

Human Sexuality & Responsibility

Lesson 1: Reproduction



Introduce the HSR unit by saying something like:

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



Trusted Adults

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

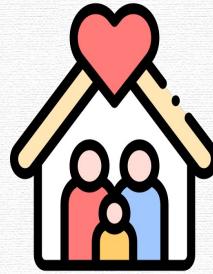
*“Sometimes, children can feel nervous or scared to talk to adults about how they are feeling. Especially if it is something that they don’t know is ok to talk about. In these next few lessons, we are going to be talking about things that we don’t always talk about openly and that can feel a little weird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

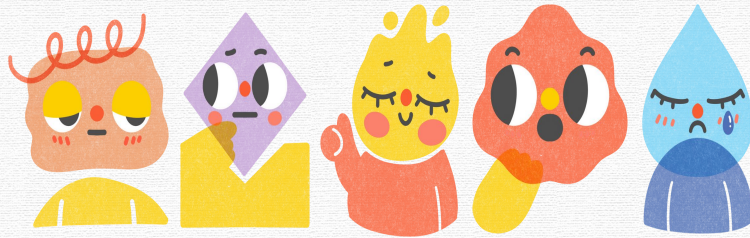
CLICK to reveal “At Home” image.

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.



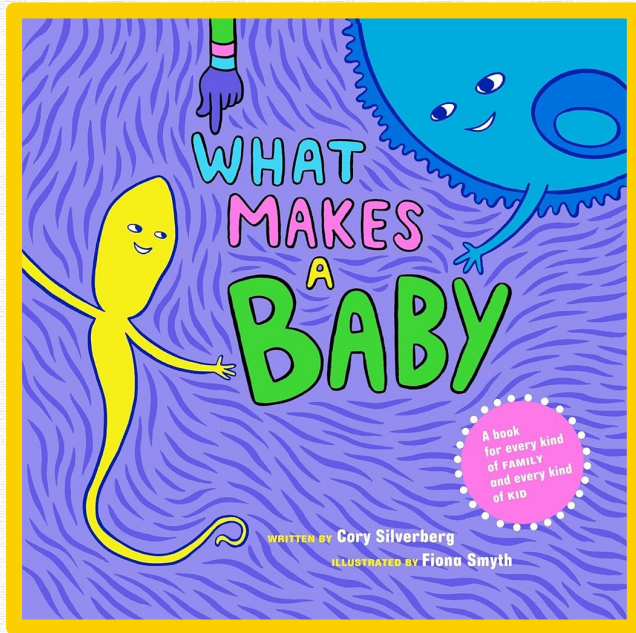
Reproduction

Use the slide or 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!”*



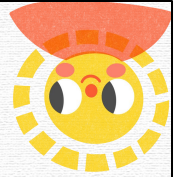
Read *What Makes a Baby*, by Cory Silverberg, aloud, answering questions as they arise. If the book is not available, you can use this video: [What Makes a Baby Storytime](#), starting at 0:50.

[Teacher note: All campuses should have multiple copies of this book in both English and Spanish. Check with your Principal or counselor if you do not have one. Contact the [HPE Department](#) if your campus needs additional copies.]

Use the [What Makes a Baby Teacher's Guide](#) for more information and suggested responses to common questions.

Summarize by saying something like: *“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.”*

Home Connections Handout




HSR 2nd Grade, Lesson 1

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://sexposathefamilies.com/>.

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

Direct students to the [Home Connections worksheet](#) and have them draw the people in their lives who are very happy that they were born.

Next time...

My Body



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

Attributions

- Slide Template: [White Minimalist Playful Expressions Face Emotions Presentation](#) by [@thecoolstudio](#) via [Canva.com](#)
- Book: [What Makes a Baby](#), written by Cory Silverberg, illustrated by Fiona Smyth

Creando nuestros acuerdos de clase

Grado: K-2

Duración: 10-15 minutos

Propósito: Los estudiantes ayudan a establecer acuerdos compartidos para las lecciones de HSR, con el fin de que todos se sientan seguros, respetados y listos para aprender.

Materiales

- Papelógrafo o póster grande titulado “**Nuestros acuerdos de clase para las lecciones de HSR**”
- Marcadores
- Un conjunto de [Iconos de imágenes](#)
- Masilla adhesiva o cinta para colocar iconos

Plantea la situación (2-3 minutos)

El profesor dice (muestra):



En nuestra clase, vamos a aprender sobre nuestro cuerpo, cómo crece y cómo cuidarlo. A veces, esto puede hacernos sentir un poco extraños o tímidos, ¡y eso está bien! Queremos que todos se sientan seguros y respetados. Así que, antes de empezar, vamos a establecer algunos acuerdos como clase sobre cómo nos comportaremos y cómo nos trataremos los unos a los otros durante estas lecciones.





Muestra el póster en blanco titulado “**Nuestros acuerdos de clase para las lecciones de HSR**”

Discusión guiada (5-8 minutos)

Dígales a los estudiantes que utilizarán **imágenes** para ayudarles a recordar cada acuerdo.

Muestre un icono a la vez y fomente la discusión.

Iconos	Indicación	Objetivo / Lenguaje del estudiante
	“¿A qué te recuerda esto? ¿Qué acuerdo podría significar esta imagen para nuestra clase?”	“Sé amable”, “Sé respetuoso”, “Usa palabras amables”.
	“¿Qué nos dice esta imagen que hagamos?”	“Escucha”, “Presta atención”, “Deja hablar a los demás”.

Iconos	Indicación	Objetivo / Lenguaje del estudiante
	“¿Qué debemos hacer si tenemos una pregunta?”	“Hagan preguntas”, “Levanten la mano”, “Utilicen el buzón de preguntas”.
	“¿Por qué podríamos necesitar esta imagen para estas lecciones?”	“Mantén lo privado en privado”, “No cuentes historias sobre la gente”.
	“¿Y si te sientes tímido o avergonzado por algo?”	“Está bien pasar”, “Respira”, “Está bien”.
	“¿Qué muestra esta imagen?”	“Ayúdense mutuamente”, “Hagan que todos se sientan seguros”, “Sean buenos amigos”.

Registra sus palabras junto al icono en el póster.

Consejo: Permita que los estudiantes coloquen físicamente los iconos en el gráfico para que sientan que es suyo.

Resumir (3–4 minutos)

Revisen todos los iconos juntos, señalando y leyendo en voz alta en grupo.

Podrían decir:

*“Estas fotos muestran cómo acordamos cuidarnos mutuamente durante nuestras clases.
¡Al verlas, recordaremos nuestros acuerdos!”*

Invite a los estudiantes a levantar el pulgar o a repetir: “¡Estamos de acuerdo!”.

Reforzar (Continuo)

- Mantén el cartel colocado en el mismo lugar durante cada lección de HSR.
- Comienza cada lección con un repaso de 30 segundos: “Recordemos nuestros acuerdos”.
- Reconoce cuando los estudiantes los cumplan (“¡Me gusta cómo hiciste esa pregunta con respeto!”).

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."*

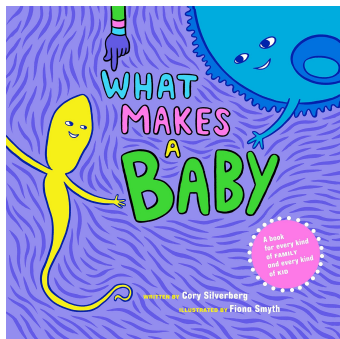
What Makes a Baby

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> .

Human Sexuality & Responsibility

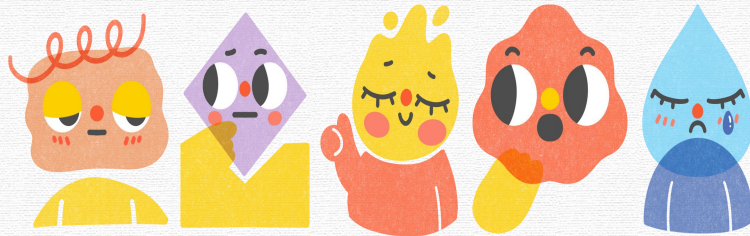
Lesson 2: My Body



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 pay attention 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.”

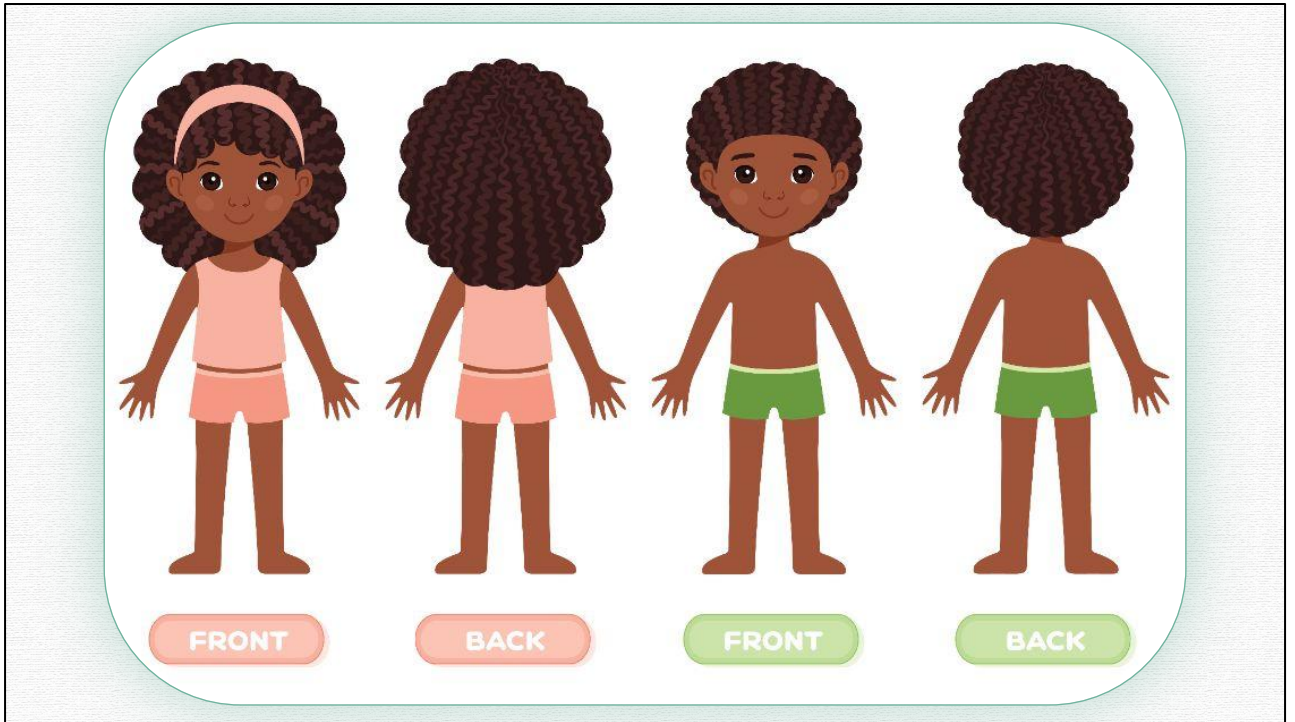


Choose 1 of 2 videos, this or the previous slide, not both.

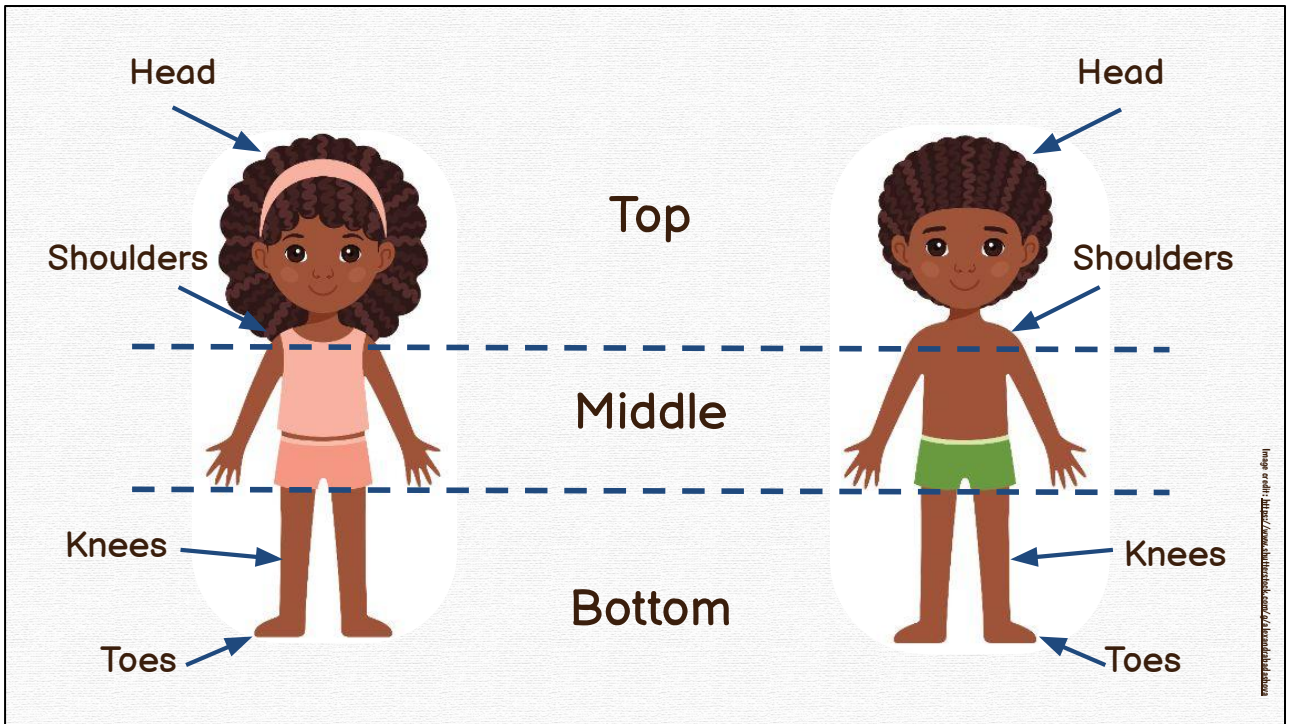
Play [the video](#) and have students sing and move along with the song.

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**.”



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

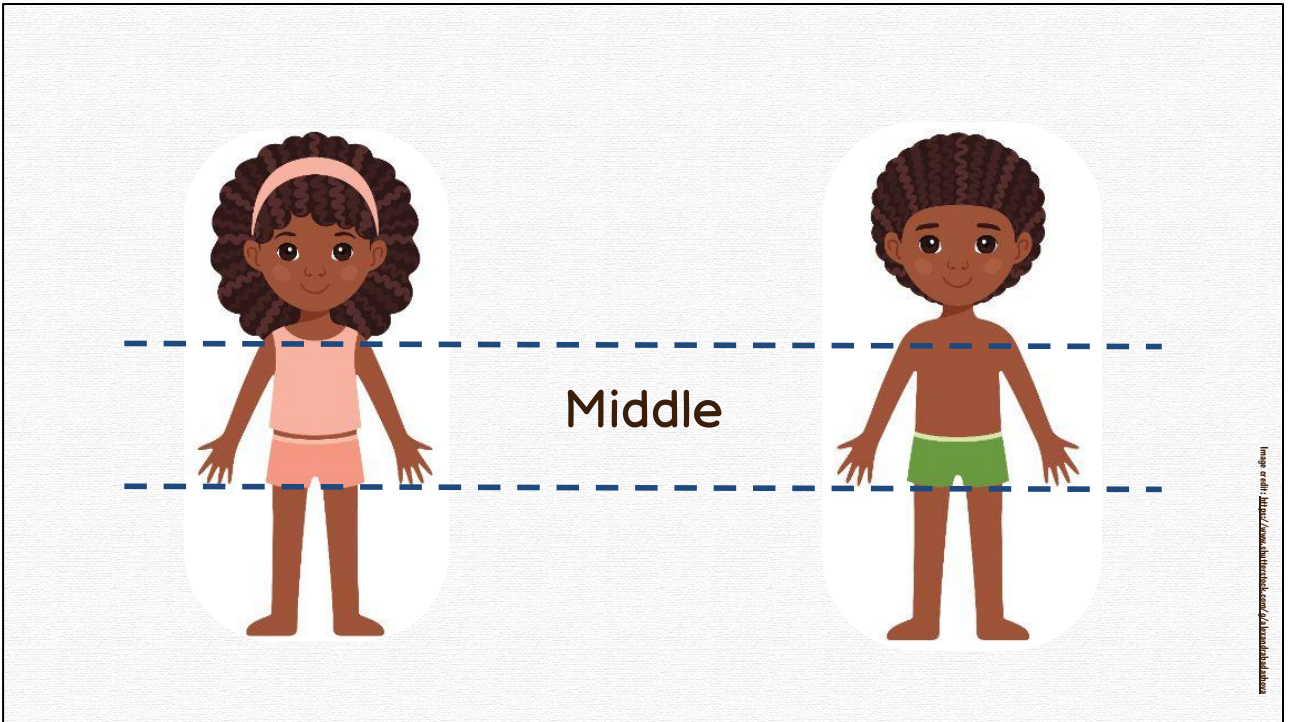
“Yes! And what are some parts of the body located at the bottom?”

Possible responses: legs, knees, feet, toes

“Yes! Now, what about the middle parts?”

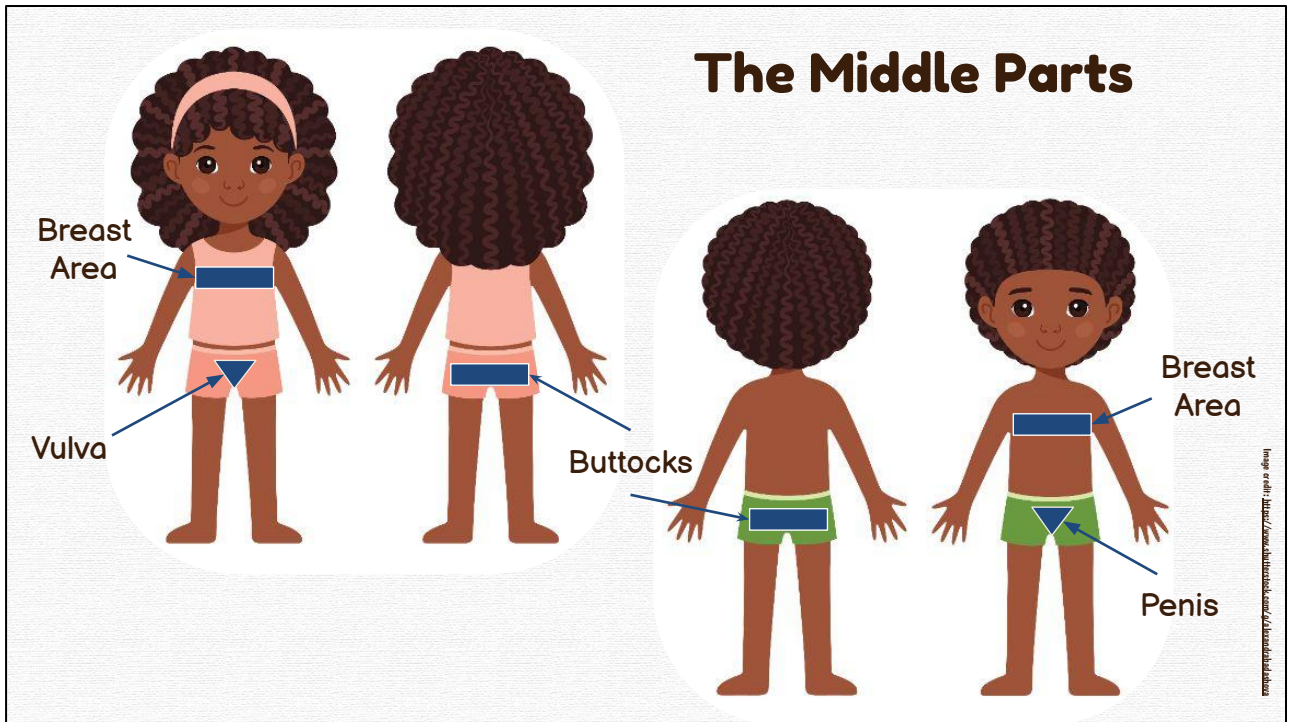
Possible responses: stomach. Note that the arms are in the middle but because they are attached at the shoulder, they can also be up top.

“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 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

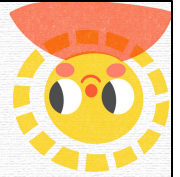
My Body Safety Rules

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



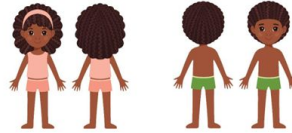
HSR 2nd Grade, Lesson 2

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.austlnisd.org/hs-health/health-education/hsr>.

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...

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 pay attention to our own bodies.”*

Guided Body Scan (4–6 minutes)

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.

- *Find a comfortable spot where you are not touching anyone else. Sit crisscross (or with your feet flat on the floor) and rest your hands in your lap.*
- *Gently close your eyes if that feels comfortable. If not, you can look down at the floor.*
- *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.*

(Pause 5 seconds.)

- *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.*

(Pause.)

- *Now move your attention to your lower legs, noticing whatever is there. Do they feel heavy, light, warm, cold, or something else?*

(Pause.)

- *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.*

(Pause.)

- *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.*

(Pause.)

- *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.

(Pause.)

- *Move your attention up into your arms, notice the bend in your elbow, or maybe it's straight, then move up to the shoulders.*

(Pause.)

- *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.*

Gentle Wake-Up (1–2 minutes)

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

- *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 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.*

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

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>.

Human Sexuality & Responsibility

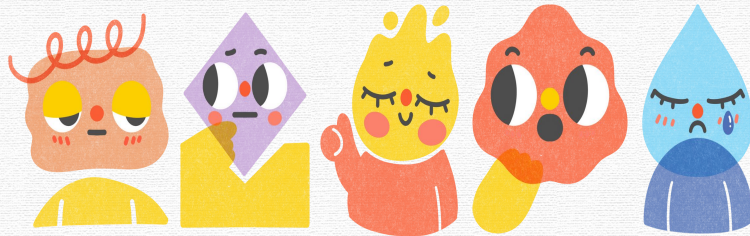
Lesson 3: Keeping My Body Safe



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.”



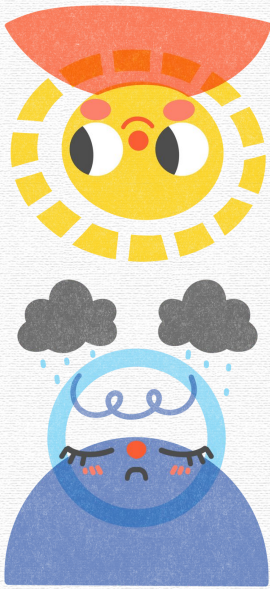
Intuition

This activity is OPTIONAL, depending on time.

Introduce the activity by saying something like:

“Sometimes our bodies give us signals that help us understand how we feel. A ‘yes’ might feel comfortable or calm in our body, and a ‘no’ might feel tight or uncomfortable. Today we’re going to practice noticing those signals.”

Use the [Listening for “Yes” and “No” document](#) for activity instructions.



Practice Saying “Yes” and “No”

Introduce the activity by saying something like:

“It is important to ask people for permission, especially before touching someone or doing anything involving their body, like hugs or high-fives. It is also important to be clear when you say ‘yes’ or ‘no’ so other people understand what you want and what you don’t want.”

Use the [Practice Saying "Yes" & "No" document](#) for activity instructions.



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!”

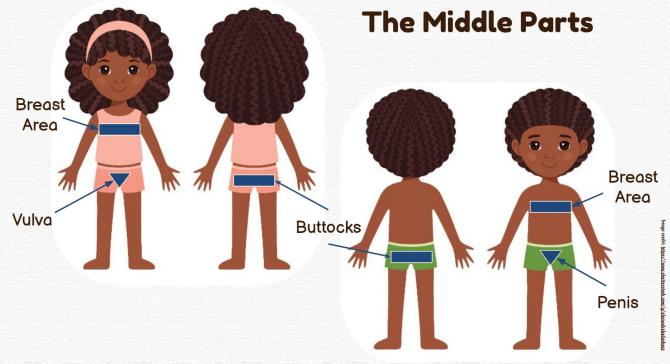
“Good. So who gets to say who can and can’t touch your body?”

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.



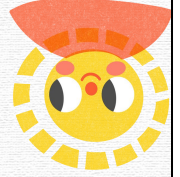
What Could You Do?

Explain that sometimes situations can feel confusing, uncomfortable, or unsafe. The Body Safety Rules can help students decide what to do.

“Now we’re going to think about some situations that could happen in real life. As we talk about each one, think about which Body Safety Rule might help and what you could do.”

Remind students that there may be **more than one safe response**, and the goal is to practice thinking about their options.

What Could You Do?



A stranger with a cute dog calls you over.



Read the scenario aloud and ask students:

- “Which Body Safety Rule might help in this situation?”
- “What could you do?”

Allow students to share ideas and guide the discussion toward safe responses.

Scenario 1: A stranger with a cute dog calls you over.

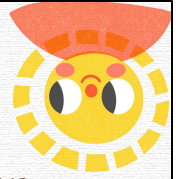
Possible student responses:

- Stay where you are and **do not go over to the stranger.**
- Say “**No, I can’t come over.**”
- Move closer to a trusted adult.
- Tell a trusted adult what happened.

Connection to Body Safety Rules:

- **My Body is Mine** – I don’t have to go somewhere if I don’t want to.
- **Telling is OK!** – I can tell a trusted adult.

What Could You Do?



Your older sibling and their friends pick you up and tickle you and you don't like it.



Read the scenario aloud and ask students:

- “Which Body Safety Rule might help in this situation?”
- “What could you do?”

Allow students to share ideas and guide the discussion toward safe responses.

Scenario 2: Your older sibling and their friends pick you up and tickle you and you don't like it.

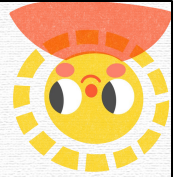
Possible student responses:

- Say “**Stop! I don't like that.**”
- Use a clear “**No.**”
- Move away if possible.
- Tell a trusted adult if they don't stop.

Connection to Body Safety Rules:

- **My Body is Mine** – I have the right to say no to touches I don't like.
- **Telling is OK!**

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.



Read the scenario aloud and ask students:

- “Which Body Safety Rule might help in this situation?”
- “What could you do?”

Allow students to share ideas and guide the discussion toward safe responses.

Scenario 3: Your 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.

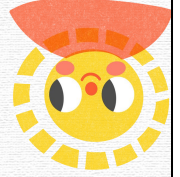
Possible student responses:

- Say “**No thank you**” to the hug or kiss.
- Offer another greeting instead (wave, high-five, fist bump).
- Tell a parent or trusted adult how you feel.

Connection to Body Safety Rules:

- **My Body is Mine** – I can choose how my body is touched.
- **Telling is OK!**

What Could You Do?



Your babysitter shows you an inappropriate picture on their phone and tells you not to tell anyone.



Read the scenario aloud and ask students:

- “Which Body Safety Rule might help in this situation?”
- “What could you do?”

Allow students to share ideas and guide the discussion toward safe responses.

Scenario 4: Your babysitter shows you an inappropriate picture on their phone and tells you not to tell anyone.

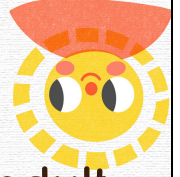
Possible student responses:

- Remember that **no one should ask you to keep a secret that makes you uncomfortable.**
- Leave the situation if possible.
- Tell a trusted adult right away.

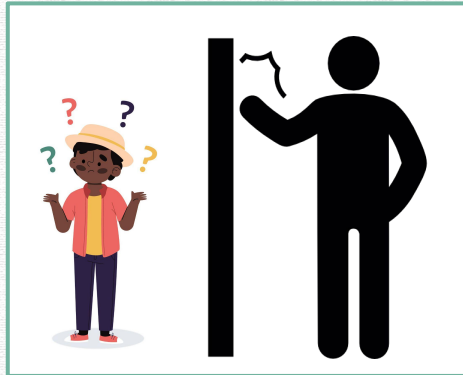
Connection to Body Safety Rules:

- **No Secrets**
- **Telling is OK!**

What Could You Do?



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



Read the scenario aloud and ask students:

- “Which Body Safety Rule might help in this situation?”
- “What could you do?”

Allow students to share ideas and guide the discussion toward safe responses.

Scenario 5: A stranger is knocking on your door and the adult at home is in the shower.

Possible student responses:

- **Do not open the door.**
- Stay inside and wait for the adult at home.
- Tell the adult when they come out of the shower.

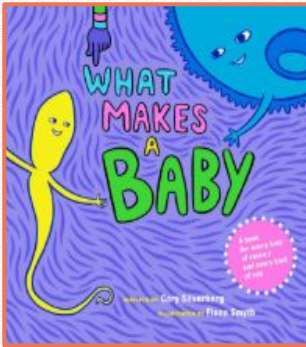
Connection to Body Safety Rules:

- **My Body is Mine** – I don’t have to talk to someone I don’t know.
- **Telling is OK!**

Unit Wrap Up

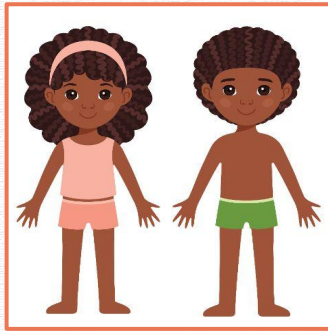
Lesson

1



Lesson

2



Lesson

3



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 also 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.”

Home Connections Handout

HSR 2nd Grade, Lesson 3

Keeping My Body 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: _____

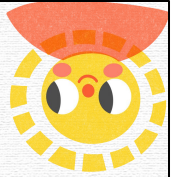
An example of an **UNSAFE** secret is: _____

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



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.

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](#)

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 pay attention to our own bodies.”*

Guided Body Scan (4–6 minutes)

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.

- *Find a comfortable spot where you are not touching anyone else. Sit crisscross (or with your feet flat on the floor) and rest your hands in your lap.*
- *Gently close your eyes if that feels comfortable. If not, you can look down at the floor.*
- *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.*

(Pause 5 seconds.)

- *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.*

(Pause.)

- *Now move your attention to your lower legs, noticing whatever is there. Do they feel heavy, light, warm, cold, or something else?*

(Pause.)

- *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.*

(Pause.)

- *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.*

(Pause.)

- *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.

(Pause.)

- *Move your attention up into your arms, notice the bend in your elbow, or maybe it's straight, then move up to the shoulders.*

(Pause.)

- *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.*

Gentle Wake-Up (1–2 minutes)

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

- *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 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.*

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.”

Practice Saying “Yes” and “No”

10 minutes

Purpose

Students practice recognizing and communicating their boundaries by saying “yes” and “no” clearly. This activity helps students understand the importance of asking for permission and respecting other people’s responses.

Introduction (1 minute)

Explain that asking for permission and listening to someone’s answer is a way to show respect.

You might say:

“It is important to ask people for permission, especially before touching someone or doing anything involving their body, like hugs or high-fives. It is also important to be clear when you say ‘yes’ or ‘no’ so other people understand what you want and what you don’t want.”

Tell students they will practice **saying “yes” and “no” in different ways.**

Practice Saying “No” and “Yes” (3 minutes)

Have students stand up so they can practice using their voices and body language.

First, practice saying “no.” Invite the class to repeat after you in different ways:

- **A shy “no”** – quiet voice, looking down, shoulders slightly hunched.
Example: “Um... no, thank you.”
- **A big and clear “NO!”** – strong voice, standing tall, confident posture.
Example: “No. I don’t want that.”
- **An angry “no”** – strong voice with serious face, possibly stepping back.
Example: “No! Stop.”
- **A friendly “no”** – calm voice with a polite tone.
Example: “No thanks, I’m okay.”

Next, practice saying “yes.”

- **A shy “yes”** – quiet voice, small smile.
Example: “Um... yes.”
- **A quiet “yes”** – calm, gentle voice.
Example: “Yes, that’s okay.”
- **An enthusiastic “YES!”** – excited voice, big smile, energetic body language.
Example: “Yes! That sounds great!”

- **A tired “yes”** – slower voice, relaxed posture.
Example: “Yeah... okay.”
- **A happy “yes”** – cheerful voice, smiling face.
Example: “Yes, I’d like that!”

Remind students that **their voice, face, and body language** help communicate their answer.

Guided Practice (5 minutes)

Invite a few volunteers to demonstrate different types of **“yes”** or **“no”** for the class.

After each demonstration, ask the class:

- “What kind of ‘yes’ or ‘no’ did you hear?”
- “What helped you understand their answer?”

Encourage students to notice clues such as **tone of voice, facial expressions, and body language**.

Next, model a short role play with a volunteer.

Example:

Teacher: “Hi ____, are you comfortable with me helping you with that math question?”

Student responds with either:

- “Yes, that would be great. That’s okay with me.”
- or
- “No, I don’t want help right now.”

Then have students practice **in pairs** asking and answering simple permission questions, such as:

- “Can I give you a high-five?”
- “Can I give you a hug?”
- “Can I hold your hand?”

Students practice both **asking for permission** and **responding clearly with yes or no**.

Closing (1 minute)

Reaffirm students’ rights and responsibilities.

You might say:

“These are our bodies, 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 someone if they say they don’t want to be touched.”

Remind students that **clear communication and respecting others’ answers** helps everyone feel safe and respected.

Keeping My Body 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>.