

Younger Children's Curriculum

Day One – Personal Space and Boundaries

Objectives: As a result of this training, participants will understand:

- Rules for sharing during the presentation
- What is a boundary and a personal boundary
- Respecting boundaries

Posters / Materials:

- Pictures of a wall, a fence, a map and 2 children
- Hula Hoop

Day One:

Introductions

- We are....
- We'll be here 4x to talk about keeping our bodies safe.
- Raise your hand if you have a question
- This (!) is how we'll get your attention
- No stories of what happened or almost happened to you or someone you know.
- Privately talk to an adult like your parents or teacher if something unsafe happens.

Boundaries

- School has rules – what are some?
- Many of those rules are so we show kindness.
- Part of being kind is knowing others' boundaries. What's that?
- Boundaries are something that keeps one place separate from another.
- Examples of boundaries (fence) in the world
- So if the boundaries for your classroom are the door and the walls, what are the boundaries for the playground?
- What would happen if you didn't have any boundaries for the playground?

Personal space

- We also have personal space boundaries- it's like a bubble around our body to protect it but we can't see it.
- There are 3 things you need to know about your bubble.
 1. It's invisible, we can't really see it. We have to imagine it
 2. The size of your bubble changes (smaller with family, bigger with others) Most of the time it's about an arm's length (show picture of two kids talking – this looks about right).
 3. Your bubble is portable, it's goes with you everywhere! – you have it in line, on the floor and on the playground
- Don't pop anyone's bubble and other people shouldn't pop your bubble
 - What would be a NICE thing for me to say if I popped ____ (insert name of co-presenter)'s bubble? (***"I'm sorry, I didn't mean to"***)
 - What could I say if (insert name of co-presenter) popped my bubble to let her/him know I didn't like that? (**demonstrate "oops, you popped my bubble," please move**)
- Hula hoop demo-we usually imagine our bubbles but we're going to use a hula hoop so you don't have to

Activities

- Keep your hands to yourself video <https://www.youtube.com/watch?v=8iTPPh1d2j8>

Closing – What are we supposed to remember from the video? (keep your hands to yourself)

Day two: Safe & Unsafe Touch

Objectives: As a result of this training, participants will understand:

- Identify the difference between safe/unsafe touch
- Know the feelings that go with safe/unsafe touch
- Know what to say if they get an unsafe touch

Posters / Materials:

- puppets
- safe and unsafe touch worksheet
- video link to teachers
- Stop, I don't like that "poster"

Introductions/reminders

- We are,
- We'll be here 3 more times to talk about keeping safe
- Remember to raise your hand and pay attention if we do _____
- We don't share stories about things that happened or almost happened to ourselves or others, instead we tell a grown-up privately

Review

- Our personal space or bubble is about the size of a doughnut or hula hoop?
- Call & respond
 - Can you see your bubble or is it invisible?
 - Does the size of your bubble change depending on who you are with?
 - Do you take your bubble everywhere?
 - Is it okay to break someone's bubble?
 - Is it okay if someone breaks your bubble?
 - What do you say if YOU pop someone's bubble? How about if someone pops YOUR bubble?
 - Remember, we keep our hands to _____

Something new we're going to talk about today is Safe/Unsafe touch

- Safe touches make us feel happy (like hugs, high fives)
 - What kind of face does someone make when a touch makes them happy?
- Unsafe touches make us feel sad, weird or yucky (like a punch or even a hug if you don't want it).
 - What kind of face does someone make when a touch makes them feel uncomfortable?
(presenter can name some of the expressions – ie: "I see a mad face, a sad face, etc..")
- Use puppets to model safe/unsafe touches and let kids decide if they are safe or unsafe. *(have kids do thumbs up or down)*
 - Safe (hugs if we ask, high fives, tagging, holding hands)
 - Unsafe (restraining, hitting, hair pulling, punching, pushing, spontaneous hugs)
- What could Playful say to Curious about unsafe touches? – say **"STOP, I don't like that!"**
- Now we're going to do some touches we know are unsafe so you practice what to say. Model unsafe touch with puppets and saying stop, I don't like that
 - Lunch line holding hands on the way there and then pushing *(model self-talk – "that was mean, I want to push Curious back but I'll use my words)*

- Tickling that goes too far. “So in this example, the tickling started out okay and Playful liked it but then it went too far. Just remember, even if you are okay at first, you can say STOP at any time. What do you do if after saying Stop, they don’t?”

Activity

- **Stop, don’t touch my body video-**
 - <https://www.youtube.com/watch?v=t37VrHmlIhl>
- **Safe/Unsafe touches worksheet**

Closing – Remember, the video says, “stop, don’t touch my body” but it could be about anything that makes you feel uncomfortable.

Day three: Private Parts

Objectives: As a result of this training, participants will understand:

- Identify private parts are those areas covered by swimsuit
- Private parts should not be touched unless to keep you safe/healthy
- That they can tell an adult if someone touches their private parts

Posters / Materials:

- *Some Parts Are Not for Sharing* book
- Felties?
- Swimsuit coloring page

Introductions/reminders

- We are,
- We'll be here 2 more times to talk about keeping safe
- Remember, we raise our hands to talk and pay attention when we do _____
- We don't share stories about things that happened or almost happened to ourselves or somebody you know, instead can we tell an adult privately

Review

- What do we call the space we keep around us to help us feel safe?
- Remember, kind students respect others' personal space bubble and listen to our friends when they say no!
- Can someone give me an example of a safe touch? (right, it is a touch we want that makes us feel good).
- How about an unsafe touch (right, it's a touch that hurts our bodies or makes us feel sad, yucky or mad).
- Let's practice what we say if someone is touching you in a way you don't like;
 - **"Stop, I don't like that"**

Private Parts

- Everyone has a body and we all have many parts to our bodies.
 - Can you point to your foot?
 - How about your ear?
 - Where are your knees?
- We have other parts that we call private parts
- Read *Some parts are NOT for Sharing*
- We brought our Felties with us today. What color is this Felty's swimsuit? How about this Felty? Remember, the Felties private parts are covered by their swimsuits in the front and back! At home we want you to use the real names for these parts but when we're at school we'll say private parts.

Touching of privates = unsafe touch

- The only time a grown up should touch your private parts is to keep you safe & healthy:
 - Check quickly (like at the doctor but mom/dad should be there),
 - Help you clean,
 - If your private parts hurt
- All other private part touching is an unsafe touch a grown up needs to know about
- Say STOP and then tell a grown up you trust if anyone (kid or grown-up)
 - Touches the private parts of your body
 - Asks to see or touch the private parts of your body
 - Makes you touch/see the private parts of their body
 - Asks you to touch/see the private parts of their body
- What if they do stop after you ask, do you still tell a grown up?
- Always tell a grown up about touching private parts even if:
 - The person asks you not to tell
 - Says you'll get in trouble
 - Says they will hurt you
 - Says your parents won't believe you
- Talking to grownups about unsafe touch isn't tattling. Grownups want to know.

Activity

- Swimsuit coloring pages

Day four: You are the boss of your body

Objectives: As a result of this training, participants will understand:

- Review body autonomy, private parts, and telling an adult

Posters / Materials:

- *My Body Belongs to Me* book
- Video link to teacher
- Kinder touching rules poster

Introductions/reminders

- We are,
- This is our last time
- Remember, we raise our hands to talk and pay attention when we do _____
- We don't share stories about things that happened or almost happened to you or somebody you know.

Review

- Everyone has a bubble
- We stay in our bubble and we keep our hands to _____ (*ourselves*)
- Our private parts are the parts covered by a _____
- No one should touch private parts except to keep you safe or healthy
- If someone touches your private parts and it's NOT to keep you safe and healthy is that a safe or unsafe touch?
- What do we do if someone touches our private parts? First we say STOP, I don't like that and then we tell a grown up.

I'm the Boss

- Read *Your Body Belongs to You* by Cornelia Spelman
- Remember, your body is special and you are in charge of it

Safe & Unsafe touches Video

<http://fightchildabuse.org/protect-yourself-rules/grades-k-3/k-3-lesson-2a/>

Telling

- Say no if someone asks you to do anything that makes you feel strange
- Go tell a grown up and you keep telling until someone helps you
- Even if it only happens one time, or you're afraid to tell
- Remember it's not your fault
- Who can you tell?

Activity: Trusted Adult Worksheet