



NO  
MORE  
SECRETS

# Teacher Lesson

## Contents

- 2 — Quick Reference Guide
- 3 — A Good Audience
- 4 — Song Activity
- 5 — Picture Stories of Friends
- 6 — Personal Space Lesson  
Using Hula Hoops
- 8 — Personal Body Safety Rules  
And Vocabulary
- 9 — Whole Body Self-Portrait
- 10 — My Body is My Body Poem

Please fill out this short survey. Everyone that completes the survey will be entered into a drawing to win a \$50 Amazon gift certificate!

<http://www.surveymonkey.com/s/J8VSHFH>

Technical advice  
provided by



**ECHO**

Exploited Children's  
Help Organization

Performance made  
possible by



*Ohio Valley United Charities, Inc*

# Quick Reference Guide

## Directory of Agencies

### Kentucky State Police Headquarters

919 Versailles Road  
Frankfort, KY 40601  
1-800-222-5555

This is the main number to report a crime in the state of Kentucky. For any emergency situation, please call 911.

Centralized Intake Phone Numbers for  
Carroll, Gallatin, and Owen Counties  
859-292-6550

Centralized Intake Phone Numbers for  
Henry and Trimble Counties  
888-403-5090

National Child Abuse Hotline: 1-800-422-4453  
Kentucky's Child Abuse Hotline: 1-800-752-6200

### Metro Louisville Crimes Against Children's Unit

512 West Kentucky Street  
Louisville, KY 40203  
502-574-2465

Investigates child abuse cases dealing with both physical and sexual abuse of juveniles, juvenile sex offenses and missing persons in Louisville.

### Exploited Children's Help Organization

1500 Poplar Level Road, Ste 2  
Louisville, KY 40217  
502-636-3670  
www.echo-ky.org

Provides literature, information. Volunteers will listen, offer emotional support, and advice.

### Possible Warning Signs

- Unexplained physical problems
- Pain, itching, bleeding, fluid or rawness in the private areas
- Fear of certain places, people or activities, especially being alone with a certain person
- Sudden mood swings—anger/fear/withdrawal
- Refusing to talk about a "secret" he/she has with an adult or older child
- Change in behavior—depression, anxiety, perfectionism, aggression, withdrawal, low self-esteem, guilt, self-blame
- Eating, sleeping disturbances, difficulty concentrating
- Suddenly has money or possessions.
- Uses new words for body parts
- Simulating sex with toys or asking other children to act sexually.

### What if A Child Discloses Abuse

1. **Stay Calm**— You may have powerful emotions, however becoming upset, angry or out of control will keep the child from telling his/her truth.
2. **Believe**— Tell the child that they did the right thing by telling and that you believe them. NEVER blame the child!
3. **Report!**— Get the child away from the abuser and report the abuse to the authorities...*It's the law!*
4. **Get help**— Seek medical care for physical needs AND guidance from mental health professionals.
5. **Reassure**— Continually remind the child it is not their fault. You cannot say this too often!
6. **Keep Child Informed** about what will happen next, esp. regarding legal actions.

# A Good Audience

**B**efore the show, elicit from your students what a play is and how a good audience acts. Remind students that a good audience member will:

- Listen attentively to the actors on stage.
- Stay in his or her seat during on the performance.
- Only respond vocally to the action on stage when the actors address the audience directly.
- Applaud (clap) at the end of the production!

**AH-P-PA-S-DT4**

Students will demonstrate audience behavior appropriate to context and style of dramatic works performed; discuss opinions with peers in a supportive and constructive way.

Explain that you are going to practice how to be a good audience, but in order for you to do that, you need a brave volunteer. Choose one person from the class to come to the front. Instruct that student to think of one thing he or she likes about him/herself. Tell the class that when the student says that one thing, the rest of the class will demonstrate good audience behavior. Add that when the student has finished making his/her statement, everyone will respond with an enthusiastic applause!

After the first person has gone, invite other students to take a turn in the spotlight. Continue this activity until every student has had a chance to be applauded once or twice.



# Just like me, there's nobody!

"My name is \_\_\_\_\_, and you see,  
I'm as special as can be!  
Just like me, there's nobody.  
No one looks and thinks like me.  
I'm the me I want to be.  
No one's just like me!"

\*to the tune of Bingo



Teach children the song above. Talk about how each child is special and no child is exactly the same as another. Have students stand in a large circle and let one student stand in the center of the circle. Everyone sings the song together and then the person in the center says one thing that makes him/her special. Once the student has shared, sing the song again and send a new student into the middle of the circle. Take turns letting children be in the middle of the circle. Continue until all have had a chance in the middle. If a student cannot think of something that makes him/her special, ask the class to help.

## AH-P-SA-S-M2

Students will use the elements of music while performing, singing, playing instruments, moving, listening, reading music, writing music, and creating music independently and with others.

CC.K.R.F.2.a Students will recognize and produce rhyming words.



\*Another option is to allow each student to create their own second line of the song that features something special about him/her. Some examples might be: "No one jumps and whistles like me," "No one has two moms like me," "No one busts a move like me."

# Picture Stories of Friends

**H**ave each student choose a partner. Explain that *No More Secrets* is also a story of friendship. The two girls support each other and when Jenny has a problem, DeeDee does the right thing—She tells an adult. When someone steps up and reports, we call that person a hero.

**CC.EL.SL.3.4** Students will report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

**AH-P-PCA-U-3** Students will understand that the arts provide forms of nonverbal communication that can strengthen the presentations of ideas.

Tell both partners to share a specific time that they had a friend help them. Encourage them to not pick a very serious situation, rather something like encouraging them to try harder in math class or teaching them how to play a new board game. Remind students to give as much detail as possible when telling their story.

Give them a warning when they have thirty seconds left to wrap-up their stories. Once everyone has completed sharing with their partners, give each student a piece of paper and crayons. Instruct them to write the story they just heard from their partner with one challenge: they cannot use words. Direct them to retell the story using only drawings, pictures, stick figures and so forth. They may use words such as "the," "then," "next," etc. But all nouns, adjectives and verbs must be represented by pictures.

Once the picture stories are completed, post them and see if any students recognize their own narrative.



# Personal Space

**H**ave students bring a hula hoop or provide hula hoops for students. Before handing out the hula hoops, explain that they will get a chance to show off what they can do with their hula hoops later. First, however, you will be using them for a lesson, and every student must be respectful with them.

Have students stand inside the hula hoop with their hands holding the outside of the hoop around their waist. Tell them the hula hoop must stay at waist level. Explain that each student has his/her own personal bubble —the space that surrounds him/her. The space inside their hula hoop

represents their own personal bubble.

Then, have student do daily routines with the hula hoop around them. Have the class walk down the hallway or stand in line for the bathroom. Explain to your students that everyone has an invisible bubble around them all the time and it is called their personal space. Tell them that their personal space is all their own and other people are not allowed to enter.

**PE Standard 5** Students will exhibit responsible personal and social behavior that respects self and others in physical activity.

**CC.K.L.5.d** Students will distinguish shades of meaning among verbs describing the same general action (walk, march, strut, prance) by acting out the meanings



# Personal Space

Tell students that we may give permission for people to enter our personal space, and it is always our choice. Elicit answers from students when someone might be allowed to enter personal bubbles (hugs, high-fives, hand shakes, etc).

Discuss times when it may be important to speak up about one's personal space. If someone is standing too close to you, say, "You are standing too close to me, and I feel uncomfortable." If someone is touching your body and you did not give them permission to, you tell them to STOP and you do not want them to do that. Even adults may have to be reminded.

Explain that our bodies can do fun and creative things. We can move and jump and wiggle. Next, take the students outside, to a gym or somewhere with a enough space to play with the hula hoops. Have students form a line. Instruct them to cross the room in different ways (i.e. skip, glide, prance, stomp) using all of their body to exaggerate the movement. Later, for the students who wish to, allow them each to share a new way of moving with their hula hoop.



# Personal Body Safety Rules

**NO!**

Say "No!" in a strong voice



Get away to a safe place



Tell a grown-up you can trust... and keep telling until someone believes you!

## Important Vocabulary Terms

**Good Touch**— A touch that feels okay, normal, warm and makes you feel loved.

**Bad Touch**—A touch that feels strange, uncomfortable, embarrassing or scary. A bad touch can hurt you like pushes, cuts or kicks.

**Confusing Touch**—A touch that feels unsafe, mixed-up or makes you feel weird. A confusing touch may start out okay but end up not being okay.

**Safe Grown-up**—An adult who can help you and who you trust. (Parent or relative, teacher, police officer, store clerk, adult babysitter, etc.)

**Private**— Something that is only yours; not public

**Private Parts**— The parts of your body that are covered by a swimsuit.

**Good Secret**—A secret that makes you feel safe and comfortable keeping because it does not hurt you or anyone else.

**Bad Secret**—A secret that that you feel uncomfortable keeping because it could hurt you or someone else.

# Whole Body Self-Portrait



**R**oll out butcher paper on floor. One at a time have children lie with their backs down on the paper. Allow them to pose in any position they would like. Next, trace around each student's figure with a marker.

Direct children to dress their bodies with a swimsuit using coloring tools. Provide markers, crayons or colored pencils. Explain that the parts of their body that are covered by the swimsuit are private and not for others. Other people do not have permission to touch you in those places. Sometimes a doctor or a parent may need to touch those places for health reasons, but even they should ask for permission.

When students have completed dressing their figures, have students add items outside their figures that show what they like: maybe a basketball by their foot, a guitar in a hand, ballet slippers on their feet or a horse behind them.

Let each student explain his or her picture and praise something on each individual one. Note the similarities. Then point out that although some of them have similar interests, no one's self-portrait is identical to anyone else's.

Then hang figures around the room so students can see them!

**AH-P-PCA-S-VA2**

Students will create new and experience artworks designed fulfill a variety of specific purposes.

**PA-P-PW-2.29** Students will demonstrate skills that promote individual well-being and healthy family relationships



# My Body is My Body...(Poem)

**M**any famous writers have used the image of the human body in their poetry. Poets like Walt Whitman, Sylvia Plath and Maya Angelou have all penned works with this theme. Give your students the opportunity to craft their own poems. For older students, use the writing prompt: "My body is my body and this is why..." Then allow students to write freely.

For younger students, the next page is a poem handout for students. Give each child a sheet and have them fill in the lines with their own answers. Give assistance where needed.

Plan a time for a poetry reading. Have students volunteer to read their work and record it with a video camera or voice recorder.

Below is an example of how a poem may sound.

## My Body is My Body and this is why...

I'm the only one who can  
Make my body wiggle,  
Make my hands wave,  
Make my knees bend,  
Make my fingers tap,  
Make my nose sniff.  
I make my body wiggle,  
Make my head bob,  
Make my shoulders rotate,  
Make my arms flap,  
Make my feet tip-toe.  
I make my body wiggle because  
My Body is MY Body!

CC.EL.W.3.4 Students will, with guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

CC.EL.SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.



# My Body is My Body...

By: \_\_\_\_\_

My body is my body and this is why...

I'm the only one who can

make my body \_\_\_\_\_,  
(Your Favorite Way to Move)

make my hands \_\_\_\_\_,  
(A Way You Use Your Hands)

make my knees \_\_\_\_\_,  
(A Way You Move Your Knees )

make my fingers \_\_\_\_\_,  
(A Way You Use Your Fingers)

make my nose \_\_\_\_\_,  
(A Way You Move Your Nose)

I make my body \_\_\_\_\_,  
(Repeated 1st Line of Poem)

make my head \_\_\_\_\_,  
(A Way You Move Your Head)

make my shoulders \_\_\_\_\_,  
(A Way You Use Your shoulders)

make my arms \_\_\_\_\_,  
(A Way You Move Your arms)

make my feet \_\_\_\_\_,  
(A Way You Use Your Feet)

I make my body \_\_\_\_\_,  
(Repeated 1st Line of Poem)

because My Body is MY Body!

# Resources

Exploited Children's Help Organization. What To Do If... Your Child Has Been Sexually Abused. Brochure.

Harford County Public Schools. Personal Body Safety - Child Abuse And Neglect Prevention Curriculum. Bel Air, MD. 2010. <<http://www.hcps.org/departments/docs/student-services/school-counseling/PersonalBodySafety.pdf>>.

New York State Office of Children and Family Services. Say No! Protecting Children Against Sexual Abuse. Rensselaer, NY: New York State. <<http://ocfs.ny.gov/main/publications/Pub1154text.asp>>.

Tennessee Department of Human Services. Keeping Kids Safe. <<http://www.tn.gov/humanserv/adfam/kksww.pdf>>.

The National Child Traumatic Stress Network. What to Do If Your Child Discloses Sexual Abuse. <[http://kids.delaware.gov/pdfs/dscyf\\_trauma\\_disclosure.pdf](http://kids.delaware.gov/pdfs/dscyf_trauma_disclosure.pdf)>.

University of Illinois Extension. "Strategies for Empowering Studnets." Beyond Rhetoric and Rainbows: A Journey to the Place Where Learning Lives. 1996. <<http://urbanext.illinois.edu/ce/strat-index.html>>.

Technical advice  
provided by



Please take a few moments to fill out a short survey for us. Your evaluations help us to develop a better product for you and your students. Everyone that completes the survey will be entered into a drawing to win a **\$50 Amazon gift card!**

<http://www.surveymonkey.com/s/J8VSHFH>

Thank you!