

**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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- *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."*

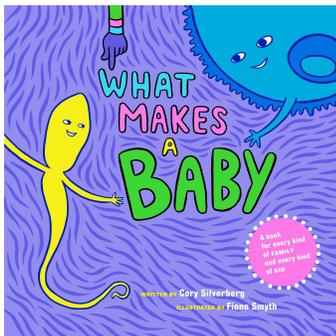
What Makes a Baby

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.austinisd.org/pe-health/health-education/hsr> .

**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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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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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

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- 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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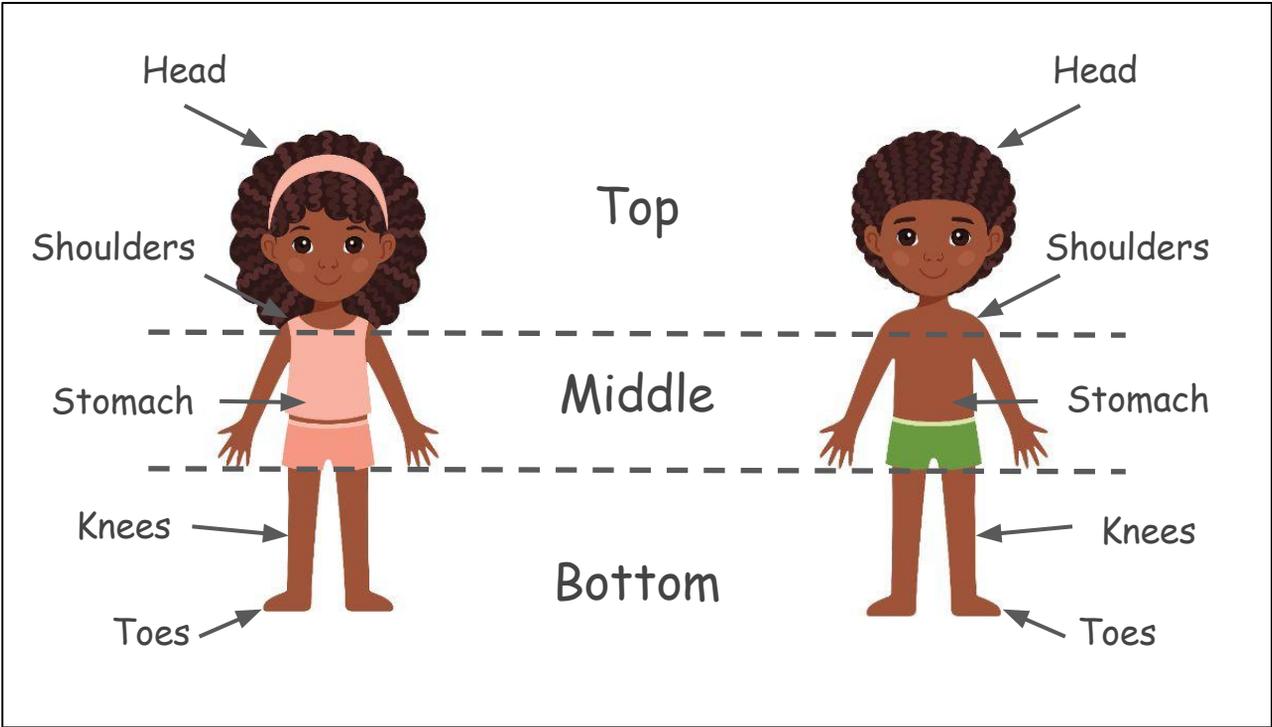
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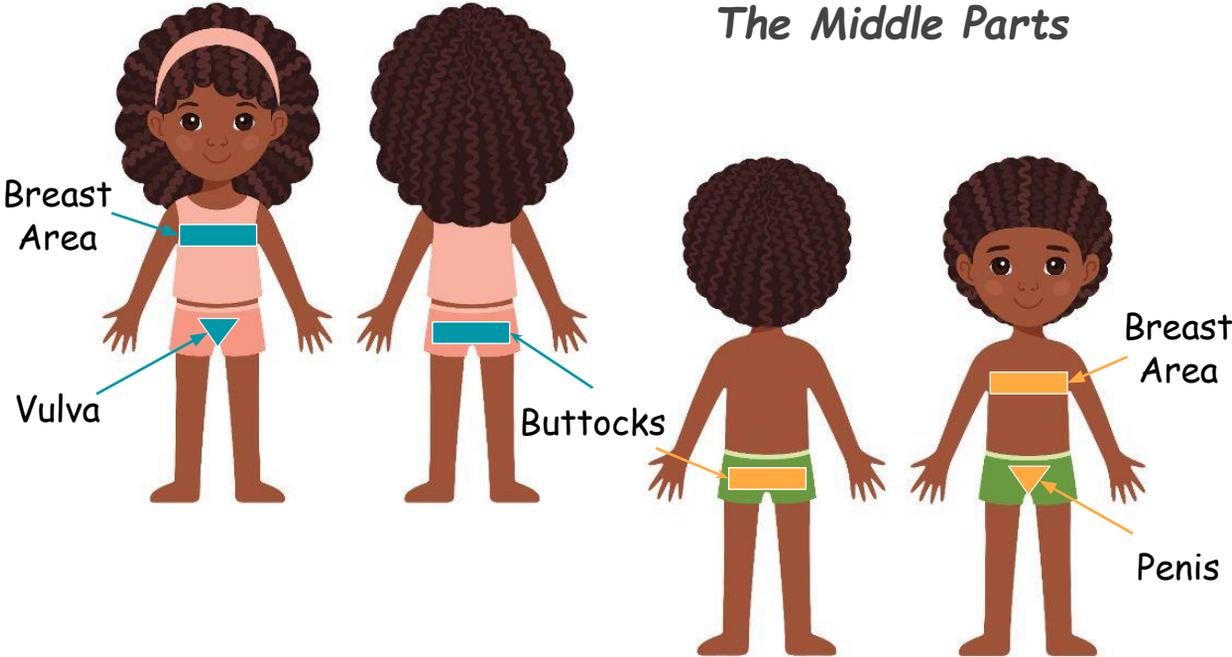
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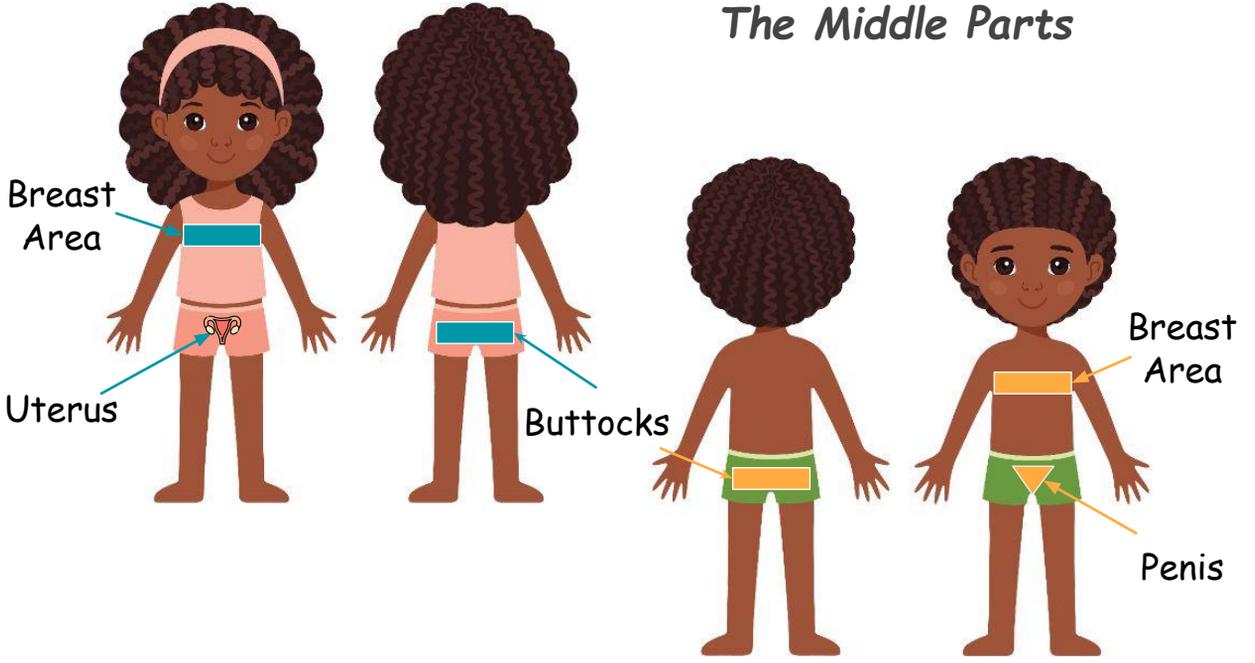
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The Middle Parts



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!

My Body Safety Rules:



1. My Body is Mine

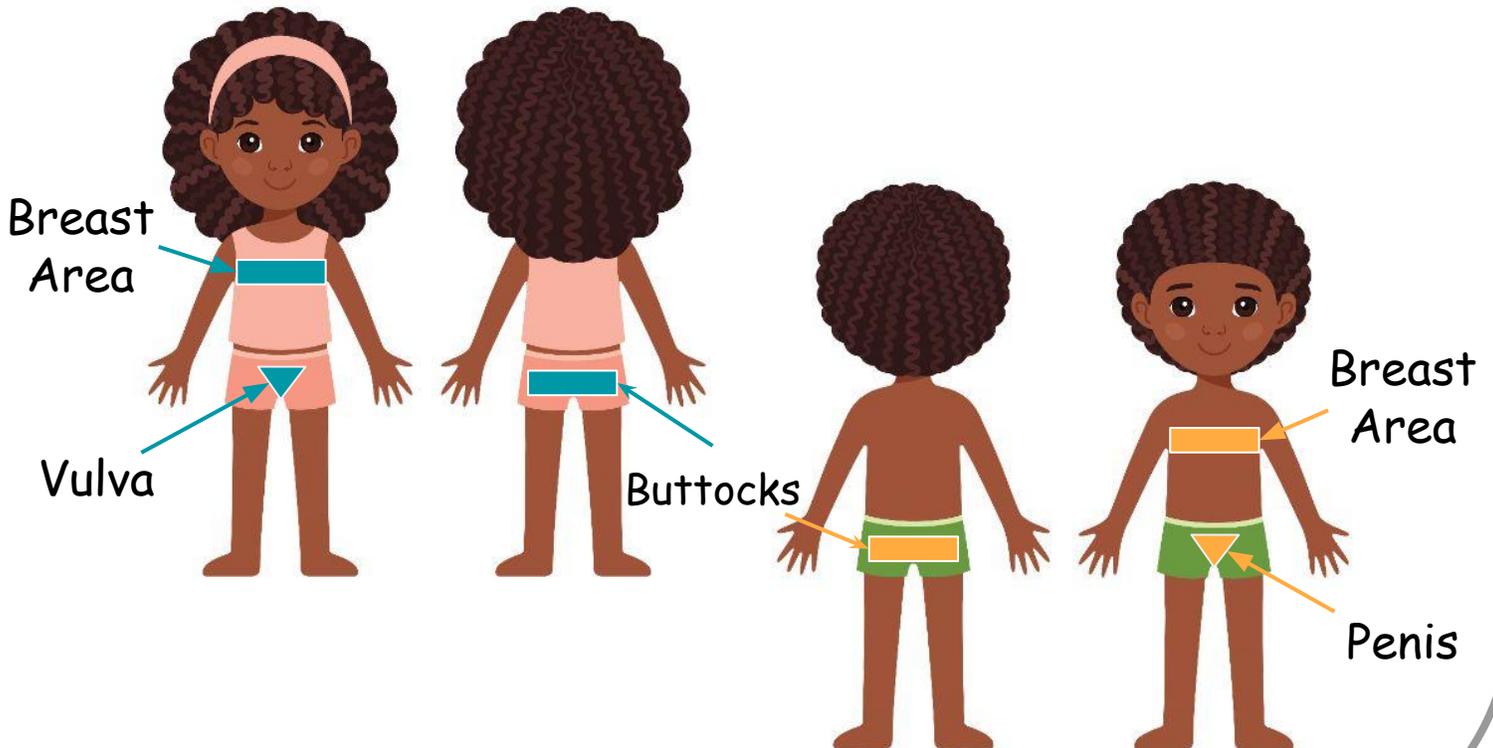
I have the right to say “**NO**” if I don’t like the way my body is touched.

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!

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.



What Could You Do?

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



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