

Kindergarten: Sexual Growth and Body Image

Lesson 2: Safe and Unsafe Touch

Aim/Rationale

Students will successfully identify the five senses as well as the body parts associated with each sense. Students will also distinguish between safe, unsafe and unwanted touches and learn appropriate ways to communicate discomfort they may feel from an unwanted touch.

Competencies

QEP Competencies

- 1) *Intellectual*
 - a) *To use information*
 - b) *To solve problems*
 - c) *To exercise critical judgement*
- 2) *Communication-related*
 - a) *To communicate appropriately*

Broad Areas of Learning

- 1) *Health and well-being*
- 2) *Citizenship and community life*

Purpose

Children who know the difference between safe and unsafe touching are better able to recognize and report sexual assault. Showing this knowledge also lowers the chances that they will be targeted. On top of this, learning how to notice and talk about emotional discomfort and set clear boundaries from a young age can normalize the experience. This practice can help them recognize and challenge sexual harassment and assault later in life.

Relevant to:

- Promoting egalitarian relationships
- Preventing sexual assault
- Promoting a healthy body image

Lesson

Materials

- *My Five Senses* by Aliko
 - http://www.goodreads.com/book/show/1963140.My_Five_Senses_Big_Book
- Safe and Unsafe Touch Images Handout (feel free to research your own additional photos!)

Essential Questions

- What are the five senses and which parts of our bodies control these senses?
- What is the difference between a safe touch and an unsafe touch?
- What can we do when we experience an unsafe touch or feel uncomfortable?

Development/Teaching Methods [20 min]

1. Have the students sit in a circle. Begin the lesson by reading the book *My Five Senses* by Aliko to introduce the five senses:
 - Sight
 - Hearing
 - Smell
 - Taste
 - Touch
2. After the story is finished, have a discussion with the students about the five senses. Ask them to match each sense to the appropriate body part. (“We see with our eyes, we hear with our ears, we smell with our nose, we taste with our mouth/tongue, and we touch with our hands/fingers.”)
3. Now focus on the sense of touch. Ask the students to describe things that feel good to touch (stuffed animals, blankets, etc...). Then ask them to describe things that do not feel good to touch (hot stove, etc...). Ask the students to talk about why some things feel good and others do not (pleasant and unpleasant sensations).
4. Next, talk about *safe touch*, *unsafe touch*. Explain that a *safe touch* is a touch that keeps us safe or makes us feel good (e.g. hugs, a pat on the shoulder, holding hands, etc...). An *unsafe touch* is a touch that might hurt our bodies or our feelings (e.g. hitting, kicking, pinching, etc...) Discuss why these kinds of touches are not okay.

5. Then talk about *unwanted touches*. An *unwanted touch* is a touch that might appear safe, but one that we do not want from a certain person or at a certain moment (e.g. tickling - Who here likes to be tickled? When can tickling become an unsafe touch?).
6. Explain to the students that no one should touch them without their permission. Tell the students that if they feel hurt or uncomfortable by someone's touch, they are allowed to say, "Stop, please" and then tell an adult they trust, such as a parent, guardian or teacher. Also emphasize that no one should touch their private parts except to keep them clean or healthy (e.g. a visit to the doctor or a parent helping with bathing).

Culmination [5 min]

Wrap up the lesson by reminding students to respect each other's bodies by keeping hands to ourselves unless we have or give permission for someone to touch us.

Performance Objectives

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

- Identify the five senses and the corresponding body parts.
- Distinguish between safe, unsafe and unwanted touches.
- Appropriately communicate feeling of discomfort from an unwanted touch.

Assessment Ideas

- Show the students various pictures that depict touch and have them identify the picture as a good touch or a bad touch. Ask them to describe what is happening the picture (see Safe and Unsafe Touch Images Handout).



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