

**Lesson plan for “Boss of My Body”  
Grade 1**

Title/ Concept	“I Am the Boss of My Body” Sexual Abuse Prevention
Time Required	45 minutes
Health Standards Addressed	<p>Health Education &gt; Essential Standards &gt; 1.ICR.1.5 - Illustrate how to seek adult assistance for inappropriate touch</p> <p>Health Education &gt; Essential Standards &gt; 1.MEH.1.1 - Use effective communication to express and cope with emotions</p> <p>Health Education &gt; Essential Standards &gt; 1.ICR.1.4 - Contrast appropriate and inappropriate touch.</p> <p>Health Education &gt; Essential Standards &gt; 1.PCH.3.1 - Identify safety hazards in the home and injury prevention strategies</p> <p>Health Education &gt; Essential Standards &gt; 1.MEH.1.1 - Use effective communication to express and cope with emotions</p> <p>Health Education &gt; Essential Standards &gt; 1.MEH.1.2 - Use methods of positive coping with disappointment and failure</p>
School Counseling Standards Addressed	<p>PS:A1.6 Distinguish between appropriate and inappropriate behavior</p> <p>PS:A1.7 Recognize personal boundaries, rights and privacy needs</p> <p>PS:A1.8 Understand the need for self-control and how to practice it</p> <p>PS:A2.6 Use effective communications skills</p> <p>PS:B1.3 Identify alternative solutions to a problem</p> <p>PS:B1.4 Develop effective coping skills for dealing with problems</p> <p>PS:B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions</p> <p>PS:B1.3 Identify alternative solutions to a problem</p> <p>PS:B1.4 Develop effective coping skills for dealing with problems</p> <p>PS:B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions</p> <p>PS:C1.10 Learn techniques for managing stress and conflict</p> <p>PS:C1.11 Learn coping skills for managing life events</p> <p>RED.SE.1.2 Identify ways of controlling behaviors associated with emotional states, feelings, and moods.</p> <p>RED.SE.1.3 Contrast rights and responsibilities.</p> <p>RED.SE.3.1 Use oral and written communication skills to share information with others.</p> <p>RED.C.1.1 Identify problems that you have encountered or are likely to encounter.</p> <p>RED.C.1.2 Identify creative strategies and non-creative strategies to make decisions and to solve problems.</p> <p>RED.C.2.1 Identify situations from your daily life in terms of problems and solution strategies</p> <p>EEE.SE.1.1 Contrast appropriate and inappropriate physical contact.</p> <p>EEE.SE.1.2 Illustrate personal responsibility in a variety of settings and situations.</p> <p>EEE.C.1.1 Create strategies for solving problems that have been problems for some time</p>
Learning Outcomes	<p>Students will feel empowered to say “no” to inappropriate and uncomfortable touches. They will be able to verbalize the 3 safety rules (say “no”, get away, tell an adult), and will be able to identify adults they can go to for help. Students will understand “private parts” and learn that others are not allowed to touch those parts, except for medical professionals, and that they are the boss of their body.</p>
Materials	<p>Video “I Am the Boss of My Body” on DiscoveryEd, (Note: Use care when setting up the video to wait until the video is loaded before making visible to children because the video is listed as sexual abuse prevention, which is not what they need to see.)</p> <p>White board, smart board or other surface to write for children to see.</p> <p>Markers for writing</p> <p>Blank paper for each student and writing/ coloring supplies</p>

<p>Lead-in (3 minutes)</p>	<p>Lead a brief discussion with the following questions:</p> <ul style="list-style-type: none"> <li>-“What is a boss?” (someone who makes and enforces the rules, someone in charge, who makes decisions that others have to follow)</li> <li>- “Who is my boss?” (Depending on the scenero: parents, teachers, myself)</li> <li>-“If my boss tells me not to do something, do I have to listen to her/ him?” (Yes)</li> <li>-“What happens if I don’t do what my boss says?” (I could get in trouble, I could lose my job or privileges.)</li> <li>-“Are children ever the boss?” If yes, “When?” (Yes, when we want others to respect or listen to us)</li> </ul> <p>-Say: “Today we are going to watch a video about being the most important kind of boss. Some parts of the video are silly and you might laugh, but be sure to listen carefully as well to find the message from the video. We are going to learn some very important things today.”</p>
<p>Review and Practice (Video- 20 minutes; Discussion- 10 minutes)</p>	<p>Show children the video, and carefully monitor children’s reactions. If a child seems to become upset or uncomfortable, quietly allow them to move closer to you or another adult for comfort. It is recommended that at least 2 adults be present (preferably one being the School Counselor) in case a student becomes very upset and needs to leave the room.</p> <p>At the conclusion of the video, lead a discussion with the following questions and prompts:</p> <ul style="list-style-type: none"> <li>-“So, you learned that you are a boss! What are you the boss of?” (My body)</li> <li>-“If someone makes you feel funny or uncomfortable, can you tell them NO!?” (Yes- be sure all students are able to respond to this question)</li> <li>-“Can you tell someone really powerful like a King, a Queen or President NO! if you feel funny or uncomfortable?” (Yes, you can tell anyone NO! if you don’t want them to touch you)</li> <li>-“What if you are afraid of hurting their feelings? Do you still need to say NO! ?” (Yes, because <i>your</i> feelings are very important and YOU are the boss of your body!”</li> <li>-“If you say NO! and someone doesn’t listen, is it your fault that they broke the rules?” (No, it is not your fault if they break the rule., THEY broke the rules, and they are the ones who did not do what is right. It is <i>never</i> your fault if they break the rules.)</li> <li>-“We learned that our private areas are the parts covered by a bathing suit. When can someone see or touch your private parts or bathing suit parts?” (Never, except maybe a doctor)</li> <li>-“It is important to remember that if anyone ever tries to see or touch your private parts to use the 3 safety rules and tell an adult. It is never ok for a person to see or touch your body parts, except if a doctor needs to, at a doctor’s office, with an adult you trust with you. No one else”</li> <li>-“Let’s all practice, now. When we say NO!, say it strong and loud like a boss. On the count of 3 let’s all practice saying a strong NO!. One, two, three, NO!” (Repeat if not all students participate, encouraging everyone to practice.)</li> <li>-“What are the 3 safety rules if someone tries to touch you in a way that makes you feel funny or uncomfortable?” (Write on the board and use 3 fingers to show the 3 rules- Say NO!, Get Away, Tell an Adult)</li> <li>-“Even if you feel scared or embarrassed, it is important to ALWAYS tell an adult!”</li> <li>-“Who are some adults that you can tell?” (Allow students to brainstorm lots of adults. Write on the board the names or types of adults, such as doctor, teacher, parent, family member)</li> </ul>
<p>Activity (Independent Practice- 10 minutes)</p>	<p>Say: “Now, you all know that you are the boss of your body and you have rights. You have the right to say NO!, go away and tell an adult. We are going to practice being bosses by making signs of the 3 safety rules. At the bottom, please make a list of the adults that you trust and can tell.”</p> <p>Hand out paper and coloring materials to students and lead them through making signs naming the 3 safety rules and list of adults.</p> <p>As students work, monitor and assist them to make sure everyone can write the 3 rules and can list at least 3 adults they can tell.</p>
<p>Review &amp; Closure (2 minutes)</p>	<p>Say:</p> <ul style="list-style-type: none"> <li>-“Each of you are very special and very important. You all are the Boss of your body and can say NO! if someone makes you feel funny or uncomfortable. You have learned 3 things to do to take care of yourself, and adults that you can go to for help.”</li> <li>-“Most of the time, we feel good when we are touched. It feels good to get a hug or kiss from a parent, grandparent, brother, sister or friend. The world is full of loving people who show they care</li> </ul>

	about you in ways that feel good. And now you know that you are the Boss, that you can decide and take care of yourself! Doesn't that feel good?!"
Data & Evidence to Check Student Understanding	Monitoring student responses and independent activity, making sure that all students demonstrate: <ul style="list-style-type: none"> <li>- Practice saying NO!</li> <li>- Ability to write the 3 safety rules</li> <li>- Ability to name at least 3 adults they can tell</li> </ul>
Follow-up Activities to Extend Concept Development	
Related Literature and Websites	