

10 Body Safety Lessons

Depending on the age of the children, the following Primary School Body Safety Lessons will take place over ten sessions. Please adapt the lessons to suit the needs and ages of the children.

When this symbol referring to the My Body Safety Activity Book is featured, **AB p.x**, you can use either the Resource Master or the Activity Book. The Activity Book once completed in class can be taken home to share with each child's family.



KEY OBJECTIVES

Children will understand that:

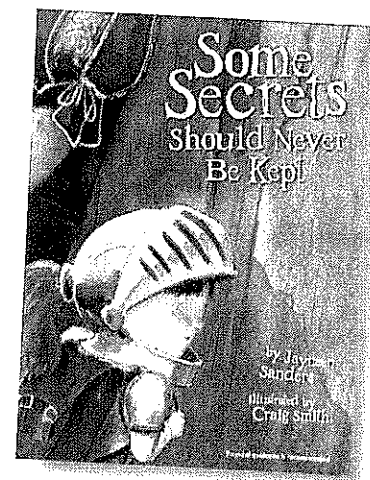
- they have rights in relation to their body
- some parts of their body are private
- if someone does touch their private parts, asks them to touch their private parts, shows them their private parts or shows them images of private parts that they should tell a trusted adult and keep on telling until 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
- discuss 'body boundaries' and consent
- 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
- discuss secrets and surprises, and how secrets that make them feel bad or uncomfortable should never be kept.

For the lessons you will need:

- Feelings poster
- Safe and Unsafe Cards
- *Some Secrets Should Never Be Kept* (book)
- *No Means No!* (book)
- *My Body! What I Say Goes!* (book)
- Resource Masters (attached to these lesson plans) or photocopies of My Body Safety Activity Book (included in this Kit).



Lessons continued...

Also included in this Kit:

- *Body Safety Education: A parents' guide to protecting kids from sexual abuse*; please read this book to educate yourself about child sexual abuse, and share the book regularly with other professionals and parents
- reproducible 'My Body Is My Body' Safety Song
- reproducible 'Body Safety Skills: A Guide for Parents and Carers' to copy and hand out to parents and caregivers
- a sample letter home as a hardcopy; this letter can be downloaded and edited
- reproducible 'No! Means No!' colouring-in sheet.

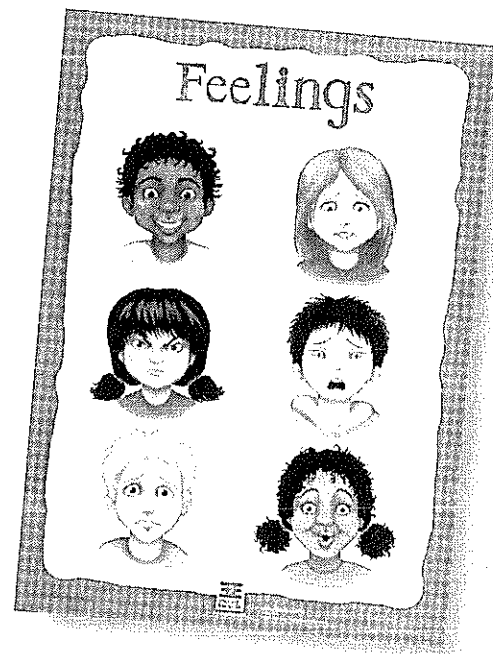
Lesson 1: Feelings

Talk to children about their feelings and emotions. Ask, How do you feel when it's your birthday? When you pat a puppy? When you receive a present you really wanted? When you get a big cuddle from your mum or dad? When you go down a big slippery slide for the first time? When someone pushes you over? When your older brother or sister reads a book with you?, etc.

Note: adapt the questions to suit older children. Encourage children to talk about their feelings and expand on their replies. Display the 'Feelings' poster. Talk to the children about each feeling or emotion. Have children name the emotions shown on the poster and ask them to verbalise why the child may be feeling that way. Complete

ⓂAB p.1. Encourage individual children to say, 'I feel happy when ...' or 'I feel sad when...'

Note: take opportunities throughout the day for children to voice how they are feeling, e.g. 'Ben pushed me over. I feel really sad, but I feel angry at him too.' 'Nobody wants to play with me today. I feel lonely.'



Lesson 2: Feelings (continued)

Revise lesson 1. Depending on the age of the children, have them make a 'Feelings' book using multiple copies of *Resource Master 1*. Pages can be stapled together. Alternatively, use ⓂAB pp.2-4.

You may also like to use *Resource Master 10*. Cut out the various face shapes and ask the children to choose one and then draw on the face how they are feeling. Once they have done this, ask, for example, 'I see you have drawn a sad face, why do you feel this way? Can you tell me a little bit more about how you are feeling?' Give each child time to talk about their feelings and emotions. Older children could also choose a face and place it on their own daily graph to map their changing emotions. Alternatively, use ⓂAB p.5.

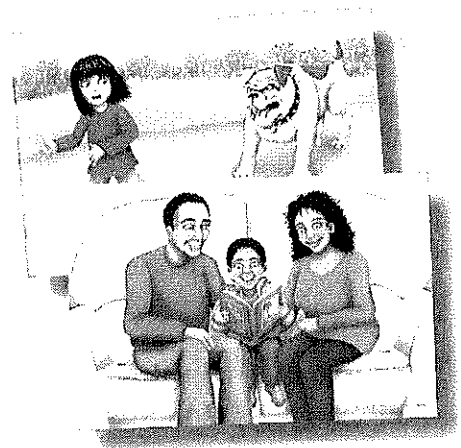
Lessons continued...

Note: as children's vocabulary increases, encourage them to use a bank of feeling words to express their emotions beyond 'sad' or 'happy' such as surprised, brave, joyful, worried, angry, frightened, bored, proud, shy, embarrassed, friendly, calm, quiet, curious, confused, safe, unsafe, relieved, jealous, frustrated, excited, uncomfortable, silly, forgotten, ignored, loved, curious, interested, overwhelmed, terrified, peaceful and annoyed.

Lesson 3: Safe and Unsafe

Talk about feeling 'safe' and 'unsafe'. Discuss scenarios where the children might feel 'safe' or 'unsafe'. Have them sort the 'Safe and Unsafe' cards into two piles. Large hoops could be used for this task.

Discuss the different scenarios shown on the cards and have children verbalise why they placed them in the 'Safe' or 'Unsafe' pile. In groups, older children could brainstorm times when they felt 'safe' and 'unsafe'. These scenarios could be shared and discussed as a class.



Lesson 4: Safe and Unsafe (continued)

Review with the children what makes them feel 'safe' and what makes them feel 'unsafe'.

e.g. they may feel 'safe' when cuddled up on the couch reading a book with their sister but they may feel 'unsafe' near a barking dog. Write their ideas on a class T-chart. Depending on the age of the children, have them make a 'Safe and Unsafe' book using multiple copies of *Resource Master 1*. Pages can be stapled together. Alternatively, use *ΨAB* p.6. Older children could come up with solutions to the scenarios in Lesson 3 where they felt unsafe.

Lesson 5: Body Boundaries and Consent

Discuss body boundaries and personal space with the children. Use the idea of a 'body boundary' or 'bubble' around each child approximately the size of a hula hoop. 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. Let the children know 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. For younger children read and discuss *No Means No!* Use the Discussion Questions at the back of the book to initiate discussions around consent and respect. Learning about consent is crucial for a young child and importantly transfers into their teenage and adult years. Have children complete *ΨAB* p.7. In groups, older children could brainstorm what they think 'consent' and 'respect' mean and then come together as a class to unpack and discuss.

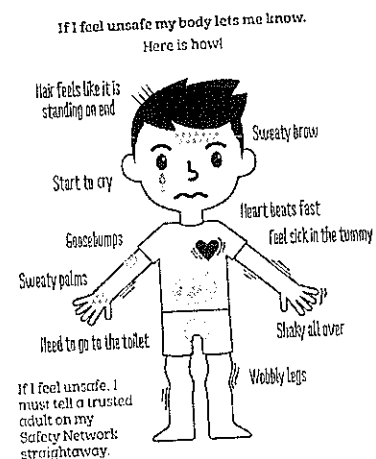
Lessons continued...

Note: now might be a good time to introduce/review the concept of 'private' and 'public' places. Briefly talk about a 'private' place as the toilet or bathroom (even their bedroom as they get older) and a public space as an area used and shared by everyone. The idea behind this lesson is that children understand that when they go to the toilet or have a shower they have the right to privacy. People should never walk in on a child (or anyone) in a private space, and if someone does, they should tell a trusted adult straightaway. It is important that children know people must always seek their consent before entering a private place. It is also important to note as part of the grooming process, predators may walk in on children showering and/or toileting so as to 'normalise' this behaviour. However, a child who is educated to understand the difference between a 'private' place and a 'public' place will also know to tell a trusted adult if anyone does this to them. The line between 'private' and 'public' places will become less blurred as children get older and become more independent.

Lesson 6: Early Warning Signs

Talk to children about how they feel when they are worried or unsafe. Ask children to describe how they might feel if they were standing at the top of a giant waterslide/slide and there were no safety bars to stop them from falling. List all the things that might happen to their body: sweaty palms, racing heart, start to cry, butterflies in their tummy, wobbly legs, goosebumps, shaky all over, need to go to the toilet, hair feels like it is standing on end. Elicit responses from the children. Using an enlarged copy of **Resource Master 2**, label these feelings for the children. Older children could work in pairs and draw these responses onto the body shape (see **Resource Master 2**). Explain to the children that we call these responses our Early Warning Signs, and they tell us when we feel unsafe. Alternatively, use **AB pp. 8-9**. Display 'My Early Warning Signs' poster (included in this Kit) for display or alternatively, go to www.e2epublishing.info/downloads to download this poster.

My Early Warning Signs



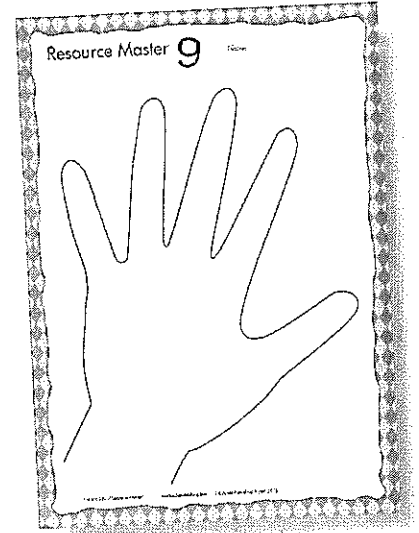
Lessons continued...

Lesson 7: Safety Network

Continuing on with the discussion from Lesson 6, have children verbalise who they might tell if they are feeling unsafe or experiencing their Early Warning Signs. Discuss how this adult is someone they can talk to about anything. It is an adult who always listens to them and someone they can contact/find easily. Using **Resource Master 9** or **AB p.10**, have children write or draw on each finger five trusted adults they could go to if they were feeling unsafe. These need to be adults they see regularly and they feel safe with; one should **not** be a family member. Tell the children that this is their Safety Network.

Note: each child's Safety Network will be different and it must be selected by them.

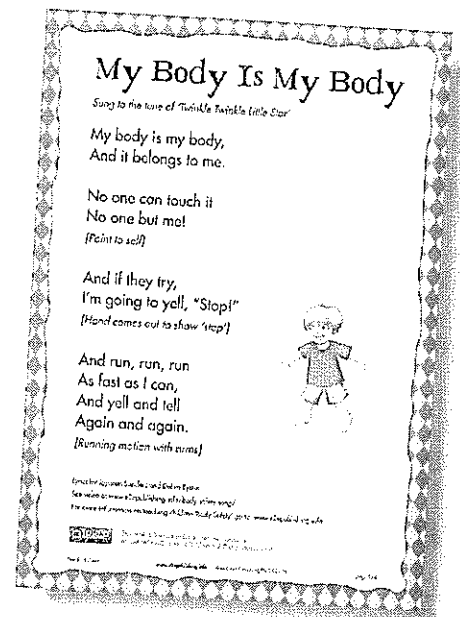
Note: some children may struggle to list five trusted adults, so three is sufficient. Kids Helpline (1800 55 1800) is also a great alternative or the police.



Lesson 8: Private Body Parts

Using enlarged copies of **Resource Masters 3-6** (after a bit of giggling) identify and label all the body parts, e.g. elbows, knees, nose, etc. Introduce the children to the term and concept of private body parts and private zones. 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. Show children **Resource Masters 3-6**. Identify and label the private body parts and call them by their correct name: penis, testicles, vulva (outside), vagina (inside), breasts, nipples, bottom (buttocks). Tell the children that our private parts are the places under our bathing suit or underwear (see **Resource Masters 7 and 8**).

Discuss also that our private zones include our face and mouth. Instruct children that no one can touch or view these private parts and they have the right to say 'No' if someone does. Teach the children to put their hand out in front of them and say 'No!' or 'Stop!' if they experience inappropriate touching, they see images of private parts or if a person asks them to touch that person's private parts. Reinforce that they can't touch other people's private parts but they can touch their own in private as their body belongs to them. Teach younger children the 'My Body Is My Body' Safety Song (included in this Kit and available at www.e2publishing.info/downloads) and discuss. This song is also available in **AB p.11**.



Lessons continued...

Note: if a child is touched inappropriately it may be very difficult for them to say 'No!' or 'Stop' especially if the perpetrator is an adult. However, it is very important they have practised this empowering skill. Ensure you emphasise the second step, i.e. telling an adult on their Safety Network straightaway if they feel unsafe.

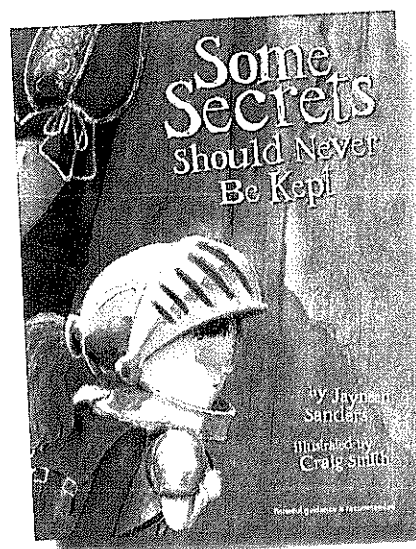
Lesson 9: Unsafe Secrets

Explain to the children that you are going to read them a very special story and it would be wonderful if they could listen carefully. Show the children the cover of *Some Secrets Should Never Be Kept*. Read the title. Ask, What is a secret?

Note: we suggest you don't go into 'good' and 'bad' secrets or surprises at this stage, as this will come up through the Discussion Questions at the back of the book. Ask, Who do you think this little boy is? How do you think he is feeling? Why do you think he is feeling this way? Read the story, stopping and discussing the illustrations when appropriate.

Note: in the first reading, we suggest that you read the story through with very little discussion of the illustrations, so that the storyline is not lost. Once the story is finished, go straight to the Discussion Questions with the children. Spend as long as appropriate on each question.

Note: when reading the story again, it is important to discuss the little boy's body language with the children and ask them how the little boy might be feeling, e.g. see pages 13, 14, 16, 19, 20, 21, 23, 24, 26, 27, 31.



Lesson 10: Summary

Refer to *Some Secrets Should Never Be Kept* in this lesson. Say, Do you remember the story we read the other day? What was it about? What happened to the little boy? Should we keep secrets such as someone touching our private parts? What should we do if we are asked to touch someone else's private parts? Was the little boy right to tell his mother about the touching? What Early Warning Signs did the little boy have? What other Early Warning Signs do you think he may have had? What would you do if someone touched your private parts? Reinforce that the child must tell the person to 'Stop', and they must tell someone on their Safety Network straightaway, and keep on telling until they are believed. Discuss briefly when it is appropriate for someone else to touch their body, e.g. a doctor, but explaining only if a parent or trusted adult is in the room. Also discuss what the child should do if they are shown images of private parts (pornography). Reinforce they must tell someone on their Safety Network straightaway. Have children complete MAB p. 12-13.