

## Lesson 3: My body belongs to me

- Duration:** 55 mins    **Objectives:** Students will:
- Understand body ownership.
  - Identify private and public body parts and understand the rules about private parts.
  - Identify safe and unsafe secrets and understand the rules about keeping secrets.
  - Explore strategies to respond to abuse, including making a disclosure.

**Resources:** Poster 3 (displayed in classroom); Teacher Notes (L3) and Worksheets 3.1-3.4; Sticker 3; whiteboard and markers.

| Time    | Content  |
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| 2 mins  | <p><b>Introduction</b><br/> <i>Introduce Lesson 3:</i> E.g. We have so far talked about two safety messages 'I am special, so are you' and 'Safety is my right'. (You may wish to revise the main points from the conclusion of lessons 1 and 2).<br/>           Today we're going to talk about the third safety message 'My body belongs to me'. Include <i>disclosure warning</i> - see L3 Teachers' Notes.</p>   |
| 3 mins  | <p><b>Part A: Body Ownership</b><br/> <i>Q: Who does my body belong to?</i> A: Me<br/> <i>Q: Who does your body belong to?</i> A: You<br/> <i>Q: What does that mean?</i><br/>           Responses should include body ownership rights and responsibilities:<br/> <i>Rights:</i> no one is allowed to touch my body, or hug or kiss me, unless I say it's okay.<br/> <i>Responsibilities:</i> I need to look after my body (by keeping myself clean, eating healthy food, exercising, taking care in the sun etc.); and I need to respect the choices others make about their bodies.</p>   |
| 10 mins | <p><b>Part B: Private and public parts</b><br/> <i>Activity:</i> Use year level appropriate <i>Worksheet Sheet 3.1(Part A)</i> to identify private body parts.<br/>           Discuss the difference between private and public body parts, with the mouth as a special private part, which we will talk about later. Public parts are visible to others, private parts are generally covered by clothes.<br/> <i>Q: Why is it important to use the correct names for private parts?</i></p> <ul style="list-style-type: none"> <li>• So we are understood if we need to tell someone about something that has happened to one of our private parts;</li> <li>• We use the correct names for other body parts, we should also use the correct names for our private parts.</li> </ul> <p>Explain that some adults and other kids are embarrassed about using the correct names, but there is no reason to be embarrassed, they are just parts of our body like an elbow or a knee.</p> |
| 10 mins | <p><b>Part C: Rules about our private parts</b><br/>           Explain that we are going to talk about the rules about our private parts. If someone breaks these rules, it is very serious.<br/>           No one is allowed to touch or look at your private parts.<br/>           No one is allowed to make you touch, or look at, their private parts.<br/>           No one is allowed to show you rude pictures (via book, TV or computer) or take photos of my private parts.<br/>           Our mouth is a special private part because no one is allowed to stick anything yucky in our mouth.<br/>           Use <i>Worksheet Sheet 3.1(Part B)</i> to reinforce rules about our private</p>   |

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|         | <p>parts.<br/>           Explain the rare exceptions to the rules, such as if someone needs to care for us, e.g. a doctor may need to examine our private parts, but only with a parent/carer present and only with our permission.<br/>           Explain that people who break these rules may be men or women, boys or girls. They are more likely to be people you know, sometimes people you love and trust. Sometimes they may be people you don't know. It is not okay for <i>anyone</i> to break these rules.</p>   |
| 10 mins | <p><b>Part D: Secrets</b><br/>           When people break the rules about our private parts they often tell us it's a secret that we can't tell anyone.<br/> <i>Activity:</i> Use year level appropriate <i>Worksheet Sheet 3.2</i> to identify safe and unsafe secrets and the rules about keeping secrets.<br/>           Reinforce that secrets about people breaking the rules about our private parts are <i>unsafe secrets</i> and need to be told to a trusted adult.</p>   |
| 15 mins | <p><b>Part E: Responding to abuse</b><br/>           If someone breaks a rule about our private parts we need to use the 'NO!, GO, TELL' steps: Tell the person "NO" or "Stop, it's not allowed" in a big, strong voice; GO to a safe place (we may need to break a rule to get to a safe place); and TELL an adult we trust about what happened. If we are not listened to or believed, we need to persist in telling other adults until we get the help we need.<br/> <i>Activity:</i> Use year level appropriate <i>Worksheet Sheet 3.3</i> to discuss and practically apply responding to abuse with the NO!, GO, TELL steps.</p> |
| 5 mins  | <p><b>Conclusion</b><br/>           Recap main points using quiz (<i>Worksheet 3.4</i>)<br/>           Opportunity for further questions from students<br/>           Distribute Sticker 3 to students<br/>           Advise the next safety message we will learn is 'I can get help'</p>  |

### Further information and resources:

This lesson is part of the *Safe Start: Protective Behaviours for Children and Young People* (Safe Start) program.

For further **resources** visit the Children's Safety Australia website 'resources page' ([www.childsafety.org.au/resources.html](http://www.childsafety.org.au/resources.html)) or email [admin@childsafety.org.au](mailto:admin@childsafety.org.au).

For information regarding Safe Start **training opportunities** visit the Personal Safety Australia website ([www.personalsafetyaust.com](http://www.personalsafetyaust.com)) or email [admin@personalsafetyaust.com](mailto:admin@personalsafetyaust.com).

