

Unit #1 Title: What are Safe and Healthy Life Choices?

Lesson Title: What is Comfortable and Uncomfortable Touch?

Lesson 1 of 2

Grade Level: K

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance Standard:

PS.3: Applying Personal Safety Skills and Coping Strategies.

Grade Level Expectation (GLE):

PS.3.A.0K.a.i: Identify safe and healthy choices at home and school.

American School Counselor Association National Standard (ASCA):

Personal/Social Development

C: Students will understand safety and survival skills.

Materials (include activity sheets and/ or supporting resources)

Assorted stuffed animals or puppets

Student Activity Sheet 1

Student Activity Sheet 2

Student take-home page

Lesson Song: "Comfy Touch" (included)

Paste or glue and scissors

Show Me Standards: Performance Goals (check one or more that apply)

	Goal 1: Gather, analyze and apply information and ideas
	Goal 2: Communicate effectively within and beyond the classroom
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 7. Identify and apply practices that preserve and enhance the safety of self and others.

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas.
Mathematics	
Social Studies	
Science	
Health/Physical Education	
Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
X	Courage (self-advocacy)		Compassion		Tolerance
X	Respect (for self)		Goal Setting		

Lesson Assessment (acceptable evidence):

Performance Task: Students will complete an activity page that allows each student to demonstrate his/her ability to identify safe and unsafe touch by cutting and pasting situation cards in either a Safe/Comfortable Touch column or an Unsafe/Uncomfortable Touch column.

Lesson Preparation

Essential Questions: What is a good comfortable touch? What does a comfortable touch feel like? What is an uncomfortable touch? What does an uncomfortable touch feel like?

Engagement (Hook): “I have brought some friends to class today to help us talk about comfortable and uncomfortable touch.” (Pass around some stuffed animals and let the students show how to give/receive a comfortable touch.)

Procedures

Instructor Procedures:	Student Involvement:
<ol style="list-style-type: none"> 1. Counselor: “Students, today I have brought some friends to class to help us talk about comfortable and uncomfortable feelings.” (Counselor introduces the stuffed animals or puppets to the class.) 2. Counselor asks the class the following question: “What does it feel like when somebody that you love and trust hugs you like we are hugging the stuffed animals?” <p>Counselor: “Let’s call this a comfortable touch. Can you repeat that?”</p> <ol style="list-style-type: none"> 3. Counselor: “What people do you feel comfortable being touched by?” 4. Counselor: “What kinds of touches make you feel sad, or scared, or mad, or embarrassed, or uncomfortable, or confused? (Counselor may want to show a poster with pictures of these feelings to help students who do not 	<ol style="list-style-type: none"> 1. Students watch and listen as counselor introduces the animals/puppets. 2. Students might answer: “It feels good, happy, warm, safe...etc.” <p>Students repeat the phrase “comfortable touch.”</p> <ol style="list-style-type: none"> 3. Students might answer: “My mom, dad, grandma, teacher, sister, doctor, etc.” 4. Students might say: “A hug that lasts too long; a hug or touch from someone I don’t know; a touch that is too hard; tickling that is too rough; someone touching my private places...etc.”

<p>have the feelings vocabulary to express themselves.)</p> <p>Counselor: “We call these kinds of touches uncomfortable touches. Students, can you say – uncomfortable touches?”</p> <p>5. Counselor: “What could you do to keep yourself safe, if someone was giving you an uncomfortable touch?”</p> <p>6. Counselor distributes the student take-home page and explains the problem-solving model for keeping safe: Say no; Get Away; Tell someone you trust. Counselor tells the students to remember that it is never their fault if someone touches them inappropriately and that they should never be asked to keep something that makes them feel badly a secret.</p> <p>7. Counselor: “Let’s sing a song about comfortable and uncomfortable touch.” (Song can also be chanted or done in echo fashion for non-singers.)</p> <p>8. Counselor: “Let’s see what we have learned today about comfortable and uncomfortable touches by completing a cutting, choosing and pasting activity.” (Counselor passes out activity pages and glue and scissors. Counselor facilitates a step-by-step completion of the evaluation tool.)</p> <p>9. Counselor summarizes lesson concepts by allowing students to hold up their completed evaluation tools and explain to the class which touch pictures he/she put in the happy face column and which touch pictures he/she put in the sad face column.</p> <p>10. Counselor may choose to close the</p>	<p>Students repeat the phrase, “uncomfortable touches.”</p> <p>5. Students might say, “Run away; tell them to stop; tell your mom; etc.”</p> <p>6. Students internalize the concepts by looking at the take home page as the counselor explains the steps.</p> <p>7. Students internalize the lesson concepts by singing the song and doing the actions. The “Comfy Song” is included in the lesson.</p> <p>8. Students complete the evaluation tool by cutting and pasting the pictures of comfortable touches in the happy face column and pasting the pictures of the uncomfortable touches in the sad face column.</p> <p>9. Students individually tell what touch pictures they pasted in each column. (<u>Variations on Evaluation Tool</u>: Students might be asked to complete the evaluation tool individually or in teams of two or teacher may choose to complete one evaluation tool at the front of the room and allow students to tell the counselor which columns to place the touches in.).</p> <p>10. Students participate in the final activity of the</p>
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lesson by singing the song again or by asking the students to post their evaluations on the wall. Students would be encouraged to show and discuss the steps to keeping safe with their parents.	lesson.
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Teacher Follow-Up Activities

1. Teacher might choose to sing the lesson song with students during daily opening or calendar time.
2. Teacher might choose to display the students' take-home coloring page with the steps for keeping safe on a class bulletin board.
3. Teacher might choose to follow up by reading books to the class that correspond to the lesson concepts.

Counselor reflection notes (completed after the lesson)

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Activity Sheet 1 -Directions: Cut and Paste cards form Activity Sheet 2 onto this Activity Sheet (1) in the appropriate column.

Safe Comfortable Touch 	Unsafe Uncomfortable Touch 

Activity Sheet 2 (Unit I, Lesson 1) Directions: Cut and Paste onto the columns on Activity Sheet 1.

1. A hug that feels just right from Mom.



2. A hug that lasts too long.



3. A kiss that feels just right from Dad.



4. Tickling that is too rough.



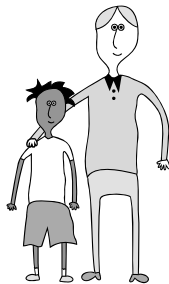
5. Sitting on Grandpa's lap for a story.



6. When private places are touched by someone who makes you feel uncomfortable. (The places that are covered by your swimming suit.)



7. A handshake or pat on the back from a teacher or friend.



8. A touch from a stranger that makes you feel scared.



Activity Sheet 3 (Unit I, Lesson 1)

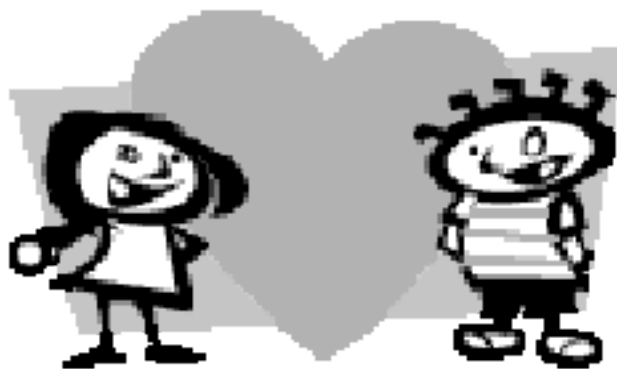
1. Say
“No”



2. Get
Away



3. Tell
Someone
You Trust



SONG: “Comfy Touch” (Sung to the tune of Twinkle, Twinkle, Little Star)

Written by: Kathy Keller

Touching, hugging, kissing too,
Makes a comfy, happy you.
Comfy touch feels warm and safe
Comfy touch from a familiar face.
Touching, hugging, kissing too,
Makes a comfy, happy you.

When touch, or hug, or kisses too,
Make an uncomfy, unhappy you.
You know what you need to do.
Say, “No”, Get away, Tell someone too.
If touching makes you scared or blue,
You now know just what to do.