

## Grade 1

### Health Objective 3.01

Demonstrate between appropriate and inappropriate touch.

### Language arts Objective 2.03

Read and comprehend both fiction and nonfiction text appropriate for grade one using graphic organizers.

### Materials Needed:

*It's My Body* by Lory Freeman

*My Body is Private* by Girrard

Appendix 1: Venn Diagram, good, bad and confusing touches

Appendix 2: Yes/No Smiley and Frown faces

Poster board

Markers

### Focus:

Read *It's my Body*. Discuss instances of touch mentioned throughout the book as good touch or bad touch. Using the Venn diagram (Appendix 1), brainstorm with students what might be examples of good, bad or confusing touches.

### Teacher Input:

Discuss with students the difference between good touch, and bad touch. Remind students that they can decide who can touch them, who can kiss them, or who can give them a hug. They always have the right to say "no."

### Good Touch

It feels good to be hugged and kissed by the people you love. For example:

- When Mommy gives you a hug and kiss after you wake up.
- When Daddy gives you a good-night hug and kiss.
- When Grandma and Grandpa come to visit and everyone gets hugs and kisses.

### Bad Touch

Do you know what bad touch is?

- It is a bad touch if it hurts you.
- It is a bad touch if someone touches you on your body where you don't want to be touched.
- It is a bad touch if a person touches you in a way that makes you feel uncomfortable.
- It is a bad touch if that touch makes you feel scared and nervous.
- It is a bad touch if a person forces you to touch him or her.
- It is a bad touch if a person asks you not to tell anyone.
- It is a bad touch if a person threatens to hurt you if you tell.

What do you do when someone touches you inappropriately?

- Say "no!" Tell the person that you don't like it and that you do not want him/her to touch you.
- Get away fast! Run away from the person whose touch you don't like. Never stay alone with that person ever again.
- Call for help. You can scream.

- Believe in yourself. You did nothing wrong and should not be ashamed or worried about telling someone you trust to help you.

### **Practice & Assessment:**

#### Activity 1

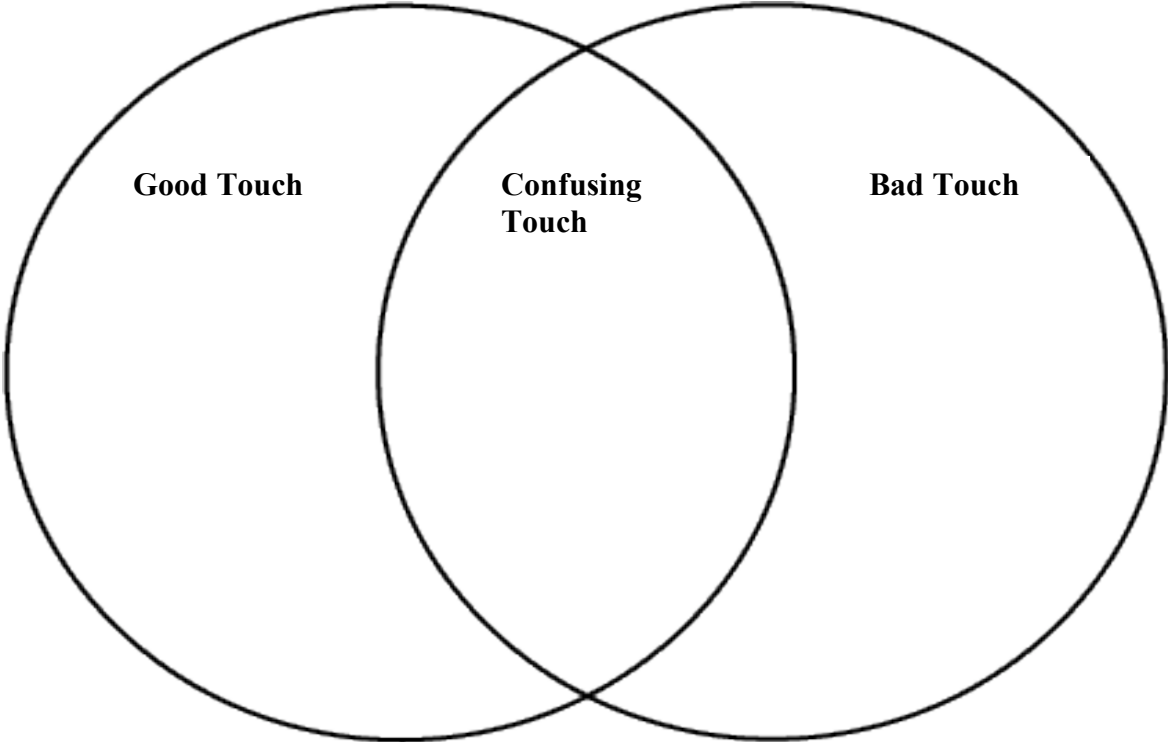
Distribute Yes/No cards to each student.

Read the following statements. Students should indicate if it is true or false by holding up the appropriate Yes/NO card. [Created from Appendix 2]

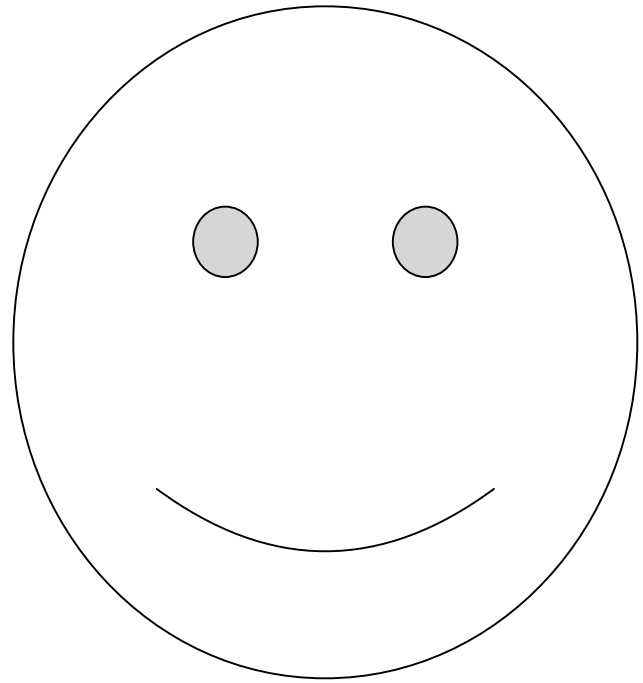
1. Everyone needs to be touched in good ways.
2. If someone forces you into being touched, it is not okay.
3. Sometimes, children are abused by adults.
4. Boys as well as girls are abused.
5. If an adult touches you in an uncomfortable way, there are other adults that you can tell who will help you.
6. If someone touches you in a bad way, it is not your fault.
7. You should tell a trusted adult if someone touches you in ways that feel confusing or upsetting.
8. Usually touch is good.
9. If someone touches you in a confusing way, you should tell someone.
10. It is okay to tell someone about bad “secrets.”
11. Most adults want to help you grow up to be healthy, happy and safe.

#### Activity 2

As a class create a list of Safe and Helpful Adults to Talk To. Using a large poster board, ask students to brainstorm ideas of safe adults to ask for help. Place the poster in a prominent place in the classroom so students can be reminded of safe outlets for help.



**YES**



**NO**

