

My Space, Your Space

A Lesson Plan from *Rights, Respect, Responsibility: A K-12 Curriculum*

Fostering respect and responsibility through age-appropriate sexuality education.

NSES ALIGNMENT:

By the end of 2nd grade, students will be able to:

PS.2.CC.1 - Students will be able to explain that all people, including children, have the right to tell others not to touch their body when they do not want to be touched.

PS.2.IC.1 - Students will be able to demonstrate how to respond if someone is touching them in a way that makes them feel uncomfortable.

TARGET GRADE: Kindergarten
Lesson 3

TIME: 40 Minutes

MATERIALS NEEDED:

- Homework: "I Like... I Don't Like..." - one per student
- Flipchart sheet prepared as described
- Teacher's Resource: "What Should They Do?" – one copy
- Flipchart markers
- Chalk or dry erase board markers and eraser
- Pencils in case students do not have their own

ADVANCE PREPARATION FOR LESSON:

On a piece of flipchart paper, make a vertical list of the following behaviors, leaving enough room next to each word to be able to write the word "yes," "no," or "sometimes".

Hitting	Hugging
Pushing	Tickling
Kicking	Kissing
Scratching	Holding hands
Shoving	Walking with an arm around another person
Wrestling/rough housing	

LEARNING OBJECTIVES:

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

1. Name at least 2 ways of being touched that are okay with them. [Knowledge]
2. List at least 2 ways of being touched that they do not like. [Knowledge, Affect]
3. Explain that they have the right to determine whether and how they are touched. [Knowledge]
4. Demonstrate an understanding of how to respond effectively when someone touches them in a way with which they do not feel comfortable. [Skill]

PROCEDURE:

STEP 1: Tell students that you are going to talk about people's bodies. Ask everyone to stand up. Tell them you are going to ask them a question about a body part, and that they should answer all together. Say, "For example, if I were to ask you, 'Whose head is this?' you'd point to your own head and say, 'My head!' Let's try it out: Whose head is this?"

Once you see that everyone understands what you're doing, do the same with the following body parts:

"Whose face is this?" ("My face!")

"Whose knees are these?" ("My knees!")

"Whose elbow is this?" ("My elbows!")

"Whose foot is this?" ("My foot!")

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“Whose ears are these?” (“My ears!”)

Then wrap your arms around yourself in a hug and ask, with intentionality and emphasis, “Whose body is this?” Wait for the students to hug themselves and say back, “My body!” Say, “I want to hear that again – whose body?” Wait for them to say, “My body!” Say, “Good. So who gets to say who can and can’t touch your body?” Respond with them: “I do.” Ask students to take their seats. (5 minutes)

STEP 2: Reaffirm for students, “Very good. These are our bodies – and so we have the right to say whether and how we want someone else to touch them. That also means we need to listen and stop touching others when someone else says they don’t want to be touched.”

Ask, “Are there any exceptions to this? Any time when someone might touch us in a way that we might not like but it’s okay?” Probe for when their parent/caregiver may need to give them medicine they don’t like or don’t like the feeling of, or when they go to a doctor to get a shot. Say, “But even if a doctor – or any other student or adult – touches us in a way that makes us feel uncomfortable, we have a right to say that we don’t like it and that we want it to stop. But first, let’s talk about some behaviors that we might or might not like.” (2 minutes)

STEP 3: Explain that everyone is different about how they like to be touched. Say, “you may be someone who loves to hug or snuggle with family members or wrestle with your friends, or you may not like some of any of those. Let’s take a look at some behaviors that students tend to do with each other and talk about whether we like them, whether we don’t like them, or whether it depends.”

Post the sheet of newsprint on the board or front wall with the list of behaviors. Tell the class that you are going to go through the list of behaviors one at a time, and if it is a behavior they like, they should raise their arms up in the air and wiggle their fingers (model this for them, and ask them to do it with you). Tell them that if it’s a behavior that they never like, they should put their arms down at their sides and wiggle their fingers (model this for them, and have them do it with you). Then tell them that if it’s a behavior that they sometimes like and sometimes don’t, they should put their arms out to the sides and wiggle their fingers (model this for them, and have them do it with you).

Go through each behavior, asking the students, “Is this a behavior you tend to like?”

There will be universal agreement on some (e.g., hitting, punching, kicking) and some responses of “sometimes” to others (kissing, tickling). When they say, “sometimes,” ask, “When do we like this? When do we NOT like this?” If the students do not say “sometimes,” use the guide below to guide a discussion of when or why a person might not like the behavior.

- Hugging [some people don’t like to be hugged; some people hug too tightly; and there are some people you just might not want to be hugged by]
- Kissing [some people dislike being kissed when it’s someone they don’t know well or someone they don’t wish to kiss or be kissed by, like a particular relative or a neighbor]
- Holding hands [some people don’t like to be touched]

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- Walking with an arm around another person [some people don't like to be touched; some find it hard to walk that way]
- Wrestling/rough housing [some people don't like it if they're always the one being pinned down; some don't like it because they end up getting hurt]
- Tickling [most people don't like it when it's too much/goes on for too long]

(12 minutes)

STEP 4: Ask, "How do you know when someone doesn't like it when you do any of the behaviors on the list?" Probe for, "They tell me to stop," "They push me/my arm away," "They cry," "They yell at me," etc.

Ask, "Has anyone ever done something to you that's on this list, you haven't liked it, but you haven't said anything? How did that make you feel?" [Note: In the unlikely event that no one says, "yes," ask, "How do you think it would make someone feel?"]

Say, "So, clearly, we don't like it when people do things to us we don't like. That means we need to be clear when we want someone to stop – and we need to listen when other people say they don't want us to do things they don't like, and stop."

Ask, "What can we do to be really clear with someone when they're touching us in a way that we don't like?" As students give responses, write these clearly on the board. The first one, if it's not contributed from the students, should be contributed by you; in large letters, write, "Say 'NO'." Once you have written that, ask, "How do we say 'no' in a way that lets someone know we want them to stop?" Probe for looking someone in the eye and having a serious, low tone of voice. [Note: You will likely get some shouting and yelling from the kids; this is actually a good thing, because it means they realize they may need to be forceful at times. Validate the energy behind it, but tell them that yelling isn't necessary – just being clear and direct is.]

Also probe for the following:

- Walk away from the person
- Say what you DO want – for example, "I don't like walking with arms around each other, but I'll hold your hand" or "I don't like hugging but I'll high five you"
- Go to a trusted adult and tell that person what happened

Ask, "What do you do if the person who is hugging or kissing you makes you feel uncomfortable?" Probe for, "Say no and tell another adult." (10 minutes)

STEP 5: Say, "Let's look at a few examples where we can give people some advice about what to do." Read the examples in the handout, "How Can We Help?" one at a time. After reading each, ask the class what they would tell the person to do. Listen for the steps you've discussed in class, and remind students of them as necessary. (9 minutes)

STEP 6: Ask the class to stand up again and remind them of how they started the lesson, by naming all the parts of their bodies that belong to them. Ask them to remind you what the last body part was that they talked about, probing for their whole bodies. Wrap your arms around yourself in a hug again and ask the students to do the same. Say, "Remind me,

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whose body are you hugging?” Wait for the students to say back, “Mine!” or “My body!” Then say, “And remind me - who gets to say who can and can’t touch our bodies?” Respond with them: “We do.” (2 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

Assessment will be made by the teacher via observation and calling on individual students. The teacher will need to ensure each student has participated at least once individually, and that all students participate in the group portions of the lessons.

HOMEWORK:

Distribute the sheet, “I Like... I DON’T Like” and ask students to bring it home and complete it with a parent or caregiver.

I Like... I Don't Like...

Draw some ways you do and don't like to be touched? Work on this with a parent or caregiver. When you're done, color it in and sign the bottom to show you're both on the same page!

I Like it When...	I DON'T Like it When...

Parent/Caregiver: Please read the following two statements and both sign and have your child sign. Feel free to have other family members chime in, or to let me know if you'd like me to send home additional blank copies for you!

"I promise to respect my child's boundaries and to listen when he or she says she doesn't like being touched in certain ways. I also promise, if anyone else in our home is doing this, to make it stop."

"I promise to tell other people in my home if they're touching me in a way I don't like. I also promise that, if they tell me they don't like being touched in a particular way, I won't touch them like that."

Parent/Caregiver

Student

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Teacher's Resource: What Should They Do?

[Note to the Teacher: Feel free to use different names as necessary to best reflect the populations in your school.]

SCENARIO ONE:

Henry is the youngest of 3 brothers. Right before he goes to bed at night, when he's really tired and sleepy, his older brothers love to jump out, scare him, and then pin him to the floor, sit on him and bounce up and down so he can't catch his breath. He hates this! How should he respond? What can he do?

SCENARIO TWO:

Jessica has two best friends at school. She really loves her friends, and they love her. The only thing is, she really doesn't like being hugged. Every morning they are all excited to see each other and her friends give her huge hugs to show it. Jessica doesn't want to hurt their feelings, but wants the hugging to stop. How should she respond? What can she do?

SCENARIO THREE:

Mr. Jeffreys is a substitute teacher. He is physical with everyone he meets, adults and kids – always touching their arm or hand when he speaks with them, high-fiving the students, hugging other teachers. The first day he's there, he tells a student, Jordan, that Jordan reminds him of his little brother. Every day since then, he grabs Jordan around the neck with his arm and rubs Jordan's head with his knuckle, yelling, "noogie!!" Jordan is embarrassed by the attention – and the rubbing sometimes hurts. He wants it to stop. How should he respond? What can he do?