

**AISD Elementary Health Education
Human Sexuality & Responsibility
Kinder Lesson 1 - My Body**

Ground Rules: Classroom safety is crucial. Children feel safer and more at ease when they know the ground rules and see that they are enforced. Just as you set rules for your class at the beginning of the school year, we encourage you to set ground rules, or review ground rules at the onset of this curriculum and at the beginning of each lesson.

Teacher Tips:

- Review “Guidelines for Discussion” to ensure a safe climate for the discussion of sensitive topics.
- For questions that teachers don’t feel comfortable answering, please refer that student to a trusted adult.
- Use equity practices to solicit responses from all students, such as: popsicle sticks, randomizing apps, Think-Pair-Share, talking chips, etc.

Lesson Title:	My Body
Grade:	Kinder
NSES:	AP.2.CC.1: List medically accurate names for body parts, including the genitals
Lesson Objectives:	Define trusted adult Recite the names of the middle body parts. Identify at least two trusted adults students can talk to about their body
Estimated Lesson Time:	30-40 minutes
Vocabulary:	Trusted Adult - someone whose words and actions make you feel safe Body Parts <ul style="list-style-type: none"> ● Top, Bottom, Middle, Front, Back Middle Parts <ul style="list-style-type: none"> ● Buttocks - an external part of the middle and back of all bodies ● Breast Area - an external part of the middle and front of all bodies ● Vulva - an external part of the middle of some bodies, usually girls ● Penis - an external part of the middle of some bodies, usually boys Comfortable - the feeling of being safe and secure Uncomfortable - feeling yucky, scared, or unsafe
Materials & Technology:	Head Shoulders Knees & Toes My Body Images Home Connections Handout
Spanish Materials:	
SPED Considerations:	See General Accommodations Supplement

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Human Sexuality & Responsibility
Kinder Lesson 1 - My Body

Beginning - Engage (15-20 minutes)

- Introduction
 - Say: *“Today we are beginning a new unit called Human Sexuality and Responsibility. That means that we will be learning about our bodies and its parts, feelings, what we like and don’t like, and how to talk to each other and to adults about staying safe.”*

- Trusted Adults
 - Say: *“Let’s start with the part about talking to adults. Sometimes, children can feel nervous or scared to talk to adults about how they are feeling. Especially if it is something that they don’t know is ok to talk about. In these next few lessons, we are going to be talking about things that we don’t always talk about openly and that can feel a little weird at first. But talking to TRUSTED adults about your body and how it’s feeling is an important way to stay healthy and safe. A **trusted adult** is someone whose words and actions make you feel safe. They listen to you, answer your questions, help you when you have a problem, and they respect your body and your personal space.”*

- Brainstorm Trusted Adults
 - Write “Trusted Adults” on a piece of chart paper or the board, and make two columns: School and Home.
 - Say: *“Who are some adults here at school that you could go talk to if you were feeling scared or hurt?”*
 - Write the names that the students list. Be sure to add the counselor, nurse, or any other staff that you think are appropriate, including their room number/location so students know where they can be found.
 - Say: *“Who are some adults at home that you could talk to if you were feeling scared or hurt?”*
 - Write up the students' responses.

- Safe Space
 - Say: *“There are lots of adults here at school and at home that you can talk to if you feel scared or hurt. And your parents also trust us to keep you safe! Your parents trust me to teach you about your body and to answer your questions. I want this to be a safe space where everyone can ask questions and get answers. In order to make the whole space feel safe, it’s important that you trust me, but also that you trust each other.”*

- Setting Classroom Agreements Discussion
 - Remind students of the classroom agreements you created at the beginning of the year. (Note: if you didn’t *co-create* them, now is a good time to revisit the agreements and get the students' input.)
 - Guide a discussion to set the agreements for having hard conversations or learning about challenging topics in the classroom. The focus of the discussion should be on how to respect what someone is thinking or how they are feeling.
 - Guiding Questions:
 - *How do you want to be treated by me (teacher)?*
 - *How do you want to be treated by each other?*

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- *How do you think I want to be treated?*
- *How do we want to treat each other when there is a conflict?*
- Write students' suggestions for classroom agreements on a chart paper or similarly visible hard copy or digital document. (Refer to the 'Guidelines for Discussion' to ensure that all aspects of the guidelines have been addressed by the classroom rules agreed upon by students.)
- Review the agreements with students and remind them that the teacher is always available to support students who feel disrespected or uncomfortable.
- Say: *"Treating people how they want to be treated and respecting how someone is thinking or feeling is a good way to build trust in each other, and to feel safe."*

Middle - Explore (10-15 Minutes)

- Discuss - What Do Bodies Do?
 - Say: *"To start this unit, we are going to be talking about our bodies and all the incredible things that our bodies can do. What are some ways that your body can move? (Possible responses: Walk, Run, Jump, Play, etc. Encourage students to do all the movements that they suggest. Have fun with this section.) What are some other things that your body can do? (Possible responses: Use their senses [touch, taste, smell, see, hear], Chew, Heart beat, lungs breathe. Be prepared for students to say silly things like burp or use the bathroom. Remember to affirm the student and respond seriously.) Yes! These are all wonderful and real things that our body can do. Let's learn more about the parts of the body and what they do. Starting with a few body parts you might already know."*
- Songs about bodies - Practice learning about bodies with a song that students may already know
 - [Head Shoulders Knees & Toes](#)
- Show slide/page 1 of the My Body images
 - Say: *"Our bodies are wonderful things that can do so much. There are lots of parts to our bodies and you named quite a few parts during the song. There are lots of different ways that people talk about the parts of their body. In the first pictures, we can see that each body has a **front** and a **back**."*
- Show slide/page 2 of the My Body images
 - Say: *"In this next picture, we see that there is a **top**, a **middle**, and a **bottom** part to our bodies. What are some of the body parts located at the top? (Possibly responses: head, shoulders, neck, ears, eyes, nose, mouth) Yes! And what are some parts of the body located at the bottom? (Possible responses: legs, knees, feet, toes) Yes! But what about the middle parts? (Note that the arms are in the middle but because they are attached at the shoulder, they can also be up top.)"*
- Introduce MiddleParts
 - Say: *"We are going to talk about some of the body parts that are located in the middle of the body. Some people call these parts 'private parts' because they are the parts that we almost always keep covered. Some people call this middle part of the body the 'swimsuit area'. In this class, we will learn and use the proper names for these body parts. They're not weird or funny."*

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Everyone has them! These are also the few parts of the body that are different for different types of people. Let's take a look at the pictures."

- Show slide/page 3 of the My Body images
 - Say: *"In these pictures, four body parts are labeled: the **Breast Area**, **Buttocks**, **Vulva**, and **Penis**. All people have the breast area which is a middle part on the front side of our body. Inside the breast area is our heart, lungs, and ribcage."*
 - Ask the students to say the word 'breast'.
 - Say: *" All people also have buttocks, which many people call their bottom. The buttocks are located on the back of our body. Inside the buttocks is the gluteus maximus muscle that you may have learned about in PE."*
 - Ask the students to say the word 'buttocks'.
 - Say: *"The two parts that are different for some people than others are the other parts on the front of our body. Most of the time, girls are born with a vulva on the outside of their body. Sometimes people call this the vagina, but the vagina is actually on the inside of the body. The outside part is called the vulva."*
 - Ask the students to say the word 'vulva'.
 - Say: *"On the other hand, boys are mostly born with a penis on the outside of their body."*
 - Ask the students to say the word 'penis'.
- Review the words again, having the students repeat each word after you: breast, buttocks, vulva, penis.
- Explain that bodies vary and change
 - Say: *"Because every BODY is unique, these parts, just like all of our other parts, come in all shapes and sizes. And these parts can change during puberty, which is when child bodies develop into adult bodies."*

End - Evaluate (5-10 Minutes)

- Introduce concepts about safety:
 - Say: *"These parts, just like all the other parts of your body, are normal and do important jobs and just like every other part of your body, from your hands to your head, you have the right to decide whether or not another person touches these parts."*
- Discuss Comfortable and Uncomfortable
 - Say: *"Let's talk about the difference between comfortable and uncomfortable. What do you think it means to feel **comfortable**? (Possible responses: Happy, excited, energized, etc.) Yes, usually when we feel comfortable, we feel safe and happy, like everything is ok. What do you think it means to feel **uncomfortable**? (Possible responses: Unsafe, feel yucky, sick to their stomach, sad, scared, etc.) Yes, usually when we feel uncomfortable we might feel scared, like something is not right or that we are not safe. If you ever feel uncomfortable or unsafe, you have the right to stop what is happening and tell an adult you trust."*
- My Body Pledge
 - Say: *"Today we will learn a pledge to help you remember that only you have the right to decide whether or not another person touches your body. You may repeat after me."* (Students repeat each line after the teacher.)

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- *My Body is Mine*
 - *I am the boss of my body.*
 - *I don't have to be hugged,*
 - *Kissed,*
 - *Or touched*
 - *If I am uncomfortable.*
-
- Direct students to the Home Connections worksheet and have them draw two trusted adults in their lives - one at school and one at home.

 - Next Time
 - Say: *"During our next class, we will learn about listening to our bodies to help us stay safe."*

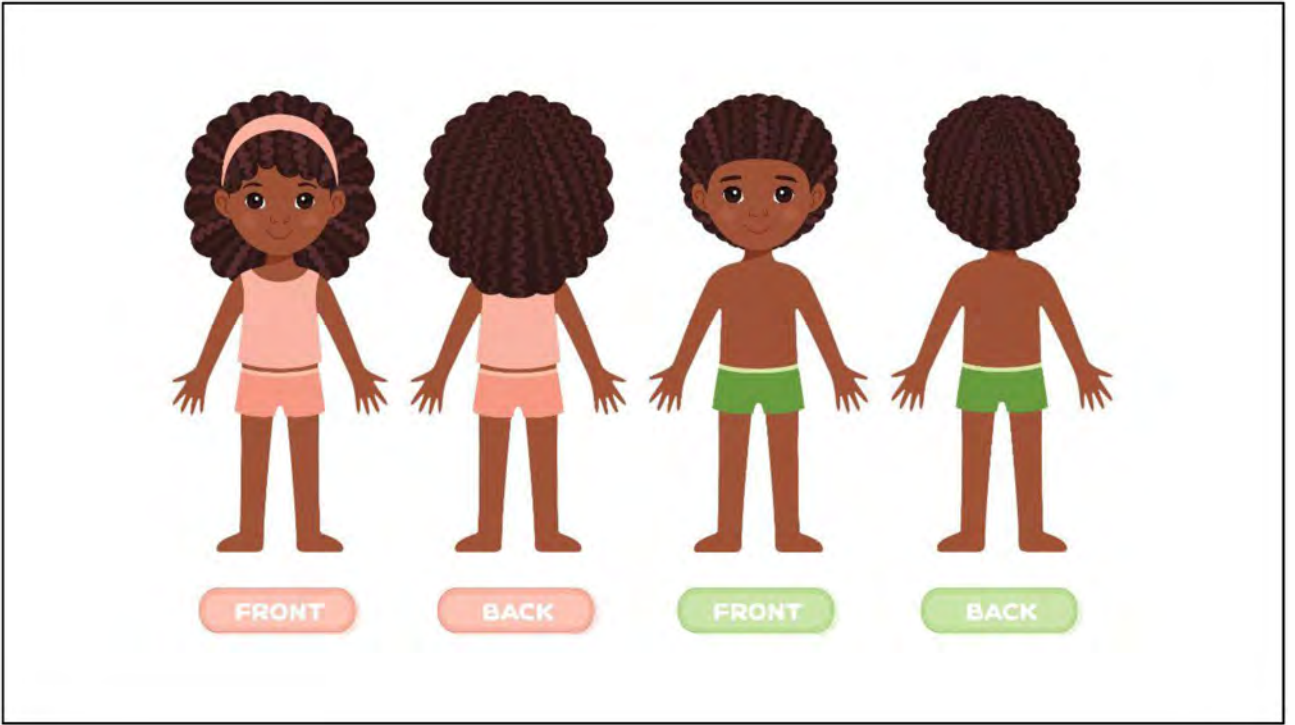


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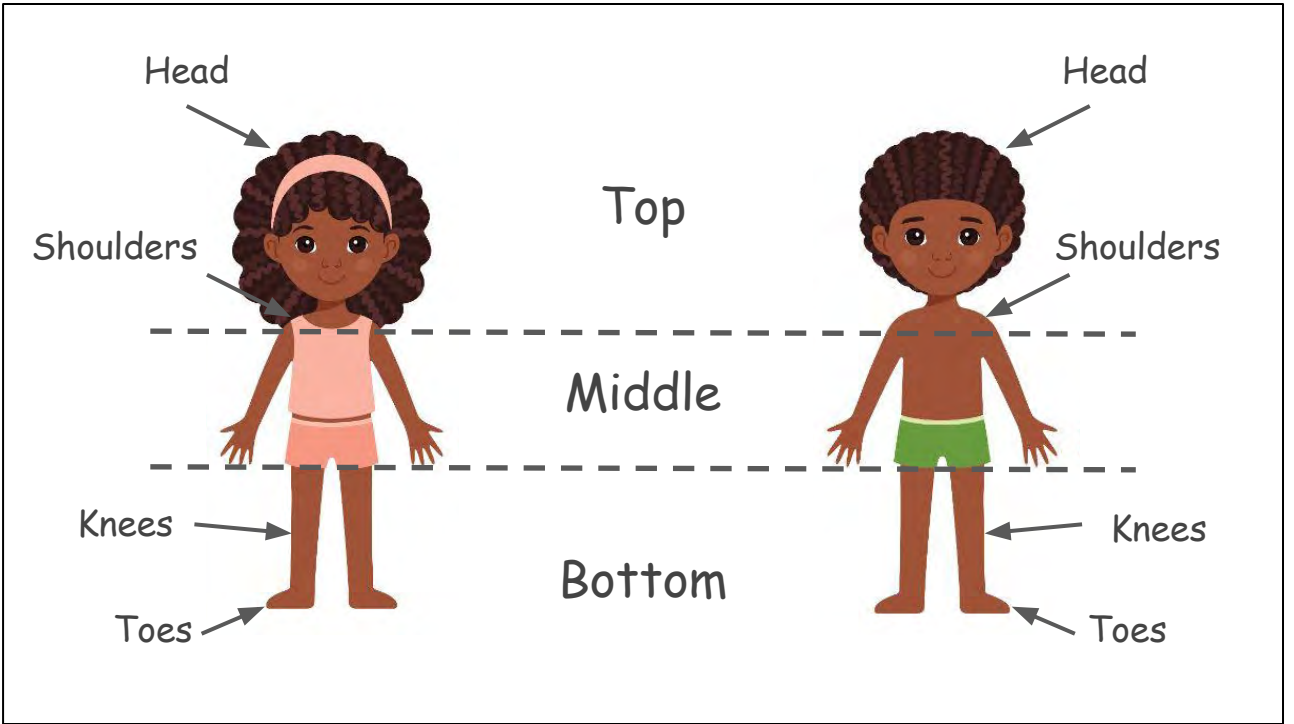


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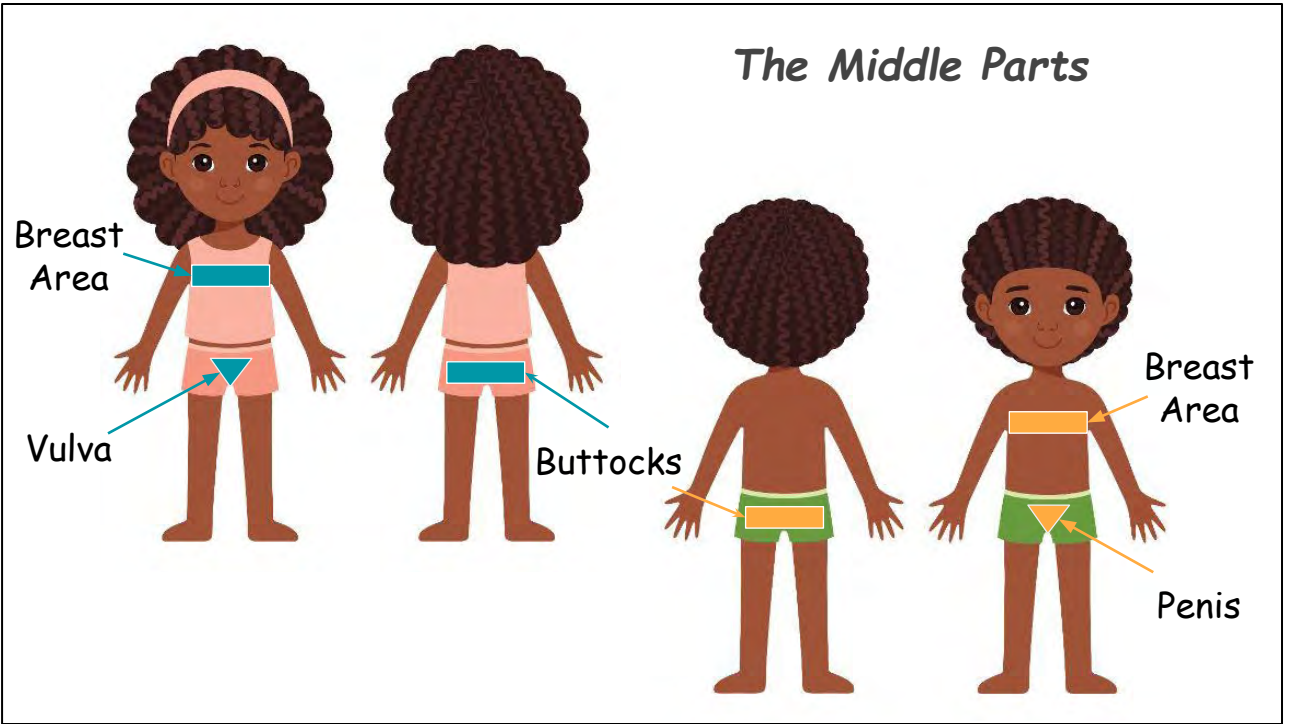


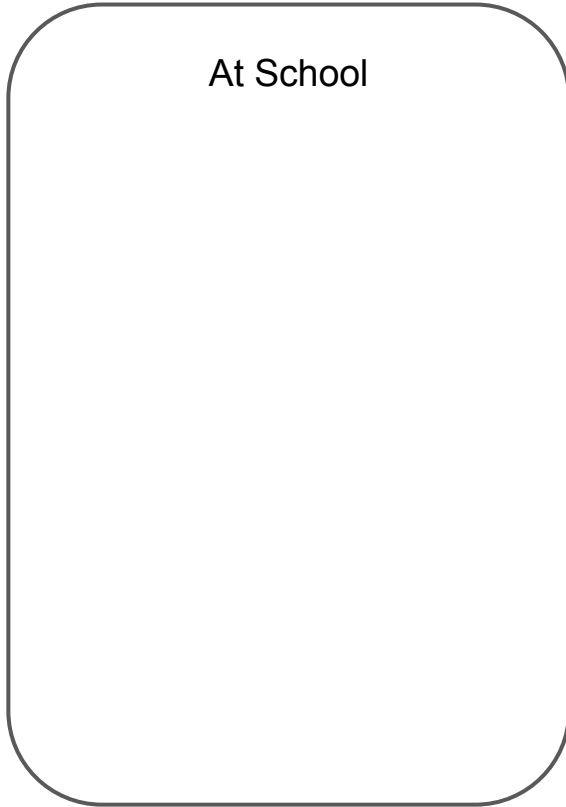
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My Body

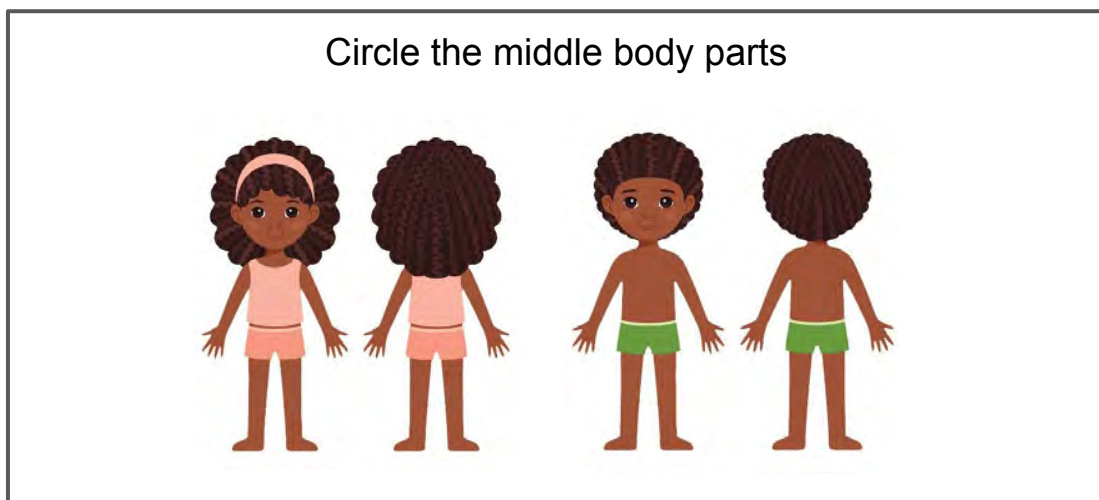
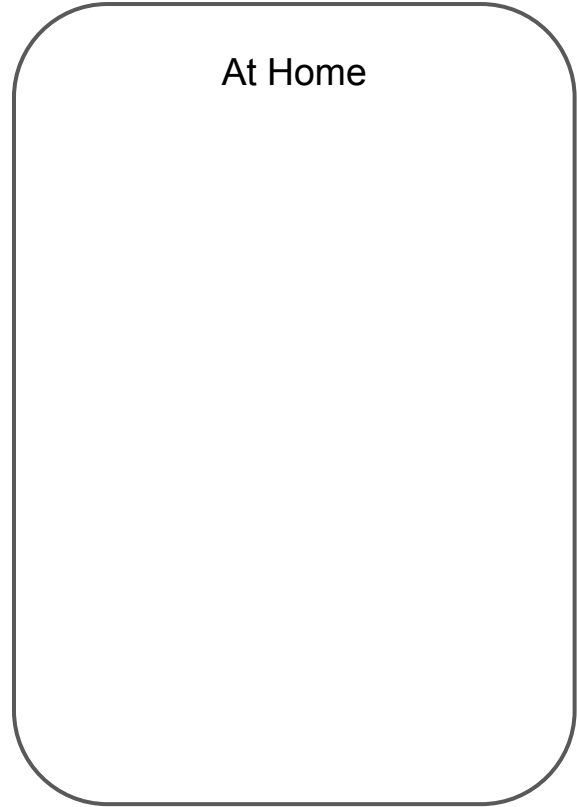
Home Connections Handout

Draw 2 trusted adults - one at school and one at home.

At School



At Home



Parent/Guardian: Today we talked about the middle parts of the body. The words we used are *breast area*, *buttocks*, *vulva*, and *penis*. For more information on talking to kids about their body, check out <https://amaze.org/parents/> and <https://sexpositivefamilies.com/>. Additional resources can be found on our website, <https://www.austinisd.org/pe-health/health-education/hsr>.

**AISD Elementary Health Education
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Kinder Lesson 2 - Listening to My Body**

Ground Rules: Classroom safety is crucial. Children feel safer and more at ease when they know the ground rules and see that they are enforced. Just as you set rules for your class at the beginning of the school year, we encourage you to set ground rules, or review ground rules at the onset of this curriculum and at the beginning of each lesson.

Teacher Tips:

- Review “Guidelines for Discussion” to ensure a safe climate for the discussion of sensitive topics.
- For questions that teachers don’t feel comfortable answering, please refer that student to a trusted adult.
- Use equity practices to solicit responses from all students, such as: popsicle sticks, randomizing apps, Think-Pair-Share, talking chips, etc.

Lesson Title:	Listening to My Body
Grade:	Kinder
TEKS:	K.11: identify situations when one should get help from a teacher, parent, or other trusted adult when made to feel bullied, uncomfortable, or unsafe in a digital or online environment.
NSES:	IV.2.AI.1: Identify situations that may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse) IV.2.AI.2: Identify trusted adults, including parents and caregivers, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse)
Lesson Objectives:	Practice listening to the warning signs from the body Demonstrate ways to say no in uncomfortable situations Identify trusted adults to whom students can talk about being uncomfortable or unsafe
Estimated Lesson Time:	30-40 minutes
Vocabulary:	Comfortable - having positive feelings, such as safe, secure, and with needs met Uncomfortable - having negative feelings, such as unsafe, afraid, or anxious with unmet needs
Materials & Technology:	My Uncomfortable Body, Teacher’s Resource My Uncomfortable Body, Student Activity Scissors Glue Video: Touching Home Connections Handout
Spanish Materials:	
SPED Considerations:	See General Accommodations Supplement

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Kinder Lesson 2 - Listening to My Body

Beginning - Engage (10-15 minutes)

- Review classroom ground rules

Before we begin the lesson today, can someone please remind the class about our agreements for having tough conversations and learning about our body? Provide enough time to review each of the ground rules and what they mean or look like in the classroom.

- Review previous lesson

Last time we were together, we learned about our body parts and about adults you can trust to talk to about your body because their words and actions make you feel safe. Who can tell me two trusted adults that you can talk to at school if you feel unsafe? (Provide enough time for student responses.)

Who can tell me two trusted adults at home that you can talk to about your body? (Provide enough time for student responses.)

We also learned two words that we might feel when thinking about our body parts: comfortable and uncomfortable. Who remembers what it feels like to be comfortable? (Provide enough time for student responses.) Who remembers what it feels like to be uncomfortable? (Provide enough time for student responses.) Today, we are going to practice listening to our body so that anytime we feel uncomfortable or unsafe, we know to listen to our body and tell a trusted adult about it.

We also learned two words that we might feel when thinking about our body parts: comfortable and uncomfortable. Who remembers what it feels like to be comfortable? (Provide enough time for student responses.) Who remembers what it feels like to be uncomfortable? (Provide enough time for student responses.) Today, we are going to practice listening to our body so that anytime we feel uncomfortable or unsafe, we know to listen to our body and tell a trusted adult about it.

- Intuition activity

This activity consists of asking yes or no questions and having students answer each question *silently in their heads* while noticing how the answer feels in their body. This activity helps develop students' inner listening and intuition skills by practicing feeling "yes" and "no" in the body. By learning this, students will be able to use this information when more complex or challenging situations arise.

- Start with questions that everyone will easily know the answers to. Make sure to give a little time after each question to let the students sit with their "yes" or "no" feelings in their bodies.
 - *Are you sitting in a chair?*
 - *Are you riding in a car?*
 - *Are you wearing glasses?*
 - *Do you have on shoes?*
 - *Are you at the beach?*
 - *Are you in a classroom?*
- Next, ask one or two slightly harder questions so that students need to consider their answers for a moment. Again, ask the students to answer the questions silently in their heads and pay attention to what the answer feels like in their bodies.
 - *Do you like pizza?*
 - *Are you feeling cold?*
 - *Do you like springtime?*
 - *Do you like art?*
- Ask for any volunteers to share how "yes" felt in their body. Guide them to describe specific attributes of this feeling, like location in the body (chest, stomach, head, heart), bodily sensation (hot, movement, pressure, fluttering), and so on.

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- Ask: *“Is the ‘yes’ feeling like feeling comfortable or uncomfortable?”* (Comfortable) *“The ‘yes’ feeling is like feeling comfortable. It can feel happy, excited, or safe.”*
- Continue the discussion by asking how “no” feels in their body.
- Ask: *“Is the ‘no’ feeling like feeling comfortable or uncomfortable?”* (Uncomfortable) *“The ‘no’ feeling is like feeling uncomfortable. It can feel yucky, confusing, or unsafe.”*
- Say: *“There are many different ways that our body tells us something is uncomfortable or unsafe.”*

Middle - Explore (10-15 minutes)

- Display the **My Uncomfortable Body** Teacher Resource. Point out and discuss each of the ways that our body can tell us when something is unsafe or that we are feeling uncomfortable.
 - Hair feels like it’s standing up
 - Sweaty brow
 - Start to cry
 - Heart beats faster
 - Feel sick in the tummy
 - Goosebumps
 - Sweaty palms
 - Need to go to the toilet
 - Shaky all over
 - Wobbly legs
- Leave the teacher resource image displayed and distribute the My Uncomfortable Body Cut and Paste handouts. Give students time to cut out the unsafe body signs and paste them onto the body so that it looks similar to the displayed image.

End - Evaluate (10-15 minutes)

- Review the signs again, as needed, for clarification and say: *“There are many different ways that our body can tell us if we are feeling uncomfortable. And many different reasons why we might feel that way. We might feel uncomfortable when someone touches our body and we don’t want them to. Let’s watch a video about that.”*
- Watch the [video about Touching](#) and guide students in a discussion about the video using the following questions:
 - *What was this video about?*
 - *What is something you saw or heard during the video?*
 - *What was making Muhammad uncomfortable in the video?*
 - *What did Muhammad do when he felt uncomfortable?*
 - *What different ways did Muhammad say no in this video?* (No, Stop it, I don’t like that, Leave me alone, “I can say no if I don’t want my body to be tickled”, I don’t like it and it makes me feel unhappy.”

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- Brainstorm with the students other ways that they can say no if someone is touching them in a way that makes them uncomfortable.
 - Say: *“We have shared the ways that Muhammad said no in the video. How will you say no to someone if they are touching your body in a way that makes you feel uncomfortable?”*
 - The teacher may write the various student responses on a chart paper or other tracking tool.

- Wrap up by saying: *“We have heard about and listed a lot of different ways we can say no to someone if they touch us in a way that makes us feel uncomfortable. Saying NO is the first of three strategies that you can do if someone touches you and it makes you feel uncomfortable. We are going to talk more about all three strategies in the next lesson!”*










- Direct students to the Home Connections Handout and have them draw a picture of what their body does when they are happy and when they are uncomfortable.

My Uncomfortable Body: Cut and paste the unsafe body signs



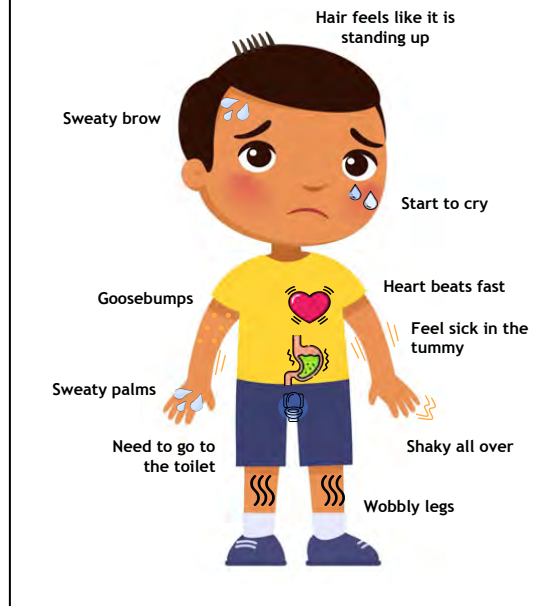
Sad boy vector created by nizovatina - www.freepik.com

Unsafe Body Signs: This is how my body tells me that I am feeling unsafe

<p>Hair feels like it is standing up</p> 	<p>Heart beats fast</p> 	<p>Start to cry</p> 
<p>Sweat</p> 	<p>Wobbly legs</p> 	
<p>Shaky all over</p> 		
<p>Goosebumps</p> 	<p>Feel sick in the tummy</p> 	<p>Need to go to the toilet</p> 

Images: Flaticon.com

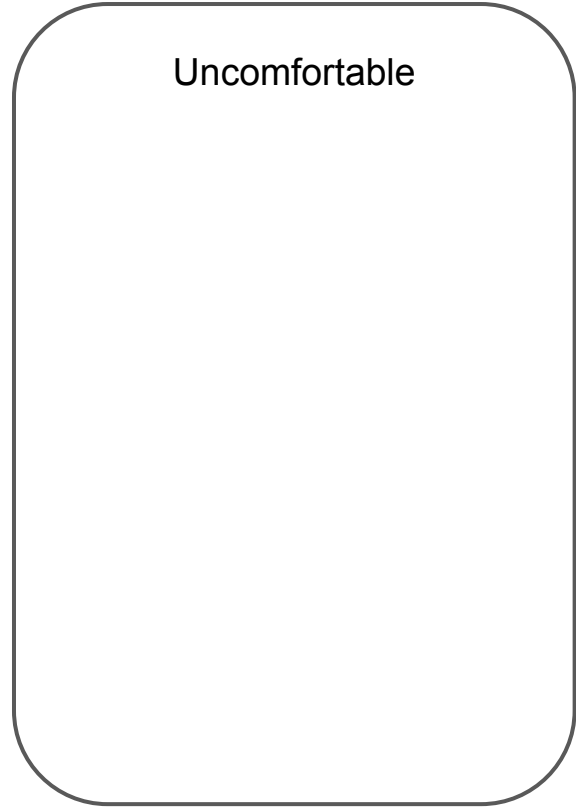
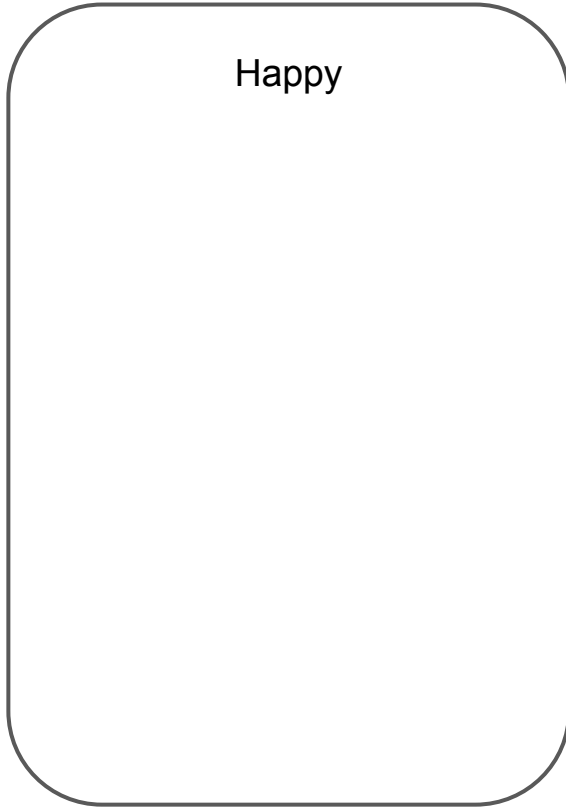
My Uncomfortable Body



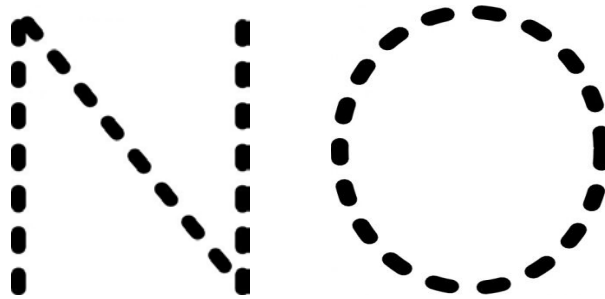
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Listening to My Body
Home Connections Handout

Draw pictures of your body when you are happy and when you are uncomfortable..



What do you say when someone touches your body in a way you don't like? Trace the letters.



Parent/Guardian: Today we talked about listening to our body for signs that something might be wrong. Our body talks to us by doing things like starting to sweat, shaking all over, forming goosebumps, or starting to cry. For more information on talking to kids about their *intuition*, check out the book *Listening to My Body*, by *Gabi Garcia*. Additional resources can be found on our website, <https://www.austinisd.org/pe-health/health-education/hsr> .

**AISD Elementary Health Education
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Kinder Lesson 3 - Keeping My Body Safe**

Ground Rules: Classroom safety is crucial. Children feel safer and more at ease when they know the ground rules and see that they are enforced. Just as you set rules for your class at the beginning of the school year, we encourage you to set ground rules, or review ground rules at the onset of this curriculum and at the beginning of each lesson.

Teacher Tips:

- Review “Guidelines for Discussion” to ensure a safe climate for the discussion of sensitive topics.
- For questions that teachers don’t feel comfortable answering, please refer that student to a trusted adult.
- Use equity practices to solicit responses from all students, such as: popsicle sticks, randomizing apps, Think-Pair-Share, talking chips, etc.

Lesson Title:	Keeping My Body Safe
Grade:	Kinder
TEKS:	K.9(B) identify and role play refusal skills such as saying "no" to protect personal space and to avoid unsafe situations K.11: identify situations when one should get help from a teacher, parent, or other trusted adult when made to feel bullied, uncomfortable, or unsafe in a digital or online environment K.12(D) explain and practice how to get help from a parent or another trusted adult when made to feel uncomfortable or unsafe by another person
NSES:	IV.2.AI.1: Identify situations that may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse) IV.2.AI.2: Identify trusted adults, including parents and caregivers, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse) IV.2.DM.1: Demonstrate ways to start a conversation when seeking help from a trusted adult about an uncomfortable or dangerous situation (e.g., bullying, teasing, child sexual abuse)
Lesson Objectives:	Identify behaviors that some people may like and some people may not like Explain how to recognize when someone does not like a behavior that you are doing Demonstrate how to respond when someone touches them in a way they do not feel comfortable Identify trusted adults to whom students can talk about keeping their body safe
Estimated Lesson Time:	30-40 minutes
Materials & Technology:	Yes, No, Sometimes Behaviors Teacher’s Resource Home Connections Handout
Spanish Materials:	
SPED Considerations:	See General Accommodations Supplement

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Kinder Lesson 3 - Keeping My Body Safe**

Beginning - Engage (10-15 minutes)

- Review classroom ground rules and trusted adults
*Before we begin the lesson today, can someone please remind the class about our agreements for having tough conversations and learning about our body? Provide enough time to review each of the ground rules and what they mean or look like in the classroom.
Let's also remember the adults you can trust to talk to about your body because their words and actions make you feel safe. Who can tell me two trusted adults that you can talk to at school if you feel unsafe? (Provide enough time for student responses.) Who can tell me two trusted adults at home that you can talk to about your body? (Provide enough time for student responses.)*

- Review previous lesson
Last time we were together, we learned about listening to our bodies. Who remembers 1 way our body tells us if we are feeling uncomfortable or unsafe? (Provide enough time for student responses.) We also talked about how sometimes we can feel uncomfortable or unsafe when someone touches our body and we don't want them to. Who can tell me what we can say if we don't want to be touched? That's right, we can say "NO!"

- My Body Pledge
 - Ask if anyone remembers the My Body Pledge from the first lesson.
 - Ask everyone to stand up and recite it with the students repeating each line.
 - *My Body is Mine*
 - *I am the boss of my body.*
 - *I don't have to be hugged,*
 - *Kissed,*
 - *Or touched*
 - *If I am uncomfortable.*
 - Now, tell them that you are going to ask them a question about a body part and that they should answer all together.
 - Say: *"For example, if I were to ask you, 'Whose head is this?' you'd point to your own head and say, 'My head!' Let's try it: Whose head is this?"*
 - Once you see that everyone understands what you're doing, do the same with the following body parts:
 - *"Whose face is this?" ("My face!")*
 - *"Whose knees are these?" ("My knees!")*
 - *"Whose elbow is this?" ("My elbows!")*
 - *"Whose foot is this?" ("My foot!")*
 - *"Whose ears are these?" ("My ears!")*
 - Then wrap your arms around yourself in a hug and ask, with intentionality and emphasis, *"Whose body is this?"* Wait for the students to hug themselves and say back, "My body!"
 - Say, *"I want to hear that again – whose body?"* Wait for them to say, "My body!"
 - Say, *"Good. So who gets to say who can and can't touch your body?"* Respond with them: "I do."
 - Ask students to take their seats.

Middle - Explore (10-15 minutes)

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- Reaffirm for students, *“Very good. These are our bodies – and so we have the right to say whether and how we want someone else to touch them. That also means we need to listen and stop touching others when someone else says they don’t want to be touched.”*
- Ask, *“Are there any exceptions to this? Any time when someone might touch us in a way that we might not like but it’s okay?”* Probe for when their parent/caregiver may need to give them medicine they don’t like or don’t like the feeling of, or when they go to a doctor to get a shot.
- Say, *“But even if a doctor – or any other student or adult – touches us in a way that makes us feel uncomfortable, we have a right to say that we don’t like it and that we want it to stop. But first, let’s talk about some behaviors that we might or might not like.”*
- Yes, No, Sometimes Activity
 - Explain that everyone is different about how they like to be touched. Say, *“you may be someone who loves to hug or snuggle with family members or wrestle with your friends, or you may not like some of any of those. Let’s take a look at some behaviors that students tend to do with each other and talk about whether we like them, whether we don’t like them, or whether it depends.”*
 - Using the **Yes, No, Sometimes Behaviors Teacher’s Resource**, go through each behavior, one at a time. Instruct the students to respond in the following ways:
 - *If it is a behavior that you tend to like, raise your arms up in the air and wiggle your fingers.* (Model this for them and ask them to do it with you.)
 - *If it is a behavior that you never like, put your arms down by your sides and wiggle your fingers.* (Model this for them and ask them to do it with you.)
 - *If it is a behavior that you sometimes like and sometimes don’t like, put your arms out to the sides and wiggle your fingers.* (Model this for them and ask them to do it with you.)
 - Go through each behavior, asking the students, *“Is this a behavior you tend to like?”*
 - There will be universal agreement on some (e.g., hitting, punching, kicking) and some responses of “sometimes” to others (kissing, tickling). When they say, “sometimes,” ask, *“When do we like this? When do we NOT like this?”* If the students do not say “sometimes,” use the **Yes, No, Sometimes Behaviors** teacher’s resource to guide a discussion of when or why a person might not like the behavior.
 - Ask, *“How do you know when someone doesn’t like it when you do any of the behaviors on the list?”* Probe for, *“They tell me to stop,” “They push me/my arm away,” “They cry,” “They yell at me,”* etc.
 - Ask, *“Has anyone ever done something to you that’s on this list, you haven’t liked it, but you haven’t said anything? How did that make you feel?”* [Note: In the unlikely event that no one says, “yes,” ask, *“How do you think it would make someone feel?”*]
 - Say, *“So, clearly, we don’t like it when people do things to us we don’t like. That means we need to be clear when we want someone to stop – and we need to listen when other people say they don’t want us to do things they don’t like, and stop.”*

End - Evaluate (10-15 minutes)

- No, Go, Tell
 - Say, *“Think back to the previous lesson when we watched the video about touching. What do you remember about what we can do to be really clear with someone when they’re touching us*

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in a way that we don't like?" (If they need it, remind them about how Muhammad and the others were taught to say "no.")

- Write, "Say 'NO'" in large letters on the board or chart paper. Once you have written that, ask, *"How do we say 'no' in a way that lets someone know we want them to stop?"* Probe for looking someone in the eye and having a serious, low tone of voice. [Note: You will likely get some shouting and yelling from the kids; this is actually a good thing, because it means they realize they may need to be forceful at times. Validate the energy behind it, but tell them that yelling isn't necessary – just being clear and direct is.]
 - *"Ok. We say No and we mean it. Yesterday, I stated that saying "No" is just the first of three steps. What do you think someone could do next?* (Students may mention telling a trusted adult here, but remind them that an adult is not always around.)
 - *"The second strategy is to leave the area, or GO! If you can, you should try to move as quickly as possible away from the person who has made you feel uncomfortable."*
 - Write, "GO" in large letters under the word "No."
 - *"Once you leave the area, what do you think you could do next?"*
 - *"That's right! The third strategy is to TELL a trusted adult. Remember that list of adults that you trust and can talk to when you feel uncomfortable? You should go to one of them and tell them right away what happened."*
 - Write, "TELL" in large letters under the word "Go."
 - Restate the three strategies for responding if someone touches them in a way that makes them feel uncomfortable. Then say, *"Now let's practice these strategies together."*
 - Read each of the statements below. Students will demonstrate how to respond to each situation using the No, Go, Tell strategies. Students may respond in unison, "No, Go, Tell!"
 - *Your friend tries to hold your hand on the playground, but you don't want to. What would you do?* ("Say NO! Go! And Tell a trusted adult!")
 - *A family member wants to give you a kiss on the cheek, but you don't feel comfortable. What would you do?* ("Say NO! Go! And Tell a trusted adult!")
 - *An adult you don't know touches your hair and you felt uncomfortable. What would you do?* ("Say NO! Go! And Tell a trusted adult!")
- Wrap up the unit by saying: *"We have learned so much about our bodies these last few days. We learned about our middle body parts. Can anyone tell me some of the names of those body parts that we talked about?* (Looking for the words "breast area", "buttocks", "vulva", and "penis") *"We also learned to listen to our body when it is saying "no" to something that feels uncomfortable. What were some of the ways our body tells us it's not feeling comfortable?* (Looking for things like: Hair feels like it's standing up; Sweaty brow; Start to cry; Heart beats faster; Feel sick in the tummy; Goosebumps; Sweaty palms; Need to go to the toilet; Shaky all over; Wobbly legs) *"And today we learned about how to say no if someone is touching our body in a way that we don't like. What are the three things we can do if we feel uncomfortable?* (Looking for "Say NO! Go! And Tell a Trusted Adult") *"That's right! And remember, a trusted adult is someone whose words and actions make you feel safe."*
 - Direct students to the Home Connections Handout and have them color in the words that will keep them safe: No! Go! Tell! Remind them about the adults they trust that they will talk to when they have more questions about their body or about the rules for staying safe.

Yes, No, Sometimes Behaviors Activity

- Hitting
- Pushing
- Biting
- Kicking
- Scratching
- Shoving
- Kissing
- Holding hands
- Walking with an arm around another person
- Wrestling/rough housing
- Tickling

Talking points:

- Hugging [some people don't like to be hugged; some people hug too tightly; and there are some people you just might not want to be hugged by]
- Kissing [some people dislike being kissed when it's someone they don't know well or someone they don't wish to kiss or be kissed by, like a particular relative or a neighbor, some people like to be kissed but only on the cheek or forehead, not the lips]
- Holding hands [some people don't like to be touched]
- Walking with an arm around another person [some people don't like to be touched; some find it hard to walk that way]
- Wrestling/rough housing [some people don't like it if they're always the one being pinned down; some don't like it because they end up getting hurt]
- Tickling [most people don't like it when it's too much/goes on for too long]

Keeping My Body Safe
Home Connections Handout

Color in the words that will help you stay safe.

Say or show:

NO!



GO

to a safe place
with other people



and

TELL

an adult
you trust

My Body Pledge

My body is mine.

I am the boss of my body.

*I don't have to be
hugged, kissed, or touched*

*by anyone if I am
UNCOMFORTABLE.*

Parent/Guardian: Today we talked about keeping our body safe. We learned that my body is mine and nobody has the right to touch it when I don't want them to. Recite the My Body Pledge with your child. For more information on personal safety and child abuse prevention, check out the Family Safety Toolkit at <https://safersmarterfamilies.org/>

Additional resources can always be found on our website, <https://www.austinisd.org/pe-health/health-education/hsr> .