

Human Sexuality & Responsibility

Lesson 1: Living Things and Reproduction



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:

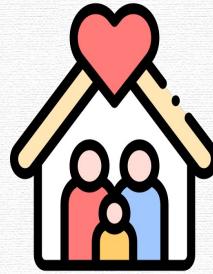
*“Sometimes, children can feel nervous or scared to talk to adults about how they are feeling. Especially if it is something that they don’t know is ok to talk about. In these next few lessons, we are going to be talking about things that we don’t always talk about openly and that can feel a little weird 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.

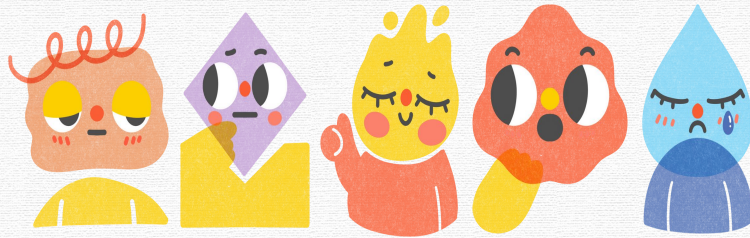
CLICK to reveal “At Home” image.

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.)

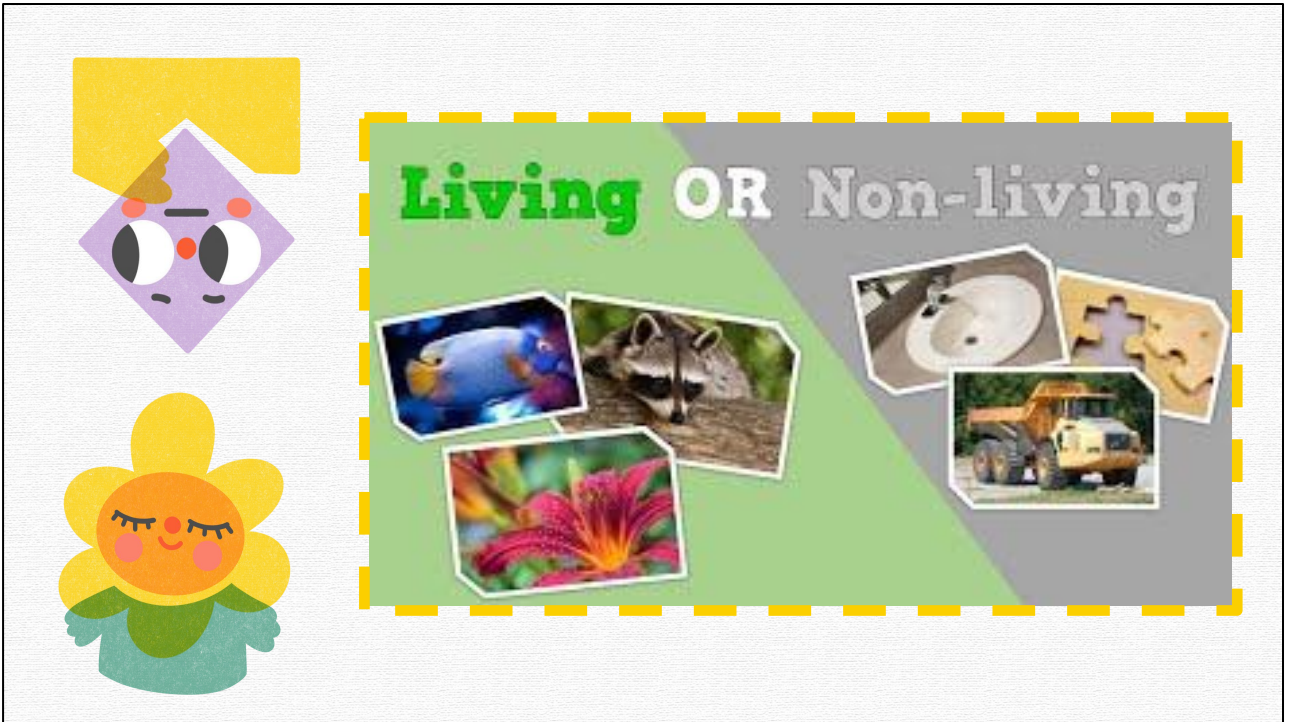
Use the [K-2 Creating Our Class Agreements](#) document to guide a discussion to set the agreements.



Living and Nonliving

Introduce Living and Nonliving things by saying something like:

“To start this unit, we are going to be talking about Living and Nonliving things. What do you think is an example of a living thing? (Allow time for responses.) What are some examples of nonliving things?” (Allow time for responses.)



Play the video: [LIVING OR NON-LIVING?](#) (a science song for kids)

[Teacher note: the video is just over 4 minutes long; if you don't want to go through the whole video, stop it at 2:44 to allow for a couple of rounds of the song.]

Living Things

- Grow and change
- Reproduce
- Move on their own
- Need food, water, and air



Process the video by asking the following questions:

- *What were some examples of living things you saw in the video?*
 - Giraffe
 - Eagle/birds
 - Plants
 - People
 - Fish
 - Pigs
 - Butterfly
 - Chameleon

CLICK to reveal **Grow and change** and ask:

- *What are some examples of how things grow and change?*

Possible responses: a baby chick hatches from an egg and grows into a chicken; plants get bigger and sprout flowers or food; babies grow into bigger kids then into adults)

CLICK to reveal **Reproduce** and ask:

- *What does it mean to “reproduce”?* (To make more of themselves.)

Let students know that we are going to be talking more about this next.

CLICK to reveal **Move on their own** and ask:

- *How do giraffes go from here to there?* (Response: They walk!)

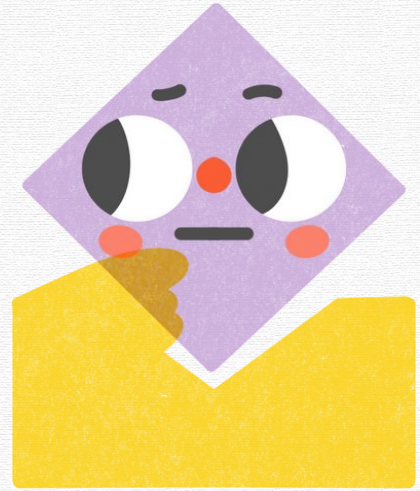
- *How do people go from here to there?* (Response: they walk or run or skip or hop or slide, etc.)
- *How do plants move from here to there?* (This one might stump the students. Explain that plants move toward the light, vines spin around and spiral to grab things, and leaves and flowers open and close.)

CLICK to reveal **Need food, water, and air** and ask:

- *What are some other things that living things might need?*

(Possible responses: sleep, sun, safe places/protection from harmful things.)

Non Living Things



Ask: *How is this different from NON LIVING things?*

Explain some of the following examples as needed:

- Non living things can grow and change if someone or something makes it happen. For example a bicycle can have its parts changed or move the seat up and down, but it doesn't do it on its own.
- Non living things can be moved from here to there if someone or something moves it.
- Non living things don't need to be taken care of or protected, unless maybe it's breakable.
- And you CAN sometimes make more of a non living thing, but it doesn't do it on its own. For example, everyone has a handout that looks the same as the one I have because it was reproduced on a copy machine, but it can't do that by itself because it's not alive.



Reproduce

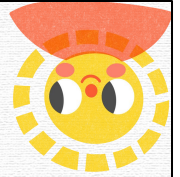
Bring the conversation back to the word “Reproduce” by saying something like:

“When living things reproduce, we also call that having a baby! Living things can reproduce in a few different ways: some babies grow inside the person or animal and some babies come from laying an egg.”

Ask: *“Does anyone know where a baby human grows before it is born?”*
(Students will likely answer things like, in the mommy, in the stomach or tummy.)

Explain: *“The part of the body that a baby human grows in is called a uterus. The uterus is close to the stomach, but it’s actually a different organ. Everyone has a stomach, but not everyone has a uterus. Bodies that have a uterus are usually girls.”*

Home Connections Handout





HSR 1st Grade, Lesson 1



Living Things and Reproduction
Home Connections Handout

For each set of pictures, circle the one that is living.



Which bear is Living?



Which part of the ground is Living?





Which worms are Living?

Which butterfly is Living?

Living things grow and change. Put a 1, 2, 3, or 4 under the pictures to show the order a human grows.

Parent/Guardian: Today we talked about living things. We learned that living things grow and change, they move on their own, they have needs, like food, water, and air, and they reproduce. The definition of "reproduce" is to make more of themselves. For more information on talking to kids about their *intuition*, check out the book *What Makes a Baby*, by Cory Silverberg. Additional resources can be found on our website, <https://www.austinsd.org/oc-health/health-education/hse/>.

Direct students to the [Home Connections Handout](#) and have them circle the living things for each pair.

Next time...

My Body



Say: *“During our next class, we will learn more about bodies.”*

Attributions

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

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!”).

Living Things and Reproduction

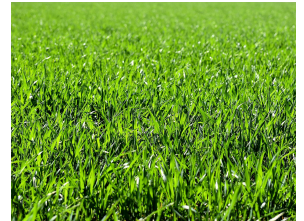
Home Connections Handout

For each set of pictures, circle the one that is living.

Which bear is Living?



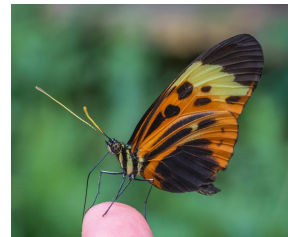
Which part of the ground is Living?



Which worms are Living?

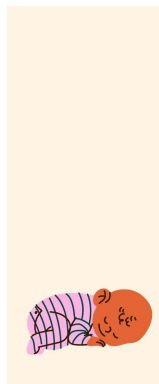


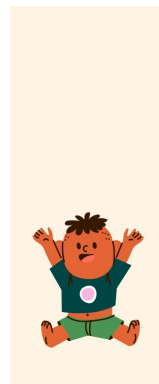
Which butterfly is Living?

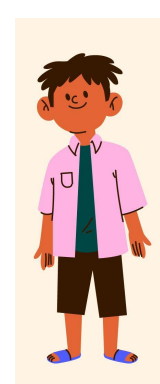


Living things grow and change. Put a 1, 2, 3, or 4 under the pictures to show the order a human grows.





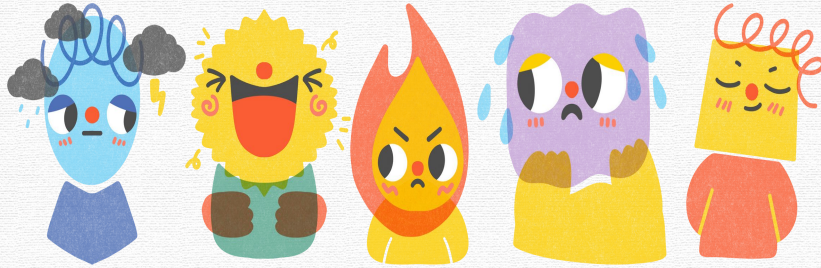




Parent/Guardian: Today we talked about living things. We learned that living things grow and change, they move on their own, they have needs, like food, water, and air, and they reproduce. The definition of “reproduce” is to make more of themselves. The book *What Makes a Baby*, by Cory Silverberg, is a good resource to help kids understand more about reproduction. Additional resources can be found on our website, <https://www.austinisd.org/pe-health/health-education/hsr> .

Human Sexuality & Responsibility

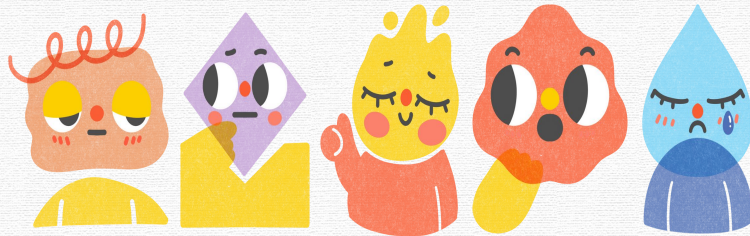
Lesson 2: My Body



Introduce lesson 2 of the HSR unit by saying something like:

“Today we’re learning about our amazing bodies and how to keep them safe and healthy.”

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.



Body Scan

Introduce the activity by saying:

“In this lesson, we’re going to be talking about our bodies. Before we begin, let’s take a few quiet minutes to really notice our own bodies.”

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

What Do Bodies Do?



What Do Bodies Do?

Say something like:

“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.”

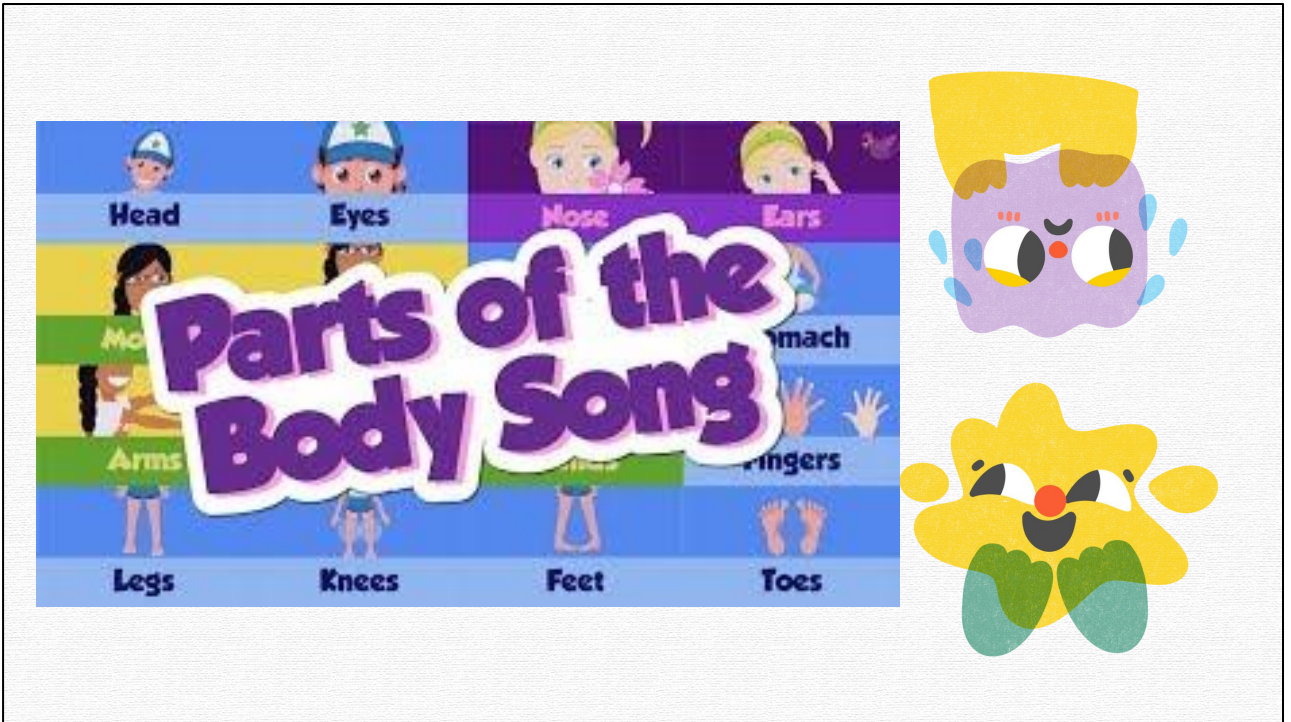


Choose 1 of 2 videos, this or the next slide, not both.

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.”

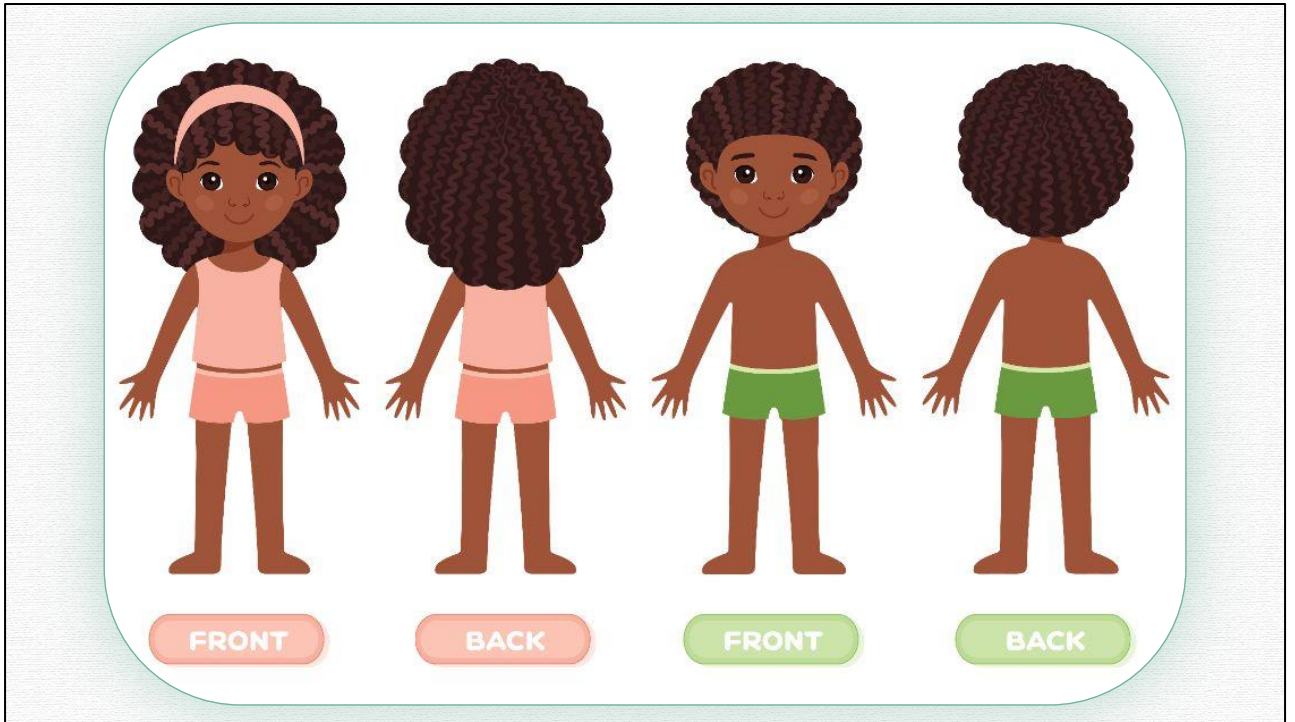


Choose 1 of 2 videos, this or the previous slide, not both.

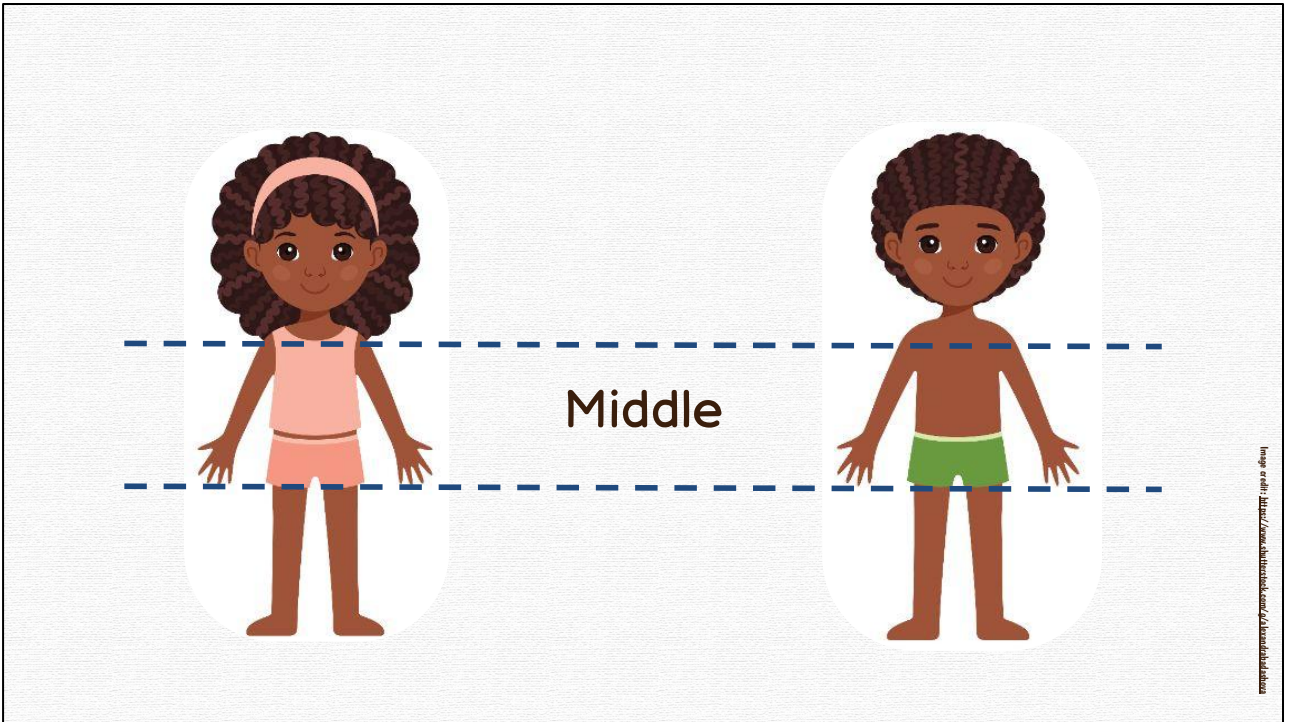
Play [the video](#) and have students sing and move along with the song.

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.”

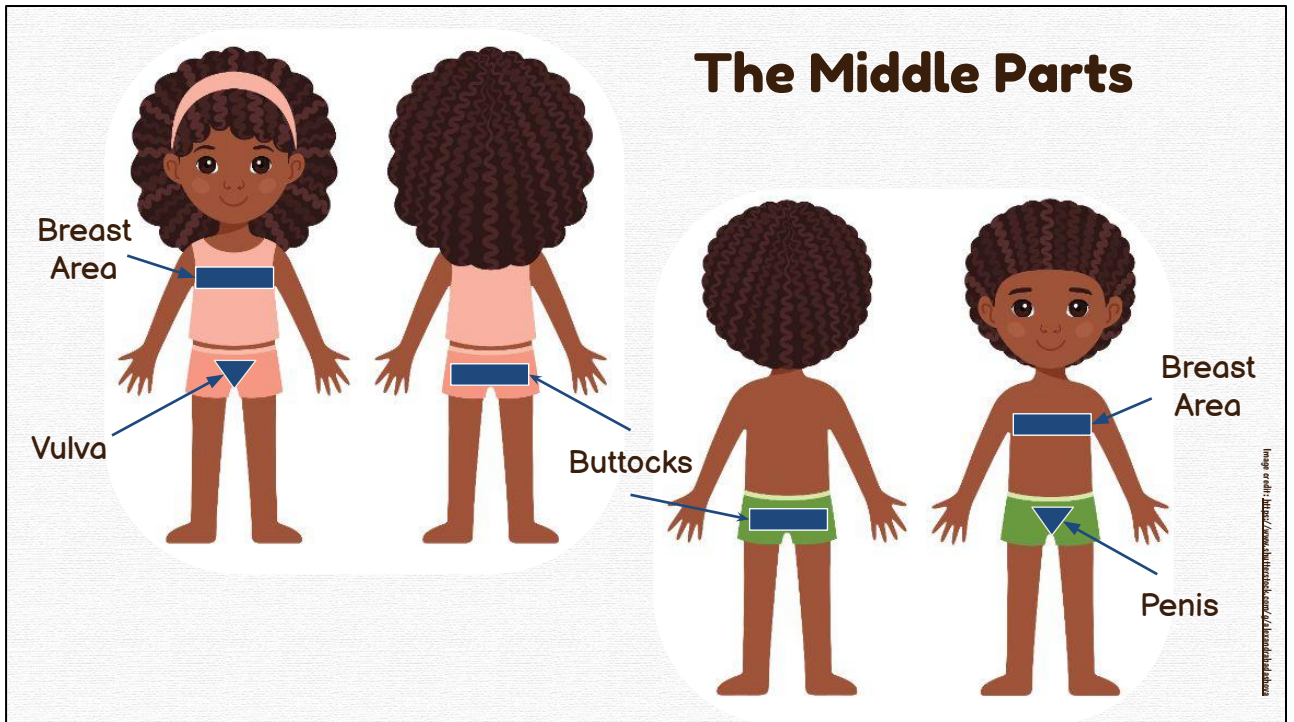


Say: “There are lots of different ways that people talk about the parts of their body. In the first pictures, we can see that each body has a **front** and a **back**.”



Introduce the middle parts by saying something like:

*“Let’s talk about some of the body parts that are located in the middle of the body. 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. Saying these words can seem weird or funny at first, but they aren’t 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.”*



Point to the parts on the slide as you explain the following:

“In these pictures, four body parts are labeled: Breast Area, Buttocks, Vulva, and Penis.”

All people have the breast area which is a middle part on the front side of our body. 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. 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’.



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 Safety Rules

1. My Body is Mine



2. I Know My Body

3. NO Secrets



4. Telling is OK

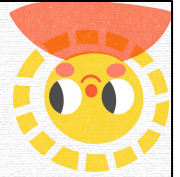
My Body Safety Rules

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.”*

CLICK to reveal each rule and explain one at a time.

- **Rule 1: 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** *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** *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!** *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.*

Home Connections Handout



HSR 1st Grade, Lesson 2


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://sexpodsbyvrfamilies.com/>. Additional resources can be found on our website: <https://www.austriac.org/pe-health/health-education/the->

Direct students to the [Home Connections worksheet](#) and have them draw two adults they trust, one at school and one at home.

Next time...

Keeping My Body Safe



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](#)
- [The Parts of the Body Song Video](#)
- [Head, Shoulders, Knees, and Toes Video](#)
- Parts of the body images from:
<https://www.shutterstock.com/g/alexandrabdashova>
- All other graphics from [freepik.com](#)

Body Scan Activity

5–10 Minutes

Purpose

Students practice mindful awareness of their bodies to build body connection, self-regulation, and readiness for learning.

Introduction (1 minute)

Say: *“In this lesson, we’re going to be talking about our bodies. Before we begin, let’s take a few quiet minutes to really notice our own bodies.”*

“Find a comfortable spot where you are not touching anyone else. Sit crisscross or with your feet flat on the floor. Rest your hands in your lap.”

Guided Body Scan (4–6 minutes)

“Gently close your eyes if that feels comfortable. If not, you can look down at the floor.”

*“Take a slow, deep breath in...
and slowly breathe out.”*

*“Let’s try that again.
Slow breath in...
and out.”*

“If you’d like, place a hand on your belly. Notice how it rises when you breathe in... and falls when you breathe out.”

(Pause 5 seconds.)

*“Now keep your body still and move your attention to your feet.
How do they feel? Warm? Cold? Still? Wiggly?
If you don’t notice anything, that’s okay.”*

(Pause.)

*“Now notice your legs... your knees... and your thighs.
Are they relaxed or do they want to move?”*

(Pause.)

*“Move your attention to your belly and chest.
Feel them rise and fall like gentle waves when you breathe.”*

(Pause.)

*“Now notice your hands.
Are they resting in your lap?
Can you feel your fingers?”*

(Pause.)

“Move up to your arms... your shoulders... and your neck.”

(Pause.)

*“Now notice your face.
Is your forehead tight or relaxed?
Are your lips straight or smiling? Just notice.”*

Gentle Wake-Up (1–2 minutes)

Say: *“Now we’re going to gently wake our bodies up.”*

“Tap the top of your head.”

“Tap your shoulders.”

“Tap your belly.”

“Tap your hips.”

“Tap your legs... knees... and feet.”

*“Take one more slow breath in...
and out.”*

“Sit up tall... and slowly open your eyes.”

Debrief & Transition (1–2 minutes)

Ask:

- *“What is one word you would use to describe how your body feels right now?”*
- *“Did anyone notice something new about their body?”*

(Allow 2–3 quick responses.)

Close with:

“Our bodies give us information all the time. When we slow down and pay attention, we can learn how to take care of them.”

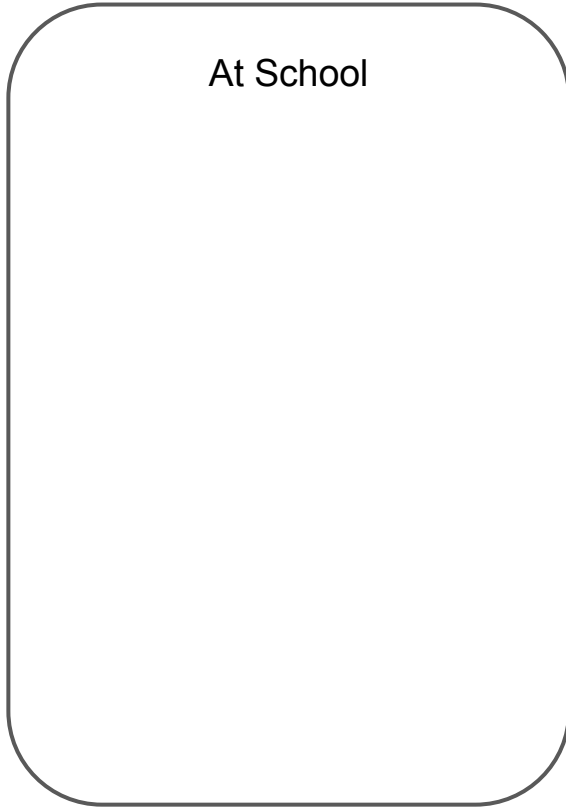
“Now let’s keep learning about our amazing bodies.”

My Body

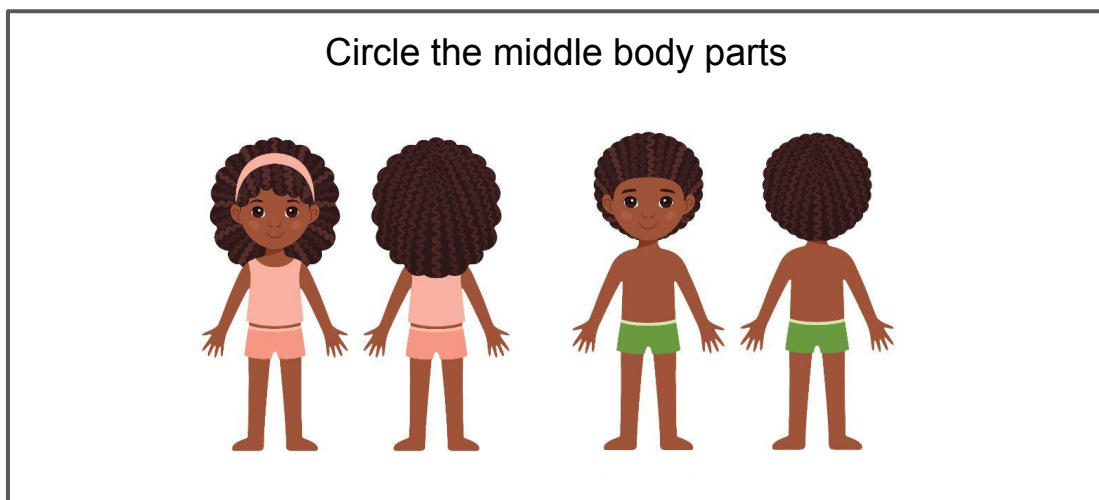
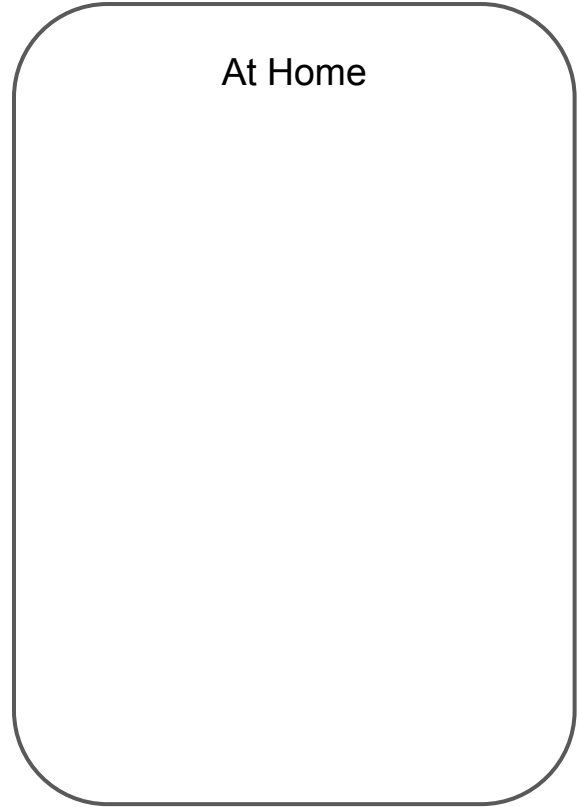
Home Connections Handout

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

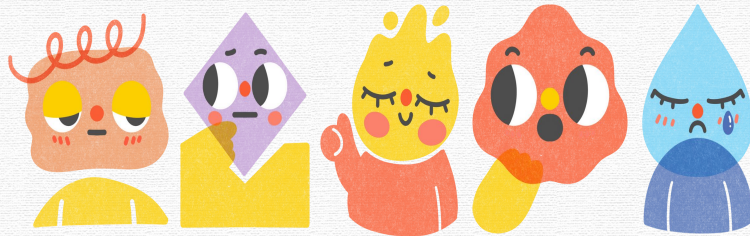
Lesson 3: Listening to My Body and Keeping it Safe



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

“Today we’re going to practice noticing the warning signs our bodies give us and how to say no when something feels uncomfortable. We’ll also talk about trusted adults we can go to if we need help keeping our bodies safe.”

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.

Lessons 1 & 2 Review



Trusted Adults

Our Body Parts

Comfortable
and
Uncomfortable



Review previous lessons by saying something like:

*“In our last 2 lessons, 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.

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

Provide enough time for student responses.

*“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.”



My Inside Feelings Signal

An Intuition Activity

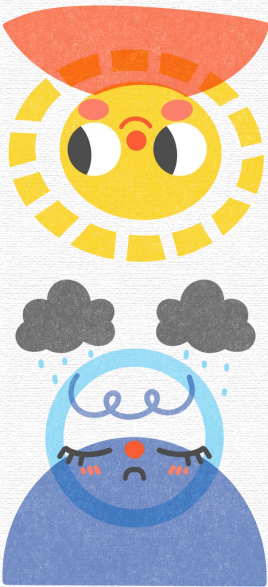
Introduce the activity by saying something like:

“Our bodies are really good at giving us clues about what feels right and what doesn’t. When we feel comfortable, our body might feel relaxed, warm, or happy. When we feel uncomfortable, our body might feel tight, nervous, or wiggly. Everyone’s body gives different clues, and it’s important to listen to them!”

Point out the Comfortable 😊 and Uncomfortable 😞 signs and explain the activity.

Say: *“I’m going to say different pretend situations, and for each situation, you will decide how you would feel about it. Then you will move to the side of the room that matches how you would feel - ‘Comfortable 😊’ or ‘Uncomfortable 😞.’*

Use the [My Inside Feelings Signal document](#) for activity details.



Listen to Your Inside Signal

Practice Yes and No

Introduce the activity by saying something like:

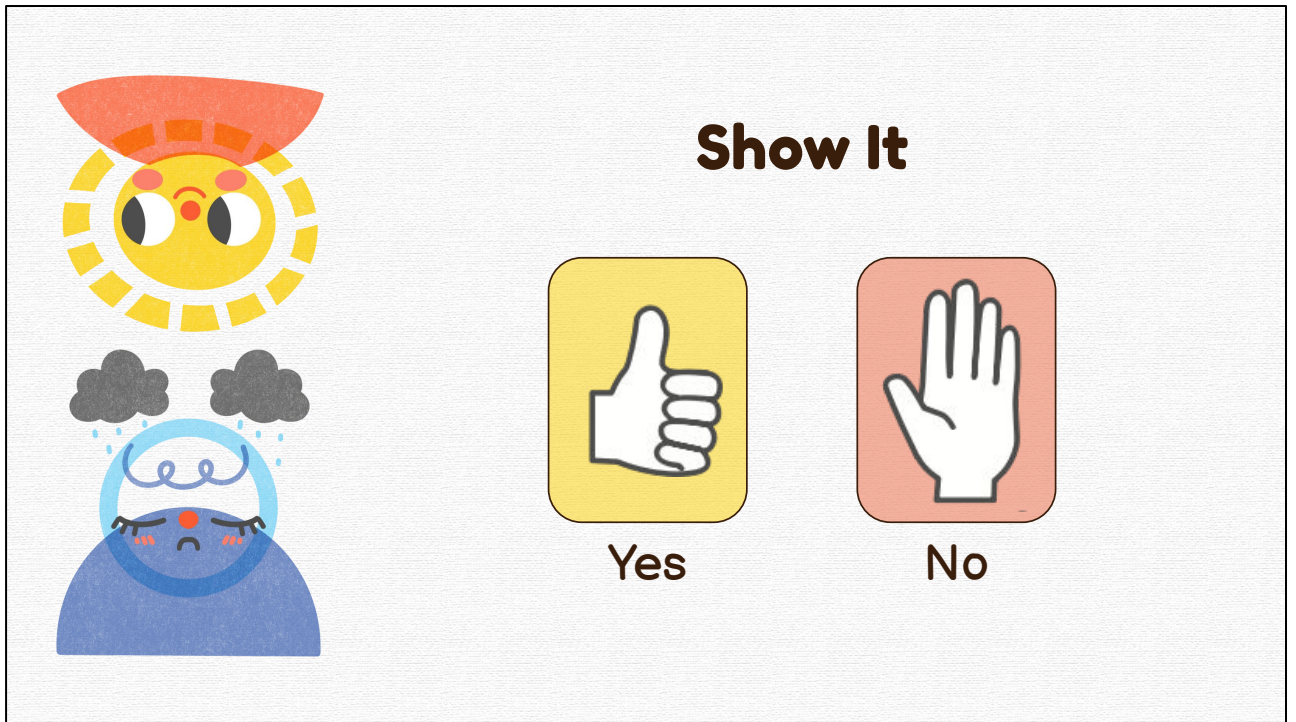
“In our last activity, we practiced noticing our inside feelings signal. Our bodies give us clues about what feels comfortable and what doesn’t.”

“When we listen to that inside signal, it can help us decide what to say.”

“If your body feels calm and comfortable, you might say yes.

If your body feels tight, unsure, or uncomfortable, you might say no.”

“Let’s practice.”



Show Me With Your Body

Explain:

“I’m going to say a situation. First, check your inside signal. Then show me with your body whether it feels like a yes or a no.”

Students respond by:

- Thumbs up for yes
- Hand out in front (stop sign) for no

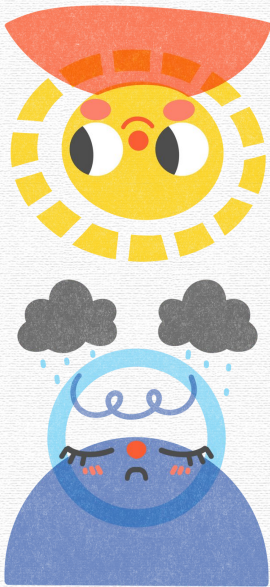
Read simple scenarios:

- *“A friend asks to sit next to you.”*
- *“Someone tries to grab your pencil without asking.”*
- *“Your teacher asks if you want help.”*
- *“A classmate asks for a high-five.”*
- *“Someone stands very close behind you in line.”*

After each scenario, briefly ask:

- *“What inside signal might tell you yes?”*
- *“What inside signal might tell you no?”*

Remind students:



Say it

1. Pause
2. Check Inside Signal
3. Say it Clearly
 - "Yes"
 - Or
 - "No"

Practice Saying It

Have students pair up.

One student will ask a question:

- "Can I give you a high-five?"
- "Can I sit next to you?"
- "Can I borrow your crayon?"

The other student:

1. Pauses
2. Checks their inside signal
3. Says clearly:
 - "Yes."
 - or
 - "No, thank you."

Switch roles.

Coach them to:

- Use a clear voice
- Listen carefully

“Our inside feelings signal helps us make choices about our bodies.”

“We can say yes. We can say no. And when someone says no to us, we listen and stop right away.”



Healthy Helpers

Transition from the activity by saying something like:

“Most of the time, we get to decide about touch. But there are a few times when a healthy helper may need to help our body, even if it feels uncomfortable.”

“For example, a parent or caregiver might need to give you medicine you don’t like. Or a doctor or nurse might need to give you a shot to help keep you healthy.”

“In those situations, the adult’s job is to keep you safe and healthy. Even then, they should explain what is happening and be respectful.”

“If something ever feels confusing or not safe, you can always tell a trusted adult.”



My Body Safety Rules

Say: *“Let’s revisit the My Body Safety Rules from the previous lesson.”*

1. My Body is Mine

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



Rule 1: My Body is Mine

Say: “Rule 1: My Body is Mine. This means that everyone has the right to say “NO” if they do not like it or how their body is being touched.”

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!”

body!”

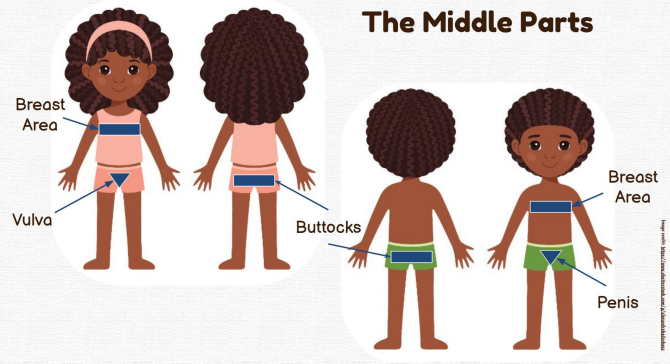
“Good. So who gets to say who can and can’t touch your body?”

Respond with them: “I do.”

Ask students to take their seats.

2. I Know My Body

I know the proper name for my body parts. It's not funny or weird. Everyone has these parts.



Rule 2: I Know My Body

Say: *"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.

3. NO Secrets

No one should be asking me to keep a secret about MY body.



Rule 3: No Secrets

Say: *“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, or 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 touching your middle body parts
- games that might break your safety rules or that might be hurtful to anyone

- 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!”

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!



Rule 4: Telling is OK

Say: *“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.”*

“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 yucky 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, writing a note that says, ‘I need to talk’ or ‘I need help,’ or having a friend or sibling with them.

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.

Unit Wrap Up

Lesson

1



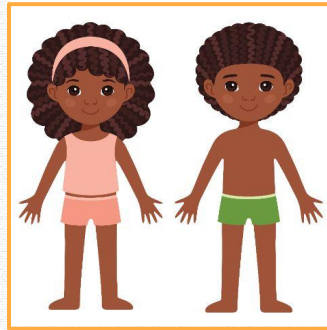
Lesson

2



Lesson

3



4 Body Safety Rules



Wrap up the unit by saying: *“We have learned so much about our bodies these last few days. We learned about what living things can do. Who can tell me some things that only living things do? (Looking for: grow and change, reproduce, move on their own, have needs like food, water and air.)*

“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”; maybe “uterus”)

“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!”)

Say: *“That’s right! And remember, a trusted adult is someone whose words and actions make you feel safe.”*

Home Connections Handout

HSR 1st Grade, Lesson 3

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

Two adults I trust to talk to about my body are:

1. _____ and 2. _____

My Body Pledge

My body is mine.

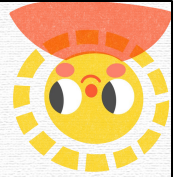
I am the boss of my body.

*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://saletc.org/parents/>

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



Direct students to the [Home Connections Handout](#) and have them complete the 4 Body Safety Rules sentence stems. Remind them about the adults they trust and encourage them to talk to them 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](#)
- Parts of the body images from: <https://www.shutterstock.com/g/alexandrabadashova>
- All other graphics from [freepik.com](#)

My Inside Feelings Signal

5-10 minutes

Materials:

- A big open space
- Two large paper signs: one with a 😊 face labeled “Comfortable” and one with a 😞 face labeled “Uncomfortable”

Introduction (1-2 minutes)

Say something like:

“Our bodies are really good at giving us clues about what feels right and what doesn’t. When we feel *comfortable*, our body might feel relaxed, warm, or happy. When we feel *uncomfortable*, our body might feel tight, nervous, or wiggly. Everyone’s body gives different clues, and it’s important to listen to them!”

Movement Game (3-5 minutes)

Explain that you’ll say different pretend situations, and students will move to the side of the room that matches how *they* would feel - “Comfortable 😊” or “Uncomfortable 😞.”

- “A friend asks if you want to play your favorite game.”
- “Someone takes your toy without asking.”
- “A grown-up says, ‘You can tell me if something doesn’t feel right.’”
- “You get a big hug, and you like it.”
- “Someone wants a hug, but you don’t feel like hugging.”
- “You’re asked to try a new snack.”
- “Your teacher smiles and says, ‘Good job!’”

After each one, or as time allows, ask a few volunteers:

“How did your body feel when you made your choice?”

“What clues did your body give you?”

Encourage words like *warm, happy, calm, tight, buzzy, tingly, twisty* — whatever they come up with.

Reflection (2-3 minutes)

Gather students back in a circle and say:

“Our bodies help us know when something feels okay or not okay. It’s always okay to listen to those feelings and tell a trusted adult if something feels uncomfortable.”

Ask:

“What are some ways your body tells you something feels good?”

“What about when something doesn’t feel good?”

Listen to Your Inside Signal - Practice Yes & No

10 minutes

Purpose

Students practice noticing their inside feelings signal and decide whether to say “yes” or “no.”

Introduction (1 minute)

Say something like:

“In our last activity, we practiced noticing our inside feelings signal. Our bodies give us clues about what feels comfortable and what doesn’t.”

“When we listen to that inside signal, it can help us decide what to say.”

*“If your body feels calm and comfortable, you might say yes.
If your body feels tight, unsure, or uncomfortable, you might say no.”*

“Let’s practice.”

Show Me With Your Body (3–4 minutes)

Explain:

“I’m going to say a situation. First, check your inside signal. Then show me with your body whether it feels like a yes or a no.”

Students respond by:

- Thumbs up for yes
- Hand out in front (stop sign) for no

Read simple scenarios:

- “A friend asks to sit next to you.”
- “Someone tries to grab your pencil without asking.”
- “Your teacher asks if you want help.”
- “A classmate asks for a high-five.”
- “Someone stands very close behind you in line.”

After each scenario, briefly ask:

- *“What inside signal might tell you yes?”*
- *“What inside signal might tell you no?”*

Remind students:

“Different people may feel different signals — and that’s okay.”

Practice Saying It (3–4 minutes)

Have students pair up.

One student will ask a question:

- “Can I give you a high-five?”
- “Can I sit next to you?”

- “Can I borrow your crayon?”

The other student:

1. Pauses
2. Checks their inside signal
3. Says clearly:
 - “Yes.”
 - or
 - “No, thank you.”

Switch roles.

Coach them to:

- Use a clear voice
- Listen carefully
- Stop right away if they hear “no”

Close (1 minute)

Bring students back together.

Say:

“Our inside feelings signal helps us know what’s right for our body. When we listen to it, we can choose to say yes or no.”

“And when someone says no to us, we respect their signal too.”

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

Two adults I trust to talk to about my body are:

1. _____ and 2. _____

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://safersmarterfamilies.org/>

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