

Stage 1 - Desired Results	
<p>School Health Education Standards:</p> <ul style="list-style-type: none"> • Demonstrate the ability to practice health-enhancing behaviors to reduce health risks. • Demonstrate the ability to use interpersonal communication skills to enhance health. • Demonstrate the ability to use decision-making skills to enhance health. 	<p>Established Goal:</p> <ul style="list-style-type: none"> • Students will increase their ability to use negotiation skills to enhance healthy relationships.
<p>Students will know...</p> <ul style="list-style-type: none"> • Right touch is when people consent, trust, feel safe, and feel comfortable. • Wrong touch is when people don't consent, don't trust, don't feel safe, and don't feel comfortable. • Wrong touch may come from anyone: strangers or someone I know and even trust. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What is right touch? • What is wrong touch? • Could a stranger hurt me? • Could someone I know hurt me?
<p>Students will understand that...</p> <ul style="list-style-type: none"> • Doing wrong touch results in serious trouble. • I only touch other people with their consent. • If ANYONE comes into my personal space and it makes me uncomfortable, I always have the right to assert myself and tell the person NO. 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • Differentiate right touch and wrong touch. • Demonstrate assertiveness skills and respect for personal boundaries

Stage 2 - Assessment Evidence	
<p>Performance Tasks:</p> <ul style="list-style-type: none"> • Define the Key Words: right touch, wrong touch, self-esteem, empathy, consent. • Identify right touch and wrong touch through picture cues. • Review the rules for personal space. • Practice assertiveness using role-play. • Apply critical thinking to scenarios and rehearse/role play assertive responses. 	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Observation of student applying assertiveness and respect for personal boundaries to scripted scenarios and within personal interactions (Chapter 1 Assessment Rubric 1). • Correct responses to randomly selected Chapter 1 Review Questions Units 7-8. • Mastery of concepts demonstrated on Chapter 1 Test A or B.

Stage 3 - Learning Plan	
<p>Materials Needed:</p> <ul style="list-style-type: none"> • Student Manual Chapter 1, Unit 8 • Consent Scenarios (Supplementary Activity 3) • Review Questions Units 7-8 • Chapter 1 Test A and B 	<p>Key Words:</p> <ul style="list-style-type: none"> • Right Touch • Wrong Touch
<p>Process for Learning Activities:</p> <ul style="list-style-type: none"> • Post the Unit 8 questions prior to students' arrival. • Facilitate discussion of right/wrong touch. Ask the students: "How do you know when a touch feels right?" "How do you know when a touch feels wrong?" • Be aware that this is a sensitive topic and disclosures may occur. • Do not use the words "good" touch and "bad" touch. Since touch <i>feels</i> good (even wrong touch may <i>feel</i> good), that can be confusing for some students. • Reinforce that wrong touch has serious consequences. • If needed, more specific behavioral strategies may be rehearsed by particular students with the assistance of school clinicians. • Encourage critical thinking by asking: "What would you do in a similar situation, what would you say?" • Use rehearsal of assertive responses as a powerful learning modality. • <u>Do not allow actual boundary violations during role plays. If students attempt boundary violations, even with humor, reinforce that NO always means NO.</u> • Reinforce the concepts acquired in Units 6-7-8 related to feelings and consent. • Continue to use the Key Words in the students' daily activities. • Ask parents/guardians to apply the concepts of consent and right touch in the student's personal relationships. 	<p>Content of Learning Activities:</p> <ul style="list-style-type: none"> • Teach the students the difference between right touch and wrong touch. • Use visual cues and scripted scenarios to differentiate right/wrong touch (SM pp. 38-39-40). • Teach the students that everyone must "Stop and Think" (SM p. 41) to manage feelings about touch. • Students review the rules for personal space (SM p. 42). • Students apply critical thinking to selected Consent Scenarios (Supplementary Activity 3). • Practice assertive responses to <u>mock</u> boundary violations. • Students face each other in pairs and take turns walking slowly towards each other until told "No! Stop! You're in my space!" • Have the students list other words and phrases they could use to be assertive. Practice again using those words. • Review Unit 8 of the student manual to reinforce understanding. • Students complete assignment 7: Consent Key Words (SM p. 43). • Students take the manual home for reinforcement of Units 7-8 by their family.

Suggested Extension Resource:
Life Horizons® II, James Stanfield Company: www.stanfield.com