

Materials	Paper and pencil
Learning Outcome	Identify ways to consensually and appropriately give and receive affection.

Description

Explain to the child that there are many ways that humans demonstrate affection towards one another. Examples include body language (waving, thumbs up, smiling), verbal communication (“I love you”, “You’re doing a great job”), and touch (high-fives, hugs, handshakes). People prefer certain ways of demonstrating affection to others. Share with the child that it is important to learn the difference between how to give and receive appropriate affection, as well as safe and unsafe ways to show and receive affection.

Begin a discussion with the child about the meaning of the word consent. Ask the child if they know what consent means and discuss their answer. Invite the child to watch the [Consent for Kids](#) video. After watching the video, ask the child what they learned. Explain to the child that a person cannot assume that everyone likes receiving affection in the same manner, so it is important to ask the other person first for their permission by using verbal communication, such as “Can I give you a hug?”.

After learning about consent, ask the child about the ways in which they like to receive affection. When discussing touch, inform them that safe touches are touches that keep children safe and are good for them, and make them feel cared for and important. Share how unsafe touches are when someone touches you in a way that hurts your body or your feelings. Finally, share that there are unwanted touches, which are touches that may be safe, but the child does not want in the moment, or from a specific person. Tell the child that a good rule to remember is to avoid touching anyone in the part of the body that their bathing suit would cover.

Draw a table with three columns as shown below and then brainstorm with the child various ways to touch someone, categorizing the touches under the appropriate column.

Safe Touches	Unsafe Touches	Unwanted Touches

Healthy Bodies Competencies



THINK

Students will develop cognitive skills and strategies that facilitate knowledge in regards, but not limited to: consent, boundaries, body awareness, and acceptance.



FEEL

Students will develop affective skills and strategies that facilitate the following, but are not limited to: healthy relationships, overall well-being, and personal choice.



ACT

Students will practice behaviour skills and strategies that facilitate the following, but are not limited to: personal hygiene health, accessing support resources, self-respect, and respecting the choices of others.



Reflection Questions

Reflection is important to support learning about healthy bodies. Consider asking the child the reflection questions below and discuss the answers together.

- *Why do you think it is important to show consent?*
- *What could you do if you were touched in an unsafe or unwanted way?*