TRAINER FACILITATION GUIDE

S.A.F.E.-T.

Onboarding and Professional Development Experience

Professional Development Packages

Tier 1

- 2 Hour LIVE Webinar Training with Selah PD Specialist
- ~~2 Hour Coaching~~ Support for Site Leaders
- ~~Comprehensive "PD~~-in-a-box" set with Onboarding for Site Leaders with:
  - Teaming Learning for Staff
  - Student Lesson Plan

Tier 2

- 2 Hour LIVE Webinar Training with Selah PD Specialist
- ~~2 Hour Coaching~~ Support for Site Leaders
- ~~Comprehensive "PD-~~ in-a-box" set with Onboarding for Site Leaders with:
  - Teaming Learning for Staff
  - Student Lesson Plan

Tier 3

- 2 Hour LIVE Webinar Training with Selah PD Specialist
- ~~2 Hour Coaching~~ Support for Site Leaders
- ~~Comprehensive "PD-~~ in-a-box" set with Onboarding for Site Leaders with:
  - Teaming Learning for Staff
  - Student Lesson Plan

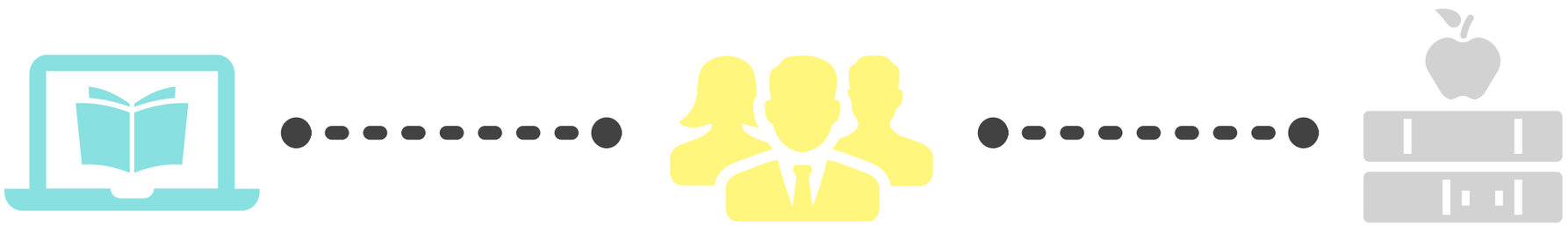
Introduction

The Selah Way Foundation is a nonprofit organization and global training network of best practices and service providers in the domestic and international anti-sex trafficking movement. Our mission is to eradicate this crime on a global scale through three Pillars: Prevention, Protection and Provision.

Onboarding
The school leaders become informed and empowered to train their teams on awareness and prevention.

Team Learning
Leaders facilitate a professional development experience for their sites so teachers and staff are:1. informed on awareness and prevention2. ready to take students through an awareness and prevention learning experience.

Student Learning
Educators implement a learning experience for students that promotes awareness and prevention of sexual abuse.



Onboarding

Why YOU are critical to this movement…
Study after study shows that a significant number of children will experience sexual abuse; this is a leading causal factor for entering sex trafficking. Children often experience these traumatic events and do not have the tools or skills needed to seek help and stop the abuse. Through this training, we will give you a specific terminology, knowledge, and context to children so they feel empowered in telling a safe person what they are experiencing and receive the appropriate help. Every child should be given the knowledge and skills they need to keep themselves safe.

Why EVERY STUDENT needs to know this…
One fact that surprises many people is that sexual abuse exists everywhere. No population, region, age, gender, etc. is immune. Often, the less awareness there is, the more potential there is for abuse. It is important that every student be equipped with these skills and tools. It is our hope that they will never be in a situation in which they will need them. However, should the situation arise, students with these skills and tools will be empowered to seek help immediately.

Why this is DOABLE…
This guide was developed by educators and school leaders who understand the demands of your job. We know that you are pulled in many directions every day. We have worked very hard to be sure that you have everything you need in this guide. There is no prior knowledge or expertise required. You just need to be willing to facilitate the learning experience. Through videos and crystal clear lesson plans, we will ensure that this will be manageable for you . . . and potentially life changing for your students.

PROFESSIONAL DEVELOPMENT ALIGNMENT

As you develop your PD Scope and Sequence, we consider this training to align with
the following Domains of the Danielson Framework found here.

DOMAIN 2:
THE CLASSROOM ENVIRONMENT

DOMAIN 2A:
CREATING AN ENVIRONMENT OF RESPECT AND RAPPORT·

- Teacher interaction with students
- Student interaction with students

DOMAIN 2D:
MANAGING STUDENT BEHAVIOR

- Expectations
- Monitoring behavior
- Response to misbehavior

DOMAIN 4E:
GROWING AND DEVELOPING PROFESSIONALLY

- Enhancement of content knowledge and pedagogical skill

SCHOOL ACCOUNTABILITY, OVERSIGHT & ACCREDITATION

The Every Student Succeeds Act (ESSA), which was passed in December 2015, widened the scope of accountability measures for schools beyondtraditional standardized testing in Core content areas.

Under **ESSA**, school report cards account for the follow- ing factors, which align with Selah Way's mission:

- School Climate and Safety · Chronic Absenteeism
- Collaboration with external organizations with expertise around teaching and learning to improve the school environment

A breakdown of account - ability measures by state can be found here.

OPPORTUNITIES FOR FUNDING

There are several options for funding in place for programs like Selah Way.

TITLE II funding is offered for schools that implement person- alized, high quality Professional Development plans (as outlined in Column 1)

Title IV-A funding is available for schools that offer:

- well-rounded educational opportunities (outside of the 4 Core content areas)
- promote health and safety among students
- focus on the effective use of technology; each of these com- ponents are addressed through Selah Way's curriculum

GetEDFunding links educational programs with foundations offering grant money. A list of current grants that align with Selah Way's curriculum can be found here.

WHO should know this content…
Everyone. The principal. The administrative staff. The custodial staff. The security guards. The chemistry teacher. The bus driver. Everyone should be AWARE of this content to keep students safe.

WHO should teach this content to students…
There is lots of flexibility here. While everyone should be made aware of this material, not everyone has to teach it to students. We realize that some staff may be concerned that they might do more harm than good due to lack of expertise or personal comfort. Here is the criteria for the best people to lead these lessons:

- Strong relationships and rapport students
- Demonstrates understanding of social-emotional components
- Follows school-wide protocols

WHEN should this be taught to our students…
Consider your PD Scope and Sequence and when you are focusing on Classroom Culture and School Safety. January is Human Trafficking Awareness Month. April is National Child Abuse Prevention Month. Americas Safe School Week is typically in October. This is entirely up to you.

How this should be rolled out to students…

TRAINED:	TEACHING:	AUDIENCE:	WHEN:
All Teachers/Staff	All Teachers	Their Class/Homeroom	As They See Fit
All Teachers/Staff	One Content Teacher	Each Class via Rotation	1-2 Targeted Days
All Teachers/Staff	School Counselor as a "Guest Speaker"	Each Class via Rotation	1-2 Targeted Days
All Teachers/Staff	School Counselor	Small Groups Pulled Out	1-2 Targeted Weeks

HOW do we provide a safe classroom climate…
Two Adults in the Room Model:
It is also our suggestion that the lesson be presented to students with two trained staff members in the room. In order to keep both students and staff safe, we suggest that there is more that one adult in the room who is listening during the lesson.

HOW do we leverage all stakeholders…
By training ALL staff and teachers, we are bringing awareness to our schools and communities. This is one of the most important steps in keeping children safe. Communication with parents is also key. Some sites may chose to embed this aspect of safety and awareness into year-long initiatives, site- wide safety committees, protocols district wide, etc. What you chose to do at your site is up to many factors (capacity, leadership, etc.) but we do urge you to be sure to communicate with families. Below is a sample parent letter that could be included in communication with families.

Dear Parents and Guardians,

At _____ School, we are taking the month of October to focus on making our community the safest place it can be for your children. As part of that initiative we are partnering with The Selah Way Foundation, a nonprofit organization with the mission to end sexual abuse and bring freedom to the exploited through a multi-tiered approach.

This process begins with awareness and prevention. Students will learn that The Selah Way Foundation is an organization who works towards keeping people safe and away from unsafe people through education and training to all different people.

With a focus of prevention, teachers and counselors will be taking students through a learning experience on _____ that will focus on the following outcomes:

1. Explain the difference in a secret and a surprise.
    a. Surprises make you feel happy and excited to tell your friends.
    b. Secrets make you feel uncomfortable, confused, scared.
2. Identify the bathing suit zone and the rules for these areas.
    a. The bathing suit is a good reminder as to what parts of your body are yours and off limits to others.
3. Identify 3 safe adults in their trust triangle.
    a. Safe adults are here to help; students will list three adults who they can go to for help.
4. Learn to use your voice to advocate for help.
    a. When something makes you uncomfortable you can use your voice to speak up for yourself.
5. Articulate what to do if you feel unsafe online.
    a. There are steps to take if you find yourself in an uncertain or unsafe situation while online.

Given the sensitive nature of the content, we have worked hard to be sure that everything is "leveled" to a student's development age. The content will be focused solely on keeping his or her body safe.

A copy of the full lesson plan is available for anyone who would like to review it in more detail. If you have any questions or concerns, please reach out to _____.

Sincerely,

_____
Principal

What are the outcomes of this training?
Teachers will be able to:

- Articulate a common language to keep children safe from sexual abuse.
- Teach children the information and skills they need to keep themselves safe.

WHO and HOW this will roll-out...
Prior to training teachers and staff please have the following questions answered for your school site. Suggestions for how to answer these questions are listed in the Onboarding section above.

Who will be teaching it?

When will it be taught?

How are we informing all stakeholders (parents)?

NOTES

1 2 3 4 5 6 7 8

This professional development experience is so teachers and staff are:

- informed on awareness and prevention
- ready to take students through an awareness and prevention learning experience

Let's start thinking...

Kahoot is an online game platform that allows students and teachers to respond to questions on their personal devices (smart phones, ipads, laptops, etc.) To access your staff's prior knowledge about childhood sexual abuse and sex trafficking have them play the following Kahoot.

1 The administrator delivering the PD should click on the following link and present: https://create.kahoot.it/share/d5b3a7e9- 5201-4ca4-a402-bd8c2827045c

2 Click the green "play as guest" button.

3 Choose classic or team mode depending on the number of devices available.

4 The administrator should present the log on screen so that participants may see the website to go to and the code to enter the game.

5 Once participants go to the website and enter the code they will be prompted to enter a nickname.

6 Once everyone is in the game the adminis- trator will start the game.

7 Participants will look at the displayed question and answer accordingly using their personal device.

8 Participants will have 20 seconds to answer. After the 20 seconds are over, results will be displayed and we are asking the administrator to reiterate the Bottom Lines (listed below).

KAHOOT QUESTIONS AND ANSWERS

1. How many children are sexually abused before the age of 18?
BOTTOM LINE: Sexual abuse is prevalent.

Answer: 1 out of 5

2. How many children are approached by a predator online?
BOTTOM LINE: Children may be targeted anywhere.

Answer: 1 out of 9

3. Every minutes a child is reported as being sexually abused.
BOTTOM LINE: Sexual abuse is happening all the time.

Answer: Every 9 mins.

4. What percentage of sexually abused kids know their abuser?
BOTTOM LINE: Sexual abuse is often committed by the people that children think will protect them.

Answer 90%

5. What percentage of sex trafficking victims were also sexually abused in childhood?
BOTTOM LINE: Early sexual abuse education and intervention is the best prevention to the often subsequent problem of sex trafficking.

Answer 92%

Play Founder's Video About This Curriculum ("Elizabeth's Message to Facilitators")

All materials and videos are available at https://www.theselahway.org/speakupdashboard, password: SPEAKUP (case sensitive).

P. A. U. S. E. MODEL LESSON

LEARNING GOALS FOR THIS LESSON

Students will be able to: Identify the difference between safe and unsafe adults; Speak out against unsafe scenarios by using their safe speech; Advocate for themselves until someone listens; Recognize the body safety rules that keep our bathing suit zones private; Identify a safe adult they can talk to if unsafe online.

LESSON ESSENTIAL QUESTION:
How can I keep myself safe and avoid exploitation?

ACTIVATING STRATEGY:

- "Before we learn about safety, I want to see what you already know."
- Pass out the training evaluation and display slide 2. Take approximately 3 minutes to go through each question, one at a time, waiting for students to respond.
- Depending on the ability of the group, you may need to help students through them.

PAUSE POINT

On a sticky note write the one burning question you have either about sexual abuse against children or about the teaching of this curriculum. If your question is not answered during this training you will have an opportunity to turn those in at the end.

S **Speak**

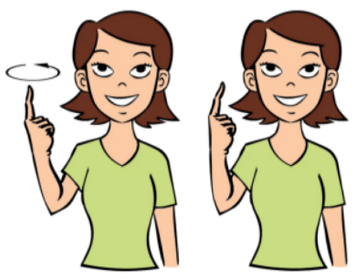
A **Against**

F **Fear**

E **Every**

T **Time**

- Display slide 3: Today we are going to be talking about safety
  - "Where do you need to be safe?"
  - "What have you already learned about safety?"
    - Possible answers: wear a seatbelt, look both ways before crossing the street
- "Today we are going to learn about a differentkind of safety... body safety! We are going to learn about Speaking Out Against Fear Every Time!"
- Teach students the "S.A.F.E.-T." sign language for each part of the acronym. Have students repeat it after you. This can be incorporated to keep kids engaged throughout the lesson. Below is the written explanation for how to sign this phrase:



Speak: (Represent words coming from your mouth) Beginning with the index finger side of the right 4 hand touching the chin, palm facing left, move the hand forward with a repeating movement.
Against: (Demonstrates making contact with a barrier) Hit the fingertips of the right bent hand into the left open hand, palm facing right.
Fear: (natural movement of protecting the body from the unknown) Beginning with both 5 hands in front of each side of the chest, palms facing in and fingers pointing toward each other with a short double movement.
Every Time: (A continuous circle signifying duration) Move the extended right index finger, palm facing in and finger angled up, in a repeated circle in front of the right side of the chest.

ASK

ACTIVITY 1:

- "What is something that scares you?"
- Have students open up to page 1 in the coloring book and draw a picture of something that scares them (spiders, ghosts, etc.)
- Have students share about what scares them.
- Explain that fear is healthy and that being afraid of something can actually keep you safe from dangerous things, but when we are scared we can talk to our safe adults.

SAFE ADULTS

- Display slide 4
- "Who are the people we should go to if we feel scared or unsafe?"
- Explain that a parent, teacher, pastor, counselor, doctor, nurse, or police officer can be a safe adult.
- “But what if we thought someone was safe, but they did something that made us feel unsafe, scared, or icky? A safe adult will never ask you to keep an unsafe secret. Safe adults are kind, helpful, and are there for us to talk to when we feel unsafe. They will do what they can to keep us safe.”
- “If you go to a safe adult and they don’t believe you, then you need to find another safe adult to tell. You need to keep telling until someone believes you.”
- This conversation can be tricky. While we hope that adults in protective roles are safe, we know that there are adults in these roles that take advantage of their power. It’s important to emphasize, “if we go to a safe adult and they don’t believe us or keep us safe, we need to go to another safe adult.”

PAUSE POINT

Some students may find difficulty in coming up with safe adults to tell. On a post-it, teachers will list three safe adults within the school building. If a child has difficulty identifying safe adults, the teacher could make a suggestion from this list.
After the pause point, discuss with teachers and staff how to access safe people at school. Who should teachers/students reach out to? How should they get in contact with those people?

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ACTIVITY 2:

- Display slide 5 and have students turn to page 2 in their coloring book.
- “Draw a line to match the safe adult to who they are trying to keep safe.”
- Give examples throughout the activity of how that person can keep you safe. For example, “A teacher is with you in the classroom. You can talk with them if you are feeling unsafe at school, or even at home.”
- “Safe adults are there to help us out. If you can’t go to mom or dad then go to your teacher, if you can’t go to a teacher then go to a police officer, if you can’t go to a police officer then find someone that you can go to for help. Never give up on trying to get rid of your fear. Keep telling until someone helps you.”

ASK

SAFE SPEECH

- Display slide 6.
- “What is a secret?”
  - A secret is something that you are not supposed to tell other people.
- “Some secrets are unsafe and can make us feel scared, icky, or confused.”
  - An unsafe secret is something that is not supposed to be known by anyone.“
- A safe adult will never ask you to keep an unsafe secret. It’s important to know you have a voice to speak out when things feel unsafe!”
- Display slide 7.
- “If you are in danger or someone is making you feel unsafe, use your voice to yell for help! You could say things such as ‘NO,’ ‘STOP,’ ‘THAT FEELS UNSAFE!’”
- Explain to students that even if something bad or unsafe has happened in the past, they are still allowed to use their safe speech to talk to their safe adults. You can start the conversation by saying something like, “Can I tell you something? Something made me feel unsafe.”
- Remind students that they need to keep speaking out about the unsafe situation until someone believes them. Until they are taken out of the unsafe situation they need to keep reporting.
- Take time to review the following:
- What should you do if the person you thought was a safe adult did or said something that made you feel unsafe?
- Am I allowed to tell my safe adult what happened even if it happened a long time ago?
- What if my safe adult doesn’t believe me?

SAFE TOUCH

- Display slide 8. Ask the students what they see on the screen.
- “Our bathing suits cover the parts of our body that are private. We call this our bathing suit zone.”
- Display slide 9.
- There are two important body safety rules. Have students hold up one finger as you read the first body safety rule. Have them hold up two fingers as you read the second body safety rule.
- “What do you think we should do if someone breaks our body safety rules and touches our bathing suit zone, which covers our private parts?”
- “So remind me again, is it okay for someone else to touch your bathing suit zone? Are you allowed to touch other people’s bathing suit zones?”

Activity 3:

- Display slide 10 and have students turn to page 3 in their coloring book.
- Have students draw bathing suits on the children.
- “By drawing bathing suits, you are telling me that you know the body safety rules and that our private areas are off limits!”

ASK

Safe Screens

- Display slide 11. Ask students which of the applications/games that they know.
- “Do you think we need to think about safety when playing these games or being on screens? Sometimes unsafe people play the same games as you do and can try to trick you into being their friend by being nice or asking about your life. We always need to practice using safe screens, talking to our safe adults if something yucky, scary or unsafe happens.”
- Display slide 12.
- “No one should take pictures or show you pictures of private bathing suit zones. What do you think we should do if that ever happens? What do we do again if our safe adult doesn’t believe us?”
- Display slide 13. Read out these scenarios and ask students what they should do if they are in this situation or if someone messaged them these questions while playing online. Should they respond? What if the person seems nice?
- “Remember, we never want to give out information about ourselves online, even if the person seems nice or tells us they are our age.”

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ACTIVITY 4:

- Display slide 14 and have students turn to page 4 in their coloring book.
- “When we are safe on our screens, it's important to ask our safe adults before we go online, play a game, or send a message.”
- Have students draw an arrow from each app into the phone, to show that they know they need to stay safe when using screens.

SELAH TRAFFIC LIGHT

- Display slide 15. Ask students where they have seen these three colors and what they mean.
- Using the example of the traffic light, explain that “today we are going to play a game with our own safety traffic light. In this traffic light, red means unsafe, green means safe, and yellow means unsure.
- Have students turn to page 5 in their coloring book and color the traffic light the designated color. Repeat for page 6 and page 7 in the coloring book.
- Display slides 16 and 17. “I’m going to read some stories and I want you to tell me if you think it's safe, unsafe or unsure by holding up the traffic light that fits. For example, if you think the story was unsafe, hold up the red circle. If you are not sure, hold up the yellow circle.”

S.A.F.E-T STORIES:

- 6 year old Maria is playing outside when a stranger pulls up in a car. The man tells Maria to get in the car.
  - What if the man was nice and said he knew Maria’s mom? Should she get in the car?
  - What should Maria do after this happened?
- Eleanor is in Kindergarten and something happened at a friend’s house that made her feel icky. She tries telling the school counselor, but he doesn’t seem to believe her.
  - What should Eleanor do next? She should find another adult and tell about what happened. Eleanor should keep telling until someone believes her and helps her.
- 7 year old Li is out to dinner with their parents. They go to use the bathroom and an unsafe adult follows. The man tells Li that if they do not do what he says, he will hurt their parents.
  - Do you think Li should tell their parents what happened?
- 5 year old Zara is changing into her bathing suit to go swimming. An older boy named Kevin walks in and tries to touch her. This makes Zara feel icky.
  - No one should touch your bathing suit zone. What if Kevin was Zara’s cousin but he still touched her bathing suit zone? What should Zara do? What do we do if unsafe people are family members? Can we still tell our safe adult?
- 8 year old Antonio has a crush on his classmate Chloe. Antonio asks Chloe for a hug one day and Chloe said, “okay.”
  - This story is safe because Antonio asked before he went up and gave Chloe a hug. Would it have been okay if Chloe told Antonio she didn’t want a hug? Yes, because we are all the boss of our bodies.
- Jayden is in 1st grade and was asked to keep a secret that scared him, so he decided to tell his dad the very same day and his dad believed him.
  - Did Jayden do the safe thing in this story? Yes, he did because he used his safe speech to tell his safe adult right away when something felt unsafe.

PAUSE POINT

Have teachers do a quick write for 3 minutes. During that three minutes have teachers write down any situation that they can think of that their students might encounter where they would be “unsure” about whether it was safe or not. This will greatly depend on the grade level that the teacher teaches. Have them share one with a neighbor when the time is up.

REFLECT & CONCLUDE

What Do You Remember?

- Show slide 18 and go over questions.
  - Remember, it is never your fault if an unsafe person touches your bathing suit zone.
  - Even when the unsafe person tells us to keep it a secret or they will hurt someone, it's important that we use our safe speech and talk to our safe adults.
  - What do we do if we go to talk to one safe adult and they don't believe us? Then we go talk to another safe adult. We want to keep telling safe adults until we are heard.

S.A.F.E.-T

- Remind students that they should "Speak Against Fear Every Time" while signing.
- "We can practice this by going to safe adults when we are scared, using safe speech everywhere we go, practicing safe touch with others, and using safe screens each and every time. You won't get in trouble for speaking up."

Conclusion:

- Show slide 19. Have students bring back out their training evaluation.
- "We are going to answer a few more questions to see what you have learned and what you remember from what we talked about today."
- End by reminding students where they can go to talk within the school if they have more questions or need to talk about something unsafe that happened. It is helpful to name teachers, principals, social workers, etc. This can help kids identify their safe adults.
- Collect evaluations, but allow students to take coloring books home.
- Pause Point: Have staff complete the 3-2-1 as an exit ticket out of the training:
  - 3- things I have learned
  - 2- ways my thinking has changed
  - 1- question I still have

SELAHWAY FOUNDATION

S.P.E.A.K.

Student Prevention Education & Advocacy for Kids

To Learn More About The Selah Way Foundation, S.P.E.A.K. UP and our mission to end sex trafficking and exploitation, visit www.TheSelahWay.org

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