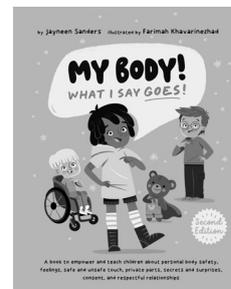


7 Lessons in Body Safety



FOCUS TEXT: *My Body! What I Say Goes! 2nd Edition* (ages 3–9+ years)

Depending on the age of the children, the following lessons will take place over seven sessions. Please adapt the lessons to suit the needs and ages of the children.

Note: these seven lessons focus around the one book *My Body! What I Say Goes! 2nd Edition*. For more lesson ideas, information on educating yourself around Body Safety, a PowerPoint to in-service staff and a PowerPoint to run a parent information session, safe and unsafe cards, posters and reproducible masters see Educate2Empower's comprehensive *Body Safety Teacher's Resource Kit* (www.e2epublishing.info). See also *Body Safety Education* (included in the Body Safety and Consent Bundle) and the many free resources and blogs at www.e2epublishing.info

KEY OBJECTIVES

Children will understand that:

- they have rights in relation to their body
- some parts of their body are private
- if someone does touch their private parts, asks them to touch their private parts, shows them their private parts or shows them images of private parts that they should tell a trusted adult and keep on telling until they are believed
- there are secrets, such as someone touching their private parts, that should never ever be kept.

In these lessons children will:

- discuss emotions and feelings such as happy, sad, angry, worried, etc.
- talk about what it is like to feel 'safe' and 'unsafe'
- discuss their Early Warning Signs
- identify trusted adults that they could go to if they are feeling unsafe (a Safety Network)
- identify all body parts, including private body parts and private zones (mouth)

- learn what to do if they are touched inappropriately
- understand the difference between safe and unsafe touch
- discuss the difference between secrets and surprises, and how secrets that make them feel bad or uncomfortable should be told to a trusted adult straightaway
- discuss 'body boundaries/bubbles' and consent.

For the lessons you will need:

- ideally *My Body! What I Say Goes Activity Book 2nd Edition*
- textas, paints, coloured pencils
- whiteboard, markers
- large sheets of paper, drawing paper
- hoola hoops
- small container (1 for each child)
- scissors
- Blu-Tack
- resource masters: 'Feelings Cards', 'Body Outline', 'My Safety Network'

Lesson 1: Feelings

Tuning In: How Are You Feeling Today?

You will need: resource master 'Feelings Cards' or the Feelings Cards from www.e2epublishing.info/posters — displayed as a poster, whiteboard, markers, Blu-Tack

Display an enlarged copy of the Feelings Cards as a poster. Ask selected students how the little character is feeling on each card and discuss when they may have also felt that way. For younger children (who may not yet be reading) list the words they provide on the whiteboard (in groupings, e.g. happy, joyful, excited) and then using a larger version of the poster (cut up and without the descriptions) attach the faces to the words students suggested. Have a general discussion on how students are feeling today, how our feelings are always changing and how, at times, we can feel two or more feelings at once. Provide some of your own examples, e.g. how you were sad that your child started school but you were happy at the same time!

Note: you could provide each student with a set of cut-up Feelings Cards (without descriptions) which they might like to keep in a small container. Each day, students could pick a card/s that represents their feeling/s for the day. They might like to express with you why they think they are feeling that way on that particular day at that particular time.

Whole Class/Individual Tasks: Read 'My Body! What I Say Goes!' Pages 3 to 9

You will need: My Body! What I Say Goes! and My Body! What I Say Goes! Activity Book pages 2 to 4, paper, textas

Introduce students to Stevie on page 3. Instruct students that they will be discussing how to keep their body safe, and how they can be strong and empowered just like Stevie! If you are using the Activity Book have students complete page 2.

Read pages 4 to 5. Ask selected students, 'What makes you feel happy? What kind of feeling do you have inside when you feel happy? What do you like to do when you feel happy? Do you sing and dance like Stevie? Or do you like to do something else?' If you are using the Activity Book have students complete page 3. If not, ask students to draw a picture of themselves doing something that makes them feel happy. For children who are reading and writing (or you could scribe) provide this sentence starter, 'When I am happy I...' and have them complete it.

Read pages 6 to 9, stopping to answer the questions with students. Take as long as necessary to really explore these feelings featured, and allowing students to express their emotions. Encourage all students to participate. Discuss how our feelings are always changing, e.g. we might feel happy in the morning because we can play outside but we might feel sad in the afternoon because we can't. Children should realise that it is important to talk to a safe/trusted adult about our 'big' feelings such as anxiety, sadness and anger so that they can help us understand these emotions and move forward in a positive way. If you are using the Activity Book have students complete page 4. If not, ask students to draw five faces — one for when they are: happy, sad, worried, angry and scared.

Encourage children to express to a partner or to you why sometimes they feel this way. Ensure children understand that our feelings are sometimes too big for us, and it is important to talk to a trusted adult. For a more in-depth exploration of feelings and emotions use the children's book *Talking About Feelings* and accompanying lesson plans (available at www.e2epublishing.info).

Reflection

Select students to share their work. Not all students will want to talk about their feelings in front of others. However, ensure these students get a chance to talk to you about their feelings both the challenging ones and the happy ones! This lesson is an important opportunity to watch for children who may be experiencing adversity and/or trauma either at home, at school or in the community. It is also an important time to set your classroom up as an 'Empathy Classroom' where you and the students might like to outline what that means, i.e. everyone is kind, compassionate and cares how others are feeling.

Lesson 2: Feeling Safe and Feeling Unsafe

Tuning In: What Do You Think?

You will need: drawing paper, textas/coloured pencils

Provide students with drawing paper and textas. Have them draw a picture of when they feel 'safe' and when they feel 'unsafe'. For older students, encourage them to write a few sentences describing each picture.

Whole Class/Individual Tasks: Read 'My Body! What I Say Goes!' Pages 10 to 13

You will need: My Body! What I Say Goes! and My Body! What I Say Goes! Activity Book pages 5 to 6, drawing paper, textas/coloured pencils

Read pages 10 to 11. Talk with students about feeling 'safe' and what 'safe' feels like inside our bodies, e.g. we might get a warm, fuzzy feeling inside and we want to smile. Discuss scenarios where the children feel 'safe'. Allow them time to share their experiences. Discuss with students who an adult/s might be in their life that makes them feel safe. If you are using the Activity Book have students complete page 5.

Read pages 12 to 13. Talk about feeling 'unsafe' and what 'unsafe' feels like inside our bodies. Discuss what feeling 'uncomfortable' means. Review the scenarios and illustrations on the pages and ask students if any of these situations have happened to them. Ask, 'Who could you tell if you felt unsafe?' Discuss the last sentence on page 13; reflecting on what students could do if their trusted adult was too busy to listen or they did not believe them

(hopefully that would not happen!). Reinforce that even if you felt unsafe a week or more ago it is never too late to tell a trusted adult. If you are using the Activity Book have students complete page 6.

Reflection

Now would also be a good time to review student's drawings/writing from the Tuning In activity, and reflect on their accuracy of what a safe and unsafe situation might be. Review what they might do if they feel unsafe.

Lesson 3: Early Warning Signs

Tuning In: How Does Your Body Feel?

You will need: a picture of high water slide (or something similar)

Share the picture of a 'scary' situation. Discuss how our bodies might react if we were in this situation. Have children (and yourself) share some experiences/scenarios where they have felt unsafe.

Whole Class/Individual Tasks: Read 'My Body! What I Say Goes!' Pages 14 to 17

You will need: My Body! What I Say Goes! and My Body! What I Say Goes! Activity Book pages 7 and 8, resource master 'Body Outline', a copy of the My Early Warning Signs poster (download from www.e2epublishing.info/posters), whiteboard, markers

Read pages 14 to 15. Discuss the fact that when we feel unsafe our body is amazing and lets us know. These reactions are called our Early Warning Signs. Write Early Warning Signs on the whiteboard. Enlarge resource master 'Body Outline' and attach it under the heading or draw a body outline yourself. Ask students what happens to their body when they feel unsafe and their early Warning Signs kick in. Write and draw these on the outline. Ask students the questions on page 15. Ask, 'What might the older children want Stevie to do?' If the students in your class are older, discuss the fact that older children (or adults) may show them inappropriate pictures on phones or tablets and what they should do if this happens to them. Turn to page 16. Read out all the Early Warning Signs the child is experiencing. Add any that are missing from your outline. Attach the Early Warning Signs Poster to the whiteboard and review. Read page 17. If you are using the Activity Book have students complete pages 7 and 8. If not, provide students with a copy of resource master 'Body Outline' and have them draw/write their Early Warning Signs onto it.

Reflection

Have students reflect on and share their knowledge from the lesson, and their body outlines featuring their Early Warning Signs. Review/refer to the Early Warning Signs poster regularly.

Lesson 4: My Safety Network

Tuning In: What I Do

You will need: whiteboard, markers

Discuss with students what they would usually do if they feel unsafe. List their ideas on the whiteboard.

Whole Class/Individual Tasks: Read 'My Body! What I Say Goes!' Pages 18 to 21

You will need: My Body! What I Say Goes! and My Body! What I Say Goes! Activity Book page 9, resource master 'My Safety Network'

Read pages 18 and 21. Discuss with students who might be on their own personal Safety Network. Say, 'If you don't have five trusted adults you could talk to, you may have three or four, and you can always list me (teacher), or you could also ring Kids Help Line (Australia 1800551800). Point out that each child's Safety Network will be different, and who goes on it is totally their choice (see Stevie in the top right-hand corner of page 21). Refer to Stevie's Safety Network and Max's Safety Network and how they differ. Also point out that one member of their Safety Network must not be a family member. If you are using the Activity Book have students complete page 9. If not, provide students with a copy of resource master 'My Safety Network' and have them draw/write the people on their Safety Network.

Reflection

Have willing students share their Safety Network. Discuss when it might be appropriate to go and speak to an adult on their Safety Network.

Lesson 5: Private Parts Are Private

Tuning In: Private Parts

You will need: whiteboard, markers

Discuss how everyone has different body shapes, eye colour, hair colour, etc. With children, identify and name some 'public' body parts, e.g. elbows, knees, nose, etc. If appropriate, have two children of the same sex come up to the front of the class. Ask students to tell you all the things that are the same about the two students and what is different, e.g. Carly has red hair but Sara has black hair, but they both have hair! The purpose of this activity is to point out that we are more the same than we are different and our 'small' differences are what make us unique.

Note: for a more in-depth look at this concept, read the book *No Difference Between Us* (available from: www.e2epublishing.info) which has three accompanying lesson plans on gender equality.

Whole Class/Individual Tasks: Read 'My Body! What I Say Goes!' Pages 22 to 29

You will need: My Body! What I Say Goes! and My Body! What I Say Goes! Activity Book pages 10 and 11, resource master 'Body Outline', whiteboard, markers

Read pages 22 to 27. If appropriate draw two body outlines on the whiteboard or use enlarged copies of resource master 'Body Outline' and attach these to the whiteboard. Label body parts with the children including the genitals for girls and boys (if you feel comfortable doing so).

Note: if you wish to allow for the possibility that a child in your class identifies as a gender that differs from the one assigned to them at birth, you could say, 'Boys usually have ... and girls usually have ...'

It is actually very important that children use the correct terms for their private parts (see <https://e2epublishing.info/blog/2015/10/20/8-reasons-not-to-call-your-childs-genitals-these-pet-names-for-reasons-why>). This way, if they are ever touched inappropriately, they can clearly state to a trusted adult exactly where they were touched. It also sends a clear message to potential perpetrators that students are educated to use the correct anatomical terms and are educated to tell! Discuss with students that their mouth is also a private part/zone.

Now might also be a good time to review/teach the terms 'private' and 'public', e.g. a private place is the toilet but a public place is the living room or the classroom. Ensure children understand 'private' means just for you, and if alone, they can touch their own private parts in a private place without shame or embarrassment. If you are using the Activity Book have students complete page 10.

Read page 28. Page 28 has very important messages to reinforce. It is empowering for children to stand up and practise Stevie's stance as in point 1. It is very empowering for children to practise this stance and the words, 'No!' or 'Stop! This is my body! What I say

goes!’ regularly so that if they are ever touched inappropriately they will know exactly what to do. Discuss what a ‘safe’ touch might be, e.g. a hand shake or a hug (as long as both parties agree), and explain that an ‘unsafe touch’ is when a person touches your private parts or makes you feel uncomfortable — often igniting your Early Warning Signs. If you are using the Activity Book have students read over page 11 with an adult, and they could colour in the artwork.

Note: of course if a child is being groomed for sexual abuse and is touched inappropriately, it is understood that it will be very hard for them to put this into practice especially with an adult who is most likely threatening them to keep the secret. However, practising the stance in point 1 is empowering and also useful for students in bullying situations. Point 2 is always the child’s default action, i.e. if a child can’t say ‘No’ or ‘Stop!’ they need to tell a trusted adult straightaway even if they are being threatened.

Read page 29. Reassure Children they are never ever to blame if a person acts in an unsafe way. It is never the child’s fault. Discuss this information in detail. Talk about doctors, dentists and other health-care professionals asking for a child’s consent (see also page 35) before examining their body or looking inside their mouth. Explain that if their private parts are to be touched for medical reasons a trusted adult must be in the room.

Reflection

Discuss with students what they have learnt. Ask questions such as, ‘Where are your private parts? Should we call our private parts by silly names? Why not? What should you do if anyone touches your private parts or asks to see your private parts or shows you pictures of private parts or asks you to touch their private parts? Is it okay to touch your own private parts in a private space such as your bedroom?’ There are more in-depth questions to use for review in *Body Safety Education* pages 54 to 62.

Lesson 6: The Difference Between Secrets and Surprises

Tuning In: Secrets

Introduce the topic by asking students what they think a secret may be. Ask, ‘Have you ever been asked to keep a secret?’ Discuss in general terms. Explain that today you will be talking about the difference between a secret and a surprise. Ask, ‘What do you think the difference might be?’

Whole Class/Individual Tasks: Read 'My Body! What I Say Goes!' Pages 30 to 33

You will need: My Body! What I Say Goes! and My Body! What I Say Goes! Activity Book page 12

Read pages 30 to 33. Discuss with the children the differences between secrets and surprises. Encourage the children to use the word 'surprises' when referring to happy events that will eventually be told.

Note: of course it is nearly impossible to take the word 'secrets' out of our language but it is important that both adults and children restrict the word's use. Secrets are the currency of sexual predators and they will use all sorts of threats to ensure the child is silent. Therefore, as Stevie says on page 32 she doesn't keep secrets. And it is a good idea for our children to use 'happy surprises' in their vocabulary rather than secrets.

Discuss the picture on page 33. Ask, 'What do you think the older boy might be showing Max on his phone?' Discuss why the boy said, 'Hey! It's our little secret, right?' and why Max ran away. Ask, 'Where do you think Max is going?'

Ask students to provide some examples of when they experienced a happy surprise. If you are using the Activity Book have students complete page 12. If not, have students draw the happiest surprise they have ever had. Older students could also write a description of the happy event.

Note: people who may be grooming children in order to sexually abuse them will often ask children to keep secrets that are at first not of a sexual nature. This is to test that they are able to keep a 'secret'. (See *Body Safety Education* pages 17 to 21 for more information on grooming.) Therefore, I encourage you and your students to talk only about 'happy surprises'. However, students should know that if someone does ask them to keep a secret that makes them feel bad or uncomfortable, or results in their Early Warning Signs, they need to tell someone on their Safety Network straightaway.

Re-read page 33 reinforcing the text and stressing the importance of telling a trusted adult on your Safety Network, even when an older child or adult is telling you to keep a secret that makes you feel bad or uncomfortable.

Reflection

Have students share their pictures and stories. Reinforce the use of 'happy surprises' in the classroom and encourage parents to do this also.

Lesson 7: Body Boundary/Bubble

Tuning In: Body Outline

You will need: large pieces of poster paper, pencil, paint

In pairs, have students carefully and respectfully draw around each other's body outline on poster paper. They could then spend some time drawing in their features, favourite clothing, etc. Tell students they will be coming back to this outline in a follow-up lesson.

Whole Class/Individual Tasks: Read 'My Body! What I Say Goes!' Pages 34 to 37

You will need: My Body! What I Say Goes! and My Body! What I Say Goes! Activity Book page 13, hoola hoops

Read pages 34 to 35. Have children stand like Stevie and outline their body boundary (also known as a body bubble). Refer to this boundary as their own personal space or body bubble that no one has the right to enter if they don't want them to. If hoola hoops are available, have students step inside the hoop and hold it up. Say, 'This is the approximate size of your body boundary.' Let students know that they have the right to say, 'No!' or 'No! I don't like that!' if someone does enter their personal space/body boundary/body bubble. They also have the right to say 'No' to being kissed or hugged by another child, an older child/teenager or an adult. Learning about consent is crucial for a young child and importantly transfers into their teenage and adult years. Discuss the meaning of the word consent, i.e. a person needs to ask if they can hug you, or hold your hand, and you have the right to say 'No' or 'Yes'. Also note that consent can be withdrawn at any time and the other person needs to respect that. For a more in-depth exploration of consent and respect go to *No Means No!* and *Let's Talk About Body Boundaries, Consent and Respect* lesson plans.

Reflection

Have students re-visit their body outlines drawn in the Tuning In activity. Ask them to draw in their own personal body boundary. As a class, you could also write a list of Body Boundary (consent) Rules on the whiteboard or poster paper.

Note: now might be a good time to send home (or notify parents where to find it) a copy of My Body Safety Rules poster (available from www.e2epublishing.info/posters) with a brief note informing parents and caregivers of the importance of Body Safety Education. Regarding the child's personal Safety Network — it is ideal to inform the adults chosen by the child that it is an honour to be selected. However, use your discretion; keeping in mind that the adults chosen by a child may not always be who you would expect, and some family members may be excluded.

See sample note below:

Dear Parents and Caregivers

The children have been learning all about Body Safety. It is an age-appropriate empowering education to help keep them safe.

In summary, Body Safety Education teaches children:

- the correct names for their private body parts
- the difference between safe and unsafe touch
- the difference between secrets and surprises
- not to keep secrets that make them feel bad/uncomfortable
- what to do if they are touched inappropriately
- general assertiveness — especially in relation to their own body.

Please download the My Body Safety Rules poster from www.e2epublishing.info/posters and go over it regularly with your child. You could display it in a prominent position at home such as on the fridge so visitors know your children are educated to tell if they experience inappropriate touch. Body Safety Education is empowering! Please see me if you have any questions.

Disclosure

If, during a session, a child begins to disclose, stop them gently and say, 'What you are telling me is very important. We can talk about this after our lesson.' Ensure they know you are concerned and value what they are about to reveal. If another teacher is available, have them continue the lesson and take the child aside so they can disclose in a safe environment. Protective interrupting is important so confidentiality is kept and it prevents other children from hearing the disclosure. If a child does disclose, never deal with the disclosure by yourself; follow the instructions in *Body Safety Education* on pages 26 to 28, then contact your principal (or welfare officer). The disclosure can then be reported to the Department of Human Services in your state and/or contact organizations such as those listed on page 37 of the same book. In Australia, all teachers and principals are mandated by law to report child abuse and a protocol does exist between the Department of Human Services and the Directorate of School Education which encourages and supports teachers when responding to the abuse of children.

If a child has experienced sexual abuse and this is known to the staff, it may be best to remove the child from the class for some lessons in case the content triggers memories of the abuse. However, it is important the child receives Body Safety Education and therefore I suggest the child receives this important knowledge in a one-on-one situation with a trusted teacher. The teacher can then support the child in their learning and take 'time out' if need be. It is also recommended that any professionals involved with the child e.g. a psychologist, provide recommendations on how to proceed with teaching Body Safety Education to that child. Of course, each situation is different and this is a case-by-case decision.

It takes an enormous amount of courage for a child (or adult) to disclose sexual abuse. They will, no doubt, have been threatened with horrific consequences were they to tell. To find the bravery to overcome such threats, is a true act of courage. But what a child needs more than anything from the person they disclose to — be it a parent, relative, teacher or friend — is compassionate reassurance. Therefore, stay calm and:

- reassure the child you believe them
- reassure the child they have done the right thing in telling
- reassure the child that they are incredibly brave and courageous
- reassure the child that they are in NO way to blame
- reassure the child that they are loved
- reassure the child that they are safe and will be looked after
- reassure the child that you will do everything you can to stop the abuse (never promise it will stop)
- contact one of the organisations listed on page 37 in *Body Safety Education*.

Teaching notes written by Jayneen Sanders

Disclaimer: the information in these lesson plans is advice only written by the author based on her advocacy and training in this area, and her experience working with children as a classroom teacher and mother. The information is not meant to be a substitute for professional advice. If you are concerned about a child's behaviour, seek professional help; a listing is provided in *Body Safety Education* page 37.

Feelings Cards



worried



proud



calm



happy



sad



brave



angry



scared



disappointed



confused



lonely



shame



guilty

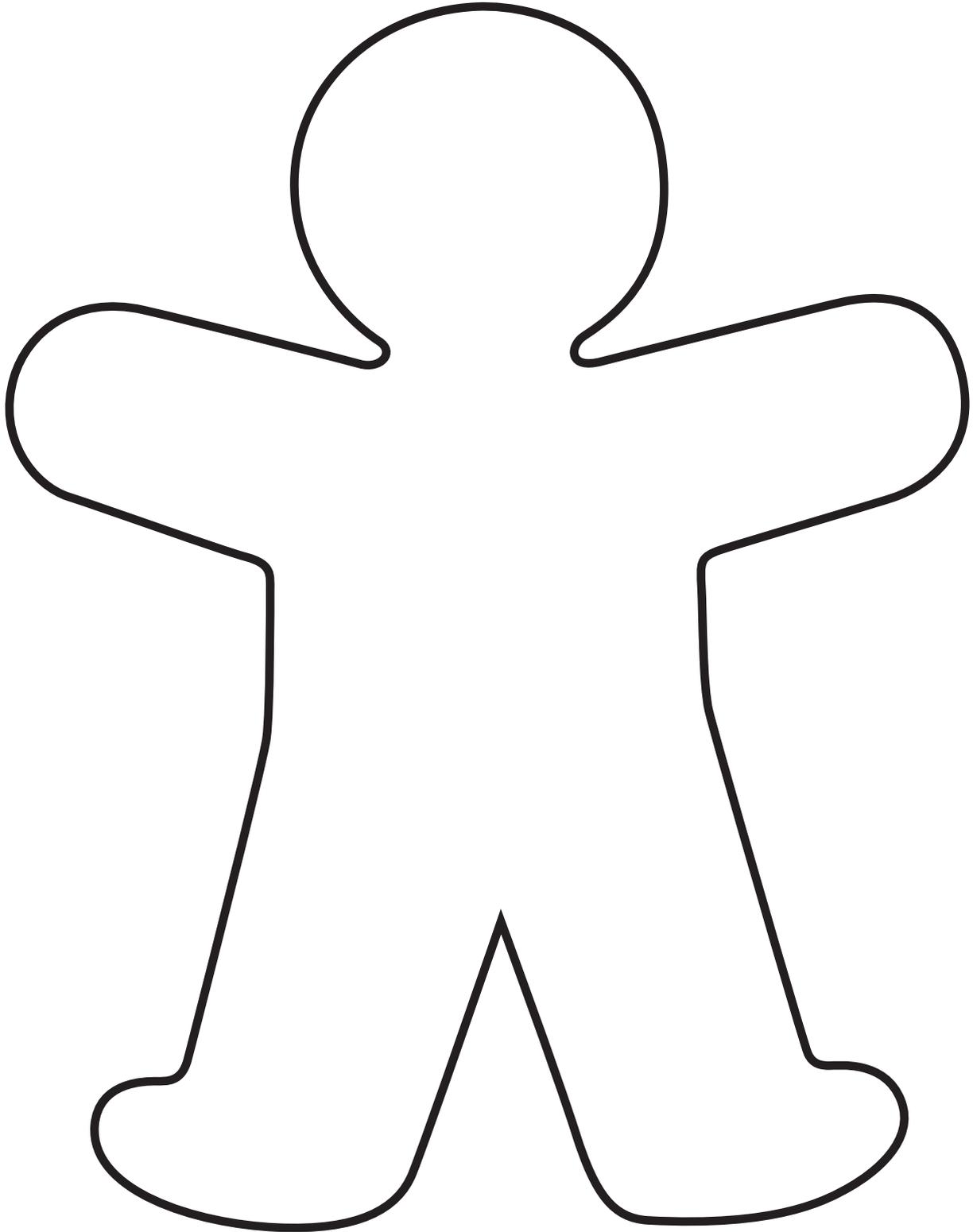


embarrassed



excited

Body Outline



My Safety Network

