

Unit 8

Right and Wrong Touch

Notes:

Stage 1 – Desired Results

School Health Education Standards:

- 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

Established Goal:

- Students will increase their ability to use negotiation skills to enhance healthy relationships

Students will know...

- 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

Essential Questions:

- What is right touch?
- What is wrong touch?
- Could a stranger hurt me?
- Could someone I know hurt me?

Students will understand that...

- 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

Students will be able to...

- Differentiate right touch and wrong touch
- Demonstrate assertiveness skills and respect for personal boundaries

Stage 2 – Assessment Evidence

Performance Tasks:

- Define the Words To Know: right touch, wrong touch, 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

Other Evidence:

- 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

Stage 3 – Learning Plan

Materials Needed:

- Student Curriculum Chapter 1, Unit 8
- Student Manual Chapter 1, Unit 8
- Consent Scenarios (Supplementary Activity 3)
- Review Questions Units 7-8
- Chapter 1 Test A and B

Words to Know:

- Right Touch
- Wrong Touch
- Empathy
- Consent

Process for Learning Activities:

- 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 is right?" "How do you know when a touch is 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 feels good (even wrong touch may feel 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
- **Do not allow actual boundary violations during role plays. If students attempt boundary violations, even with humor, reinforce that NO always means NO**
- Reinforce the concepts acquired in Units 6-7-8 related to feelings and consent
- Continue to use the Words to Know in the students' daily activities
- Ask parents/guardians to apply the concepts of consent and right touch in the student's personal relationships

Content of Learning Activities:

- Teach students the difference between right touch and wrong touch
- Use visual cues and scripted scenarios to differentiate right/wrong touch
- Students review the rules for personal space
- Students apply critical thinking to selected Consent Scenarios (Supplementary Activity 3)
- Practice assertive responses to mock 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 to reinforce understanding
- Students complete assignment 7: Consent Words to Know
- Students Units 7-8 home for reinforcement of concepts by their family

Notes:
