

# My Body Is MY Body

A Lesson Plan from *Rights, Respect, Responsibility: A K-12 Curriculum*

Fostering responsibility by respecting young people's rights to honest sexuality education.

## NSES ALIGNMENT:

**IV.2.CC.1** – Define child sexual abuse and identify behaviors that would be considered child sexual abuse

**IV.2.AI.1** – Identify situations that may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse)\*

**TARGET GRADE:** Grade 1

**TIME:** 40 Minutes

## MATERIALS NEEDED:

- Computer
- LCD projector
- Screen
- Speakers for sound
- White board and markers (if you have white boards around the entire classroom and can get enough markers for all the students)

OR

- Butcher paper, enough to fit around the entire classroom
- Crayons or markers, one per student
- Homework: "Who Can You Trust?" – one per student
- Blank sheets of paper if you have any students for whom physical mobility is limited
- Pencils in case students do not have their own

## LEARNING OBJECTIVES:

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

1. Define "sexual abuse" [Knowledge]
2. Name at least three behaviors that could be considered sexual abuse that they would want to bring to a trusted adult's attention [Knowledge]
3. Identify at least one trusted adult they can go to with questions or concerns about sexual abuse
4. Demonstrate ways to start a conversation when seeking help from a trusted adult about sexual abuse [Skill]

## LESSON RATIONALE:

This lesson for lower elementary students defines what sexual abuse is and identifies behaviors that a child would want to bring to the attention of a trusted adult in order to get help. Using a short video, this lesson is critical in helping students concretize what sexual abuse could look like and how to identify and communicate with trusted adults if they need help. This lesson provides an important foundation for students about seeking help from trusted adults.

## ADVANCE PREPARATION:

- Tell the school counselor or social worker you will be teaching this lesson. If they are available, ask them to sit in during the class to watch student body language and affect throughout.
- Ask your IT person to give you access to the website, <https://safeshare.tv/x/dkraVxm8lf4>, or download it to your desktop sometime before class using KeepVid or another downloading app.
- If you do not have white boards around the entire classroom, put up the butcher paper on the wall around the room at a height that all students can reach it.

## PROCEDURE:

### STEP 1:

Explain to the students that you are going to be talking about a very serious topic in this lesson. Point out that [name of school counselor] is sitting in the back of the room, and will be here to offer extra support if anyone needs it.

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Ask students whether anyone has ever heard the term “abuse” before? Write this word on the board. After students offer a few responses, say something like, **“Abuse is when someone treats another person badly. That includes when someone touches you in a way that you know isn’t right. This is different from someone hugging you when you don’t want to be hugged. That’s also wrong, and once you tell the person you don’t want them to hug you, they shouldn’t do it again.**

**But when you’ve told someone you don’t want them to touch you and they keep doing it, that becomes abuse. And when someone touches your private body parts, like your chest, genitals or buttocks, that’s called ‘sexual abuse.’”** Write the word “sexual” before the word “abuse” on the board.

*(5 minutes)*

### STEP 2:

Say something like, **“When someone touches you in a way you don’t like, how do you make them stop doing that? Let’s watch a video that’ll give some ideas.”**

Play the video, “Shout, Run, Tell,” which is just under 2 minutes long. Once the video is over, ask the following questions:

- **“We touch people all the time, and people touch us. We shouldn’t touch another person without their permission, or consent. And no one should touch us without our permission or consent. This type of touch was different. Who remembers what some of the things are that we should tell a trusted adult about?”**

Probe for:

- When someone touches us on our genitals, backside or chest
- When someone tells us to touch their genitals, backside or chest
- When someone touches us in a way that makes us feel uncomfortable in anyway, even if it’s not those body parts.
- The video talked about our private body parts. Who remembers how you can remember what those body parts are? (**“Private body parts are covered by a bathing suit.”**)
- Who can remember the three things the video said you should do if someone ever touches you on one of these body parts, or tells you to touch theirs? (Shout, Run, Tell) Have the students to repeat those three steps several times.

*(5 minutes)*

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### STEP 3:

Say something like, **“Although everyone’s different, shouting and running away are often the easier things to do in this moment. That’s because our bodies react automatically when we think we’re in danger. Telling a grown-up that someone’s touched you in a way that made you feel uncomfortable sometimes feels harder to do. It shouldn’t! Every child should feel they can talk with an adult they trust about sexual abuse. But first, we need to figure out who that person is!”**

Tell the students you are going to give all of them a marker or crayon. When you say, “go,” have them get up as they are able, and find a space at the butcher paper around the room **(If your room has white boards around the room with enough space for all students to have a space and you have enough white board markers, you can use that instead).**

Once students each have a spot, ask them to draw a picture of a grown-up in their lives who they trust. It can be someone at home, someone here at school, or someone else they know in the community. Once they’ve drawn the person, have them write who that person is (either Mr. so-and-so or my babysitter, etc.), as well as their own name.

**NOTE TO THE TEACHER:** *If mobility is an issue for any students, have extra paper available and bring that to them so they can draw from their seats.*

After about 5 minutes, encourage students to finish up and remind them to write the name of that person and their own name. After 2 more minutes, have everyone stop where they are, telling them it is okay if they didn’t completely finish.

*(10 minutes)*

### STEP 4:

Ask students to move around the room and look at all the pictures their classmates have drawn. Once they have made their way around the entire room, ask them to return to their seats.

**NOTE TO THE TEACHER:** *If any students are unable to move around the room and were given a sheet of paper to do their drawing, make sure the remaining students all visit their desks and look at their drawing. Ask students then to share with any seated students whose picture they drew.*

Once students are seated, ask:

- How did you decide who your trusted adult was? **(Possible answers will vary, but may include, “Because it’s my [mom/aunt/dad/uncle, etc.] and you can always trust your [adult],” “Because I talked to them before and they didn’t get mad,” or something else.)**
- When you moved around the room, what did you notice in your friends’ drawings? **(Possible answers will vary, but may include, “Most people drew someone at school/home” or “Lots of people said Ms. [Name] from school is who they’d talk to,” etc.).**

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Say something like, **“The most important thing to remember is you all have at least one trusted adult in your life. That’s the person you can go to if you’re upset or have questions about anything – including if someone’s touched you in a way that made you feel uncomfortable. If you couldn’t think of someone, you can always come to me, or to [counselor’s name], and we will always be here to help you.”**

*(8 minutes)*

### STEP 5:

Ask students to remind you what the three steps are from the video. Explain that now that they've all figured out who a trusted adult in your life is, you're going to do an activity to practice doing the last step: “Tell.”

Divide the class into pairs. Once they are in pairs, explain they are each going to be asked to pretend they're someone else. One person is going to pretend to be a young person about their age, and the other person is going to be a trusted adult. Tell them they will each get a chance to play each role, but they should each decide who is going to be the grown-up first, and who is going to be the young person.

Once they've decided, explain to the student playing the young person that they should pretend a different adult touched them in a way that made them feel uncomfortable. Tell the student pretending to be a trusted adult that they should respond to their partner in a way they think would make them feel good about coming to them. Explain that the pairs should have a conversation, not just state that this happened and then respond. Ask them to talk together until you have called time, about 2 minutes. Answer any questions, and ask them to get started.

After about a minute or two, or when most students are finished, ask students to stop where they are. Ask them to switch roles now, so the person who was the young person before is now the trusted adult, and the trusted adult is now the young person. Ask the student playing the young person to get things started by telling the trusted adult that someone touched them in a way that felt uncomfortable. Tell them they will again have about 2 minutes to have a conversation.

*(6 minutes)*

### STEP 6:

After about 2 minutes, or when most of the students are done, call attention back to the front of the room. Process by asking the following questions:

- What was it like to do this? Was it easy to do? Uncomfortable?
- What was it like to pretend to be the young person? What was it like to pretend to be the trusted adult?
- When you were pretending to be the young person, what did the trusted adult do to make you feel comfortable talking with them?

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After discussing these questions, say something like, “Sometimes, you’ll go to a trusted adult to talk about something important and they’ll say just the right thing to make you feel safe and okay. Sometimes, your trusted adult won’t respond in a way that’ll make you feel comfortable. If that happens, don’t give up! Either go back to them and say, ‘I really need to talk to you about this,’ go to another trusted adult, or ask a friend who their trusted adult is and talk to that adult. No one should ever feel they need to keep sexual abuse a secret. There will always be an adult who will help you, even if it’s not the first one you go to.”

Thank the students for their hard work and maturity in talking about such a serious, important topic and close the lesson.

*(6 minutes)*

### **RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:**

Step 1 is designed to achieve Objective 1. Step 2 is designed to achieve Objective 2. Steps 1 and 4 and the homework are designed to achieve Objective 3. Steps 5 and 6 are designed to achieve Objective 4.

### **HOMEWORK:**

Have students complete the worksheet, “Who Can You Trust?” to hand in.

# Homework: Who Can You Trust?

Name: \_\_\_\_\_

Draw a picture of your home. Next to it, write the name of a grown-up at home you can trust!

Draw a picture of our school. Next to it, write the name of a grown-up at school you can trust!

Is there another adult you know well and trust? Draw a picture of them here! (Feel free to use the other side if you need more room!)