, *leave*, or tell an adult.

Repeat for as long as time and interest allow. Ask students to share any reflections that they may have on their boundaries and the boundaries of their classmates.



See the *Strategies for the Virtual Classroom* for suggestions for how to complete activities online. Consider having students type *Safe*, and *Unsafe* in the chat box for each scenario, and then write *Wanted* or *Unwanted*, based on their personal boundaries. Invite volunteers to explain their choices.

## 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 develop their protective strategies, see the following Grade 3 SEL lessons.

<b>Topic</b>	<b>Lesson</b>	<b>Objectives</b>
Support Systems	<i>Be a BUD!</i>	Students will learn strategies to get and give support.
Self-Advocacy	<i>Speaking Up to Meet My Needs</i>	Students will communicate to get their needs met.
Healthy Boundaries	<i>Okay, Not Okay</i>	Students will recognize it's not okay to hurt or be hurt.
Empathy	<i>From Another Perspective</i>	Students will take the perspective of another person.
Emotions	<i>Super Emotions</i>	Students will understand that emotions are valid.