# UNIT: PERSONAL SAFETY Grade Level K

ACTIVITY: Book: Your Body Belongs to You Lesson 2

Personal/Social Standards:

 C: Students will understand safety and survival skills.

Competencies:

 PS: C1 Acquire personal safety skills

Indicators:

 PS: C1.3 Learn about the differences between appropriate and inappropriate physical contact

 PS: C1.6 Identify resource people in school and community and know how to seek their help

Materials

* Your Body Belongs to You – Book by Cornelia Spelman
* 3-Step Safety Plan

Vocabulary

* Good touch – touch that makes you feel good; putting your hand on someone in a nice way
* Private – not to be shared; hidden

Gathering

 “What kinds of good touches at school make you feel happy/cared for?

(Pats on the back, high-5, handshakes)

What kinds of good touches at home make you feel happy and loved?

(Hugs, kisses, backrubs)

Touches that make you feel good are called a good touch. When you put your hand on someone in a nice way you are giving a good touch”

Review Agenda/Before the Lesson

“What do you wear when you swim? A boy’s swimsuit hides his body here. A girl’s swimsuit hides her body here and here. The parts of your body that are not to be shared and are hidden by a swimming suit are called *private parts.* Usually, it is not okay for someone else to touch your private parts, and it is always okay to say NO to a touch that feels bad. Today’s story will help us to understand more.”

During the Lesson

Introduce book and read the story, *carefully using read-aloud strategies and dialogue* to illuminate each point presented. For example, on the pages where the author suggests there are times when a child might need help with private parts, gather student suggestions about this before reading, then discuss what author says.

Finish reading the book.

After the Lesson

“Last week Officer Buckle taught us that safety means keeping you from being hurt. Being safe also means saying No to a touch you don’t want. A safety plan will keep you safe…keep you from being hurt. Let’s learn a Safety Plan together.”

Hold up the 3-Step Safety Plan and help students memorize it by following these steps:

* Read each step aloud, pointing to the picture.
* Hide poster and ask for volunteer to recall Step One.
* Repeat with Steps Two and Three.
* Repeat a few times.
* Finally, bring the poster back and have everyone recite the three steps in unison.

Checking Out What You Learned/Assessment

“When we gathered today we shared examples of good touches at home and at school. How do we know when touches are good?” (Make you happy, you like them)

“How do we know when touches are bad? (Private areas, makes you feel worried). What should you do if a bad touch happens?” (Say No, Get away, Tell an adult)

***TIME PERMITTING*…**Wrap-Around

 “A Trusted Adult is someone who you know you can believe. If you needed to tell a *trusted adult*, who would you tell?”

Closing

 “Now that we know the difference between good touches and bad touches, let’s close our lesson by giving the people around us a good touch, a hand shake.”

Notes:

In Before the Lesson, the word *hidden* is used rather than *covered* because it is part of the definition of **private**.

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| **3 – Step Safety Plan** |
| ***NO***1. **Say “No.”**
2. **Get away.**
3. **Tell an adult.**
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