

Lesson Concepts

- Safe touches help you feel cared for and loved.
- Unsafe touches hurt your body or feelings.
- You can say words that mean no to any kind of touch you don't want.

Key Words

Safe touches, unsafe touches, unwanted touches

Objectives

Students will be able to:

- Identify safe and unsafe touches
- Refuse unsafe touches assertively in response to scenarios
- Refuse unwanted touches assertively in response to scenarios

Materials

- DVD player and monitor or computer with speakers, projector, and screen
- Grade 2 DVD
- Chair and drawing of a face (see Teaching Notes)
- Ways to Stay Safe poster
- Following Through Card 3
- Lesson 3 Home Link

Why This Lesson Matters

It is important for students to understand that safe touches are positive, caring touches that enrich our lives. It is also important for students to understand what an unsafe touch is, so they can recognize unsafe situations. Unsafe touches are touches that hurt our bodies. This concept 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 a touch they don't want, whether it is safe or unsafe. Teaching students to be assertive and refuse any touch they do not feel comfortable with from anyone will help them ward off negative or sexual advances. It is hard for students to stand up for their right not to be touched, particularly with older members of their family or household. However, perpetrators of child sexual abuse are most likely to be older members of the child's family or household, so students should learn to say no to unwanted touches from them.

Teaching Notes

This lesson's skill practice suggests using a drawing of a face taped to an empty chair to act as the person whose unsafe or unwanted touch students need to refuse. A drawing of a face is provided after Lesson 6 in this notebook and online at SecondStep.org. Prepare students by having them imagine that the drawing is the person in each scenario, then have them respond to the scenario. Having students respond to a drawing prevents them from developing negative associations with you or their classmates playing the role of a possible abuser.



In this lesson, students practice being assertive to refuse unsafe and unwanted touches. Being assertive is taught in Lesson 4 of the Grade 2 *Second Step* program.

Review

Have students sit together on the floor. **Last time you learned an important rule. If you can name the rule, raise your hand.** Call on one or two students at random. **It's the Always Ask First Rule. When should you use this rule?** (When someone wants to take you somewhere, give you something, or do something with you.) **And who should you ask first?** After each answer, say: **If you had the same idea, put your thumbs up.** (Mom. Dad. Teacher. Babysitter. Grandma.) **It's important for your parents or the person in charge to know what you're doing. It helps you stay safe.**

Let's practice saying who you could ask first in a few situations at school. Call on a few students at random to say who they would ask first for each scenario. Have other students show a thumbs-up if they agree.

- **An older boy invites you to eat some of his sandwich.** (Lunch supervisor. Teacher. Principal.)
- **Someone you don't know wants to show you some pictures on his phone while you're out for recess.** (Recess supervisor. Teacher. Principal.)
- **A classroom volunteer asks you to stay in at lunch to help cut out magazine pictures for an art project.** (Teacher.)

Let's sing the "Three Ways to Stay Safe" song. When you hear the Always Ask First Rule, raise your hand.

Play the song.

Remember, when you're at school, it's the adults' job to keep you safe, so always ask us first!

Introduction

Today we're going to talk about different kinds of touching. Let's look at two pictures. Show a thumbs-up if you think the picture shows a safe touch or a thumbs-down if you think it's an unsafe touch.

Show Photo 3A.

1. This is Dion and his dad. Does this show a safe or unsafe touch?
(Safe: thumbs up.)



Comment on the number of thumbs up. **Safe touches help you feel cared for and loved. They're good for your body. Dion feels safe and loved when his dad tucks him in at night. Think of some other examples of safe touches.** Give think-time. Call on a few students at random. (Hugs. Holding hands. Locking elbows. Pats on back or shoulders.)

Show Photo 3B.

2. This is Kosei and Jordan. Does this show a safe or unsafe touch?
(Unsafe: thumbs down.)



Comment on the number of thumbs down. **Unsafe touches hurt your body. It is hurting Kosei when Jordan sits on him. Think of some other examples of unsafe touches.** Give think-time. Call on a few students at random. (Pushing. Kicking. Hitting. Pinching. Grabbing.) **Unsafe touches are against our school rules.**



3. Think about what Kosei could say to Jordan to stop the unsafe touching. Give think-time. **Turn and tell your partner your ideas.** Call on a few students at random. (Stop. That hurts me. Get off me.) **You can be assertive and say words that mean no to unsafe touches. And if you can't get the unsafe touching to stop, tell an adult. Adults should take care of you and keep you safe.**

Story and Discussion

Here's a story about another kind of touch: *unwanted touches*. You can say words that mean no to any touch you don't want.

Show Photo 3C.

This is Iman and her uncle. Iman's uncle babysits her almost every week. Whenever Iman's uncle comes over, he sneaks up really close behind Iman, puts his hands over Iman's eyes, and says, "Guess who?"



1. Look at Iman's face and body. Do you think she likes her uncle's "Guess Who?" game?

Give students think-time. Call on a few students at random. (No.) **How can you tell?** (Her body looks uncomfortable. Her face looks unsure.)

Iman used to think her uncle's game was fun and exciting. But today she feels really uncomfortable about it.

2. Is this a safe game? (Yes.) This touch is not hurting Iman's body, but it's still okay to say words that mean no to touches you don't want—even when they don't hurt—because your body belongs to you.



3. Think about what words Iman can use to refuse this unwanted touch. Give think-time. **Turn and tell your partner your ideas.** Call on a few students at random. (Please stop. Please don't touch me. I don't want to play that game.)

Iman remembers from her safety lesson that she can be assertive and say no to unwanted touches. She stands up straight with her shoulders back, faces her uncle, and says in a strong, respectful voice, "Please stop. I don't want to play that game anymore."

Then Iman's uncle says, "I guess you're getting too old for it. It's okay to say no. We can think

of another fun way to greet each other when I come over." Iman suggests they come up with a secret handshake. Her uncle likes the idea, so they practice a secret handshake they can use every time they see each other. Iman feels proud about saying no to the unwanted touch.

Skill Practice

Set up an empty chair with a drawing of a face taped to the back (see Teaching Notes). **Now you will practice refusing unsafe and unwanted touches. Refuse is one of the Ways to Stay Safe.**

Refer to the Ways to Stay Safe poster and review all the Ways to Stay Safe. Have students do the actions. **When you refuse unsafe or unwanted touches, you need to use your *Second Step* skill: Be assertive. Stand up straight, face the person you're refusing, and use a strong, respectful voice.** Model for students how this looks and sounds: **To refuse an unsafe touch, say, "Stop. That hurts me." To refuse an unwanted touch, say, "Please don't touch me."**

EXPLAIN and MODEL these steps, using the first scenario:

1. Read the scenario.
2. Ask students: **Is this touch an unsafe touch or an unwanted touch?** (Unsafe./ Unwanted.)
3. Ask students: **What can you say to refuse the unsafe/unwanted touch?** (Stop, that hurts me./Please don't touch me.)
4. Call on a few students at random to stand, face the empty chair, and refuse the touch.
5. Describe ways the students demonstrated assertiveness: **I noticed you standing up straight and using a strong voice.**
6. Have students sit back down, then repeat steps 1–5 for each scenario, alternating between scenarios with unsafe and unwanted touches.

Unsafe Touch Scenarios

Pretend this is...

- Your older sister, who is kicking you under the table
- Your grandma, who is mad that you took a cookie, and she's slapping you hard on the hand
- An older boy, who is pulling you down the hall by the arm
- Your cousin, who is pinching your leg to get your attention
- Your seat neighbor at school, who is hitting you with his notebook

Unwanted Touch Scenarios

Pretend this is...

- A student in your class, who is putting an arm around your shoulder when you don't want him to
- Your older sister, who is messing up your hair when you don't want her to
- Your grandpa, who wants to give you a kiss when you don't want one
- An adult volunteer in your class, who is holding your hand as you walk to lunch when you don't want him to
- Your friend, who is hugging you when you don't want to be hugged

Wrap-Up

Today you learned about different kinds of touches. How do safe touches make you feel?

(Cared for. Loved. Safe.) **What are some examples?**

(Hugs. Holding hands. Pats on the back.) **Unsafe touches hurt your body. Hitting, kicking, pushing, and pinching are examples of unsafe touches.**

Remember, unsafe touches are never okay. What can you say to refuse unsafe touches? (Stop. That hurts me.)

You can also refuse unwanted touches, even if they don't hurt your body. What can you say to refuse unwanted touches? (Please don't touch me. Please stop. I don't like that.) **Face**

the person and use a strong, respectful voice to refuse unsafe or unwanted touches. Sometimes you can't stop the unsafe or unwanted touches by yourself. It's important to tell an adult you trust. Adults should take care of you and keep you safe.

Following Through

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

Lesson Concepts

- Safe touches help you feel cared for and loved.
- Unsafe touches hurt your body or feelings.
- You can say words that mean no to any kind of touch you don't want.

Key Words

Safe touches, unsafe touches, unwanted touches

Why This Lesson Matters

It is 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 concept is particularly important in teaching students not to participate in unsafe touching with other students.

This lesson also helps students develop the skills to say no to a touch they don't want, whether it is safe or unsafe. Teaching students to be assertive and to refuse any touch that they do not feel comfortable with from anyone will help them ward off negative or sexual advances. It is hard for students to stand up for their right not to be touched, particularly with older members of their family or household. However, perpetrators of child sexual abuse are most likely to be older members of the child's family or household, so students should learn to say no to unwanted touches from them.



Home Link Reminder

Collect the Lesson 2 Home Link, and email or send home the Lesson 3 Home Link.

Using Skills Every Day

Have students ANTICIPATE when they may need to refuse unsafe or unwanted touches at school and how they should refuse them.

NOTICE when students assertively say no to unsafe or unwanted touches, and REINFORCE the behavior with specific feedback: **Demitriana, I noticed that you were both respectful and firm when you said you did not want to hold hands with Maria. That is being assertive to refuse an unwanted touch.**

- Model saying no to refuse unsafe or unwanted touches.
- Remind students to refuse unsafe or unwanted touches.

Have students REFLECT on when they assertively refused unsafe or unwanted touches at school. **Raise your hand if you used your assertiveness skills today to refuse an unwanted or unsafe touch.** Call on a few students at random to demonstrate what they said to assertively refuse the unsafe or unwanted touch.



Daily Practice

Day 1 Learn It: Teach the lesson.

Day 2 Read It: Point to and read each of the Ways to Stay Safe aloud from the poster with students.

Day 3 Sing It: Sing the "Three Ways to Stay Safe" song with students. Have them do the actions for the Ways to Stay Safe when they hear them.

Day 4 Say It: Before dismissing students for recess or lunch or at the end of the day, have each student say what they would say to refuse an unsafe touch. (Stop. That hurts me.)

Day 5 Write It: Have students write a sentence or paragraph about one time they refused an unwanted touch.



What Is My Child Learning?

Your child is learning that safe touches are positive and caring, unsafe touches hurt your body, and how to assertively say no to unwanted touches, safe or unsafe.

Why Is It Important?

Students need to know that unsafe touches are not okay, and that they can refuse any touch they don't want, even if it's safe. This can help protect them from sexual abuse.

Ask your child: What is the difference between a safe and unsafe touch?

Read Together

People touch each other every day. Some touches make you feel happy or loved and are good for your body. These are safe touches. Hugs, holding hands, and pats on the back are examples of safe touches.

Other touches hurt. These are called unsafe touches. Pushing, kicking, hitting, and pinching are examples of unsafe touches. If you don't want a touch, even if it is a safe touch, it's okay to say no to the person touching you.

Practice Together

For this activity, you and your child will create lists of safe and unsafe touches:

1. Separately write lists of safe and unsafe touches.
2. Share lists and explain why you picked the touches you did.
3. Work together to create your family's definition of what safe and unsafe touches are.

Child's Touches

Adult's Touches

Child's Touches		Adult's Touches	
Safe	Unsafe	Safe	Unsafe

(CHILD'S NAME)	(DATE)	(ADULT'S SIGNATURE)
----------------	--------	---------------------