	Lesson 1: Erin's Law	Alternative Lesson 1	Lesson 2: Human Trafficking	Lesson3: Gavin's Law	Alternative Lesson 3
4-K and K	ReThinkEd: Safety First When students can identify people who help them feel safe, they have the support to set boundaries and get their needs met. Objective-Students will identify people who help them feel safe. Essential Question-Who helps me feel safe?		ReThinkEd: Belongs to Me The K–5 human trafficking 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. 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. Objective: Students will recognize their bodily autonomy and the adults who help them	ReThinkEd: I Can Be Safe When students are able to identify and practice strategies for online safety and wellness, they are better able to stay safe online. Objective: Students will identify strategies for online safety and wellness. Essential Question: How can I stay safe online?	NetSmartz: Be Safer Online with NetSmartz

			feel safe.		
			Essential Question: Who can I tell if someone touches me unsafely?		
1st Grade	ReThinkEd: What's That Feeling? When students can differentiate between comfortable and uncomfortable feelings, they can better understand their boundaries. Objective: Students will identify comfortable and uncomfortable feelings. Essential Question: What is an uncomfortable feeling? What is a comfortable feeling?		ReThinkEd: Feeling Safe The K–5 human trafficking 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. 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. Objective: Students will identify safe and unsafe touch. Essential Question: What is safe touch?	ReThinkEd: I Can Unplug When students are able to identify and practice strategies for online safety and wellness, they are better able to stay safe online. Objective: Students will practice strategies for online safety and wellness. Essential Question: How can I stay safe online?	

			What is unsafe touch?		
2nd Grade	ReThinkEd: STOP! When students understand how to set a boundary if a touch makes them feel uncomfortable. Objective: Students will identify comfortable touch and ways to set a boundary if they feel uncomfortable. Essential Question: What can I do if a touch makes me feel uncomfortable? What types of touch feel comfortable and uncomfortable to me?		ReThinkEd: Feeling Unsafe? The K–5 human trafficking 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. 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. Objective: Students will develop self-advocacy skills to take action when they feel unsafe. Essential Question: How can I say no to unsafe touch? Who can I talk to when I feel unsafe?	ReThinkEd: Safe and Fun Online When students are able to identify and practice strategies for online safety and wellness, they are better able to stay safe online. Objective: Students will identify safe information to share online. Essential Question: What is private information? What information is safe to share online?	

3rd Grade	ReThinkEd: Understanding Boundaries		ReThinkEd: Safe Boundaries	ReThinkEd: How I Unplug	NetSmartz: Being a Good Digital Citizen
	Building students' understanding of boundaries can help them begin to identify their own boundaries and consider the boundaries of others.

Objective: Students will understand what a boundary is and that everyone's boundaries are different.

Essential Question: What are boundaries? What are my | | The K–5 human trafficking 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. 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.

Objective: Students will distinguish between safe, unsafe, and unwanted touch and identify their own boundaries.

Essential Question: How do I know if touch is safe or unsafe? How do I know what kind of touch I want or don't want? | When students are able to identify and practice strategies for online safety and wellness they are better able to stay safe online.

Objective: Students will identify when and how to balance their screentime.

Essential Question: Why is it important to balance my screentime? How do I balance my screentime? | |

	boundaries?				
4th Grade	**ReThinkEd: Types of Boundaries** Understanding different types of boundaries can help students determine what boundaries they want or need to set. Objective: Students will differentiate between types of boundaries. Essential Question: What are the types of boundaries? What are my boundaries?		**ReThinkEd: Communicating Boundaries** The K–5 human trafficking 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. 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. Objective: Students will identify their personal boundaries and practice strategies to communicate their boundaries. Essential Question: How can I set and respect boundaries?	**ReThinkEd: I'm Kind Online** When students are able to identify and practice strategies for online safety and wellness they are better able to stay safe online. Objective: Students will practice strategies to stay safe and be kind online. Essential Question: How can I stay safe online? Why is it important to be kind online?	

5th Grade	ReThinkEd: Setting Healthy Boundaries		ReThinkEd: Our Boundaries	ReThinkEd: Be AWARE Online	
	Learning how to set healthy boundaries and respect the boundaries of others can help students feel safe and happy. Objective: Students will practice setting a boundary and respecting the boundaries of others. Essential Question: What are my boundaries? How can I respect the boundaries of others?		The K–5 human trafficking 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. 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. Objective: Students will identify their personal boundaries and respect the boundaries of others. Essential Question: What are my boundaries? How do I set and respect boundaries?	When students are able to identify and practice strategies for online safety and wellness, they are better able to stay safe online. Objective: Students will develop strategies to identify misinformation online. Essential Question: How can I spot misinformation?	