

### Concepts

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

### Key Words

Safe touch, unsafe touch, unwanted touch

### Objectives

Children will be able to:

1. Identify safe and unsafe touches
2. Follow the Ways to Stay Safe in response to scenarios about unsafe and unwanted touches
3. Refuse unwanted touches in response to scenarios

### Why This Theme Matters

This lesson teaches two key concepts to keep children safe. First, it is important for children to understand that safe touches are positive, caring touches that help them feel loved. Second, it is also important for children to understand that an unsafe touch is a touch that hurts our bodies. This helps them recognize when a situation is unsafe. This lesson will also help children learn that it's not okay to do unsafe touching with other children.

Children also practice saying no to a touch they don't want, whether it is safe or unsafe, and being assertive to refuse any touch they do not feel comfortable with from any person. This will help them refuse sexual advances of possible abusers. It can be very hard for children to stand up for their right not to be touched, particularly with adult members of their family or household. But it's these people who are most likely to sexually abuse children, rather than strangers, so it's important for children to learn to say no to unwanted touches from family members.

### Teaching Notes



Most Day 1 and Day 2 activities include photos. When you are ready to do these activities, flip your notebook sideways so the spiral binding is on top, the photo for the activity is facing the children, and the activity script is facing you. You might need to turn the page in the middle of the activity to show children a second photo, as noted in the activity script. Practice displaying the photos properly before you teach your first activity.

Continue to give children practice with the Safety Rules by doing the activities on the back of each rule card. Safety Rules cards can also be found online at [SecondStep.org](http://SecondStep.org).

### Using Skills Every Day

Have children THINK AHEAD about when they might need to say words that mean no to unsafe or unwanted touches.

NOTICE when children assertively refuse unsafe or unwanted touches, and REINFORCE the behavior with specific feedback: **Cassandra, I noticed when Shavonda pushed you in line you stood up tall, faced her, and said in a calm, respectful voice, "Stop. That hurts me." That was being assertive.**

- Model refusing unsafe or unwanted touches.
- Remind children to refuse unsafe or unwanted touches.

Have children THINK BACK on when they assertively refused unsafe or unwanted touches: **If you asked someone to stop touching you in a way you did not like today, pat your knees.** Comment on the number of children patting their knees. Call on a few children at random to tell the group what words they used to refuse the unsafe or unwanted touches.



In this Weekly Theme, children practice using a strong, respectful voice to refuse unsafe or unwanted touches. Being assertive is taught in Weekly Theme 6 of the Early Learning *Second Step* program.

## Day 1: Introductory Activity

**Materials:** Ways to Stay Safe poster, *Safety Songs* CD

**You've been learning to use the Ways to Stay Safe and follow the Safety Rules to help you stay safe. What are the Ways to Stay Safe?**

Refer to the Ways to Stay Safe poster and model the actions as children say them. (Stop and think: Is it safe? What's the rule? Tell a grown-up. Say words that mean no.) **What rule should you follow when someone wants to give you something, take you somewhere, or do something with you?** (The Always Ask First Rule). **Let's practice the rule together. If someone wants to give you something, you \_\_\_\_\_** (always ask first). **If someone wants you to go somewhere with them, you \_\_\_\_\_** (always ask first). **If someone wants to do something with you, you \_\_\_\_\_** (always ask first). **Now we're going to talk about rules for touching.**

Today let's look at pictures of two kinds of touches: safe touches and unsafe touches. **Safe touches help you feel cared for and loved. Unsafe touches hurt your body.**

### Show Photo 3A.

Ask children what they see, what is happening, and how the people in the photo feel.



**1. This is a picture of Sam and his dad. Does this look like a safe or unsafe touch?** (Safe touch.) Sam is getting a hug from someone who cares about him: his dad. They are both smiling and happy. This safe touch helps Sam feel important and loved.

**2. Think about other examples of safe touches that help you feel cared for and loved.** Give think-time. Call on one or two children at random. After each answer, say: **If you had the same idea, wiggle your fingers.** (Friends holding hands. Brushing hair: A caregiver putting on sunscreen. Pats on the head. Snuggling.)

*Day 1 activity continues after next page.*



## Day 1: Continued

### Show Photo 3B.

Ask children what they see, what is happening, and how the children in the photo feel.



**3. This is a picture of Sam and Vincent. Does this look like a safe or unsafe touch? (Unsafe touch.) Vincent is pushing Sam down. It's hurting Sam. It's not safe. If someone touches you in an unsafe way, you can tell them to stop in a strong, respectful voice.**

**4. Think: What can you say or do if someone touches you in an unsafe way that hurts your body? Give think-time. Call on one or two children at random. After each answer, say: If you had the same idea, pat your head. (Say—Don't do that. Stop. I don't want you to do that. Do—Tell a grown-up.)**

**Unsafe touches are never okay. If someone is hurting you with unsafe touches, tell a grown-up. Grown-ups should protect you and keep you safe.**



Sing “Stop and Think” and “The Safety Rules Song” throughout the week.



## Day 2: Story and Discussion

We've been talking about safe and unsafe touches. Let's practice saying if a touch is safe or unsafe. Have children say "safe" or "unsafe" when you name different touches: holding hands, kicking, pinching, hugging, hitting, holding you so tight it hurts, patting on back. A safe touch helps you feel loved and cared for. If someone touches you in a way that hurts your body, you can tell him or her to stop. If the person doesn't stop, you need to tell a grown-up.

Today we're going to talk more about what to do when someone wants to touch you, but you don't want him or her to.

### Show Photo 3C.

Ask children what they see, what is happening, and how the child in the photo feels. Point out the story elements. **This is Sam. His cousin came over for a visit. He wants to hug Sam.**



1. Look at Sam's face and body in the photo. Do you think Sam wants his cousin to hug him? (No. He looks uncomfortable and unsure. He is staying close to his mom.) **This is an unwanted touch.**

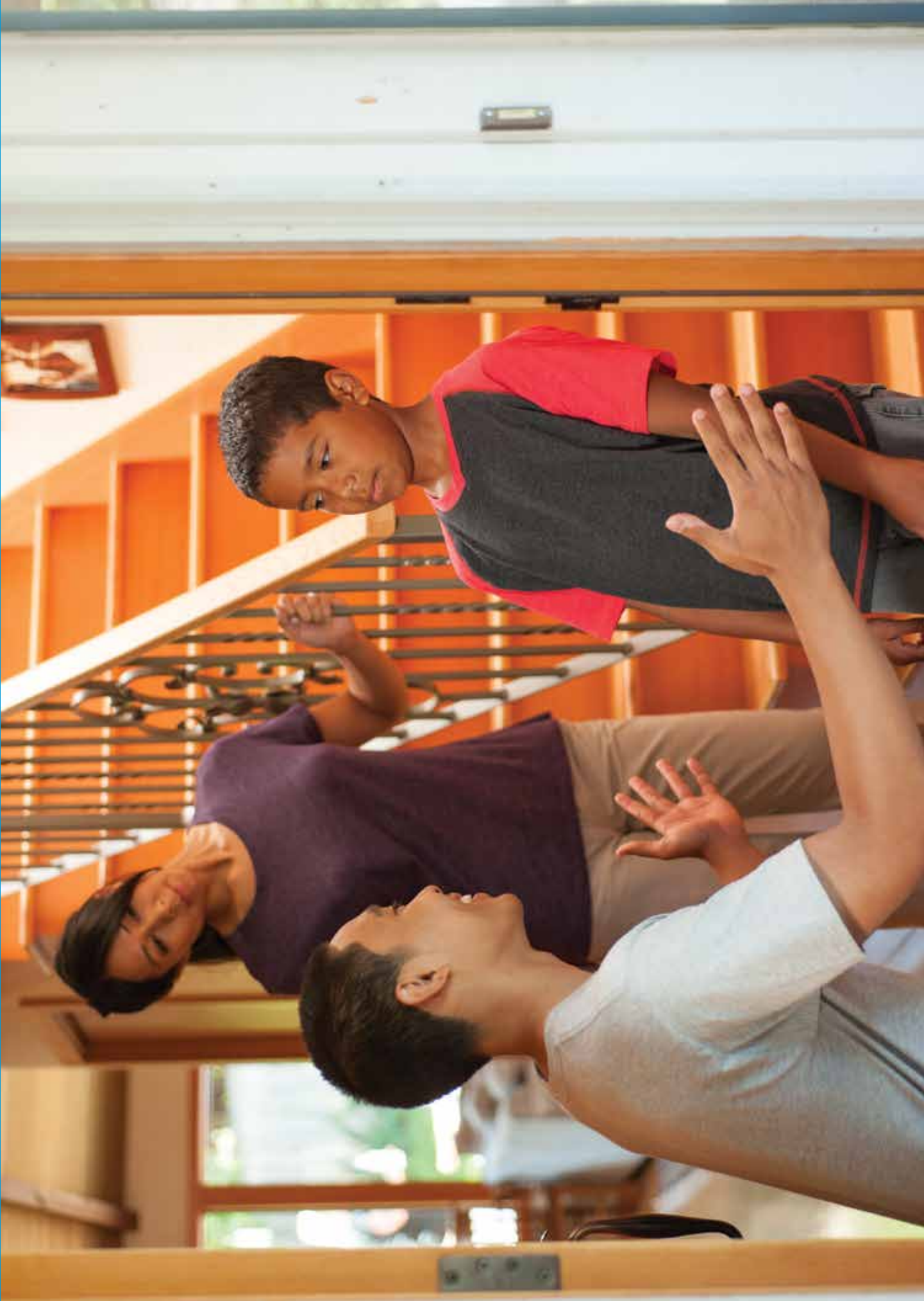
Sam's mom notices that Sam doesn't want to hug his cousin. She reminds Sam that he can say no with a strong, respectful voice. Then Sam and his cousin decide to practice shaking hands instead.

2. Is it okay for Sam's cousin to ask to hug Sam? (Yes.) A hug can be a safe touch, but it's okay to say words that mean no to touches you don't want, even when they don't hurt your body.

3. Pretend your friend wants to put his or her arm around you. You don't want to be touched. How could you say no to the unwanted touch? Give think-time. Call on one or two children at random. (No

thank you. I don't want to be touched right now.) After each response, say: **If you had the same idea, clap your hands two times.**

Use a strong, respectful voice to say words that mean no to unwanted touches. If the touching doesn't stop, you need to tell a grown-up.



## Day 3: Skill-Practice Activity 1

(small group, Objectives 1 and 2)

**Materials:** Ways to Stay Safe poster

1. Explain the activity. **You're going to practice what to do when someone touches you in an unsafe way. You'll use the Ways to Stay Safe to help you.** Refer to the Ways to Stay Safe poster and say the Ways to Stay Safe together while doing the actions.
2. Tell children the scenario.
3. Point to the first way on the poster and have all children say it together and do the action: **Stop and think: Is it safe? What's the rule?** Call on one or two children to answer. (No. Unsafe touches are never okay.)
4. Point to "Say words that mean no" on the poster and have children say it together and do the action: **Say words that mean no.** Call on one or two children to give examples of what to say. (Stop. Don't touch me.)
5. Point to "Tell a grown-up" on the poster and have children say it together and do the action: **Tell a grown-up.** Call on one or two children to say who they would tell. (The teacher.)
6. Repeat steps 2–5 with each scenario.

### Scenarios

Pretend...

- A girl is pinching your arm hard
- You and your brother are wrestling, and he's holding you down so it hurts
- Your friend is stepping on your toes
- Your bigger cousin is pulling your hair
- A big kid is hitting you over the head
- Your aunt is pulling you hard by your arm
- Your friend is pushing you off the swing

## Day 4: Skill-Practice Activity 2

(large group, Objective 3)

1. Explain the activity. **You're going to practice saying words that mean no to a touch you don't want.**
2. Model the activity: **Pretend my grandpa is asking me to sit on his lap, but I don't want to. I say, "No, thank you. I don't want to sit on your lap," in a strong, respectful voice.**
3. Repeat the process with each scenario. Have children respond together, or call on children at random to respond.
4. After each scenario, reinforce the tone of voice: **You were saying words that mean no in a strong, respectful voice.**

### Scenarios

Pretend...

- Your grandma wants to give you a kiss, but you don't want one
- Your big brother is tickling you, and you don't want him to
- Your friend is touching the bracelet on your wrist, and you don't like it
- Your babysitter is putting her arm around your shoulder, but you don't want her to

## Day 5

Read a book related to this week's theme. Go online to [SecondStep.org](http://SecondStep.org) for recommended books, resources, and videos.



Send home Home Link 3.





### Lesson Time

Your child is learning how to tell the difference between safe, positive, caring touches and unsafe touches that hurt people's bodies. Your child is also learning how to say no respectfully to touches she or he doesn't want.

Knowing the difference between safe and unsafe touches and how to say no to unwanted touches helps your child stay safe.

### Play Time

Say: **Let's play a game by taking turns saying a touch and whether it is safe or unsafe.** Say a touch and have your child say if it's safe or unsafe. Include: pinching, kicking, hugging, pushing, holding hands, patting on the back, grabbing, hitting, high fives.

**Now say a touch, and I'll say if I think it's safe or unsafe.** Let your child help decide if touches are safe or unsafe. Continue as long as your child is interested in the game.

### Story Time



This week's story is about Sam. Sam's cousin wants to give him a hug. Ask your child about this story:

- **What do you see in this photo?**
- **Does Sam want to be hugged by his cousin?** (No.)
- **How can Sam say no to the hug?** (No, thanks. I don't want to be hugged.)

Say: **Tell me about a time when you didn't want to be touched.** Listen to your child's story. **What words can you use to say no to touches you don't want?** (No, thank you. I don't want to be touched.) Help your child practice using a strong, respectful voice and words that say no to unwanted touches.