


## Family Life and Comprehensive Sexual Health Education (K-3) Lesson Plan

	Topic: Good Touch/Bad Touch	Date:
Objectives	<ol style="list-style-type: none"> <li>1. Promote understanding that relationships are based on trust and mutual respect.</li> <li>2. Help students identify boundaries.</li> <li>3. Reinforce rules for appropriate touch.</li> </ol>	
State Standards	<ul style="list-style-type: none"> <li>• Physical Development and Health                         <ul style="list-style-type: none"> <li>○ Goals 22: Understand principles of health promotion and the prevention and treatment of illness and injury.</li> <li>○ Goal 23: Understand human body systems and factors that influence growth and development.</li> <li>○ Goal 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills.</li> </ul> </li> </ul>	
Content	Distinguishing between appropriate and inappropriate touching.	
Time	One 25-minute session	
Materials	Copies of "Staying Safe" student page (one for each student).	
Learning Activities	<ol style="list-style-type: none"> <li>1. Good Touch.                         <ol style="list-style-type: none"> <li>a. Discussion:                                 <ol style="list-style-type: none"> <li>1. What are friendly touches?</li> <li>2. On which parts of the body may friends touch each other?</li> <li>3. Which people are allowed to see or touch your private parts?</li> </ol> </li> </ol> </li> <li>2. Bad Touch.                         <ol style="list-style-type: none"> <li>a. Discussion:                                 <ol style="list-style-type: none"> <li>1. What is inappropriate (bad) touch?</li> <li>2. Should we try to see or touch another person's private parts?</li> <li>3. What should you do if someone tries to touch your private parts?</li> </ol> </li> </ol> </li> <li>3. Strangers.                         <ol style="list-style-type: none"> <li>a. Discussion:                                 <ol style="list-style-type: none"> <li>1. Who is a stranger? (Make a list on the board.)</li> <li>2. Who is a safe stranger? (Put an asterisk by those that are on the list and add any additional.)</li> </ol> </li> </ol> </li> <li>4. Staying safe.                         <ol style="list-style-type: none"> <li>a. Distribute "Staying Safe" student page. Have students complete it</li> </ol> </li> </ol>	

	independently or complete it as a class by reading each question/scenario on the page and reach a consensus for the answer.
Concepts to Convey	<ul style="list-style-type: none"><li>• All people need touch and affection.</li><li>• Learning to identify appropriate boundaries is part of maintaining healthy relationships and personal safety.</li></ul>