Good Touch, Bad Touch (Level 1)

Description	Children will identify private body parts, recognize the difference between good and bad touch, and understand how to respond to bad touch.
Leading Question	How can you keep your body safe from others?
Total Time Required	Approximately 4 hours over 4 days
Supplies Required	Chart, sticky notes (or pieces of paper and glue), colours, pencils, paper
Learning Outcomes	**General Awareness** Learners will distinguish between a good touch and a bad touch. Learners will identify and demonstrate how to respond to bad touches. Learners will practice how to leave an uncomfortable situation. **Literacy:** Learners will speak about the given topic in his or her own words. Learners will learn and use antonyms of a given set of words. Learners will write (or draw) to describe a topic. **Science:** Learners will identify different body parts and their role.
Previous Learning	None

Day 1

Today, you will learn to identify body parts.

Suggested Duration	Activity and Description
10 minutes	**Game - 'Simon Says'** You will first play a game with your parents. The game is called "Simon says". The parent will give instructions like "Simon says - touch your feet", and you will touch that body part. But if the instruction says only "Touch your feet" without saying Simon says, you must not do that action. Identify different parts of your body - feet, nose, eyes, hand, knees, shoulder, hands, and stomach.

25 minutes	**Roles of our Body Parts** Draw a boy or a girl on a big chart and colour it. You can also draw a life-sized version of yourself on the floor using chalk. Parents can assist you. Below is a sample image: Identify and label the following body parts in your drawing: Eyes, nose, hands, legs, stomach, head, ears, foot. Older learners can write the names of all the body parts they know and create their own song of 4 to 5 lines explaining what each body part does. For example, "This is my round tummy, it digests my food, so yummy". Explain how each of these body parts helps them through the song: (Parents can add rhythm and actions to it.)

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This is my body!
and I am its boss
These are my eyes.
They help me see.
This is my nose.
It helps me breathe

This is my body
and I am its boss
These are my hands
I can hold things
This is my head
It helps me think

This is my body
and I am its boss
This is my tummy
Here's the food I eat
These are my legs
I can walk on the street

This is my body
and I am its boss.
These are my ears
It helps me hear
This is my body
and it's my dear

Say: You are the boss of your body! Just like we respect our elders, we have to respect our bodies too. Let us have a look at some parts of our body that only we can touch and nobody else.

10 minutes	Place sticky notes for the following parts in your drawing:

Between the legs, lips, bottom, chest
Refer to the sample image given below:

Private body parts

- Lips
- Chest
- Between our legs
- Bottom
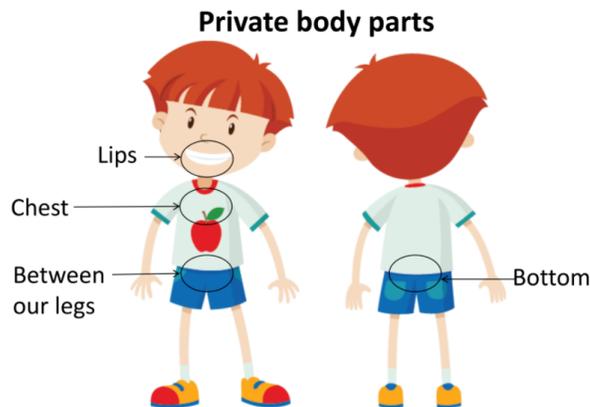
Only **you** can touch these parts and nobody else because you are the boss of your body!

Answer the following: *(Expected responses are given in brackets)*
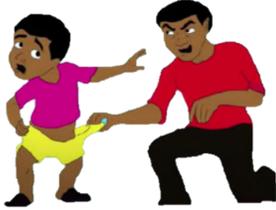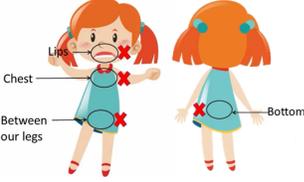- When do you touch these parts? (While taking a bath)

	- Can your parents touch these parts? (Only when they give you a bath or help you get dressed.) - Can a doctor touch these parts? (To check if you are well and only in front of your parents.)
5 minutes	Parents will point to different parts of the body on the drawing. You should identify if it is a private body part or not.

DAY 2

Today, you will identify good touch and bad touch.

Suggested Duration	Activity and Description
10 minutes	**Feelings Game** Begin by playing a game. Make 2 pieces of papers cut in circles. You can draw a 'happy' face on one circle and a 'sad' face on the other. You should also write the emotion below each picture. Older learners can add more emotions as shown below: **Say:** I am going to say something and you can show the smiley to tell me how you feel about it. Parents are to say the following statements: 1. You made a new friend. 2. You had a fight with a friend. 3. You lost something. 4. You got a hug from your parents. 5. You got a birthday gift. *(Add more situations, if needed)* **Say:** When something happens to us, we can feel good about it or bad. In the same way, when someone touches us, it can make us feel good or bad.

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15 minutes	**Good Touch**
	● What are some things that you and your friends and family do together? List down or draw 5 things they do together. (play, read, eat, talk, go to school together,etc.) ● When your friends and family spend time with you, do you touch each other? If yes, how? Model out the actions with your parents. (Shake hands, hug, high-fives, holding hands, put our arms over another's shoulders) ● Do these touches make you feel happy or sad? These are called good touches. Good touches make you feel good, safe, or comfortable. ● Draw and colour 4 good touches you have experienced this week from friends and family.
20 minutes	**<u>Note for the Parent</u>** Parents often tell children about ways to keep themselves safe: Look both ways when you cross the street. Wear seatbelts. Don't play with matches. But some conversations are more difficult than others. Among them is talking about inappropriate touching. Below are some pointers to keep in mind while talking about good touch and bad touch: - **Do not laugh or scold** when the child asks questions that can feel silly or has curiosity that feels excessive to adults. Try to limit your own reactions to being supportive and factual. - Teach the child that their body is special and they are the boss of it. It is important that kids see that they are in control of their body. One way to do this is to **not force affection** or any physical contact – even hugging/kissing family members - if the child feels uncomfortable. Gauge their body language and facial expression. - This conversation might trigger some memories for some children. It is important to **remain calm and be a good listener.** Do not force the child to share if they are not ready. Work on gaining their trust over time so that they feel comfortable with you. - If children do not feel comfortable talking to you, for whatever reason, help them **identify people in their life** they can reach out. Do not take it personally. Remember that we are all working together to support the child in every way we can. - Remember that talking about good and bad touch is **not a one-time conversation.** Children learn best from repetition, and openly talking about it will help your child feel more comfortable talking about it as well.

	Bad Touch **Say:** Not all touches are good. Some are bad and make us feel sad or uncomfortable. Look at the following flashcards. It is bad touch if . . . someone puts their hands under your clothes. It is bad touch if . . . someone hurts you. It is bad touch if . . . the touch makes you feel sad or scared It is bad touch if . . . someone touches your private body parts. ● How would a bad touch make you feel? (You can draw an emoticon or say it in words - ex: sad, scared, yucky) ● List some touches they may experience in crowded places, like a bus, market, or a school. Are they good touch or bad touch? ● **Say:** Sometimes, people may touch us in crowded places accidentally. They must say 'sorry' in such cases. ● Parents can share 2 or 3 more instances of bad touch that the learners must be aware of. ● Share with your parents if you have experienced bad touch.
10 minutes	**Opposites** On each sticky note or piece of paper, write the following words: good, bad, happy, sad, big, small, full, empty, tall, short, love, hate, light, dark, on, off, open, close, in, out, up, down. **Say:** Good and bad are opposites. In the same way, happy and sad are opposites. When you are not happy, you become sad.

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	Jumble up the sticky notes. Pair opposite words together.
10 minutes	**Thumbs Up/Thumbs Down** The opposite of 'up' is 'down'. We will play a game using thumbs up and thumbs down! Say the following statements. Show a thumbs up if it is a good touch and a thumbs down if it is a bad touch. ● The doctor touches you in front of your parents. ● Grandparents hug and kiss you. ● The teacher pats you on the back to appreciate you. ● A stranger touches your chest in a bus. ● A friend gives you a high-five. ● A friend pulls your hair tightly. ● Someone puts their hand under your clothes. ● A friend tickles you near your private parts

DAY 3

Today, we will be learning about responding to a bad touch.

Suggested Duration	Activity and Description
10 minutes	**Making Promises** Imagine that your body is your friend. Write a letter to your body telling them that they love them and will keep them safe. You can use the following sentence starters to help them write. Dear Body, Thank you for helping me _____, and _____, I love you because you _____. I promise to keep you safe. Here is how – 1. _____ 2. _____ 3. _____ Love, Name If you cannot write, you can explain to your parents why you love your body and how it helps them. Also share how you will keep your body safe. *(not touching hot things, being careful while playing, etc.)*

20 minutes	**Making a Safe Circle** **Say:** When we face a situation that makes us sad, we must talk about it to people we feel safe with. Let us find out who these people are in your life! Think about 3 or 4 grown-up people in your life with whom: - You can speak to freely - You feel safe with - You love very much These people do not always have to be a family member. They can also be their teacher, neighbour, a friend, etc. Draw a chart with the assistance of their parents and draw/stick pictures of people in your life you can talk to about anything. This is their 'Safe Circle'. Below are some samples:
20 minutes	**Responding to Bad Touch** *(Parents to model out the following for the learners)* **Say:** What do we do when we are in a situation with a stranger that makes us feel scared? If someone touches you badly, follow 3 simple steps: **NO - GO -TELL** 1. Say 'NO!' in a loud voice. 2. Go to a place that is safe or that has other people. 3. Tell a person in your safe circle about what happened. Sing the following song to remember how to respond to bad touch:

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No! Go! Tell!

No! Go! Tell!
No! Go! Tell!
If trouble comes along
you remember this song.
Shout, "No!" then go, and tell.

Shout, "No!" if someone's doing you harm.
Shout, "No!" You've got to sound the alarm.
Shout, "No!" if it doesn't feel right.
Shout, "No!" with all your might.

No! Go! Tell!
No! Go! Tell!
If trouble comes along
You remember this song.
Shout, "No!" then go, and tell.

Then go - there's no reason to stay.
Just go - let your feet take you away.
Just go - like you're running a race.
Go, go - to a familiar safe place.

No! Go! Tell!
No! Go! Tell!
If trouble comes along
You remember this song.
Shout, "No!" then go, and tell.

And tell - no need to keep it all in.
Just tell - so they won't do it again.
Just tell - let it out before you bust.
Just tell - tell a person you trust.

OR Draw/colour the poster given below and put it up on your wall.

Power of Saying 'No'

Play the 'Simon Says' game with your parents using the statements given below. However, you must say 'NO' if 'Simon' is asking you to do something you are not comfortable with. Just because an adult is asking you to do something you are not okay with, does not make it right.

- Simon says pat your back.
- Touch your head.
- Simon says touch your feet.
- Simon says hit anyone in the room. (Learners must say 'NO')
- Simon says take off one piece of clothing (Learners must say 'NO')
- Give yourself a hug.
- Simon says give yourself a hug.
- Simon says "I am the boss of my body!"

Sometimes, we may be in situations with people we know that make us uncomfortable. In such cases, you can leave it by saying the following:

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	- "I need to go because my mom is waiting" - "My friends are looking for me and I need to go" - "I want to go home now!" Add 2 or 3 more ideas with your parents.

Day 4

Today, we will be learning about sustainability.

Suggested Duration	Activity and Description
10 minutes	**Role - Play (Warm-Up Exercise)** **Note for the Parent:** The following exercise may trigger some unpleasant memories for traumatised children. In such cases, do not force them to role-play. It is important to **create a safe space** for learners to be able to share their experiences with you. So, **do not laugh or make remarks** when they are role-playing. Ensure that you listen to what they have to say. If students are not reacting to the presented situations the way they are expected to, ask them questions such as *"What makes you feel you need to do this in this situation?"* instead of telling them what to do directly. Make sure you are trying to understand why they would act the way they do before explaining something to them. You will enact any two of the following situations (selected by the parents based on the learner's context) with your parents: What will you do in the following situations? - An aunt/uncle you are not close to comes to tickle you. You do not like it. - A stranger comes too close to you and is about to touch your chest. - A teacher touched your private body part. - A friend touched your private body part by mistake and apologised.
15 minutes	**Creating a Story** - Do you like listening to and reading stories? Why or why not? - What have you learned from reading/listening to stories?

Say: Stories help us learn important lessons. We will be telling a story to other people in our family/community to explain good touch and bad touch to them.

Think of a story which explains good touch and bad touch.

For example, 2 main characters are coming back from school - a stranger offers to drop them home on a bike - an instance of bad touch happens - the characters follow the steps of 'NO-GO-TELL' - parents call the police and arrest the man, etc.

You can even use the role-play scenarios for the story.

1. What is the story about? Explain in your own words.
   (Refine the story by getting them to answer more questions.)
2. **Character:** Who are the main characters? What is their name?
3. **Setting:** Where do the characters live? When does the story happen?
4. **Beginning:** What happens at the beginning of the story? What are some 'good touches' the character experiences?
5. **Problem:** What problem does the character face? Does someone touch him or her badly?
6. **Solution:** What did the character do? How did the problem get solved?

As you think about the story, write simple sentences or make rough drawings of the plot, so that you do not forget it later. You may use the following format:
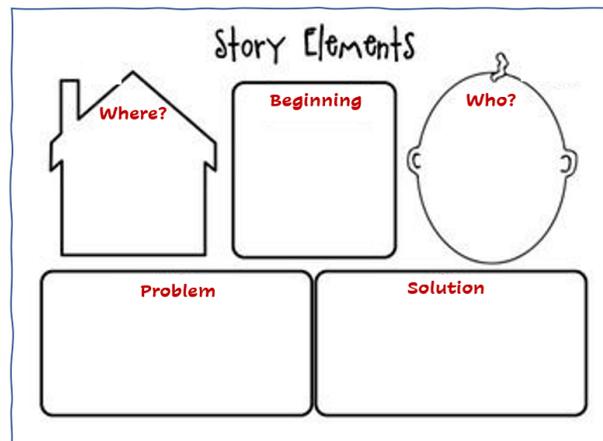
Think about an interesting and catchy title for your story and note it down.

Note for the instructor: Ensure that learners are coming up with their own ideas and you are only guiding them by asking questions. Do not interrupt them or tell them that a story plot is "wrong".

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20 minutes	**Creating the Visuals** Get 3 to 4 A4-sized sheets. "Draw" your story in sequence. You can pick 3 or 4 moments from their story to draw. - Add text such as the names of the characters, dialogues or write simple sentences. You will be using this while narrating your story on good touch and bad touch. - Refer to the feelings flashcards to know how to draw an emotion. - You can draw in simple stick figures. Alternatively, for young learners, you can help them in drawing their story and they can colour. Below are some examples of drawings made by children. Once done, arrange your sheets and and you can even staple them together (or tie them together on one edge using a string) to make it look like a mini-book. Alternatively, stick these sheets on the wall in the correct order.
10 minutes	**Preparing for the Session** Now, practise narrating your story in front of an audience using the visuals. Begin your story narration by introducing yourself and the title of your story. You can point to the characters or events in your sheets as you speak and use actions. Reflect on your presentation by discussing the following questions: - What did you like about the way you presented? - What do you think you should improve? - Will your story teach people about good touch and bad touch? - Did you use your drawings while narrating your story? - Would you want to make any changes to your presentation?
10 minutes	**Presentation** Gather family members/ friends for the presentation. Narrate your story to the audience. Encourage the audience to share what they learnt from the story.

Reflect on the following:
What have you learnt about good touch and bad touch?
Over the last 3 days, what do you think you are good at?
What will you work on improving?

ASSESSMENT CRITERIA

Knowledge	1. Match the following words with their opposites:
	good / up / down / bad / out / love / open / in / hate / close
	2. Circle the private body parts in the picture given below:
Skill	Write or draw the steps you will take when you face bad touch.
Discover/Conceptual	Which of the following are examples of good touch? Circle them.
21st Century Skill	**Communication:** Explaining good touch and bad touch to someone else. **Creativity:** 1. Poster Making activity 2. Drawing their good touch experiences 3. Making their safe circle **Critical Thinking**: Role-playing a scenario

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ADDITIONAL ENRICHMENT ACTIVITY

1. If learners have access to smartphones, they can play the Good Touch Bad Touch game which will show them scenarios to identify the difference between the two.
2. Learners can create their own Good Touch, Bad Touch poster.
3. Learners can create their own song explaining good touch and bad touch instead of presenting it in the form of a story.

MODIFICATION FOR SIMPLIFICATION

- Young learners who cannot write in complete sentences yet can express their thoughts through drawings or actions. They can focus more on the rhymes with their meaning.
- Parents can add relevant points suited to the context and culture of the learner.

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