

# Safe Bodies Strong Kids



A Sexual Abuse Prevention Program  
for Grades 1 – 3

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**We dedicate this program to**

**Jan Sippel**, the Abuse Prevention Coordinator for Vancouver School District, who retired in July 2016. We truly could not have completed this project without her, or have even known where to begin.

**Jan, your wisdom, passion, thoughtfulness and heart have guided us all in the writing of this program. We and the students who will benefit from this program are indebted to you.**

Dear Educator,

Thank you for taking the time in your classroom to use this program with your students. By teaching these lessons, you are not only teaching your students the skills that will help keep them safe, but you are also building their confidence, giving them a healthy sense of body ownership, and developing their critical thinking skills.

*Research tells us that when safety education becomes an integrated part of a child's life, personal safety strategies are more likely to be used and successful (Canadian Centre for Child Protection)*

Your commitment to learning about the importance of child sexual abuse prevention and teaching your students these important safety skills makes a difference. In fact, research is clear that prevention programs give children the tools to recognize and respond to confusing or potentially dangerous situations. Your commitment to teaching this program will not only shape a life, but could save a life.

With gratitude,

The Lower Mainland Child Abuse Prevention Educators

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## About Sexual Abuse Prevention and this Program

*Safe Bodies, Strong Kids* is an evidence-based, sexual abuse prevention program for students in Grades 1 to 3. Eleven school districts from the BC lower mainland have spent two years developing this program. It is based on best practice as described in the most recent sexual abuse prevention research and has been field tested in three school districts. *Safe Bodies, Strong Kids* aligns with the Ministry of British Columbia Physical Health and Education Curriculum.

## The Rationale for Teaching Child Sexual Abuse Prevention

Child sexual abuse prevention programs have 3 main goals:

1. To teach children to **recognize** child sexual abuse,
2. To give them the skills to **avoid** abuse,
3. To encourage them to **report** abuse that they have experienced, are experiencing or may experience in the future.

National Sexual Violence Resource Center's publication "[Child Sexual Abuse Prevention: Programs for Children.](http://www.nsvrc.org)" [www.nsvrc.org](http://www.nsvrc.org)

There is ample research to support the teaching of sexual abuse prevention. Some of the benefits include:

- Increased knowledge about child sexual abuse (Davis & Gidycz, 2000; Repucci & Herman, 1991; Rispens, Aleman, & Goudena, 1997).
- Increased self-protective knowledge and skills, and increased use of these self-protective skills (Finkelhor, Asdigian, & Dzuiba-Leatherman, 1995a, 1995b; Rispens et al., 1997; Topping & Barron, 2009).
- Earlier disclosure of abuse, which could prevent further abuse from occurring and allow the child to be treated for the abuse (Gibson & Leitenberg, 2000).
- Shorter duration of abuse (Gibson & Leitenberg, 2000).
- Increased positive feelings about self and decreased negative feelings about self (Topping & Barron, 2009).

National Sexual Violence Resource Center's publication "[Child Sexual Abuse Prevention: Programs for Children.](http://www.nsvrc.org)" [www.nsvrc.org](http://www.nsvrc.org)

In addition, studies have also shown the power of building and fostering adult connections. For instance:

- The more adults in school children can look to for help, the higher their level of well-being. (Middle Childhood Inside and Out: The Psychological and Social World of Children 9 – 12. March 2007)
- Living in communities with strong social cohesion has a protective effect and can reduce the risk of violence, even when other family risk factors are present. (World Health Organization and the Preventing Child Maltreatment: a guide to taking actions and generating evidence. World Health Organization and the International Society for Prevention of Child Abuse and Neglect. 2006)

## **The Rationale for Facilitator Training of Sexual Abuse Prevention Programs**

The Lower Mainland Child Abuse Prevention Educators strongly recommend that before teachers facilitate sexual abuse prevention programs, they first be properly trained. The objectives of prevention program training are to:

- Review goals of prevention education
- Build familiarity with program
- Dig deeper into program
- Identify potential program flaws and challenges
- Provide an opportunity to discuss with colleagues and ask questions and develop a shared language
- Provide an opportunity to consider how to answer questions that students might ask
- Support facilitator self-care

Training will help facilitators increase their comfort, confidence, and competence in the delivery of child abuse prevention programs. Teachers will improve their ability to have healthy personal and professional boundaries to prevent personal discomfort or values from influencing their delivery. They will have the skills to respond to any discomfort or concerns from parents or other adults as well as the knowledge to deal with disclosures that may arise. Teachers will be secure in their knowledge of the content, the limits of the program, and how to handle student questions.

**Safe Bodies, Strong Kids – CURRICULAR CONNECTIONS from the B.C. curriculum**

[https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/phe\\_learning\\_standards.pdf](https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/phe_learning_standards.pdf)

## GRADE 1

**BIG IDEAS**

Knowing about our bodies and making healthy choices helps us look after ourselves

**Curricular competencies** (What students should be able to **DO**)

- Describe ways to prevent and respond to a variety of unsafe and/or uncomfortable situations.

**Content** (What students need to **KNOW**)

- Practices that promote health and well-being
- Names for parts of the body, including male and female private parts
- Appropriate and inappropriate ways of being touched
- Caring behaviours in families

## GRADE 2

**BIG IDEAS**

Adopting healthy personal practices and safety strategies protects ourselves and others.

**Curricular competencies** (What students should be able to **DO**)

- Identify and describe avoidance or assertiveness strategies to use in unsafe and/or uncomfortable situations.
- Identify and describe characteristics of positive relationships.

**Content** (What students need to **KNOW**)

- Strategies and skills to use in potentially hazardous, unsafe or abusive situations.
- Strategies for preventing personal harm

## GRADE 3

**BIG IDEAS**

- (same as Grade 2)

**Curricular competencies** (What students should be able to **DO**)

- Identify and describe avoidance or assertiveness strategies to use in unsafe and/or uncomfortable situations. (same as Gr 2)

**Content** (What students need to **KNOW**)

- (Same as Gr 2)



# Lesson 1: Everybody's Special!

## Objectives:

Students will be able to:

- List ways in which bodies are the same and different
- Demonstrate an understanding that we are all unique

## Teacher Considerations:

Emphasize the following big ideas:

1. Everyone's body is unique (one of a kind)
2. Everyone is special in their own way
3. Everyone needs safety and respect --to be treated with care and kindness
4. Everyone needs nutritious food, water, clothes, rest, and shelter

This lesson could be divided into two shorter lessons to suit the needs of your class.

The self-portrait activity may be completed separately. You may wish to use this as a pre-assessment activity and later as a post assessment to determine new learning and growth.

## Materials:

Your Body Belongs to You by Cornelia Spelman

Time	LESSON
10 mins	<p><b>Opening</b> Say to students: "Today we are going to learn about how our bodies are different and how they are the same. Everyone has a body. Everybody is special in their own way. We all have different shapes, different sizes, different birthdays, different things we are good at and all of that is okay."</p>
10 - 20 mins	<p><b>Discussion and Activity: Think, Pair, Share</b> Say to students: "Just thinking to yourself silently, I want you to think about how we can be different from one another."  <ul style="list-style-type: none"> <li>• Give students a minute to think quietly to themselves.</li> <li>• If you like, pair up students and ask them to share with their partner all the ways people can be different from each other.</li> <li>• As a class, create a list of all the ways people can be different.</li> </ul>  Say to students: "Now think to yourself silently, I want you to think about how we are the same."  <ul style="list-style-type: none"> <li>• Give students a minute to think quietly to themselves.</li> </ul> </p>

- If you like, pair up students and ask them to share with their partner all the ways people might be the same.
- As a class, create a list of all the ways people might be the same.

Say to students:

"We all have differences. However, no matter what our differences, we all need and deserve to be treated with safety and respect. Everyone has a body and your body belongs to you. All of our bodies need to be treated with safety and respect."

Ask students:

"Who is in charge of keeping your body safe?"

Say to students:

"You are but there are many people to help you. For example, parents, teachers, doctors, nurses, counsellors, police officers, and firefighters."

30 -  
45  
mins

**Activity: Self Portrait – "This is a picture of me!"**

Use one of the sample templates in the program or one of your own and have students either do whole body self-portrait or paste a photo of themselves in the centre and complete the sentence(s) that demonstrate their unique and special attributes. Display in classroom.

Template 1:

I like that I am \_\_\_\_\_!

I feel safe when \_\_\_\_\_.

I feel cared for when \_\_\_\_\_.

Template 2:

I like that I am \_\_\_\_\_!

I keep myself safe by \_\_\_\_\_.

I keep myself healthy by \_\_\_\_\_.

**Closing: Read book**

Read Your Body Belongs to You by Cornelia Spelman.

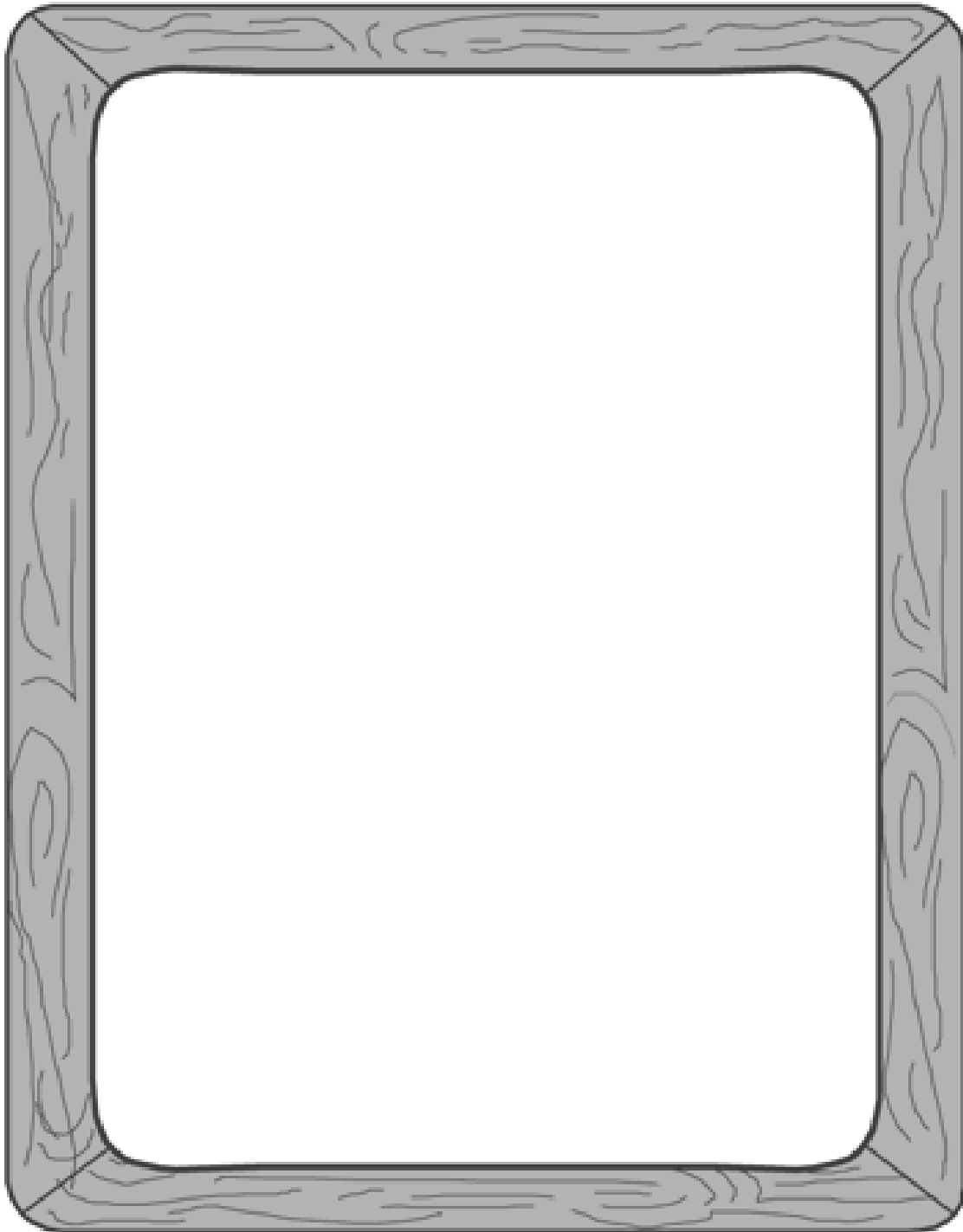
**Home-School Connections (ideas to continue the focus of this lesson at home):**

Have students take home their picture to share with somebody at home. Have students talk with their family about the differences and similarities between individuals in the home and other places (ie. May want to look at photos, picture books, magazines etc.).

**Extensions:**

1. Grade 1 or 2, read:
  - o People by Peter Spier
  - o It's OK to be Different by Todd Parr
  - o Head to Toes by Eric Carle
2. Observe fingerprints using a magnifying glass or a loop. Create fingerprint art.
3. Body tracings.
4. Compliments circle – if you use circles in your class, you might want to try a compliment circle. “One thing that I want you to know about me\_\_\_\_; one thing I appreciate about you \_\_\_\_\_.”
5. For older students, you might want to categorize the ideas that are brainstormed in the think pair share activities.
6. Watch video “Consent for Kids”: <https://www.youtube.com/watch?v=h3nhM9UJjc>

# This is a picture of me!

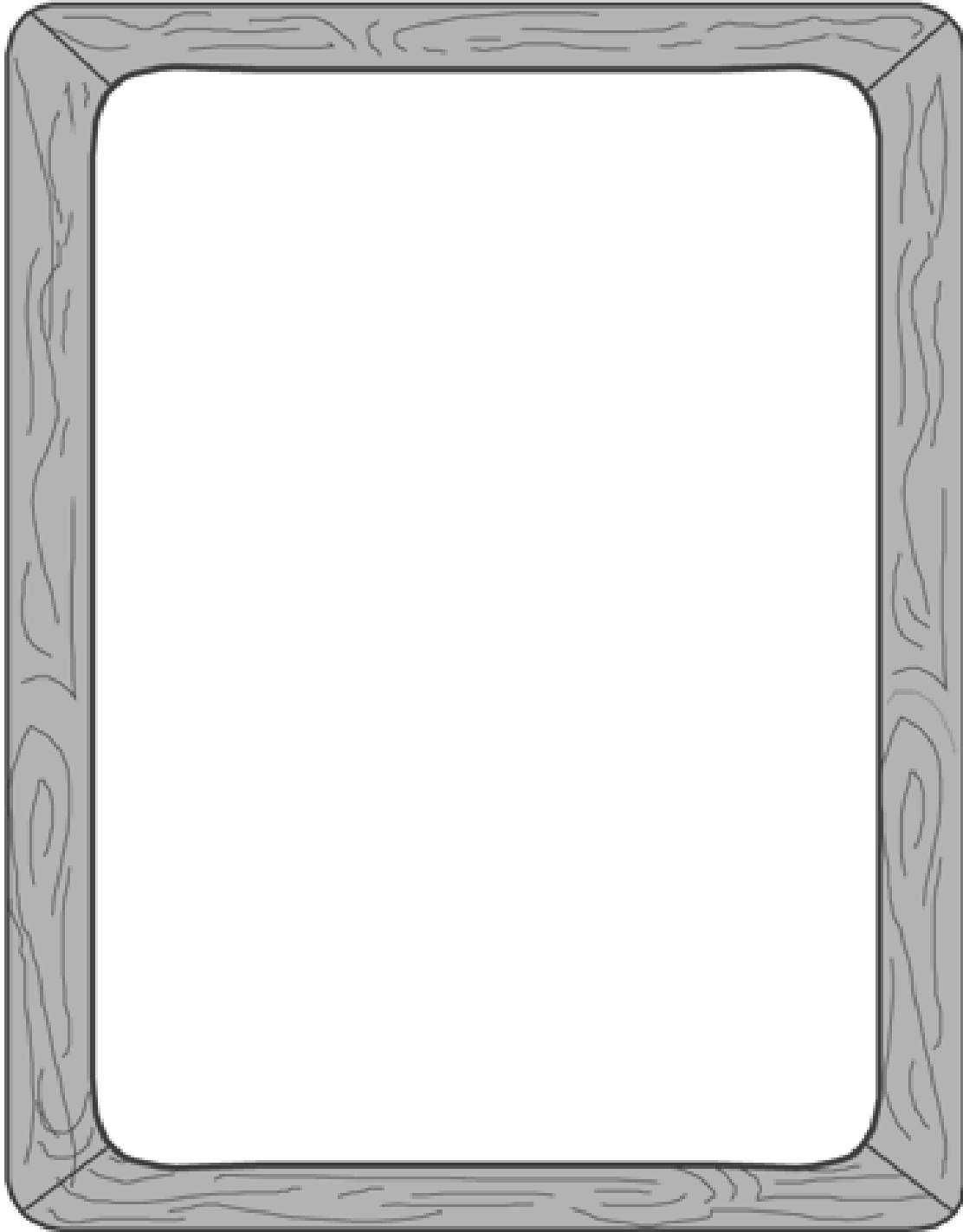


I like that I am \_\_\_\_\_.

I feel safe when \_\_\_\_\_.

I feel cared for when \_\_\_\_\_.

# This is a picture of me!



I like that I am \_\_\_\_\_.

I keep myself safe by \_\_\_\_\_.

I keep myself healthy by \_\_\_\_\_.

## Lesson 2: Five Reasons for Touch

### **Objectives:**

Students will be able to:

- Identify 5 safe and respectful reasons for touching
- Name some touches that could fit into the five categories
- Name some touches they like, when and from whom

### **Teacher Considerations:**

The lesson begins by introducing 5 safe and respectful reasons for touching and identifying some of the many touches that may fall into these categories. The focus is on reasons, not touches, because touches can be appropriate or inappropriate based on the intent and the context. For example, a push is a type of touch that can have various intentions. A push on the swing can be a fun push. A push out of the way of oncoming traffic can protect someone from being hurt. But, pushing someone down to hurt them or when you are feeling angry is not safe and not respectful.

Keep in mind that who is doing the touching is also an important dimension of touch (e.g. a hug from a parent is appreciated, while a hug from a neighbour might be unwanted).

Avoid using terms such as: "good/bad" (touch) and "right/wrong" (touch) when referring to touch as they can convey blame and evoke a sense of shame and guilt.

### **Materials:**

1. 5 Reasons for Touch discussion pictures
2. Reasons for Touch headings
3. 5 Reasons for Touch walk and sort pictures

Time	LESSON
2-5 mins	<p><b>Opening: Review Lesson 1</b></p> <p>Say to students:</p> <p>"Last time we learned that we are all special and we all need certain things to feel safe and cared for. Today we're going to learn about five safe and respectful reasons for touching. The five safe and respectful reasons for touching are:</p> <ul style="list-style-type: none"> <li>• Caring</li> <li>• Helpful</li> <li>• Fun</li> <li>• Healthy and</li> <li>• Clean."</li> </ul>

15 –  
20  
mins

### **Discussion: Understanding the 5 Safe and Respectful Reasons for Touching**

Say to students:

“Let’s see how many reasons for touch you can name and remember.”

Using the picture cards, review and expand on each of the reasons for touch.

#### Caring - Hug

Hold up picture of hug and say to students:

“What do you notice about this picture?”

Students respond and you summarize what is happening in the picture.

Say to students:

“This is a picture of a caring touch. In this picture the adult is wrapping her arms around the child and giving the child a hug.”

#### Helpful – Putting on shoes

Hold up picture of putting on shoes and say to students:

“What do you notice about this picture?”

Students respond and you summarize what is happening in the picture.

Say to students:

“This is a picture of a helpful touch. In this picture the adult is helping the child put on their boots. You may be learning or already be able to put on your shoes by yourself.”

#### Fun – Shoulder ride

Hold up picture of the shoulder ride and say to students:

“What do you notice about this picture?”

Students respond and you summarize what is happening in the picture.

Say to students:

“This is a picture of fun touch. In this picture the child is riding on the adult’s shoulders. Different people find different activities fun. ”

#### Healthy - Vaccine

Hold up picture of getting the vaccine and say to students:

“What do you notice about this picture?”

Students respond and you summarize what is happening in the picture.

Say to students:

“This is a picture of healthy touch. In this picture, a doctor or nurse is giving a needle. Sometimes when you’re feeling sick an adult needs to touch your forehead to see if you’re hot. Both of these are healthy touches.”

#### Clean – Hair Washed

Hold up picture of having hair washed and say to students:

“What’s happening in this picture? Why?”

10 mins	<p>Students respond and you summarize what is happening in the picture.</p> <p>Say to students:          “This is a picture of a clean touch. In this picture, an adult is washing a child’s hair. When you are young, a caring adult might help you wash your body. Gradually, you are growing and learning to do more and more for yourself.”</p> <p><b>Activity: Walk and Sort</b>          Using the Reasons for Touch headings, post the words <i>Caring, Helpful and Fun</i> on one side of the room and the words <i>Healthy and Clean</i> on another side. <b>Note to teacher:</b> the five categories of touch have been grouped together for the purposes of this activity as many of these types of touch overlap with each other.</p> <p>Say to students:          “Deciding what is a caring, helpful or fun reason for touch is up to you; it is your choice. You can decide if, when and from whom you want a touch. It will be different for different people. You can decide for yourself and you can always change your mind.” (ie. When someone tickles you, hugs you or wants to kiss you.)</p> <p>Pass one of the 5 Reasons for Touching Walk and Sort pictures to each student. Ask students to put their pictures under one of the two categories for touch (caring/helpful/fun OR healthy/clean)</p> <p>As a whole class, review students’ responses.</p> <p><b>Closing:</b>          Say to students:          “These are safe and respectful reasons for touch. Next time we are going to talk about how to be safe and respectful when we are online.”</p>
<p><b><u>Home-School Connections (ideas to continue the focus of this lesson at home):</u></b>          Send a message home to parents/caregivers explaining the lessons so they can reinforce the different safe and respectful reasons for touch as they occur in the home, on the playground, etc.</p>	



**Extensions:**

Read Beautiful Hands by Kathryn Otoshi and create an art piece inspired by the book.

Have students brainstorm lists under each category of touch.

Have students create a poster using the five reasons for touch.

Divide class into partners to think of **safe and respectful** reasons for touching to act out/role play and have the rest of the class categorize each touches reason.

Literacy extension for Grade 1: Hands Are Not for Hitting By Elizabeth Verdick.

## Lesson 3: Introducing Online Safety

### **Objectives:**

Students will be able to:

- Identify ways in which we communicate with others online
- Identify ways to stay safe and respectful online
- Demonstrate strategies for saying, "No" online

### **Teacher Considerations:**

Because of the prolific use of devices, even at this early age, online safety is important to include in a child abuse prevention program.

To begin the lesson, teachers may want to ask their students how many use a computer, tablet or cell phone to play games or talk to other people. Teachers may also want to ask if any students use devices when their parents are not with them. If students are indicating that they do use devices without parental supervision, schools may want to consider a parent presentation on cyber safety.

### **Materials:**

No materials are necessary. However, teachers may want to have some devices (cell phone, tablet or computer) handy to show students how commonly we use these items to communicate.

Time	LESSON
3 mins	<p><b>Opening: Review Lesson 2 and Introduce Online Safety</b></p> <p>Review the 5 safe and respectful reasons for touching and some of the many touches that may fall into these categories. Remember that the focus is on reasons, not touches, because touches can be appropriate or inappropriate based on <u>the intent and the context</u>. For example, a push is a type of touch that can have various intentions. A push on the swing can be a fun push. A push out of the way of oncoming traffic can protect someone from being hurt. But, pushing someone down to hurt them or when you are feeling angry is not safe and not respectful.</p> <p>Say to students:          "Another place we sometime play or talk with other people is on our devices. It's a bit different than what we've been talking about because you can't touch people through your device, but there are still safe and respectful ways to be with people when we're talking to them online."</p>

15 –  
20  
mins

### **Discussion**

Ask students:

“How do you talk to, play with, or share pictures online with people who might live far away?”

- Some possible answers: Skype, instant messaging, Facebook, Snapchat, Instagram, games, email.

Ask students:

“Who do you talk to and play with online?”

- Some possible answers: mom, dad, grandparents, other relatives, friends who live far away.

Ask students:

“Why do we use a device or computer for these things?”

- Some possible answers: Because they live far away; because they want to see what we are doing; because we want to stay in touch; because it’s fun.

Ask students:

“What are some ways that we are safe and respectful when we’re online with someone?”

- Some possible answers: not giving out personal information, letting our parents know when we are on the computer and who we are talking to, using polite language, sharing passwords with our parents and not being rude or mean.

Say to students:

“Sometimes when we are online with other people, they might say something or ask us something that we don’t like. You can stand up for yourself when you are on the computer, just like when we don’t like a touch. Just like in person, you can say, ‘No’ using a strong voice and strong body if someone asks you to do something you don’t like or shows you something you don’t like. You can also walk away or turn off the device. You must always tell a trusted adult if something like this happens.”

### **Closing:**

Say to students:

“Just like there are safe and respectful touches, there are also safe and respectful ways to be with other people online.”

**Home-School Connections:**

Teacher and schools may want to let parents know that cyber safety was discussed in this lesson and provide resources to help parents understand how to keep their children safe on line. Here are some online resources that you may want to bring to their attention:

[Common Sense Media](#)

[Keeping kids safe on line](#)

[Raising Digital Citizens](#)

[The Door That's Not Locked](#)

**Extensions:**

Grade 3: Consider using [Zoe and Molly Online: Caught in the Net](#) from the Canadian Centre for Child Protection

If you have two adults, role play the script "Online Safety" as a way to introduce the lesson. Sample Role Play to model:

Two teachers pretend to wear headphones. They simulate being on a computer game where they are typing/talking with another player:

A: Hi my name is\_\_\_\_\_.

B: Hi \_\_\_\_\_ I'm \_\_\_\_\_.

A: Do you like playing this game?

B: Yes.

A: What is your favourite part of this game?

B: I like the building part!

A: Me too. Hey, where do you live?

B: Hmmm.....

A: Like where is your house?

B: Hmmm...

(Say directly to students, "What should I do? My parents say never to give out personal information without their permission. Is this personal information?" Take responses from students. "I don't want to tell this person. Help me decide how to respond." Pretend to go back online.)

B: I'm not comfortable telling you where I live.

A: Why not?

B: Hmm...

(Turn to students and ask "What should I do now?" Have a class discussion and have students help B decide how to respond.)

B: I'm not allowed to share that information.

A: Oh ok. (pause) Hey, what are you wearing?

B: Hmmmm.....

(Facial expression at this point might be very uncomfortable and surprised. Tell students, "I'm feeling very uncomfortable now. This is really getting weird. What do you think I should do? I really need to do something here." Continue class discussion until someone suggests that you should say goodbye).

B: I gotta go - bye (hangs up). (Thinks out loud) I really better go tell my parents what just happened!

## Lesson 4: My Body Belongs to Me

**Objectives:**

Students will be able to:

- Identify some touches they don't like
- Demonstrate an understanding that their body belongs to them and they choose the touches they like and the touches they don't like
- Demonstrate what to do when a touch is not safe and respectful
- Demonstrate what to do when something happens online that is not safe and respectful

**Teacher Considerations:**

Be aware that there are some cultural and developmental situations where eye contact might be uncomfortable, difficult or disrespectful. If eye contact is uncomfortable, you might want to teach your students to focus on the forehead of the other person.

If you are co-teaching, one person can model the stances on the second page of this lesson while the other debriefs with the students.

**Materials:**

None needed for this lesson.

Time	LESSON
5 mins	<p><b>Opening: Review previous lessons</b>                      Say to students:                      "We've talked about touches that are for a safe and respectful reason. Can you list what they are?"</p>
15 – 30 mins	<p><b>Discussion and Activity: Practicing Assertiveness</b>                      Ask students:                      "Today we are going to talk about when someone might touch us and we don't like it. Sometimes people might touch us in ways that we don't like. Can you think of some examples?"</p> <ul style="list-style-type: none"> <li>• Do not write down their responses, just verbally brainstorm.</li> </ul> <p><i>If you have class rules or guidelines that cover what to do if someone touches you in a way you don't like, refer to those here; for example Second Step, or RULER (Building a Class Charter). The definition of assertiveness used here is "Standing up for what you want or need." This includes using body language of shoulders back, chin up, eye contact and standing tall with feet shoulder width apart.</i></p>

Say to students:

"If someone touches you in a way that is not safe and respectful or that you don't like, you can say, 'No.' We are going to practice standing up for ourselves by saying, 'No' using a strong voice and a strong body."

Ask students:

"What does it mean to stand up for yourself?"

- It means that you can let someone know if you don't like what they are doing or saying to you. You stand up for yourself by saying, "No" using a strong voice and a strong body so that they know you are serious.

Say to students:

"If someone touches you in a way you don't like, you can tell them to stop in a big, strong voice. Like this."

- Model using strong body language (shoulders back, chin up, eye contact, stand tall with feet shoulder width apart) and saying, "No" in a strong, calm voice.
- Model and teach the language, "Stop," "No," "I don't like that!" and "Leave me alone."
- The students stand up and practice these phrases using assertive body language and voice.

Say to students:

"Sometimes we might give someone two different messages about what we mean. What would you think I meant if I said, 'No' like this..."

- Demonstrate saying, "No" in a questioning voice and passive body language. Play around with doing this in a number of different ways.

Ask students:

"Why is this not assertive? What would you change to make it assertive?"

Practice Scenarios

Use the following scenarios to practice being assertive. Have your students stand up and respond to each scenario as **you** read it aloud. Students should not role play these scenarios.

- Another student wants to hug you but you don't want a hug right now.
- A student who sits behind you is poking you with a pencil.
- During carpet time, another student is rolling around and hits you with their feet.
- Another student tells you to push someone off the monkey bars.
- A relative starts to tickle you and you don't feel like that right now.
- You are online and someone asks you for your name and what school you go to.

2 – 10  
mins

Say to students:

"If, after saying, 'No' in a strong voice and body (assertive) way, you are not being listened to, you should seek out an adult you trust to help you with the situation."

**Discussion: Online Safety**

Say to students:

"Remember last time we talked about how sometimes we talk to, play with and share things with people on the computer or other devices? Sometimes when you are online with someone, they might say something or ask you something that you don't like.

You can stand up for yourself when you are online too. Some ways you can say, 'No' on the computer or another device are to walk away or turn the device off. You can say, "No" using a strong voice and body if someone asks you to do something that you don't like or shows you something you don't like when you are online. You must always tell an adult that you trust."

**Closing:**

Say to students:

"YOU can use the power of your voice to stand up for your body and your right to be safe and respected."

**Home-School Connections:**

Send home a message to parents explaining that students are learning to be assertive, especially in regards to personal space and touch. They may want to discuss with their children about situations in which they are uncomfortable (e.g. unwanted kisses and hugs from extended family members, family friends, etc.).

**Extensions:**

Have students video tape themselves being assertive. This is not a role play but a practice of assertiveness.

Show video *Consent for Kids* if you did not show it in Lesson One:

<https://www.youtube.com/watch?v=h3nhM9UIJjc>



## Lesson 5: I am a Body Scientist!

### Objectives:

Students will be able to:

- Name and identify the private parts
- Demonstrate an understanding of when they need to ask for help from an adult to take care of their private parts in order to keep them safe, healthy and clean
- Demonstrate an understanding that the only reason any adult, even an adult they know, should touch or look at their private parts is to keep them clean and healthy

### Teacher Considerations:

You may want to front load this lesson by normalizing laughter in moments of discomfort and emphasizing the body science aspect of this lesson. If students laugh when naming and discussing private parts, you might want to consider saying:

“We don’t usually talk about private parts of our bodies, so it might feel uncomfortable at first which is normal.”

In initially naming the body parts, try to keep it as gender neutral as possible. If questions come up from the students, you can say, “Most, but not all, girls have a vagina and vulva. Most, but not all boys, have a penis, scrotum and testicles. Some people who have a girl’s body feel in their brain that they are a boy. Some people who have a boy’s body feel in their brain that they are a girl. This is okay.”

The mouth has not been included as a private part in this lesson. It is difficult to explain to this age group why a private part of the body is so visible. In other lessons, the message has been that “your body belongs to you” including your mouth.

If you are feeling uncomfortable teaching this lesson, you might want to consider asking your counsellor or another teacher to co-teach it with you.

### Materials:

1. Diagram of children with body parts labelled.
2. Helping You Stay Safe, Clean and Healthy pictures

Time	LESSON
3 mins	<p><b>Opening: Review Lesson 4 and Introduce Lesson 5</b></p> <p>Say to students:</p> <p>“We have already talked about how your whole body belongs to you. You choose which caring, helpful and fun touches you like, when you like them and from whom. You choose which touches you like and which touches you don’t. You choose if and when someone can touch you for a caring, helpful and fun reason.</p>

10 mins	<p>Today, we are going to learn about specific parts of our body and I want you to think like body scientists. Doctors are body scientists, and they are serious about keeping you healthy. Today, we're going to learn about our private parts. These are the parts of the body that other people don't usually look at or touch unless it is for a clean and healthy reason. We're talking about our private parts because we need to know how to take care of them. You only have one body."</p> <p>Ask students: "Can you go to the store to get a new body?"</p> <ul style="list-style-type: none"> <li>• Students answer, "No!"</li> </ul> <p>Say to students: "It is important to learn to take care of the one you have!"</p> <p><b>Discussion: Naming Private Parts</b></p> <p>Ask students: "Remember there are reasons for touch that are healthy and clean. What are the ways we keep our body healthy and clean?"</p> <ul style="list-style-type: none"> <li>• Some possible answers: putting a Band-Aid on a cut; washing our hands before we eat; brushing our hair/teeth.</li> <li>• Record ideas on flip chart or white board for everyone to see.</li> </ul> <p>Ask students: "How might you need help keeping your body healthy and clean?"</p> <ul style="list-style-type: none"> <li>• Guide discussion. Some answers might be: rinsing the shampoo out of my hair, brushing teeth, help from the doctor when I'm sick, wiping after I use the toilet.</li> </ul> <p>Say to students: "You are growing and getting bigger, and are learning to do more things for yourselves. It is ok to ask for help to take care of your body."</p> <p>Show diagram to the students and say to students: "This shows the private parts of the body. Some bodies have a penis, scrotum and testicles. Some bodies have a vagina and vulva. Most bodies have buttocks and nipples. As people grow up, some bodies also develop breasts. Not all bodies look like these ones – we are all different.</p> <p>It is important to know the scientific names of the private parts in case you need help keeping them safe, healthy or clean."</p> <p>Point to the diagram and say to students: "A vagina is on the inside of the body and vulva is on the outside. The scrotum is behind the penis and the testicles are inside the scrotum."</p>
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5  
mins

**Activity: Practice Naming the Private Parts**

Practicing the names of the private parts

Say to the students:

"We are going to practice saying the names of the private parts of our bodies."

- Say the word and point to the corresponding body part on the diagram
- Say the word again, this time clapping, syllable chunking and blending i.e. PE-NIS, VUL-VA
- Students repeat the word, clapping and syllable chunking as well.

Say to students:

"Our bodies are important and we have to keep them healthy and clean, including our private parts. We keep them healthy and clean by wiping and washing them, or maybe seeing a doctor or nurse."

10  
mins

**Activity: When do we need help?**

Say to students:

"We're going to talk about when you might need help from an adult to keep your body and your private parts safe, clean and healthy. I'm going to show you some pictures and we'll talk about each one."

- The pictures are designed to promote discussion about when students might need help from an adult. For example, in the bathtub, a child might be able to wash most of their body, but need help from a parent to wash their hair. With a skinned knee, some children may be able to put a band aid on by themselves while others may need help.
- While there is no set order to view the pictures, the picture of the computer should be shown after the students are familiar with the discussion format of the activity.

Some possible questions to ask students to guide discussion:

"What is happening in this picture?"

"In this situation, when might someone need help from an adult?"

Show the students:

- Tying Shoes
- Diapering or Toileting
- Bathtub
- Computer Help
- Brushing Hair
- Skinned Knee

**Note to teacher:** Normalize all responses, range of abilities and need for assistance.

**Closing:**

Say to students:

"You learned a lot about being body scientists today! Congratulations!"

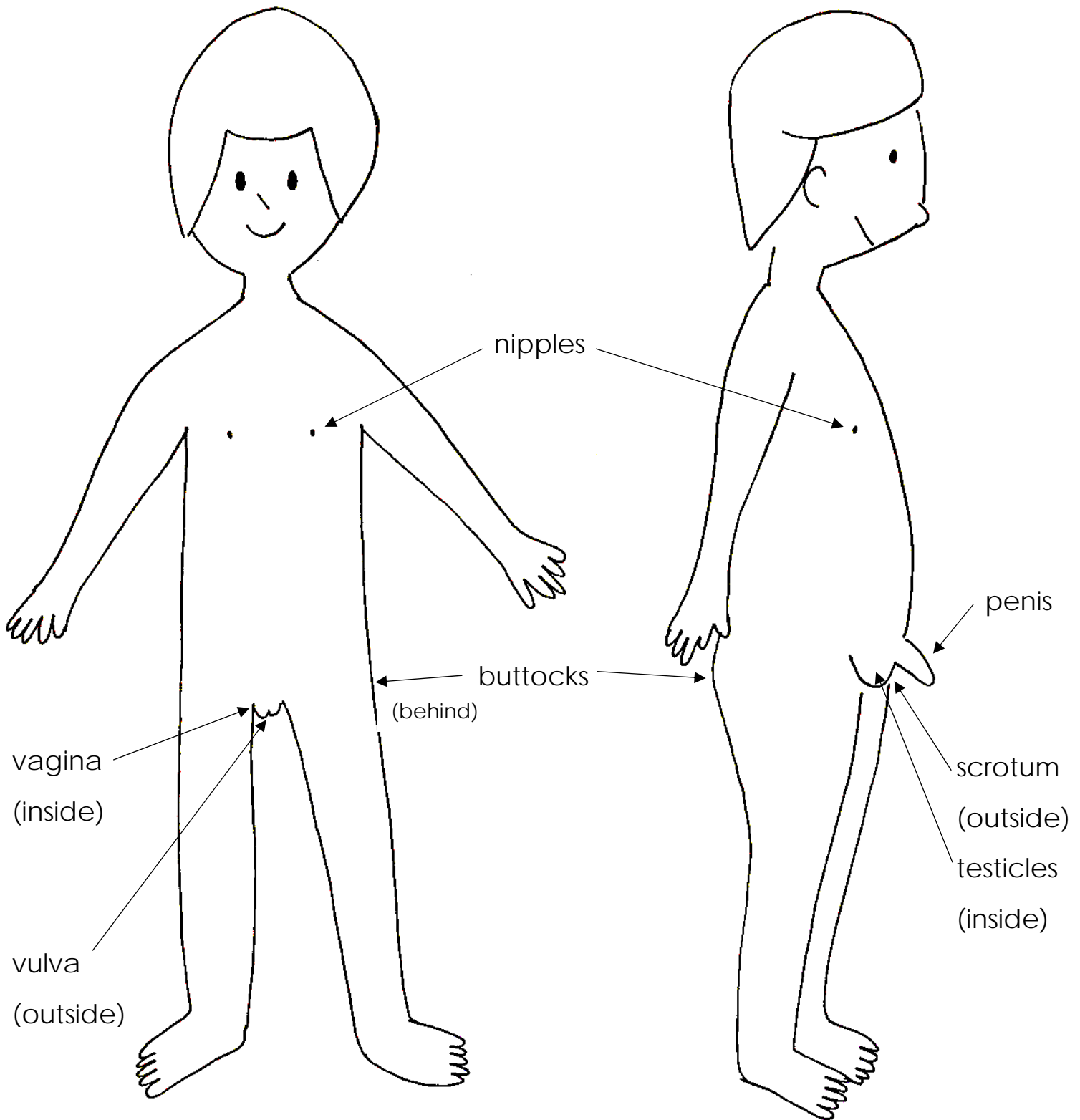
**Home-School Connections:**

- Inform parents of the content of the lesson. You may want to send home the diagram so that parents may also talk to their children about the private parts.
- Parents may want to consult some of the handouts on the website of [Saleema Noon, Sexual Health Educators](#)
- Books parents may want to read with their child include:  
Boys, Girls, and Body Science: A First Book About Facts of Life by Meg Hickling  
What's the Big Secret? Talking About Sex with Girls and Boys by Laurie and Marc Brown.

**Extensions:**

Read:

- I am Jazz by Jessica Herthel and Jazz Jennings



**I am a Body Scientist!**

## Lesson 6: I Can Say “No, Get Away and Tell”

### Objectives:

Students will be able to:

- Demonstrate an understanding that no one, not even an adult they know, should ask the child to look at or touch someone else’s private parts
- Demonstrate an understanding of how an adult might try to look at or touch a child’s private parts or make the child look at or touch someone else’s private parts
- Demonstrate the “No, Get Away and Tell” strategy to stay safe

### Teacher Considerations:

It is important to emphasize that it is NOT their fault if this happens or has happened to them.

If a child discloses what may be abuse during any of the lessons, say something like: “Thank you for telling me. I will help you. We can talk more about that after the lesson.”

Speak to the student privately as soon as possible and say something like:

“I’m glad you told me. I’m sorry that happened. It is not your fault. I believe you and will try to help.”

Follow your district’s protocol for reporting abuse disclosures.

For more information, consult [Keeping Kids Safe From Abuse in BC](#) and [The B.C. Handbook for Action on Child Abuse and Neglect for Service Providers](#)

### Materials:

1. Diagram of bodies from Lesson 5
2. Pictures of Helping You Stay Safe, Clean and Healthy from Lesson 5

Time	LESSON
5 mins	<p><b>Opening: Review Lesson 5 and Introduce Lesson 6</b></p> <p><b>**Note to Teacher: This is the first lesson where possible abuse scenarios are introduced and discussed. Please make sure you read the Teacher Considerations before doing this lesson.</b></p> <p>Say to students:</p> <p>“Last time, we learned the names of the private parts of the body and how to keep them clean and healthy. Let’s practice saying the names of our private parts again.”</p> <ul style="list-style-type: none"> <li>• Using the diagram with the private body parts labelled, remind students of the names.</li> </ul>

Say to students:

"The only reason any adult, even an adult you know, should touch or look at your private parts is to help keep you clean and healthy. We've talked about reasons for touch that are safe and respectful. And last time, we talked about times an adult might have to help you keep your body healthy and clean."

Ask students:

"Can you remember what some of those times were?"

- Review with students the pictures from Lesson 5.

Say to students:

"Remember that no one, not even an adult you know, should ask you to look at or touch your private parts or their private parts. BUT if this does happen, it is NOT YOUR FAULT and you need to let an adult that you trust know right away. Today we are going to talk about how someone might trick you into doing something you might not want to do."

10 -  
15  
mins

### **Discussion: Unpacking tricks**

**Note to teacher:** The concept of "tricks" has been used to include a wide variety of ways that students might be manipulated (including bribing, lying, shaming, forcing, threatening). Try to include a number of ways that students might be tricked without using the vocabulary above.

Say to students:

"Sometimes, another student might try to talk you into doing something you don't want to do. They might say something like 'If you give me some of your snack, I will be your friend' (e.g. bribe). Can you think of any other examples?"

- Some possible scenarios:
  - A classmate says, "The teacher says you can take the stickers off her desk" and it is not true. (e.g. lie)
  - "If you don't do what I say, I'll tell everyone that you wet your pants." (e.g. shame/embarass)
  - "If you don't give me that toy, I will tell on you." (e.g. force/threaten)
- Make sure an online example is included. If one isn't mentioned by students, you can suggest "What if you received a message from a friend asking you to bring candy to school in exchange for playing with them?" (e.g. bribe)

Say to students:

"We call these tricks. It is not respectful to try and trick someone. If anyone, even an adult that you know, tries to trick you into letting them touch or look at your private parts, or pictures of private parts, or tries to trick you into touching or looking at their private parts, you need to say, 'No' using a strong voice and a strong body like we practiced the other day."

10  
mins

**Discussion and Activity: Learning the Body Safety Strategy: "No, Get Away and Tell"**

Say to students:

"If someone does try to trick you into letting them touch or look at your private parts, look at pictures of private parts, or tries to trick you into touching or looking at their private parts, you already know the first step is to say, 'No!'"

Now I am going to teach you the body safety strategy. In class, we are learning other ways to stay safe. It is unlikely that there will be a fire, but we practice fire drills. It is unlikely that we will have a big earthquake, but we practice earthquake drills. We learn these safety rules and drills so that we know what to do if there is an emergency and we feel safe. This body safety strategy is the same. We learn it so that you know how to stay safe."

Ask students:

"Remember we practiced saying, 'NO' using a strong voice and a strong body the other day?"

- Review and model using strong body language (shoulders back, chin up, eye contact, stand tall with feet shoulder width apart) and saying, "No" in a strong, calm voice.
- Have students review and practice.

Say to students:

"That is great! That is the first step of our safety strategy! The whole body safety strategy is **'No, Get Away and Tell.'**"

Now, after you've said, 'NO' using a strong voice and a strong body, 'get away' means that you get away and find an adult that you trust. The last part of the body safety rule 'tell' means that you tell the adult you trust what has happened. **And you keep telling an adult until you find one who helps you.**

There are actions to go with these three steps of the body safety rule that help us remember what the strategy is. I'm going to teach them to you now."

- Demonstrate the action, "No," which is your hand up in the "stop" position.
- Demonstrate the action, "Get away," which is miming running.
- Demonstrate the action, "Tell," which is laying your hand alongside your mouth.
- Have students practice these actions after demonstrating them.

Say to students:

"If someone does try to trick you into letting them touch or look at your private parts, look at pictures of private parts, or tries to trick you into touching or looking at their private parts, it is not your fault. Let's say that together."

Say together as a class:

"It is NOT my fault!"



**Closing:**

Say to students:

"Now you know the 'No, Get Away and Tell' body safety strategy! We will talk about this strategy again because it is very important."

**Home-School Connection:**

Demonstrate and explain the "No, Get Away and Tell" actions to parents and/or caregivers. Have parents reinforce the lesson at home and begin making a list of adults they can trust to help.

**Extensions:**

Videotape students practicing "No, Get away and Tell."

## Lesson 7: Secrets

### **Objectives:**

Students will be able to:

- Identify secrets that need to be told to a safe and trusted adult
- Demonstrate an understanding of how an adult might try to make them keep a secret about touching
- Use the “No, Get Away and Tell” strategy
- Demonstrate an understanding that the only reason any adult, even an adult they know, should touch or look at their private parts is to keep them clean and healthy
- Demonstrate an understanding that no one, not even an adult they know, should ask the child to look at or touch someone else’s private parts
- Demonstrate an understanding of how an adult might try to look at or touch a child’s private parts or make the child look at or touch someone else’s private parts

### **Teacher Considerations:**

Emphasize if someone asks to keep a secret about touching, that the child needs to tell a trusted adult. It is NEVER too late to tell. It is NEVER a child’s fault.

To make it less confusing for the students, this lesson focuses solely on “secrets about touching” rather than secrets in general or surprises.

If a child discloses what may be abuse during any of the lessons, say something like: “Thank you for telling me. I will help you. We can talk more about that after the lesson.” Speak to the student privately as soon as possible.

Thank the student for telling and say something like:

“I’m glad you told me. I’m sorry that happened. It is not your fault. I believe you and will try to help.”

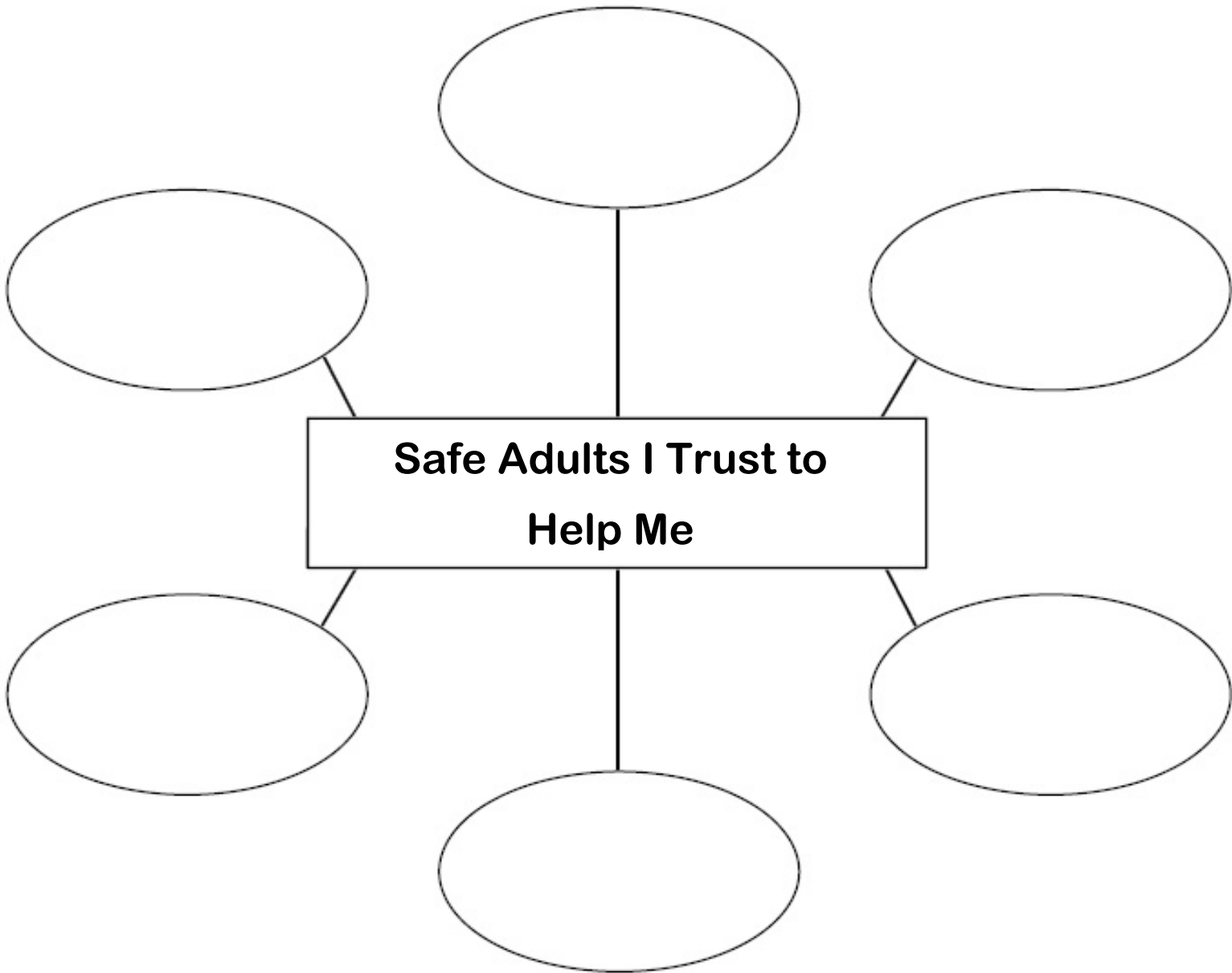
Follow your district’s protocol for reporting abuse disclosures.

### **Materials:**

1. Photos of “No, Get Away and Tell” strategy. The material includes photos of different children saying, “No”, getting away, and telling an adult. Make sure you review the photos prior to the lesson and choose the ones that you want to use. You will most likely want to use the set of photos that your class will most closely identify with.
2. “Safe adults I trust to help me” word web template.
3. Copies of the Home-School Connection handout.

Time	LESSON
3 mins	<p><b>Opening: Review Lesson 6 and introduce Lesson 7</b></p> <p>Say to students:            “Last time we talked about how someone might trick you to get you to do something you don’t want to do. Today we are going to talk about how someone might ask you to keep a secret about touching.”</p>
10 mins	<p><b>Activity and Discussion: Secrets You Need to Tell</b></p> <p>Say to students:            “Sometimes someone, even an adult you know, might ask you to keep a secret. You must not keep secrets about touching. If anyone touches or looks at your private parts and wants you to keep it a secret, you need to tell a trusted adult. If anyone, even an adult you know, asks you to look at or touch their private parts, you need to tell a trusted adult.”</p> <p>Go over the following scenarios with students. Discuss the strategy “Tell” after each scenario (i.e. What would you do? Who would you tell? What would you say?) and each “What if” question.</p> <ul style="list-style-type: none"> <li>• A grown up sends a student a picture of himself without any clothes on and tells them not to tell anyone.           <ul style="list-style-type: none"> <li>○ What if the grown up tells the student that they are special and this is why they got this picture?</li> </ul> </li> <li>• One friend tells another student that her babysitter touched her vulva.           <ul style="list-style-type: none"> <li>○ What if it is her favourite babysitter?</li> </ul> </li> <li>• A student is playing a video game and another gamer asks for a naked picture in return for 10 000 points.           <ul style="list-style-type: none"> <li>○ What if she really needs those points to get to the next level?</li> </ul> </li> <li>• A boy’s uncle touches the boy’s penis several times while they are wrestling. When the boy says, “Stop,” the uncle says, “Don’t tell your parent.”           <ul style="list-style-type: none"> <li>○ What if it is the boy’s favourite uncle and he is worried he won’t visit anymore if he tells?</li> <li>○ What if the uncle says, “Sorry”?</li> <li>○ What if the uncle says, “You will get in trouble if you tell”?</li> </ul> </li> <li>• A student’s neighbour asks the student to touch the neighbour’s breasts.           <ul style="list-style-type: none"> <li>○ What if the neighbour is your best friend’s mom?</li> </ul> </li> </ul>
10 mins	<p><b>Activity: Practicing the body safety strategy: “No, Get Away and Tell”</b></p> <p>Say to students:            “If someone asks you to keep a secret about touching, you should tell a trusted adult. It is NEVER too late to tell. It is NEVER your fault. Last time, we talked about the safety strategy: ‘No, Get Away and Tell’. If anyone touches you or asks you to touch them, or looks at your private parts or asks you to look at their private parts, or pictures of private parts, you say, ‘No,’ get away and tell someone about what has happened.”</p>

5 -20 mins	<p>Now I'm going to show you some pictures of children doing these three things, saying no, getting away and telling a trusted adult. I want you to tell me what they are doing."</p> <ul style="list-style-type: none"> <li>• Students identify in which picture the child is saying, "No," getting away, and telling an adult that they trust.</li> <li>• Have students identify how the child in the picture is using a strong voice and strong body when they are saying, "No." For example, where are they looking, how are they standing and so on.</li> <li>• Have students suggest who they think the child in the picture is telling.</li> </ul> <p>Say to the students: "Now can you help me put these pictures in the order of our body safety strategy, 'No, Get Away and Tell'?"</p> <ul style="list-style-type: none"> <li>• As a class, have students put one set of the pictures in order.</li> <li>• Go through the other sets of pictures and discuss with the students in a way that makes it explicit to them the strong body posture of the children. Also discuss who the different adults are that they are telling.</li> </ul> <p><b>Closing: Make a Word Web of Safe Adults I Trust to Help Me</b></p> <p>Ask students: "Who are the safe adults that you trust? If you had to use the body safety strategy, who would you tell?"</p> <ul style="list-style-type: none"> <li>• Have students brainstorm some of the safe and trusted adults that they would tell.</li> <li>• Make a class word web of adults whom they name.</li> <li>• Have students make their own word web using the template, naming their own safe and trusted adults.</li> </ul>
<p><b><u>Home-School Connection:</u></b> Take home handout to discuss, complete, and practice with parent.</p>	
<p><b><u>Extension for grades:</u></b> Read <u>Not in Room 204</u> by Shannon Riggs.</p>	



Draw a line from each picture to its matching Safe Body Strategy:



**SAY  
"NO!"**



**GET  
AWAY**



**TELL  
SOMEONE**

## Lesson 8: Celebrating What We Know

### Objectives:

Students will be able to:

- Celebrate all that they have learned in the program

### Teacher Considerations:

This lesson is a review of the program and a celebration of what the students have learned.

### Materials:

1. Video My Body Belongs to Me <https://www.youtube.com/watch?v=a-5mdt9YN6I> (up to 2:10 minute mark).
2. Copies of certificates – enough for one for each student.

Time	LESSON
5 mins	<p><b>Opening: Program Review</b></p> <p>Say to students: “You have learned so much about being safe and respectful to your body!”</p> <p>Ask students: “Tell me some of the things you have learned during this program?”</p> <p>Some possible answers (there are more):</p> <ul style="list-style-type: none"> <li>• Five different reasons for touch</li> <li>• Touches I don’t like</li> <li>• The body safety rule, “No, Get Away and Tell”</li> <li>• Names of private parts</li> <li>• No one should touch or look at my private parts unless it is for a clean and healthy reason</li> <li>• No one should ask me to look at or touch their private parts</li> <li>• I can say, “No,” get away and tell someone if anyone asks me to do anything that makes me uncomfortable online</li> <li>• Keep telling an adult that I trust until someone says that they will help me</li> <li>• How to say, “No,” using a strong voice and strong body</li> </ul>
15 mins	<p><b>Activity: Bringing It All Together</b></p> <p>Say to students: “We are going to watch a video that talks about all the things we have learned that you just mentioned.”</p> <ul style="list-style-type: none"> <li>• Watch video: <i>My Body Belongs to Me</i></li> </ul> <p>Ask students: “What happened in that video? What did that boy learn?”</p>

5 mins	<p>Say to students: "He has learned the same things we have. He learned the body safety rule and how to keep his body safe."</p> <p><b>Closing:</b> Say to students: "You have learned a lot about your body, safe and respectful reasons for touch, and how to keep your body safe. To celebrate how much you've learned, I have a certificate that you can colour for each of you!"</p> <ul style="list-style-type: none"><li>• Hand out certificates</li></ul>
<p><b><u>Home-School Connection:</u></b> Students bring the <i>Safe Bodies, Strong Kids</i> certificate home and share with caregivers something they have learned.</p>	
<p><b><u>Extensions:</u></b> Have students draw a picture of themselves as a strong safe kid.</p>	



**Appendix I: Sample letter to send to parents before the program**

Date:

Dear Parents/Guardians,

Re: PERSONAL SAFETY PROGRAM, "SAFE BODIES, STRONG KIDS."

The school is excited to let you know that your child will be soon be learning about personal awareness and personal safety strategies. Teachers will be using a program called "Safe Bodies, Strong Kids" that was jointly developed by several school districts in the Lower Mainland.

Research has shown that children who are taught the correct names of body parts, self-assertive strategies, along with being made aware of how and when to seek an adult's help, are less likely to be victimized and/or exploited and are more likely to report earlier if they are. (Finkelhor, Asdigian, & Dzuiba-Leatherman, 1995a, 1995b; Rispens, Aleman, & Goudena, 1997; Topping & Barron, 2009; Gibson & Leitenberg, 2000)

Personal safety is one of the learning standards of the Physical and Health Education Curriculum mandated by the Ministry of Education. Children, throughout their school education, will learn about various topics including personal safety, personal boundaries and how to seek help when needed.

Examples of topics discussed in the program include:

- Your body belongs to you,
- Safe and respectful reasons for touch
- What to do when a touch is not safe and respectful,
- Scientific names for private parts of the body,
- The "No, Get Away and Tell" safety rule.

Please use this opportunity to talk to your child about what they are learning and practice the safety strategies they have been introduced to.

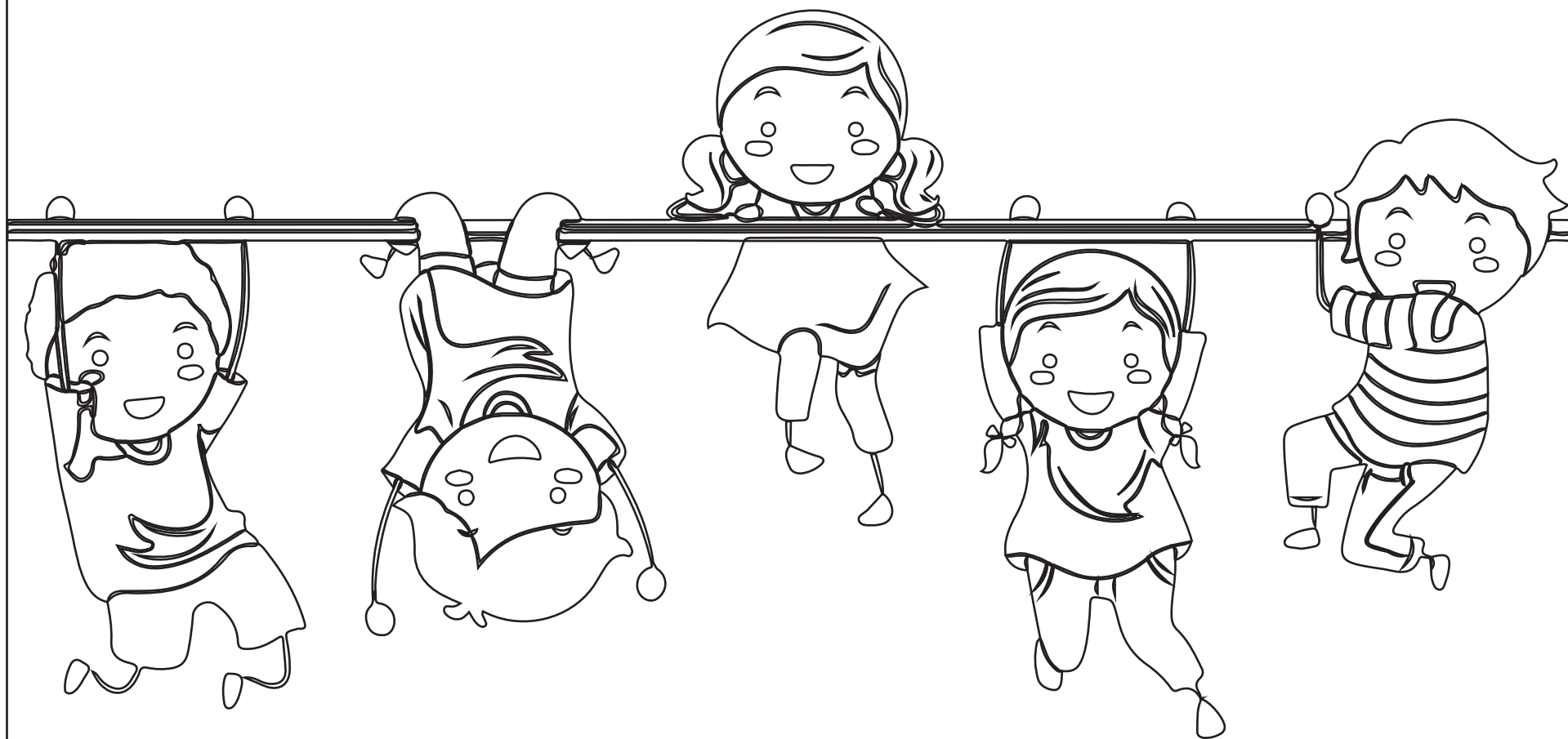
Please feel free to call if you have any questions or concerns regarding your child's education.

Yours truly,

## Appendix II

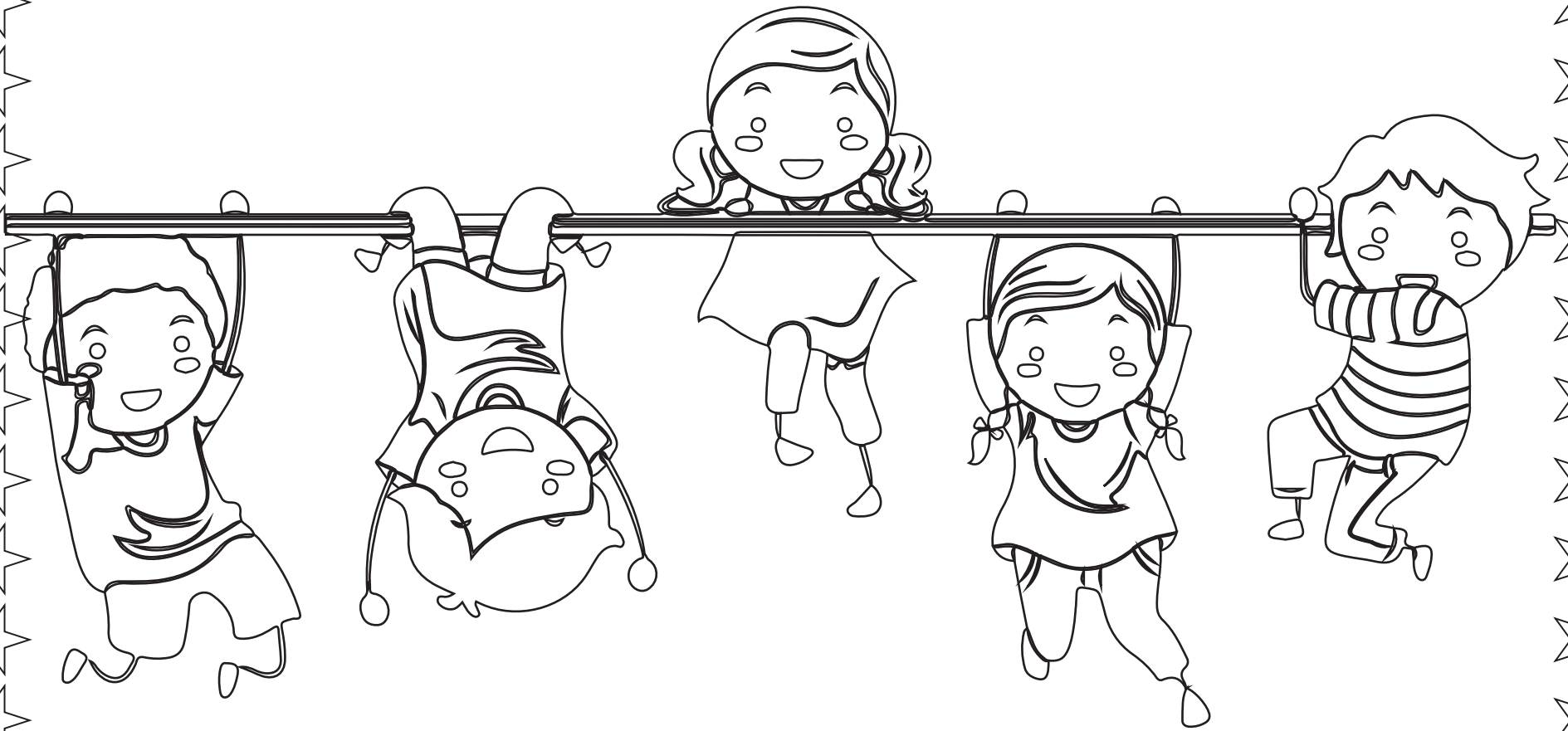
### Lesson 8: Celebrating What We Know Certificates

I know how to keep my body safe



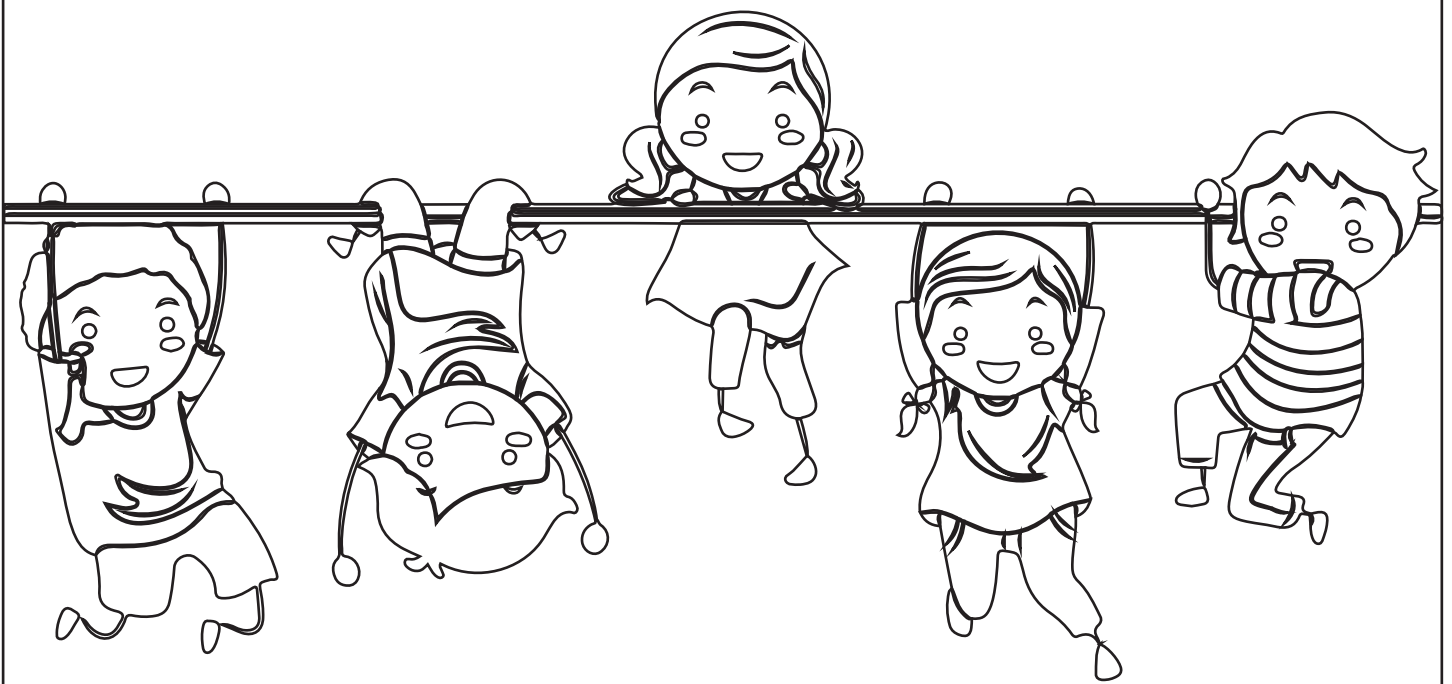
I am a Strong Kid!

I know how to keep my body safe



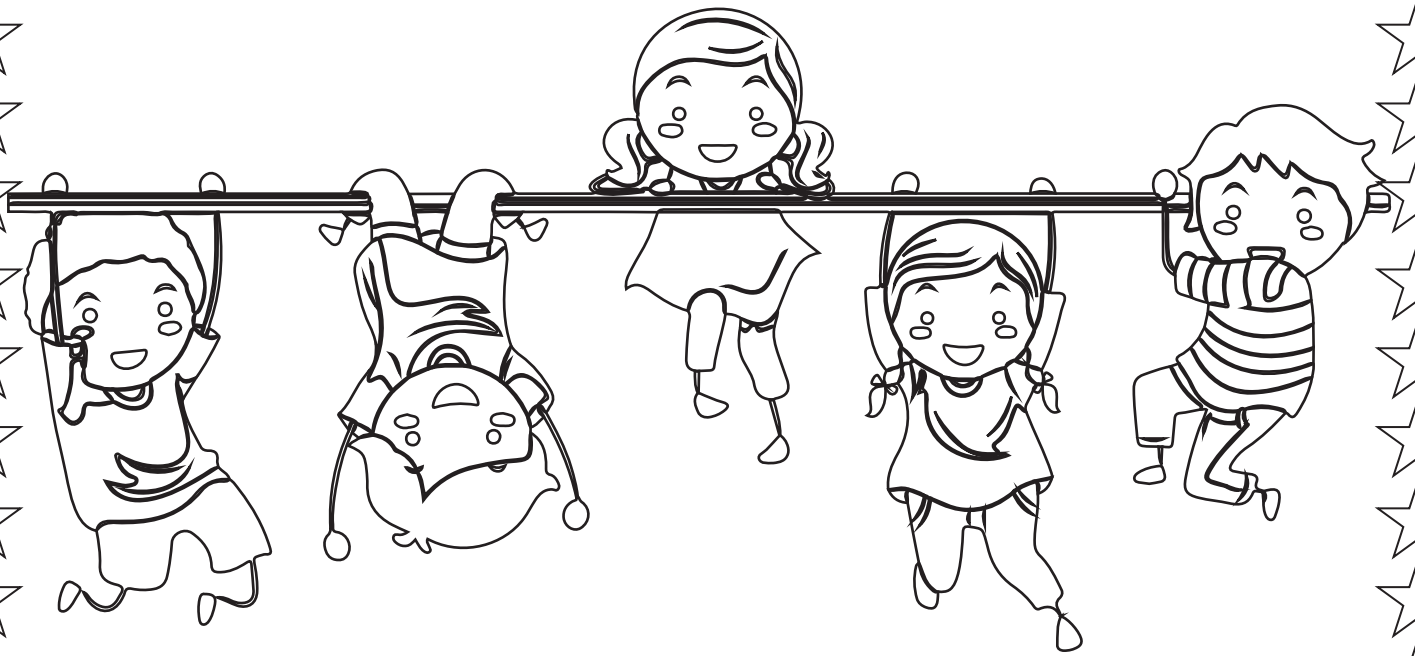
I am a Strong Kid!

I know how to keep  
my body safe



I am a Strong Kid!

I know how to keep  
my body safe



I am a Strong Kid!