

Safe and unsafe touching

Learning intentions

- Students will understand the difference between safe and unsafe touching.
- Students will describe what to do if they experience touch that hurts or touch that they don't like.

Suggested time allocation

45 minutes

Resources:

Safe Touch, Unsafe Touch video



THEME 5 Activity 3

CURRICULUM LINKS

Underlying concepts

- **Health promotion:** developing skills to take action if they are touched in unsafe ways and identifying who can help and support them
- **Attitudes and values:** developing respectful attitudes towards themselves and others.

Key competencies

- **Thinking**
- **Managing self**
- **Relating to others**

LEARNING SEQUENCE

Getting started

There is a possibility that this activity could prompt a student to disclose that they are being touched in unsafe ways. Make sure that you are aware of what to do if this happens. Check out your school policies on abuse and disclosure. This webpage from *Child Matters* offers advice on dealing with disclosures of abuse.

Have the students brainstorm a list of touches that make them feel safe and loved. It could include a hug, holding hands, having their hair brushed, and high-fives.

Invite the students to draw a picture of themselves enjoying a touch that they like. They can caption their illustrations to create a wall display or a class book about safe touching.

Development

As a class, brainstorm a list of unsafe touches – touches that hurt and touches that we don't like. The list might include bee stings, being kicked, being kissed on the mouth, and being pushed.

As a class talk about the signs that our bodies give us when we experience unsafe touches. We might feel pain, embarrassment, anger, confusion, or fear. Emphasise to students that they are the bosses of their bodies and that they need to listen to their bodies and take action if they are being hurt or touched in ways that make them feel scared, sore, or uncomfortable.