

Feeling SAFE!

A Lesson Plan from *Rights, Respect, Responsibility: A K-12 Curriculum*

Fostering responsibility by respecting young people's rights to honest sexuality education.

NSES ALIGNMENT:

CHR.2.CC.2 – Define bodily autonomy and personal boundaries

CHR.2.CC.3 – Define consent

CHR.2.IC.1 – Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries

TARGET GRADE: Grade 2, Lesson 4

TIME: 40 Minutes

MATERIALS NEEDED:

- Journals for homework assignment (or a blank sheet of paper if you are not using journals with them)
- Worksheet: "SAFE" – one per student
- Worksheet: "Everyone Has A Right to Feel SAFE" – one per student
- Worksheet: "Everyone Has A Right to Feel SAFE - Answer Sheet" – one per teacher
- Extra pencils for students who may need one

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Define the terms "consent," "bodily autonomy" and "personal boundary." [Knowledge]
2. Explain the four steps of the SAFE model. [Knowledge]
3. Apply the SAFE model correctly to scenarios on a worksheet. [Skill]
4. Name at least one adult they could go to for help if someone was touching them in a way that made them feel uncomfortable. [Knowledge]

PROCEDURE:

STEP 1:

Explain that today you are going to talk about our personal boundaries, and what to do if someone doesn't respect our boundaries.

Say, "Let's start with that word, 'boundary.' That's a big word! Can someone tell me what it means to them?" Solicit responses, probing for something that gets close to "a limit on something." Explain that these limits – boundaries can be physical and they can be personal.

Say, "A physical boundary here at school might be the teachers' lounge. Who's allowed to go in there? [Teachers] Who is not allowed to go in there? [Students] So that boundary applies to all students. Our personal boundaries can be different from person to person. For example, one student might love hugs, but another student might not at all. If a person says they're okay with being hugged, they've given their consent. 'Consent' means saying you want to do something.

What's most important to remember is that each person has the right to say how they do and don't want to be touched – and other people need to respect that boundary. That's called 'bodily autonomy.' Similarly, if someone does not give their consent to be touched, you need to respect their boundary."

NOTE TO THE TEACHER: *If you have used "welcome charts," where students get to select how they wish to be greeted when they enter your classroom (e.g., a fist bump, hug, wave, or something else), this would be a good place to refer to that as an example of how you show respect for the personal boundaries they set.*

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Ask, “Is it easy to tell someone when they are touching you in a way that you don’t like?” Some students will say yes, and some will say no. Ask for examples of when it’s easy to tell someone to stop (e.g., when it’s a good friend, when it really hurts) and when it’s not easy (e.g., when it is annoying but you don’t want to make a big deal out of it, when it’s an adult family member).

Say, “Regardless of how hard it might be to speak up, we need to be able to. If not, we won’t feel safe at school, at home or with our friends. And we all have a right to feel safe.”

(5 minutes)

STEP 2:

Write the word “SAFE” in large capital letters in a vertical line on the board. Say, “Thinking about the word SAFE is how we can remember how to respond to people who are touching us in a way that we don’t want to be touched.”

Distribute the blank “SAFE” worksheets. Explain to the class that you are going to give them specific steps they can take to help them stand up for themselves when they feel someone isn’t listening to or respecting their boundaries. Once the sheets have been distributed, ask the students to follow along and fill in the words as you go through them on the board.

Next to the “S” in “SAFE” on the board, write the word “STOP!” As you are writing say, “The S in ‘SAFE’ stands for ‘stop.’ The first thing we need to do is tell the person we don’t like what they’re doing. If we don’t, they might actually think we like it! What’s important, though, is to be clear. If I say ‘stop,’ but I say it quietly and with a smile on my face [do this to model it for the students] am I communicating clearly that I want it to stop? No. What I need to do is look serious and say directly, ‘stop it.’ [Model this for the students] You can use whatever ‘stop’ language feels right to you. What else could someone say?” Probe for: “I don’t like that,” “Cut it out,” “No!” “Don’t do that!”, etc. Make sure the students have completed the word “stop” on their worksheets.

Next to the “A” write the words “Get AWAY,” with “away” in all capitals, and have them do the same. As you are writing, say, “The ‘a’ is about getting away from the person who isn’t respecting our boundaries. If, say, you are sitting with friends and one pinches you, what should you NOT do?” [pinch the person back] “Instead, you want to say ‘stop that’ and move away from that person, which moves us to the next letter in SAFE...”

Next to the “F” on the board, write, “FIND AN ADULT.” As you write, say, “The ‘f’ stands for ‘find an adult.’ Sometimes, other kids, or even adults, won’t listen when we say ‘stop.’ Or, they’ll stop in that moment and then do it again. So if you’ve said STOP, and you’ve gotten AWAY from the person – it may be time to FIND AN ADULT to help you so it doesn’t happen again.”

Ask, “Who are some adults you can go to for help when someone isn’t respecting your boundaries?” Probe for: parents/caregivers, other family members (grandparent, aunt, uncle, etc.), teachers or other adults working at school, friends’ parents/caregivers, etc.

Ask, “But what happens if the person who’s not respecting your boundaries is an adult?” If the students don’t say it, say, “Find another adult. You have the right to feel SAFE in your body – so if an adult is not respecting your boundary, you go right to another adult you know well and trust and tell that person.”

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Turn back to the board, and next to the “E” write the word “EXPLAIN,” saying, “Once you’ve found that adult you trust, EXPLAIN clearly to that person what happened and what you said or did in response.” Be sure the students have written the word “explain” on their sheets.

(8 minutes)

STEP 3:

Explain that you are now going to practice using this SAFE model in real-life situations.

Read the following scenario aloud:

“Coen is a pocker. He loves to poke people. He thinks it’s funny. When he first gets to school, he goes right up to individual kids and gives them a single poke right in the belly button, and yells, ‘poke!’ Some of the kids think it’s funny. Some think it’s annoying, but try to ignore him. Patrick really doesn’t like it. He has a scar from a surgery he had a year before, and whenever he’s touched in that area, it can feel unpleasant, or even hurt.”

Say, “So, clearly Patrick doesn’t want Coen to do this anymore. Let’s use the SAFE model together and see what he can do to make it stop.”

Go through the model one letter at a time. With every step, probe with the students how Patrick should do each. For example, “How should Patrick say ‘stop?’” and “If it’s first thing in the morning at school, how can he move away from Coen?” and so on.

Once completed, say, “Great! Now you’re going to practice this on your own.” (5 minutes)

STEP 4:

Divide the class into pairs. Once they are in their pairs, say, “I am going to give everyone a worksheet. You will work on it with your partner, but I want each of you to fill it out, so please put your name on your own sheet. You will have two examples, and I’d like you to go through the SAFE model with each example like we just did.” Answer any questions as you distribute the sheets. As they work, walk around the pairs to check they understand what they are doing.

(10 minutes)

STEP 5:

After about 8 minutes, stop the class and say you are going to go through them together. Ask a student to volunteer reading the first example on the sheet. Once it has been read, ask students to share how they went through the model, providing feedback. For example, some students may say “Poke him back, and then get away!” It is important to address clearly that they shouldn’t do what was done to them – that if they do, they could end up getting in trouble themselves.

After you have gone through the first example, ask for another volunteer to read the second example. Once it has been read, again ask students to share how they went through the model, providing feedback as appropriate.

(10 minutes)

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STEP 6:

Close by reminding students that their bodies are theirs, and that no one has the right to touch them in ways that make them feel uncomfortable. Encourage them to remember the SAFE model, and remind them that they can always go to an adult for help. Collect the worksheets, letting them know they will get them back, and assign homework.

(2 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

Step 1 is designed to achieve learning objective 1. Step 2 is designed to achieve learning objective 2. Steps 3 – 6 are designed to achieve learning objective 3. Steps 2 – 6, as well as the homework (or, if used as an exit slip instead – see below), are designed to achieve learning objective 4.

HOMEWORK:

Have students write on a piece of paper (or put in their journals if using journals) the sentence stem, “If I needed to ask an adult for help, I’d ask...” Have them complete that statement with a minimum of 2 sentences saying who they would go to and why.

NOTE TO THE TEACHER: *If you do not wish to assign homework, you can also have students respond to the sentence stem as part of an exit slip, either verbally or in writing.*

Everyone has the right to feel safe at home, school or at other people's houses.

But how do we feel safe if someone doesn't respect our boundaries?

S

Get

A

F

E

EVERYONE HAS A RIGHT TO FEEL SAFE

Worksheet

- S** - Say STOP!
- A** - Get AWAY
- F** - FIND an Adult
- E** - EXPLAIN what Happened

Name: _____

At school, Jeremy always runs up to Jenny, wraps his arms around her tightly, and says, “You’re my girlfriend!” Jenny has not given her consent to be hugged, and she doesn’t like it. Using the SAFE model, how can she respond?

- a. _____
- b. _____
- c. _____
- d. _____

Whenever Chase’s grandma comes to visit, Chase is told he has to kiss her. Chase doesn’t like to kiss or be kissed, and his grandma’s strong perfume makes him feel sick to his stomach. Using the SAFE model, what should he do?

- a. _____
- b. _____
- c. _____
- d. _____

**REMEMBER – EVERYONE HAS THE RIGHT TO FEEL SAFE!
IF YOU NEED HELP, ASK AN ADULT IN YOUR LIFE –
THEY WANT YOU TO FEEL SAFE, TOO!**



EVERYONE HAS A RIGHT TO FEEL SAFE

Answer Sheet

Name: _____

- S** - Say STOP!
- A** - Get AWAY
- F** - FIND an Adult
- E** - EXPLAIN what Happened

At school, Jeremy always runs up to Jenny, wraps his arms around her tightly, and says, “You’re my girlfriend!” Jenny has not given her consent to be hugged, and she doesn’t like it. Using the SAFE model, how can she respond?

- S** — “Stop it, Jeremy, I don’t like that!”
- A** — Run away from Jeremy.
- F** — Go into the classroom where the teacher is.
- E** — Tell the teacher what happened and what you said.

Whenever Chase’s grandma comes to visit, Chase is told he has to kiss her. Chase doesn’t like to kiss or be kissed, and his grandma’s strong perfume makes him feel sick to his stomach. Using the SAFE model, what should he do?

- S** — Say, “I don’t feel like a kiss, Grandma.”
- A** — Move away from Grandma, maybe into another room.
- F** — Find a parent and say you need to talk with them.
- E** — Explain how you don’t like kissing and how Grandma’s perfume makes you feel. Say you love Grandma, but you don’t want to kiss her/her to kiss you anymore.

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