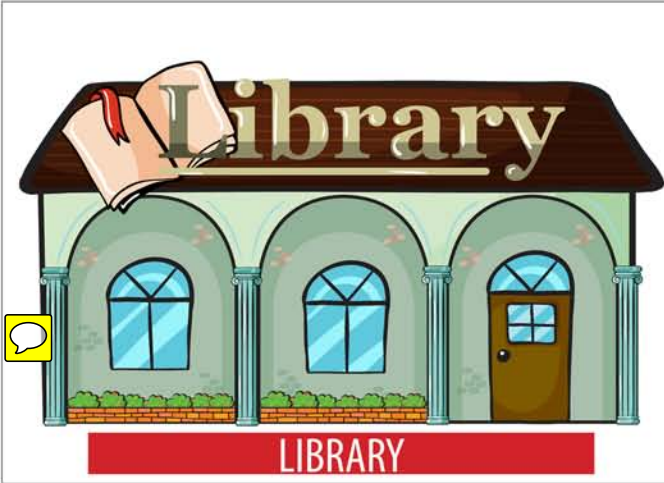




Keeping Our Bodies Safe

Public versus Private



KEEPING OUR BODIES SAFE



PRIVATE PARTS:

STOP NOW!

Areas of the body that are covered by a bathing suit/undergarments.

1. No Touch areas
2. Never a game
3. Never a secret
4. Need to tell

PERSONAL PREFERENCE:

PROCEED WITH CAUTION

Areas of the body that are seen, such as face, hands, feet that one may not be comfortable with someone touching/seeing; i.e. rubbing the back, tickling, pinching cheek.

PUBLIC PARTS:

GO AHEAD! PERMISSION GRANTED

Areas of the body that are seen, such as face, hands, feet that one is comfortable with someone touching/seeing; i.e. handshake, high five, hug.



For ALL touch categories, permission must be **ASKED** and **GRANTED** prior to touching.



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PROTECTING MY PERSONAL SPACE IS MY RIGHT!



PROTECTING MY PERSONAL SPACE IS MY RIGHT!



Protecting My Personal Space is My Right



SAFE UNSAFE

STOP _____

THINK _____

ACT _____



SAFE UNSAFE

STOP _____

THINK _____

ACT _____

Instructions: These two pictures appear to be the same scenario. There is a slight difference. Can you spot it? Circle the correct pictures SAFE or UNSAFE. Describe what characteristics cause you to make that distinction? Using your STOP, THINK and ACT steps what do you think each boy should do in his scenario?





You are at the doctor for a well check and he has to check your whole body. Is this a safe touch or unsafe touch? Why?

The doctor is trying to keep you healthy, and someone is usually in the room with you (mom, dad, caregiver) so it is not a secret. It may not be comfortable being at the doctor, but because it is not a secret it is a safe touch.





Your father comes home from work/yeshiva early so he can spend some time with you. You sit on his lap or closely next to him. You feel safe and happy.

Is this a safe or unsafe touch? Why?

You feel comfortable and it does not involve private parts of the body so it is a safe touch.





Your Rebbe (teacher) high fives you for asking a good question in class. Is this a safe or unsafe touch?

You feel great about yourself. It involves your hand (a public part) and it is in front of the whole class so it's definitely not a secret. This is a safe touch.

(Discuss the fact that a child may be uncomfortable with the attention or may have sensory difficulties and not enjoy being touched. This child can tell the Rebbe quietly during recess that he appreciates the positive attention, but really has a hard time with the touch. If he does not feel he can do this, he should tell a trusted adult to help him work it through).





You are at a crowded concert with your older sister trying to find your way to the rest of your family. She grabs your hand as you both make your way through the crowd. Is this a safe or unsafe touch?

Your sister does not want you to get separated from her since there are so many people around. She is holding your hand tightly, but it is to keep you safe so you feel protected. This is a safe touch.





Your uncle came over to play with you and you really love hanging out with him. He starts to tickle you and at first you feel totally safe, but as he keeps tickling you, you can't breathe and you think the tickling is on your private parts. You feel Unsafe. What do you do?

Discussion:

Tell the students that this is an example of a touch that goes from Safe to Unsafe. Tell them they should use their strong voice and tell their uncle to stop because you don't like it. Your body belongs to you. What do you do if you are confused and unsure about the touch? Always go talk to someone who is your trusted adult.

SANDWICH OF THE DAY - TUN





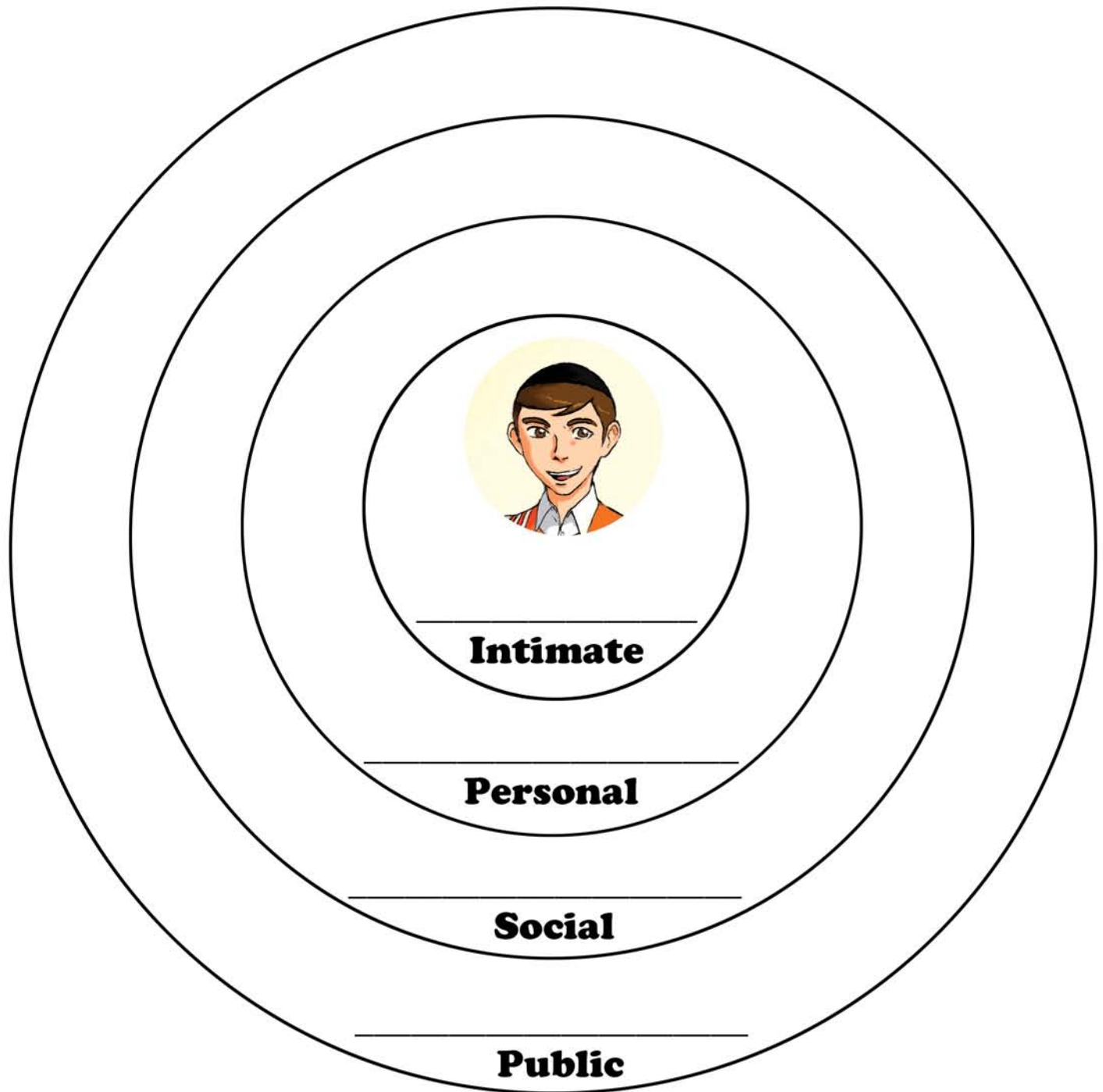
You're standing in line for lunch and the person behind you is way too close to you that they are in your personal space and it is making you very uncomfortable. What do you do?

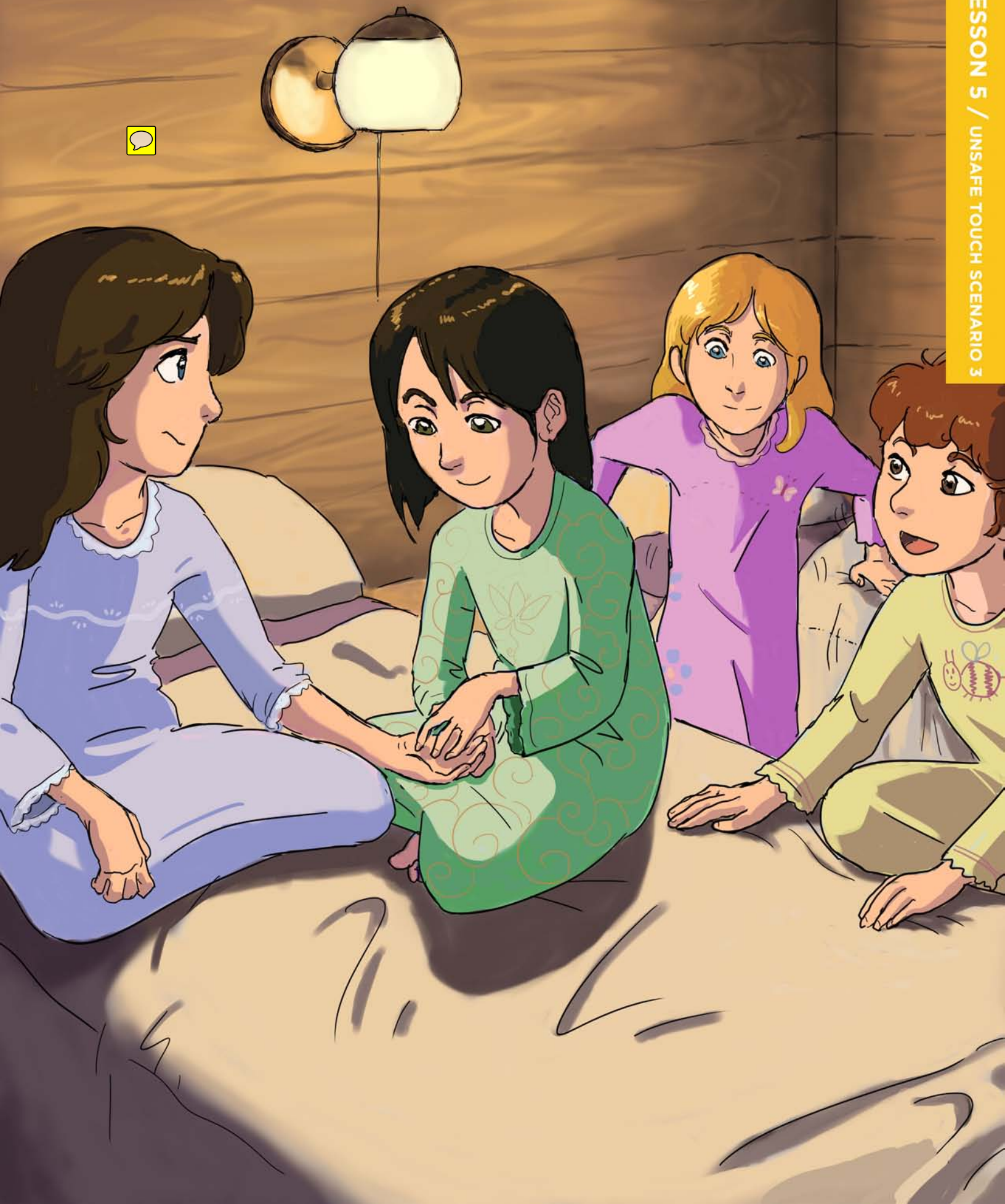
Discussion:

Nicely say "please back up you are in my personal space." If the person does not move tell the students to find a Grown up in charge to tell in order to get help.

Name _____ Date _____

Whenever you're with another person, you should ask yourself, "Does my distance feel right?". On the lines below, write who you would feel comfortable talking to in each zone.







One girl offers you chills and it feels nice, but then two more girls join in and it starts to feel weird. Is this a safe or unsafe touch? What do you do?

Stop: take a deep breath

Think: I'm feeling uncomfortable, nervous, funny feeling in my stomach, scared. This is a touch that went from a safe touch to an unsafe touch.

Act: Tell the girls to stop, you don't like it anymore. If they do not listen, find a grown up in charge to help and tell a trusted adult.



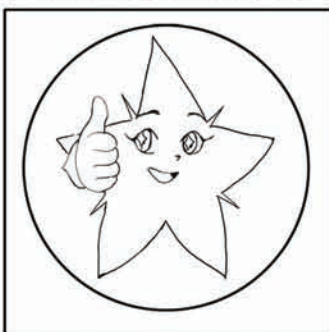
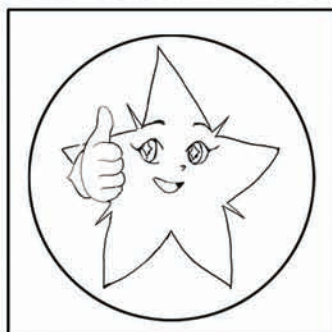
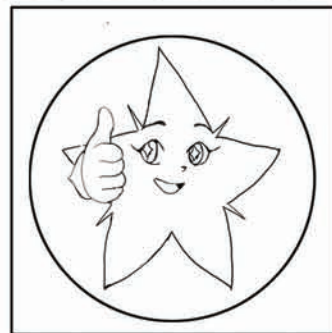
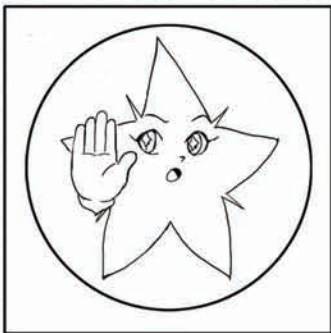
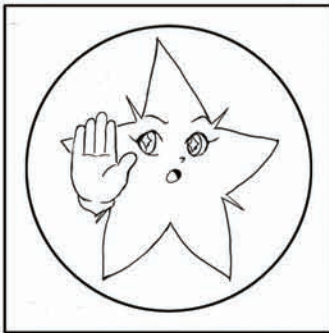
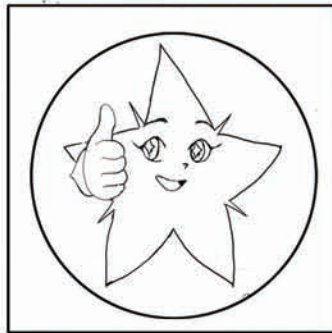
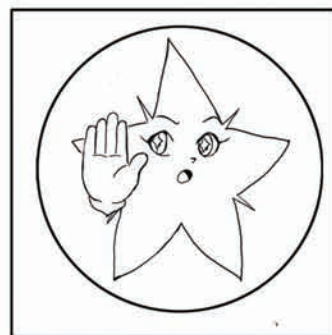
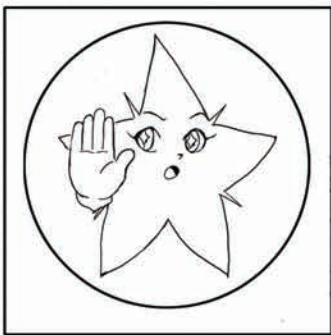
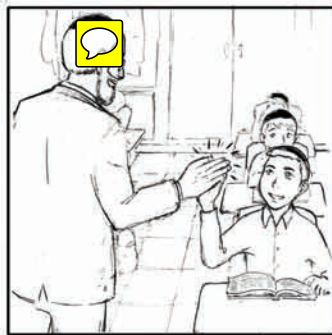


You are walking back to class after taking a drink from the water fountain when an older boy jumps you from behind and starts giving you a nuggie. Is this a safe or unsafe touch? What do you do?

Stop: take a deep breath

Think: This really hurts, I am angry, scared, uncomfortable, sad. Any touch that is causing me pain and making me uncomfortable that is not for a purpose other than to harm me is an unsafe touch.

Act: I need to get away and tell a Grown-Up In Charge or a trusted adult.



“MY BODY BELONGS TO ME”

Objective: Children should understand the difference between a safe and unsafe touch. The safety rules are;

1. No one should touch, look at or talk to us about the areas of our bodies covered by a bathing suit
2. When it comes to those areas of our body it is never a game
3. When it comes to those areas it is never a secret
4. We can always say, “STOP, THAT’S NOT SAFE” but even if we are uncomfortable, scared or shy to say that we must always remember to TELL a STAR ADULT on our Safety Star chart.

Instructions: Cut out the pieces along the dotted lines. Turn cards over. Take turns choosing two cards and deciding if it is a match. Discuss each picture and how the child would feel and what the child would need to do (Ex. Rebbe high fiving student. Correct match would be a star thumbs up indicating a SAFE TOUCH). Ask the child how would you feel? Proud, happy, comfortable.. Discuss child coming to share with you their feelings and praise them for a job well done. Please note some pictures may be more difficult to decipher than others. This was done intentionally to allow for further discussion on potential situations that can occur. There is no script, use your own experiences. If you would like more information please visit our website or contact us directly. Good luck! And remember **educated parents are empowered parents.**



RULES KEEP US SAFE! WHEN WE USE THEM, WE ARE ALL STARS!

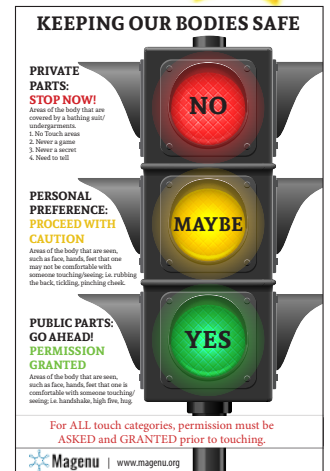
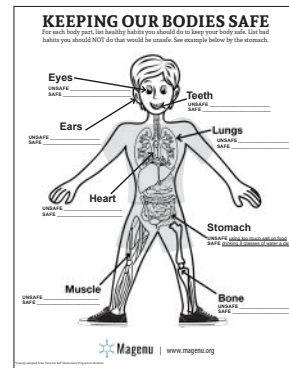


PARENT CONNECTION

We recommend you make time to discuss this important and sensitive lesson with your children. If you have not already spoken to your children about their bodies and their right to keep their bodies safe, now is the time!

It is important that children know its ok for them to say NO any time a touch of any kind makes them uncomfortable - they have control over their bodies. Children should not be forced to kiss/hug family members. Even though these are often harmless touches, forcing a child to kiss/hug people when they don't want to sends a message that they are not in control of their own bodies and that adults hold the power. (Brainstorm on a fun handshake so bubby/grandpa won't be insulted). In addition, talk with your child about the differences between safe and unsafe secrets. Keep the lines of communication open and make sure your child knows to come to you if he/she is told to keep a secret from you. Believe your child. Children who feel they can talk to their parents or caregivers about anything are much less susceptible to being victimized by a predator.

Today's lesson was not only a sensitive one, but the most important lesson of our program. Lessons 1-4 allowed us to pave the way to discuss this very valuable lesson in a way that would be comfortable and feel safe to the children. When you review this lesson with your children, make sure to do so in a relaxed and comfortable setting. Be sensitive to each child's personality and respect your child's wishes. If this is a lesson the child wants to review in private, find a quiet time to discuss. Acknowledging a child's feelings will allow for the best results.



In this lesson we discussed how Hashem created each of us in a special way, complete with different body parts. We have parts of our body that are public and parts that are private, which means only for us to see, touch, and discuss. The Safety Rules for private parts are:

NO ONE IS ALLOWED TO SEE OUR PRIVATE PARTS

NO ONE IS ALLOWED TO TOUCH OUR PRIVATE PARTS

NO ONE IS ALLOWED TO TALK TO US ABOUT OUR PRIVATE PARTS

WE ARE ALSO NOT ALLOWED TO SEE, TOUCH OR TALK ABOUT SOMEONE ELSE'S PRIVATE PARTS

We discussed the concept of our bodies belonging to us and had the children practice saying "My body belongs to me!" We addressed the difference between Safe Touch and Unsafe Touch and setting boundaries when it comes to our personal space.

Most importantly, we stressed to the children that although its best for them to use the Stop, Think, Act steps when it comes to situations that involve protecting their personal space, they may not be able to do so when confronted with uncomfortable situations. Still the most crucial rule to follow is to Tell a Trusted Adult, and there is no time limit in telling. So even if a child doesn't react in the safest way, stressing to your child that he/she is NEVER to blame and should always TELL is paramount. As a parent, you can never stress the concept of Telling a Trusted Adult enough.