

Student Name: _____

Vocabulary for K-2

Parents review and discuss the vocabulary words and definitions:

Private body parts—The parts of the body that are normally covered by a bathing suit.

Boundaries—The invisible limits that separate one person from another and provide a sense of “self” as an individual that is different from others.

Rules—Statements that describe the approved or appropriate course of conduct.

Secrets—Something concealed or hidden from others. A situation that is kept private or withheld from publication or public knowledge.

Respect—The state of being regarded with honor or esteem—being appreciative. An attitude of admiration, honor and friendship. Respect for oneself and others means assuming that each person has value and dignity.

Safe adults or friends—People who won’t hurt, confuse, or scare a young person intentionally or without a good or honorable reason. Safe friends and adults also respect young people’s wishes and the rules of their parents and guardians

Unsafe adults or friends—People who intentionally hurt, scare, and confuse young people in order to satisfy their own personal needs, wants, and desires. Unsafe friends and adults disregard the wishes of the young person, the potential danger of various activities, and the also the family’s rules about appropriate behavior. They may be safe at some times and unsafe at other times.

Special safe adult—People who may see or touch a child’s private parts, but only for the purpose of keeping the child clean and healthy. For this age group, that will most certainly be limited to a physician or other healthcare professional, and that person needs to have another adult present during any examination.

Safe touch—A touch that has a good purpose, is not intended to hurt, and is familiar and safe.

Unsafe touch—Any touch that can hurt or scare someone. Or, any touch that, although it starts out safe, becomes uncomfortable, confusing, or scary.

Using the word “No!”—Having the right to express an unequivocal refusal or denial

Parent Signature when completed.

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At Home Lesson for K- 2

Learning the names of the non-private body parts and understanding the meaning of “private”:

Goal: Help children to see that they have a say in what happens to their bodies.

Directions:

- Teach children body part names by using the following familiar children’s song.
Touch each part as you sing it:
Head and shoulders, knees and toes, knees and toes.
Head and shoulders, knees and toes, knees and toes.
Eyes and ears and mouth and nose,
Head and shoulders, knees and toes,
Head and shoulders, knees and toes, knees and toes.
(Repeat several times, gradually increasing the tempo—speed—each time)
- Talk with children about the difference between these “regular” body parts and private body parts: These are the parts covered by a swimsuit. We treat private body parts as “special” by keeping them covered. One reason is to help keep our private body parts clean and healthy. The other reason we keep them private is because ... they’re private.
- Ask children what to do if someone wants to touch their private body parts or if an adult asks a child to touch the adult’s private body parts.
 - Say “No!”
 - Run away.
 - Tell a safe adult what happened.

Give children examples of situations that might come up, and talk about what to do in each situation:

- What if a grownup asks you to keep a birthday present a secret?
- What if a grownup offers you a present or a treat to keep you from talking about touching private body parts or any other kind of touch that might upset your parents?
- What if a grownup is not touching your private body parts, but is doing something else that makes you feel kind of icky?
- What if the person who is trying to touch your private body parts is a bigger kid, and not an adult?
- What if a grownup tells you that no one will believe you if you tell?
- What if the grownup who makes you feel icky is someone you really like, someone your family knows and likes, or even someone in your family?

Continued on back

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Remind the child that Safe Adults are people who touch only in ways that are safe.

- People who don't hurt without a good reason (e.g., if a nurse gives a child a shot, it will hurt—but, the shot is for a good reason).
- People who don't confuse or scare you on purpose without a good reason (e.g., if someone tells you that there's a fire in your house and helps you escape—but, warning you about a fire and helping you escape is a good reason to scare you).
- Safe adults respect your wishes and your parent's rules. Remind children that most touches are safe.

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Grades K-2 Activity:

Student's Name _____ **PREP Grade** _____

This sheet will be collected in class on _____.

Working with your child read each scenario. Have your child draw a "smiley" face if it is good



or the "frowning" face if it is bad.



Your mother gives you hug when you wake up. _____

Your father gives you a kiss after tucking you into bed. _____

Tommy gives you a "high five" when you win the game. _____

Someone says they want to touch your private body parts _____
or, they try without even asking.

Someone at school says they want to take you down a dark hallway to show you something. _____

The stranger behind you in church tries to shake your hand during the peace greeting. _____

Your friendly dog is wagging its tail and licking your face. _____

The next-door neighbor child pushes you down on the sidewalk. _____

Someone is running down a hallway at school and a teacher reaches out and puts a hand on the person's shoulder to stop them from running and possibly falling. _____

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Ask each child to add an example of a good touch and a bad touch. Parents may write the child's examples.

Parent Signature when completed.