

Lesson Plan with Activities: **Body Safety & Consent for Kids**

(Recommended for ages 4–8)

Theme: “I Said No! A Kid-to-Kid Guide to Keeping Private Parts Private”

Time Needed: 10-30 minutes

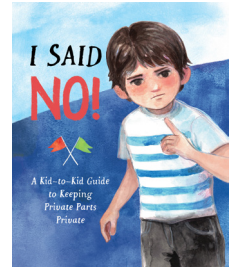
Objective: Students will learn about the importance of consent and how to set healthy boundaries using language they can understand.

Materials

- Copy of *I Said No! A Kid-to-Kid Guide to Keeping Private Parts Private*
- Safety scissors
- Markers, especially **red** and **green**
- Decorative craft supplies (colored construction paper, stickers, rhinestones, glitter, glue, ribbons, etc.)
- Small **red** and **green** flags (can also use colored construction paper, or make them together as a quick craft!)

Sample worksheets and charts are included!





Step 1 – (2-10 min)

Introduction to Body Safety and Consent

1. Book Introduction and Purpose

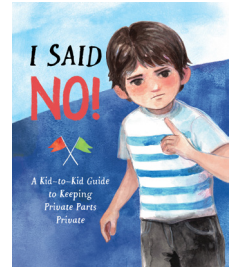
Recommended Pages: Cover

- Show the book cover and ask the students to read the title to you.
- Ask: “What do you think this book might be about?”

2. You are the boss of your body! Activity

Recommended Pages: 8-13

- Give each child a body outline on paper. Ask them to decorate it with clothes or a bathing suit.
- In the speech bubble, have them write an affirming phrase:
 - “My Body, My Rules.”
 - “Private Parts have RULES.”
 - “If you touch...I tell.”
 - Telling is not tattling.
- **Optional:** Have them color over the parts of the body they identify as private parts in red. Emphasize the underwear/bathing suit areas.
- Make sure they understand that this is THEIR body, and they make the rules on what makes them comfortable.



Step 2 – (10 min)

Setting Boundaries with Words

1. What are “Green Flags” and “Red Flags”?

Recommended Pages: 14-15

- Show the students how “Green Flags” attribute to positive reactions and “Red Flags” attribute to negative reactions.
“Green means GO!”, “Red means STOP!”
- Be sure to explain to the kids that Green can change to Red at any time, but Red should always be interpreted as “NO” or “STOP”. Tell them it is always okay to ask!

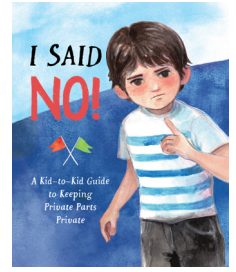
When crossing the street, Red light means “STOP”. If the light is Green, they still need to look both ways before crossing.

If someone asks them questions after they have said “NO” or tries to convince them to change their mind, point to the book title and have them say “I said NO!”.

2. “Green Flag” and “Red Flag” Words Activity

Recommended Pages: 14-15

- Show the kids the “Green Flag Feelings” and “Red Flag Feelings” chart and explain how some situations might make them feel happy and comfortable or unhappy and uncomfortable.
- Take out the pieces of paper with emotions written on them. Have the students help you lay them out on the table.
- Encourage the kids to pick up a word and read it aloud.
- Ask them: “If you feel [word], is that a Green Flag Feeling or a Red Flag Feeling?”
- Once they have decided, have them put the word in the correct column on the chart.
- Repeat until all words are sorted.



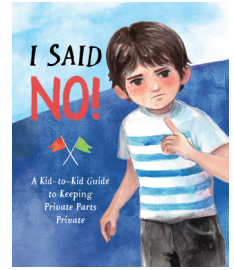
Step 2 – (10 min)

Setting Boundaries with Words (cont.)

3. Drawing Lines Activity

Recommended Pages: 14-15, 18-29, 32-39

- Pass out the “Connect the Dots” worksheet.
- Read the first scenario on the left side of the page aloud.
- Ask the children: “What would you say?” and have them pick what they think is the best response from the right side of the page.
- Let the kids choose either a **green marker** or a **red marker** to make the line connecting the scenario to the phrases. Encourage them to reference the “**Green Flag** and **Red Flag** Words” activity if they need help understanding how they feel.
- Repeat for all scenarios.



Step 3 – (5-10 min) Seeking Help

1. Red Flag People and Green Flag People

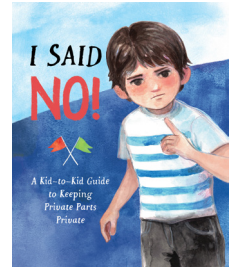
Recommended Pages: 16-19

- Explain how we can use “Green Flags” and “Red Flags” to describe people.
- Make this interactive! We highly recommend giving each child a red flag and a green flag to hold. Colored construction paper also works wonderfully.
- Point to a Red Flag scenario on the worksheet. Ask the kids: “If someone does this to you, are they a Green Flag person or a Red Flag person?”
- Do the same with a Green Flag interaction.

2. Identify Safe Adult Activity

Recommended Pages: 16-17, 30-31

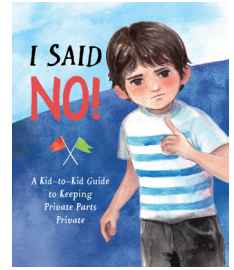
- Ask: “If your brain says ‘Red Flag!’, what should you do?”
- Let them try to respond before informing them to leave the situation and find a safe adult.
- Who are their safe adults?
- Have them decorate a Safe Adult Badge (use markers, stickers, ribbons, etc.) and write the name of the adult on the front. Encourage them to give the badge to their safe adult(s).



Step 4 – (2 min) Wrap-Up

- **Ask questions about the lesson today!**
 - “What is one rule you learned today to help you stay safe?”*
 - “If you don’t feel safe, who should you go talk to?”*
- **Repeat important phrases together:**
 - “My Body, My Rules.”*
 - “Private Parts have RULES.”*
 - “If you touch...I tell.”*
 - Telling is not tattling.*
 - “I can say no.”*
 - “This is my body.”*
 - “I am the boss of my body”*
 - “I’ll tell a safe adult.”*
 - “I said no!”*
- **Remind them:**
 - “Your voice matters. You are allowed to say no.”*
 - “Your body is yours. You have the right to feel safe, and you can always ask for help.”*





Printable Samples – Charts and Activity Worksheets

Below, we have included several activity samples to go along with the lesson plan.

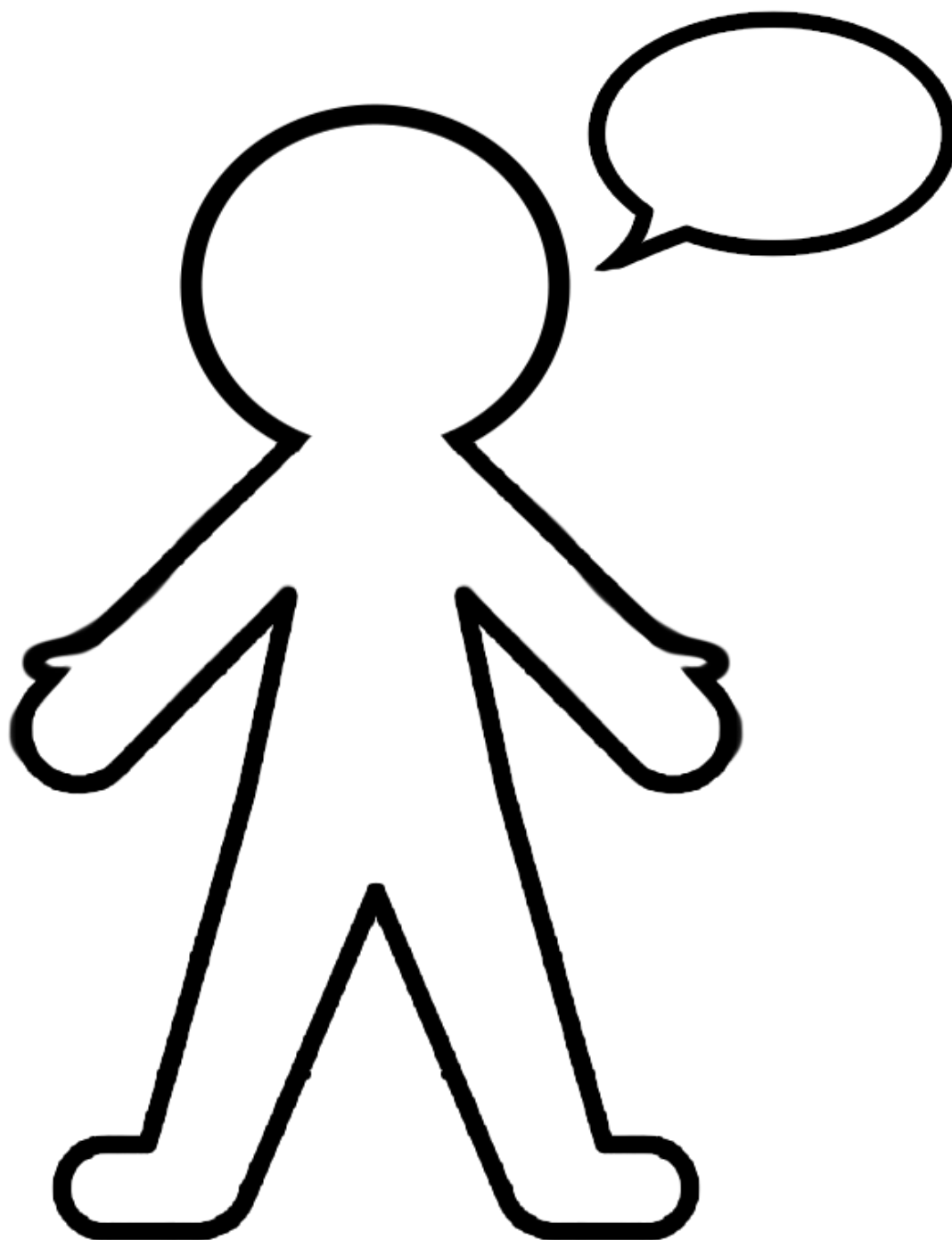
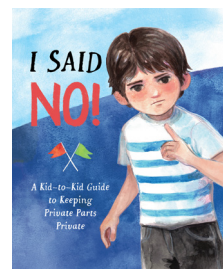
However, we **highly** encourage using your own materials or creating them from scratch together with your students whenever possible!

Please make use of these resources in whichever way will best assist you in opening up these important discussions with them.

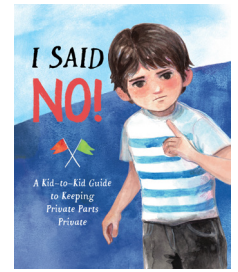


I SAID NO!

You are the boss of your body!

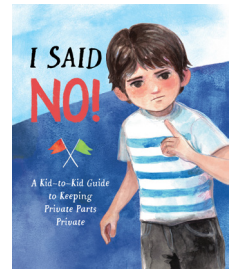


I SAID **NO!** “Green Flag” and “Red Flag” Words

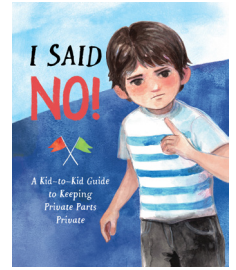


Green Flag Feelings

Red Flag Feelings



HAPPY	NERVOUS	PEACEFUL
SAFE	CALM	ICKY
ANGRY	SCARED	EXCITED
SICK	JOYFUL	HOPEFUL
UPSET	IN DANGER!	UNCOMFORTABLE
GOOD	ENERGETIC	SAD
WORRIED	LONELY	CONFUSED



A stranger you do not know offers you a piece of candy if you go with them.



Your uncle tickles your tummy too much when you are playing.



A friend says they will give you money if you show them your underwear.

- I don't like that, stop! I am uncomfortable.
- No! I know my body boundary rules. I do not want to show you!
- No! That is a red flag bribe. I will not go somewhere with someone I do not know!

- No! I know my body boundary rules. I do not want to show you!

- No! That is a red flag bribe. I will not go somewhere with someone I do not know!

I SAID **NO!**

Identify Safe Adult

