

Talking about Touching (TAT) Lesson Plans – Grade 4

GRADE 4 – LESSON 1 – Learning to be Assertive – Standing Up for Yourself

Concepts

Children need to respond assertively and safely when they find themselves in uncomfortable or dangerous situations in public

Objectives –Children will be able to

Demonstrate verbal and nonverbal assertiveness skills

Safety Rules to Periodically Review

The Touching Rule – No one should touch your private body parts except to keep you clean and healthy.
Your private parts are anything covered by a bathing suit.

The Always Ask First Rule – Always ask your parents or the person in charge first if someone you know wants to give you something.

Always ask your parents or the person in charge first if someone you know asks you to go somewhere with him/her.

Parent Information

Movie theater and other public places can become the setting for uncomfortable or dangerous situations for children. If this happens, children need to know how to protect themselves by being assertive. Explain to children that standing up for yourself means saying “No” in a strong tone of voice, looking right at the other person, and using body language that lets the other person know that you are serious.

Lesson

Discuss the concept of being assertive. Share with your child that they may get into situations where they have to say “No” to people who are bothering them or who want them to do something they don’t want to do. Explain to your child that they should look at them, use a strong voice, and stand tall and say “No”.

Imagine a man sits down behind Marta and Shareese in a movie theater. He puts his arm on the back of Marta’s seat and touches her hair. Then he tells her that her hair is beautiful.

How do you think Marta felt?

Uncomfortable, embarrassed, afraid

How do you think Shareese felt?

Uncomfortable, embarrassed, afraid

If Marta wanted the man to stop what he was doing, how could she let him know in an assertive way?

She could say, “I don’t talk to strangers” or “Stop that!” Her facial expression and body language could also tell the man that she means what she says.

How could she make sure that the man will understand that she means what she says?

She could use a strong tone of voice, stand tall, be confident.

What are some other things Marta could do to stay safe?

She and Shareese could move to different seats where there are more people around.
They could report the incident to someone who works at the theater.

Give your child some other situations that they might get into and role play saying “no”.

GRADE 4 – LESSON 2 – Dealing with Bullying – Asking for Help

Concepts

Elementary school children may be victims or perpetrators of bullying

Bullying is unkind and unfair.

When standing up to bullying doesn't work, asking for help is another way for children to be assertive

Objectives –Children will be able to

Determine when to ask for help with being bullied

Identify which grown ups they can go to for help

Parent Information

Bullying behavior can be expressed either directly or indirectly. Direct bullying includes causing physical harm, taunting, insulting, name calling, or telling a child in a mean way that he/she can't play. Indirect bullying, which is meant to exclude a child socially or ruin a child's status within a peer group, ranges from spreading malicious rumors to actively urging others not to play with a particular child.

Children need to be taught that bullying is unkind and unfair no matter where it takes place (at school or away from school). Children who are bullied need to be taught assertiveness skills to deal with bullying. They should also be encouraged to ask trusted adults for help if the bullying doesn't stop. Your school should communicate to all children a clear "no tolerance" policy when it comes to bullying. The school should follow through with appropriate consequences whenever bullying occurs.

Lesson

Imagine this situation. Jason and Dylan go to the same school. Dylan just moved to town a few weeks ago. He doesn't know many kids yet. He has a problem, and he is not sure what to do about it. A boy named Jason is demanding that Dylan give him his lunch money. The first two times it happened, Dylan gave Jason his lunch money because Jason threatened to beat him up. This is the third day in a row that Jason has threatened Dylan.

How do you think Dylan feels?

Scared, anxious

It is wrong to bully others. Bullying is unkind and unfair.

What can Dylan do?

Ignore Jason

Say "No" assertively

Get away

Ask for help

Who could Dylan go to for help if Jason doesn't leave him alone?

Teacher, older friend, school counselor

If Jason is bigger or older than Dylan, or if Dylan doesn't feel safe, Dylan should ask for help immediately.

Has anything like this ever happened in your school? What did you do?

What would you do if you saw someone bullying another student?

Tell the person doing the bullying to stop

Tell a teacher

Discuss other types of bullying that you/your child is aware of. Role play saying "no" assertively.

GRADE 4 – LESSON 3 – Harassment – Knowing What to Do

Concepts

Elementary school children may be victims or perpetrators of harassment
Harassment includes unwanted touch and rude comments or actions
Children should respond assertively to harassment and tell a trusted grown up

Objectives –Children will be able to

Identify harassment
Know that they can ask their peers to help if they are being harassed
Ask a grown up they trust for help

Parent Information

Sexual harassment among elementary children is a growing problem. Children need to be taught what sexual harassment is and be reminded of the differences among appropriate and in appropriate words, touches, and behaviors.

Lesson

Share with your child that harassment includes unwanted touch and rude comments or actions. Saying to a girl, “Girls can’t do that” or to a boy “You throw a ball like a girl” are examples of harassing comments. Making someone uncomfortable by commenting on private body parts, staring, telling dirty jokes, or showing dirty pictures are other examples of harassment.

Imagine that Susan is a third grader. She is walking home from school with two of her friends. David is staring at her. He has been making rude comments to her lately. He has said that he wants to get her alone and touch her.

How do you think David’s comments make Susan feel?

Scared, anxious, angry, unsafe

How do you think her friends feel?

Scared, anxious, angry, unsafe

Are rude words and threats something Susan should be concerned about? Why?

Yes because they make her feel unsafe

Was it a good idea for Susan to ask her friends to walk with her? Why?

Yes so she won’t feel as scared

What else could her friends do to help her with this problem?

Give support by listening
Encourage her to report it

David keeps his distance from Susan when she is with her friends. Should she still tell a grown up about the things he has been saying to her? Why?

Yes because David needs help to stop what he is doing. Susan needs to feel safe – she may not always be able to walk home with her friends.

Are there examples that you have seen at your school?

Review the following examples and decide which ones involve harassment and which ones do not

Telling dirty jokes to someone who doesn’t want to hear them – harassment
Asking permission before touching someone – not harassment
Commenting on someone’s body parts – harassment
Making obscene hand or arm gestures – harassment
Shaking hands – not harassment
Reaching out to steady an elderly person who’s about to fall – not harassment
Staring at someone’s private body parts – harassment
Showing dirty pictures to someone who doesn’t want to see them – harassment
Touching someone who asks you not to – harassment
Hugging someone who says it’s okay – harassment
Lifting up someone’s skirt or pulling down someone’s pants – harassment
Grabbing the hand of a child who is about to run into the street – not harassment