

Human Sexuality & Responsibility



3rd Grade Lesson 1: My Body

Introduce the unit by saying something like:

*“Today we’re starting our **Human Sexuality and Responsibility** lessons. We’ll be learning about our bodies, how they grow and change, and how to keep ourselves healthy and safe. We’ll also talk about things like puberty, body parts, personal boundaries, consent, and personal safety.*”

“Because these lessons can feel new or personal, it’s important that everyone feels comfortable and respected while we learn. Let’s take a few minutes to discuss class agreements so we all know how to take care of each other during these lessons.””



Group Agreements

What helps you feel comfortable learning new or personal things?

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

Start by saying something like:

“Sometimes these topics can feel personal or even a little awkward, so it’s important that our class feels like a safe and respectful place.”

Ask: *“What helps you feel comfortable learning or talking about new or personal things?”*

Record answers briefly on chart paper.

Group Agreements

“We agree to...”

“It helps when...”

“We promise to...”

In groups, discuss the following:

- How do we show respect during these lessons?
- What can we do if something makes us feel uncomfortable or embarrassed?
- What should we remember about privacy - ours and other people's?
- What do we do if we have a question?

Write 1-2 ideas per sticky note

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

Break students into small groups (2-4 students each). Give each group a few sticky notes and sentence starters like:

- “We agree to...”
- “It helps when...”
- “We promise to...”

Prompts for groups to discuss:

- How do we show respect during these lessons?
- What can we do if something makes us feel uncomfortable or embarrassed?
- What should we remember about privacy - ours and other people's?
- What do we do if we have a question?

Instruct groups write 1–2 ideas per sticky note.

After 5-7 minutes, gather everyone back together. Ask for volunteers to read their ideas aloud and group them into common themes. As you sort, guide students to consolidate and phrase ideas positively.

Together, narrow it to about **4-6 total agreements** that everyone can understand and remember.

Be sure to include something similar to

- We show respect for everyone's ideas and feelings.
- We can ask questions — no question is silly.
- We use correct words for body parts.
- We keep personal things private.
- We can pass if we don't want to share.
- We help everyone feel safe.

Read the list aloud together and ask students to show a thumbs-up or nod to signal agreement. **Post the chart where it will stay visible for all lessons.**



I can...

- **Identify** the main parts and basic functions of major body systems, including the reproductive system.
- **Explain** why some body parts are private and how to respect my privacy and the privacy of others.

Review the lesson objectives with students.

I can...

- Identify the main parts and basic functions of major body systems, including the reproductive system.
- Explain why some body parts are private and how to respect my privacy and the privacy of others.



Knowing Your Body and its Systems

Print instructions and activity pieces from the [Knowing Your Body and Its Systems document](#).

Say: *“Today we are going to talk about our bodies. First, we are going to talk about the different systems in our bodies. A body system is a group of organs that work together to do a job. Your heart, blood, and blood vessels work together to circulate blood all over our bodies to deliver nutrients and oxygen to keep us alive. The heart, arteries, and veins make up our circulatory system because our blood circulates around our bodies.”*

Ask: *“Can anybody name other systems of our bodies?”* As students share, list on the board; it is not necessary to have the names of all of the systems at this point. The students will have an opportunity to make the connection with the first activity.

Say: *“Let’s see if you can match the main human body systems with the work that they do.”*

Create a table on the board to show what they are matching:

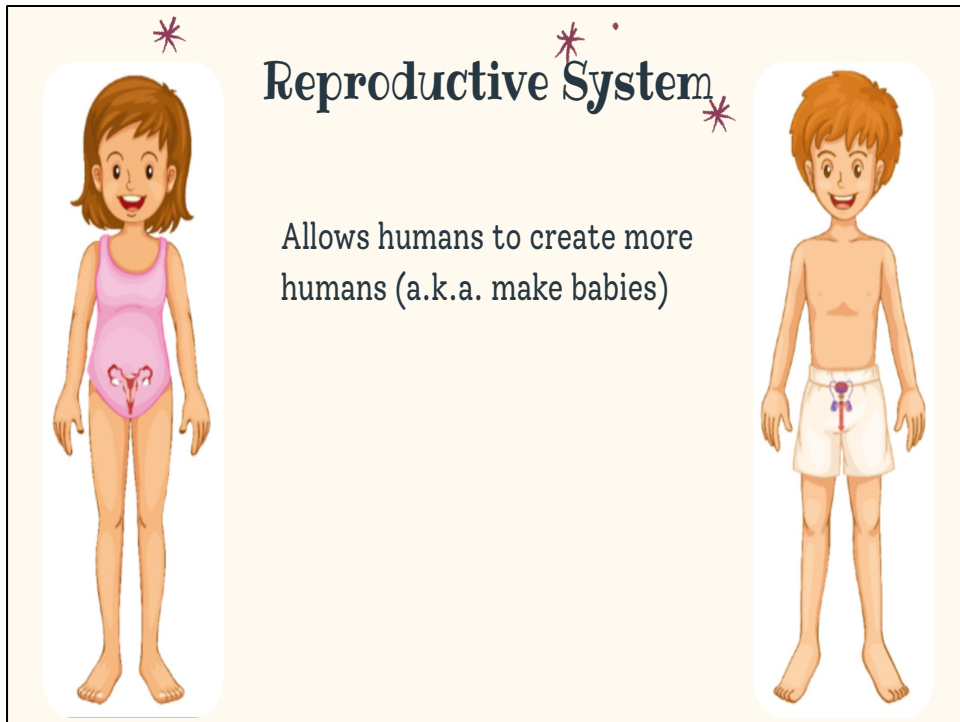
- Body System Name
- Function (what the system does)
- Organs (the parts)
- Body Images

Distribute [sets of pre-cut out images, body system names, parts and functions](#).

correctly. Once all the systems have been sorted, review each, ending with the Reproductive System.

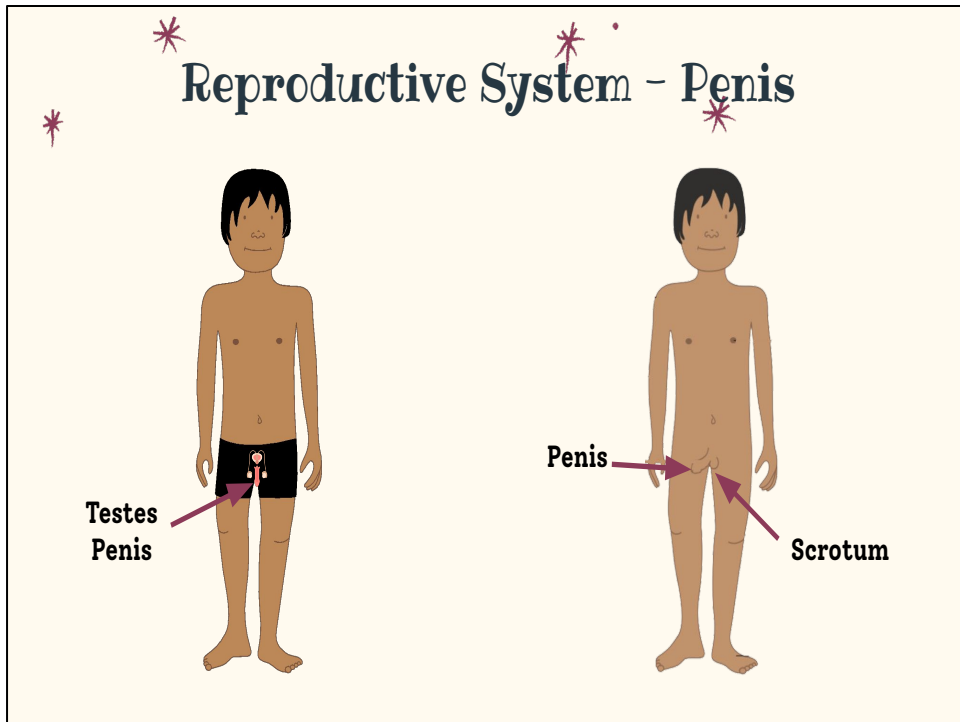
1. [Skeletal] System [bones]
2. [Nervous] System [nerves, brain]
3. [Circulatory] System [heart, veins, arteries]
4. [Respiratory] System [nose, windpipe, lungs]
5. [Digestive] System [mouth, throat, stomach, intestines]
6. [Reproductive] System [penis, testes] [ovaries, uterus, vagina]

After reviewing, **ask** the students if they notice a body system where the organs look different on the two images. Lead them to the discovery that all the systems for the two bodies are the same EXCEPT for the reproductive system.



Start the discussion of the reproductive system by saying something like:

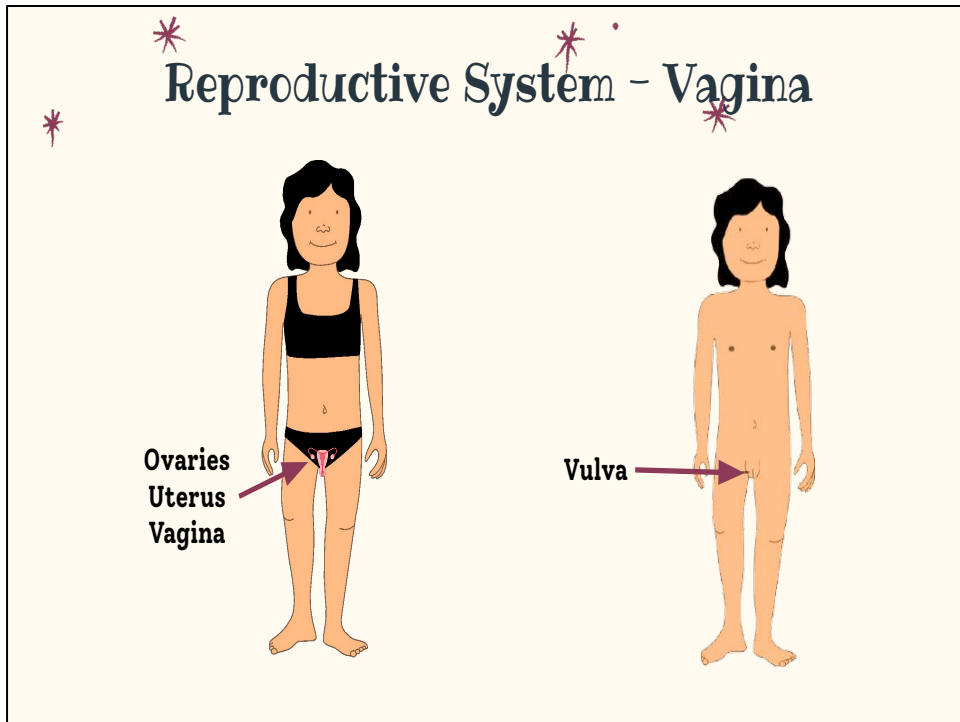
“The reproductive system is that which allows humans to create more humans or make babies. For another human or baby to be created an egg and a sperm must come together. Our bodies are designed so that some humans produce the sperm and others produce and carry the egg. The difference you see in the two images of the reproductive body systems is due to the roles they take on.”



Explain:

“The body with the penis and testes, mostly the male or boy, produces the sperm. The organs of this system are mainly external, or on the outside of the body. The scrotum holds the testes that produce the sperm and the penis is the organ that sperm use to travel out of the body.”

Reproductive System - Vagina



Explain:

“The other body, usually the female or girl, produces the egg. The organs of this reproductive system are mainly internal, or on the inside of the body. The ovaries produce the eggs, the uterus receives and holds the eggs, and the vagina connects the uterus to the outside of the body. The outside part of this system is called the vulva.”

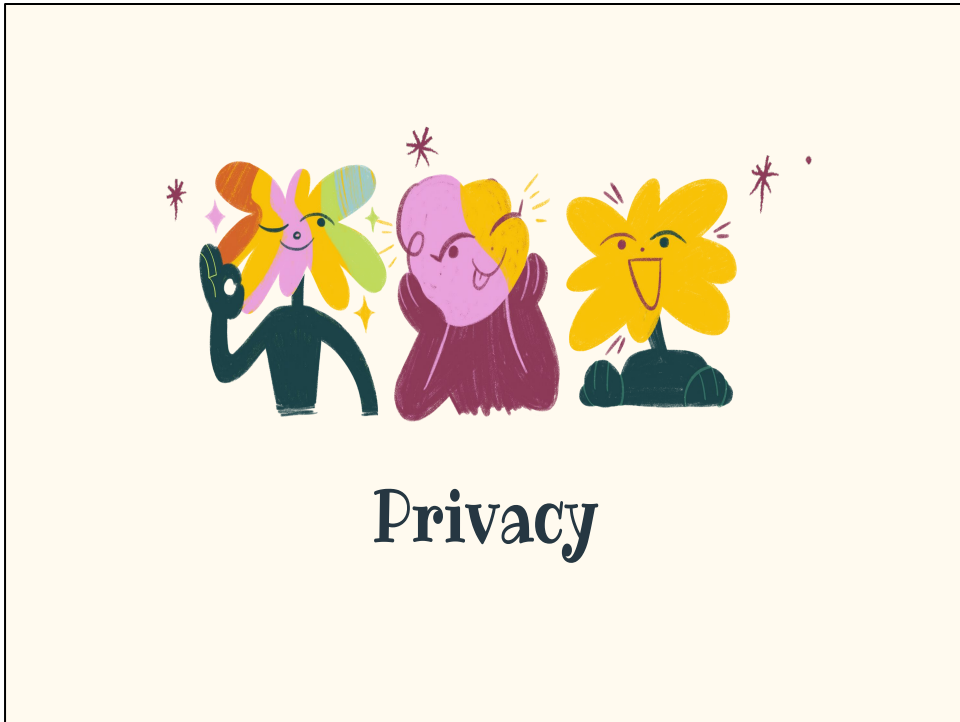
Reproductive System

- There from birth
- Not ready to make a baby until...
- PUBERTY

More on that next time.

Summarize the reproductive system information by saying something like:

“The reproductive system of our bodies is part of us from the day we are born. However, as babies and through elementary school, the reproductive system is not ready to reproduce or make babies. It is not until our bodies start changing from children to young adults and then to adults that our bodies are ready to reproduce (create a baby). This change is called puberty. We will be discussing what happens during puberty tomorrow.”



Introduce Privacy by saying something like:

“Everyone has a reproductive system of some kind. The external parts are sometimes called “private parts”.

Ask: *“Who can tell me what the word ‘private’ means?”*

Take a few responses then **explain:**

“Keeping something private means that it is just for you. Sometimes we can be in private places, like a bathroom or a bedroom. Most people knock before going into a bathroom or someone else’s bedroom because knocking is a way to respect privacy. Our bodies are private too. There are some parts we show people and other parts we cover with clothes.”

*Privacy talking points from Sex is a Funny Word by Cory Silverberg and Fiona Smyth

The slide is divided into two vertical panels. The left panel has a light yellow background and contains the title 'Privacy' in a black serif font. Below the title is a cartoon illustration of a yellow flower with a smiling face and a purple character with a smiling face, both appearing to be in conversation. There are several small starburst icons scattered around the illustration. The right panel has a dark blue background and contains two bullet points in white text. A small white starburst icon is in the top right corner of this panel, and a yellow scribble is at the bottom.

Privacy

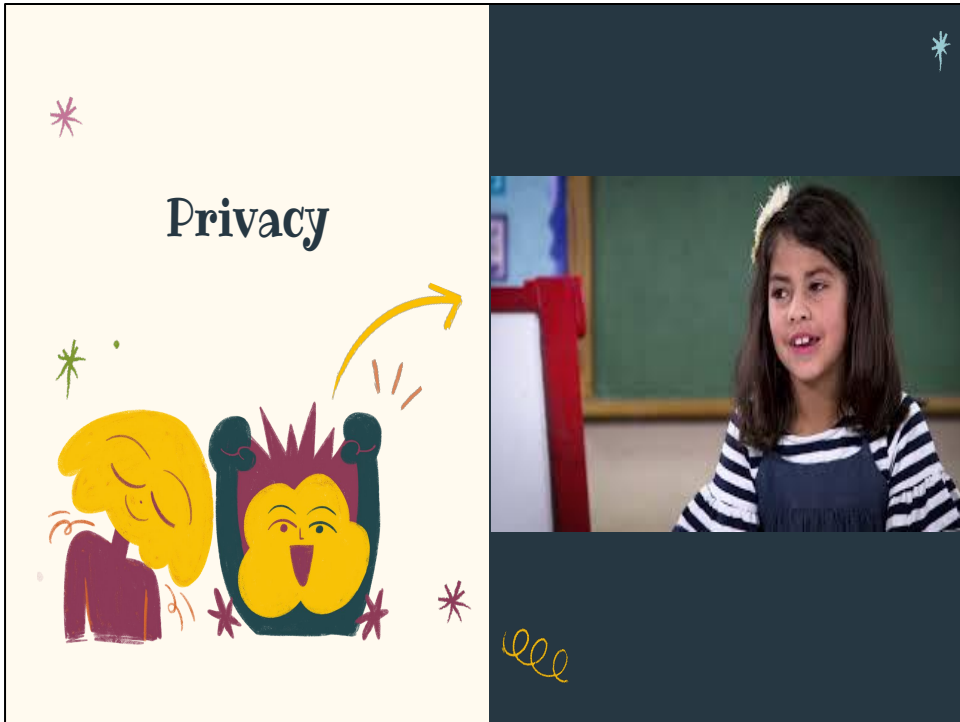
- How do different people in your family feel about what should be covered and what can be shown?
- Is this different in other families you know?

Ask and discuss the two questions on the slide:

- *“How do different people in your family feel about what should be covered and what can be shown?”*
- *“Is this different in other families you know?”*

Explain that just because we choose to keep some of our body parts private and covered most of the time, especially our reproductive system parts, doesn't mean they are bad. All of our body's parts are beautiful!

*Privacy talking points from Sex is a Funny Word by Cory Silverberg and Fiona Smyth



Play the [Kid Chats Privacy Video](#)


Kid Chats Privacy Video

- What were some examples of privacy you heard in the video?
- How can you let others know you need privacy?
- How can you find out if someone else needs privacy or if you can be in their space?

Process the video by discussing the following questions.

- *What were some examples of privacy you heard in the video?*
Responses might include privacy when changing clothes, when siblings are being rude or annoying, because someone is mad or sad or doesn't want to talk, and when in the shower.
- *How can you let others know you need privacy?*
Responses might include putting a sign on the door or asking people to leave.
- *How can you find out if someone else needs privacy or if you can be in their space?*
Responses might include knocking or asking for permission.

Explain that the same rules apply to any part of a person's body. It's important to ask permission before touching any part of a person's body. And nobody should touch your body without asking you first.



Home Connections Handout

Who are 2 adults you trust to talk about your body?

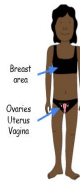
HSR Grade 3 Lesson 1

My Body
Home Connections Handout

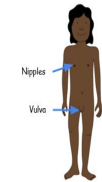
Two adults I trust to talk to about my body are:

1. _____

2. _____



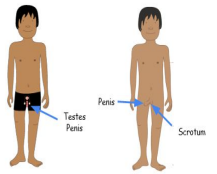
Breast area
Ovaries
Uterus
Vagina



Nipples
Vagina

Other words we've sometimes used for these body parts are:

Something else I want to know about bodies is:



Penis
Testes
Scrotum

Wrap up the lesson by saying something like:

“It’s important to know something about all body parts, even the parts you don’t have. It’s ok to be curious about what the body parts look like and what they do. But when a body part is covered by someone, respecting their privacy means not trying to see something they don’t want to show you.”

Direct students to the [Home Connections Handout](#) and ask them to identify 2 trusted adults they can talk to about their body.

Up Next...

...Puberty



Say: *“During our next class, we will learn about the changes made in the body during puberty.”*

* Attributions

- Slide Template: [Feelings Check-In Education Presentation in Cream Blue Black Hand Drawn Style](#) by [Canva Creative Studio](#) via [Canva.com](#)
- [Kid Chats Privacy Video](#)
- Privacy talking points from [Sex is a Funny Word](#), a book by Cory Silverberg and Fiona Smyth



Creating Our Class Agreements

Grade Level: 3-5

Time: 15-20 minutes

Purpose: Students co-create agreements that help everyone feel safe, respected, and ready to learn during lessons about bodies, relationships, and personal health.

Materials

- Chart paper or large poster titled “**Our Class Agreements for HSR Lessons**”
- Markers or sticky notes

Warm-Up Discussion (2–3 minutes)

Start by saying something like:

“Sometimes these topics can feel personal or even a little awkward, so it’s important that our class feels like a safe and respectful place.”

Ask: “What helps you feel comfortable learning or talking about new or personal things?”

Record answers briefly on chart paper.

Small Group Brainstorm (5-7 minutes)

Break students into small groups (2-4 students each). Give each group a few sticky notes and sentence starters like:

- “We agree to...”
- “It helps when...”
- “We promise to...”

Prompts for groups to discuss:

- How do we show respect during these lessons?
- What can we do if something makes us feel uncomfortable or embarrassed?
- What should we remember about privacy - ours and other people’s?
- What do we do if we have a question?

Instruct groups write 1–2 ideas per sticky note.

Share and Group Ideas (5-7 minutes)

Gather everyone back together. Ask for volunteers to read their ideas aloud and group them into common themes.

Typical themes will naturally emerge around:

- **Respect and Kindness**
- **Privacy and Confidentiality**

- **Asking Questions**
- **Right to Pass/Comfort**
- **Using Correct Terms**

As you sort, guide students to consolidate and phrase ideas positively by saying something like:

“So it sounds like a lot of us said things like ‘Don’t laugh at people’ or ‘Be kind.’ Let’s combine those into one agreement that says: ‘We show respect for everyone’s ideas and feelings.’”

Finalize and Post (3-5 minutes)

Together, narrow it to about **4-6 total agreements** that everyone can understand and remember.

Be sure to include something similar to

- We show respect for everyone’s ideas and feelings.
- We can ask questions — no question is silly.
- We use correct words for body parts.
- We keep personal things private.
- We can pass if we don’t want to share.
- We help everyone feel safe.

Read the list aloud together and ask students to show a thumbs-up or nod to signal agreement. **Post the chart where it will stay visible for all lessons.**

Reinforce and Revisit (Ongoing)

- Start each lesson with a quick review of the agreements (“Let’s remember our agreements.” or “Which one do we want to focus on today?”)
- Acknowledge when students follow them (“That was a respectful question! Thank you for asking that in a calm way.”)
- If a moment of discomfort or laughter happens, calmly refer back to the agreements (“Remember, we said we’d help everyone feel safe while learning.”)

Knowing Your Body and Its Systems

Body Systems Matching Game Instructions

Print and cut out all 32 pieces on the following 11 slides.

Post the 6 system names across the board/wall where all students can see.

Distribute the remaining 26 pieces to the students, having them work in pairs as needed.

Instruct students to work together to post the images, parts list and system function with the correct system name. (**Note:** all systems should have 2 images, the reproductive system will have 2 lists of parts and 2 functions, and all the rest of the systems will have 1 list of parts and 1 function.)

Once all the systems have been sorted, review each, ending with the Reproductive System.

Skeletal System

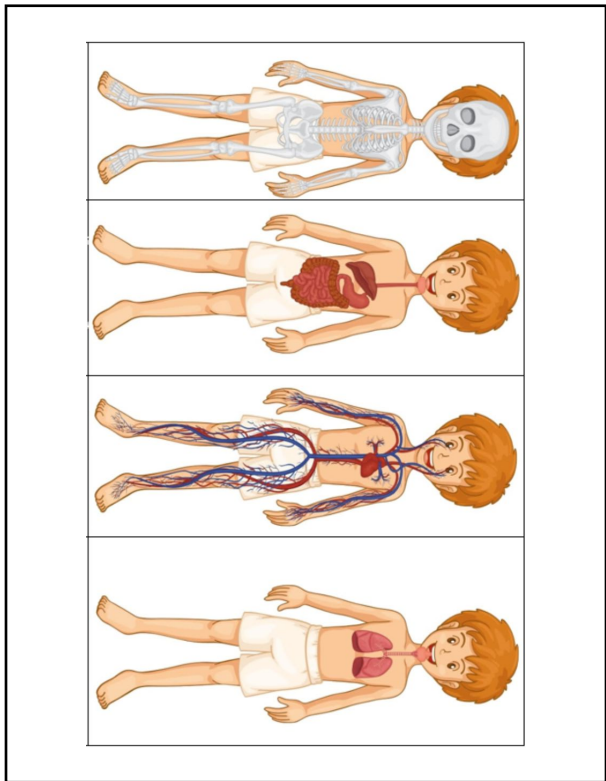
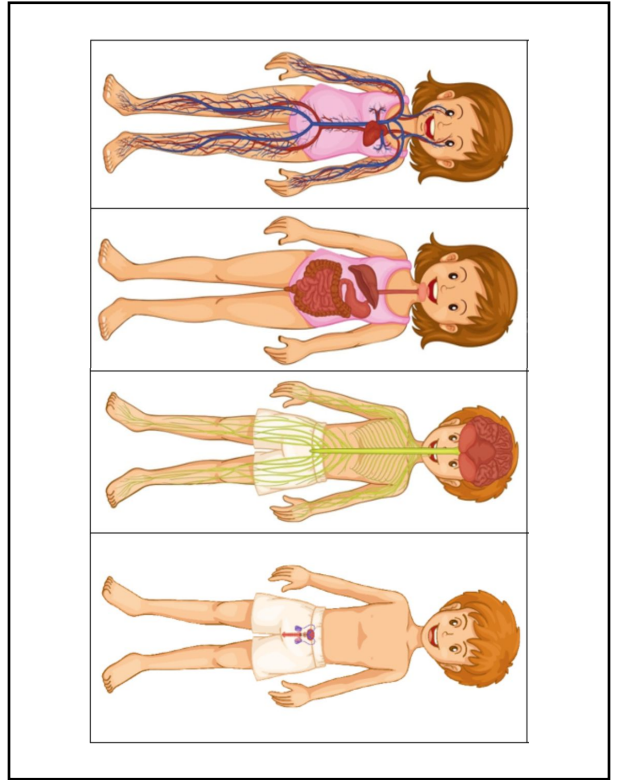
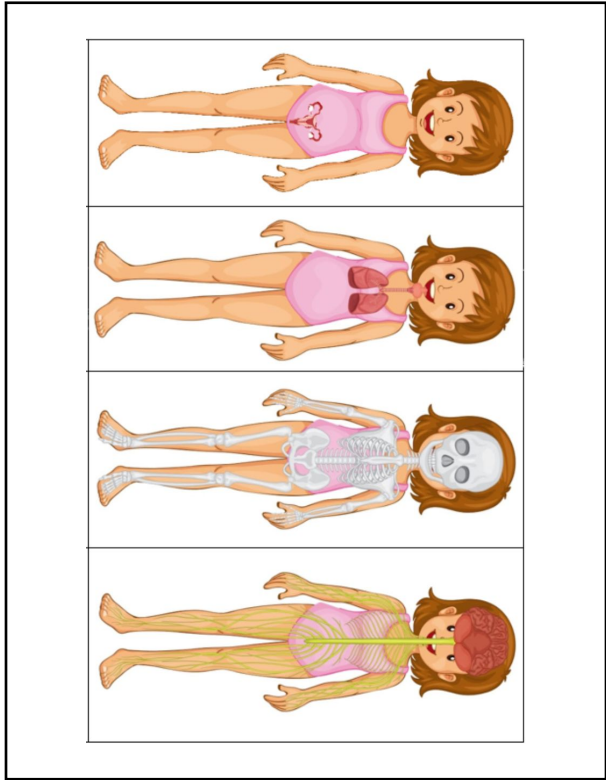
Nervous System

Circulatory System

Respiratory System

Digestive System

Reproductive System



<p>Heart Veins Arteries</p>	<p>Nerves Brain</p>
<p>Bones</p>	<p>Mouth Throat Stomach Intestines</p>

**Nose
Windpipe
Lungs**

**Penis
Testes**

**Ovaries
Uterus
Vagina**

**Breathe
in and out**

**Produce
sperm**

**Produce
eggs**

**Hold a body upright
and protect the
organs of the body**

**Brings blood to and
from the heart and
around the body**

**Delivers messages to
and from the brain**

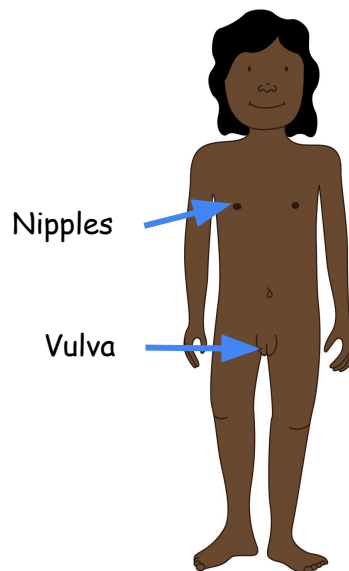
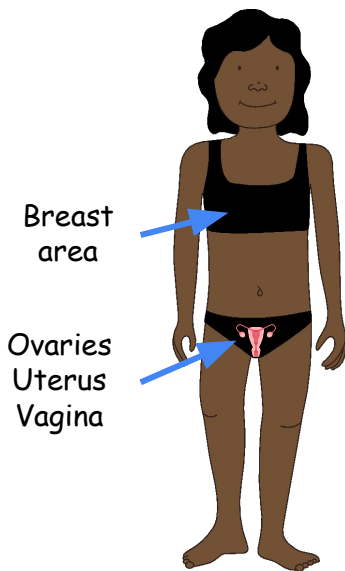
**Break apart food and
deliver it to the body**

My Body

Home Connections Handout

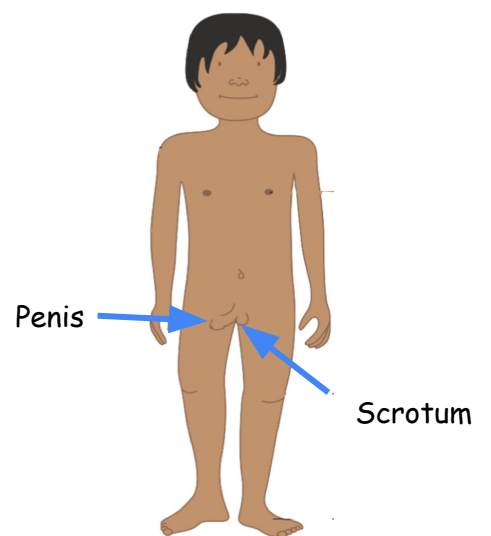
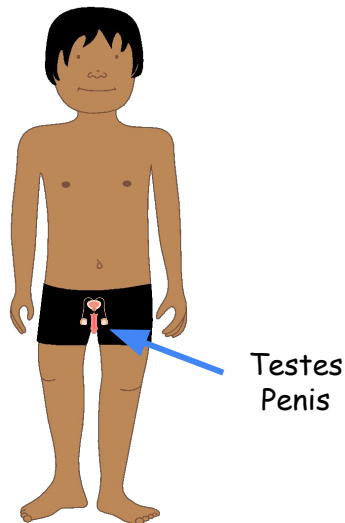
Two adults I trust to talk to about my body are:

- 1.
- 2.



Other words we've sometimes used for these body parts are:

Something else I want to know about bodies is:



Human Sexuality & Responsibility



Lesson 2: Puberty

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

“Last time, we learned about the parts of our bodies that help people grow and one day be able to have children. Today, we’re going to keep learning about how our bodies grow and change over time.

*As we get older, our bodies go through different life stages—from babies, to kids, to teenagers, and eventually adults. One of those stages is called **puberty**. Puberty is the time when your body starts to change from a child’s body to an adult’s body. These changes happen slowly and at different times for everyone, and that’s completely normal.*

In this lesson, we’ll talk about what some of those changes are, how they help our bodies grow and stay healthy, and ways to manage or take care of ourselves during this time, like practicing good hygiene.

Remember, everyone’s body is unique. There’s no right or wrong way to go through puberty—just your body’s way. Our goal today is to learn, ask questions, and understand what’s happening as we grow.”



Group 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 feeling comfortable learning or talking about new or personal things?”

Provide enough time to briefly review all group agreements.



I can...

- **Explain** that puberty changes happen at different times for everyone.
- **Describe** ways to take care of my body and stay clean during puberty.
- **Identify** trusted adults I can go to with questions about puberty.

Review the lesson objectives with students.

I can...

- Explain that puberty changes happen at different times for everyone.
- Describe ways to take care of my body and stay clean during puberty.
- Identify trusted adults I can go to with questions about puberty.

Life Stages

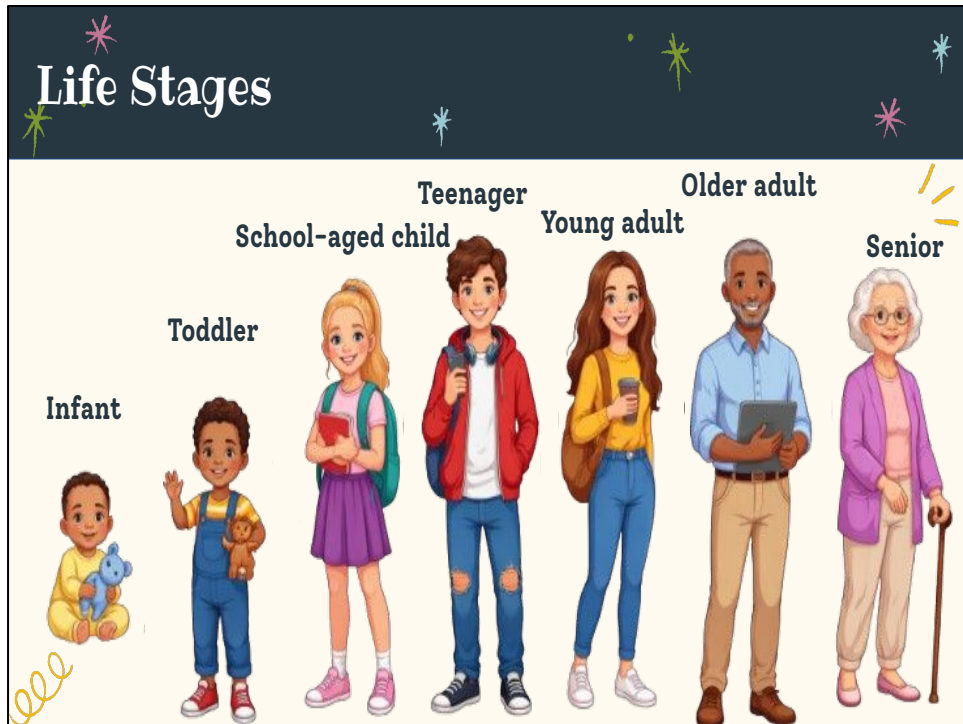
Image Line-Up

Arrange the 7 images in order from youngest to oldest.

Print and cut out the [Life Stages photos](#). Don't include the stage labels.

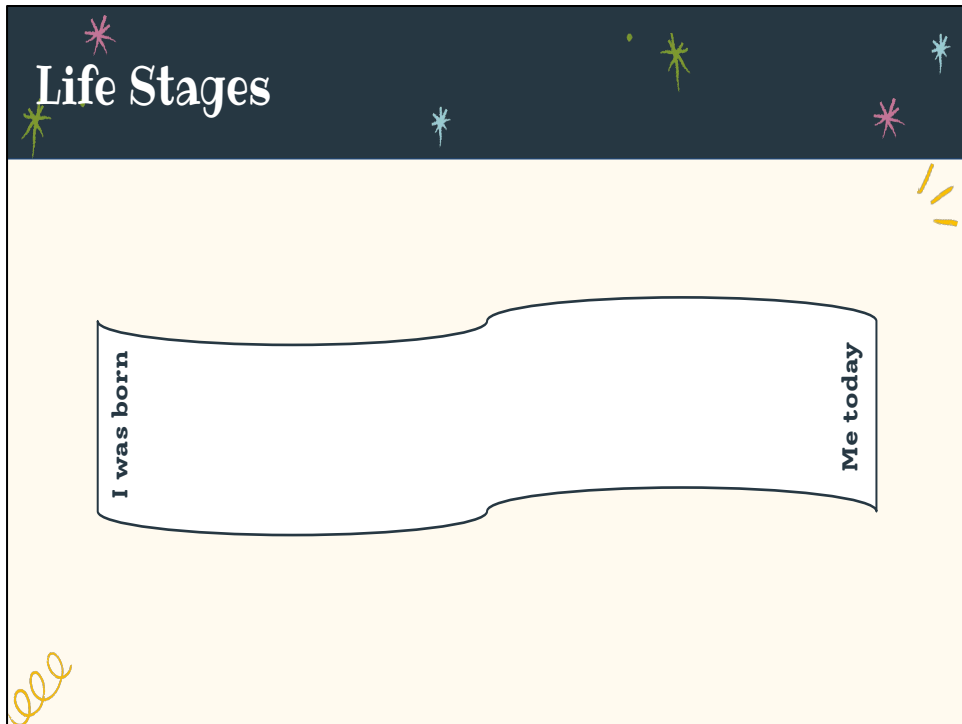
Ask for 7 volunteers or have students work in 7 groups, pass out the images and ask students to determine the order, youngest to oldest.

Once the image cards are arranged, move to the next slide to reveal the order on the slide and check if the students were correct.



Process the activity by asking the following questions:

- How old are the people in the images?
- What differences do you notice between each life stage?
- What are some things that might occur during a person's life during each stage?



[Print and cut out enough timelines](#) for each student to have one or give each student a blank sentence strip. If using a blank sentence strip, have students write "My Timeline" in the middle, "I was born" at one end, and, "Me today" at the other end.

Ask the students to fill in their timeline with important changes that have happened so far in their lives. Examples: spoke first words, learned to walk, learned to talk, learned to ride a bike/balance, big event(s) or celebration(s), general changes that have to do with their bodies, new siblings, etc. (this may include sad events as well, like illness, death, accidents).

After students complete their timeline, ask them to raise their hand if they are a child growing into an adult/grown up. Ensure that students can make the connection that they are ALL growing up and changing.

Puberty

Growing up and changing from a child into an adult

- Changes in your:
 - Body
 - Feelings
 - Relationships
- Happens to everyone
- Your body knows how and when

EVERYONE IS DIFFERENT

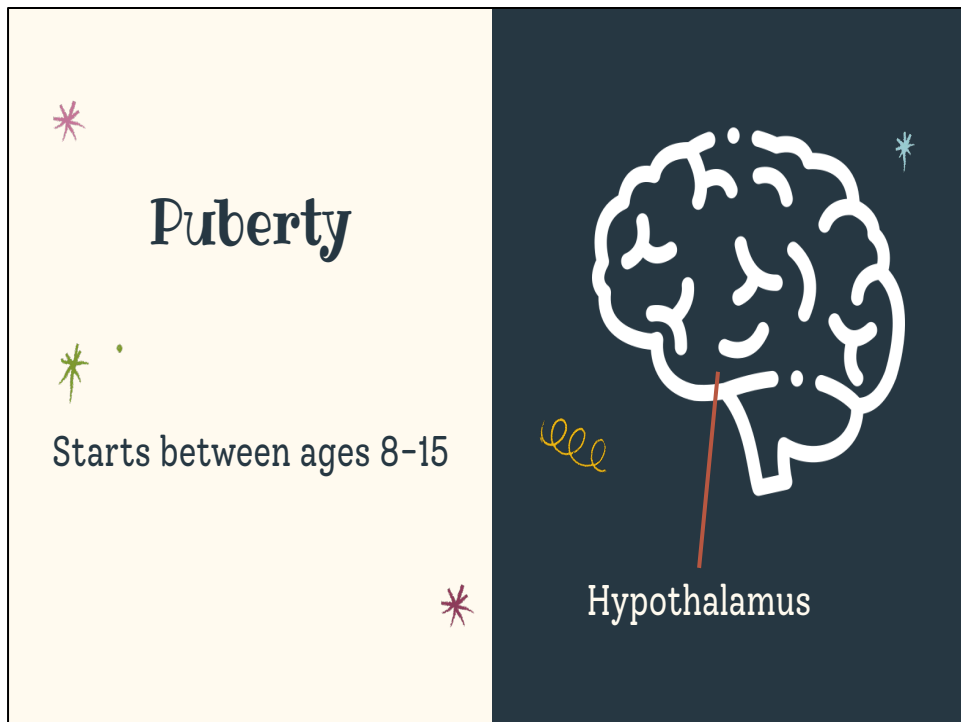
Explain that growing up and changing from a child into an adult is called **Puberty**.

CLICK to reveal the text and discuss the following:

- Puberty means that you may experience changes with your body, your feelings and your relationships.
- Puberty happens to everyone, even if you do not want to change.
- Your body knows what changes to go through and the changes happen when they are right for you.
- You can't speed up or slow down puberty; your body clock is set just right for you.

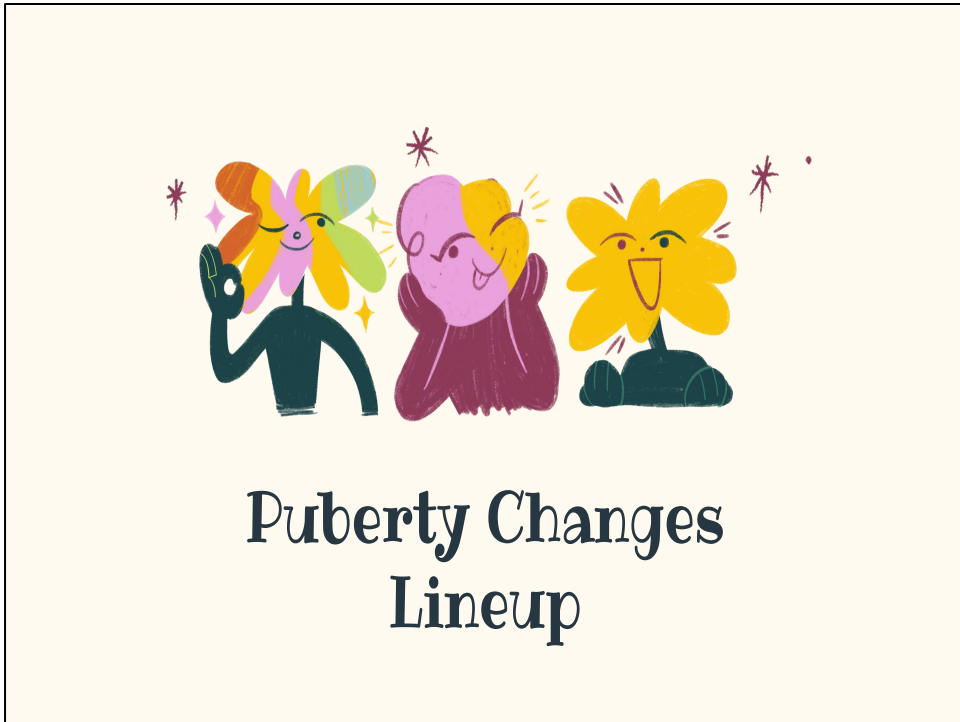
Lastly, **CLICK** to reveal and emphasize that **EVERYONE IS DIFFERENT**.

Explain that it can help to know about the changes that puberty causes before they happen. That way, you know what to expect.



Explain that puberty usually starts between ages 8 and 13 in people with a vagina and ages 9 and 15 in people with a penis. This wide range in ages helps to explain why, soon, some of your friends will look like young kids and others will start to look more like adults.

When each person's body is ready to begin puberty, a part of the brain called the hypothalamus releases special hormones that tell your body it's time for puberty to begin. These hormones send messages to different parts of the body to signal it is time for the change to begin.



Print out the [11 Puberty Changes Cards](#) and use them to discuss the changes that happen in the body.

Hold up the Growth Spurt (#1) picture and say: *“First, it typical starts with a Growth Spurt. A ‘spurt’ is when something happens in a hurry. And a growth spurt is just that: The body is growing really fast! When you go through puberty, it might seem like your sleeves are always getting shorter. That’s because you’re having a growth spurt that lasts for about 2 to 3 years. Some kids grow 4 or more inches in a year!”*

Ask for a volunteer to stand in front of the class and hold up the growth spurt card.

Hold up the Feet get bigger (#2) card and say: *“Not only are you growing in height during puberty, you will seem to always need new shoes! Your feet are growing faster than everything else. This can make you feel clumsy or awkward. This is normal, too! The rest of your body will eventually fill out and shape up, and you won’t feel as clumsy and awkward.”*

Ask for a volunteer to line up next to the first volunteer and hold up the feet get bigger card.

Hold up the Hair grows in new places (#3) card and say: *“Next, your body might start growing more hair on the legs, under your arms, and on the genitals. Some people start to grow hair on their face. This usually happens to people with a penis, but can happen to anyone.”*

Ask for a volunteer to line up next and hold up the hair grows in new places

card.

Hold up the Skin and hair (#4) card and say: *“Not only do you get more hair, but your skin also changes. The skin under your hair (known as the scalp) and the skin on your face starts to produce more oil. This can make your hair feel and look dirty, and can clog the pores in your skin, causing pimples, or acne.”*

Ask for a volunteer to line up next and hold up the skin and hair gets oily and causes pimples (acne) card.

Hold up the Sweat and body odor (#5) card and say: *“The changes don’t stop with more hair and oil. Your sweat glands also start to develop. So, when you get hot you sweat more, especially under your arms. And now that your body is going through puberty, the sweat can make you stink. Odor comes from under the arms, from your feet, from the genitals, and even the scalp.”*

Ask for a volunteer to line up next and hold up the skin and hair gets oily and causes pimples (acne) card.

Hold up both the penis and testicles (#6) card and the Muscles (#7) card and say: *“Your body shape can also change. For people with a penis, the penis and testicles grow larger and the testicles start producing sperm. These same people may become more muscular and their shoulders might grow wider.”*

Ask for two volunteers to line up next and hold up cards 6 and 7.

Hold up both the voice changes (#8) card and the voice box (#9) card and say: *“They also might start to notice a change in their voice. As the larynx, or voice box, grows, the voice gets deeper. And while this is happening, the voice might “crack” as it’s getting used to the new shape. In many people, the larynx will start to become a visible lump on the front of the neck. This is normal and is called an “Adam’s apple”.*

Ask for two more volunteers to line up next and hold up cards 8 and 9.

Hold up the breasts and hips (#10) card and say: *“For people with a vagina, breast tissue starts to develop and the hips may get wider. Their voices can change as well, but the larynx typically doesn’t get as large so no voice “cracking” or Adam’s apple.”*

Ask for a volunteer to line up next and hold up card #10.

Lastly, hold up the menstrual cycle (#11) card and say: *“This is also when the ovaries start to release eggs and the uterus starts to prepare for a pregnancy. This process is called the menstrual cycle, or some people call it a “period.” This cycle, or period, happens every month.”*

Ask for one more volunteer to line up and hold up the menstrual cycle card.

nutrients.)



Print out the [11 Managing the Changes](#) picture cards.

Say: “Another important way to take care of ourselves during this time is by practicing **personal hygiene**. Personal hygiene means taking care of your body to keep it clean and healthy.”

Instruct the students holding the Puberty Changes cards to spread out around the room.

Distribute the Managing the Changes cards to the rest of the students. Have students work in pairs when needed for all students to be involved in this activity.

Instruct students to work together to determine which tools can be used to manage the changes that can happen during puberty. Encourage the students with the Managing Changes cards to walk around to each of the Puberty Changes cards and discuss if and how they might work together. Explain that some tools may be used to manage more than one kind of change and some changes won't need any particular tool. Once students have determined which tool might go with which change, have them stand together. As a class, review the card placements and make any necessary changes according to the Managing Puberty Changes answer key.

Using the [Managing Puberty Changes Teacher's Resource](#), add any information still missing, clarify any incorrect information and answer questions about each item, before going on to the next item.

Vocabulary Review

Puberty

*Growing up and changing
from a child into an adult*

Personal Hygiene

*Taking care of your body to
keep it clean and healthy*

Ask students to recall the definition of puberty. Take a few responses then **CLICK** to reveal the definition.

Puberty: *Growing up and changing from a child into an adult.*

Ask students to recall the definition of hygiene. Take a few responses then **CLICK** to reveal the definition.

Personal Hygiene: *Taking care of your body to keep it clean and healthy.*

Puberty Review


- Do all humans change, grow, and develop at the same time?
- Do all humans change, grow, and develop in the same way?
- What are some ways to practice hygiene during puberty and throughout life?



Review today's talk about puberty.

Ask:

- *“Do all humans change, grow, and develop at the same me?”* [No, everyone has their own timeline.]
- *“Do all humans change, grow, and develop in the same way?”* [No, everyone develops into their own person.]
- *“What are some ways girls and boys can practice hygiene?”* [bath, shampoo, launder clothes, wear deodorant, brush your teeth.]



Home Connections Handout

Who are 2 adults you trust to talk about puberty?

HSR Grade 3 Lesson 2

Puberty
Home Connections Handout

Two adults I trust to talk to about changes in my body during puberty are:

- 1.
- 2.

What are some things you can do on your own?

Draw a picture of what your body looks like now. Show the parts you like the best.

What are some things you need help with?

Draw a picture of what your body could look like when you are older. Will some things look different? Will some things look the same?

How has your body changed since you were a baby?

How do you feel about your body growing and changing?

Activity adapted from *Sex is a Funny Word*, a book by Cory Silverberg and Fiona Smyth

Direct students to the [Home Connections Handout](#) and ask them to identify 2 trusted adults they can talk to about puberty.

Up Next...

...Boundaries and Consent



Wrap up the lesson by saying: *“During our next class, we will learn more about keeping our body safe with personal boundaries and consent.”*

* Attributions

- Slide Template: [Feelings Check-In Education Presentation in Cream Blue Black Hand Drawn Style](#) by [Canva Creative Studio](#) via [Canva.com](#)
- Home Connections Handout activities adapted from [Sex is a Funny Word](#), a book by Cory Silverberg and Fiona Smyth



Infant



Toddler



School-aged child



Teenager



Young adult



Older adult



Senior



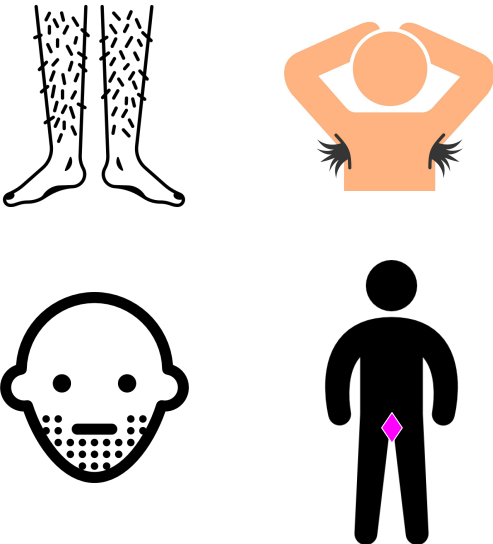
Grow taller

1



Feet get bigger

2



Hair grows in new places

3



Skin and hair gets oily and causes pimples (acne)

4



Sweat and body odor increases

5



Penis and testicles may begin to get larger

6



Muscles develop and shoulders get wider

7



Voice changes

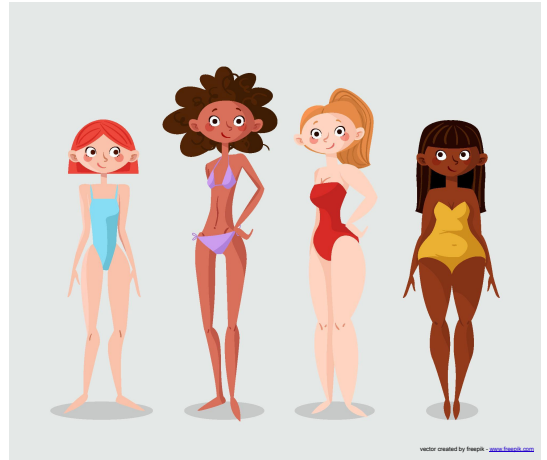
8



People vector created by freepik - www.freepik.com

Voice box (*larynx*)
gets larger
(*Adam's Apple*)

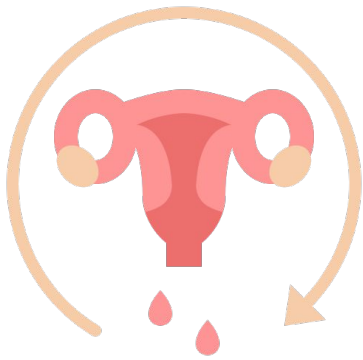
9



vector created by freepik - www.freepik.com

Breasts develop
and hips get wider

10



Menstruation icons created by scotfor - Flaticon

Menstrual Cycle
begins (*Period*)

11



vector created by macrovector - www.freepik.com

Active Living



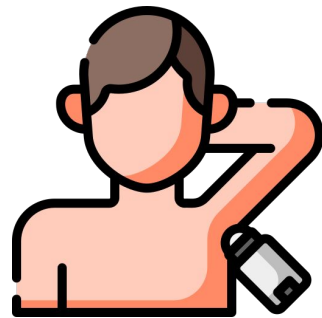
Food vector created by macrovector_official - www.freepik.com

Healthy Eating



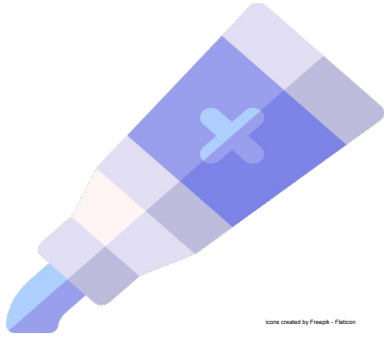
Man vector created by phloppintar - www.freepik.com

Wash face



Icon created by Freepik - www.freepik.com

Deodorant/ Antiperspirant



Acne
cream/medicine



Athletic support cup
(jock strap)



Bra



Razor and Shaving
cream/gel

Managing Puberty Changes - Answer Key

Puberty Change	Management Tools
1. Grow taller	<p>Active Living</p> <ul style="list-style-type: none"> Physical and recreational activities such as sports, walking and having fun with friends outside can help keep your muscles and bones strong as they grow. <p>Healthy Eating</p> <ul style="list-style-type: none"> Your growing body needs extra nutrition to fuel the changes that are happening
2. Feet get bigger	None
3. Hair grows in new places	<p>Razor and shaving cream/gel</p> <ul style="list-style-type: none"> Some people choose to remove the hair on their face and other parts of their body, others do not. If someone chooses to shave, using shave gel or cream helps to reduce friction and adds moisture in order to reduce skin irritation.
4. Skin and hair get oily and causes pimples (acne)	<p>Wash face</p> <ul style="list-style-type: none"> Using a mild or unscented soap to wash the face twice daily can help prevent the oil from clogging the pores in the skin, which causes pimples. <p>Acne cream/medicine</p> <ul style="list-style-type: none"> Many types of creams or lotions have ingredients in them to help prevent and clear up minor acne or pimples Be sure to follow the directions closely. Some people experience more serious acne and see a doctor (like a dermatologist) who can prescribe stronger medications <p>Shower, shampoo, soap</p>
5. Sweat and body odor increase	<p>Deodorant/antiperspirant</p> <ul style="list-style-type: none"> This can be used in addition to daily washing of the underarms to either stop sweat from forming (antiperspirant) or to absorb/block the odor (deodorant) <p>Shower, shampoo, soap</p> <ul style="list-style-type: none"> If a person doesn't shower or bathe daily, it's a good idea to wash at least the feet, neck/ears, armpits, and genital/anal area daily <p>Drink water</p> <ul style="list-style-type: none"> Drinking water is important, especially during physical activity and hot weather, in order to replenish the fluids that are lost from sweating
6. Penis and testicles may begin to get larger	<p>Athletic support cup</p> <ul style="list-style-type: none"> This can be worn just as support (without a hard cup) or for protection of the genitals during contact sports

<p>7. Muscles develop and shoulders get wider</p>	<p>Active living</p> <ul style="list-style-type: none"> Physical and recreational activities such as sports, walking and having fun with friends outside can help keep your muscles and bones strong as they grow. <p>Healthy Eating</p> <ul style="list-style-type: none"> Your growing body needs extra nutrition to fuel the changes that are happening
<p>8. Voice changes</p>	<p>None</p>
<p>9. Voice box gets larger</p>	<p>None</p>
<p>10. Breasts develop and hips get wider</p>	<p>Bra</p> <ul style="list-style-type: none"> People can wear a bra for comfort, modesty, or support as their breasts develop <p>Healthy eating</p> <ul style="list-style-type: none"> Your growing body needs extra nutrition to fuel the changes that are happening <p>Active living</p> <ul style="list-style-type: none"> Physical and recreational activities such as sports, walking and having fun with friends outside can help keep your muscles and bones strong as they grow.
<p>11. Menstrual cycle begins</p>	<p>Menstrual products (pads, panty liners, period panties, tampons, menstrual cups)</p> <ul style="list-style-type: none"> Used to manage menstrual flow. You can keep extra menstruation supplies handy in a locker or bag. Pads and sometimes tampons are usually available at school offices. Menstruation supplies can be bought at drug, grocery, convenience and health stores or online. Choose products that are unscented. Always put used menstrual supplies in the garbage, not the toilet.
<p>Additional Menstrual Product Information</p>	<p>Pads are applied to underwear to absorb menstrual flow as it leaves the vagina.</p> <ul style="list-style-type: none"> Pads come in a variety of shapes and sizes. Pads can be disposable or reusable. Disposable pads attach to the inside of underwear by sticky strips. If they have wings, the wings wrap around the leg openings of the underwear. Reusable pads have snaps to keep them in place. Change pads often. If disposable, wrap in toilet paper and put in the garbage. If reusable, put them in a zippered wet bag or resealable plastic bag (such as a Ziploc® bag) if away from home. Reusable pads are washed in the laundry just like any other clothing. Cold water is more effective than hot when washing any item with blood on it. <p>Panty liners are similar to pads and absorb light menstrual flow or vaginal discharge.</p>

Period panties are underwear that contain an absorbent layer of material in the gusset (crotch). Some may also have removable, reusable inserts to absorb even more menstrual flow.

- Some people will use period panties to replace pads, tampons or cups. Others will use them as backup, in case a tampon or cup leaks.
- Panties are washed in the laundry just like any other clothing. Cold water is more effective than hot when washing any item with blood on it.

Tampons are absorbent products put inside the vagina to absorb menstrual flow before it leaves the vagina. They may or may not come with a plastic or cardboard applicator.

- Use the lowest absorbency needed; if the tampon is still somewhat dry after 3 or 4 hours, use a lighter absorbency.
- Tampons need to be changed often: usually at least every 4 hours during the day and no longer than 6-8 hours at night. Follow the instructions for that particular product.
- To dispose of used tampons, wrap them in toilet paper and put them into the garbage.
- Follow the instructions carefully to learn how to use safely. Incorrect use can result in Toxic Shock Syndrome, a rare but serious infection. Check in with a trusted adult for support.

Menstrual cups are silicone or plastic cups that are inserted into the vagina and collect menstrual flow. Follow the instructions for how to insert.

- Can be safely left in for up to 12 hours, but may need to be changed depending on menstrual flow.
- Disposable cups are removed, wrapped in toilet paper and put in the garbage.
- Reusable cups are removed, rinsed as directed and reinserted.

Puberty

Home Connections Handout

Two adults I trust to talk to about changes in my body during puberty are:

1.

2.

What are some things you can do on your own?

What are some things you need help with?

Draw a picture of what your body looks like now. Show the parts you like the best.

Draw a picture of what your body could look like when you are older. Will some things look different? Will some things look the same?

How has your body changed since you were a baby?

How do you feel about your body growing and changing?

Human Sexuality & Responsibility



Lesson 3: Boundaries and Consent

Introduce lesson 3 by saying something like:

“Today, we’re going to keep learning about how to take care of ourselves and respect others as we grow. In our last lesson, we talked about puberty and how our bodies change over time. As our bodies grow, it’s also important to learn how to keep them safe and make choices about what feels comfortable to us.

Remember, this is a learning space where everyone’s ideas and feelings matter. It’s okay to have questions, and it’s okay to have different comfort levels. We’re here to learn how to keep ourselves and others safe and respected.”



Group 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 feeling comfortable learning or talking about new or personal things?”*

Provide enough time to briefly review all group agreements.



I can...

- **Explain** what consent, personal boundaries, and being in charge of my own body mean.
- **Practice** how to share my boundaries and say “no” when something doesn’t feel okay.
- **Identify** trusted adults I can talk to about consent and boundaries.

Review the lesson objectives with students.

I can...

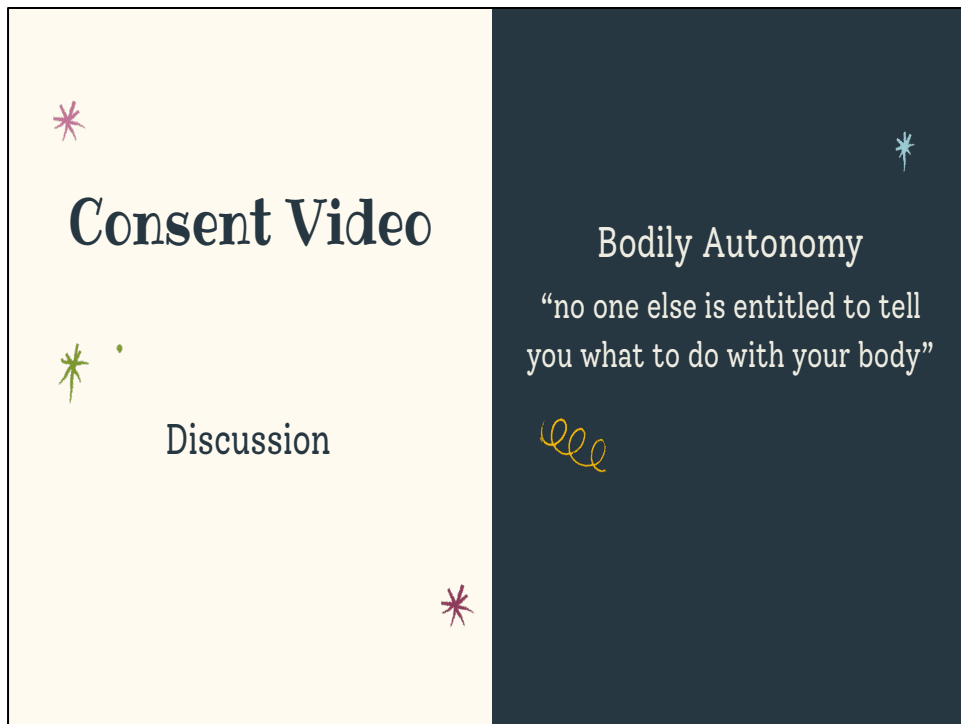
- Explain what consent, personal boundaries, and being in charge of my own body mean.
- Practice how to share my boundaries and say “no” when something doesn’t feel okay.
- Identify trusted adults I can talk to about consent and boundaries.



Start by asking students to recall from the first lesson about our bodies what is meant by the word “**privacy**.” Remind them that keeping something private means that it is just for you.

Explain that in this lesson, we are going to talk about this in a different way, because your body is YOUR body!

Show the [video](#).



Discuss the video by starting with the term “bodily autonomy.”

CLICK to reveal the phrase and ask students to recall what the video said about what “bodily autonomy” is.

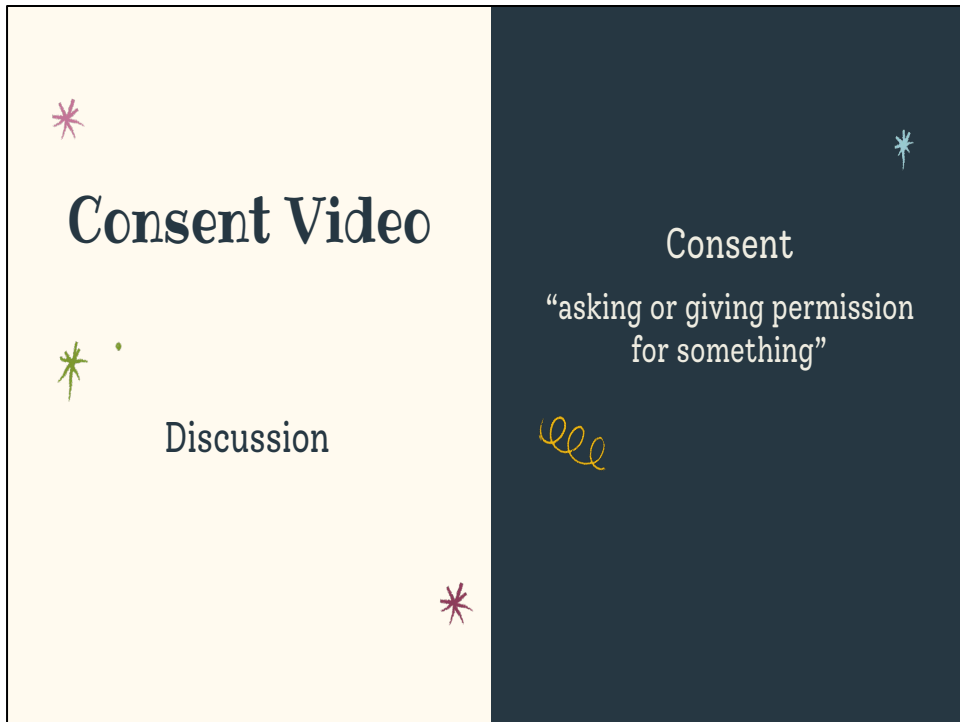
Take a few responses then **CLICK** to reveal the definition.

The video explained it as “no one else is entitled to tell you what to do with your body.”

Ask for a volunteer to explain what “entitled” means.

Take a few responses, then explain that entitled means having the right to or being allowed to. Bodily autonomy means that no one else has the right or permission to make choices about your body - only you do.

You can also break it down by explaining that “bodily” refers to your body, and “autonomy” means “you get to decide.”



CLICK to reveal the word “consent” and ask what the video said about what it means.

Take a few responses then **CLICK** to reveal the definition.

- Consent is about asking or giving permission for something.

Discuss the examples in the video: hugs and holding hands.

Ask: “*Because it’s your body, who needs to get consent before hugging or touching your body?*” (responses should include friends, strangers, adults you know, and everyone)

Ask: “*How do you know if you have consent to hug someone?*” (you have to ask!)

Ask: “*What did the video say are some things that kids can’t consent to?*” (legal contracts, voting, and sexual stuff)

Explain that “sexual stuff” is anything that has to do with your reproductive body parts or the reproductive body parts of other people.



Print two copies of the [“My Body, Their Body” coloring pages](#); one entire copy on white paper and another entire copy on a pale color like pink or yellow. You will need additional copies or random pages on white or the same colored paper if you have more than 22 students in your class.

Pass out one coloring page to each student and make crayons, colored pencils, or markers available. Give students 5-10 minutes to color their page however they want.

After about 10 minutes, or when most students are done, call time. Ask students to look at the color of the paper they have, and to divide themselves into two groups based on that color – so all students whose copies are on white paper will go in one group, and all the students whose copies were made on the other color paper will go to the other group.

Once they are in groups, ask the students to take a few minutes to look at each other’s pictures and admire the drawings and how they colored them. After a few minutes, ask for everyone’s attention. Say something like, *“You may have noticed that at the bottom right-hand corner of your page you have a number. Your job now is to put yourselves in order from one to eleven and stand in that order. It’s possible that there may be more than one person with the same number in your group, and that’s okay!”*

(*NOTE TO THE TEACHER: If movement is limited or not possible for any of the students, make sure the members of each group gather around that student.)

Once the students have gotten themselves in order, explain that their pictures, together, tell a story. Starting with the person who has number one in one of the two groups, ask that person (or both people together) to read out loud what is written on their page. Then switch to the other group, and ask the student(s) with #2 on their page to read what is written on their sheet. Alternate back and forth until the entire story has been read.

Once everyone is done, ask them to give themselves a round of applause and to return to their seats with their drawings.

Once everyone is seated, ask for the students who didn't get a chance to read part of the story aloud to summarize for you what the story was about. Probe for the following key points:

- That everyone's body is their body
- That you get to decide who touches your body and who doesn't
- That you get to decide what kind of touch you're okay with and what kind you're not okay with
- That other people get to decide who touches their body and who doesn't – and that means we all have to respect other people when they say they don't want to be touched

Vocabulary

Personal boundary

- *Personal*: for each person to decide for themselves
- *Boundary*: a limit

Consent

Asking or giving permission for something

Explain that how someone feels about whether or how they wish to be touched is a “**personal boundary**”. Point out that “personal” means it is for each person to decide, and “boundary” means “a limit.”

Say something like, “*So a personal boundary might mean you’re okay with being hugged by one person but not by another; or it may be that you don’t like hugs at all.*”

CLICK to reveal the word and discuss “consent” by explaining that if you say you are okay with being touched in a certain way, you have given your “consent”.

Say something like, “*If you do not have someone’s consent you need to ask for it before you hug them or touch them in any way. If someone tries to touch you when you have not given them permission to, you have the right to tell them to stop – and they have a responsibility to stop. If they don’t, it’s important to go tell your parent or another trusted adult right away.*”

Personal Boundaries

Hugging

- **Student 1:** Ask your partner how they feel about hugging.
- **Student 2:** Answer honestly:
 - Do you like hugs?
 - Who do you like to get hugs from?
 - When do you not like hugs?
- **Student 1:** Listen carefully and respect your partner's answers.

Ask students how they know what someone's personal boundaries are.

Possible answers may include, "They have to tell you," or "You should ask them first." Tell them you're going to practice doing that right now.

Have each student turn to a partner and instruct them to decide who will be #1 and who will be #2.

CLICK to reveal the activity instructions on the slides.

Once every pair has chosen a person one, tell those students that in a moment, they will ask their partner how they feel about hugging. Student #2 should respond honestly – do they like to hug? Who do they like to get hugs from? When do they NOT like hugs? Say "go" so students can start their conversations.

After about 2 or 3 minutes, or once most of the conversations seem to have come to a natural end, call attention to the front of the room.

Personal Boundaries Debrief

- How did your person #2 feel about hugging?
- What did they say to let you know how they felt?
- Was anything they said unclear at all?
- What do you think someone should do if they've clearly set a personal boundary, and the other person doesn't respect it?

Process the dyad conversations by asking the following questions:

- How did your person #2 feel about hugging?
- What did they say to let you know how they felt?
- Was anything they said unclear at all?
- What do you think someone should do if they've clearly set a personal boundary, and the other person doesn't respect it?

Continue the discussion by asking the following:

- Has anyone ever done something to another student that the other student hasn't liked? What are some examples?
- If you have, what did you do once you found out you did something that didn't respect that person's boundaries?

(*NOTE TO THE TEACHER: If students cannot come up with their own examples, you can offer something from your own life. Or you can offer an example relating to hugging, since you've just been discussing that, and talk about a time when you hugged someone who wasn't a hugger. Another example is tickling. Whatever example you use, be sure to focus on a time when you violated someone else's boundary by mistake.)

Personal Boundaries Summary


- Be clear about your boundaries.
- Ask about other people's boundaries and respect them.
- If someone doesn't respect your boundaries, tell a trusted adult.

You have the right to say who can and cannot touch you, and in what ways!



After hearing about what students did once they discovered they'd violated someone's boundary – or after sharing what you did – **summarize** with the following points:

- It's super important to be clear about your boundaries
- It's super important to ask someone else about their personal boundaries, if they haven't already told you what they are
- If someone doesn't respect your personal boundaries, even after you've told them what they are, you need to go find an adult you know well and trust and tell them so that they can make this behavior stop.
- You have the right to say who can and cannot touch you, and in what ways!



Home Connections Handout

Who are 2 adults you trust to talk about personal boundaries and consent?

HSR Grade 9 Lesson 3

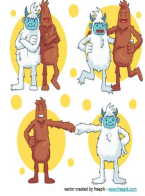
Boundaries and Consent
Home Connections Handout

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

1. _____
2. _____

Are there people in your life you don't feel comfortable hugging, kissing, or touching?

What could you do instead?



ART BY TERRY O'NEILL

Fill in the blanks using these words:
BODILY AUTONOMY CONSENT BOUNDARIES

Before I touch someone, even if I've touched them before, I need to ask for their _____.

If someone wants to hug me and I don't want them to hug me, I need to be clear about my personal _____.

I have the right to say who can or can't touch me. I have _____.

Direct students to the [Home Connections Handout](#) and ask them to identify 2 trusted adults they can talk to about personal boundaries and consent.

Up Next...

...Personal Safety



Wrap up by saying something like:

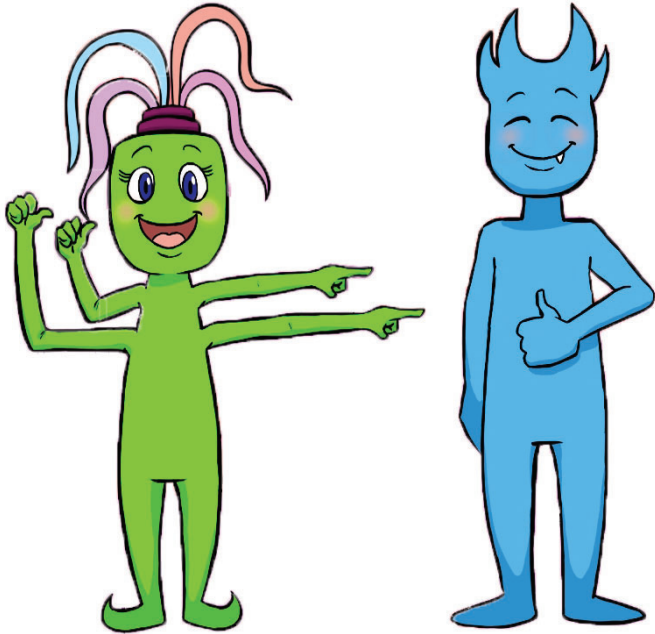
“During our next class, we will learn how to recognize when something doesn’t feel right and what to do to keep ourselves safe.”

* **Attributions** *

- Slide Template: [Feelings Check-In Education Presentation in Cream Blue Black Hand Drawn Style](#) by [Canva Creative Studio](#) via [Canva.com](#)
- [Consent for Kids video](#) by Blue Seat Studios, 2016
- My Body, Their Body: Written by Isy Abraham-Raveson and illustrated by Rebecca Klein & Rachel Frome



My Body, Their Body.



Written By: Isy Abraham-Raveson
Illustrated By: Rebecca Klein & Rachel Frome

YES!

Your body is YOUR BODY!



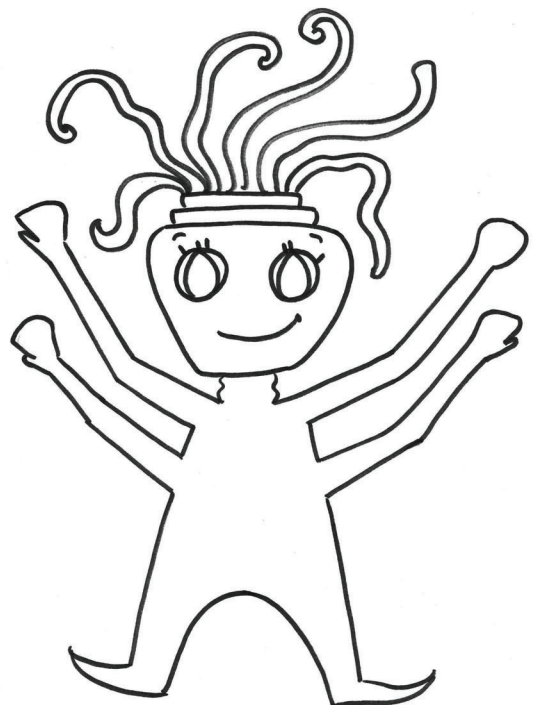
That's so important that I think we should say it again: It's YOUR BODY.

1

That means that only you get to decide what to do with your body, who gets to touch it, and how.



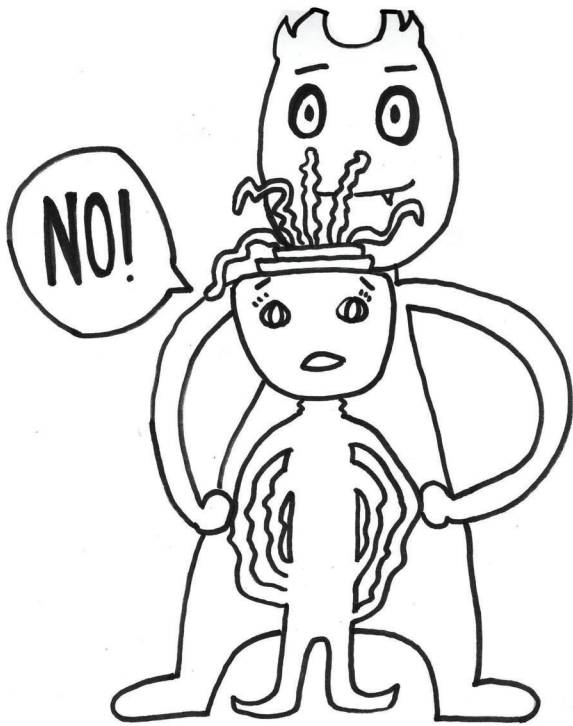
2



If you want a big hug, you can ask for one!

3

If someone touches your body in a way that you don't like, you can say, "NO!"



4

And you can touch your own body any way that you want! (But sometimes touching our own bodies is private, so we do it alone.)



5

So, if someone says, "Go hug Grandma!"
You can say:

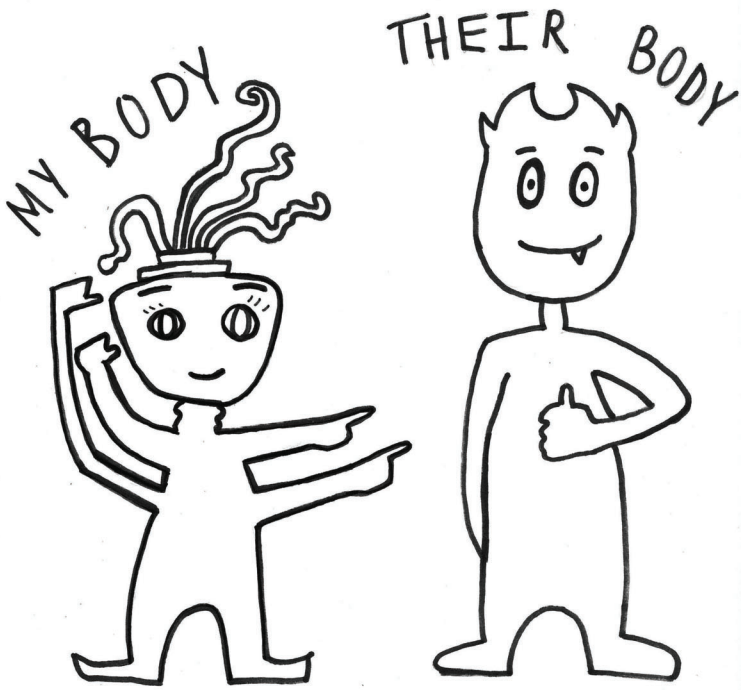
Or, you can say:



6



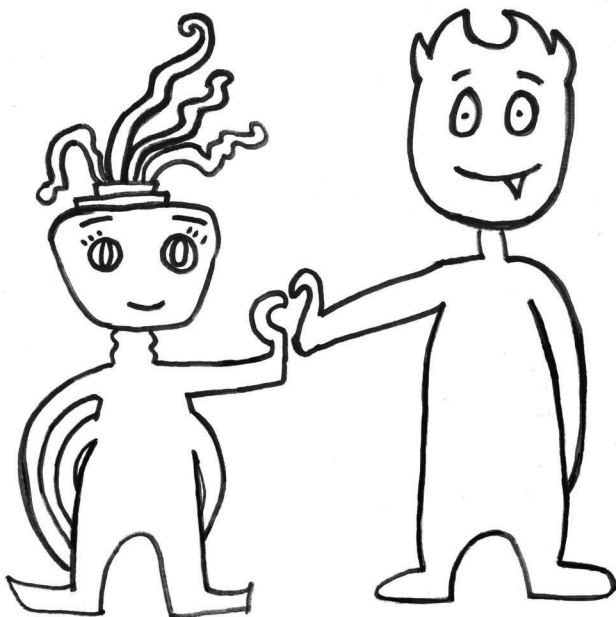
7



And if your body is your body, then other people's bodies are THEIR bodies.

8

And that doesn't mean that they don't love you. It doesn't mean they won't want a hug another time. But it means you cannot touch them. Because it's THEIR body!



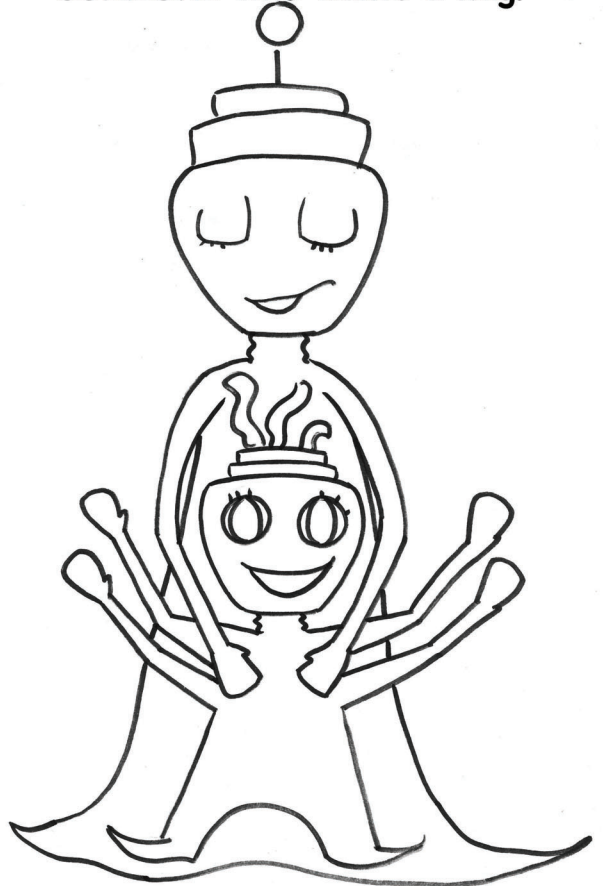
10



That means if you want to hug your friend, you should ask. And if your friend doesn't want a hug, THEY can say, "NO!"

9

But don't worry. You can always find SOMEONE who wants a hug!



11

Boundaries and Consent

Home Connections Handout

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

- 1.
- 2.

Are there people in your life you don't feel comfortable hugging, kissing, or touching?



What could you do instead?



vector created by freepik - www.freepik.com

Fill in the blanks using these words:

BODILY AUTONOMY CONSENT BOUNDARIES

Before I touch someone, even if I've touched them before, I need to ask for their _____.

If someone wants to hug me and I don't want them to hug me, I need to be clear about my personal _____.

I have the right to say who can or can't touch me. I have _____.

Human Sexuality & Responsibility



Lesson 4: Personal Safety

Introduce lesson 4 by saying something like, *“Today we’re going to learn about personal safety—how to recognize when something doesn’t feel right and what to do to keep ourselves safe.”*

The most important thing is that everyone deserves to feel safe, cared for, and respected. This lesson is about learning ways to protect yourself and knowing who can help if you ever need it.”



Group 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 feeling comfortable learning or talking about new or personal things?”*

Provide enough time to briefly review all group agreements.



I can...

- **Explain** what abuse and neglect mean in a way that helps me understand safety.
- **Identify** red flag situations and ways to stay safe.
- **Identify** trusted adults I can go to with questions or if I need help staying safe.

Review the lesson objectives with students.

I can...

- Explain what abuse and neglect mean in a way that helps me understand safety.
- Identify red flag situations and ways to stay safe.
- Identify trusted adults I can go to with questions or if I need help staying safe.



Personal Safety and Abuse Prevention

Ask: *“Who knows what prevention means?”*

Take a few responses then explain that to prevent something means to stop it from happening before it ever starts, to not let it happen.

“This lesson is all about making sure you are safe and that kids are not hurt. So, let’s start by talking about how kids sometimes get hurt. What are some ways kids might get hurt?”

Responses could include skinning a knee, falling off a bike, being in a car accident, etc.

Vocabulary

Abuse

when an adult or older child hurts a child either physically, or with words, or if someone touches a child's reproductive body parts

Neglect

when parents/guardians don't take care of their kids or don't provide them with what they need to be safe and healthy

Explain that there are also a lot of kids who get hurt from child abuse.

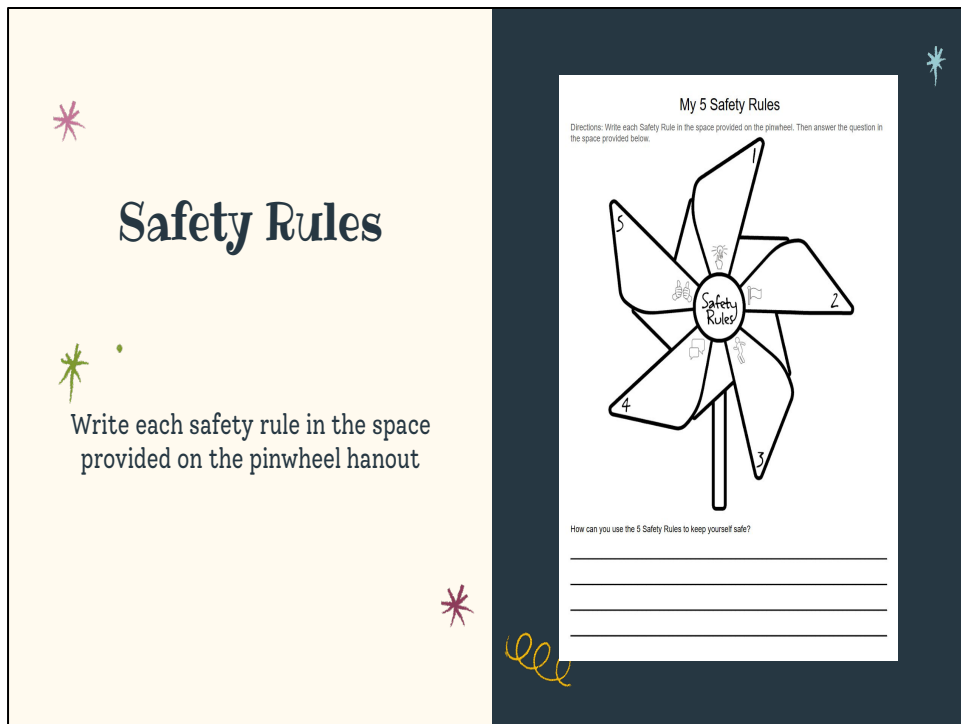
CLICK to reveal the word "Abuse" on the slide and ask: "*Who knows what abuse means?*"

Take a few responses then **CLICK** to reveal the definition and say, "*Abuse is when an adult or older child hurts a child either physically, or with words, or if someone touches their reproductive body parts.*"

CLICK to reveal the word "neglect" and the definition and explain that it is also a kind of abuse, called neglect, if parents/guardians don't take care of their kids or don't provide them with what they need to be safe and healthy.

Point out that abuse can happen by strangers, and it can also happen by people who we know, love, and trust.

Say: "*I know some of the information we are discussing may not be easy to talk about, but you are all doing very well listening and being serious about this very important topic. There are a lot of people doing great things to try to help stop abuse and help kids who have been hurt. There are a lot of people trying to make sure abuse never happens.*"



Print enough copies of the [Pinwheel Handout](#) for each student to have one. Before you begin the activity, take out a piece of paper and ball it up.

Explain the activity by saying something like: *“First, I want you to take a minute to think about some general safety rules that you’ve been taught by your parents or other adults. When I say “go,” I am going to toss this paper ball to someone at random. If you catch the paper, I want you to share a rule with the group. Once you’ve shared a rule, toss the paper ball to a classmate and they can share another safety rule.”*

Examples might include:

- look both ways before crossing the street
- wear a helmet when riding a bike
- never open the door for a stranger
- follow classroom and playground rules
- keep your hands to yourself

Distribute the pinwheel handout.

CLICK to reveal the handout image and instructions and explain: *“Next, I’m going to teach you about 5 Safety Rules that can help you identify abuse and help you know what to do if it ever happens to you or someone you know. After we discuss each rule, write the Safety Rule in the space provided on the pinwheel.”*

Safety Rule #1:
Know What's Up



Explain Safety Rule #1:

*Safety Rule #1 is **Know What's Up**.*

This rule helps you to understand important safety information such as calling 911 and knowing safety procedures at school and home.

When talking about abuse, this rule helps us know that abuse is wrong and that telling is getting help and not tattling.

Give students time to write the Safety Rule in the space provided on the pinwheel.

Safety Rule #2: **Spot Red Flags**



Explain Safety Rule #2:

*Safety Rule #2 is **Spot Red Flags**.*

Have you ever seen a traffic light with red, yellow, and green lights? Do you know that the red light means stop?

When we are talking about Safety Rule #2, red flags are like red lights and mean stop or danger. Red flags are when you see something unsafe or you see someone being hurtful with either words or actions.

Some examples of Red Flags, or warning signs, are when an adult or another child:

- *uses mean or hurtful words*
- *uses hurtful touches*
- *touches your reproductive body parts or asks you to touch their reproductive body parts*
- *plays games about reproductive body parts*
- *plays tricks to try to get you to do something unsafe, or something you do not want to do*
- *tells you that you have done something wrong or says you will get in trouble if you tell anyone about something they want you to do*
- *someone you don't know asking for your personal information*

When you see these types of behaviors that are red flags, then you know you can use the other Safety Rules to help.

pinwheel.

Safety Rule #3: **Make a Move**



Explain Safety Rule #3:

*Safety Rule #3 is **Make a Move**.*

This rule tells you that if you do spot red flags and see someone being abusive or hurtful, you can Make a Move.

There are ways you can Make a Move to help you or someone else be safe, such as Get Away from an unsafe or bad situation, or you can Stay Away from people or situations that you know are not safe.

Give students time to write the Safety Rule in the space provided on the pinwheel.

Safety Rule #4: **Talk It Up**



Explain Safety Rule #4:

*Safety Rule #4 is **Talk It Up**.*

This rule tells you that you should talk to a Safe Adult to get help.

A Safe Adult is a trusted adult that you know well and that will listen and help you if you go to them to talk about an unsafe situation.

Give students time to write the Safety Rule in the space provided on the pinwheel.

Safety Rule #1:
No Blame – No Shame



Explain Safety Rule #5:

*Safety Rule #5 is **No Blame - No Shame**.*

If you are ever hurt or abused, you are never to blame and you should never be ashamed to tell a Safe Adult.

No matter what anyone does to hurt you or what they say to you, even if they say you are to blame or you will get in trouble if you tell, you are never to blame and it is never too late to tell.

Give students time to write the Safety Rule in the space provided on the pinwheel.


Safety Rules

Answer the question at the bottom of your pinwheel sheet.


My 5 Safety Rules
Directions: Write each Safety Rule in the space provided on the pinwheel. Then answer the question in the space provided below.

How can you use the 5 Safety Rules to keep yourself safe?




Point out the question at the bottom of the pinwheel sheet - *How can you use the 5 Safety Rules to keep yourself safe?* - and instruct students to take a few minutes to respond.

Allow students a few minutes to complete this part of the activity, and if time allows, call on some students to share what they wrote. These can be displayed in the classroom, and/or encourage students to take them home and share with parent/guardian.



Print and cut out the 8 [“What if...” Cards](#).

Explain this activity by saying something like:

“Finally, I want to make sure that you know what to do if you Spot Red Flags or unsafe situations. I will share some cards with you and you will work in pairs to read the situation on the card and discuss together what you would do. Remember that a Safe Adult can be a parent or guardian or any other trusted adult that you know. When you are finished, we will discuss the situations as a class and hear what some of you decided.”

Allow students to pair up, or randomly assign pairs.

Distribute one “What If” card to each pair of students. Some of the situations may be distributed to more than one pair. Give the pairs approximately 5 minutes to discuss and decide what they would do.

Spot the Red Flags

What if...	Possible Response
...you're in the restroom and someone tries to touch you?	Say no, get away, and tell a Safe Adult



Call the class back to order and review each scenario.

Read the “What if...” situation on the slide. Ask the student groups who had this scenario to share what they discussed.

Take 1-2 responses, then **CLICK** to reveal a possible response that reflects the 5 Safety Rules.

Scenario:


- What if you're in the restroom and someone tries to touch you?

Possible Response:

- Say no, get away, and tell a Safe Adult

Spot the Red Flags

What if...	Possible Response
...you're online and someone you don't know asks for details about you or your family in a chat?	Don't provide any information, log out, tell a Safe Adult



Read the “What if...” situation on the slide. Ask the student groups who had this scenario to share what they discussed.

Take 1-2 responses, then **CLICK** to reveal a possible response that reflects the 5 Safety Rules.

Scenario:


- What if you're online and someone you don't know asks for details about you or your family in a chat?

Possible Response:

- Don't provide any information, log out, tell a Safe Adult

Spot the Red Flags

What if...	Possible Response
...you're with a babysitter and they have a friend come over that you don't know?	Tell the babysitter that it's not allowed, call or text your parent/guardian



Read the “What if...” situation on the slide. Ask the student groups who had this scenario to share what they discussed.

Take 1-2 responses, then **CLICK** to reveal a possible response that reflects the 5 Safety Rules.

Scenario:

- What if you're with a babysitter and they have a friend come over that you don't know?

Possible Response:

- Tell the babysitter that it's not allowed, call or text your parent/guardian

Spot the Red Flags

What if...	Possible Response
...you're at a friend's house and her older brother wants you to go into the basement with him?	Say no, get away, and tell a Safe Adult



Read the “What if...” situation on the slide. Ask the student groups who had this scenario to share what they discussed.

Take 1-2 responses, then **CLICK** to reveal a possible response that reflects the 5 Safety Rules.

Scenario:

- What if you're at a friend's house and her older brother wants you to go into the basement with him?

Possible Response:

- Say no, get away, and tell a Safe Adult

Spot the Red Flags

What if...

...you're walking to school with a friend and a car pulls up next to you and the driver asks for directions to the school?

Possible Response

Get away and tell a Safe Adult (adults should not ask children for help)



Read the “What if...” situation on the slide. Ask the student groups who had this scenario to share what they discussed.

Take 1-2 responses, then **CLICK** to reveal a possible response that reflects the 5 Safety Rules.

Scenario:


- What if you're walking to school with a friend and a car pulls up next to you and the driver asks for directions to the school?

Possible Response:

- Get away and tell a Safe Adult (adults should not ask children for help)

Spot the Red Flags

What if...	Possible Response
...someone knocks on the door when your parent/guardian is in the shower? Would you answer it?	No, ignore it and tell your parent/guardian



Read the “What if...” situation on the slide. Ask the student groups who had this scenario to share what they discussed.

Take 1-2 responses, then **CLICK** to reveal a possible response that reflects the 5 Safety Rules.

Scenario:

- What if someone knocks on the door when your parent/guardian is in the shower? Would you answer it?

Possible Response:

- No, ignore it and tell your parent/guardian

Spot the Red Flags

What if...	Possible Response
...you're playing outside with a group of friends and a neighbor invites you into their house?	Go home and ask permission first



Read the “What if...” situation on the slide. Ask the student groups who had this scenario to share what they discussed.

Take 1-2 responses, then **CLICK** to reveal a possible response that reflects the 5 Safety Rules.

Scenario:


- What if you're playing outside with a group of friends and a neighbor invites you into their house?

Possible Response:

- Go home and ask permission first

Spot the Red Flags

What if...	Possible Response
...you're in the locker room and your coach or teacher asks you to undress in front of the them?	Say no, get away, and tell a Safe Adult



Read the “What if...” situation on the slide. Ask the student groups who had this scenario to share what they discussed.

Take 1-2 responses, then **CLICK** to reveal a possible response that reflects the 5 Safety Rules.

Scenario:

- What if you're in the locker room and your coach or teacher asks you to undress in front of the them?

Possible Response:

- Say no, get away, and tell a Safe Adult



Explain the final activity by saying something like:

“To wrap up today, let’s come up with a list of words that you think of when you think about preventing child abuse and about staying safe.”


Prompt students to start with the 5 safety rules. Write out a list of the words as students share ideas.

Once you have a list of at least 10 words, **CLICK** to reveal the sample word cloud image and explain to students that they will be making a word cloud using the list of words about preventing abuse and staying safe.

Say: *“Now, let’s use some of these words, or your own words, to create a Word Cloud.”*

Students can work individually or in small groups to create their own word clouds and display them afterward.

Remind students to use different sizes, colors or types of writing for each word to make it look more interesting.



Home Connections Handout

Who are 2 adults you trust to talk about personal safety?

HSR Grade 3 Lesson 4


Personal Safety
Home Connections Handout

Two adults I trust to talk to about staying safe are:

1. _____
2. _____


Match the Safety Rules. Draw a line from the Rule to the explanation.

<ol style="list-style-type: none"> 1. Know What's Up 2. Spot Red Flags 3. Make A Move 4. Talk It Up 5. No Blame / No Shame 	<ol style="list-style-type: none"> A. When you talk to a Safe Adult to get help. B. When you get away from an unsafe or bad situation, or you stay away from people or situations that you know are not safe. C. You are never to blame and you should never be ashamed to tell a Safe Adult. D. When you understand important safety information, that abuse is wrong and that telling is good. E. When you see something unsafe or you see someone being hurtful with either words or actions.
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"Teaches are always up to you!"
Teaches should always make you feel safe.
Teaches should never be a secret!
If the teaches make you feel scary that's your cue to...

NO!
Say no!



GO!
Get out of there!

TELL!
Tell someone you trust!

Direct students to the [Home Connections Handout](#) and ask them to identify 2 trusted adults they can talk to about personal safety.

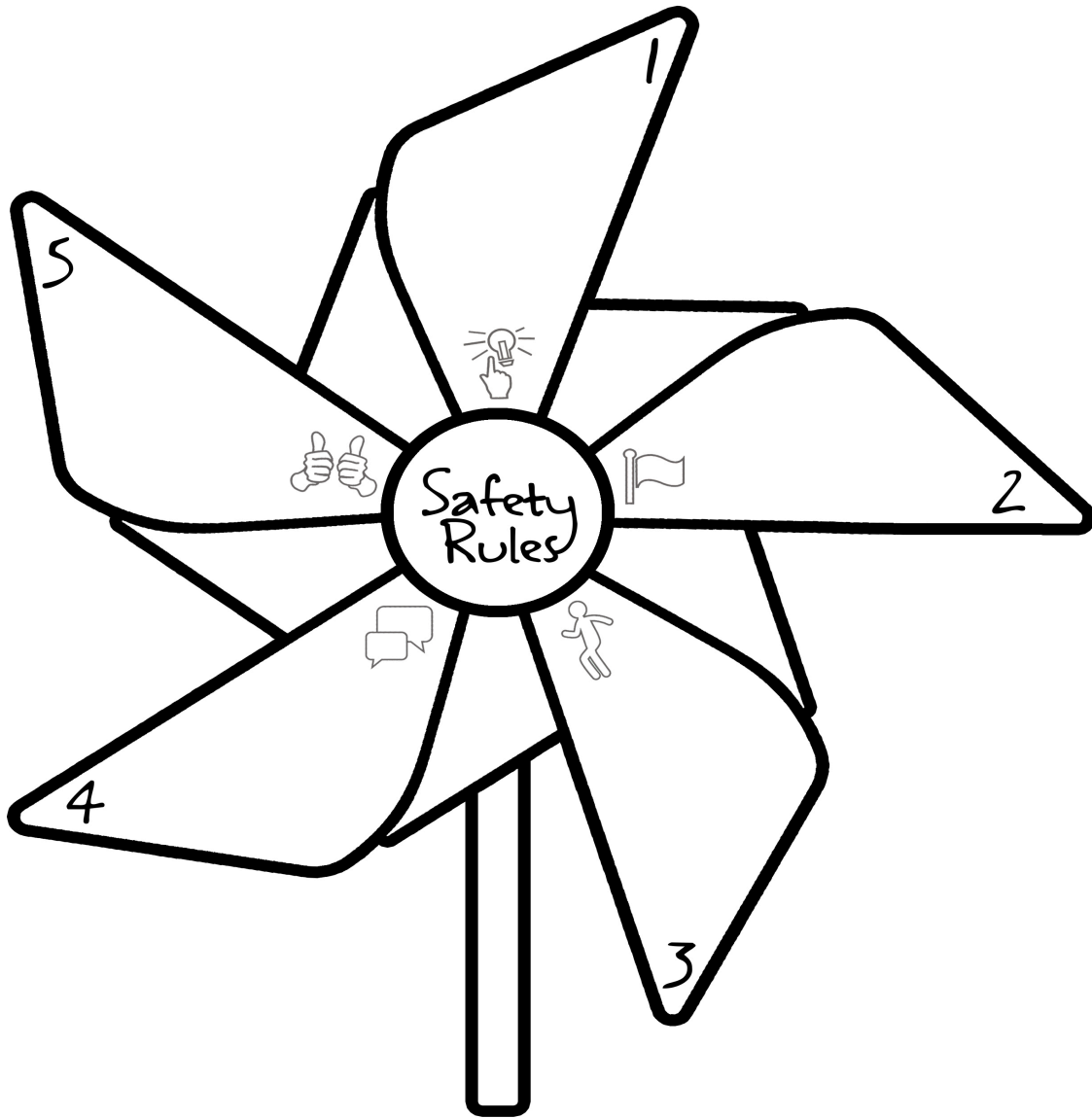
* Attributions

- Slide Template: [Feelings Check-In Education Presentation in Cream Blue Black Hand Drawn Style](#) by [Canva Creative Studio](#) via [Canva.com](#)
- Lesson activities, including safety rule graphics, adapted from the [MBF Child Safety Matters™](#) program, Child Abuse Prevention Month Lesson Plan (Grades 3-5)
- [Word Cloud image](#) from [Freepik.com](#)

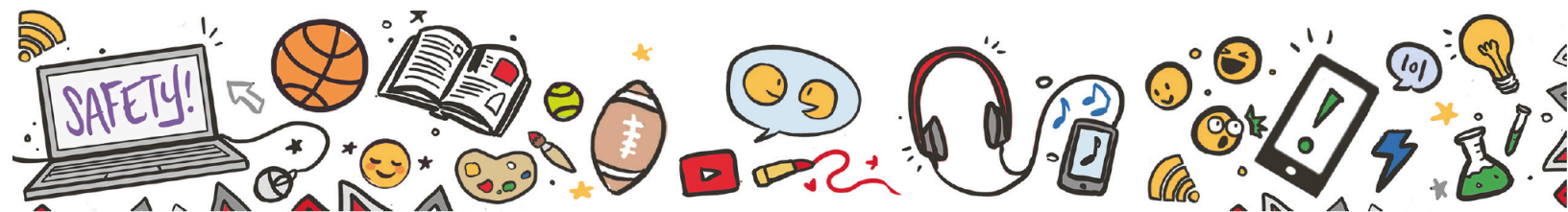


My 5 Safety Rules

Directions: Write each Safety Rule in the space provided on the pinwheel. Then answer the question in the space provided below.



How can you use the 5 Safety Rules to keep yourself safe?



“What if” Cards

Directions for Teacher: Cut out individual cards for pairs of students to read and discuss. Reproduce as needed.

Adapted from Darkness to Light Stewards of Children “What If?” Game. Used with permission.

What if you're with a babysitter and they have a friend come over that you do not know?

What if you're at a friend's house and her older brother wants you to go into the basement with him?

What if you're playing outside with a group of friends and a neighbor invites you into their house?

What if you're in the locker room and your coach or teacher asks you to undress in front of them?

“What if” Cards

Directions for Teacher: Cut out individual cards for pairs of students to read and discuss. Reproduce as needed.

Adapted from Darkness to Light Stewards of Children “What If?” Game. Used with permission.

What if you’re in the restroom and someone tries to touch you? What would you do?

What if you’re online and someone you don’t know asks for details about you or your family in a chat?

What if you’re walking to school with a friend and a car pulls up next to you and the driver asks for directions to the school?

What if someone knocks on the door when your parent/guardian is in the shower? Would you answer it?

Personal Safety

Home Connections Handout

Two adults I trust to talk to about staying safe are:

- 1.

- 2.

Match the Safety Rules. Draw a line from the Rule to the explanation.

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. Know What's Up
 2. Spot Red Flags
 3. Make A Move
 4. Talk It Up
 5. No Blame / No Shame | <ol style="list-style-type: none"> A. When you talk to a Safe Adult to get help.
 B. When you get away from an unsafe or bad situation, or you stay away from people or situations that you know are not safe.
 C. You are never to blame and you should never be ashamed to tell a Safe Adult.
 D. When you understand important safety information, that abuse is wrong and that telling is good.
 E. When you see something unsafe or you see someone being hurtful with either words or actions. |
|---|---|



Touches are always up to you!

Touches should always make you feel safe.

Touches should never be a secret!

If the touches make you feel yucky that's your clue to.....

NO!
Just say no!



GO!
Get out of there!



TELL!

Tell someone you trust!