

**AISD Elementary Health Education
Human Sexuality & Responsibility
Kinder Lesson 1 - My Body**

Ground Rules: Classroom safety is crucial. Children feel safer and more at ease when they know the ground rules and see that they are enforced. Just as you set rules for your class at the beginning of the school year, we encourage you to set ground rules, or review ground rules at the onset of this curriculum and at the beginning of each lesson.

Teacher Tips:

- Review “Guidelines for Discussion” to ensure a safe climate for the discussion of sensitive topics.
- For questions that teachers don’t feel comfortable answering, please refer that student to a trusted adult.
- Use equity practices to solicit responses from all students, such as: popsicle sticks, randomizing apps, Think-Pair-Share, talking chips, etc.

Lesson Title:	My Body
Grade:	Kinder
NSES:	AP.2.CC.1: List medically accurate names for body parts, including the genitals
Lesson Objectives:	Define trusted adult Recite the names of the middle body parts. Identify at least two trusted adults students can talk to about their body
Estimated Lesson Time:	30-40 minutes
Vocabulary:	Trusted Adult - someone whose words and actions make you feel safe Body Parts <ul style="list-style-type: none"> ● Top, Bottom, Middle, Front, Back Middle Parts <ul style="list-style-type: none"> ● Buttocks - an external part of the middle and back of all bodies ● Breast Area - an external part of the middle and front of all bodies ● Vulva - an external part of the middle of some bodies, usually girls ● Penis - an external part of the middle of some bodies, usually boys Comfortable - the feeling of being safe and secure Uncomfortable - feeling yucky, scared, or unsafe
Materials & Technology:	Head Shoulders Knees & Toes My Body Images Home Connections Handout
Spanish Materials:	
SPED Considerations:	See General Accommodations Supplement

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Beginning - Engage (15-20 minutes)

- Introduction
 - Say: *“Today we are beginning a new unit called Human Sexuality and Responsibility. That means that we will be learning about our bodies and its parts, feelings, what we like and don’t like, and how to talk to each other and to adults about staying safe.”*

- Trusted Adults
 - Say: *“Let’s start with the part about talking to adults. Sometimes, children can feel nervous or scared to talk to adults about how they are feeling. Especially if it is something that they don’t know is ok to talk about. In these next few lessons, we are going to be talking about things that we don’t always talk about openly and that can feel a little weird at first. But talking to TRUSTED adults about your body and how it’s feeling is an important way to stay healthy and safe. A **trusted adult** is someone whose words and actions make you feel safe. They listen to you, answer your questions, help you when you have a problem, and they respect your body and your personal space.”*

- Brainstorm Trusted Adults
 - Write “Trusted Adults” on a piece of chart paper or the board, and make two columns: School and Home.
 - Say: *“Who are some adults here at school that you could go talk to if you were feeling scared or hurt?”*
 - Write the names that the students list. Be sure to add the counselor, nurse, or any other staff that you think are appropriate, including their room number/location so students know where they can be found.
 - Say: *“Who are some adults at home that you could talk to if you were feeling scared or hurt?”*
 - Write up the students' responses.

- Safe Space
 - Say: *“There are lots of adults here at school and at home that you can talk to if you feel scared or hurt. And your parents also trust us to keep you safe! Your parents trust me to teach you about your body and to answer your questions. I want this to be a safe space where everyone can ask questions and get answers. In order to make the whole space feel safe, it’s important that you trust me, but also that you trust each other.”*

- Setting Classroom Agreements Discussion
 - Remind students of the classroom agreements you created at the beginning of the year. (Note: if you didn’t *co-create* them, now is a good time to revisit the agreements and get the students' input.)
 - Guide a discussion to set the agreements for having hard conversations or learning about challenging topics in the classroom. The focus of the discussion should be on how to respect what someone is thinking or how they are feeling.
 - Guiding Questions:
 - *How do you want to be treated by me (teacher)?*
 - *How do you want to be treated by each other?*

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- *How do you think I want to be treated?*
- *How do we want to treat each other when there is a conflict?*
- Write students' suggestions for classroom agreements on a chart paper or similarly visible hard copy or digital document. (Refer to the 'Guidelines for Discussion' to ensure that all aspects of the guidelines have been addressed by the classroom rules agreed upon by students.)
- Review the agreements with students and remind them that the teacher is always available to support students who feel disrespected or uncomfortable.
- Say: *"Treating people how they want to be treated and respecting how someone is thinking or feeling is a good way to build trust in each other, and to feel safe."*

Middle - Explore (10-15 Minutes)

- Discuss - What Do Bodies Do?
 - Say: *"To start this unit, we are going to be talking about our bodies and all the incredible things that our bodies can do. What are some ways that your body can move? (Possible responses: Walk, Run, Jump, Play, etc. Encourage students to do all the movements that they suggest. Have fun with this section.) What are some other things that your body can do? (Possible responses: Use their senses [touch, taste, smell, see, hear], Chew, Heart beat, lungs breathe. Be prepared for students to say silly things like burp or use the bathroom. Remember to affirm the student and respond seriously.) Yes! These are all wonderful and real things that our body can do. Let's learn more about the parts of the body and what they do. Starting with a few body parts you might already know."*
- Songs about bodies - Practice learning about bodies with a song that students may already know
 - [Head Shoulders Knees & Toes](#)
- Show slide/page 1 of the My Body images
 - Say: *"Our bodies are wonderful things that can do so much. There are lots of parts to our bodies and you named quite a few parts during the song. There are lots of different ways that people talk about the parts of their body. In the first pictures, we can see that each body has a **front** and a **back**."*
- Show slide/page 2 of the My Body images
 - Say: *"In this next picture, we see that there is a **top**, a **middle**, and a **bottom** part to our bodies. What are some of the body parts located at the top? (Possibly responses: head, shoulders, neck, ears, eyes, nose, mouth) Yes! And what are some parts of the body located at the bottom? (Possible responses: legs, knees, feet, toes) Yes! But what about the middle parts? (Note that the arms are in the middle but because they are attached at the shoulder, they can also be up top.)"*
- Introduce MiddleParts
 - Say: *"We are going to talk about some of the body parts that are located in the middle of the body. Some people call these parts 'private parts' because they are the parts that we almost always keep covered. Some people call this middle part of the body the 'swimsuit area'. In this class, we will learn and use the proper names for these body parts. They're not weird or funny."*

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Everyone has them! These are also the few parts of the body that are different for different types of people. Let's take a look at the pictures."

- Show slide/page 3 of the My Body images
 - Say: *"In these pictures, four body parts are labeled: the **Breast Area**, **Buttocks**, **Vulva**, and **Penis**. All people have the breast area which is a middle part on the front side of our body. Inside the breast area is our heart, lungs, and ribcage."*
 - Ask the students to say the word 'breast'.
 - Say: *" All people also have buttocks, which many people call their bottom. The buttocks are located on the back of our body. Inside the buttocks is the gluteus maximus muscle that you may have learned about in PE."*
 - Ask the students to say the word 'buttocks'.
 - Say: *"The two parts that are different for some people than others are the other parts on the front of our body. Most of the time, girls are born with a vulva on the outside of their body. Sometimes people call this the vagina, but the vagina is actually on the inside of the body. The outside part is called the vulva."*
 - Ask the students to say the word 'vulva'.
 - Say: *"On the other hand, boys are mostly born with a penis on the outside of their body."*
 - Ask the students to say the word 'penis'.
- Review the words again, having the students repeat each word after you: breast, buttocks, vulva, penis.
- Explain that bodies vary and change
 - Say: *"Because every BODY is unique, these parts, just like all of our other parts, come in all shapes and sizes. And these parts can change during puberty, which is when child bodies develop into adult bodies."*

End - Evaluate (5-10 Minutes)

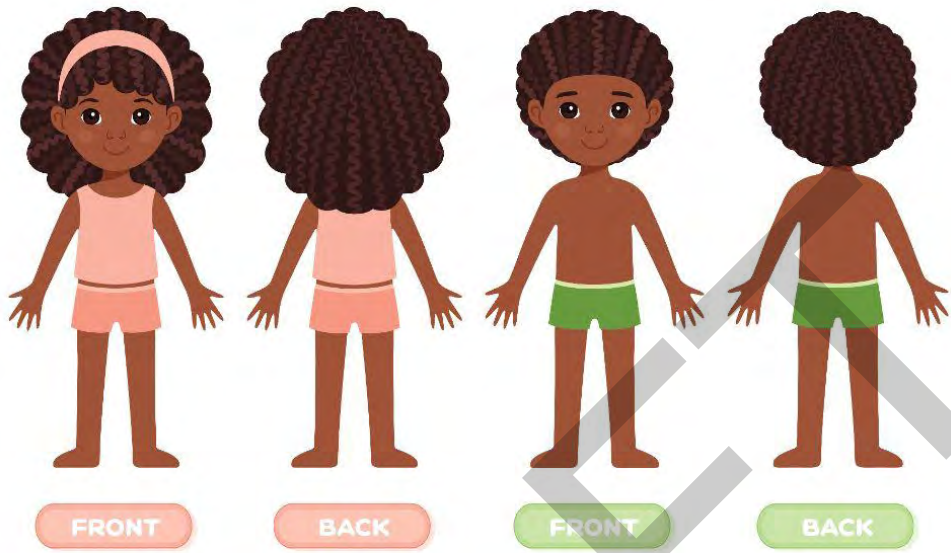
- Introduce concepts about safety:
 - Say: *"These parts, just like all the other parts of your body, are normal and do important jobs and just like every other part of your body, from your hands to your head, you have the right to decide whether or not another person touches these parts."*
- Discuss Comfortable and Uncomfortable
 - Say: *"Let's talk about the difference between comfortable and uncomfortable. What do you think it means to feel **comfortable**? (Possible responses: Happy, excited, energized, etc.) Yes, usually when we feel comfortable, we feel safe and happy, like everything is ok. What do you think it means to feel **uncomfortable**? (Possible responses: Unsafe, feel yucky, sick to their stomach, sad, scared, etc.) Yes, usually when we feel uncomfortable we might feel scared, like something is not right or that we are not safe. If you ever feel uncomfortable or unsafe, you have the right to stop what is happening and tell an adult you trust."*
- My Body Pledge
 - Say: *"Today we will learn a pledge to help you remember that only you have the right to decide whether or not another person touches your body. You may repeat after me." (Students repeat each line after the teacher.)*

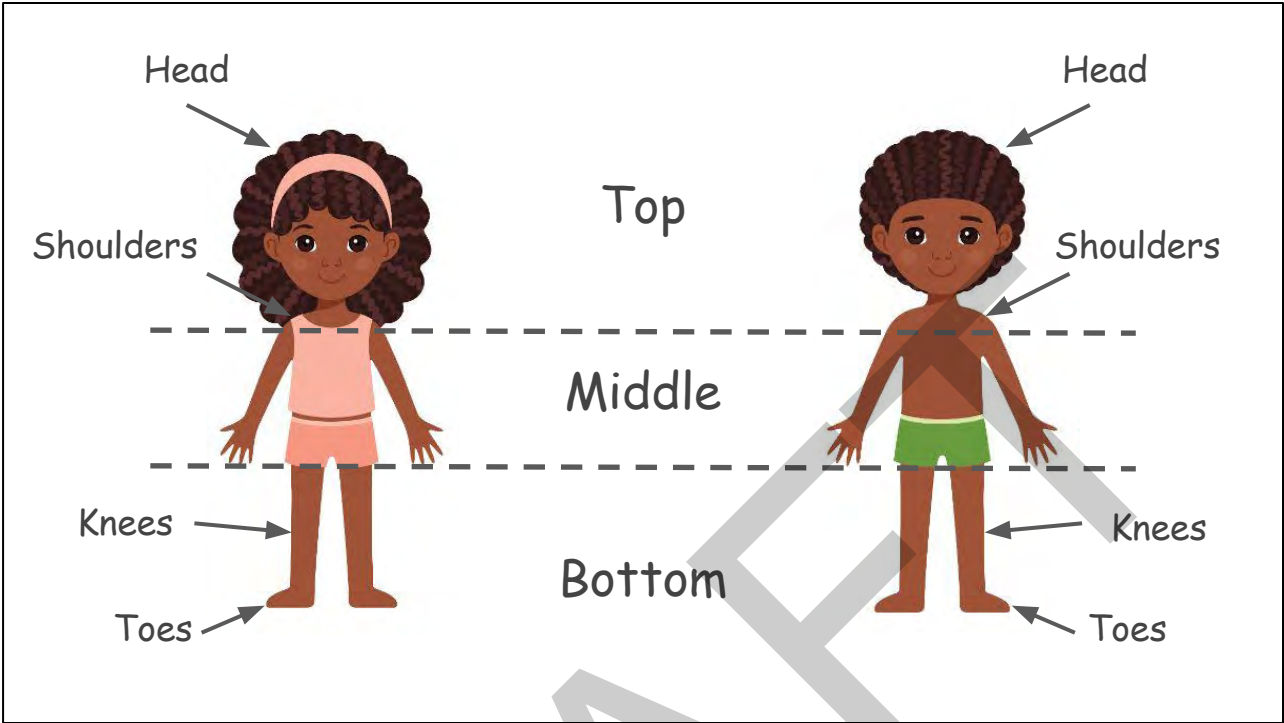
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- *My Body is Mine*
 - *I am the boss of my body.*
 - *I don't have to be hugged,*
 - *Kissed,*
 - *Or touched*
 - *If I am uncomfortable.*
-
- Direct students to the Home Connections worksheet and have them draw two trusted adults in their lives - one at school and one at home.

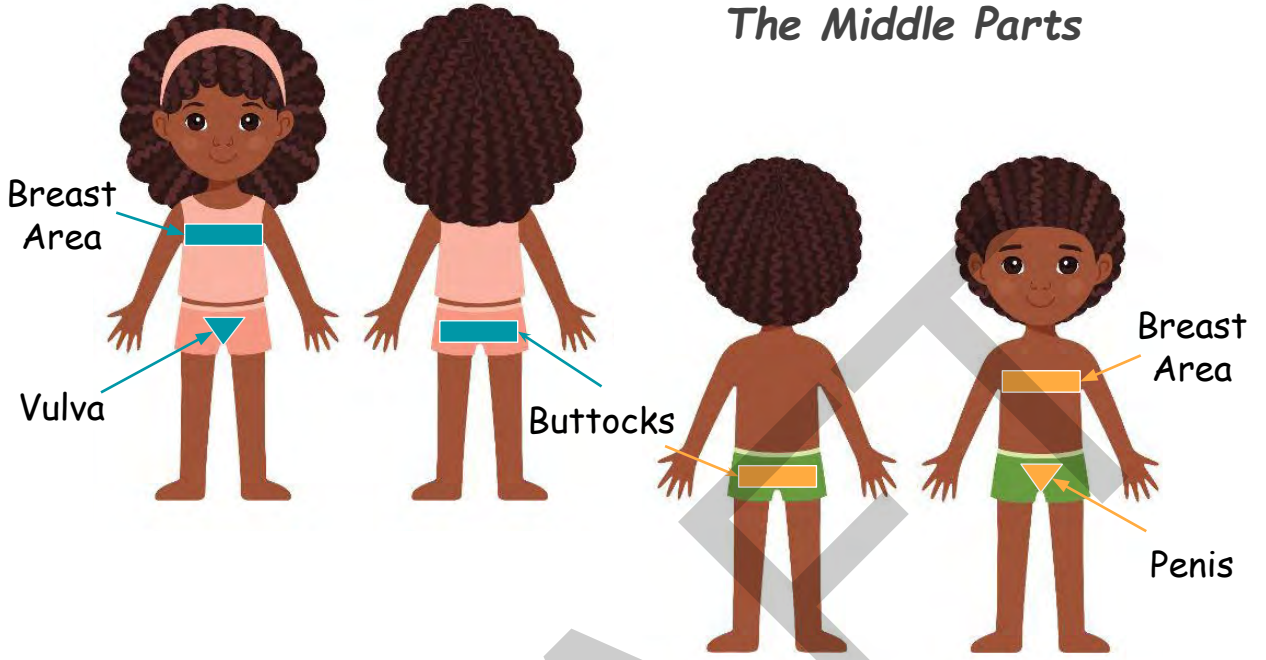
 - Next Time
 - Say: *"During our next class, we will learn about listening to our bodies to help us stay safe."*

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The Middle Parts



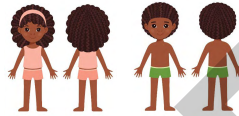
My Body
Home Connections Handout

Draw 2 trusted adults - one at school and one at home.

At School

At Home

Circle the middle body parts



Parent/Guardian: Today we talked about the middle parts of the body. The words we used are *breast area*, *buttocks*, *vulva*, and *penis*. For more information on talking to kids about their body, check out <https://amaze.org/parents/> and <https://sexpositivefamilies.com/>. Additional resources can be found on our website, <https://www.austinsd.org/pe-health/health-education/pe/>.

**AISD Elementary Health Education
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Kinder Lesson 2 - Listening to My Body**

Ground Rules: Classroom safety is crucial. Children feel safer and more at ease when they know the ground rules and see that they are enforced. Just as you set rules for your class at the beginning of the school year, we encourage you to set ground rules, or review ground rules at the onset of this curriculum and at the beginning of each lesson.

Teacher Tips:

- Review “Guidelines for Discussion” to ensure a safe climate for the discussion of sensitive topics.
- For questions that teachers don’t feel comfortable answering, please refer that student to a trusted adult.
- Use equity practices to solicit responses from all students, such as: popsicle sticks, randomizing apps, Think-Pair-Share, talking chips, etc.

Lesson Title:	Listening to My Body
Grade:	Kinder
TEKS:	K.11: identify situations when one should get help from a teacher, parent, or other trusted adult when made to feel bullied, uncomfortable, or unsafe in a digital or online environment.
NSES:	IV.2.AI.1: Identify situations that may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse) IV.2.AI.2: Identify trusted adults, including parents and caregivers, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse)
Lesson Objectives:	Practice listening to the warning signs from the body Demonstrate ways to say no in uncomfortable situations Identify trusted adults to whom students can talk about being uncomfortable or unsafe
Estimated Lesson Time:	30-40 minutes
Vocabulary:	Comfortable - having positive feelings, such as safe, secure, and with needs met Uncomfortable - having negative feelings, such as unsafe, afraid, or anxious with unmet needs
Materials & Technology:	My Uncomfortable Body, Teacher’s Resource My Uncomfortable Body, Student Activity Scissors Glue Video: Touching Home Connections Handout
Spanish Materials:	
SPED Considerations:	See General Accommodations Supplement

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Kinder Lesson 2 - Listening to My Body**

Beginning - Engage (10-15 minutes)

- Review classroom ground rules

Before we begin the lesson today, can someone please remind the class about our agreements for having tough conversations and learning about our body? Provide enough time to review each of the ground rules and what they mean or look like in the classroom.

- Review previous lesson

Last time we were together, we learned about our body parts and about adults you can trust to talk to about your body because their words and actions make you feel safe. Who can tell me two trusted adults that you can talk to at school if you feel unsafe? (Provide enough time for student responses.)

Who can tell me two trusted adults at home that you can talk to about your body? (Provide enough time for student responses.)

We also learned two words that we might feel when thinking about our body parts: comfortable and uncomfortable. Who remembers what it feels like to be comfortable? (Provide enough time for student responses.) Who remembers what it feels like to be uncomfortable? (Provide enough time for student responses.) Today, we are going to practice listening to our body so that anytime we feel uncomfortable or unsafe, we know to listen to our body and tell a trusted adult about it.

- Intuition activity

This activity consists of asking yes or no questions and having students answer each question *silently in their heads* while noticing how the answer feels in their body. This activity helps develop students' inner listening and intuition skills by practicing feeling "yes" and "no" in the body. By learning this, students will be able to use this information when more complex or challenging situations arise.

- Start with questions that everyone will easily know the answers to. Make sure to give a little time after each question to let the students sit with their "yes" or "no" feelings in their bodies.
 - *Are you sitting in a chair?*
 - *Are you riding in a car?*
 - *Are you wearing glasses?*
 - *Do you have on shoes?*
 - *Are you at the beach?*
 - *Are you in a classroom?*
- Next, ask one or two slightly harder questions so that students need to consider their answers for a moment. Again, ask the students to answer the questions silently in their heads and pay attention to what the answer feels like in their bodies.
 - *Do you like pizza?*
 - *Are you feeling cold?*
 - *Do you like springtime?*
 - *Do you like art?*
- Ask for any volunteers to share how "yes" felt in their body. Guide them to describe specific attributes of this feeling, like location in the body (chest, stomach, head, heart), bodily sensation (hot, movement, pressure, fluttering), and so on.

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- Ask: *“Is the ‘yes’ feeling like feeling comfortable or uncomfortable?”* (Comfortable) *“The ‘yes’ feeling is like feeling comfortable. It can feel happy, excited, or safe.”*
- Continue the discussion by asking how “no” feels in their body.
- Ask: *“Is the ‘no’ feeling like feeling comfortable or uncomfortable?”* (Uncomfortable) *“The ‘no’ feeling is like feeling uncomfortable. It can feel yucky, confusing, or unsafe.”*
- Say: *“There are many different ways that our body tells us something is uncomfortable or unsafe.”*

Middle - Explore (10-15 minutes)

- Display the **My Uncomfortable Body** Teacher Resource. Point out and discuss each of the ways that our body can tell us when something is unsafe or that we are feeling uncomfortable.
 - Hair feels like it’s standing up
 - Sweaty brow
 - Start to cry
 - Heart beats faster
 - Feel sick in the tummy
 - Goosebumps
 - Sweaty palms
 - Need to go to the toilet
 - Shaky all over
 - Wobbly legs
- Leave the teacher resource image displayed and distribute the My Uncomfortable Body Cut and Paste handouts. Give students time to cut out the unsafe body signs and paste them onto the body so that it looks similar to the displayed image.

End - Evaluate (10-15 minutes)

- Review the signs again, as needed, for clarification and say: *“There are many different ways that our body can tell us if we are feeling uncomfortable. And many different reasons why we might feel that way. We might feel uncomfortable when someone touches our body and we don’t want them to. Let’s watch a video about that.”*
- Watch the [video about Touching](#) and guide students in a discussion about the video using the following questions:
 - *What was this video about?*
 - *What is something you saw or heard during the video?*
 - *What was making Muhammad uncomfortable in the video?*
 - *What did Muhammad do when he felt uncomfortable?*
 - *What different ways did Muhammad say no in this video?* (No, Stop it, I don’t like that, Leave me alone, “I can say no if I don’t want my body to be tickled”, I don’t like it and it makes me feel unhappy.”

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- Brainstorm with the students other ways that they can say no if someone is touching them in a way that makes them uncomfortable.
 - Say: *“We have shared the ways that Muhammad said no in the video. How will you say no to someone if they are touching your body in a way that makes you feel uncomfortable?”*
 - The teacher may write the various student responses on a chart paper or other tracking tool.

- Wrap up by saying: *“We have heard about and listed a lot of different ways we can say no to someone if they touch us in a way that makes us feel uncomfortable. Saying NO is the first of three strategies that you can do if someone touches you and it makes you feel uncomfortable. We are going to talk more about all three strategies in the next lesson!”*

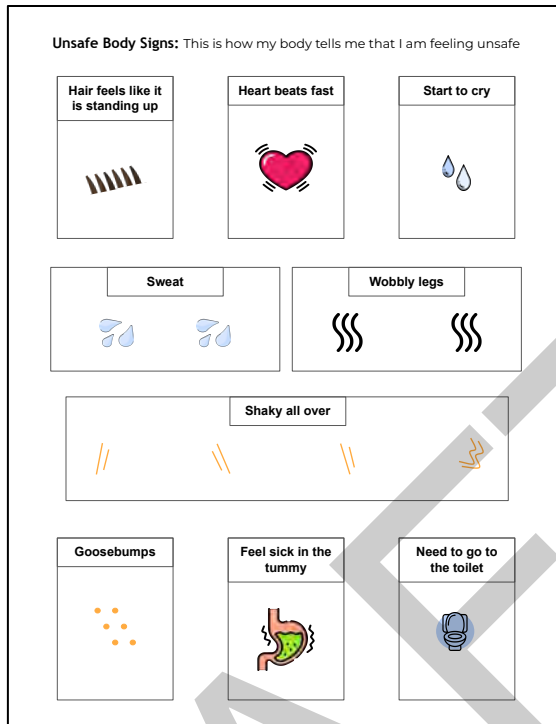
- Direct students to the Home Connections Handout and have them draw a picture of what their body does when they are happy and when they are uncomfortable.

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My Uncomfortable Body: Cut and paste the unsafe body signs



[Sad boy vector created by nizovatina - \[www.freepik.com\]\(https://www.freepik.com\)](https://www.freepik.com/vectors/sad-boy)



[Sad boy vector](https://www.freepik.com/vectors/sad-boy) created by nizovatina - www.freepik.com

My Uncomfortable Body



<https://www.freepik.com/vectors/sad-boy>> Sad boy vector created by nizovatina - www.freepik.com

Listening to My Body
Home Connections Handout

Draw pictures of your body when you are happy and when you are uncomfortable..

Happy



Uncomfortable



What do you say when someone touches your body in a way you don't like? Trace the letters.

NO

Parent/Guardian: Today we talked about listening to our body for signs that something might be wrong. Our body talks to us by doing things like starting to sweat, shaking all over, forming goosebumps, or starting to cry. For more information on talking to kids about their *intuition*, check out the book *Listening to My Body* by Gabi Garcia. Additional resources can be found on our website, <https://www.austinsid.org/pe-health/health-education/hsr>.

**AISD Elementary Health Education
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Kinder Lesson 3 - Keeping My Body Safe**

Ground Rules: Classroom safety is crucial. Children feel safer and more at ease when they know the ground rules and see that they are enforced. Just as you set rules for your class at the beginning of the school year, we encourage you to set ground rules, or review ground rules at the onset of this curriculum and at the beginning of each lesson.

Teacher Tips:

- Review “Guidelines for Discussion” to ensure a safe climate for the discussion of sensitive topics.
- For questions that teachers don’t feel comfortable answering, please refer that student to a trusted adult.
- Use equity practices to solicit responses from all students, such as: popsicle sticks, randomizing apps, Think-Pair-Share, talking chips, etc.

Lesson Title:	Keeping My Body Safe
Grade:	Kinder
TEKS:	K.9(B) identify and role play refusal skills such as saying "no" to protect personal space and to avoid unsafe situations K.11: identify situations when one should get help from a teacher, parent, or other trusted adult when made to feel bullied, uncomfortable, or unsafe in a digital or online environment K.12(D) explain and practice how to get help from a parent or another trusted adult when made to feel uncomfortable or unsafe by another person
NSES:	IV.2.AI.1: Identify situations that may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse) IV.2.AI.2: Identify trusted adults, including parents and caregivers, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse) IV.2.DM.1: Demonstrate ways to start a conversation when seeking help from a trusted adult about an uncomfortable or dangerous situation (e.g., bullying, teasing, child sexual abuse)
Lesson Objectives:	Identify behaviors that some people may like and some people may not like Explain how to recognize when someone does not like a behavior that you are doing Demonstrate how to respond when someone touches them in a way they do not feel comfortable Identify trusted adults to whom students can talk about keeping their body safe
Estimated Lesson Time:	30-40 minutes
Materials & Technology:	Yes, No, Sometimes Behaviors Teacher’s Resource Home Connections Handout
Spanish Materials:	
SPED Considerations:	See General Accommodations Supplement

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Kinder Lesson 3 - Keeping My Body Safe**

Beginning - Engage (10-15 minutes)

- Review classroom ground rules and trusted adults
*Before we begin the lesson today, can someone please remind the class about our agreements for having tough conversations and learning about our body? Provide enough time to review each of the ground rules and what they mean or look like in the classroom.
Let's also remember the adults you can trust to talk to about your body because their words and actions make you feel safe. Who can tell me two trusted adults that you can talk to at school if you feel unsafe? (Provide enough time for student responses.) Who can tell me two trusted adults at home that you can talk to about your body? (Provide enough time for student responses.)*
- Review previous lesson
Last time we were together, we learned about listening to our bodies. Who remembers 1 way our body tells us if we are feeling uncomfortable or unsafe? (Provide enough time for student responses.) We also talked about how sometimes we can feel uncomfortable or unsafe when someone touches our body and we don't want them to. Who can tell me what we can say if we don't want to be touched? That's right, we can say "NO!"
- My Body Pledge
 - Ask if anyone remembers the My Body Pledge from the first lesson.
 - Ask everyone to stand up and recite it with the students repeating each line.
 - *My Body is Mine*
 - *I am the boss of my body.*
 - *I don't have to be hugged,*
 - *Kissed,*
 - *Or touched*
 - *If I am uncomfortable.*
 - Now, tell them that you are going to ask them a question about a body part and that they should answer all together.
 - Say: *"For example, if I were to ask you, 'Whose head is this?' you'd point to your own head and say, 'My head!' Let's try it: Whose head is this?"*
 - Once you see that everyone understands what you're doing, do the same with the following body parts:
 - *"Whose face is this?" ("My face!")*
 - *"Whose knees are these?" ("My knees!")*
 - *"Whose elbow is this?" ("My elbows!")*
 - *"Whose foot is this?" ("My foot!")*
 - *"Whose ears are these?" ("My ears!")*
 - Then wrap your arms around yourself in a hug and ask, with intentionality and emphasis, *"Whose body is this?"* Wait for the students to hug themselves and say back, "My body!"
 - Say, *"I want to hear that again – whose body?"* Wait for them to say, "My body!"
 - Say, *"Good. So who gets to say who can and can't touch your body?"* Respond with them: "I do."
 - Ask students to take their seats.

Middle - Explore (10-15 minutes)

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- Reaffirm for students, *“Very good. These are our bodies – and so we have the right to say whether and how we want someone else to touch them. That also means we need to listen and stop touching others when someone else says they don’t want to be touched.”*
- Ask, *“Are there any exceptions to this? Any time when someone might touch us in a way that we might not like but it’s okay?”* Probe for when their parent/caregiver may need to give them medicine they don’t like or don’t like the feeling of, or when they go to a doctor to get a shot.
- Say, *“But even if a doctor – or any other student or adult – touches us in a way that makes us feel uncomfortable, we have a right to say that we don’t like it and that we want it to stop. But first, let’s talk about some behaviors that we might or might not like.”*
- Yes, No, Sometimes Activity
 - Explain that everyone is different about how they like to be touched. Say, *“you may be someone who loves to hug or snuggle with family members or wrestle with your friends, or you may not like some of any of those. Let’s take a look at some behaviors that students tend to do with each other and talk about whether we like them, whether we don’t like them, or whether it depends.”*
 - Using the **Yes, No, Sometimes Behaviors Teacher’s Resource**, go through each behavior, one at a time. Instruct the students to respond in the following ways:
 - *If it is a behavior that you tend to like, raise your arms up in the air and wiggle your fingers.* (Model this for them and ask them to do it with you.)
 - *If it is a behavior that you never like, put your arms down by your sides and wiggle your fingers.* (Model this for them and ask them to do it with you.)
 - *If it is a behavior that you sometimes like and sometimes don’t like, put your arms out to the sides and wiggle your fingers.* (Model this for them and ask them to do it with you.)
 - Go through each behavior, asking the students, *“Is this a behavior you tend to like?”*
 - There will be universal agreement on some (e.g., hitting, punching, kicking) and some responses of “sometimes” to others (kissing, tickling). When they say, “sometimes,” ask, *“When do we like this? When do we NOT like this?”* If the students do not say “sometimes,” use the **Yes, No, Sometimes Behaviors** teacher’s resource to guide a discussion of when or why a person might not like the behavior.
 - Ask, *“How do you know when someone doesn’t like it when you do any of the behaviors on the list?”* Probe for, *“They tell me to stop,” “They push me/my arm away,” “They cry,” “They yell at me,”* etc.
 - Ask, *“Has anyone ever done something to you that’s on this list, you haven’t liked it, but you haven’t said anything? How did that make you feel?”* [Note: In the unlikely event that no one says, “yes,” ask, *“How do you think it would make someone feel?”*]
 - Say, *“So, clearly, we don’t like it when people do things to us we don’t like. That means we need to be clear when we want someone to stop – and we need to listen when other people say they don’t want us to do things they don’t like, and stop.”*

End - Evaluate (10-15 minutes)

- No, Go, Tell
 - Say, *“Think back to the previous lesson when we watched the video about touching. What do you remember about what we can do to be really clear with someone when they’re touching us*

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in a way that we don't like?" (If they need it, remind them about how Muhammad and the others were taught to say "no.")

- Write, "Say 'NO'" in large letters on the board or chart paper. Once you have written that, ask, *"How do we say 'no' in a way that lets someone know we want them to stop?"* Probe for looking someone in the eye and having a serious, low tone of voice. [Note: You will likely get some shouting and yelling from the kids; this is actually a good thing, because it means they realize they may need to be forceful at times. Validate the energy behind it, but tell them that yelling isn't necessary – just being clear and direct is.]
- *"Ok. We say No and we mean it. Yesterday, I stated that saying "No" is just the first of three steps. What do you think someone could do next?* (Students may mention telling a trusted adult here, but remind them that an adult is not always around.)
- *"The second strategy is to leave the area, or GO! If you can, you should try to move as quickly as possible away from the person who has made you feel uncomfortable."*
- Write, "GO" in large letters under the word "No."
- *"Once you leave the area, what do you think you could do next?"*
- *"That's right! The third strategy is to TELL a trusted adult. Remember that list of adults that you trust and can talk to when you feel uncomfortable? You should go to one of them and tell them right away what happened."*
- Write, "TELL" in large letters under the word "Go."
- Restate the three strategies for responding if someone touches them in a way that makes them feel uncomfortable. Then say, *"Now let's practice these strategies together."*
- Read each of the statements below. Students will demonstrate how to respond to each situation using the No, Go, Tell strategies. Students may respond in unison, "No, Go, Tell!"
 - *Your friend tries to hold your hand on the playground, but you don't want to. What would you do? ("Say NO! Go! And Tell a trusted adult!")*
 - *A family member wants to give you a kiss on the cheek, but you don't feel comfortable. What would you do? ("Say NO! Go! And Tell a trusted adult!")*
 - *An adult you don't know touches your hair and you felt uncomfortable. What would you do? ("Say NO! Go! And Tell a trusted adult!")*
- Wrap up the unit by saying: *"We have learned so much about our bodies these last few days. We learned about our middle body parts. Can anyone tell me some of the names of those body parts that we talked about?* (Looking for the words "breast area", "buttocks", "vulva", and "penis") *"We also learned to listen to our body when it is saying "no" to something that feels uncomfortable. What were some of the ways our body tells us it's not feeling comfortable?* (Looking for things like: Hair feels like it's standing up; Sweaty brow; Start to cry; Heart beats faster; Feel sick in the tummy; Goosebumps; Sweaty palms; Need to go to the toilet; Shaky all over; Wobbly legs) *"And today we learned about how to say no if someone is touching our body in a way that we don't like. What are the three things we can do if we feel uncomfortable?* (Looking for "Say NO! Go! And Tell a Trusted Adult") *"That's right! And remember, a trusted adult is someone whose words and actions make you feel safe."*
- Direct students to the Home Connections Handout and have them color in the words that will keep them safe: No! Go! Tell! Remind them about the adults they trust that they will talk to when they have more questions about their body or about the rules for staying safe.

Yes, No, Sometimes Behaviors Activity

- Hitting
- Pushing
- Biting
- Kicking
- Scratching
- Shoving
- Kissing
- Holding hands
- Walking with an arm around another person
- Wrestling/rough housing
- Tickling

Talking points:

- Hugging [some people don't like to be hugged; some people hug too tightly; and there are some people you just might not want to be hugged by]
- Kissing [some people dislike being kissed when it's someone they don't know well or someone they don't wish to kiss or be kissed by, like a particular relative or a neighbor, some people like to be kissed but only on the cheek or forehead, not the lips]
- Holding hands [some people don't like to be touched]
- Walking with an arm around another person [some people don't like to be touched; some find it hard to walk that way]
- Wrestling/rough housing [some people don't like it if they're always the one being pinned down; some don't like it because they end up getting hurt]
- Tickling [most people don't like it when it's too much/goes on for too long]

Keeping My Body Safe
Home Connections Handout

Color in the words that will help you stay safe.

Say or show:

NO!



GO

to a safe place
with other people



and

TELL

an adult
you trust

My Body Pledge

My body is mine.

I am the boss of my body.

*I don't have to be
hugged, kissed, or touched*

*by anyone if I am
UNCOMFORTABLE.*

Parent/Guardian: Today we talked about keeping our body safe. We learned that my body is mine and nobody has the right to touch it when I don't want them to. Recite the My Body Pledge with your child. For more information on personal safety and child abuse prevention, check out the Family Safety Toolkit at <https://safermartinfamilies.org/>

Additional resources can always be found on our website, <https://www.austinsisd.org/pe-health/health-education/hsr/>.

**AISD Elementary Health Education
Human Sexuality & Responsibility
Grade 1, Lesson 1: Living Things and Reproduction**

Ground Rules: Classroom safety is crucial. Children feel safer and more at ease when they know the ground rules and see that they are enforced. Just as you set rules for your class at the beginning of the school year, we encourage you to set ground rules, or review ground rules at the onset of this curriculum. Students will describe or identify:

1. Two classroom ground rules;
2. Two ways rules are kept;
3. A parent(s) or trusted adult to talk to about today's lesson.

Teacher Tips:

- Review "Guidelines for Discussion" to ensure a safe climate for the discussion of sensitive topics.
- For questions that teachers don't feel comfortable answering, please refer that student to a trusted adult.
- Use equity practices to solicit responses from all students, such as: popsicle sticks, randomizing apps, Think-Pair-Share, talking chips, etc.

Lesson Title:	Living Things
Grade:	1st Grade
NSES:	SH.2.CC.1: Define reproduction and explain that all living things may have the capacity to reproduce
Lesson Objectives:	Define trusted adult Explain the difference between living and nonliving things. Define reproduction
Estimated Lesson Time:	30-40 minutes
Vocabulary:	Trusted Adult - someone whose words and actions make you feel safe Living - anything that can grow, move, breathe, and interact with the world around them. Nonliving - things that cannot grow, move, breathe, or interact with the world around them. Reproduce - to make more of themselves Uterus - where a human baby grows before being born
Materials & Technology:	Living or Nonliving Video All About Living Worksheet Home Connections handout
Spanish Materials:	
SPED Considerations:	See General Accommodations Supplement

AISD Elementary Health Education
Human Sexuality & Responsibility
Grade 1, Lesson 1: Living Things and Reproduction

Beginning - Engage (15-20 minutes)

- Introduction
 - Say: *“Today we are beginning a new unit called Human Sexuality and Responsibility. That means that we will be learning about our bodies and its parts, feelings, what we like and don’t like, and how to talk to each other and to adults about staying safe.”*

- Trusted Adults
 - Say: *“Let’s start with the part about talking to adults. Sometimes, children can feel nervous or scared to talk to adults about how they are feeling. Especially if it is something that they don’t know is ok to talk about. In these next few lessons, we are going to be talking about things that we don’t always talk about openly and that can feel a little weird at first. But talking to TRUSTED adults about your body and how it’s feeling is an important way to stay healthy and safe. A **trusted adult** is someone whose words and actions make you feel safe. They listen to you, answer your questions, help you when you have a problem, and they respect your body and your personal space.”*

- Brainstorm Trusted Adults
 - Write “Trusted Adults” on a piece of chart paper or the board, and make two columns: School and Home.
 - Say: *“Who are some adults here at school that you could go talk to if you were feeling scared or hurt?”*
 - Write the names that the students list. Be sure to add the counselor, nurse, or any other staff that you think are appropriate, including their room number/location so students know where they can be found.
 - Say: *“Who are some adults at home that you could talk to if you were feeling scared or hurt?”*
 - Write up the students' responses.

- Safe Space
 - Say: *“There are lots of adults here at school and at home that you can talk to if you feel scared or hurt. And your parents or other adult caregivers also trust us to keep you safe! Your parents trust me to teach you about your body and to answer your questions. I want this to be a safe space where everyone can ask questions and get answers. In order to make the whole space feel safe, it’s important that you trust me, but also that you trust each other.”*

- Setting Classroom Agreements Discussion
 - Remind students of the classroom agreements you created at the beginning of the year. (Note: if you didn’t *co-create* them, now is a good time to revisit the agreements and get the students' input.)
 - Guide a discussion to set the agreements for having hard conversations or learning about challenging topics in the classroom. The focus of the discussion should be on how to respect what someone is thinking or how they are feeling.
 - Guiding Questions:
 - *How do you want to be treated by me (teacher)?*
 - *How do you want to be treated by each other?*

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Grade 1, Lesson 1: Living Things and Reproduction

- *How do you think I want to be treated?*
- *How do we want to treat each other when there is a conflict?*
- Write students' suggestions for classroom agreements on a chart paper or similarly visible hard copy or digital document. (Refer to the 'Guidelines for Discussion' to ensure that all aspects of the guidelines have been addressed by the classroom rules agreed upon by students.)
- Review the agreements with students and remind them that the teacher is always available to support students who feel disrespected or uncomfortable.
- Say: *"Treating people how they want to be treated and respecting how someone is thinking or feeling is a good way to build trust in each other, and to feel safe."*

Middle - Explore (15 minutes)

- Say: *"To start this unit, we are going to be talking about **Living** and **Nonliving** things. What do you think is an example of a living thing? (Allow time for responses.) What are some examples of nonliving things? (Allow time for responses.)"*
- Watch the video: [LIVING OR NON-LIVING?](#) (a science song for kids) (Teacher note: the video is just over 4 minutes long; if you don't want to go through the whole video, stop it at 2:44 to allow for a couple of rounds of the song.)
- Process the video by asking the following questions:
 - *What were some examples of living things you saw in the video?*
 - Giraffe
 - Eagle/birds
 - Plants
 - People
 - Fish
 - Pigs
 - Butterfly
 - Chameleon
 - *What are some things you heard from the video that LIVING things do?*
 - Grow and change
 - *What are some examples of how things grow and change?* (Possible responses: a baby chick hatches from an egg and grows into a chicken; plants get bigger and sprout flowers or food; babies grow into bigger kids then into adults)
 - Reproduce
 - *What does it mean to "reproduce"?* (To make more of themselves.) Let students know that we are going to be talking more about this next.
 - Move on their own
 - *How do giraffes go from here to there?* (Response: They walk!) *How do birds go from here to there?* (Response: They fly!) *How do fish go from there to there?* (Response: They swim!) *How do people go from here to there?* (Response: they walk or run or skip or hop or slide, etc.) *How do plants move from here to there?* (This one might stump the students. Explain that plants move toward the light, vines spin around and spiral to grab things, and leaves and flowers open and close.)

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Grade 1, Lesson 1: Living Things and Reproduction

- They need things, like food, water and air
 - *What are some other things that living things might need?* (Possible responses: sleep, sun, safe places/protection from harmful things.)
- *How is this different from NON LIVING things?* (Explain some of the following examples as needed: non living things can grow and change if someone or something makes it happen. For example a bicycle can have its parts changed or move the seat up and down, but it doesn't do it on its own. Non living things can be moved from here to there if someone or something moves it. Non living things don't need to be taken care of or protected, unless maybe it's breakable. And you CAN make more of a non living thing, but it doesn't do it on its own. For example, everyone has a handout that looks the same as the one I have because it was reproduced on a copy machine, but it can't do that by itself because it's not alive.)

End - Evaluate (5 minutes)

- Bring the conversation back to the word "Reproduce."
 - Say: *"When living things reproduce, we also call that having a baby! Living things can reproduce in a few different ways: some babies grow inside the person or animal and some babies come from laying an egg.*
 - Ask: *"Does anyone know where a baby human grows before it is born?"* (Students will likely answer things like, in the mommy, in the stomach or tummy.)
 - Explain: *"The part of the body that a baby human grows in is called a **uterus**. The uterus is close to the stomach, but it's actually a different organ. Everyone has a stomach, but not everyone has a uterus. Bodies that have uteruses are usually girls."*
 - Explain that they will learn more about bodies in the next lesson.
- Direct students to the home connections handout and have them circle the living things for each pair.

All About Living

For each set of pictures, circle the one that is living and explain how you know.

Which bear is Living?

How do you know?



Which part of the ground is Living?

How do you know?



Which worms are Living?

How do you know?



Living things grow and change. Put a 1, 2, 3, or 4 under the pictures to show the order a human grows.



Living Things and Reproduction
Home Connections Handout

For each set of pictures, circle the one that is living.

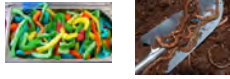
Which bear is Living?



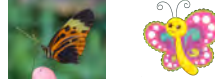
Which part of the ground is Living?



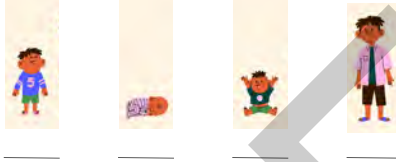
Which worms are Living?



Which butterfly is Living?



Living things grow and change. Put a 1, 2, 3, or 4 under the pictures to show the order a human grows.



Parent/Guardian: Today we talked about living things. We learned that living things grow and change, they move on their own, they have needs, like food, water, and air, and they reproduce. The definition of "reproduce" is to make more of themselves. For more information on talking to kids about their intuition, check out the book *What Makes a Baby*, by Cory Silverberg. Additional resources can be found on our website, <https://www.austinsd.org/pe-health/health-education/hse/>.

**AISD Elementary Health Education
Human Sexuality & Responsibility
Grade 1, Lesson 2 - My Body**

Ground Rules: Classroom safety is crucial. Children feel safer and more at ease when they know the ground rules and see that they are enforced. Just as you set rules for your class at the beginning of the school year, we encourage you to set ground rules, or review ground rules at the onset of this curriculum and at the beginning of each lesson.

Teacher Tips:

- Review “Guidelines for Discussion” to ensure a safe climate for the discussion of sensitive topics.
- For questions that teachers don’t feel comfortable answering, please refer that student to a trusted adult.
- Use equity practices to solicit responses from all students, such as: popsicle sticks, randomizing apps, Think-Pair-Share, talking chips, etc.

Lesson Title:	My Body
Grade:	1st Grade
NSES:	AP.2.CC.1: List medically accurate names for body parts, including the genitals
Lesson Objectives:	Recite the names of the middle body parts. Identify at least two trusted adults students can talk to about their body
Estimated Lesson Time:	30-40 minutes
Vocabulary:	<p>Body Parts</p> <ul style="list-style-type: none"> ● Top, Bottom, Middle, Front, Back <p>Middle Parts</p> <ul style="list-style-type: none"> ● Buttocks - an external part of the middle and back of all bodies ● Breast Area - an external part of the middle and front of all bodies ● Vulva - an external part of the middle of some bodies, usually girls ● Penis - an external part of the middle of some bodies, usually boys <p>Comfortable - the feeling of being safe and secure Uncomfortable - feeling yucky, scared, or unsafe</p>
Materials & Technology:	<p>Parts of the Body Song Head Shoulders Knees & Toes My Body Images My Body Safety Rules Home Connections Handout</p>
Spanish Materials:	
SPED Considerations:	See General Accommodations Supplement

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Human Sexuality & Responsibility
Grade 1, Lesson 2 - My Body

Beginning - Engage (10-15 minutes)

- Review classroom ground rules

Before we begin the lesson today, can someone please remind the class about our agreements for having tough conversations and learning about our body? Provide enough time to review each of the ground rules and what they mean or look like in the classroom.
- Activity: Body Scan
 - Say: *“In this lesson, we are going to be talking about our bodies. So, to start, let’s take some time to really pay attention to our bodies.”*
 - Use the following script or your own words to help students scan their body, becoming more mindful of how their body feels and moves. Speak slowly and allow a few seconds after each body part.
 - *Sit in a comfortable position, not touching anyone else, and close your eyes.*
 - *Take 2 or 3 gentle, large breaths. Pay attention to how that feels. Your belly rises and falls. Air moves in and out of your body. If you like, place a hand on your belly and feel it move with each breath.*
 - *Now we’re going to pay attention to the other parts of the body, starting with your feet. Pay attention to your feet, without moving them. They might feel warm or cold, wet or dry, relaxed or restless. It’s also okay if you feel nothing at all.*
 - *Now move your attention to your lower legs, noticing whatever is there. Do they feel heavy, light, warm, cold, or something else?*
 - *Next, move your attention to your knees then to your upper legs. Whatever you feel, or don’t feel, is fine. If you feel restless or wiggly, that’s okay too. That happens.*
 - *Now move your attention to your belly and then up to your chest. Notice how they move when you breathe, rising and falling, like waves on the sea.*
 - *Now turn your attention to your hands. There is no need to move them or do anything with them. They may be touching the chair, or the floor, or somewhere on your body. Just notice them.*
 - *Move your attention up into your arms, notice the bend in your elbow, or maybe it’s straight, then move up to the shoulders.*
 - *Now move your attention up your neck to your face and head. What expression do you have on your face right now? Just notice it.*
 - *Now move your hands to touch the top of your head and face. Gently tap on your head and face to wake it up. You can then gently tap touch your ears. Touch them lightly at first, then with more pressure. Notice the feel and shape of your ears.*
 - *Now touch your shoulders. Tapping or firmly pressing on your shoulders, waking them up.*
 - *Tap or rub your chest or belly to wake them up.*
 - *Move your hands to your hips. Tap or press to wake them up.*
 - *Tap on the thighs, then the knees, then your shins, then feet.*
 - *Now, sit back up and open your eyes.*
 - Ask: *“Who can tell me what you noticed about your body?”* (Possible responses: they noticed their breathing, whether they were hot or cold, that they felt wiggly or like they wanted to move,

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Grade 1, Lesson 2 - My Body**

maybe they got distracted and heard things going on in the background because they were sitting so quietly.)

Middle - Explore (10-15 Minutes)

- Discuss - What Do Bodies Do?
 - Say: *“Now that we are more aware of our bodies, let’s think about all the incredible things that our bodies can do. What are some ways that your body can move? (Possible responses: Walk, Run, Jump, Play, etc. Encourage students to do all the movements that they suggest. Have fun with this section.) What are some other things that your body can do? (Possible responses: Use their senses [touch, taste, smell, see, hear], Chew, Heart beat, lungs breathe. Be prepared for students to say silly things like burp or use the bathroom. Remember to affirm the student and respond seriously.) Yes! These are all wonderful and real things that our body can do. Let’s learn more about the parts of the body and what they do. Starting with a few body parts you might already know.”*
- Songs about bodies - Practice learning about bodies with a song that students may already know
 - [Parts of the Body Song](#)
 - [Head Shoulders Knees & Toes](#)
- Show slide/page 1 of the My Body images
 - Say: *“Our bodies are wonderful things that can do so much. There are lots of parts to our bodies and you named quite a few parts during the song. There are lots of different ways that people talk about the parts of their body. In the first pictures, we can see that each body has a **front** and a **back**.”*
- Show slide/page 2 of the My Body images
 - Say: *“In this next picture, we see that there is a **top**, a **middle**, and a **bottom** part to our bodies. What are some of the body parts located at the top? (Possibly responses: head, shoulders, neck, ears, eyes, nose, mouth) Yes! And what are some parts of the body located at the bottom? (Possible responses: legs, knees, feet, toes) Yes! Now, what about the middle parts? (Possible responses: stomach. Note that the arms are in the middle but because they are attached at the shoulder, they can also be up top.) Yes! The stomach is in the middle part of the body, but there are a few other parts as well that we don’t talk about as often.*
- Introduce MiddleParts
 - Say: *“Some people call these parts ‘private parts’ because they are the parts that we almost always keep covered. Some people call this middle part of the body the ‘swimsuit area’. In this class, we will learn and use the proper names for these body parts. They’re not weird or funny. Everyone has them! These are also the few parts of the body that are different for different types of people. Let’s take a look at the pictures.”*
- Show slide/page 3 of the My Body images

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Grade 1, Lesson 2 - My Body**

- Say: *“In these pictures, four body parts are labeled: the **Breast Area, Buttocks, Vulva, and Penis**. All people have the breast area which is a middle part on the front side of our body above the stomach. Inside the breast area is our heart, lungs, and ribcage.”*
- Ask the students to say the word ‘breast’.
- Say: *“ All people also have buttocks, which many people call their bottom. The buttocks are located on the back of our body. Inside the buttocks is the gluteus maximus muscle that you may have learned about in PE.”*
- Ask the students to say the word ‘buttocks’.
- Say: *“The two parts that are different for some people than others are the other parts on the front of our body and below the stomach. Most of the time, girls are born with a vulva on the outside of their body. Sometimes people call this the vagina, but the vagina is actually on the inside of the body. The outside part is called the vulva.*
- Ask the students to say the word ‘vulva’.
- Say: *“For people with a vulva on the outside, they have a uterus on the inside. Who remembers what the uterus is?”* (Response: it’s where a human baby grows)
- Say: *“On the other hand, boys are mostly born with a penis on the outside of their body.*
- Ask the students to say the word ‘penis’.

-
- Optional Slide/page 4 of the My Body Images
 - This slide shows where the uterus would be on the inside of a body with a vulva.

-
- Review the words again, having the students repeat each word after you: breast, buttocks, vulva, penis.
 - Explain that bodies vary and change
 - Say: *“Because every BODY is unique, these parts, just like all of our other parts, come in all shapes and sizes. And these parts can change during puberty, which is when child bodies develop into adult bodies.*

End - Evaluate (5-10 Minutes)

- Introduce concepts about safety:
 - Say: *“These parts, just like all the other parts of your body, are normal and do important jobs and just like every other part of your body, from your hands to your head, you have the right to decide whether or not another person touches these parts.”*
- Discuss Comfortable and Uncomfortable
 - Say: *“Let’s talk about the difference between comfortable and uncomfortable. What do you think it means to feel **comfortable**? (Possible responses: Happy, excited, energized, etc.) Yes, usually when we feel comfortable, we feel safe and happy, like everything is ok. What do you think it means to feel **uncomfortable**? (Possible responses: Unsafe, feel yucky, sick to their stomach, sad, scared, etc.) Yes, usually when we feel uncomfortable we might feel scared, like something is not right or that we are not safe. If you ever feel uncomfortable or unsafe, you have the right to stop what is happening and tell an adult you trust.”*
- My Body Safety Rules
 - Display the ‘My Body Safety Rules’ image.

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Grade 1, Lesson 2 - My Body**

- Say: *“There are a few important rules when it comes to your body. These rules will help you stay safe and understand when it is time to talk to a trusted adult.”*
 - **Rule 1: My Body is Mine** *Rule 1 is My Body is Mine. That means that everyone has the right to say “NO” if they do not like it or how their body is being touched.*
 - **Rule 2: I Know My Body** *Rule 2 is I Know My Body. That means that we know and will always use the proper name for my body parts. It’s not funny or weird. Everyone has these parts and knowing the name of them will keep you safe.*
 - **Rule 3: No Secrets** *Rule 3 is No Secrets. No one should ever ask you to keep secrets about your body especially if the secret makes you feel sad, scared, or uncomfortable.*
 - **Rule 4: Telling is OK** *Rule 4 is Telling is OK! If you are ever feeling sad, scared, or uncomfortable, especially about your body. It is always OK to tell an adult that you trust. It is important that you tell right away and do not wait.*
- Direct students to the Home Connections worksheet and have them draw two adults they trust, one at school and one at home.
- Next Time
 - Say: *“During our next class, we will learn about listening to our bodies to help us stay safe.”* .



FRONT



BACK

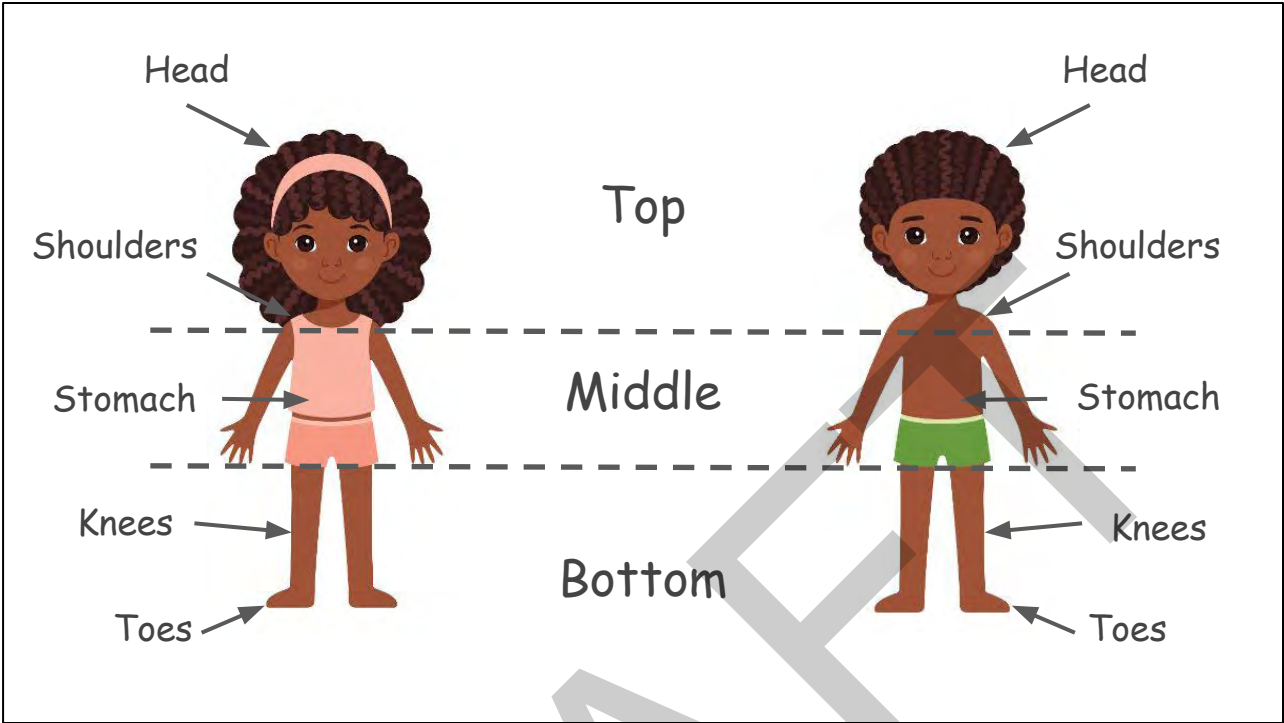


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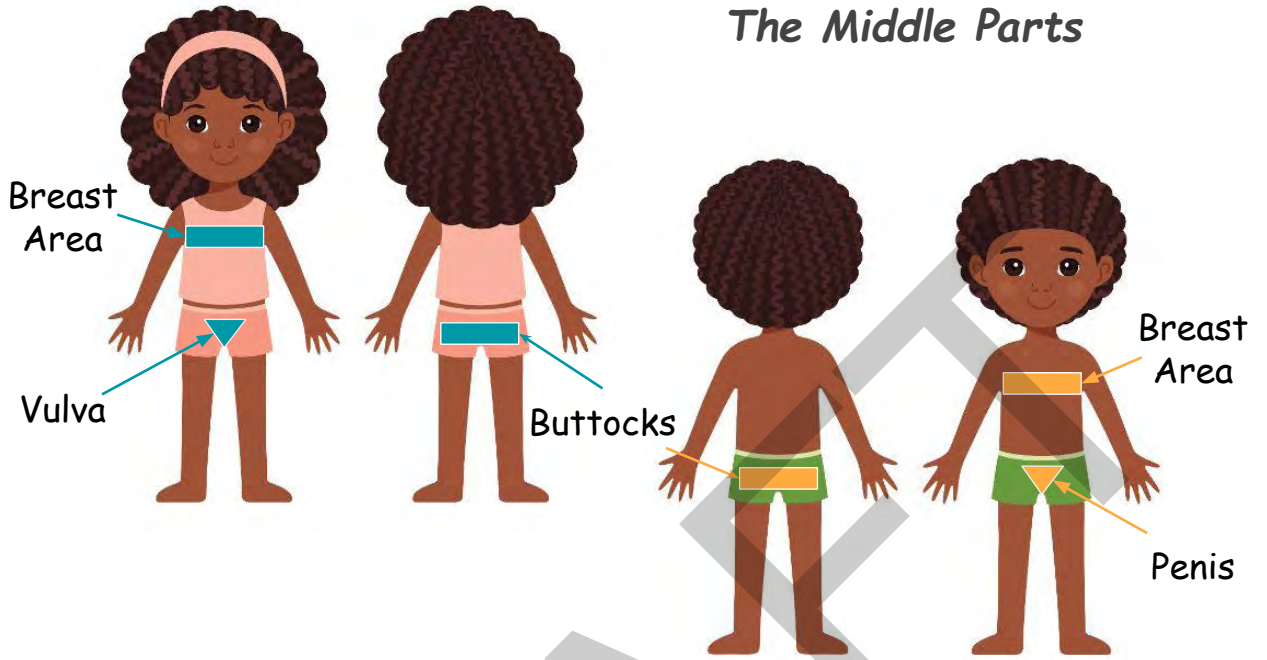
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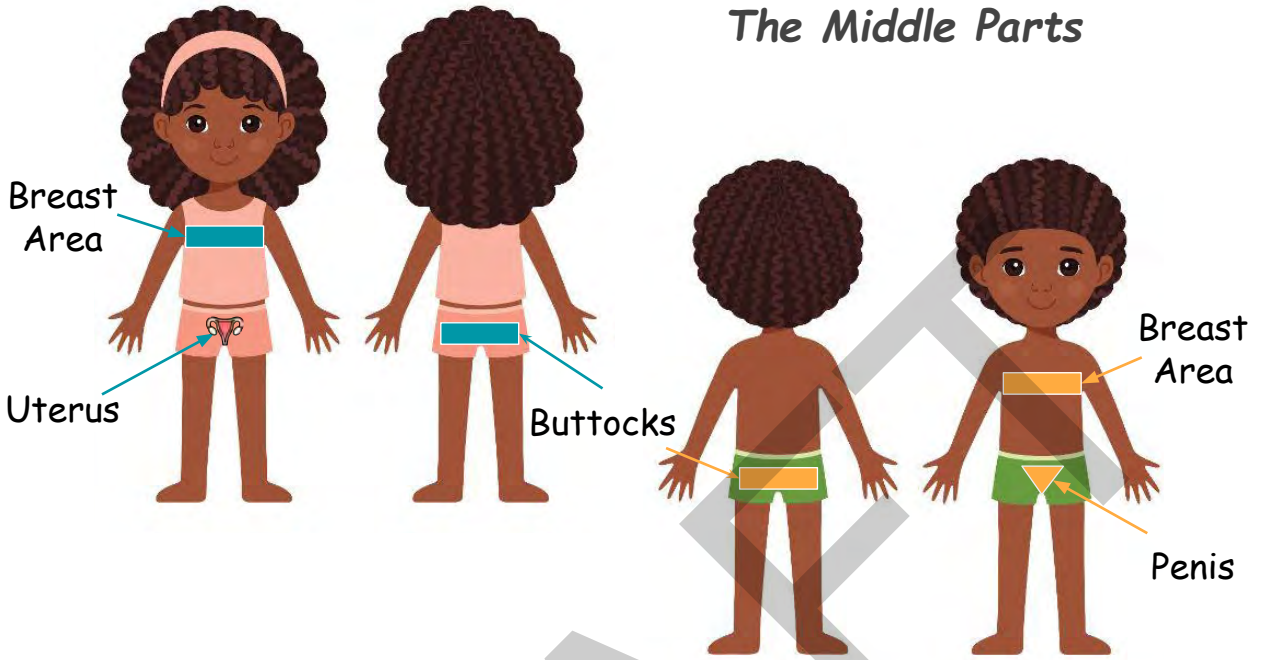


DRAFT

The Middle Parts



The Middle Parts



My Body Safety Rules:

1. My Body is Mine

I have the right to say "NO" if I don't like the way my body is touched.



2. I know My Body

I know the proper name for my body parts. It's not funny or weird. Everyone has these parts.

3. NO secrets

No one should be asking me to keep a secret, especially if it makes me feel sad, scared, or uncomfortable.



4. Telling is OK!

I know at least 3 adults that I can tell if I am feeling sad, scared, or uncomfortable. If someone breaks my rules, I will tell right away!

DRAFT

My Body
Home Connections Handout

Draw 2 trusted adults - one at school and one at home.

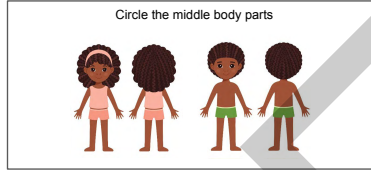
At School



At Home



Circle the middle body parts



Parent/Guardian: Today we talked about the middle parts of the body. The words we used are *breast area*, *buttocks*, *vulva*, and *penis*. For more information on talking to kids about their body, check out <https://amaze.org/parents/> and <https://sexpositivefamilies.com/>. Additional resources can be found on our website, <https://www.austinsd.org/pe-health/health-education/pe/>.

**AISD Elementary Health Education
Human Sexuality & Responsibility
Grade 1 Lesson 3 - Listening to My Body and Keeping it Safe**

Ground Rules: Classroom safety is crucial. Children feel safer and more at ease when they know the ground rules and see that they are enforced. Just as you set rules for your class at the beginning of the school year, we encourage you to set ground rules, or review ground rules at the onset of this curriculum and at the beginning of each lesson.

Teacher Tips:

- Review “Guidelines for Discussion” to ensure a safe climate for the discussion of sensitive topics.
- For questions that teachers don’t feel comfortable answering, please refer that student to a trusted adult.
- Use equity practices to solicit responses from all students, such as: popsicle sticks, randomizing apps, Think-Pair-Share, talking chips, etc.

Lesson Title:	Listening to My Body and Keeping it Safe
Grade:	1st Grade
TEKS:	1.10(A): practice refusal skills to protect personal space and avoid unsafe situations; 1.10(B): identify appropriate personal boundaries, privacy, and space ; and 1.13(D): identify how to get help from a parent or another trusted adult when made to feel uncomfortable or unsafe by another person.
NSES:	IV.2.AI.1: Identify situations that may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse) IV.2.AI.2: Identify trusted adults, including parents and caregivers, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse) IV.2.DM.1: Demonstrate ways to start a conversation when seeking help from a trusted adult about an uncomfortable or dangerous situation (e.g., bullying, teasing, child sexual abuse)
Lesson Objectives:	Practice listening to the warning signs from the body Demonstrate ways to say no in uncomfortable situations Identify trusted adults to whom students can talk about keeping their body safe
Estimated Lesson Time:	35-45 minutes
Vocabulary:	Comfortable - having positive feelings, such as safe, secure, and with needs met Uncomfortable - having negative feelings, such as unsafe, afraid, or anxious with unmet needs
Materials & Technology:	My Body Safety Rules Teacher Resource Slides Home Connections Handout
Spanish Materials:	
SPED Considerations:	See General Accommodations Supplement

AISD Elementary Health Education
Human Sexuality & Responsibility
Grade 1 Lesson 3 - Listening to My Body and Keeping it Safe

Beginning - Engage (10-15 minutes)

- Review classroom ground rules

Before we begin the lesson today, can someone please remind the class about our agreements for having tough conversations and learning about our body? Provide enough time to review each of the ground rules and what they mean or look like in the classroom.
- Review previous lesson

In our last 2 lessons, we learned about our body parts and about adults you can trust to talk to about your body because their words and actions make you feel safe. Who can tell me two trusted adults that you can talk to at school if you feel unsafe? (Provide enough time for student responses.) Who can tell me two trusted adults at home that you can talk to about your body? (Provide enough time for student responses.)

We also learned two words that we might feel when thinking about our body parts: comfortable and uncomfortable. Who remembers what it feels like to be comfortable? (Provide enough time for student responses.) Who remembers what it feels like to be uncomfortable? (Provide enough time for student responses.) Today, we are going to practice listening to our body so that anytime we feel uncomfortable or unsafe, we know to listen to our body and tell a trusted adult about it.
- Intuition activity

This activity consists of asking yes or no questions and having students answer each question *silently in their heads* while noticing how the answer feels in their body. This activity helps develop students' inner listening and intuition skills by practicing feeling "yes" and "no" in the body. By learning this, students will be able to use this information when more complex or challenging situations arise.

 - Start with questions that everyone will easily know the answers to. Make sure to give a little time after each question to let the students sit with their "yes" or "no" feelings in their bodies.
 - *Are you sitting in a chair?*
 - *Are you riding in a car?*
 - *Are you wearing glasses?*
 - *Do you have on shoes?*
 - *Are you at the beach?*
 - *Are you in a classroom?*
 - Next, ask one or two slightly harder questions so that students need to consider their answers for a moment. Again, ask the students to answer the questions silently in their heads and pay attention to what the answer feels like in their bodies.
 - *Do you like pizza?*
 - *Are you feeling cold?*
 - *Do you like springtime?*
 - *Do you like art?*
 - Ask for any volunteers to share how "yes" felt in their body. Guide them to describe specific attributes of this feeling, like location in the body (chest, stomach, head, heart), bodily sensation (hot, movement, pressure, fluttering), and so on.

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- Ask: *“Is the ‘yes’ feeling like feeling comfortable or uncomfortable?”* (Comfortable) *“The ‘yes’ feeling is like feeling comfortable. It can feel happy, excited, or safe.”*
- Continue the discussion by asking how “no” feels in their body.
- Ask: *“Is the ‘no’ feeling like feeling comfortable or uncomfortable?”* (Uncomfortable) *“The ‘no’ feeling is like feeling uncomfortable. It can feel yucky, confusing, or unsafe.”*
- Say: *“There are many different ways that our body can tell us if we are feeling uncomfortable. And many different reasons why we might feel that way. We might feel uncomfortable when someone touches our body and we don’t want them to.”*

Middle - Explore (20-25 minutes)

- Activity: Practice Yes and No

This activity gives students the opportunity to develop greater awareness of their boundaries and practice saying “yes” and “no” in a safe, low-stakes environment.

- Begin by explaining: *“It is important to ask people for permission, especially before touching someone or doing anything involving their body (hugs, high-fives, etc.). And it is important to be clear with your “yes” and “no” so that other people can understand what you want and what you don’t want.”*
 - Have the students stand up and practice saying “No” together in several different ways. I.e. shy no; big and clear no; angry no; friendly no. Then practice saying “Yes” together in several different ways. i.e. shy yes; quiet yes; enthusiastic yes; tired yes; happy yes. Ask if there are any students who would like to show or act out a yes or no with the whole class. Give time after a student shares for feedback from the other students. What kind of a yes or a no did they hear? Give time for the student to try communicating their yes or no again if they want to change anything about it after getting feedback. This exercise can also be done with students in pairs, rather than in front of the whole class. Encourage the students to pay attention to body language, and to talk about what body language or tone of voice may communicate “Yes” or “No.”
 - After this practice, try a role play. Ask for a couple of student volunteers to role play saying “yes” or “no.” Begin with a role play between a teacher and a student, i.e. *“Hi _____, are you comfortable with me helping you with that math question?”* Then the student practices their response, “yes, that would be great! That’s ok with me” or “no, I don’t want you to help me.” Following this, expand to student-with-student role plays of practicing asking and saying “yes” or “no” with other activities (i.e. hugs, high fives, holding hands).
- Reaffirm for students, *“These are our bodies – and so we have the right to say whether and how we want someone else to touch them. That also means we need to listen and stop touching others when someone else says they don’t want to be touched.”*
 - Ask, *“Are there any exceptions to this? Any time when someone might touch us in a way that we might not like but it’s okay?”* Probe for when their parent/caregiver may need to give them medicine they don’t like or don’t like the feeling of, or when they go to a doctor to get a shot.
 - Say, *“But even if a doctor – or any other student or adult – touches us in a way that makes us feel uncomfortable, we have a right to say that we don’t like it and that we want it to stop.”*

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- Say: “Let’s revisit the My Body Safety Rules from the previous lesson.” Use the ‘**My Body Safety Rules**’ slides and go through each rule in more depth.
 - **Rule 1: My Body is Mine** *Rule 1 is My Body is Mine. That means that everyone has the right to say “NO” if they do not like it or how their body is being touched.*
 - Ask everyone to stand up and tell them that you are going to ask them a question about a body part and that they should answer all together.
 - Say: “For example, if I were to ask you, ‘Whose head is this?’ you’d point to your own head and say, ‘My head!’ Let’s try it: Whose head is this?”
 - Once you see that everyone understands what you’re doing, do the same with the following body parts:
 - “Whose face is this?” (“My face!”)
 - “Whose knees are these?” (“My knees!”)
 - “Whose elbow is this?” (“My elbows!”)
 - “Whose foot is this?” (“My foot!”)
 - “Whose ears are these?” (“My ears!”)
 - Then wrap your arms around yourself in a hug and ask, with intentionality and emphasis, “Whose body is this?” Wait for the students to hug themselves and say back, “My body!”
 - Say, “I want to hear that again – whose body?” Wait for them to say, “My body!”
 - Say, “Good. So who gets to say who can and can’t touch your body?” Respond with them: “I do.”
 - Ask students to take their seats.
 - **Rule 2: I Know My Body** *Rule 2 is I Know My Body. That means that we know and will always use the proper name for my body parts. It’s not funny or weird. Everyone has these parts and knowing the name of them will keep you safe.*
 - Review the middle body parts words, having the students repeat each word after you: breast, buttocks, vulva, penis.
 - **Rule 3: No Secrets** *Rule 3 is No Secrets. No one should ever ask you to keep secrets about your body especially if the secret makes you feel sad, scared, or uncomfortable.*
 - Say: “There are some safe secrets that are ok to keep because they will make people happy and are only kept as secrets for a little while – because everyone will know about it soon. What are some examples of Safe Secrets?” (Possible responses: nice surprises, like gifts or party surprises, an announcement, like a baby or new job.) “These kinds of secrets are ok to keep because they are about making people happy and not about hurting.”
 - Say: “Unsafe secrets are anything that makes you feel uncomfortable or unhappy or unsafe. Any secret about your middle body parts is always an unsafe secret. (Other examples of unsafe secrets: someone telling you to keep a secret that you do not like; secrets that will might get you into trouble later; someone hurts you or someone else is hurt; someone is stealing or taking things that don’t belong to them; someone touching your middle body parts; games that might break your safety rules or that might be hurtful to anyone; presents that other people give you or favors that they do for you; photos or movies that make you feel unhappy or icky; anything about people and their private

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areas) *And what do we do if someone asks us to keep an unsafe secret? That's right! We tell a trusted adult!*"

- **Rule 4: Telling is OK** *Rule 4 is Telling is OK! If you are ever feeling sad, scared, or uncomfortable, especially about your body. It is always OK to tell an adult that you trust. It is important that you tell right away and do not wait.*
 - *Say: Don't worry if you're not sure how to tell an adult about something that is making you feel uncomfortable or yucky. There are lots of ways you can tell. It's the adult's job to listen and figure out what you're trying to tell them. If you are not sure how to tell an adult you can say 'I have something important to tell you but I don't know how to say it.' The adult can help you figure it out."*
 - *Ask "What are some other ways you can tell an adult about something bad or yukky that is happening to you or did happen to you if you are embarrassed or nervous or don't know how?"*
 - *Let the students call out different approaches to telling an adult. If students don't come up with many, you can suggest some additional ones like, "What about writing a note that says, 'I need to talk' or 'I need help,' having a friend or sibling with you, etc.*
 - *Tell students that there are always adults who know what to do to help them. Tell them that you know what to do, other teachers know what to do, their parents and other people outside of school might know what to do or they might not know what to do. That's why sometimes you have to tell more than one adult. Someone at school will always know what to do..*

End - Evaluate (5-10 minutes)

- *Wrap up the unit by saying: "We have learned so much about our bodies these last few days. We learned about what living things can do. Who can tell me some things that only living things do? (Looking for: grow and change, reproduce, move on their own, have needs like food, water and air.) We learned about our middle body parts. Can anyone tell me some of the names of those body parts that we talked about? (Looking for the words "breast area", "buttocks", "vulva", and "penis"; maybe "uterus") "And today we learned about how to keep our bodies safe. What are the 4 Body Safety Rules? (Looking for "My body is mine; I know my body, No secrets, and Telling is ok!") "That's right! And remember, a trusted adult is someone whose words and actions make you feel safe."*
- *Direct students to the Home Connections Handout and have them complete the 4 Body Safety Rules sentence stems. Remind them about the adults they trust and encourage them to talk to them when they have more questions about their body or about the rules for staying safe.*

My Body Safety Rules:

1. My Body is Mine



2. I Know My Body

3. NO Secrets



4. Telling is OK!

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My Body Safety Rules:



1. My Body is Mine

I have the right to say “**NO**” if I don't like the way my body is touched.

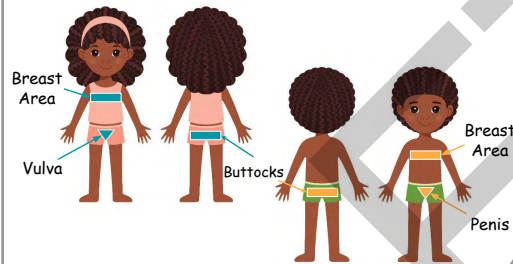
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My Body Safety Rules:



2. I Know My Body

I know the proper name for my body parts. It's not funny or weird. Everyone has these parts.



My Body Safety Rules:



3. NO Secrets

No one should be asking me to keep a secret, especially if it makes me feel sad, scared, or uncomfortable.

Safe Secrets



UNSafe Secrets



My Body Safety Rules:



4. Telling is OK!

I know at least 3 adults that I can tell if I am feeling sad, scared, or uncomfortable. If someone breaks my rules, I will tell right away!

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Listening to My Body and Keeping it Safe
Home Connections Handout

Complete the sentences using the words from the word bank.

Rule 1: My Body is _____.

Rule 2: I know my _____.

Rule 3: _____ secrets.

Rule 4: Telling is _____.

Word Bank

No mine
body OK

Two adults I trust to talk to about my body are:

1. _____ and 2. _____

My Body Pledge

My body is mine.

I am the boss of my body.

*I don't have to be
hugged, kissed, or touched*

by anyone if I am

UNCOMFORTABLE.

Parent/Guardian: Today we talked about keeping our body safe. We learned that my body is mine and nobody has the right to touch it when I don't want them to. Recite the My Body Pledge with your child. For more information on personal safety and child abuse prevention, check out the Family Safety Toolkit at <https://safer-smarter-families.org/>

Additional resources can always be found on our website, <https://www.austinisd.org/pe-hea/in/health-education/hsr>.


**AISD Elementary Health Education
Human Sexuality & Responsibility
Grade 2, Lesson 1: What Makes a Baby**

Ground Rules: Classroom safety is crucial. Children feel safer and more at ease when they know the ground rules and see that they are enforced. Just as you set rules for your class at the beginning of the school year, we encourage you to set ground rules, or review ground rules at the onset of this curriculum. Students will describe or identify:

1. Two classroom ground rules;
2. Two ways rules are kept;
3. A parent(s) or trusted adult to talk to about today's lesson.

Teacher Tips:

- Review “Guidelines for Discussion” to ensure a safe climate for the discussion of sensitive topics.
- For questions that teachers don't feel comfortable answering, please refer that student to a trusted adult.
- Use equity practices to solicit responses from all students, such as: popsicle sticks, randomizing apps, Think-Pair-Share, talking chips, etc.

Lesson Title:	What Makes a Baby
Grade:	2nd Grade
NSES:	SH.2.CC.1: Define reproduction and explain that all living things may have the capacity to reproduce
Lesson Objectives:	Define trusted adult Define reproduction
Estimated Lesson Time:	35-45 minutes
Vocabulary:	Trusted Adult - someone whose words and actions make you feel safe Reproduction - to make a baby or babies Uterus - where a human baby grows before being born
Materials & Technology:	<u>What Makes a Baby</u> , by Cory Silverberg (Book or video  What Makes a Baby Storytime) What Makes a Baby Teacher's Guide
Spanish Materials:	
SPED Considerations:	See General Accommodations Supplement

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Human Sexuality & Responsibility
Grade 2, Lesson 1: What Makes a Baby

Beginning - Engage (15-20 minutes)

- Introduction
 - Say: *“Today we are beginning a new unit called Human Sexuality and Responsibility. That means that we will be learning about our bodies and its parts, feelings, what we like and don’t like, and how to talk to each other and to adults about staying safe.”*

- Trusted Adults
 - Say: *“Let’s start with the part about talking to adults. Sometimes, children can feel nervous or scared to talk to adults about how they are feeling. Especially if it is something that they don’t know is ok to talk about. In these next few lessons, we are going to be talking about things that we don’t always talk about openly and that can feel a little weird at first. But talking to TRUSTED adults about your body and how it’s feeling is an important way to stay healthy and safe. A **trusted adult** is someone whose words and actions make you feel safe. They listen to you, answer your questions, help you when you have a problem, and they respect your body and your personal space.”*

- Brainstorm Trusted Adults
 - Write “Trusted Adults” on a piece of chart paper or the board, and make two columns: School and Home.
 - Say: *“Who are some adults here at school that you could go talk to if you were feeling scared or hurt?”*
 - Write the names that the students list. Be sure to add the counselor, nurse, or any other staff that you think are appropriate, including their room number/location so students know where they can be found.
 - Say: *“Who are some adults at home that you could talk to if you were feeling scared or hurt?”*
 - Write up the students' responses.

- Safe Space
 - Say: *“There are lots of adults here at school and at home that you can talk to if you feel scared or hurt. And your parents or other adult caregivers also trust us to keep you safe! Your parents trust me to teach you about your body and to answer your questions. I want this to be a safe space where everyone can ask questions and get answers. In order to make the whole space feel safe, it’s important that you trust me, but also that you trust each other.”*

- Setting Classroom Agreements Discussion
 - Remind students of the classroom agreements you created at the beginning of the year. (Note: if you didn’t *co-create* them, now is a good time to revisit the agreements and get the students' input.)
 - Guide a discussion to set the agreements for having hard conversations or learning about challenging topics in the classroom. The focus of the discussion should be on how to respect what someone is thinking or how they are feeling.
 - Guiding Questions:
 - *How do you want to be treated by me (teacher)?*
 - *How do you want to be treated by each other?*

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Grade 2, Lesson 1: What Makes a Baby**

- *How do you think I want to be treated?*
- *How do we want to treat each other when there is a conflict?*
- Write students' suggestions for classroom agreements on a chart paper or similarly visible hard copy or digital document. (Refer to the 'Guidelines for Discussion' to ensure that all aspects of the guidelines have been addressed by the classroom rules agreed upon by students.)
- Review the agreements with students and remind them that the teacher is always available to support students who feel disrespected or uncomfortable.
- Say: *"Treating people how they want to be treated and respecting how someone is thinking or feeling is a good way to build trust in each other, and to feel safe."*

Middle - Explore (15-20 minutes)

- Write the word "**Reproduction**" in large letters on the board or chart paper.
- Say: *"To start this unit, we are going to be talking about **Reproduction**."*
- Ask the students to repeat the word and say it three times.
- Explain: *"All living things reproduce, meaning they make more of themselves by making a baby or babies. All plants, trees, fish, animals, bugs, and people reproduce. People reproduce by getting pregnant and giving birth. Reproduction is how you were made!"*
- Read **What Makes a Baby**, by **Cory Silverberg**, aloud, answering questions as they arise. (If the book is not available, you can use this video: [▶ What Makes a Baby Storytime](#), starting at 0:50.)
 - Use the **What Makes a Baby Teacher's Guide** for more information and suggested responses to common questions.

End - Evaluate (5 minutes)

- Summarize by saying: *"We all started out as very tiny little things and we grew and we changed based on the stories that came together to make us and the stories that we learn and experience as we grow. However you came to be, there are a lot of people in the world today who are very happy that you were born."*
- Direct students to the home connections handout and have them draw the people in their lives who are very happy that they were born.
- Wrap up by explaining that in the next lesson, we will learn more about our bodies.

Some common questions that may come up from reading this book and suggestions on how to respond:

- *Who has what? (i.e. Does my body have eggs? Do I have a uterus? Do I have sperm? Does your body have them?)*
 - It is ok if you want to share if your body has a uterus and eggs or makes sperm, or if it used to but doesn't any longer, or something else that is brief. For example, *"No, my body doesn't have a uterus in it. Like the book says, some bodies do and some don't."*
 - It might also be helpful to explain to students that most girls are born in a body that has eggs and a uterus, but not all girls, and that most boys are born in a body that will make sperm when they get older, but not all boys.
 - Be sure to note that bodies are private and that you can't tell what someone has or doesn't have by just looking at them. Remind them that these can be great things to talk with a parent or other trusted adult about.
- *Can only grown ups make a baby? Can I make a baby?*
 - Refrain from going into any details about puberty, or from sharing your values on when the right time for a baby might be.
 - Remember, very young children don't think of eggs and sperm as "sexual" or strange because they haven't learned about them yet.
 - Suggested response: *"The book says grown-ups because very young people's bodies can't make babies yet. Our bodies change as we get older. Once your body has grown and changed you might be able to make a baby, but that's still a long way off. You'll learn more about that as you get older."*
- *How does the baby get into the uterus?*
 - This book is designed to be inclusive of all ways that babies are made, whether through intercourse, egg or sperm donation, in vitro fertilization or surrogacy.
 - Suggested response: *"There are lots of ways that sperm and egg get together and that baby gets into the uterus. Sometimes the people making the baby do it on their own and sometimes they get help."*
- *How come the baby doesn't grow?*
 - Not every fertilized egg becomes a baby. Miscarriages are a common experience that is almost never talked about, resulting in feelings of embarrassment or shame. At this age, there is no need to introduce the word "miscarriage", just the understanding that sometimes, as it says in the book, the "tiny thing does not grow".
 - Suggested response: *"Sometimes the egg and the sperm came together but they couldn't match up just right. Sometimes it's because they couldn't share their stories or the stories didn't fit together. We don't always know why it doesn't grow."*

What Makes a Baby
Home Connections Handout

Draw the people who are happy you were born!

Two adults I trust to talk to about growing and changing are:

1. _____ and 2. _____



Parent/Guardian: Today we read the book *What Makes a Baby*, by Cory Silverberg. We learned that to make a baby, you need an egg, sperm, and a uterus for the baby to grow in. Every story about how we were made is unique. I encourage you to talk to your student about how they came to be and all the people that are happy they are here! For more information on talking to your child about these things, check out <https://sexpositivefamilies.com/>.

Additional resources can be found on our website, <https://www.austined.org/pe-health/health-education/hsr/>.

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**AISD Elementary Health Education
Human Sexuality & Responsibility
Grade 2, Lesson 2 - My Body**

Ground Rules: Classroom safety is crucial. Children feel safer and more at ease when they know the ground rules and see that they are enforced. Just as you set rules for your class at the beginning of the school year, we encourage you to set ground rules, or review ground rules at the onset of this curriculum and at the beginning of each lesson.

Teacher Tips:

- Review “Guidelines for Discussion” to ensure a safe climate for the discussion of sensitive topics.
- For questions that teachers don’t feel comfortable answering, please refer that student to a trusted adult.
- Use equity practices to solicit responses from all students, such as: popsicle sticks, randomizing apps, Think-Pair-Share, talking chips, etc.

Lesson Title:	My Body
Grade:	2nd Grade
NSES:	AP.2.CC.1: List medically accurate names for body parts, including the genitals
Lesson Objectives:	Recite the names of the middle body parts. Identify at least two trusted adults students can talk to about their body
Estimated Lesson Time:	30-40 minutes
Vocabulary:	<p>Body Parts</p> <ul style="list-style-type: none"> ● Top, Bottom, Middle, Front, Back <p>Middle Parts</p> <ul style="list-style-type: none"> ● Buttocks - an external part of the middle and back of all bodies ● Breast Area - an external part of the middle and front of all bodies ● Vulva - an external part of the middle of some bodies, usually girls ● Penis - an external part of the middle of some bodies, usually boys ● Uterus - an internal part of the middle of some bodies, usually girls <p>Comfortable - the feeling of being safe and secure Uncomfortable - feeling yucky, scared, or unsafe</p>
Materials & Technology:	<p>Parts of the Body Song Head Shoulders Knees & Toes My Body Images My Body Safety Rules Home Connections Handout</p>
Spanish Materials:	
SPED Considerations:	See General Accommodations Supplement

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Human Sexuality & Responsibility
Grade 2, Lesson 2 - My Body

Beginning - Engage (10-15 minutes)

- Review classroom ground rules

Before we begin the lesson today, can someone please remind the class about our agreements for having tough conversations and learning about our body? Provide enough time to review each of the ground rules and what they mean or look like in the classroom.

- Activity: Body Scan

- Say: *“In this lesson, we are going to be talking about our bodies. So, to start, let’s take some time to really pay attention to our bodies.”*
- Use the following script or your own words to help students scan their body, becoming more mindful of how their body feels and moves. Speak slowly and allow a few seconds after each body part.
 - *Sit in a comfortable position, not touching anyone else, and close your eyes.*
 - *Take 2 or 3 gentle, large breaths. Pay attention to how that feels. Your belly rises and falls. Air moves in and out of your body. If you like, place a hand on your belly and feel it move with each breath.*
 - *Now we’re going to pay attention to the other parts of the body, starting with your feet. Pay attention to your feet, without moving them. They might feel warm or cold, wet or dry, relaxed or restless. It’s also okay if you feel nothing at all.*
 - *Now move your attention to your lower legs, noticing whatever is there. Do they feel heavy, light, warm, cold, or something else?*
 - *Next, move your attention to your knees then to your upper legs. Whatever you feel, or don’t feel, is fine. If you feel restless or wiggly, that’s okay too. That happens.*
 - *Now move your attention to your belly and then up to your chest. Notice how they move when you breathe, rising and falling, like waves on the sea.*
 - *Now turn your attention to your hands. There is no need to move them or do anything with them. They may be touching the chair, or the floor, or somewhere on your body. Just notice them.*
 - *Move your attention up into your arms, notice the bend in your elbow, or maybe it’s straight, then move up to the shoulders.*
 - *Now move your attention up your neck to your face and head. What expression do you have on your face right now? Just notice it.*
 - *Now move your hands to touch the top of your head and face. Gently tap on your head and face to wake it up. You can then gently tap touch your ears. Touch them lightly at first, then with more pressure. Notice the feel and shape of your ears.*
 - *Now touch your shoulders. Tapping or firmly pressing on your shoulders, waking them up.*
 - *Tap or rub your chest or belly to wake them up.*
 - *Move your hands to your hips. Tap or press to wake them up.*
 - *Tap on the thighs, then the knees, then your shins, then feet.*
 - *Now, sit back up and open your eyes.*
- Ask: *“Who can tell me what you noticed about your body?”* (Possible responses: they noticed their breathing, whether they were hot or cold, that they felt wiggly or like they wanted to move,

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Grade 2, Lesson 2 - My Body**

maybe they got distracted and heard things going on in the background because they were sitting so quietly.)

Middle - Explore (10-15 Minutes)

- Discuss - What Do Bodies Do?
 - Say: *“Now that we are more aware of our bodies, let’s think about all the incredible things that our bodies can do. What are some ways that your body can move? (Possible responses: Walk, Run, Jump, Play, etc. Encourage students to do all the movements that they suggest. Have fun with this section.) What are some other things that your body can do? (Possible responses: Use their senses [touch, taste, smell, see, hear], Chew, Heart beat, lungs breathe. Be prepared for students to say silly things like burp or use the bathroom. Remember to affirm the student and respond seriously.) Yes! These are all wonderful and real things that our body can do. Let’s learn more about the parts of the body and what they do. Starting with a few body parts you might already know.”*
- Songs about bodies - Practice learning about bodies with a song that students may already know
 - [Parts of the Body Song](#)
 - [Head Shoulders Knees & Toes](#)
- Show slide/page 1 of the My Body images
 - Say: *“Our bodies are wonderful things that can do so much. There are lots of parts to our bodies and you named quite a few parts during the song. There are lots of different ways that people talk about the parts of their body. In the first pictures, we can see that each body has a **front** and a **back**.”*
- Show slide/page 2 of the My Body images
 - Say: *“In this next picture, we see that there is a **top**, a **middle**, and a **bottom** part to our bodies. What are some of the body parts located at the top? (Possibly responses: head, shoulders, neck, ears, eyes, nose, mouth) Yes! And what are some parts of the body located at the bottom? (Possible responses: legs, knees, feet, toes) Yes! Now, what about the middle parts? (Possible responses: stomach. Note that the arms are in the middle but because they are attached at the shoulder, they can also be up top.) Yes! The stomach is in the middle part of the body, but there are a few other parts as well that we don’t talk about as often.*
- Introduce MiddleParts
 - Say: *“Some people call these parts ‘private parts’ because they are the parts that we almost always keep covered. Some people call this middle part of the body the ‘swimsuit area’. In this class, we will learn and use the proper names for these body parts. They’re not weird or funny. Everyone has them! These are also the few parts of the body that are different for different types of people. Let’s take a look at the pictures.”*
- Show slide/page 3 of the My Body images

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- Say: *“In these pictures, four body parts are labeled: the **Breast Area, Buttocks, Vulva, and Penis**. All people have the breast area which is a middle part on the front side of our body above the stomach. Inside the breast area is our heart, lungs, and ribcage.”*
- Ask the students to say the word ‘breast’.
- Say: *“ All people also have buttocks, which many people call their bottom. The buttocks are located on the back of our body. Inside the buttocks is the gluteus maximus muscle that you may have learned about in PE.”*
- Ask the students to say the word ‘buttocks’.
- Say: *“The two parts that are different for some people than others are the other parts on the front of our body and below the stomach. Most of the time, girls are born with a vulva on the outside of their body. Sometimes people call this the vagina, but the vagina is actually on the inside of the body. The outside part is called the vulva.*
- Ask the students to say the word ‘vulva’.
- Say: *“On the other hand, boys are mostly born with a penis on the outside of their body.*
- Ask the students to say the word ‘penis’.

- Slide/page 4 of the My Body Images
 - This slide shows where the **uterus** would be on the inside of a body with a vulva.
 - Say: *“For people with a vulva on the outside, they have a **uterus** on the inside. Who remembers what the uterus is?”* (Response: it’s where a baby grows after the sperm and egg meet up and share their stories.)

- Review the words again, having the students repeat each word after you: breast, buttocks, vulva, penis.
- Explain that bodies vary and change
 - Say: *“Because every **BODY** is unique, these parts, just like all of our other parts, come in all shapes and sizes. And these parts can change during puberty, which is when child bodies develop into adult bodies.*

End - Evaluate (5-10 Minutes)

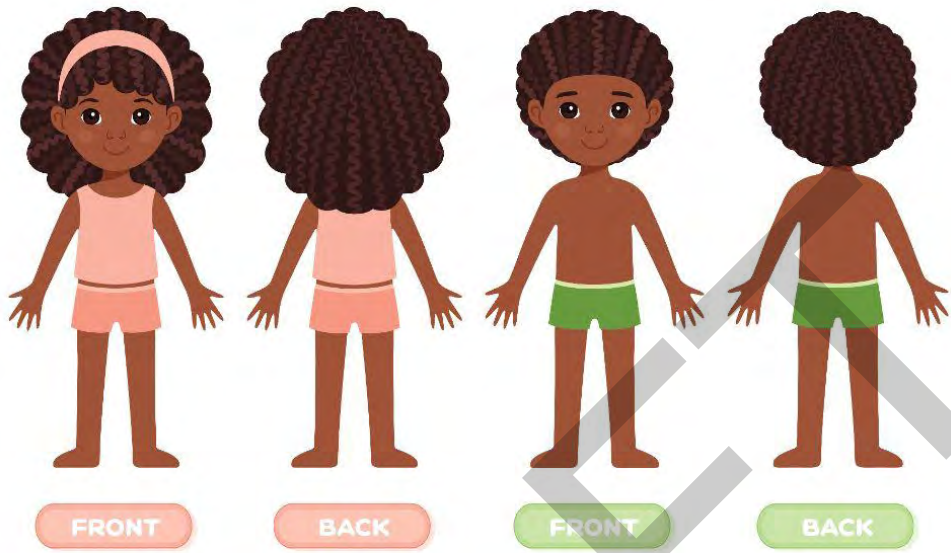
- Introduce concepts about safety:
 - Say: *“These parts, just like all the other parts of your body, are normal and do important jobs and just like every other part of your body, from your hands to your head, you have the right to decide whether or not another person touches these parts.”*

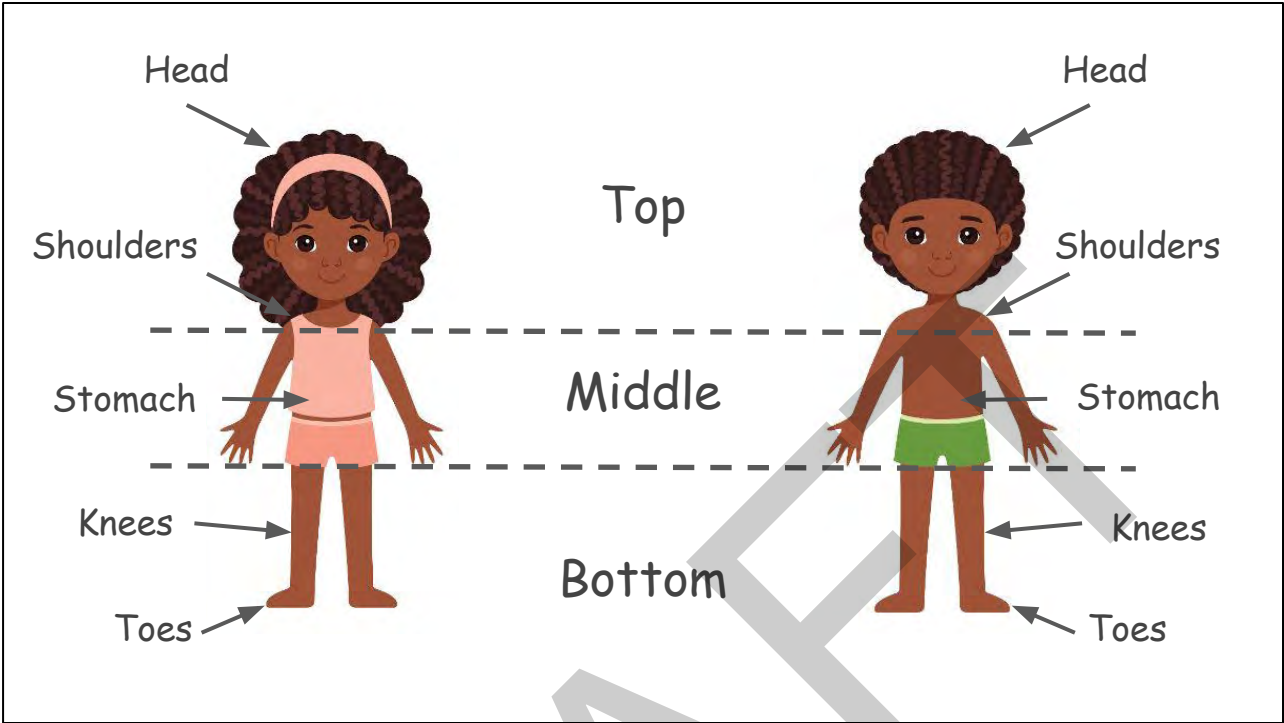
- Discuss Comfortable and Uncomfortable
 - Say: *“Let’s talk about the difference between comfortable and uncomfortable. What do you think it means to feel **comfortable**? (Possible responses: Happy, excited, energized, etc.) Yes, usually when we feel comfortable, we feel safe and happy, like everything is ok. What do you think it means to feel **uncomfortable**? (Possible responses: Unsafe, feel yucky, sick to their stomach, sad, scared, etc.) Yes, usually when we feel uncomfortable we might feel scared, like something is not right or that we are not safe. If you ever feel uncomfortable or unsafe, you have the right to stop what is happening and tell an adult you trust.”*

- My Body Safety Rules

**AISD Elementary Health Education
Human Sexuality & Responsibility
Grade 2, Lesson 2 - My Body**

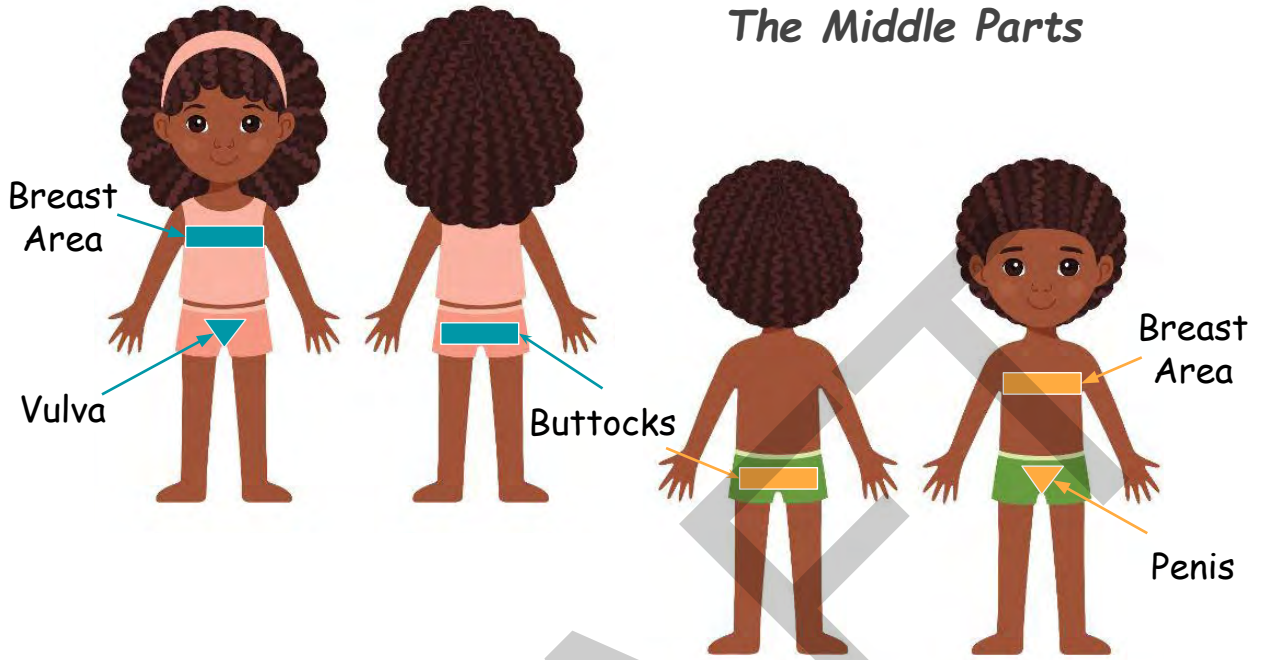
- Display the 'My Body Safety Rules' image.
- Say: *"There are a few important rules when it comes to your body. These rules will help you stay safe and understand when it is time to talk to a trusted adult."*
 - **Rule 1: My Body is Mine** *Rule 1 is My Body is Mine. That means that everyone has the right to say "NO" if they do not like it or how their body is being touched.*
 - **Rule 2: I Know My Body** *Rule 2 is I Know My Body. That means that we know and will always use the proper name for my body parts. It's not funny or weird. Everyone has these parts and knowing the name of them will keep you safe.*
 - **Rule 3: No Secrets** *Rule 3 is No Secrets. No one should ever ask you to keep secrets about your body especially if the secret makes you feel sad, scared, or uncomfortable.*
 - **Rule 4: Telling is OK** *Rule 4 is Telling is OK! If you are ever feeling sad, scared, or uncomfortable, especially about your body. It is always OK to tell an adult that you trust. It is important that you tell right away and do not wait.*
- Direct students to the Home Connections worksheet and have them write the names of two trusted adults they can talk to about their body.
- Next Time
 - Say: *"During our next class, we will learn about listening to our bodies to help us stay safe."*



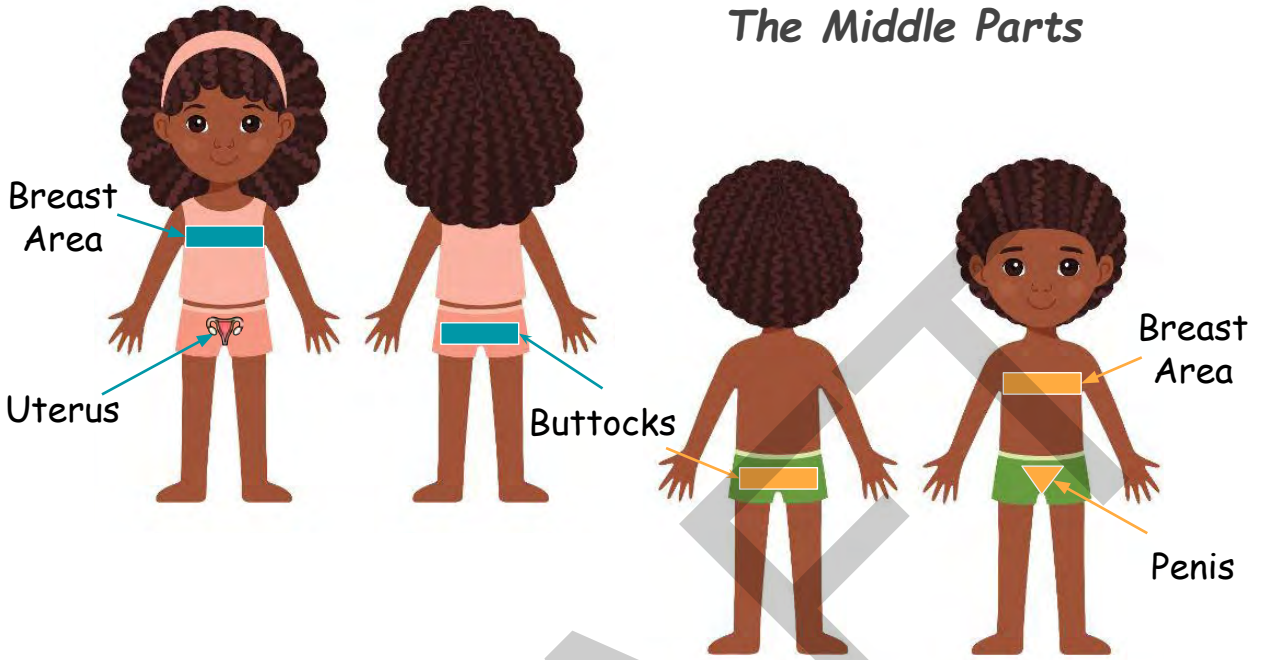


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The Middle Parts



The Middle Parts

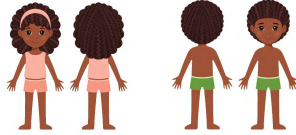


My Body
Home Connections Handout

Two adults I trust to talk to about my body are:

1. _____ and 2. _____

Circle the middle body parts



When I feel **comfortable** that means my body feels:

When I feel **uncomfortable** that means my body feels:

Parent/Guardian: Today we talked about the middle parts of the body. The words we used are *breast area, buttocks, vulva, uterus, and penis*. For more information on talking to kids about their body, check out <https://amaze.org/parents/> and <https://kidshealth.org/en/parents/teach-about-bodies.html>. Additional resources can be found on our website, <https://www.austinisd.org/pe-health/health-education/hsr/>.

**AISD Elementary Health Education
Human Sexuality & Responsibility
Grade 2, Lesson 3 - Keeping My Body Safe**

Ground Rules: Classroom safety is crucial. Children feel safer and more at ease when they know the ground rules and see that they are enforced. Just as you set rules for your class at the beginning of the school year, we encourage you to set ground rules, or review ground rules at the onset of this curriculum and at the beginning of each lesson.

Teacher Tips:

- Review “Guidelines for Discussion” to ensure a safe climate for the discussion of sensitive topics.
- For questions that teachers don’t feel comfortable answering, please refer that student to a trusted adult.
- Use equity practices to solicit responses from all students, such as: popsicle sticks, randomizing apps, Think-Pair-Share, talking chips, etc.

Lesson Title:	Listening to My Body and Keeping it Safe
Grade:	2nd Grade
TEKS:	2.10(A) demonstrate refusal skills to protect personal space and avoid unsafe situations 2.10(B) discuss the importance of telling a parent or another trusted adult when privacy or personal boundaries are not respected or when the student is made to feel unsafe 2.11(A) describe unsafe situations, including interacting with strangers;
NSES:	IV.2.AI.1: Identify situations that may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse) IV.2.AI.2: Identify trusted adults, including parents and caregivers, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse) IV.2.DM.1: Demonstrate ways to start a conversation when seeking help from a trusted adult about an uncomfortable or dangerous situation (e.g., bullying, teasing, child sexual abuse)
Lesson Objectives:	Practice listening to the warning signs from the body Demonstrate ways to say no in uncomfortable or unsafe situations Identify trusted adults to whom students can talk about keeping their body safe
Estimated Lesson Time:	30-40 minutes
Vocabulary:	Comfortable - having positive feelings, such as safe, secure, and with needs met Uncomfortable - having negative feelings, such as unsafe, afraid, or anxious with unmet needs
Materials & Technology:	My Body Safety Rules Teacher Resource Slides Home Connections Handout
Spanish Materials:	
SPED Considerations:	See General Accommodations Supplement

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Grade 2, Lesson 3 - Keeping My Body Safe

Beginning - Engage (10-15 minutes)

- Review classroom ground rules

Before we begin the lesson today, can someone please remind the class about our agreements for having tough conversations and learning about our body? Provide enough time to review each of the ground rules and what they mean or look like in the classroom.
- Review previous lesson

In the last lesson, we learned about the middle parts of our body, and we also learned two words that we might feel when thinking about our body parts: comfortable and uncomfortable. Who remembers what it feels like to be comfortable? (Provide enough time for student responses.) Who remembers what it feels like to be uncomfortable? (Provide enough time for student responses.) Today, we are going to practice listening to our body so that anytime we feel uncomfortable or unsafe, we know to listen to our body and tell a trusted adult about it.
- Intuition activity

This activity consists of asking yes or no questions and having students answer each question *silently in their heads* while noticing how the answer feels in their body. This activity helps develop students' inner listening and intuition skills by practicing feeling "yes" and "no" in the body. By learning this, students will be able to use this information when more complex or challenging situations arise.

 - Start with questions that everyone will easily know the answers to. Make sure to give a little time after each question to let the students sit with their "yes" or "no" feelings in their bodies.
 - *Are you sitting in a chair?*
 - *Are you riding in a car?*
 - *Are you wearing glasses?*
 - *Do you have on shoes?*
 - *Are you at the beach?*
 - *Are you in a classroom?*
 - Next, ask one or two slightly harder questions so that students need to consider their answers for a moment. Again, ask the students to answer the questions silently in their heads and pay attention to what the answer feels like in their bodies.
 - *Do you like pizza?*
 - *Are you feeling cold?*
 - *Do you like springtime?*
 - *Do you like art?*
 - Ask for any volunteers to share how "yes" felt in their body. Guide them to describe specific attributes of this feeling, like location in the body (chest, stomach, head, heart), bodily sensation (hot, movement, pressure, fluttering), and so on.
 - Ask: *"Is the 'yes' feeling like feeling comfortable or uncomfortable?"* (Comfortable) *"The 'yes' feeling is like feeling comfortable. It can feel happy, excited, or safe.*
 - Continue the discussion by asking how "no" feels in their body.

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- Ask: *“Is the ‘no’ feeling like feeling comfortable or uncomfortable?” (Uncomfortable) “The ‘no’ feeling is like feeling uncomfortable. It can feel yucky, confusing, or unsafe.*
- Say: *“There are many different ways that our body can tell us if we are feeling uncomfortable. And many different reasons why we might feel that way. We might feel uncomfortable when someone touches our body and we don’t want them to.”*

Middle - Explore (20-30 minutes)

- Activity: Practice Yes and No

This activity gives students the opportunity to develop greater awareness of their boundaries and practice saying “yes” and “no” in a safe, low-stakes environment.

- Begin by explaining: *“It is important to ask people for permission, especially before touching someone or doing anything involving their body (hugs, high-fives, etc.). And it is important to be clear with your “yes” and “no” so that other people can understand what you want and what you don’t want.”*
- Have the students stand up and practice saying “No” together in several different ways. I.e. shy no; big and clear no; angry no; friendly no. Then practice saying “Yes” together in several different ways. ie: shy yes; quiet yes; enthusiastic yes; tired yes; happy yes. Ask if there are any students who would like to show or act out a yes or no with the whole class. Give time after a student shares for feedback from the other students. What kind of a yes or a no did they hear? Give time for the student to try communicating their yes or no again if they want to change anything about it after getting feedback. This exercise can also be done with students in pairs, rather than in front of the whole class. Encourage the students to pay attention to body language, and to talk about what body language or tone of voice may communicate “Yes” or “No.”
- After this practice, try a role play. Ask for a couple of student volunteers to role play saying “yes” or “no.” Begin with a role play between a teacher and a student, i.e. *“Hi _____, are you comfortable with me helping you with that math question?”* Then the student practices their response, “yes, that would be great! That’s ok with me” or “no, I don’t want you to help me.” Following this, expand to student-with-student role plays of practicing asking and saying “yes” or “no” with other activities (i.e. hugs, high fives, holding hands).
- Reaffirm for students, *“These are our bodies – and so we have the right to say whether and how we want someone else to touch them. That also means we need to listen and stop touching others when someone else says they don’t want to be touched.”*
- Ask, *“Are there any exceptions to this? Any time when someone might touch us in a way that we might not like but it’s okay?”* Probe for when their parent/caregiver may need to give them medicine they don’t like or don’t like the feeling of, or when they go to a doctor to get a shot.
- Say, *“But even if a doctor – or any other student or adult – touches us in a way that makes us feel uncomfortable, we have a right to say that we don’t like it and that we want it to stop.”*
- Use the **‘My Body Safety Rules’** slides and go through each rule in more depth.
 - **Rule 1: My Body is Mine** *Rule 1 is My Body is Mine. That means that everyone has the right to say “NO” if they do not like it or how their body is being touched.*

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Grade 2, Lesson 3 - Keeping My Body Safe

- Ask everyone to stand up and tell them that you are going to ask them a question about a body part and that they should answer all together.
 - Say: *“For example, if I were to ask you, ‘Whose head is this?’ you’d point to your own head and say, ‘My head!’ Let’s try it: Whose head is this?”*
 - Once you see that everyone understands what you’re doing, do the same with the following body parts:
 - *“Whose face is this?” (“My face!”)*
 - *“Whose knees are these?” (“My knees!”)*
 - *“Whose elbow is this?” (“My elbows!”)*
 - *“Whose foot is this?” (“My foot!”)*
 - *“Whose ears are these?” (“My ears!”)*
 - Then wrap your arms around yourself in a hug and ask, with intentionality and emphasis, *“Whose body is this?”* Wait for the students to hug themselves and say back, *“My body!”*
 - Say, *“I want to hear that again – whose body?”* Wait for them to say, *“My body!”*
 - Say, *“Good. So who gets to say who can and can’t touch your body?”* Respond with them: *“I do.”*
 - Ask students to take their seats.
- **Rule 2: I Know My Body** *Rule 2 is I Know My Body. That means that we know and will always use the proper name for my body parts. It’s not funny or weird. Everyone has these parts and knowing the name of them will keep you safe.*
 - Review the middle body parts words, having the students repeat each word after you: breast, buttocks, vulva, penis.
 - **Rule 3: No Secrets** *Rule 3 is No Secrets. No one should ever ask you to keep secrets about your body especially if the secret makes you feel sad, scared, or uncomfortable.*
 - Say: *“There are some safe secrets that are ok to keep because they will make people happy and are only kept as secrets for a little while – because everyone will know about it soon. What are some examples of Safe Secrets?”* (Possible responses: nice surprises, like gifts or party surprises, an announcement, like a baby or new job.) *“These kinds of secrets are ok to keep because they are about making people happy and not about hurting.”*
 - Say: *“Unsafe secrets are anything that makes you feel uncomfortable or unhappy or unsafe. Any secret about your middle body parts is always an unsafe secret. (Other examples of unsafe secrets: someone telling you to keep a secret that you do not like; secrets that will might get you into trouble later; someone hurts you or someone else is hurt; someone is stealing or taking things that don’t belong to them; someone touching your middle body parts; games that might break your safety rules or that might be hurtful to anyone; presents that other people give you or favors that they do for you; photos or movies that make you feel unhappy or icky; anything about people and their private areas) And what do we do if someone asks us to keep an unsafe secret? That’s right! We tell a trusted adult!”*

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- **Rule 4: Telling is OK** *Rule 4 is Telling is OK! If you are ever feeling sad, scared, or uncomfortable, especially about your body. It is always OK to tell an adult that you trust. It is important that you tell right away and do not wait.*
 - Say: *Don't worry if you're not sure how to tell an adult about something that is making you feel uncomfortable or yucky. There are lots of ways you can tell. It's the adult's job to listen and figure out what you're trying to tell them. If you are not sure how to tell an adult you can say 'I have something important to tell you but I don't know how to say it.' The adult can help you figure it out.*
 - Ask *"What are some other ways you can tell an adult about something bad or yukky that is happening to you or did happen to you if you are embarrassed or nervous or don't know how?"*
 - Let the students call out different approaches to telling an adult. If students don't come up with many, you can suggest some additional ones like, *"What about writing a note that says, 'I need to talk' or 'I need help,' having a friend or sibling with you, etc.*
 - Tell students that there are always adults who know what to do to help them. Tell them that you know what to do, other teachers know what to do, their parents and other people outside of school might know what to do or they might not know what to do. That's why sometimes you have to tell more than one adult. Someone at school will always know what to do..
- Continue through the slides to the **What Could You Do? Scenarios**. Read each scenario to the class and ask for ideas about how you could stay safe in each situation.

End - Evaluate (5-10 minutes)

- Wrap up the unit by saying: *"We have learned so much about our bodies these last few days. We learned about what makes a baby. Who can tell me the things needed to make a baby? (Looking for: egg, sperm, and uterus.) We learned the names of some of our other middle body parts. Can anyone tell me some of the names of those body parts that we talked about? (Looking for the words "breast area", "buttocks", "vulva", "uterus" and "penis") "And today we learned about how to keep our bodies safe. What are the 4 Body Safety Rules? (Looking for "My body is mine; I know my body, No secrets, and Telling is ok!") "That's right! And remember, a trusted adult is someone whose words and actions make you feel safe."*
- Direct students to the Home Connections Handout and have them complete the sentences using the words from the word bank.
- Remind them of the importance of talking to adults they trust when they have more questions about their body or about the rules for staying safe.

My Body Safety Rules:

1. My Body is Mine



2. I Know My Body

3. NO Secrets



4. Telling is OK!

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My Body Safety Rules:



1. My Body is Mine

I have the right to say “**NO**” if I don't like the way my body is touched.

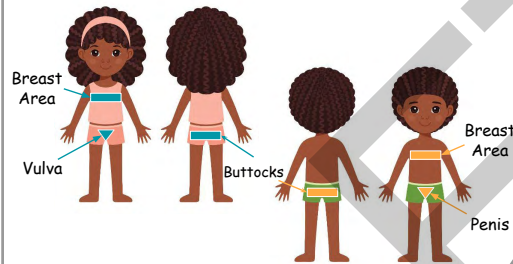
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My Body Safety Rules:



2. I Know My Body

I know the proper name for my body parts. It's not funny or weird. Everyone has these parts.



My Body Safety Rules:



3. NO Secrets

No one should be asking me to keep a secret, especially if it makes me feel sad, scared, or uncomfortable.

Safe Secrets



UNSafe Secrets



My Body Safety Rules:



4. Telling is OK!

I know at least 3 adults that I can tell if I am feeling sad, scared, or uncomfortable. If someone breaks my rules, I will tell right away!

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What Could You Do?

A stranger with a cute dog calls you over.



What Could You Do?

Your older sibling and their friends pick you up and tickle you and you don't like it.



What Could You Do?

Uncle always wants a big hug and kiss when you see him. You love him and are happy to see him but the big hugs and kisses feel uncomfortable.



What Could You Do?

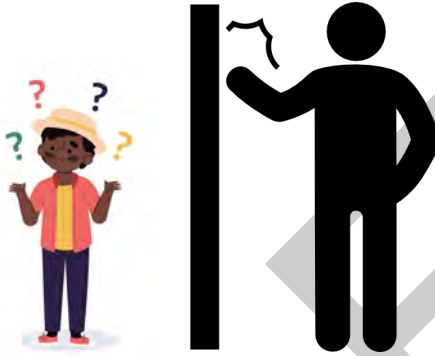
Your babysitter shows you an inappropriate picture on their phone and tells you not to tell anyone.



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What Could You Do?

A stranger is knocking on your door and the adult at home is in the shower.



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Listening to My Body and Keeping it Safe
Home Connections Handout

Complete the sentences using the words from the word bank.

Rule 1: My Body is _____.

Rule 2: I know my _____.

Rule 3: _____ secrets.

Rule 4: Telling is _____.

Word Bank

No mine
body OK

Secrets

An example of a **SAFE** secret is: _____

An example of an **UNSAFE** secret is: _____

Two adults I trust to talk to about keeping my body safe are:

1. _____ and 2. _____

Something I can do to *start* a talk with an adult about my body is:

Parent/Guardian: Today we talked about keeping our body safe. We learned that my body is mine and nobody has the right to touch it when I don't want them to. For more information on personal safety and child abuse prevention, check out the Family Safety Toolkit at <https://safer-smarter-families.org/>. Additional resources can always be found on our website: <https://www.austinsisd.org/pe-health/health-education/hsr>.