

UNCOMFORTABLE TOUCH



OVERVIEW

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



OBJECTIVES

After completing this lesson, students will be able to:

- Identify situations in which they would express discomfort to an adult.
- Demonstrate confidence when telling an adult “No” regarding uncomfortable touch.



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’re now going to watch a video in which a little boy has to tell an adult “No” when something makes him uncomfortable.* **Ask** students: *Who knows what the word ‘uncomfortable’ means? Take student definitions, adding or adjusting as necessary until an agreeable definition of uncomfortable has been created by the group. Write this definition on the board or chart paper.*

(Example: Uncomfortable: Not feeling comfortable, happy, relaxed or calm.)

Next, **tell** students: *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)*



MATERIALS

- “Tell People ‘No’” video
- Computer connected to an LCD projector
- Attachment 8- Hand Puppets
- Chart paper or Whiteboard
- Markers
- Scissors
- Colored pencils or crayons
- Glue or tape



PREPARATION

- Print copies of Attachment 8- Hand Puppets for each student.
- Prepare your own Hand Puppet for demonstration.
- Prepare scissors, colored pencils/ crayons and glue for each student or group of students.



GRADES K-2 • LESSON 7
UNCOMFORTABLE TOUCH



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 a personal 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

4. **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 touches you in a way that makes you uncomfortable, or tries to touch your private parts, it is not your fault, and you have the right to tell them “No” and ask them to stop. If someone has touched you in a way that made you uncomfortable in the past, you can always tell a trusted adult about what happened. It’s never too late to tell someone. If you’ve asked someone to stop touching you and they keep doing it, you should tell another trusted adult about what’s happening. Keep telling until someone does something to stop it!*

5. Explain to students that they will practice telling an adult to stop touching them in a way that makes them uncomfortable, just like Marco did in the video. Students will use puppets to practice these behaviors.

Pass out copies of *Attachment 8- Hand Puppets* to each student. You may choose to allow students to color and personalize their puppets. Next, demonstrate (or assist with) cutting the puppet form on the dotted lines and taping/gluing the pieces to create the puppet.

6. When the puppets are complete, have the students pair off and model for students how they should respond to the scenarios you will read them. **Tell** students: *I am going to read you a situation. You and your partner will take turns responding to the situations. Watch me.*

Hide your puppet behind your back as you read the situation “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.”

Bring your puppet in front of you and respond similar 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.*

7. After you model, practice another example as a class. **Ask:** *Who can tell us how we could respond in this situation: Your coach pats you on the back when you do well at practice, but you don’t like it.”* Call on a student volunteer, correcting any direct repetition of Marco’s answer. Possible answers may include:

- *No, coach. I don’t like when you pat my back like that. It hurts.*
- *No, coach. I don’t like when you touch my back. It makes me uncomfortable.*



GRADES K-2 • LESSON 7
UNCOMFORTABLE TOUCH



8. Assign an A and a B partner. Read out the following scenarios for each partner to practice responding to.

PARTNER A	PARTNER B
A friend of your mom/dad comes over and gives you a kiss on the cheek, but you don't want a kiss.	The crossing guard flicks your hair when you pass in the morning, but it makes you upset.
Your aunt wants you to sit on her lap at a picnic, but you don't want to.	A friend always tags you on the stomach when playing, and you don't like being touched there.
A babysitter offers to help you take a bath, but you prefer to do it on your own.	Your grandparent starts tickling you, but you don't like it.



FOLLOW-UP

Allow students to brainstorm other physical contact situations in which they might be uncomfortable or scared, as well as ways they could respond to them. If time permits, add these situations to the list that was created at the beginning of the lesson.



ATTACHMENT 8 HAND PUPPETS



Instructions: Cut out both outlines. Lay piece 1 on piece 2.
Glue or tape the pieces together where there is a dotted line.

