

## 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.

## 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.



### Home Link Reminder

Email or send home copies of the Lesson 3 Home Link.

## Using Skills Every Day

Have students **ANTICIPATE** when they may have to refuse or report an unsafe or unwanted touch.

Notice when students refuse an unsafe or unwanted touch, and **REINFORCE** it with specific feedback:

**Rafi, I noticed that you got the other kids to stop shoving in line by reminding them they could get in trouble. Recognizing and refusing the unsafe touch helped keep you all safe.**

- Model refusing unsafe or unwanted touches.
- Remind students to refuse or report any unsafe or unwanted touches.

Have students **REFLECT** on when they refused or reported an unsafe or unwanted touch: **Tell your partner about one time this week when you refused an unsafe or unwanted touch.** Choose a few students to tell the class how they refused or reported an unsafe touch.

## Daily Practice

**Day 1** Teach the lesson.

**Day 2** Play the "I'm in Charge" music video. Have students sing along with the chorus and count how many times they hear the phrase "I'm in Charge" (eighteen). Have students talk with their partners about how it feels to be in charge of their own safety. Pick a few students to tell the class how they feel.

**Day 3** Stand at the door as students leave for recess or the day. Their pass to get out of the classroom is to practice refusing an unsafe touch in response to this scenario: **Imagine I'm your aunt and I always tickle you, even though you don't like it.**

**Day 4** Have students think of an example of each of the following: a safe touch they like, an unsafe touch, and an unwanted touch. Pick students at random to tell the class which touches they picked and why they picked them.

**Day 5** *Reflective Writing:* Describe a time you accidentally touched someone in a way that person didn't want. What did you do?