

## **Sexual Harassment Awareness Lesson Plan – Grades K-3**

### **Estimated Time of Completion:**

One classroom period. Will take between 20-30 minutes.

### **I. Summary:**

The purpose of these activities is to raise awareness of personal space and being respectful. These are building blocks for prevention of sexual harassment in older grades. Increased awareness for all is the foundation of the Project S.A.F.E. intervention program.

### **II. Objectives:**

- Students will learn what personal space is.
- Students will know what it means to be respectful.
- Students will know that invading personal space or being disrespectful makes people feel bad.

### **III. Activity**

### **A. Materials Needed:**

- Space for students to spread out
- Blackboard
- Paper or poster-board (for adaptation)

### **B. Procedure:**

1. Have students pair up. Have their partner stand several feet away from them (space permitting). Have one partner walk towards the other student (who stays stationary). The stationary student is to say “stop” and put their hand out in a “stop” motion when the approaching student invades their personal space\*. The approaching student is then to stop. Switch partners.

\*Optional modification for Kindergartners who do not necessarily have established personal boundaries yet is to have them start with the hands out in front of them and say stop when the other person is about to touch them. Again, explain that this is their personal space.

2. Have a discussion about what it felt like to have the other person in your space. Discuss how everyone had a different personal space requirement so we need to tell people if they are in our space and we need to respect other people’s personal space.
3. Tell them words they can use to let someone know if they are in their own space for example, “Please don’t touch me there,” “Please don’t touch me today,” “I don’t feel like being touched today,” “Please don’t stand/sit so close to me, etc.” Discuss how students can make sure we aren’t invading other people’s space, for example, “Is it ok if I sit this close to you?” “Is it okay if I hold your hand?” “Can I share your pencils?” etc.
4. Have students define the word RESPECT. What do you think it means? Have them create a list of (1) respect words and (2) respect actions and note them on the board.

*Definition of respect: To give something special attention, to care about or be kind to someone.*

*Examples of respect words: please, thank you, may I, you look nice today; please explain to me why . . . , etc.*

*Examples of respect actions:*

- Treat other people the way you want to be treated.
- Be courteous and polite.
- Listen to what other people have to say.
- Don't insult people, or make fun of them, or call them names.
- Don't bully or pick on others.
- Don't judge people before you get to know them

5. After the list is created, ask students how do you feel when people are respectful to you? (For example, feel good.) Then ask them how do you feel when people are not respectful or invade our personal space? (For example people feel bad, uncomfortable, or scared.)

### **C. Extensions and Adaptations**

Have students draw their personal space on a paper\*

Have them put different circles around a picture of their bodies to show the different levels of “personal space.”

Have them draw a different circle for personal space with family, friends, classmates, school staff, person from the store, and strangers. Discuss how circles will vary based on how well you know someone and how much you trust them. Also discuss that every one may have different circles and that’s okay.

Have students in 2<sup>nd</sup> or 3<sup>rd</sup> grade individually define respect and create a list of (1) respect words and (2) respect situations. Then they can discuss as a classroom or in small groups.

\*Kindergartners will need visual clues, since they may struggle with visualizing abstract concepts, and especially drawing such concepts. Use manipulatives, such as yarn circles, chalk circles or hula hoops to help show them the abstract concept of personal space. This will help them to understand and respond to the ideas.

## ADDITIONAL INFORMATION/ACTIVITIES

Additional activities for students in grades K-3 include the following website and book:

- Looks Like Respect, Sounds Like Respect, Feels Like (K-2)  
<http://www.learningtogive.org/lessons/unit156/lesson4.html>
- Personal Space Camp (Children's/Life Skills) (Paperback book by [Julia Cook](#) and [Carrie Hartman](#))

Good book and article resources for teachers are:

- My Body is Mine, My Feelings are Mine by Susan Hoke, The Center for Applied Psychology, Inc.
- *Touch Talk! What to do if Someone Touches You and You Don't Like It*, Booklet for Elementary School Children from ETR Associates <http://pub.etr.org/>
- Harvey, P., Forehand, R., Brown, C., & Holmes, T. (1988). The prevention of sexual abuse: Examination of the effectiveness of a program with kindergarten-age children. *Behavior Therapy*, 19, 429-435.
- Respond to Sexual Harassment Among Students with Disabilities  
[http://www.teachingld.org/pdf/teaching\\_how-tos/sexual\\_haras](http://www.teachingld.org/pdf/teaching_how-tos/sexual_haras)

A video that could be a resource for K-3 teachers is:

- *The Safe Touch Rule* from Pennsylvania Coalition Against Rape (PCAR)  
[www.pcar.org/acatalog/Videos.html](http://www.pcar.org/acatalog/Videos.html)

### Assessment - Module 1 Sexual Harassment K-3

For each activity you complete in class please make a copy and fill out the following form. These forms should be submitted to your anti-bullying cohort team. Your feedback will help us improve the activities and evaluate the program.

DATE: \_\_\_\_\_

ACTIVITY # \_\_\_\_\_

GRADE: \_\_\_\_\_

NO. OF STUDENTS \_\_\_\_\_

Overall, how much did students enjoy the activity?

Not A Lot

A Lot

1

2

3

4

5

Overall, how much did students learn about sexual harassment?

Not A Lot

A Lot

1

2

3

4

5

How do you know students learned about sexual harassment? How did they demonstrate learning?

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Tell us how much students knew about each of the following BEFORE you did Module 1 and AFTER you have done this activity.	BEFORE				AFTER			
	Not A Lot		A Lot		Not A Lot		A Lot	
1. What personal space is...	1	2	3	4	1	2	3	4
2. What it means to be respectful...	1	2	3	4	1	2	3	4
3. How invasion of personal space and disrespectful behavior makes people feel.	1	2	3	4	1	2	3	4

Was there anything that came up during the activity that needs to be addressed:

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What could be done to improve this activity in the future:

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Additional comments: