

UNCOMFORTABLE TOUCH



OVERVIEW

In this lesson students will review the rule: “Tell People ‘No’” and identify types of touch that may make them uncomfortable. They will review ways to say “No!” and practice responding to situations in which they would express their discomfort to an adult, older child or peer.



OBJECTIVES

After completing this lesson, students will be able to:

- Identify situations in which they would express discomfort to an adult
- Express both verbally and in writing discomfort with sample scenarios



PROCEDURE

1. Review the third KidSmartz Rule with students: *I will tell people “NO” if they try to touch me or hurt me. It’s OK for me to stand up for myself.* **Tell** students: *We will watch a video in which a boy has to tell an adult “No” when something makes him uncomfortable.* **Ask** students: *Who can define the word ‘uncomfortable’ for us? (Causing or feeling slight pain, unease or awkwardness)* Next, **tell** students: *In the video, watch for the following information:*

- *Whose behavior makes Marco uncomfortable?*
- *Why is he afraid to tell that person to stop?*
- *What is happening that makes Marco uncomfortable?*

2. Play the “Tell People ‘NO’” video. Review the answers to the pre-viewing questions above.

- *Whose behavior makes Marco uncomfortable? (His Uncle Ramon’s behavior)*
- *Why is he afraid to tell that person to stop? (He doesn’t want to hurt his uncle’s feelings)*
- *What is happening that makes Marco uncomfortable? (Uncle Ramon gives Marco bear hugs, and Marco doesn’t like it anymore)*

3. On the board, start a list called “Behaviors That May Be Uncomfortable” and add “bear hugs” to the list. Prompt students about the other behaviors noted in the video that made the characters uncomfortable (*Sam’s coach patting him on the back and the crossing guard flicking Jen’s ponytail*). Add these to the list. **Ask:** *What other behaviors or ways people touch you may make someone uncomfortable?* If children are hesitant to volunteer, offer an example such as “*For example, I don’t like when people try to tickle me*” and add tickling to the list. Take note of any touching behaviors that students offer. Examples may include:

- Tickling
- Hugging
- Kisses
- Sitting on someone’s lap
- Wrestling



MATERIALS

- “Tell People ‘NO’” video
- Computer connected to an LCD projector
- Chart paper or Whiteboard
- Markers
- *Attachment 10- Telling People “No”*



PREPARATION

- Print copies of *Attachment 10- Telling People “No”* for each student.

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- Tell** students: *Different people have different levels of comfort with these types of touch, and how you feel about touch can change. Remember how Marco said he used to like bear hugs, but now he doesn't like them anymore? It's ok to change your mind! It's also ok to do things like give hugs or be tickled, as long as you are enjoying it and it makes you happy. However, if someone tries to touch your private parts, or tries to touch you in any other way that makes you uncomfortable, you have the right to tell them "No" and ask them to stop. If you've asked someone to stop touching you and they continue with the behavior, you should tell another trusted adult about what's happening. Keep telling someone until action is taken to stop the behavior. If someone has touched you in a way that makes you feel uncomfortable in the past, remember, it was not your fault, and it is never too late to tell a trusted adult about what happened.*
- Explain to students that they will practice how to tell an adult to stop touching them in a way that makes them uncomfortable, just like Marco did in the video.
- Hand out copies of *Attachment 10- Telling People "No"* to each student. As students follow along, model the first scenario.

"Your Uncle comes over and wants to give you a big hug, but you don't like his hugs anymore. Tell him "No" and explain why you want it to stop."

Firmly and confidently respond similarly to how Marco did in the video: *No, Uncle Ramon. I don't want bear hugs anymore. I think it's for little kids and it makes me uncomfortable.*
- Have students complete the *Telling People "No"* worksheet individually.



FOLLOW-UP

If students feel comfortable, allow them to pair up and practice delivering their answers to a partner. As students practice, encourage them to sit or stand with confidence, speak firmly and make eye contact when they deliver their responses.

ATTACHMENT 10

TELLING PEOPLE 'NO'



If someone, even an adult, tries to touch you in a way that makes you feel uncomfortable, you have the right to stand up for yourself and tell them "No!" and asking them to stop.

Below are some situations in which a child feels uncomfortable with the way they are being touched. Use the lines under each box to write out what the child could say to show that they are uncomfortable with the situation and want it to stop.

- 1** Sam's coach pats him on the back when he does well at practice, but he doesn't like it.



"No, coach. I don't
like it when you pat
my back, it hurts."

- 2** A friend of Jason's mom/dad comes over and gives him a kiss on the cheek, but he doesn't want a kiss.



- 3** The cross guard touches Kyla's hair when she passes in the morning, but it makes her upset.



- 4** Alex's grandparents start tickling him, but he doesn't like it.



- 5** Shawn's friend always tags him on the stomach when they are playing, but he doesn't like being touched there.



- 6** A babysitter offers to help Cam take a bath, but she prefers to do it on her own.



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