

Don't Hug the Quokka!

Discussion Guide

Grades Pre-K – 3rd

Before Reading: to activate schema, build background knowledge, and set a purpose.

- Introduce the term *consent* by telling students consent means giving permission. Ask, “If you do not want to hug someone, how would you tell them that?” (Optional: Pair Share)
- People can use more than words to tell someone how they are feeling. Set a purpose for reading: “As we read today, think about how the Quokka uses their *body language* to say “no”.”

During Reading: to engage students, check for understanding, and make connections.

- Why does the Quokka draw a line in the ground with his toe?
- How is the Quokka communicating with others using his body parts?
- When are we allowed to hug the Quokka?

After Reading: to summarize, question, and reflect.

- Quokkas look like very friendly animals, but that doesn't mean that they want to be hugged. Revisit the purpose for reading, “How does the Quokka's body language say “no”?”
- Deepen the discussion around consent by considering questions such as:
 - What would you do if someone tried to hug you without asking for your permission?
 - What would you do if someone tried to hug you after you had told them no?
- **Body Language Charades:** Acting out emotions can help kids see the connection between feelings and body language. On index cards, write different emotions (e.g., excited, angry, tired). Have each student come to the front of the classroom and draw a card to act out for other students to guess.

If your students enjoyed this book...

- Encourage them to continue to discuss it and refer to it in other lessons and conversations.
- Let them explore more books about consent such as [*Don't Hug Doug \(He Doesn't Like It\)*](#).