



# Kindergarten & First Grade Lessons

Materials: Safe Touch Curriculum K-5



Prevention Department

# Lesson 1



# Introduce yourself

- Introduce WISH
  - “I work for an agency that helps people to stay safe.”
- Give Mandatory Report Info
  - “ I am a mandated reporter. So are all your teachers. What that means is if you tell me someone is hurting you, I must tell someone else who can help keep you safe.”



# My body belongs to me!!

Pg 30 of Safe Touch Curriculum, book info is on the next page.

- Ask. What does safety mean?
- Ask. How do we stay safe at school?;
  - Examples; (Not running, asking permission, waiting in line)
- Say. “MY BODY BELONGS TO ME”, while pointing at the chest with thumbs’ patting themselves on the back or giving themselves a hug.

## Body Safety:

We will discuss how to take care of our bodies.

- What to do if someone touches you in a way you don’t like.
- You will learn how to recognize dangerous situations.
- Who and how you can report.



Speaker book  
material about  
lesson 1  
Pg 30

# Introduction to Body Safety

3 MINUTES

**1. Explain there are many types of safety.**

Give examples: fire prevention (don't play with matches), bike safety (wear a bike helmet).

**2. "The type of safety** we are going to talk about this week is how to take care of your body. What do you do if someone touches you in a way that you don't like whether that someone is a stranger or a person you know? Most people you'll meet won't hurt you, but there are a few who do things to kids that they shouldn't do. We are going to learn to recognize dangerous situations and know what to do and who to tell."

**3. Today we are going to talk about stranger-danger.**

There are two things we will learn today:

- a. What is a stranger? How to act around strangers.
- b. Your body is your own, it belongs to just you.

■ **Materials and Resources:** None



# Feeling Good About Your Body and Your Control

2 MINUTES

Have children stand up, stretch and assertively say "MY BODY BELONGS TO ME!" Have the children state it three times, each time with a different body movement listed below. Direct children to:

1. Point to their chest with their thumb.
2. Pat themselves on the back.
3. Hug themselves.

Repeat if children seem timid or lack conviction when they state the phrase.

■ **Materials and Resources:** None

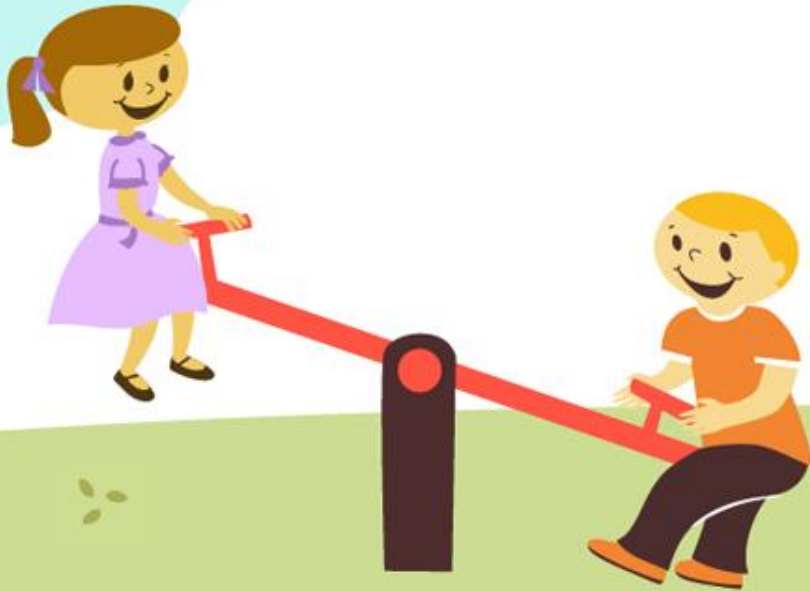


# Recognize: Stranger Danger

Pg 31 Safe Touch Curriculum, book reference is on the next page.

What is Stranger? Ask and give some time for them to participate.

- Someone you don't know
- Can you tell if a stranger is good or bad?



**1. Discuss “What is a stranger?”** (Sample response: “Someone you don’t know.”) What does he/she look like? (Anyone.) Can you tell a good stranger from a bad stranger? (No.) Is a stranger always alone? (No.) Note that many children already know about stranger-danger. If this is the case, just go over this information quickly as a review and move onto the next lesson area.

Strangers Expectations:

- Do not talk to strangers
- Do not take rides with strangers
- Do not go off with strangers
- If a stranger talks to you, step back so they cannot grab you
- Use the buddy system and don't let your friend talk to or go off with a stranger.
- If a stranger grabs you, scream loudly.





NO

### No Go Tell Activity:

Teach all the kids the NO-GO and TELL to practice later in the lesson with the what if scenarios.



GO

All kids Stand up, Explain the activity.

If a stranger comes to you



TELL

- Yell NO!!!
- GO, simulate you are running in the same place.
- TELL. Put your hands close to your mouth like telling a secret.

Always say NO, GO and tell and adult you trust.





# Show the video: A Friendly Stranger



## What if Game!!!!

Read out loud and practice with them. doing the

NO  
GO  
TELL

End with NO GO TELL  
one more time

### *What if. . . .*

A. You were walking home from school in the rain and a friendly person offered you a ride, what would you do?

*Sample response: "I'd step away from the car, say 'No!', run to the nearest store and tell somebody."*

B. What if a nice man (or woman) came up to you in the grocery store and said he saw you steal something, that you were under arrest, and you had to go with him to the police station. What would you do?

*Sample response: "Do not go off alone with him, get another adult you know and trust to go with you."*

C. What if that same situation happened and the stranger had a police badge?

*Sample response: same as before.*

D. What if a stranger asked you for directions?

*Sample response: "Do not talk to strangers."*



# Lesson 2



# Introduce yourself

- Introduce WISH
  - “I work for an agency that helps people to stay safe.”
- Give Mandatory Report Info
  - “ I am a mandated reporter. So are all your teachers. What that means is if you tell me someone is hurting you, I must tell someone else who can help keep you safe.”
- My body belongs to me:
  - Have children stand up. Stretch and assertively say “MY BODY BELONGS TO ME” three times, each time with a different body movement. Point their chest with their thumbs-Pat themselves on the back-Hug themselves.



# Recap Pg 30-31

- What does safety mean?
  - Feeling safe, feeling secure.
- Your body belongs to you.
- Recognizing a stranger
  - Someone you don't know.



Always say NO, GO and tell an adult you trust.



NO



GO



TELL



## Safety Card

This card will go with the parent letter. Use this same form to show the NO-GO and TELL. This form is a link that you can use to print .

## Safety Card



## My Trusted People

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

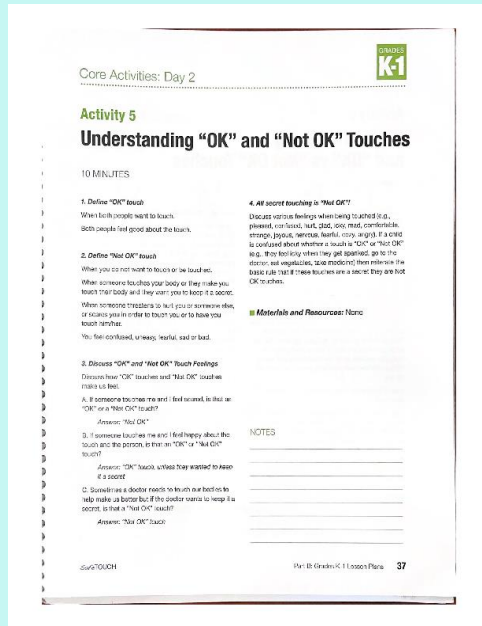


# UNDERSTAND SAFE AND UNSAFE TOUCHES - Pg 37

## Safe Touch Curriculum

## SAFE TOUCHES

## UNSAFE TOUCHES



- When both people want to touch.
- Both people feel good about it.
- A touch that DOES NOT hurt our body
- Like hugs, kisses, High 5's



- A touch that hurts your body
- A touch someone wants to keep a secret.
- You feel confused, uneasy, sad, bad.



**Note:** The “Safe Touch” curriculum uses “okay” and “not okay” touches. Do not use these terms, always use “Safe” and “unsafe.”

Additionally, the “Safe Touch” curriculum lists unwanted touches as unsafe touches, but for clarity, **DO NOT** group unwanted touches with unsafe touches. Unwanted touches can be safe, but children still deserve the right to say no to an unwanted touch. Unwanted touches will be introduced in future lessons.



## Define Safe Touch

When both people want to touch.

Both people feel good about the touch.

## Define Unsafe Touch

When someone touches your body or they make you touch their body and they want you to keep it a secret.

You feel confused, uneasy, fearful, sad or bad.



Show picture (from 4A from second step 2nd grade curriculum)

Ask: What are these kids wearing? (Answer: bathingsuit / swim suit)

Do you have a swim suit?

Explain:  
Bathingsuits cover our private body parts.

▪ **Your body belongs to you. You have the right to say no if someone touches you in a way that you don't like. There are some parts in your body that are consider special and private. Private body part are the ones that the bathing suits covers. If someone wants to touch your private parts or if they ask you to touch theirs that is an UNSAFE touch. Occasionally a doctor or relative may need to touch you in the private body parts to keep you clean or healthy. That is ok unless they want to keep it a secret.**



Recap:

Ask: What is a safe touch?

- ✦ When both people want to touch
- ✦ Both people feel good about it.
- ✦ A touch that DOES NOT hurt our body.

Ask: What is an unsafe touch?

- A touch that hurts your body
- A touch someone wants to keep a secret.
- You feel confused, uneasy, sad, bad.
- Touching our private body parts (the body parts your swimsuit covers.)

Ask: If someone touches me and I feel scared, is that a safe or unsafe touch?

Answer: Unsafe.

Ask: If someone touches me and I feel happy about the touch and the person, is that a safe or unsafe touch?

Answer: Safe.

Ask: Sometimes a doctor needs to touch our bodies to help us feel better. If the doctor wants to keep it a secret, is that a safe or unsafe touch?

Answer: Unsafe.

Show Video:

- Protect Yourself Rules - Safe Touch / Unsafe Touch



# Understand feelings Pg 40

**Identify feelings.** Use feeling/emotion cards and discuss each feeling.

Card 1: Happy

Card 2: Sad

Card 3: Bored

Card 4: Fearful

Card 5: Excited

Card 6: Embarrassed

Card 7: Confused

Card 8: Angry

**Discuss feelings.** Hold up the feeling cards or put them onto an overhead projector. Ask the students:

What is this feeling?

Why does he/she feel this way?

When do you feel this way?

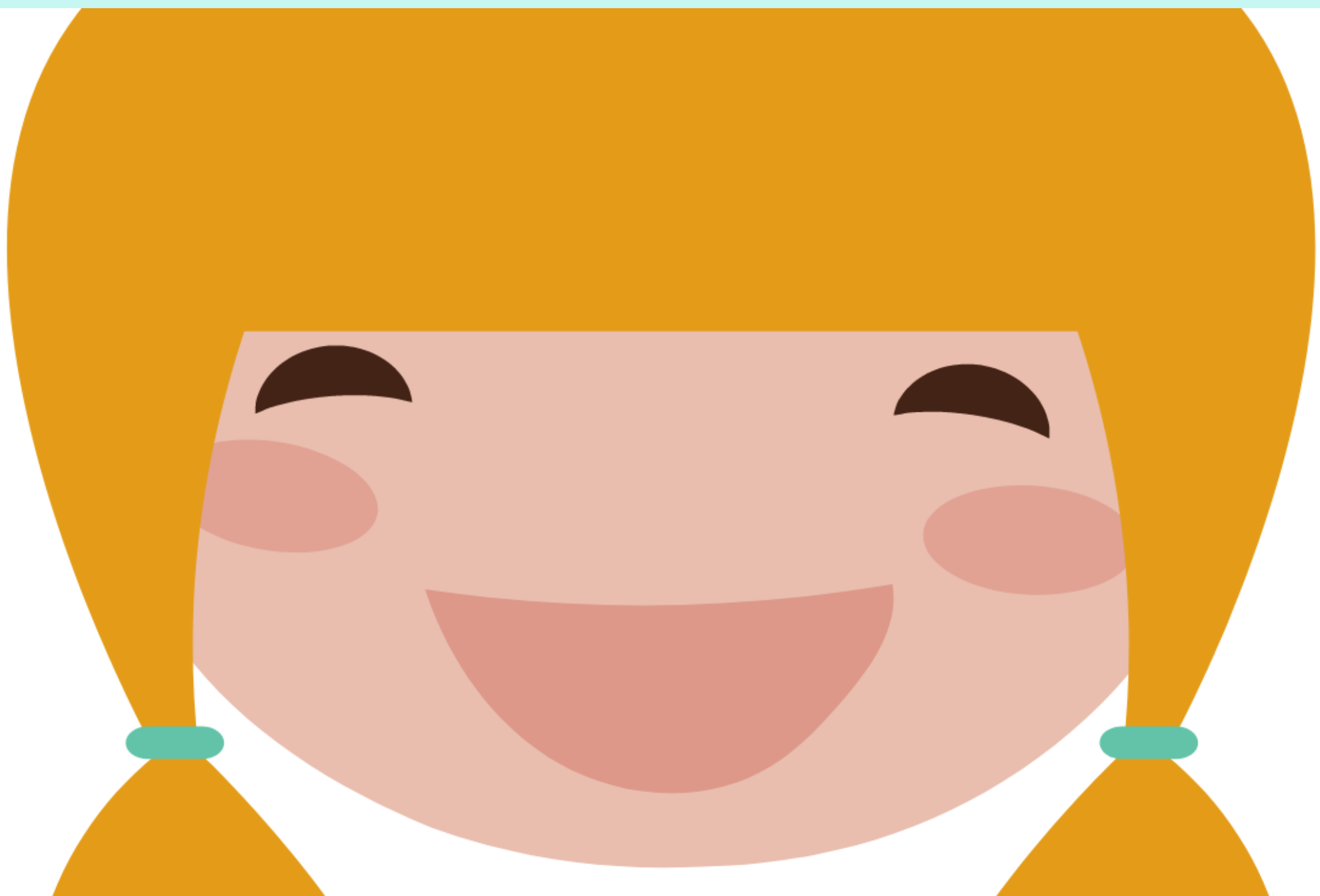
What do you do or say when you feel this way?

How do people know how you feel? How do you tell them? Explain that feelings are important because they tell us what to do and what not to do. They can help keep us safe.









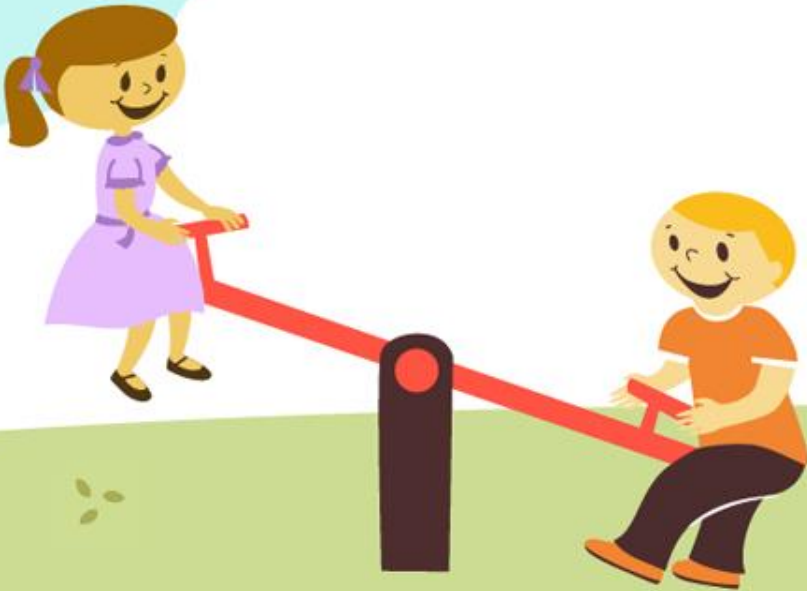




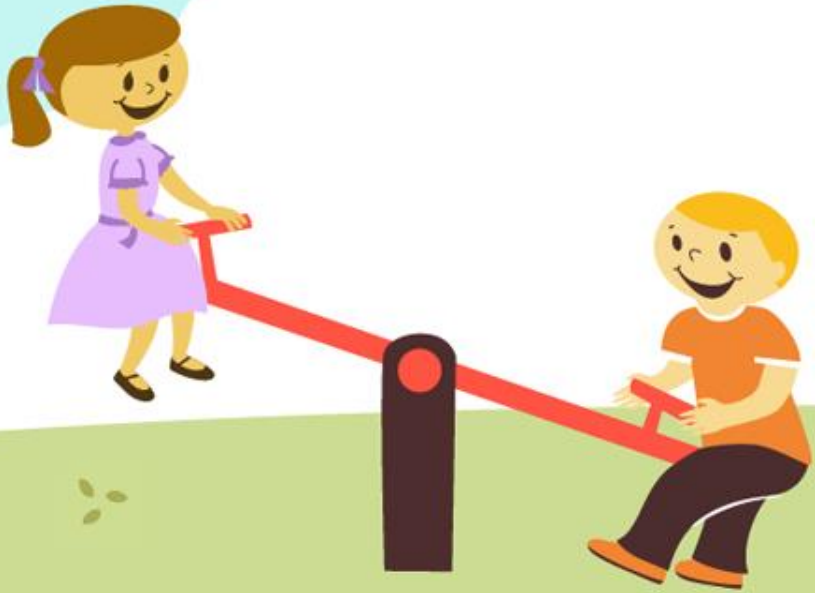


# What we learn today??

- Safe and Unsafe Touches
- Body Private Parts
- Explained feelings and listen to your feelings to keep you safe.



# Lesson 3



# Introduce yourself

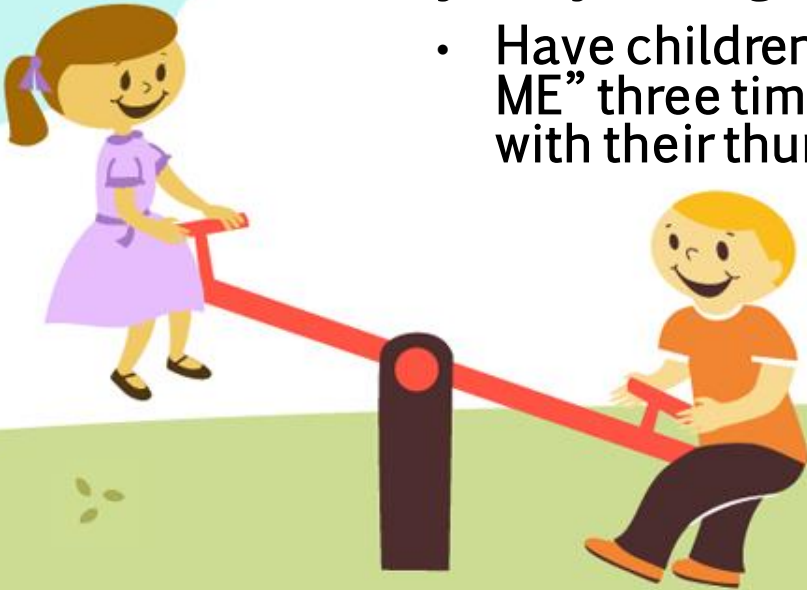
## Introduce WISH

“I work for an agency that helps people to stay safe”

## Give Mandatory Report Info

“ I am a mandated reporter. So are all your teachers. What that means is if you tell me someone is hurting you, I must tell someone else who can help keep you safe”

- My body belongs to me:
  - Have children stand up. Stretch and assertively say “MY BODY BELONGS TO ME” three times, each time with a different body movement. Point their chest with their thumbs-Pat themselves on the back-Hug themselves.



# Recap

What we learned:

- **Safe and Unsafe Touches Pg. 37**
  - **Safe touch**
    - When both people want to touch
    - Both people feel good about it.
    - A touch that DOES NOT hurt our body.
  - **Unsafe**
    - A touch that hurts your body
    - A touch someone wants to keep a secret.
    - You feel confused, uneasy, sad, bad.
- **Body Private Parts. Pg 38**
  - Private body parts are the parts of our body that our swimsuit covers. When someone wants to touch your private body part, or asks you to touch their private body parts, that is an unsafe touch.
- **Explain feelings to keep you safe. Pg 40**

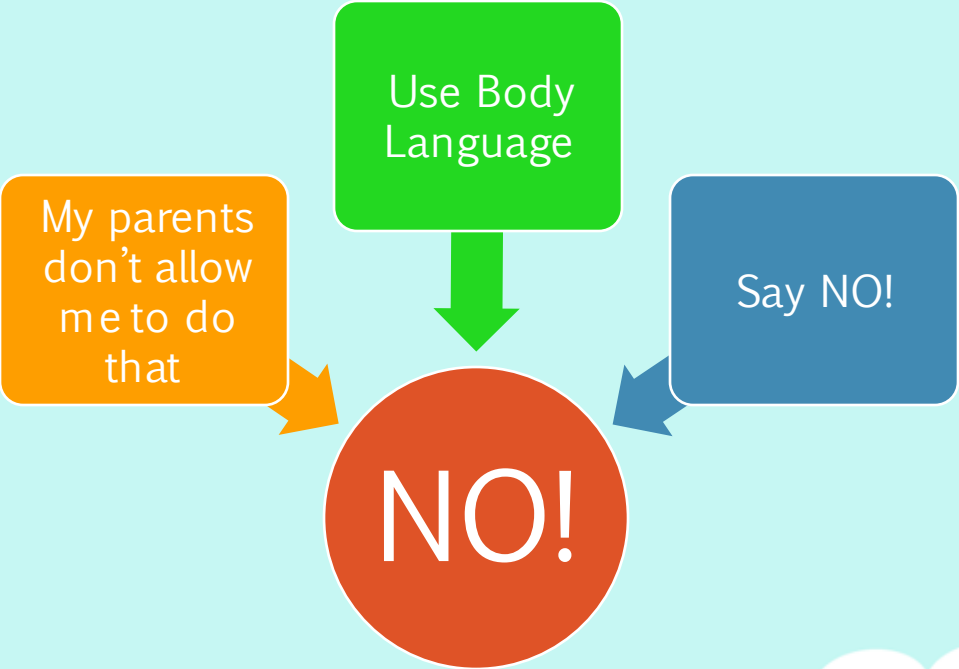




# Use the word NO!!!

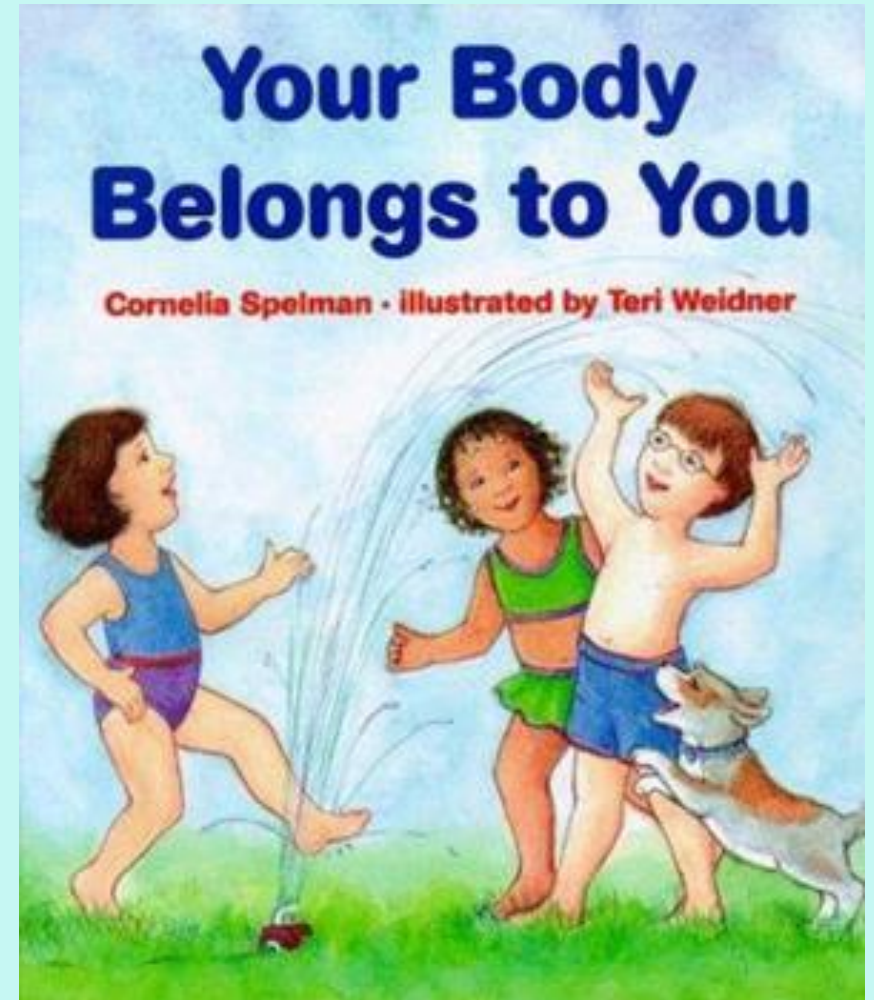
Sometimes kids can be afraid to say NO and they might use like an unsure response like “Well” or “Not Sure”

- Repeat and practice with them the word NO!.
- Body Language ideas like shaking their heads no.



# Time to Read!!

- Read the story book.
  - Your body Belongs to you



# Finish Reviewing Safety Rules



- Have the children repeat, "No," and put their hand out in a 'stop' motion
- "Go" and run in place
- "Tell" with hands at the mouth like shouting



Reference book link

Core Activities / Optional Activity: Day 4


GRADES K-1

**Activity 13**  
**Learning How to Say "No!"**

15 MINUTES

Read the story book, *Because It's My Body* and discuss. Each time the phrase "because it's my body" is used in the book, pause and have the kids repeat the phrase along with you.

■ **Materials and Resources:**  
*Because It's My Body*



■ **Materials and Resources:** None

**End of Day 4 Core Activities.**

**Optional Activity F**  
**Loving Touches**

5 MINUTES

Read the story from the booklet *Loving Touches* and discuss.

■ **Materials and Resources:**  
*Loving Touches*

See TOUCH | Part B: Grade K-1 Lesson Plans 55

# Lesson 4



# Introduce yourself

- Introduce WISH
  - “I work for an agency that helps people to stay safe”
- Give Mandatory Report Info
  - “ I am a mandated reporter. So are all your teachers. What that means is if you tell me someone is hurting you, I must tell someone else who can help keep you safe”
- My body belongs to me:
  - Have children stand up. Stretch and assertively say “MY BODY BELONGS TO ME” three times, each time with a different body movement. Point their chest with their thumbs-Pat themselves on the back-Hug themselves.



- Recap-Practice how to say NO!
- Repeat with them the word NO or my parents don't allow me to do that.
- Use your body language:
  - Shake your head no, your head high and look the person in the eye.
- Private Body parts are the ones that covers your swimsuit and nobody should touch your private body parts and you shouldn't touch another person private body parts.



- Knowing who your support- Support System – Pg. 57
- There are people will help you if you have a problem. Every child has a support system!
  - Ask each student who their safe adult at home is. (Give them some examples: Mom, Dad, Grandma, Grandpa, Auntie, Uncle, siblings who are all grown up (they must be adults!))
  - Ask them who their safe adult at school is (Teacher, principal, classroom aid, librarian, counselor, etc.)
  - Let each kid answer both questions.



## Reference book link

Core Activities: Day 5

GRADES K-1

### Activity 15 Knowing Who is in Your Support System

5 MINUTES

Discuss who the people are in our "support system" (also known as "adult helpers" or "safely team"). "These people will help us if we have a problem." Stress that each child has a unique support system (i.e., a grandfather may be in one child's support system but not in another child's.)

List people on the chalkboard, or show pictures (for instance from magazines) of who might be in the child's support system. Ask the children to think about these questions: "Who do you trust and who could you talk to if you had a problem?"

■ **Materials and Resources:** None

NOTES

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SafeTOUCH

### Activity 16 Naming Adult Helpers

5 MINUTES

Activity: Have children trace their hand on a piece of paper. For each finger, have child think of one adult helper in their support system. Write the person's name on their finger or have the child say the person's name out loud and then color in each finger respectively.

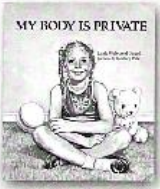
■ **Materials and Resources:** Paper and pencil, colored markers or crayons.

### Activity 17 Review of Safety Concepts

15 MINUTES

Read the story book, *My Body is Private*. Discuss.

■ **Materials and Resources:** *My Body is Private*



Fort B: Grades K-1 Lesson Plans 57

- **Review All Lessons: Pg. 30-57**

- Safety-Pg 30**

- What is safety?

- Strangers-Pg 31**

- What is a stranger?
- Can you tell if a stranger is good or bad?
- What do you do if a stranger asks you to go with them?

- Safe and Unsafe Touch**

- Safe touch

- ✦ When both people want to touch
- ✦ Both people feel good about it.
- ✦ A touch that DOES NOT hurt our body.

- Unsafe Safe touch

- ✦ A touch that hurts your body
- ✦ A touch someone wants to keep a secret.
- ✦ You feel confused, uneasy, sad, bad.
- ✦ When someone touches your private body parts (the body parts your swimsuit covers.)

- NO GO TELL**



# Prevention and Education Department

All lessons are from the "Safe Touch" and "Second Step" curriculums and comply with the Alaska Safe Children's Act standards.

Contact: [jd.m@wishak.org](mailto:jd.m@wishak.org) for more information

