

# Human Sexuality & Responsibility

## Lesson 1: My Body



**Introduce** the HSR unit by saying something like:

*“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. Let’s start with the part about talking to adults.”*



# Trusted Adults

**Explain** the concept of “trusted adults” by saying something like:

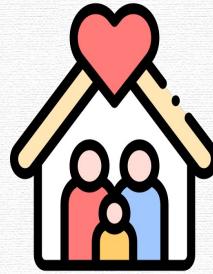
*“Sometimes, children can feel nervous or scared to talk to adults about how they are feeling. Especially if it is something that they don’t know is ok to talk about. In these next few lessons, we are going to be talking about things that we don’t always talk about openly and that can feel a little weird at first. But talking to **TRUSTED** adults about your body and how it’s feeling is an important way to stay healthy and safe.”*

**Ask** students if they’ve heard the term “trusted adult” and if someone can explain what it is. Take a few responses, then say something like: *“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.”*

# Trusted Adults



at School



at Home

**Ask:** “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 on the board or a piece of chart paper. 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.

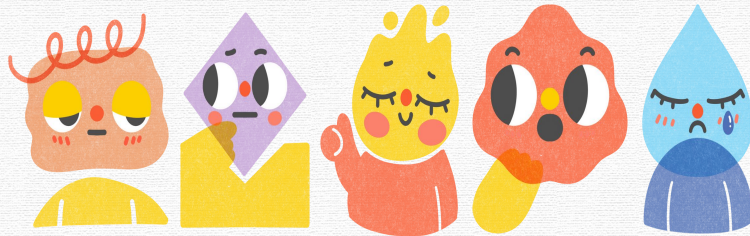
**CLICK** to reveal “At Home” image.

**Ask:** “Who are some adults **at home** that you could talk to if you were feeling scared or hurt?”

- Write up the students' responses.

**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.”

# Classroom Agreements



Print and cut out the [picture icons](#).

**Introduce** Classroom Agreements by saying something like:

*“In this unit, we’re going to learn about our bodies, how they grow, and how to take care of them. Sometimes that can feel funny or embarrassing and that’s okay! We want everyone to feel safe and respected. So before we start, let’s make some agreements as a class about how we’ll act and treat each other during these lessons.”*

Remind students of any 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.)

Use the [K-2 Creating Our Class Agreements](#) document to guide a discussion to set the agreements.



# What do bodies do?

## 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.)

**Ask:** *“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.)

**Say:** *“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.”*

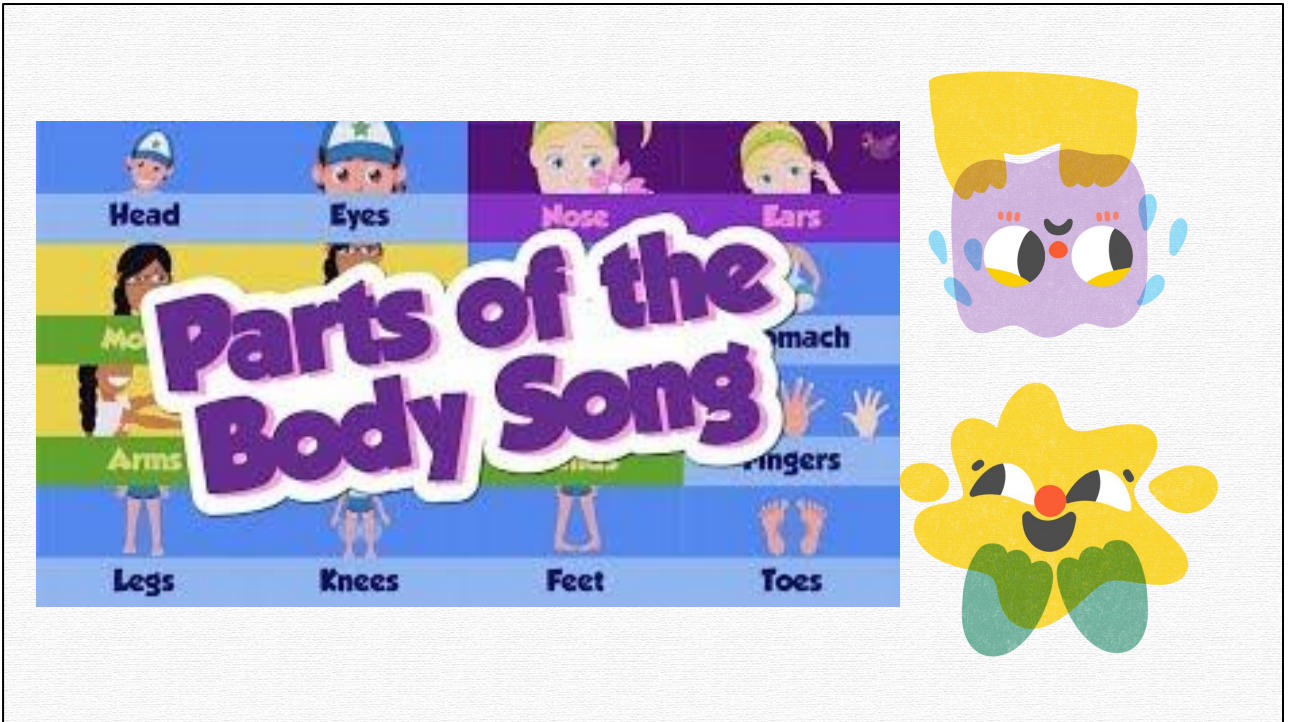


Choose 1 of 2 videos, this or the next slide, not both.

Play [the video](#) and have students sing and move along with the song.

**Transition** to the next slide by saying something like:

*“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. Let’s look at some examples of bodies and practice naming some of the parts.”*

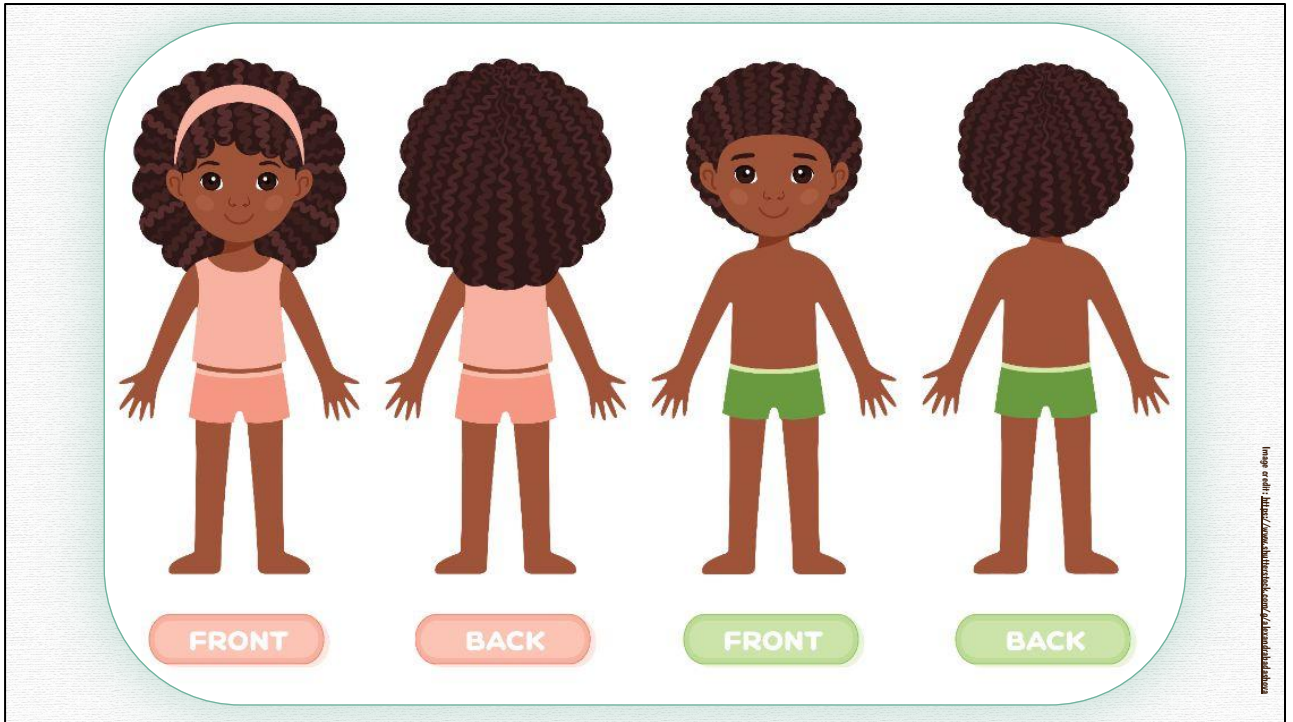


Choose 1 of 2 videos, this or the previous slide, not both.

Play the video on the slide and have students sing and move along with the song.

**Transition** to the next slide by saying something like:

*"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. Let's look at some examples of bodies and practice naming some of the parts."*



**Say:** “These pictures show the front and back of two bodies. Every person’s body looks a little different - different shapes, sizes, and colors - and that’s what makes each of us special!”







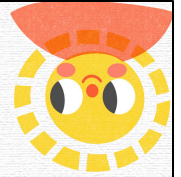
*come in all shapes and sizes. And these parts can change during puberty, which is when child bodies develop into adult bodies.”*



## Keeping Our Body Safe

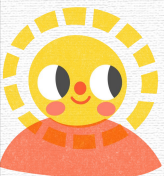
**Introduce** concepts about safety by saying something like:

*“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.”*



# Comfortable

# 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.

**Say:** *“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.

**Say:** *“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

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.



**Introduce** the My Body Pledge by saying something like:

*“Now, let’s 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.”*

Point to and read aloud one line on the slide at a time, having students repeat 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.**

# Home Connections Handout

HSR Kindergarten Lesson 1


**My Body**  
*Home Connections Handout*

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

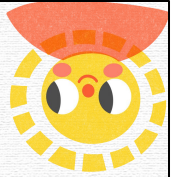
At School

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



**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...**

Listening to My Body



**Say:** *“During our next class, we will learn about listening to our bodies to help us stay safe.”*

# Attributions

- Slide Template: [White Minimalist Playful Expressions Face Emotions Presentation](#) by [@thecoolstudio](#) via [Canva.com](#)
- [Head, Shoulders, Knees, and Toes YouTube Video](#)
- [The Parts of the Body Song Video](#)
- [Body images from Shutterstock](#)

# Creating Our Class Agreements

**Grade Level:** K–2

**Time:** 10–15 minutes

**Purpose:** Students help create shared agreements for HSR lessons so everyone feels safe, respected, and ready to learn.

## Materials

- Chart paper or large poster titled “Our Class Agreements for HSR Lessons”
- Markers
- A set of [picture icons](#)
- Sticky tack or tape for posting icons

## Set the Scene (2-3 minutes)

**Teacher says (sample):**




*“In our class, we’re going to learn about our bodies, how they grow, and how to take care of them. Sometimes that can make us feel funny or shy, and that’s okay! We want everyone to feel safe and respected. So before we start, let’s make some agreements as a class about how we’ll act and treat each other during these lessons.”*




Show the blank poster titled “Our Class Agreements for HSR Lessons”.

## Guided Discussion (5-8 minutes)

Tell students they’ll use **pictures** to help remember each agreement.

Hold up one icon at a time and prompt discussion:

Icon	Prompt	Goal/Student Language
	“What does this remind you of? What agreement might this picture mean for our class?”	“Be kind,” “Be respectful,” “Use nice words.”
	“What does this picture tell us to do?”	“Listen,” “Pay attention,” “Let others talk.”
	“What should we do if we have a question?”	“Ask questions,” “Raise your hand,” “Use the question box.”

Icon	Prompt	Goal/Student Language
	“Why might we need this picture for these lessons?”	“Keep private things private,” “Don’t tell stories about people.”
	“What if you feel shy or embarrassed about something?”	“It’s okay to pass,” “Take a breath,” “That’s okay.”
	“What does this picture show?”	“Help each other,” “Make everyone feel safe,” “Be a good friend.”

Record their words next to the icon on the poster.

**Tip:** Let students physically place the icons on the chart to give them ownership.

### Summarize (3–4 minutes)

Review all the icons together, pointing and reading aloud as a group.

You might say:

*“These pictures show how we agree to take care of each other during our lessons. When we see them, we’ll remember our agreements!”*

Invite students to give a thumbs-up or repeat, “We agree!”

### Reinforce (Ongoing)

- Keep the chart posted in the same spot for every HSR lesson.
- Start each lesson with a 30-second review: “Let’s remember our agreements.”
- Acknowledge when students follow them (“I like how you asked that question respectfully!”).

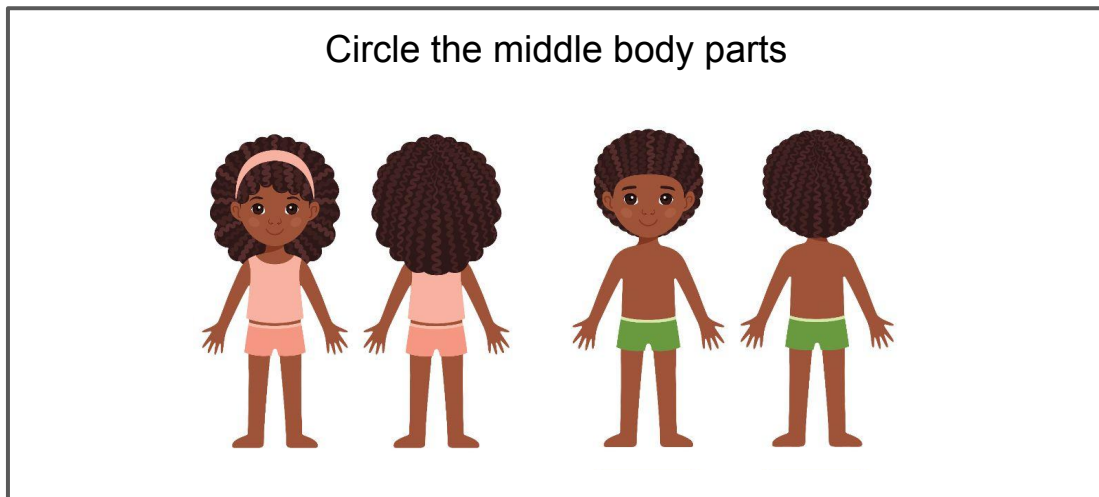
## My Body

Home Connections Handout

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

At School

At Home



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

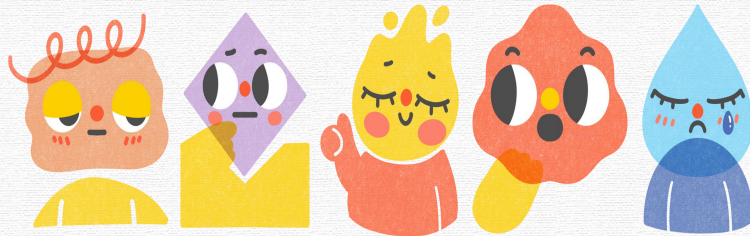
# Human Sexuality & Responsibility

## Lesson 2: Listening To My Body



**Introduce** lesson 2 of the HSR unit by saying something like: *“Today we’re going to learn more about our bodies and how to take care of them. One really important part of taking care of ourselves is learning to listen to our bodies.”*

# Classroom Agreements



**Review classroom ground rules by saying something like:** *“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.

# Lesson 1 Review



Trusted Adults

Our Body Parts

Comfortable  
and  
Uncomfortable



## Review previous lesson by saying something like:

*“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.

**Ask:** *“Who can tell me two trusted adults at home that you can talk to about your body?”*

Provide enough time for student responses.

**Ask:** *“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.

**Ask:** *“Who remembers what it feels like to be uncomfortable?”*

Provide enough time for student responses.

**Say:** *“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.”*



## Listening to My “Yes” and “No”

### **Introduce the activity by saying:**

*“Today we are going to practice listening to our inside voice and moving our bodies at the same time.*

*Sometimes our body gives us a ‘yes’ feeling - that usually feels comfortable, calm, happy, or safe. Sometimes our body gives us a ‘no’ feeling - that usually feels uncomfortable, tight, unsure, or yucky.*

*I will ask a question. First, you will answer quietly in your head and notice how your body feels. Then, when I say ‘Move,’ you will walk to the YES side or the NO side - based on how your body feels.”*

Use the [Intuition Activity document](#) for activity instructions.

# My Uncomfortable Body



## Activity: My Uncomfortable Body

- **Preparation:** Print copies of the [My Uncomfortable Body handout](#)
- **Materials:** scissors and glue

For this activity, students can work individually or in pairs or groups.

**Say** something like, “*Sometimes when something feels uncomfortable, our bodies give us very clear clues. Our heart might beat faster. Our hands might get sweaty. Our body might tremble. We might even feel like our hair is standing up.*

*Now we’re going to look more closely at those uncomfortable body clues. In our next activity, ‘My Uncomfortable Body,’ you’ll cut and paste pictures that show different body signals.*

*Let’s see what our bodies can tell us.”*

**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

- Shaky all over
- Wobbly legs

Leave the 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.

After students have finished, review the signs again, as needed, for clarification.

**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.”*

# Touching



Play the video about [Touching](#).

**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.)

**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?"*

# Home Connections Handout

HSR Kindergarten Lesson 2

**Listening to My Body**  
*Home Connections Handout*

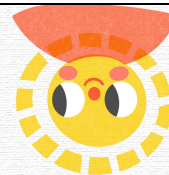
Draw pictures of your body when you are happy and when you are uncomfortable..

Happy	Uncomfortable
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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.austinsisd.org/pe-health/health-education/hsr>.



**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.

**Next time...**

**Keeping My Body Safe**



**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!”*

# Attributions

- Slide Template: [White Minimalist Playful Expressions Face Emotions Presentation](#) by [@thecoolstudio](#) via [Canva.com](#)
- [Feeling Happy, Feeling Safe - Touching Video](#)

My Uncomfortable Body: Cut and paste the unsafe body signs



**Unsafe Body Signs:** This is how my body tells me that I am feeling unsafe

**Hair feels like it is standing up**



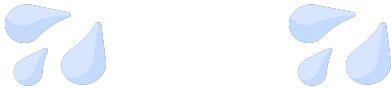
**Heart beats fast**



**Start to cry**



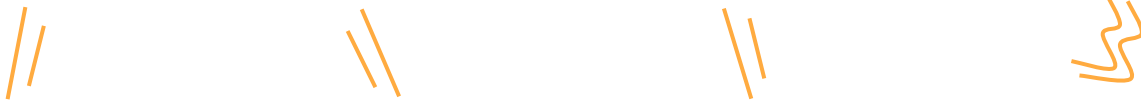
**Sweat**



**Wobbly legs**



**Shaky all over**



**Goosebumps**



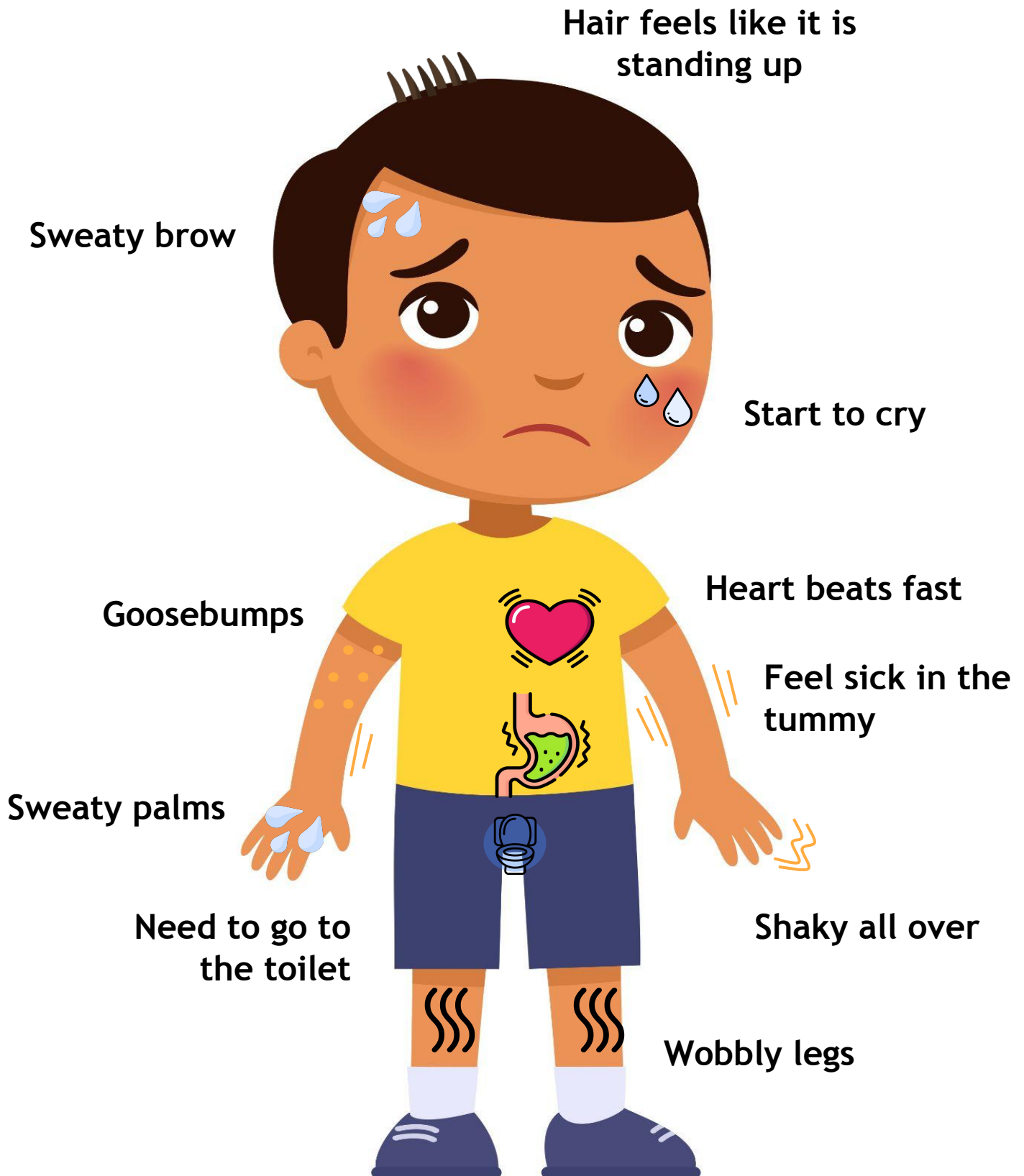
**Feel sick in the tummy**



**Need to go to the toilet**



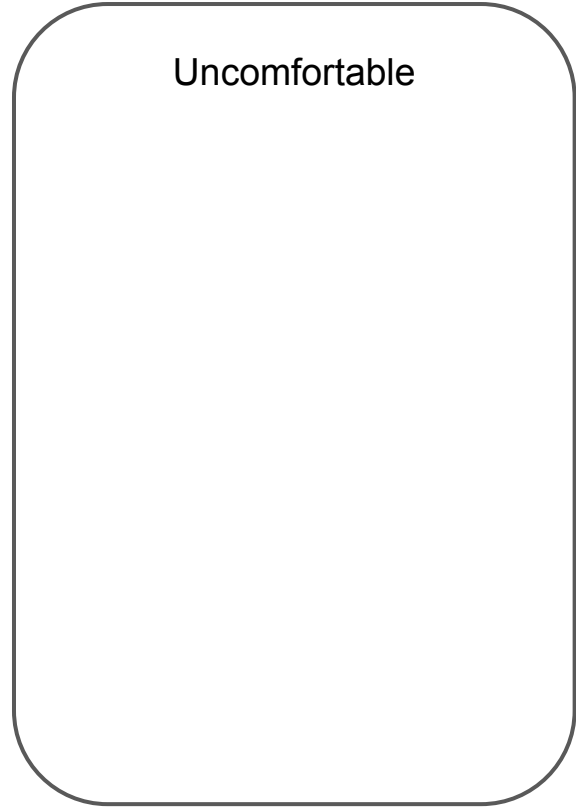
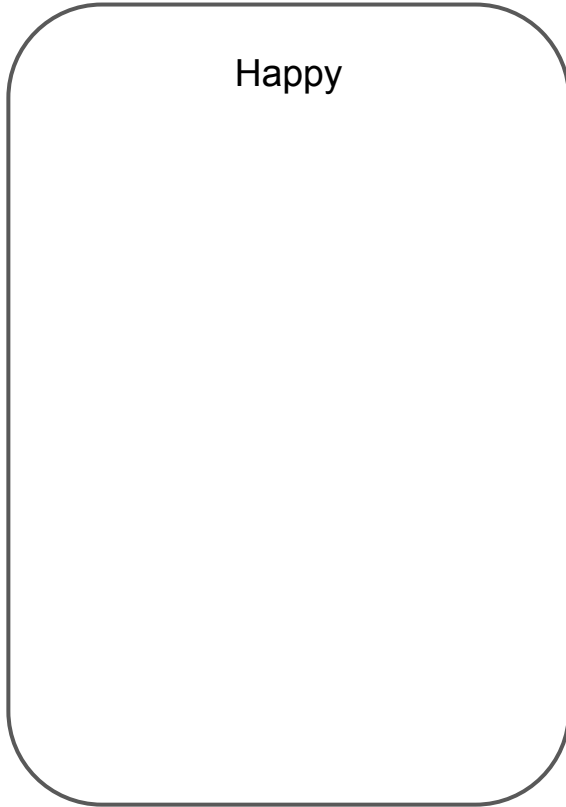
# My Uncomfortable Body



## Listening to My Body

Home Connections Handout

Draw pictures of your body when you are happy and when you are 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.austinisd.org/pe-health/health-education/hsr> .

# Human Sexuality & Responsibility

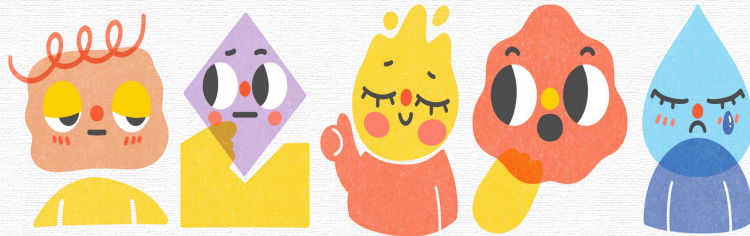
## Lesson 3: Keeping My Body Safe



**Introduce** lesson 3 of the HSR unit by saying something like:

*“Today we’re talking about something very important - how to keep our bodies comfortable and safe. Everyone’s body belongs to them, and everyone gets to decide what feels okay or not okay.”*

# Classroom Agreements



**Review classroom ground rules by saying something like:** *“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.



# Trusted Adults

**Say:** *“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.

**Say:** *“Who can tell me two trusted adults at home that you can talk to about your body?”*

Provide enough time for student responses.

# Lesson 2 Review



How our bodies  
communicate

If we are  
feeling  
uncomfortable

What can we  
say?



## Review previous lesson by saying something like:

*“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?”*

Provide enough time for student responses.

*That’s right, we can say “NO!”*

# My Body Pledge

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.



**Ask** if anyone remembers the My Body Pledge from the first lesson. Provide enough time for student responses.

**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.**

**Explain** to the students 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, [point to your own head] ‘Whose head is this?’ you’d point to your own head and say, ‘My head!’ Let’s try it: Whose head is this?”* Direct students to point to their own head and say “My head!”

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.

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.”*



**Yes**



**No**



**Sometimes**

**Introduce the activity by saying:**

*“Today we’re talking about something very important - how to keep our bodies safe and comfortable. Everyone’s body belongs to them, and everyone gets to decide what feels okay or not okay. For example, some people like hugs and high-fives. Other people don’t. Everyone is different — and that’s okay!”*

*“We’re going to play a game called **Yes, No, Sometimes**. I’ll say different things kids sometimes do with each other, and we’ll all show how we feel about them with our arms.”*

Use the [Yes, No, Sometimes Activity document](#) for activity instructions.

Image generated by AI



# Healthy Helpers

**Transition** from the activity by saying something like:

*“We just learned that your body belongs to you, and you can say when you don’t like something.”*

*“There are a few times when a grown-up who takes care of you may need to help your body stay healthy — even if you don’t like how it feels.”*

Keep tone calm and reassuring.

- **Example 1: Medicine**

*“Sometimes your parent or caregiver might give you medicine. You might not like the taste. It might feel yucky. But they are giving it to you to help your body get better.”*

*“That is different from someone trying to hurt you. Medicine is to keep you safe and healthy.”*

- **Example 2: Doctor Visits**

*“Sometimes a doctor or nurse might give you a shot. Shots can pinch or hurt for a moment. But they help your body stay strong and healthy.”*

Reinforce safety:

*“Your parent or caregiver knows about it. They take you there. The doctor’s job is to help your body.”*

*“Healthy helpers — like parents, caregivers, doctors, and nurses — sometimes do things that don’t feel good for a little moment to keep your body healthy.”*

Then contrast clearly:

*“But no one should touch your body in a way that is meant to hurt you, keep secrets about your body, or make you feel scared.”*

Keep it brief. No long discussion needed.

You might give them this simple rule:

*“If it’s to keep my body healthy and my grown-up knows about it — that’s okay.*

*If it makes me feel scared, confused, or is a secret — I tell a grown-up I trust.”*

# NO GO TELL



## 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 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.”)

**Click** to show the word “**NO**” on the slide or write “Say ‘NO’” in large letters on the board or chart paper.

**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.]

**Say**: “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.)

Take a few responses then say: “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.”

the word “No.”

**Ask:** *“Once you leave the area, what do you think you could do next?”*

Take a few responses then say, *“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.”*

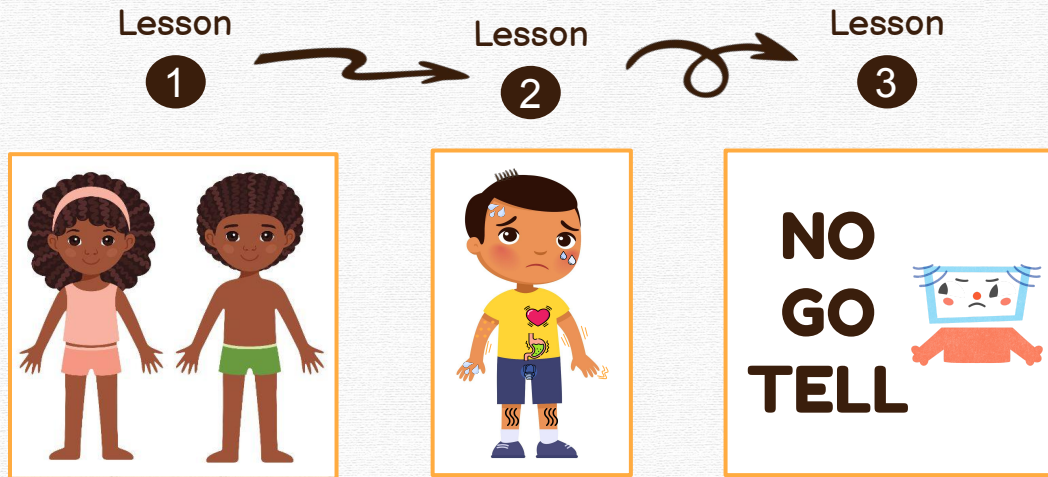
**Click** to show the word “TELL” or write, “TELL” in large letters under the word “Go.”

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!”)*

# Unit Wrap Up



**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.”*


# Home Connections Handout

HSR Kindergarten Lesson 3


**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**

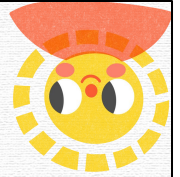
*My body is mine.*

*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://safer-smarter-families.org/>

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



**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.

# Attributions

- Slide Template: [White Minimalist Playful Expressions Face Emotions Presentation](#) by [@thecoolstudio](#) via [Canva.com](#)
- [Feeling Happy, Feeling Safe - Touching Video](#)

## “Yes, No, Sometimes” Activity

5-10 minutes

### Materials:

- Slide visuals: Arms Up, Arms Down, Arms Out
- Yes/No/Sometimes Behaviors list below

### Introduction and Teach the Motions (1-2 minutes)

- Say something like: (Model warm tone, curious expression.)
  - “We’re going to play a game to show how we feel about different behaviors called *Yes, No, or Sometimes*. We’ll think about different things kids sometimes do with each other, and we’ll show how we feel about them with our arms.”
- Demonstrate the movement signals and practice together:
  - **Yes (I like it):** “Raise your arms up high and wiggle your fingers!” (Everyone practices.)
  - **No (I don’t like it):** “Put your arms down by your sides and wiggle your fingers.” (Practice again.)
  - **Sometimes (It depends):** “Put your arms straight out to the sides and wiggle your fingers.” (Practice again.)
- Say: “Remember, this isn’t about what *other people* like — it’s about what *you* like.”
- Display the visual on the slide and model clearly.
  - **Arms Up (wiggle fingers):** “This means YES — I like it!”
  - **Arms Down (wiggle fingers):** “This means NO — I don’t like it.”
  - **Arms Out to the Sides (wiggle fingers):** “This means SOMETIMES — it depends.”
- Practice all three together quickly and playfully.
- Remind students:
  - “Remember — this is about what *you* like. There are no right or wrong answers.”

### Play the Game (3-5 minutes)

- Read one behavior at a time.
  - Giving a high-five
  - Getting a hug
  - Holding hands
  - Wrestling
  - Tickling
  - Pushing
  - Kicking
  - Kissing

- Sitting close together
- After each one:
  - Say something like: “Show me — do you like it, not like it, or does it depend?”
  - Pause to let children show their motion.
  - If there are mixed or “sometimes” responses, follow up: “Tell me more — when might you like it? When might you not like it?”
- Keep tone curious, neutral, and affirming. There are no right or wrong answers.
  - “Yes — sometimes we like hugs from family, but not from someone we don’t know.”
  - “Yes — we don’t like pushing because it hurts.”
- Keep discussion light and focused on comfort and safety.

### **Discuss Reading Others’ Feelings (1-2 minutes)**

- Ask: “How can you tell when someone doesn’t like something you’re doing?”
- Prompt for answers like:
  - “They say stop.”
  - “They look upset.”
  - “They move away.”
  - “They cry or yell.”
  - “They push your hand away.”
- Reinforce:
  - “If someone says stop — we stop right away.”
  - “If someone looks uncomfortable — we stop.”

### **Closing Reflection (1-2 minutes)**

- Say something like:
  - “We learned that everyone likes different things. That means we need to tell people if we don’t like something.”  
“And when someone tells us ‘no’ or ‘stop,’ we listen and stop right away. That helps everyone feel safe.”
- End with: “Your body belongs to YOU.”

**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  
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**My Body Pledge**

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