

Lesson 29:

My Body Is Special

Purpose: To help the young child recognize inappropriate touching.

Fostering Resiliency:

Social Competence		Problem-Solving Skills		Autonomy			
Communication	Caring	Ability to think flexibly	Ability to try different solutions	Self-control	Clear sense of separate identity	Self-discipline	Independence
	●				●		

Activities:

- **Book:** ¡No significa no! by Jayneed Sanders
- **Song:** “Soy fuerte y sano”
- * **Family Letter**

Follow-Up Activities

HELPFUL HINTS

DEALING WITH CHILD SEXUAL ABUSE DISCLOSURE

Responding to Disclosure

- Suspected child abuse is a very serious issue and should be treated as such. State laws differ when it comes to the specifics of laws relating to the reporting of child abuse, but they may well include a duty to report and very specific laws related to this. It is very important that you speak with your administrator for guidance on the reporting laws in your jurisdiction if you have reason to suspect that one of the children in your program is experiencing any type of abuse.
- If a child discloses an incident that suggests he has been sexually abused, be sure to support him by letting him know you believe his story. Children generally tell the truth about sexual abuse. As you listen to the child, be mindful of your body language. Children might feel guilty or upset if their respected adult appears to be shocked or horrified by what they are hearing.
- Please keep in mind that the most important thing that teachers can do is provide support. Investigating and probing for details will take place at a later time. A child will likely feel more comfortable when their respected adult is a good and active listener.
- When abuse occurs, children often believe they are at fault and have strong feelings of guilt and shame. As you listen, you can encourage the child that she is not to blame and that other children have had this happen, too. You may want to tell the child that what the abuser did is wrong, and that the abuser is responsible for the behavior.
- As you listen, it will help the child for you to stay calm and nonjudgmental. Often times, the abuser is a relative or friend of the child, so it's important not to express overly negative feelings toward them.

LESSON 29

Fostering Resiliency:

ODL

My Body Is Special

- Caring
- Clear sense of separate identity

Objective 1

Regulates own emotions and behaviors
c. Takes care of own needs appropriately

Related Objectives:

1a, 1b, 2a, 2b, 10a, 29

ITE:

(P) SE24 I Don't Like That!
(K) SE30 Express Yourself!

Purpose:

To help the young child recognize inappropriate touching.

Materials:

- *¡No significa no!* by Jayneed Sanders
- Song: “Soy fuerte y sano” (CD)
- Family Letter

Activities:

1. **Book:** *¡No significa no!* by Jayneed Sanders

This lesson is quite sensitive and might be hard to navigate. It focuses on unwanted and inappropriate touches. While we know it's important for every child to learn about this issue, we also know that not every teacher will feel comfortable sharing this lesson with the children in their class.

We urge you to seek support from counselors or support staff who might be able to assist with this challenging topic. The children will likely have lots of questions about these lessons, so having support staff could be helpful.

As you engage in this read-aloud with the children, it's important to be neutral and serious to model how to talk about a sensitive topic. We encourage you to take the time to listen to the children's answers and value their ideas, thoughts, and opinions. In the back of the book, pages 26–29 have valuable suggestions for additional questions and topics for discussion. You may want to leave the book out in the classroom library so the children can look at the illustrations.

- Introduce the book to the children. To support children's understanding of print concepts, read the title and share the names of the author and illustrator. You can also show the children the cover of the book and ask them what they notice about the illustration on the cover. You may want to ask them to make a prediction about the book based on the title and cover.
- As you read aloud, here are some possible questions and topics you may want to pause reading to address.
 - What are some ways that the little girl chooses to say hello to her aunt (p. 8)?
 - What would you do if you didn't feel like kissing your aunt hello?
 - Do we always have to kiss our family members, or can we find other ways to greet them if we want to?
 - When it's bath time, how does the little girl tell her parents that she is ready to wash herself on her own (p. 13)?
 - The little girl doesn't want her cousin to tickle her. How does she let him know (p. 14)?
 - When the little girl wants to walk alone, how does she tell her friend (p. 20–21)?
 - What can you say to your friend when you don't want to hold hands while walking together (p. 20–21)?
 - When the little girl says "no," does this mean "maybe" or "I'm not sure" (p. 22)?
 - What does the illustration here tell you about how the girl feels (p. 23)?
 - Why do you think it's important to say "no" when you feel uncomfortable?
- Next, it's a good time to engage in a discussion with the children. You may want to recall how the little girl said "**no**" when she didn't want others to touch her. Children should know that saying "no" is an important part of recognizing what feels uncomfortable.
 - You may want to tell the children, "Uncomfortable touches are very serious. If you don't want to hold someone's hand, give them a kiss, or be tickled by them, it's important that you say 'no' or 'no, thank you,' just like the little girl in the story."
 - Here's an example of how you might address inappropriate touching: "Even more serious is if someone tries to touch you in a private place. A person's private parts are covered by their T-shirt and underpants (or bathing suit). Your family members who take care of you may help bathe you and keep you clean. They may need to help you wash your private parts in the bathtub. Doctors and nurses may touch your body when you visit the doctor's office to make sure you are healthy."
 - You may want to say *clearly* and *directly*, "No one else may touch your private parts."

- Review the idea that private parts are private by practicing the following questions:
 - “What did the little girl in our book say when she didn’t want to be kissed or tickled?”
 - Children and teacher respond, “No!”
 - “Is it okay for other people to touch us where our underclothes (or bathing suit) cover us?”
 - Children and teacher respond, “No!”
 - “Is it okay for other people to touch you in any uncomfortable way?”
 - Children and teacher respond, “No!”
- Talk to children about what to do if they ever encounter uncomfortable or inappropriate touching.
 - You might say, “If this does happen to you or has happened to you, it is not your fault. You should tell a trusted grown-up who listens to you about what has happened. You know someone is trusted because they don’t hurt you: they care about you and want good things for you. They make you feel safe and comfortable.”
 - You might then ask, “Who can be a trusted grown-up?” If the children don’t respond, tell them different people can be a trusted grown-up: parents, grandparents, aunt or uncles, a teacher, a doctor, a police officer, or a school nurse—anyone who cares about them and doesn’t hurt them.

2. Song: “I Am Strong, and Healthy, Too!” (“Soy fuerte y sano” on the Al’s Pals CD)

- Talk about parts of the song that make the children feel like they are strong, healthy, and special.

Follow-Up Activities:

- To review the parts of the body, consider playing “Hokey Pokey” with various parts of the body going in and out of the circle or “Simon Says” to practice finding the parts of the body.
- If you are familiar with the children’s song “Head, Shoulders, Knees, and Toes,” sing it with the children, touching each associated body part as you sing.
- Listen to the children practicing saying “no” and “no, thank you.” Highlight how well they are learning to let others know what they are comfortable or uncomfortable with

*Family Letter
Reminder*

*Please don't forget to send
a Family Letter home with
the children today!*