

Lesson Concepts

- Your body belongs to you.
- Unsafe touches are never okay.
- Paying attention to uncomfortable feelings in your body can help you recognize unwanted touches.
- You can refuse any unwanted touch, even if it's safe.

Objectives

Students will be able to:

- Understand the difference between unsafe and unwanted touches
- Identify and refuse unsafe and unwanted touches in response to scenarios

Materials

- DVD player and monitor or computer with speakers, projector, and screen
- Grade 5 DVD
- Ways to Stay Safe Poster
- Following Through Card 3
- Lesson 3 Home Link
- Family Letter 4

Lesson Preparation

- Display the Ways to Stay Safe Poster where students can see it clearly and you can refer to it during the lesson.
- Copy the Lesson 3 Home Link, one per student, or email it to families.
- Copy Family Letter 4, one per student, or email it to families.
- Cue up the DVD to Lesson 3 before you begin.

Why This Lesson Matters

It's important for students to understand that safe touches are positive, caring touches that enrich our lives, and also what an unsafe touch is, so they can recognize unsafe situations. Unsafe touches are touches that hurt our bodies. This is particularly important in teaching students not to participate in unsafe touching with other students.

This lesson also helps students develop skills to say no to touch they don't want, whether it is safe or unsafe. It's hard for students to stand up for their right not to be touched, particularly with older members of their family or household. But since perpetrators of child sexual abuse are most likely to be someone they already know, students should learn to say no to unwanted touches from them.

Teaching Notes

Send home Family Letter 4 after teaching this lesson. It prepares families for what students will learn in Lesson 4 and explains why it's important for students to learn the Private Body Parts Rule. It also informs families about the importance of teaching their child the correct anatomical names of private body parts and offers tips for how to start a discussion with their child about it.



Safety Cards with extension activities for common safety concerns are available on [SecondStep.org](https://www.secondstep.org). These activities are aligned to the Common Core English Language Arts Standards and Centers for Disease Control and Prevention National Health Education Standards. You can use the activities to help students learn how to stay safe in different situations. The Physical Activity Safety Card is particularly relevant to this lesson.

Review

Select “Always Ask First Rule.”

Last week we learned the Always Ask First Rule:

Always ask a parent or the person in charge first before going somewhere, doing something, or accepting something from someone. Following the Always Ask First Rule helps you keep yourself safe.

Raise your hand if you followed the Always Ask First Rule recently. Comment on the number of raised hands.

Point to the Ways to Stay Safe Poster. **How did you recognize that you needed to follow the Always Ask First Rule?** Call on one or two students to tell the class their answers.

Always Ask First Rule

Always ask a parent or the person in charge first before going somewhere, doing something, or accepting something from someone.

Lesson Menu

Next ▶

Introduction (5 minutes)

So far, you’ve learned about using the Ways to Stay Safe and following the Always Ask First Rule to keep yourself safe. Today we’re going to focus on using the Ways to Stay Safe when someone touches you in an unsafe or unwanted way.

What is an unsafe touch? (Kicks. Pinches. Punches.) **Unsafe touches are any touches that hurt your body. Unsafe touches are never okay.**

An unwanted touch is any touch you don’t like. Even safe touches can be unwanted. If you don’t like it or it makes you feel uncomfortable, it’s an unwanted touch, and you can refuse it.

What is an example of a safe touch that you may not want? (Holding hands. Tickling. Kissing.) **This can be different for everybody. Only you can recognize when a touch is unwanted for you.**

How can you recognize when a touch is unwanted? (I don’t like it. It’s awkward. It makes me feel uncomfortable.) Give students an example of a time you recognized an unwanted touch. Describe how you could tell it was unwanted.

Your body belongs to you. You get to decide who touches your body and how he or she touches it. If you don’t like a touch or the touch makes you feel uncomfortable, it’s unwanted. You can refuse any unwanted touch, even if it’s safe.

If someone has ever touched you in a way you didn’t want or that made you feel uncomfortable, raise your hand. Call on one or two students at random to report.

What is the difference between an unsafe and unwanted touch? (An unsafe touch is any touch that hurts your body. An unwanted touch is any touch you don’t like or that makes you feel uncomfortable.)

Story and Discussion (15–20 minutes)

Today you’ll hear a story about a boy who is dealing with an unwanted touch. As you listen to the story, think about how the boy is deciding what touches are okay for him.

Select Next for Illustration 1.

This is Marcus and Allie. Last week Marcus asked if he could hold Allie’s hand,



yes! At first Marcus was very happy, but now he doesn’t know what to feel. Allie wants to hold his hand all the time, and it’s starting to make him uncomfortable. He wishes he’d never ask to hold her hand in the first place.



1. Point to the illustration. **Look at Marcus’s face and body. Think about how he feels about Allie’s touch.** Give think-time. **Turn and tell your partner your ideas.** After one minute, call on a

few students at random to report. (It's unwanted touching. He doesn't like it. He's uncomfortable.)

Marcus feels uncomfortable. This helps him recognize that Allie's touch is unwanted. You can pay attention to uncomfortable feelings in your body to help you recognize when a touch is unwanted.

2. Is it okay for Marcus to decide holding hands with Allie is an unwanted touch, even though he asked her to hold hands first? (Yes.) Marcus's body belongs to him. If Allie's touch is making Marcus feel uncomfortable, then it's an unwanted touch.



3. Think about how Marcus can use the Ways to Stay Safe to stop Allie's touch. Give think-time. Turn and tell your partner your ideas. After one minute, call on a few students at random to report. (Refuse Allie's touch. Report it to an adult.)

Let's find out what Marcus does next.

Select Next for Illustration 2.

Marcus wants to refuse Allie's unwanted touch, but he's worried he'll hurt Allie's feelings.



Marcus decides to ask Mr. Hicks, his favorite playground supervisor, what he should do.

Mr. Hicks has some good ideas for Marcus. He suggests that Marcus tell Allie that he likes her, but that he's not ready to hold hands yet.

4. Marcus is going to tell Allie he's not ready to hold hands. If you think this is a good way to refuse an unwanted touch, show a thumbs-up. Call on one or two students to tell the class why they think this is or is not a good way to refuse. Sometimes a person won't know he or she is touching you in an unwanted way. Explaining why the touch is unwanted can be a good

way to refuse the touch without hurting that person's feelings.

Select Next for Illustration 3.

At the beginning of recess, Marcus sits down next to Allie. He tells her he's realized that



he's not ready to hold hands. Allie thanks Marcus for telling her and apologizes. She never wanted to make Marcus uncomfortable and is glad they can still be friends.

5. Point to the illustration. If you think Marcus's plan to refuse the unwanted touch without upsetting Allie worked, raise your hand.

Comment on the number of raised hands.

6. Is there anything you think he could have done differently in this situation? (He could have reported what happened to someone else. He could have asked a friend to tell Allie for him.)

7. What should you do if someone says you're touching him or her in a way that is unwanted? (Stop touching the person. Thank him or her for the reminder. Suggest a different way to touch.)

Activity (10 minutes)

For this activity, you're each going to identify unsafe and unwanted touches. An unsafe touch is any touch that hurts your body. An unwanted touch is any touch you don't like or that makes you feel uncomfortable.

I'll read a scenario. You and your partner will work together to decide if the touching is unsafe or unwanted or neither. When you and your partner have decided, stand up.

1. Read the first scenario aloud. Give students time to decide whether the scenario is unsafe, unwanted, or neither.
2. When all the groups are standing, have students raise their hands to say what they decided.
3. Say: **Imagine this is an unwanted touch. Take turns practicing what to say to refuse this touch. When you and your partner have both practiced, sit down.**
4. Give students time to practice refusing the touch.
5. When all groups are sitting, call on one or two groups at random to report their answers.

Repeat these steps with the other activity scenarios as time allows.

Scenarios

- **Your younger brother likes to jump on your back, and sometimes it really hurts.**
- **Your grandpa wants to kiss your cheek.**
- **Another student keeps trying to hug you. She's trying to be nice.**
- **Your neighbor gives you a big hug every time she sees you.**

Wrap-Up (5 minutes)

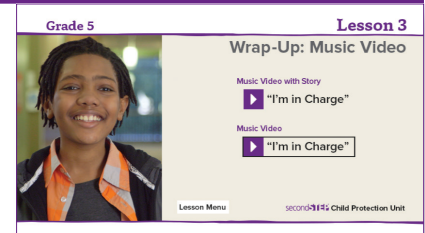
Today we talked about unsafe and unwanted touches. What are some examples of unsafe touches? (Hitting. Kicking. Pushing. Pinching.) **An unsafe touch is any touch that hurts your body.**

What is an unwanted touch? (Any touch you don't like or that makes you feel uncomfortable.) **Who gets to decide what an unwanted touch is?** (We decide for ourselves). **Your body belongs to you. You get to decide who touches you and how they touch you.**

What should you do if someone touches you in an unsafe or unwanted way? (Report the touch. Refuse the touch.)

What should you do if you touch someone and he or she tells you it makes him or her feel uncomfortable? (Stop touching the person. Don't touch the person that way again. Apologize.)

Play the "I'm in Charge" music video.



Following Through

Skills and concepts are retained best when regularly practiced and reinforced. See Following Through Card 3.