

My Body is My Own: Staying Safe and Strong

Materials Needed:

- A large piece of paper (or several pieces taped together)
- Crayons or markers
- A favorite stuffed animal or doll
- Pictures or drawings of different types of "touches" (e.g., a high-five, a hug, a push, a hit) - can be drawn on the spot
- Red and green construction paper or red and green markers

1. Learning Objectives

By the end of this lesson, the student will be able to:

- State clearly, "My body belongs to me."
- Identify the difference between a safe touch (like a hug or high-five) and an unsafe touch (a touch that hurts, scares them, or makes them feel uncomfortable).
- Name at least three "Trusted Adults" they can go to for help.
- Demonstrate the three safety steps: "No, Go, Tell."

2. Introduction: The "Me" Outline (10 minutes)

Goal: To establish the concept of body ownership in a positive, physical way.

Activity:

1. Spread the large piece of paper on the floor. Have the child lie down on the paper.
2. Carefully trace the outline of their body with a marker.
3. Let the child stand up and look at their outline. Say, "Look! This is YOU! Your body is amazing. It can run, jump, and hug. And the most important thing to know is that **your body belongs to you.**"
4. Have the child repeat the phrase, "My body belongs to me," while they decorate their body outline. They can draw a face, clothes, and things they love about themselves (e.g., strong legs for running, good hands for drawing).

3. Main Activity 1: Safe Touches vs. Unsafe Touches (15 minutes)

Goal: To help the child understand and categorize different kinds of physical contact using simple, clear terms.

Activity:

1. Introduce the concept of "touches." Say, "We give and get touches all day. A high-five is a touch. A hug is a touch. Some touches feel good, and some feel bad. We are going to call them 'Safe Touches' and 'Unsafe Touches'."

2. **Safe Touches:** Use the stuffed animal to demonstrate a gentle hug, a soft pat on the back, or holding hands. Ask the child: "How do you think Teddy feels? This is a safe touch. Safe touches feel caring, friendly, and make us feel good."
 3. **Unsafe Touches:** Explain, "An unsafe touch is any touch that hurts your body, scares you, or just makes you feel yucky or confused inside. It is NEVER okay for someone to give you an unsafe touch." Use the stuffed animal to gently demonstrate a pretend push or a hard squeeze.
 4. **Sorting Game:** Use the red (for Unsafe/Stop) and green (for Safe/Go) paper. Show the child pictures (or act out) different touches and have them place them on the correct color paper.
 - o A hug from a parent (Green)
 - o A high-five from a friend (Green)
 - o Someone pushing them down (Red)
 - o Someone hitting them (Red)
 - o A doctor checking their tummy (with a parent present) - *This is a good opportunity to discuss that some touches from trusted helpers like doctors are okay, but a parent should be there.*
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4. Main Activity 2: My "No, Go, Tell" Superpower (15 minutes)

Goal: To give the child a clear, simple, and memorable action plan if they ever receive an unsafe touch.

Activity:

1. Say, "You have a superpower to protect your body. It has three secret steps: **No, Go, Tell.** Let's practice!"
 2. **Step 1: NO!** Practice saying "NO!" in a strong, loud voice. Not a shy voice, but a big, brave voice like a superhero. You can pretend to be lions roaring "NO!" Make it a fun but powerful exercise. Emphasize: "It is ALWAYS okay to say NO to a touch that you don't like, even if it's from a big person."
 3. **Step 2: GO!** After roaring "NO!", practice running away. Run from one side of the room to the other. Explain that this means getting away from the person and finding a safe place.
 4. **Step 3: TELL!** The most important step. Say, "After you say 'No' and 'Go,' you must 'Tell' a Trusted Adult."
 5. **Trusted Adult Brainstorm:** Ask, "Who are the grown-ups in your life who you trust and who always help you?" List them out together: Mommy, Daddy, Grandma, Grandpa, a specific teacher or family friend. Explain that a Trusted Adult is someone whose job it is to keep you safe. Say, "You should keep telling Trusted Adults until someone listens and helps you. It's not tattling; it's telling to stay safe."
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5. Creative Application: My Circle of Trust (10 minutes)

Goal: To creatively reinforce who the child can go to for help.

Activity:

1. On a new piece of paper, have the child draw a picture of themselves in the middle.
 2. Around their picture, help them draw or write the names of the Trusted Adults they identified.
 3. Title the page "My Circle of Trust" or "My Helpers."
 4. Hang this picture somewhere visible, like on their bedroom wall, as a constant visual reminder of
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their support system.

6. Closing and Assessment

Goal: To review the key concepts in a calm, reassuring way and check for understanding.

Sit with the child and ask these simple questions:

- "What is the most important rule about your body?" (Answer: My body belongs to me.)
- "If someone gives you a touch that hurts or scares you, what is that called?" (Answer: An unsafe touch.)
- "What are your three superpowers if you get an unsafe touch?" (Answer: No, Go, Tell.)
- "Can you name two people you would tell?" (Answers will vary.)

End the lesson with a big, safe hug and praise them for being so smart and strong. Reassure them that their job is to play and learn, and it's the grown-ups' job to keep them safe, but now they have special tools to help.