

# Touching

## Activity

**Resource:** Early Learning Resource

**Grade(s):** Early Learning

## Curriculum Expectations

6.4

See the *Kindergarten Program 2016* for details on the specific expectations.

## Activity Learning Goals

By the end of the activity children will be able to: discuss what action to take when they feel unsafe or uncomfortable, and when and how to seek assistance

## Equipment

- Paper (one sheet per child)
- Pencils
- Crayons
- [Early Learning Anecdotal Recording Chart](#)

## Safety

n/a

## Assessment Opportunity

EL-K Team observation of children's demonstrated knowledge of action to take when they feel unsafe and of when and how to seek assistance can be recorded on the Anecdotal Recording Chart.

## My Body

- Tell children that there are parts of the body that everyone can see and that some parts are private. No one has the right to touch or hurt anyone's body parts. Explain that their body belongs to them and no one has the right to touch them in places that are inappropriate, or in a manner that makes them feel uncomfortable.
- Have children give examples of touching we like and touching we don't like (e.g., tickling can be fun, but sometimes it hurts; some hugs feel good, sometimes we don't want to be hugged; a kiss on the cheek is usually okay, but someone touching sensitive areas is not). Explain that if someone tries to hurt them or makes them feel uncomfortable, that they need to say- "**NO**", then- "**GO**"-find an adult they can trust (e.g., family member, teacher), and- "**TELL**"-that person what happened. Keep "telling" until they find someone who believes them and helps them.

## Notes to EL-K Team

- Inform parents that you will be talking about good, bad and confusing touches prior to these activities.
- Key messages to share with children: everyone has feelings, everyone has a body that is theirs and theirs alone, some parts of your body are private, your body and your feelings belong to you, different kinds of touches may give you different feelings, some touches can be confusing, someone might want you to keep a secret about touching, say NO, and there are people to talk to when you feel some touching is wrong.
- Look for School Board and Centre approved appropriate videos or books on this topic.
- Optional: Children draw a picture of someone they would tell if they are hurt or feel unsafe (e.g., family member, teacher).

## Connection Questions to Expand and Enhance Play

- What does a safe touch feel like?
- What should you do if someone is touching you and you feel unsafe?
- Who can you tell if someone is trying to hurt you?