



Dear Teacher,

Thank you for your role in educating your students on body safety. You are an instrumental part of each child's life and you have the opportunity to reinforce the message about body safety all year long. Our hope is that discussions about body safety will soon be as comfortable and common as talking about fire safety. Here are some recommendations to help with your continued body safety education in the classroom.

- 1) **Do your body safety activities right before a break in the school day.** This can be either before lunch, recess, or the end of the day. That will give the students the opportunity to further discuss the topic in private.
- 2) **Use the story about the puppet characters as a guide.** This is a less threatening way to talk about difficult issues. Keep Derek and Joanne's stories alive in the classroom.
- 3) **Make sure you are ready.** If you are uncomfortable your students will likely sense that. Consider asking for support from colleagues in addressing these topics if you do not feel prepared. SungateKids SafeKids is also available to you at any time.
- 4) **Be creative.** This packet has suggestions but you know your students best. Remember, the easier you make it to talk about this issue, the more open your students will be.

If you continue to talk about child abuse, they will talk to you.

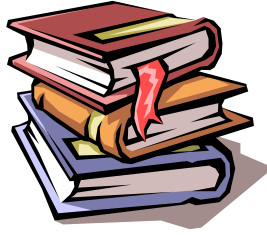
The packet includes...

Letter writing \*\*\* Questions and Answer Session \*\*\* The "Uh-Oh" Feeling  
Identifying Support Systems \*\*\* What If's \*\*\* A Line Hugs

We have also included a list of books that can support the topics discussed by SungateKids SafeKids. Please feel free to use us as a resource for any further assistance.

Sincerely,

Amy and Erin  
SungateKids SafeKids



### **Books on Body Safety**

- “The Trouble with Secrets” by Karen Johnsen
- “Some Parts are NOT for Sharing” by Julie Federico
- “I Said NO!” by Sandra Caron, PhD
- “No Trespassing-this is MY body” by Pattie Fitzgerald
- “An Exceptional Children’s Guide to Touch-teaching social and physical boundaries to kids” by Hunter Manasco
- “Your Body Belongs to You” by Cornelia Spelman
- “Those are MY Private Parts” by Diane Hansen
- “A Terrible Thing Happened” by Margaret Holmes
- “Some Secrets Should Never Be Kept” by Jayneen Sanders
- “My Body is Special and Belongs to Me” by Sally Berenzweig
- “My Body Belongs to Me” by Jill Starishevsky
- “Do You Have a Secret?” by Jennifer Moore-Mallinos
- “Please Tell: a child’s story about sexual abuse” by Jessie

### **Other Books on Feelings and Space**

- “How to Get Rid of Bad Dreams” by Nancy Hazbry
- “Lets’ Talk About Feeling Afraid” by Joy Berry
- “How Are You Peeling” by Saxton Freyman
- “A Very Touching Book” by Jan Hindman
- “Personal Space Camp” by Julia Cook



## Discussion Questions

- 1. Lily is at home with her stepfather one summer day. Her mom is still at work. Lily's stepfather tries to touch her private body parts. Lily is confused and angry and does not know what to do. What should Lilly do?**

  - A. Be upset, but don't say anything because it might get him in trouble.
  - B. SAY NO! GET AWAY AND TELL SOMEONE RIGHT AWAY!
  - C. Go and watch T.V.
  - D. Ask him why he is doing this.
  
- 2. Greg is playing with some friends at the park. Inside the restroom is a man who tells Greg he will give him \$5.00 if Greg will show the man his private parts. What should Greg do?**

  - A. Take the money and runaway as fast as he can.
  - B. Don't show the man, but rather stay and talk to him.
  - C. LEAVE QUICKLY AND TELL HIS FRIENDS THEY NEED TO LEAVE THE PARK RIGHT AWAY.
  
- 3. Michelle feels uncomfortable around her aunt. Her aunt tries to be alone with her a lot. When they are alone, Michelle's aunt talks to her in a way that makes her feel confused. What should Michelle do?**

  - A. Report her aunt to the police.
  - B. Stop worrying so much, and realize that she should do whatever her aunt says.
  - C. REFUSE TO BE ALONE WITH HER AUNT AND TALK TO ANOTHER ADULT ABOUT HER FEELINGS.
  
- 4. James is a friend of Kendra's mom. James wants Kendra to play a secret game. The other time they played this game, James touched Kendra's private places. He says it is a special secret between them. He brings her presents all the time and reminds her that she should not tell anyone about their secret. What should Kendra do?**

  - A. Never tell because she took the presents.
  - B. Not tell because it's a secret.
  - C. Not take any more presents.
  - D. NOT PLAY THE GAME AND TELL HER MOM RIGHT AWAY!

**5. You find out that one of your friends or someone in your class has been abused. They tell you not to tell anyone about it. How would you feel about him/her?**

- A. I would feel that there was something wrong with him/her.
- B. I wouldn't want to let him/her come near me.
- C. I would wonder what happened.
- D. I WOULD WANT TO HELP HIM/HER TELL AN ADULT.

**6. Sam's uncle lets him have a sip of his beer then shows him some grown up naked pictures on his computer. What should Sam do?**

- A. Do nothing since he will probably get in trouble for sipping beer.
- B. Tell his uncle that he should not do that
- C. Look at the pictures because he was curious
- D. LEAVE HIS UNCLE AND GO TELL AN ADULT

# Identifying Support Systems

## For Younger Children...

### Hands of Trust Exercise

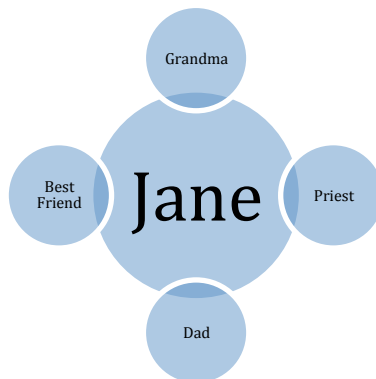
Have the children trace their hands on a sheet of paper. Have them write down an adult on each finger that they trust and can talk to about problems.

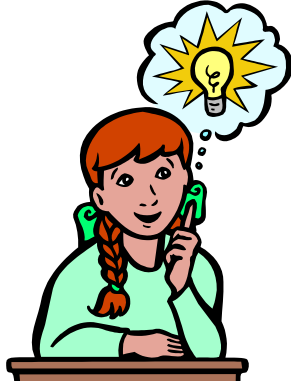


## For Other Children...

### Significant Others Exercise

Have the children draw a circle in the middle of the page to signify them. Then have the children draw smaller circles around the page with all the people in their lives. Once they identify people in their lives have them go back and mark with different color markers who they would talk to about different topics such as money, boyfriend/girlfriend, abuse, legal problems, or just plain feelings such as depression.





## What If...

Have a bucket full of the following situations, have the students draw a slip in game fashion and answer the “what if” situations below.

- Someone wants to show you something on the internet that you know is not appropriate.
- You see a grown man you do not know watching you and comes up to talk to you without your parents around.
- Your babysitter invites her boyfriend over while your parents are away and he wants to play games that make you feel funny.
- Some kids in your neighborhood want to play doctor with you.
- You have to go to the bathroom while you are at the movies.
- Someone in your house makes you feel uncomfortable but they are a family member.

# Letter Writing Activity



Presentations about topics such as child abuse can bring with it a wide range of emotions for students who participate in the program. We have found that letter writing is a good way to express such thoughts and feelings. This activity can work best following a presentation but can also be useful months later to reinforce the ideas taught in the workshop.

You can use the following starters to encourage kids to express their thoughts about Derek and Joann or other kids experiencing child abuse. These letters can also facilitate further group discussion. This can also be done as a group letter in your classroom.

Feel free to forward any letters on to SungateKids SafeKids that would benefit from a response from Derek or Joanne. Please make sure to read the letters prior to sending in case any disclosures occur in the letter. Your mental health team or the team at SungateKids would be happy to help you with this process.

*Dear Derek,*

*Thank you for coming to our school to tell us your story. If I had a friend who had the same thing happen, I would tell him...*

*Dear Joanne,*

*I was really brave of you to tell someone about what was happening to you. I learned...*

# Personal Space



## Activity #1: “My Space Bubble”

Get a hula hoop and talk about where their personal space is. Role play situations when someone enters into your personal space and how to ask them to stay out of their space. To add to this you can read the book “Personal Space Camp” by Julia Cook and incorporate her use of bubbles to identify a growing or shrinking space.



## Activity #2: “A Line Hugs”

To keep personal space personal, teach children to hug side by side where only their side and shoulders are touching. This keeps any private parts from coming into contact with another person.



# The “Uh-Oh” Feeling



## Part One:

Start by placing colorful cards on the floor identifying different feelings such as angry, scared, excited, nervous, confused, happy, sad, etc. Next, give the students examples of situations that might give them that “Uh-Oh” feeling and have them go to the feeling card on the floor that they feel when thinking about that situation.

## Part Two:

Have the students identify on their body where they feel that emotion and what it feels like. For example, nervous may be that the student points to their stomach as says it feels upset, like when you are about to throw up. You can also take it a step further with full size body tracings and have the students identifying on the body shape what they feel in particular areas of the body. For example, someone might draw butterflies in the stomach.