



Every Student Matters, Every Moment Counts

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Grade: Kindergarten ▾

Content: Social-Emotional Education ▾

Title: My Space, Your Space

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NSES Alignment:

- 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.

Advance Preparation: On a display or projection, make a list of the following behaviors, leaving enough room next to each word to be able to write the word 'yes,' 'no,' or 'sometimes:' Hitting, Pushing, Biting, Kicking, Scratching, Shoving, Kissing, Holding Hands, Walking with an arm around another person, Wrestling/Rough Housing, Tickling

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

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

Procedure:

Step 1: Tell students you will talk about people's bodies. Ask everyone to stand up. Tell them you will 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 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!")
- "Whose ears are these?" ("My ears!")

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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, “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.

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

Ask, “Are there any exceptions to this? Any time 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 want it to stop. First, let’s talk about some behaviors we might or might not like.”

Step 3: Explain that everyone is different about how they like to be touched. Say, “You may love to hug or snuggle with family members or wrestle with your friends, or you may not like some of those. Let’s 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 will go through the list of behaviors one at a time, and if it is a behavior they like, they should raise their arms 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 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 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]
- Walking with an arm around another person [some people don’t like to be touched; some find it hard to walk that way]
- Wrestling/roughhousing [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]

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.”

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.

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, 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.”

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: n/a