

## Short Lessons to Accompany

### Kids in Space: A Bodies & Boundaries Coloring & Activity Book

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## Introduction

Child sexual abuse is a serious problem, and its impacts are woven throughout our communities and schools. This is true, not only nationally, but here in the state of Maine. Research tells us that one in five girls and one in twenty boys experience child sexual abuse. In fact, half of all calls to Maine's sexual assault helpline are about child sexual abuse.

In response to such prevalence, in 2015, a law was passed requiring all school districts in Maine with public pre-K through grade 5 adopt a written policy for child sexual abuse prevention education. The Children's Safety Partnership (CSP) was created to support schools and communities in these efforts. This program is a partnership of Maine Coalition Against Sexual Assault (MECASA), the Maine Department of Education, Maine's sexual assault service providers, and local schools across the state.

There are many things we can do to give kids more information and control over their bodies. We can also change the way we all think and talk about bodies and boundaries with kids starting at birth. Normalizing conversations about bodies and boundaries, talking about and helping children understand feelings, and modeling and respecting boundaries are all protective factors. Protective factors are things adults can do to mitigate or reduce the risk of child sexual abuse<sup>1</sup>.

Having these conversations with children can feel challenging so the Children's Safety Partnership created *Kids in Space: A Bodies and Boundaries Coloring and Activity Book*. This resource will provide opportunities to have developmentally appropriate conversations with children in ways that are fun and engaging. Our hope is that you can use these lessons and this workbook as a starting place for child sexual abuse prevention education into your school.

**These lessons are not intended to replace larger, more comprehensive lessons or your relationships with your local sexual assault prevention educators.**

Each lesson is designed to take between 20-30 minutes and can be spaced throughout the year to ensure that the skills and protective factors are built in and reinforced over time.

Since one of the most powerful tools in child sexual abuse prevention is the presence of adults who provide a caring, open, and encouraging environment that actively promotes positive development, we recommend revisiting the "adults I can trust" activity sheets or including identification of safe adults into lessons as often as possible. Whenever you use these sheets, remind students that safe adults are ones who make you feel safe, cared for, and will help you if needed. These lessons can also cue you in if anything might be concerning or harmful in the life of one of your students.

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<sup>1</sup>How Can I Protect My Child from Sexual Assault. (2021). Retrieved from RAINN: <https://www.rainn.org/articles/how-can-i-protect-my-child-sexual-assault>

The lessons in this activity book align with the following Maine Health Education Learning Results:

**A.1** – Students recognize that healthy behaviors impact personal health.

**A.2** – Students recognize that there are multiple dimensions of health.

**A.6** – Students identify basic health terms related to family life, nutrition, personal health, safety and injury prevention, and tobacco alcohol, and other drug use prevention.

**B.1** – Students identify trusted adults and professionals who can help promote health.

**B.2** – Students locate valid and reliable health information, products, and services.

**C.2** – Students demonstrate behaviors to avoid or reduce personal health risks – Demonstrate a variety of safety skills for different situations.

**C.3** – Students demonstrate coping strategies to use when feeling too excited, anxious, upset, angry, or out of control.

**D.1** – Students describe how a variety of factors influence personal health behaviors – Describe how family, school and community influence and support personal health practices and behaviors. -

**E.1** – Students demonstrate healthy ways to communicate – Demonstrate appropriate listening skills to enhance health.

**F.1** – Students apply decision-making skills to enhance health.

These lessons also fulfill components of the CSP law regarding prevention education, including:

- 1) Age-appropriate education regarding physical and personal boundaries, including biologically accurate terminology.
- 2) Helps children identify unsafe or uncomfortable situations including a range of feelings, touches, or violations of physical boundaries.
- 3) Helps children identify safe adults with whom they could discuss unsafe or uncomfortable situations.
- 4) Helps children identify and develop skills to support a friend who may be experiencing unsafe or uncomfortable situations.

For more information, go to [childrenssafetypartnership.org](http://childrenssafetypartnership.org).

## Feelings/Emotions

**Subject** – Empathy, Emotions

**Overview** – Being able to notice and identify how we are feeling is important for practicing self-regulation, communicating our needs, and practicing empathy when others are feeling the same things we have experienced.

- **Note: Most of these activity pages could also be used as a check-in prompt for middle and high school levels.**

**Objective** - At the end of this (these) lesson(s), students will be able to identify their feelings, how they change across different situations, and illustrate how that looks using the activity pages.

**Material** – Feelings Activity Pages, coloring tools (crayons, colored pencils, markers), a way to capture emotion words (chart paper, google slide, word cloud, etc.)

### Intro to Students for all Activity Pages:

Emotions are how we feel. They change based on where we are, what we are doing, who we are with, and many other reasons. An important part of taking care of our bodies and minds is understanding that we have emotions: sometimes they are big and sometimes they are small.

What are some emotions/feelings you know about?



You can record or, depending on development, you can ask students to write down the different feelings they can name on the “feelings – how many feelings can you name?” activity sheet. How do we know someone is feeling a certain way? Are there clues we can look for? (Body language, tone of voice, behavior, etc.)

Do you think how you act when you feel a certain way is the same way someone else would act? (No – but note that there may be similarities and those similarities are what we can look for to understand how others are feeling. For example, happiness – we can look for smiles, relaxed bodies, sadness – we can look for frowns, tears, tense bodies; angry - we can look for crossed arms, tight eyebrows, clenched fists, red face, etc.)

## Draw How You Are Feeling

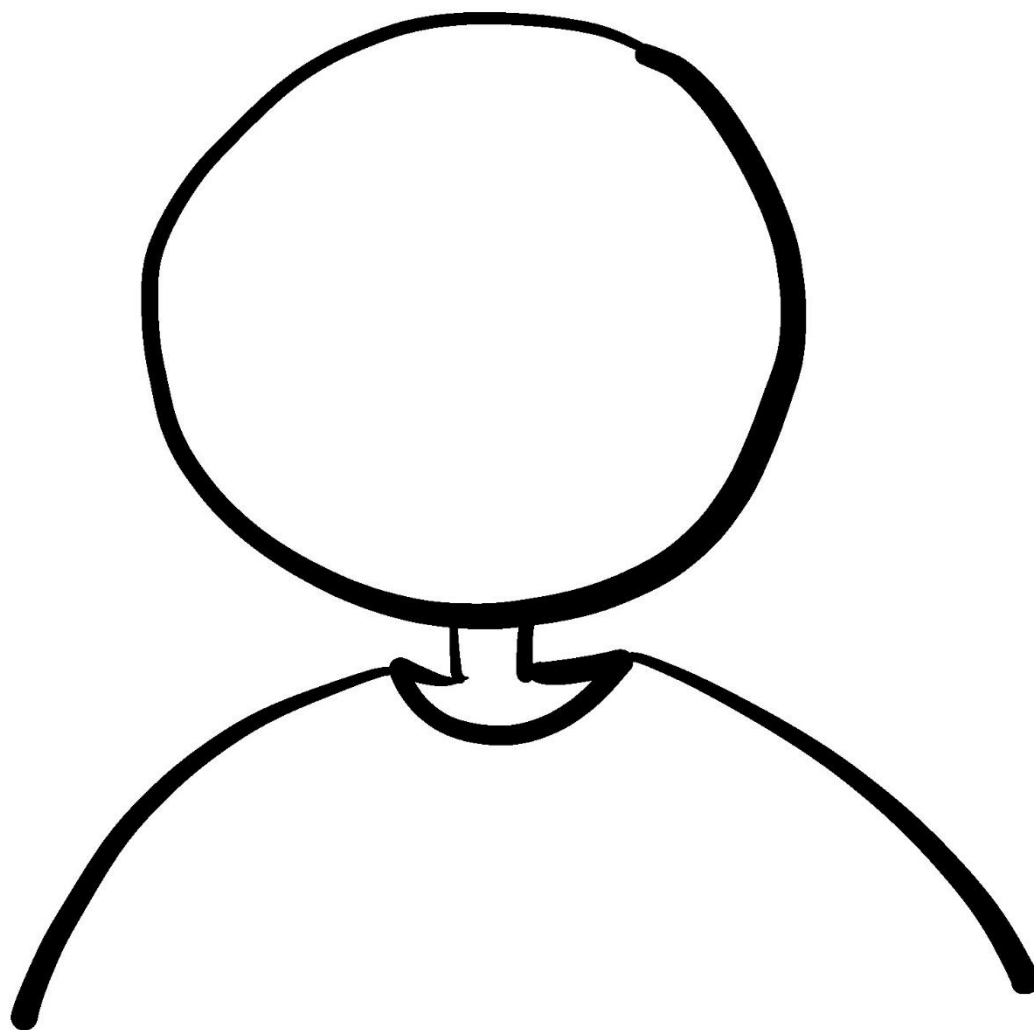
We have spent time today talking about emotions/feelings. There may be a lot happening in your life and in the world right now. Take some time to draw how you are feeling in this moment. Think about how you think you look when you feel a certain way or how you can tell someone else is feeling a certain way and try to capture it on your paper.

(For older students, change this up and offer up that they can fill in the head with feeling words that describe how they are feeling.)

Have students share if they are comfortable or do a small group share.

We all have a lot of different feelings and it is okay to feel what we feel. If you are feeling sad, scared, angry, or upset, think of a grown up you can talk to. Think of something you can do that might make you feel happy.

**Draw how you are  
feeling right now.**





## Draw Yourself Feeling Happy and Safe

What does it mean to feel safe? When do you feel safe? When you feel safe, do you feel other things too? Take a few minutes to draw a picture of what you look like when you feel happy and safe. Feel free to include people/things that help you feel happy and safe.

Have students share if they are comfortable or do a small group share by asking students to share what makes them feel happy and safe.

Different things make us feel happy and safe. It is also important to remember the safe adults you can talk to if you do not feel happy and safe.

**Draw  
yourself  
feeling happy  
& safe.**



## This Makes Me Feel.../Draw These Feelings

We talked a couple minutes ago about how people look when they feel certain ways. Do you think you look the same when you are feeling happy as when you are feeling sad? Or scared?

For the “Draw These Feelings” page, read the feeling words aloud and ask if there were any they did not recognize or understand (this may come up with joyful (so happy, you feel it all through your body), suspicious (unsure of what is going on, thinking there may be more than meets the eye), whiny (feeling like your needs aren’t being met so you remind the people around you over and over again), etc.). Once you talk about what these feelings mean, move on and have them complete the worksheet.

Take a few minutes to draw pictures of what you look like when you are feeling happy, sad, scared, and grateful. (If needed, ask students if they know what grateful means. If they need support with this, explain that feeling grateful means that you feel happy or glad that something happened or did not happen.)

Have students share if they are comfortable or do a small group share.

We all have different ways of showing how we feel. It is okay to ask someone how they feel if you do not know. It is also important to remember which safe adults we can talk to if we are feeling scared, sad, or like we need help.

This makes me feel

**happy**

This makes me feel

**sad**

This makes me feel

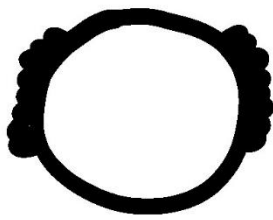
**scared**

This makes me feel

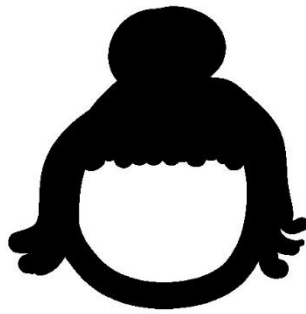
**grateful**

# DRAW THESE FEELINGS

What are these folks showing with their faces?



happy



surprised



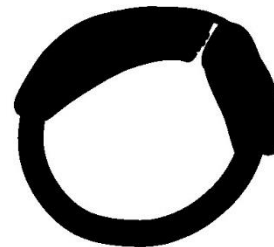
sleepy



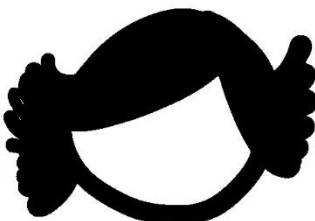
angry



confused



suspicious



joyful



whiny



scared

## Find Your Feelings Wordsearch

This one is particularly good for older grades.

We talked a couple minutes ago about all the feelings we know about. I want you to take a few minutes and see how many of the feeling words you can find listed below in the wordsearch:

Angry, Confused, Joyful, Scared, Tired, Anxious, Excited, Restful, Shocked, Happy, Sad, Silly, Calm

Once students find the words, ask if there were any they did not recognize or understand (this may come up with restful, joyful, anxious, etc.).

After talking about the feelings listed, have students take a minute to fill in the column on the right – “I’m feeling like this.”

How many people listed more than one feeling? If this is the majority, it is normal and common to feel more than one thing at a time! It is important that we remember which safe grown-ups we can talk to if we are feeling anxious, scared, angry, sad, or any emotion!

# "FIND YOUR FEELINGS"

## word search

J O D M E A D U O Z B E N A A  
 E W E E D C K Q V D E X W O L  
 I X S Y E O K O E S V C B T L  
 W A U U P R L R E A S I L L Y  
 H P F C N P I J L D F T P L L  
 O Z N L A T A F G Y Q E O R S  
 L E O B A L Y H Y M Y D G G B  
 Y H C P Z N M N R B V M O I I  
 E E V D G T X Y T T O T V D Y  
 R E S T F U L I S E M S E U R  
 L U F Y O J X C O P V K M A G  
 X Y E G T H A W A U C X L W N  
 D M E L H R R A X O S C X S A  
 X G H B E U E E H Z P J C W W  
 Q Z G D C H J S K B L E P S T

I'm  
feeling  
like  
this:

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ANGRY CONFUSED JOYFUL SCARED TIRED  
 ANXIOUS EXCITED RESTFUL SHOCKED  
 HAPPY SAD SILLY CALM

## Smiles

When do we smile? What are the things we might be feeling when we smile? Do you sometimes smile when we are not happy? Do you ever smile when you are nervous or uncomfortable? Let's talk about how sometimes our bodies look like we are feeling one way, but we are actually feeling another. If someone is smiling because they are nervous or uncomfortable, how else might their body look? (Tense, red in the face, clenched fists, mouth is smiling but eyes are not.)

How do you feel when someone smiles at you? Does it depend on the person? What if it is your parent? What if it is a stranger? Why might someone smile at you?

Sometimes it can make us feel happy and good if someone smiles at us.

Have you ever felt uncomfortable when someone smiled at you? How did your body feel when that happened?

Take a few minutes and draw a time when someone smiled at you and it made you feel happy.

Once you are done, turn your paper over and draw what it looks like when you are uncomfortable.

We talked a couple minutes ago about how we smile for all kinds of reasons. It is important to know that bodies can sometimes look confusing – they might have a smiling face but also have clenched fists, red faces, tight shoulders, closed bodies. It is okay to ask how someone is feeling. Asking will help you understand, and understanding will help you respect their feelings. (This section is particularly appropriate and can be used at the middle school level.)





# smiles

**What does it mean when someone smiles  
at you? Has a smile ever made you  
feel uncomfortable?**

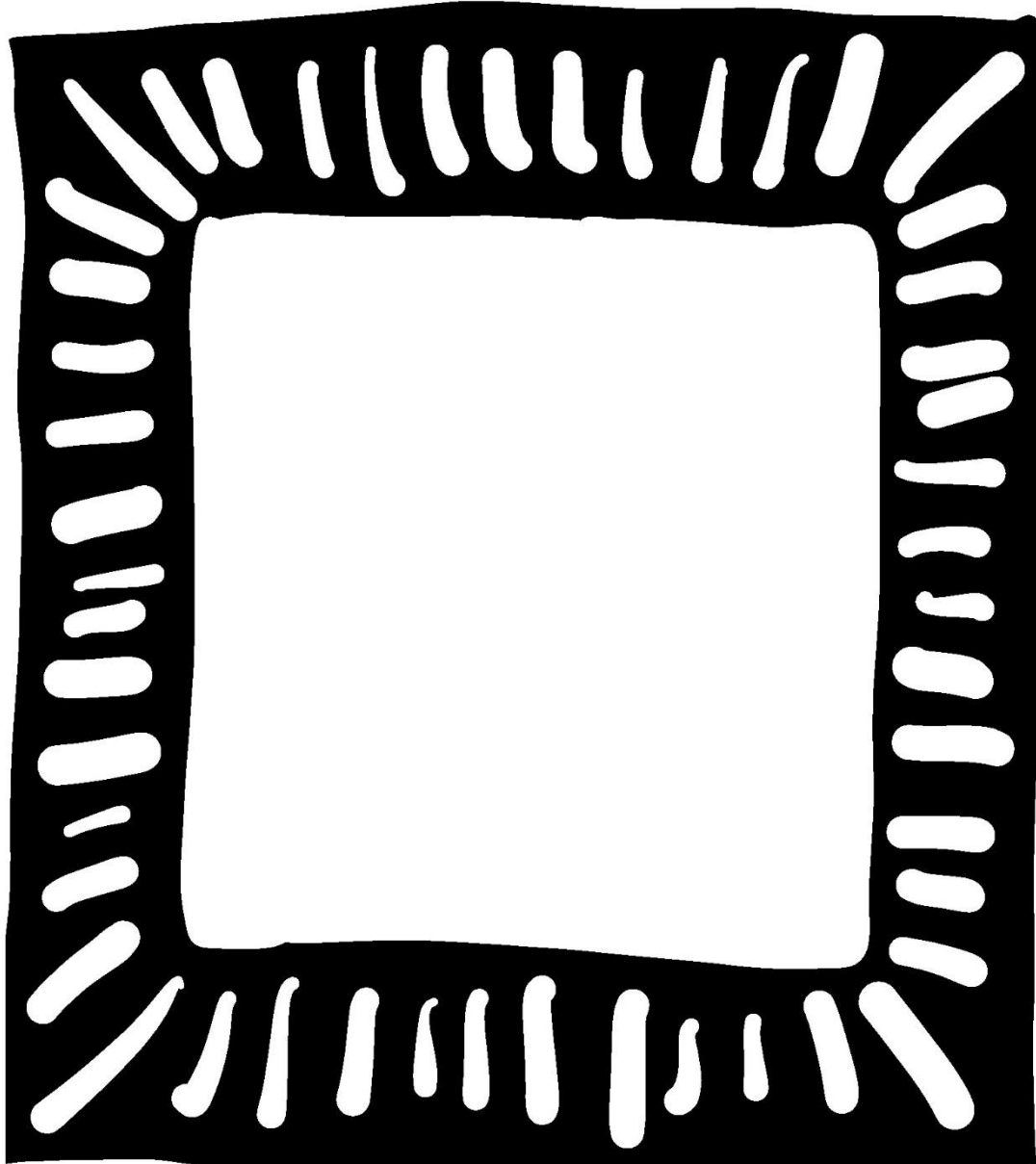
## I Get Energy From...

Energy is our body's ability to do something. We get energy from lots of different places – eating food, sleeping, drinking water, moving our body, and believe it or not, taking care of our feelings! Have there ever been times when you have felt so happy you wanted to jump up and down? Or been so excited you just wanted to run or dance around? How we feel can give us energy! Maybe you get energy from a hug from a friend or parent. Maybe you get energy from listening to your favorite song or reading your favorite book.

Take a moment to draw or write about the different things in your life that give you energy!

Everyone gets energy from different places and how we feel can change how much energy we have. It is important to take care of our bodies and minds to make sure we have the energy we need. Remember, if you are feeling sad, scared, or as if you do not have energy to get through your day, you can talk to a safe adult in your life. They can help you think of ways you can take care of yourself and in turn, get some energy.

I get energy from...



This Makes Me... (laugh, worry, feel tired, feel hopeful)

Different things make us act and feel different ways. Take a minute and draw/write what makes you laugh. Would anyone like to share?

Now draw/write what makes you worry. It is important to remember that you can share what makes you feel worried with a safe adult.

Now draw/share what makes you feel tired.

Now draw/share what makes you feel hopeful. Would anyone like to share?

An important part of taking care of our bodies and minds is noticing how we feel and acting on it if we need to.

Are you feeling tired? Try resting for a half hour after school. Go to bed early. Eat food that will give you energy. Drink water.

Are you worried? Talk to a safe adult. Write down or draw a picture about what is worrying you. Snuggle a stuffed friend or pet or ask a family member or friend for a hug. Plan for what you could do when you feel worried in the future. Remind yourself of the things that make you laugh or give you hope.

This makes me  
**laugh**

This makes me  
**worry**

This makes me feel  
**tired**

This makes me feel  
**hopeful**

When I Feel Scared I Usually...

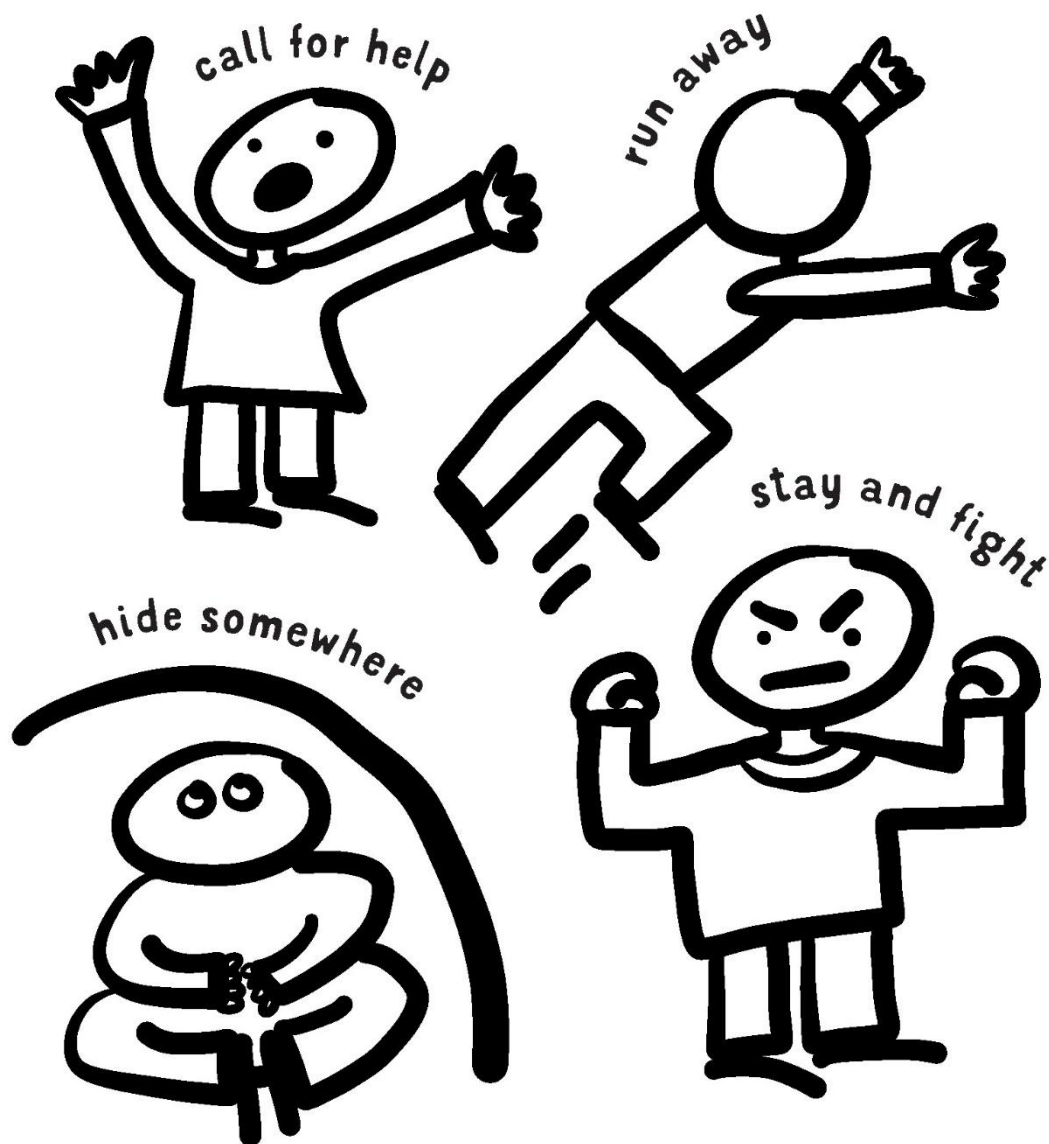
We all feel scared sometimes and for many different reasons. We also all react differently when we are scared. Our bodies are amazing and have their own reactions when we feel scared – reactions that we cannot even control. Sometimes when we are scared, we run away.

Sometimes when we are scared, we yell and call for help. Sometimes we hide. And sometimes we fight back against whatever is scaring us. I want you to think about what you do when you are scared. Sometimes we have done all these things and sometimes we do one of these things more than the others.

Take a few minutes and color the activity page and then circle which action you take most when you are scared.

Did everyone circle the same action? No! Because we all act differently when we are scared. Remember that you can always talk to a safe adult when you are scared.

# When I feel scared I usually...



Caring – How do you show people you care about them?

Today we are going to talk about showing you care. What does it mean when someone cares about you (they love you; they want you to feel safe, they want to make sure you have everything you need)? How does it feel when you know someone cares about you (good, loved, warm, cozy, happy)? Being cared for makes us feel good and safe. Knowing this, how do you show people you care about them? Think about ways you can show someone you care. Ex.: doing the dishes so my parents do not have to – shows you care about where you live and sharing the work. Asking someone how they are and listening to their answer shows you care about how their day is going.

We can show we care for others in many ways. The important thing is that the ways we show we care makes them feel good. If you are not sure if that is happening, ask them. Remember, how you like to be cared for may not be the same as someone else!





# caring

**How do you show people  
you care about them?**

## Safe Grown-Ups

**Subject** – Identifying safe adults to talk to

**Overview** – A huge protective factor in preventing child sexual abuse is the presence of a strong support system and feelings of safety for a child. This comes from knowing there are safe adults a child can openly talk to if they are scared, concerned, hurt, sad, etc. Establishing these types of relationships can help stop abuse before it begins as it gives kids a place to talk about feelings and learn more about the feelings of others, their bodies, and safety.

**Objective** – By the end of these lessons, kids will be able to identify safe adults they can talk to if they need help or want someone to talk to. Ideally, there would be three adults – one in the home, one at school, and one in the community.

**\*Note: If a child cannot think of a safe adult or tells you they do not have any safe adults in specific places, this is something to note and talk to your school counselor/social worker about. It may not mean abuse is taking place, but it is something to note.**

**Materials** – Safe adults activity pages, coloring tools (crayons, markers, colored pencils).

**Procedures** – There are times in our lives when we have feelings and experiences that make us want to talk to someone. Maybe it is to get help, maybe it is to talk about how we are feeling, maybe it is just to feel safe. Friends, pets, and stuffed toys can sometimes make us feel better, but it is important to know that some problems, feelings, or experiences are too big to handle without an adult. Today, we are going to be talking and thinking about the safe adults in our lives.

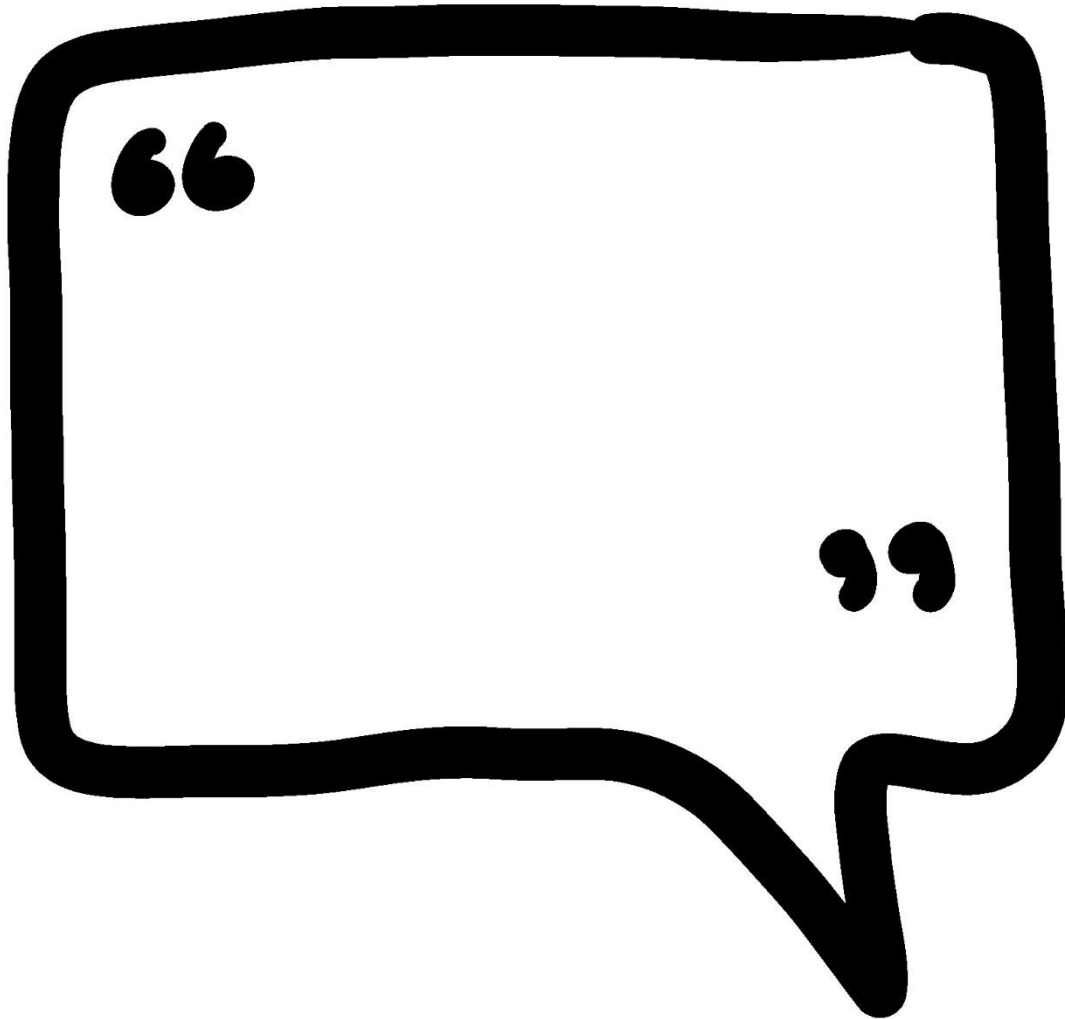
What do you think I mean when I say, “Safe Adult”? (Someone that cares about us, helps us, listens to us, etc.) What does it feel like to be safe (warm, cozy, loved, cared for)? Sometimes our safe adults are family members or neighbors, friend’s parents, someone at school or in our community.

This is Something I Want Grown-ups to Know

Take a moment and think about the grown-ups in your life. What is something you want them to know? It could be about you or your dreams, your hobbies, or how they can help you. Maybe it is that you are shy when you go somewhere new. Or maybe it is that you do not like broccoli. You can draw a picture or write down what you are thinking.

If you are comfortable, consider sharing what you created with the adults in your life!

**This is something I want  
grown-ups to know:**



One Adult I Can Always go to for Help is.../This is a Grown-up I Trust

I want you to think about which adults in your life you feel like you can always go to for help.

Use this page to finish the drawing so they look like one of the adults you can go to. (If developmentally appropriate, have them write who it is.) If you have more than one adult you would like to draw, feel free to use extra paper to draw them as well!

Please remember that if you go to an adult and you do not get the help you need, keep going to other adults until you do.

**One adult I can always  
go to for help is:**



This is a grown-up I

**Trust:**



## Friends

**Subject** – Friendship, helping friends

**Overview** – Friendships are a huge component of life. The protective factors to prevent child sexual abuse include skill building for healthy relationships. Knowing what makes a friend, how to support them, and how to listen to and respect their boundaries is knowledge that translates into other relationships as the child grows older.

**Objective** – By the end of these lessons, kids will have a better understanding of what makes a friend, how they can help their friends, and what it means to listen and respect their words.

**Materials** – Friends activity pages, coloring tools (crayons, markers, colored pencils).

**Procedures** – Friends are special people in our lives. A friend is someone we like or know; someone we like to spend time with or talk to. We are often friends with people because we like the same things. Sometimes, it is because we are different and like learning from each other.

What do you think it means to be a good friend to someone (kind, listening, there for them, help them, make them laugh, etc.)? Think about your friends – what do you like about them? Do they do some of the things we just listed?

Friends are also people who can help us when we need it. That might look like cheering us up if we have had a bad day or helping us think of a safe adult we can talk to.



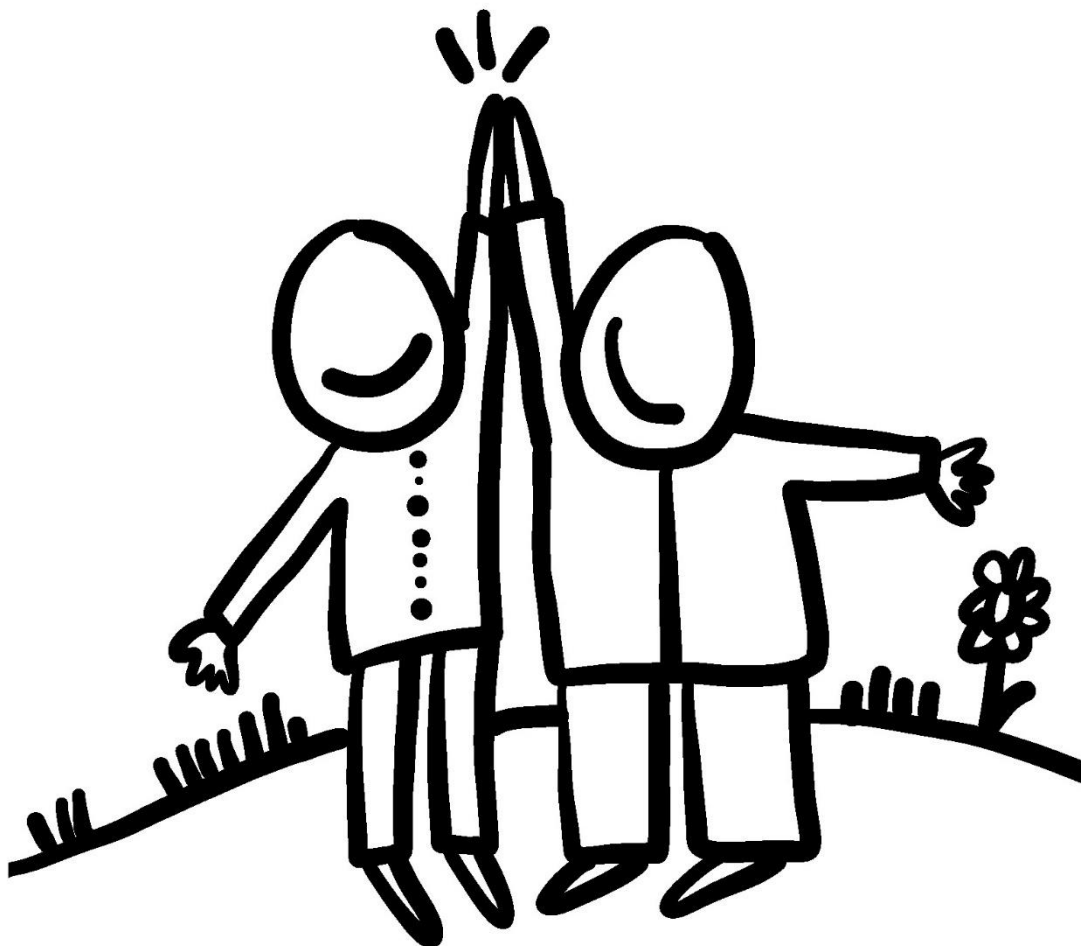
### A Friend I Trust Is...

Have you heard of the word “trust”? What do you think it means? When you trust someone, it may be because they are a good, kind, and nice person who we know cares for us and keeps us safe. They are someone who will do what they say they are doing to do. You may have students that bring up that their friends are good at keeping secrets – if this is the case, honor that. Also note that it’s nice to know you can talk to your friends and part of trust is knowing that your friend will help you talk to a grown up if they think what you are telling them could use the support of an adult.)

What do your friends do that helps you know you can trust them?

I want you to think of your friends. Write down the name of a friend you trust and color this picture to show you with that person.

A friend I trust  
is... \_\_\_\_\_



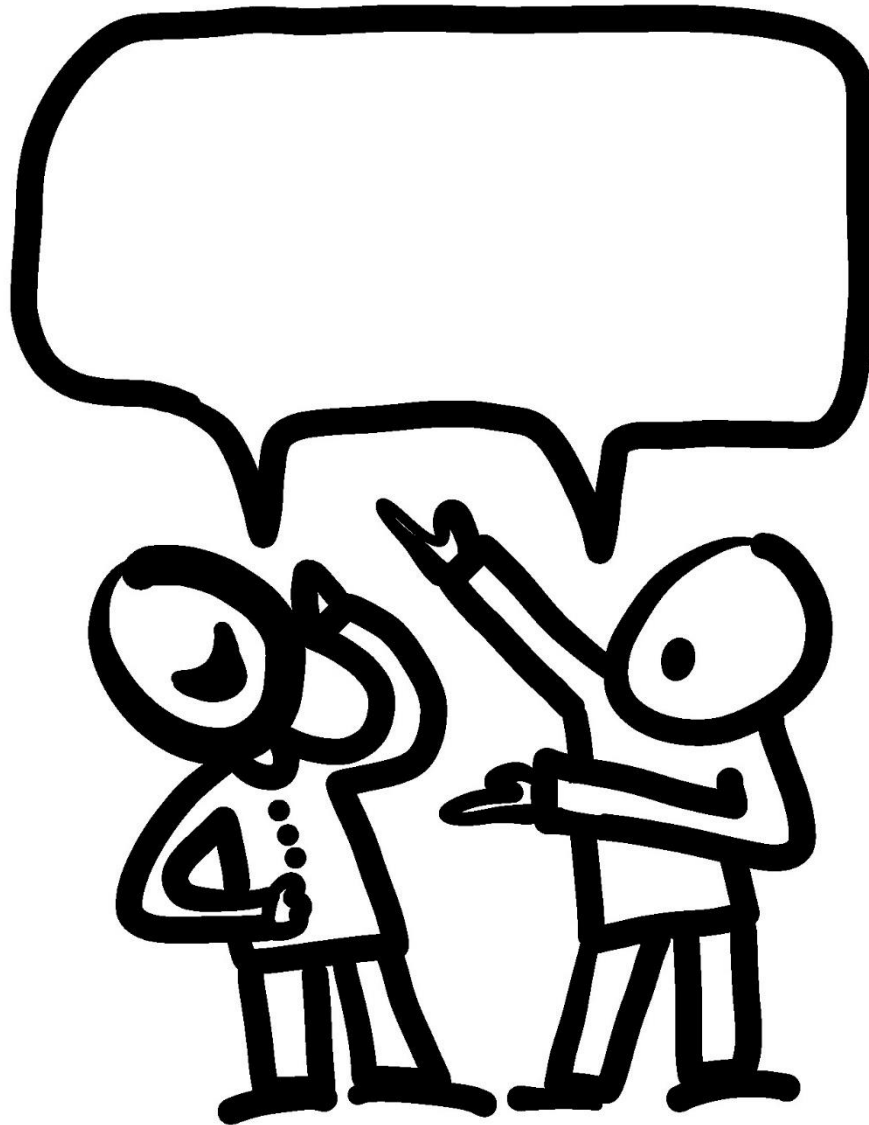
## I Like to Talk to My Friends About

No two friendships are alike and that makes them special. We are friends with people for all kinds of reasons and one of those reasons is because we like to talk to our friends.

What are some things you like to talk to your friends about? Does it change from friend to friend?

Sometimes you and your friends will talk about problems that are so big that a grown up should step in and help. Part of being a good friend is knowing when to ask for help and when to help others get the help they need.

I like to talk to my  
friends about...



## When My Friend Says STOP, I.../A Picture About Stopping

How do you feel when someone tells you to stop doing something (upset, embarrassed, angry, sad)? It can be upsetting when someone tells us to stop. Let's flip things around for a second – how does it feel when someone is doing something you want them to stop (uncomfortable, upset, mad, hurt, sad, etc.)? How do you feel when they listen when you say “stop” (good, cared for, safe, happy, etc.)? Listening when someone tells us to stop is a great way to show them you care about their feelings.

Take a few minutes and draw a picture of yourself stopping when a friend asks you to – this could be to stop touching them or to stop throwing things or to stop yelling, etc.

Take a few minutes to draw a picture about stopping. Then write down a little bit about what is happening in your picture. Please let me know if you need help.

When we talked about being a good friend, one thing we said was someone who listens to us – listening when a friend (or anyone) tells us to stop is one way we can be a good friend.

When my friend says  
**stop**, I...

(HINT: Draw a picture of yourself stopping)



# A picture about **stopping:**



When My Friend Seems Upset, I...

What does it look like when someone is upset (looks sad, mad or has a red face, clenched fists, high shoulders, arms crossed)? If your friend seems upset, what are some things you could do? Write or draw what you might do. If you are not sure, it might help to think about what helps when you are feeling upset.



When my  
friend  
seems  
upset, I ...



### When My Friend Tells Me They Feel Unsafe, I...

Take a few minutes and write down or draw what you could do if a friend tells you they feel unsafe.

Sometimes we have problems or feelings that are so big that we need a safe adult to help us. An example of this might be if a friend tells you they feel unsafe. When you do not feel safe, what other feelings so you have (scared, sad, anxious, angry)? Sometimes the best way to help a friend is to help them think of and find a safe adult to talk to.



# friends

When my friend tells me  
they feel unsafe, I...

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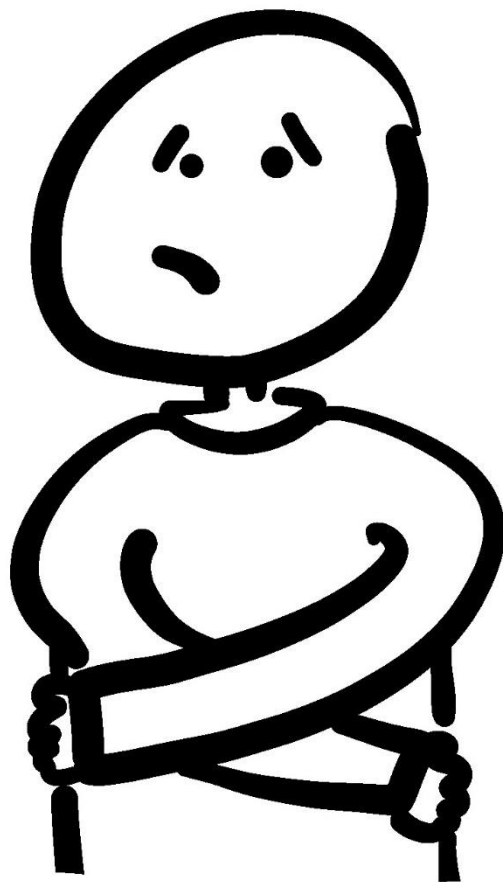
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Pretending (this one is geared towards older children)

There are many parts to having friends. Sometimes it is disagreeing, sometimes it is meeting new friends, sometimes it is learning about the boundaries for each other's body. I want to take some time to walk through a worksheet and have you think about what you would do in these situations.

- 1) Pretend you disagree with someone. What would you say? This could be a friend, adult, sibling, etc. Does what you say and do change based on who you disagree with?
- 2) Pretend something hurt your feelings. What would you say? What words can you use to tell someone you are hurt? (This might be a good way to introduce I statements or "I felt \_\_\_\_ when you \_\_\_\_ because \_\_\_\_ as a respectful way of talking about hurt feelings.)
- 3) Pretend there is a new kid at school. What would you say to them? How do you think it feels to be the new kid at school?
- 4) Pretend you want to give someone a hug. How would you ask? It is important that we always ask before we hug someone. We are all the bosses of our bodies and need to make sure we respect other people's bodies.

So much of our friendships and relationships with others have to do with how we talk to each other when we are happy and when we are sad, hurt, upset, scared, shy, etc. We will continue to talk about how we can talk to each other in different situations.



# pretending

**It can be fun to pretend you are someone else. Try role playing the following situations together:**

- 1. Pretend you disagree with someone.  
What would you each say?**
  
- 2. Pretend something hurt your feelings.  
What would you say?**
  
- 3. Pretend there is a new kid at school.  
What would you say to them?**
  
- 4. Pretend you want to give someone a hug.  
How would you ask?**

When Someone Tells me a Secret, I...

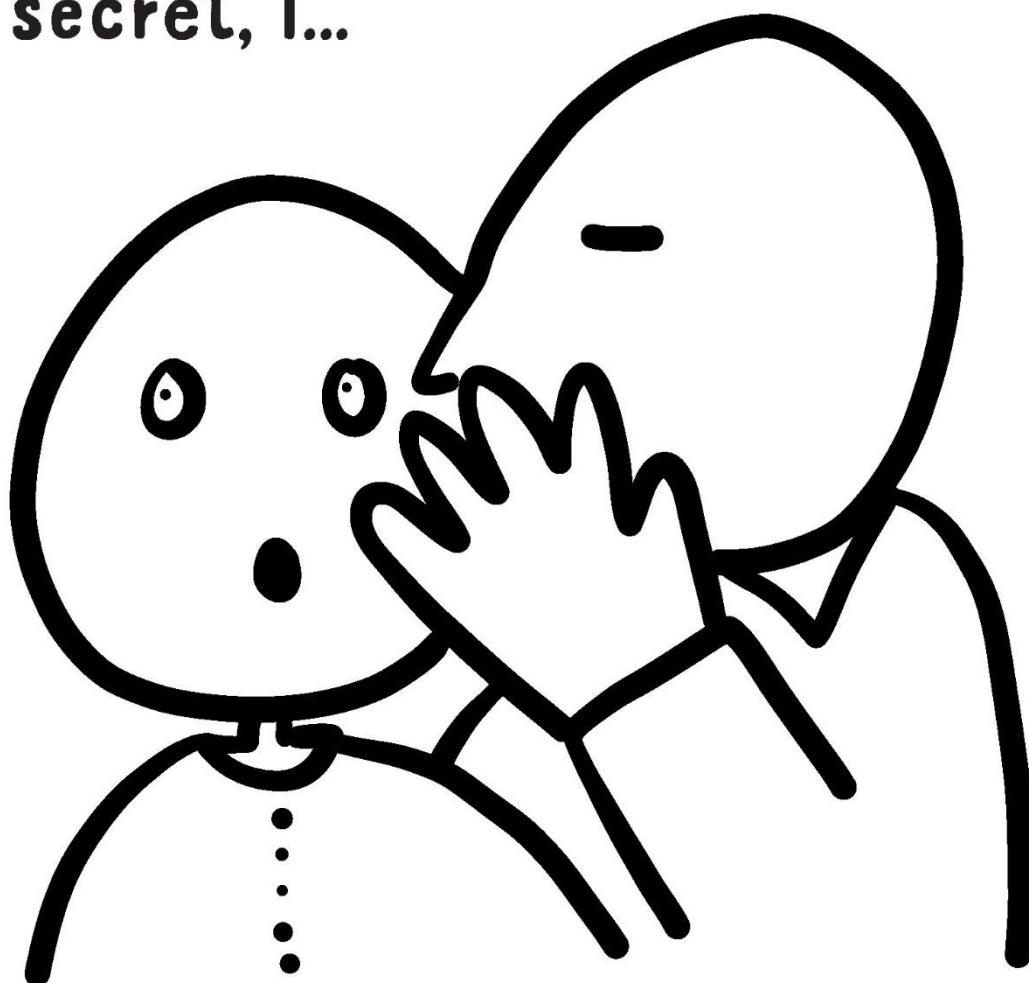
How many of you have ever told someone a secret? How many of you have had someone tell you they wanted to tell you a secret? It is a normal thing to happen, particularly with our friends and people we trust. But sometimes secrets can be uncomfortable and scary. And sometimes we need to tell those secrets to keep people safe. That is why I like to talk about the difference between secrets and surprises.

Have you ever gone to a surprise party? Or been told that you were going to get a surprise? How did that make you feel (excited, happy, it was fun)? Surprises are things that make us happy and excited. They are also things that we will always find out about in a short period of time.

Secrets are different from surprises. Secrets are things that tend to be scary or unsafe and keep other people away. People are told to “keep something secret” and never share it. It is important to remember that no secret needs to stay secret if someone is being hurt or feels uncomfortable or unsafe.

Let’s work together to change our words so that we tell each other about surprises! And remember, if you have been told to keep something a secret and the secret makes you feel uncomfortable or unsafe, tell a safe adult.

**When someone tells me a  
secret, I...**



## Bodies and Boundaries

**Subject** – Bodily autonomy, knowing and respecting boundaries

**Overview** – Everyone is the boss of their own bodies. Knowing what that means for each of us is an empowering protective factor against child sexual abuse. This framework also helps us to understand and define our own boundaries and those of others. We all have a personal space bubble and it looks different for everyone. The key is recognizing that the bubble exists and should be respected.

**Objective** – By the end of these lessons, kids will have a better understanding what it means to be the “boss of our bodies” and what their personal space bubbles look like. They will also begin to understand what it means to respect the space bubbles of others.

**Materials** – Bodies and Boundaries activity pages, coloring tools (crayons, markers, colored pencils).

**Procedures** – We are all proud owners of amazing bodies. Everyone’s body is different and everyone’s body is special.

What does it mean when someone is the boss of something? (They are in charge, they have control.)

So, what do you think it means to be the boss of your own body? (We are in charge of what happens to our bodies and what we do with our bodies.)

Do you think that being the boss of your body is the same for everyone or is it sometimes different? That’s right, it looks different for everyone. Part of being the boss of our bodies is knowing what we can do with our bodies to take care of ourselves and make sure we feel safe and healthy. This also means knowing about and being in control of our personal boundaries.

What do you think personal boundaries are?

Personal boundaries are rules we create for ourselves about how other people get to interact with us: how they treat us, touch us, talk to us, and give us attention. We get to decide what kinds of behaviors or attention from other people makes us feel comfortable or uncomfortable.

<sup>2</sup>

How does it feel when someone interacts with us in a way that makes us comfortable (safe, happy, loved, cared for)? How does it feel when someone crosses our personal boundary (uncomfortable, upset, unsafe, mad)? If someone’s boundary is crossed, how might their body

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<sup>2</sup> This definition of personal boundaries was created by prevention educators at Sexual Assault Support Services of Midcoast Maine (sassmm.org)



look (uncomfortable – high shoulders, clenched fists, mad face, red face, they might cry, they might cross their arms or hug their body)? If we know that it does not feel good to have our boundaries crossed, we need to make sure that we are respecting the boundaries of others.

## Being the Boss

I want you to take a few minutes to think about all the ways you are the boss of your own body. I am going to give you a worksheet and I want you to check off all the ways you are in charge of your body. There is also room to add other ways if you think of them.

For younger kiddos – I am going to read some ways to that you can be a boss of your body. If this is something you do, I want you to pat your head!

- I help choose my own clothes
- I choose when I hug people
- I decide when I need personal space
- I can choose what to play
- I can choose how to style my hair
- I decide whether or not to go on rides at the park

Are there other ways you are the boss of your body?

There are so many ways we can be the boss of our bodies!



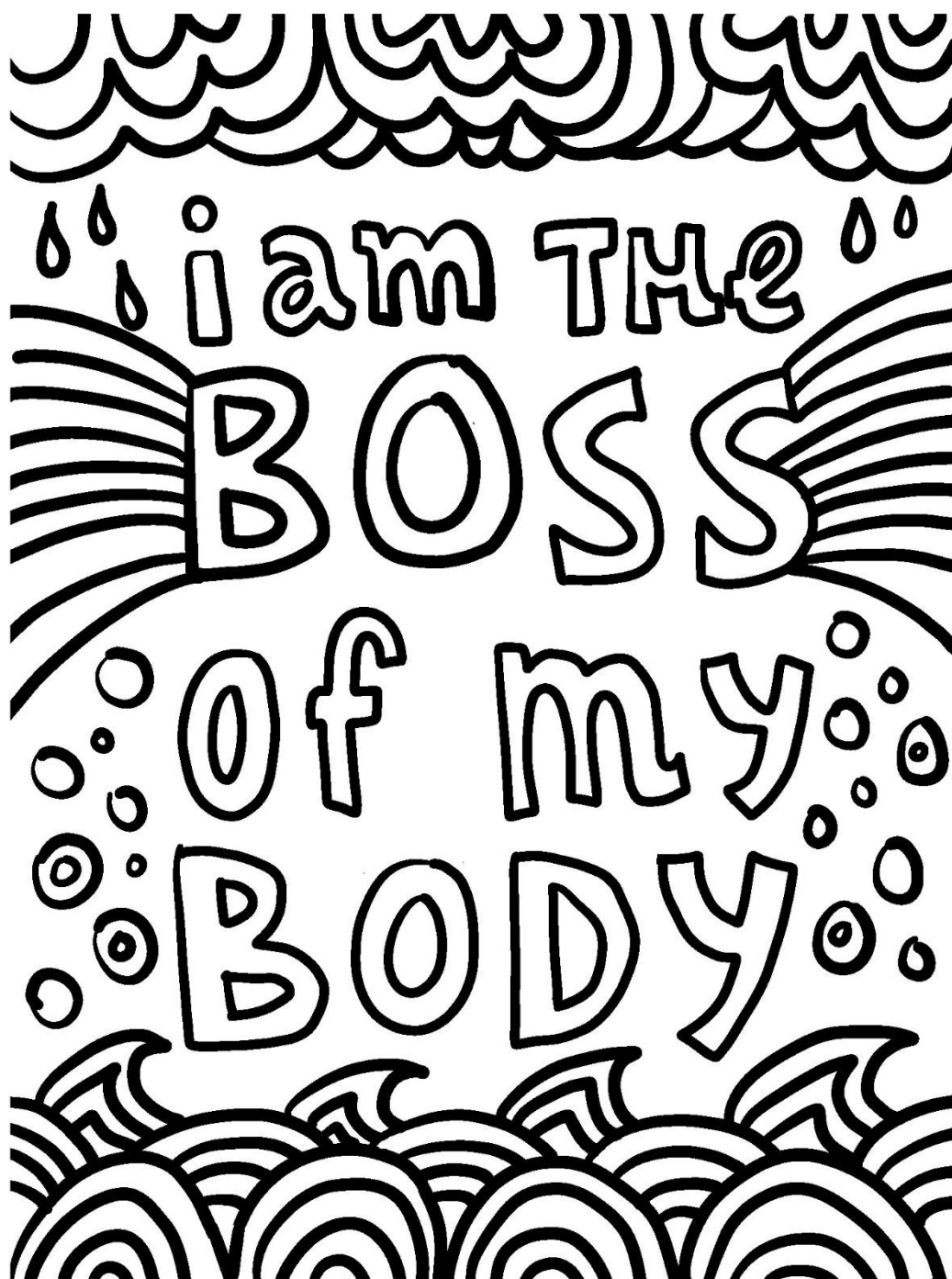
# being the boss

**How are you the boss  
of your own body?** (check the boxes)

- ☐ I help choose my own clothes.
- ☐ I choose when I hug people.
- ☐ I decide when I need personal space.
- ☐ I can choose what to play.
- ☐ I can choose how to style my hair.
- ☐ I decide whether or not to go on rides at the park.
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_

I am the Boss of my Body, My Personal Space, I Heart Space Coloring Pages

We've spent a couple of minutes talking about how important it is to be the boss of our bodies and to understand what it means to have and respect personal space. Now let's make these ideas colorful! Take some time to color the pages I give you. Be creative! Be the boss of your body and choose how you want to color these pages!







This is a Time When My Body Felt Strong/Mind Felt Strong

Our bodies and minds are amazing things! They help us do so many things! I want you to think of times when your body felt strong. Maybe you picked up something heavy or you ran for a long time or you did something with your body you have never done before. Color this page to show what happened during that time.

Now I want you to think of a time when your mind felt strong. Maybe you solved a puzzle or read a challenging book or thought through a problem and came up with a way to fix it! Color this page to show what happened during this time.

We are lucky to have such amazing bodies and minds. It is important that we do what we can to keep ourselves and each other safe and cared for!



**This is a time when  
my body felt strong:**



**This is a time when  
my mind felt strong:**



## Hugs

How many of you like hugs? How do hugs make you feel (loved, safe, warm, cozy, better if we are feeling sad)? Who do you like to hug? We are going to talk about hugs – who we hug and how that feels.

What do you do if someone who takes care of you wants a hug (give them a hug – this is an area to keep an eye out for answers that may raise some flags)? Are these people who you feel comfortable giving hugs to?

What about your teacher?

Neighbor?

Friend?

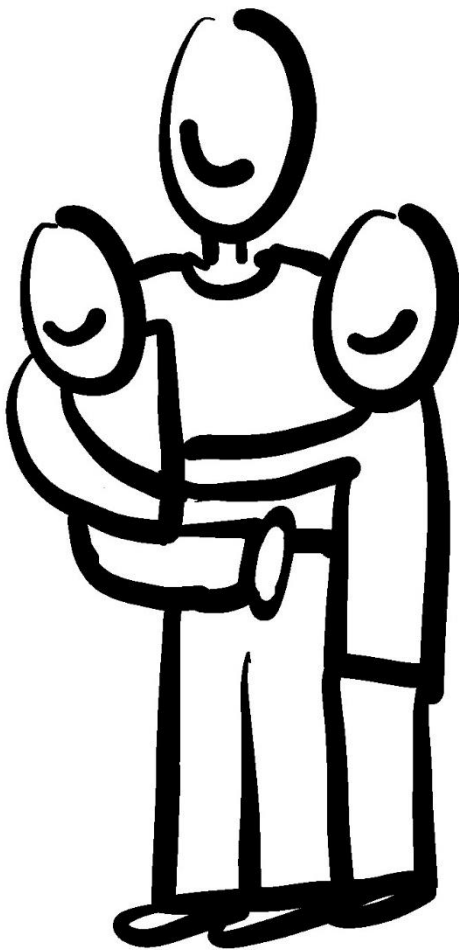
Friend's parent?

Coach?

Someone you don't know?

Do you think how much you know and trust someone changes whether or not you would want to give them a hug (yes)? Our bodies and minds are comfortable with people who we know keep us safe. A hug might not feel comfortable or safe if it is with someone you do not know well or at all. Being a boss of your body means knowing when you want to hug someone and knowing it is okay to say no to a hug at any time – it does not matter who is asking!

# hugs



What do you do when someone who takes care of you wants a hug?

What about your teacher?

What about your neighbor?

What about your friend?

What about your friend's parent?

What about your coach?

What about someone you don't know?

## Understanding Personal Space

We talked earlier about what it means to have personal space/boundaries and how it feels when our space is respected and how it feels when it is not. Now I want you to think about the personal space of others, particularly your friends.

How can you tell from a friend's body language when they might need some personal space? Take minutes to write down or draw your thoughts. (Crossed arms, looking away, moving away, tight posture, etc.)

Sometimes we can tell how someone is feeling just by looking at them but other times we might not be sure. What are some ways to find out how someone is feeling or what they are thinking (asking if they are okay, asking how they are feeling)?

How do you feel when a friend asks for space (sad, upset)? You might feel sad or upset but it is important to remember that your friend will probably feel happy when you listen to their words and give them the space they need!



# understanding personal space

How can you tell from a friend's body language  
when they might need some personal space?

What are some ways to find out how someone is  
feeling or what they are thinking?

How do you feel when a friend  
asks for space?

## Personal Bubbles

Every part of your body is your own personal space or “personal bubble”. Everybody has their own personal bubble, even grown-ups! Even though they are invisible (we cannot see them) everyone’s look different. I want you to take a couple of minutes and draw what your personal bubble would look like. Maybe it is your favorite color or has pictures of your favorite things on it.

We all have personal bubbles, and they are all special and unique – just like us!



# personal bubbles

Every part of your body is your own personal space,  
or your “personal bubble.” Personal bubbles are  
invisible. Draw what your own bubble would look like:



## Personal Space

Everyone has a personal space bubble and who and how we are comfortable looks different for everyone. I want you to take a minute to think about your personal space bubble and when you are happiest. Are you happiest alone? With friends? In a crowd? Does something else make you feel happy, comfortable, and safe?

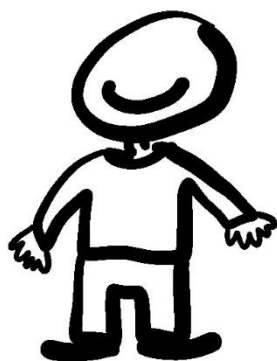
Color this page and then circle when you are happiest.

Do you think we all circled the same thing? No! Because we all have different bubbles! The important thing is to care for and respect everyone's personal space.

# personal space

I am happiest when...

I am alone



I am with friends



I am in a crowd



Something else

Online (This one is intended for older kiddos – late elementary school, middle school)

The internet can be a wonderful place. We can learn about ANYTHING and connect with people both near and far away. It is important to remember, though, that our boundaries and personal space bubbles also exist when we are online. There are some things we are going to feel comfortable doing online and some things that are not comfortable and might not be safe. Let's take a few minutes together to ask some questions:

- 1) What are some of your favorite things to do online? Maybe you like to play games or look up how things work. Maybe you like to use it to talk to friends and family. There are so many fun things we can do online!
- 2) What kinds of things can you tell people online? Does it depend on who they are? What kinds of things should you not tell someone online?
  - a. This is good opportunity to talk about privacy and the fact that you may think what you say online is going to stay in one place and won't spread but once it's online, anyone can find it.
  - b. The grandmother rule: saying or posting anything you would not want your grandmother to see/read.
  - c. It is super important that we are not sharing personal information online – address, full name, telephone number, etc.
- 3) Is it okay to share pictures of someone else online? Generally, a good rule of thumb is that you do not share pictures of other people online. If it is a group photo that you are a part of that you wish to share, it is really important to ask everyone in the picture if it is okay to share it online. If one person says "no", do not share the picture. How about sharing pictures of yourself? Think about why you want to share the picture – are you sharing a picture from a fun adventure or doing something you are proud of? Remember, it is nearly impossible to delete a picture once it is on the internet so keep that in mind as you make your decision to post or not.
- 4) When is it okay to talk to someone you do not know online? There are times when you might talk to someone you do not know online. For example, there are a number of apps and websites that allow you to talk to people from all over the world. Sometimes it is about things you have in common (like a chat board for people who like black lab puppies) and sometimes it is just a general place to talk. It is important to remember that because you do not know the person and cannot see them, they might not be who they say they are. It is super important that if you talk to someone you do not know that you do not share personal information about yourself – full name, address, phone number, email address, etc. As always, please check in with a safe adult before using

these apps/websites and please know who your safe adults are if you need to talk to someone after using these apps/websites.



# online

**My favorite things to do online are:**

**What kind of things can you tell people online?  
What kind of things should you not tell someone online?**

**When is it OK to share pictures of someone else online?  
How about pictures of yourself?**

**When is it OK to talk to someone you do not know online?**

## Bullying

**Bullying** is something that crosses the boundaries of our body and our mind. It is something that is meant to hurt another person. It is never the fault of the person being bullied and can make us feel many different feelings. How do you think it feels to be bullied? How does it feel to see someone you care about get bullied?

What do you think you might do if you felt bullied or saw someone else being bullied ? Who could you talk to? What words could you use (if it is safe to do so) to stop someone from being bullied?

What about teasing? Are teasing and bullying the same? Teasing can be a fun and playful way to talk to your friends. If the person on the receiving end of the teasing thinks it is hurtful and not funny, it is the same as bullying because bullying is meant to hurt someone else. It is not up to the person doing the teasing to decide if it is playful and fun.



# bullying

**Have you ever met someone who  
bullied you or someone else?  
If so, what happened?**

**If not, what do you think  
you might do?**

**Do you think bullying and teasing  
are the same thing?**

## Yes! Wait, No! It is Okay to Change Your Mind

**Subject** – Communication

**Overview** – This series of worksheets are designed to explore what we mean when we say yes, no, and stop and the concept that it is okay to change our minds. We can change our minds at any point.

**Objective** – By engaging with these lessons/worksheets, students will be able to learn about the power of our words, the different ways we say yes, no, stop and understand that it is okay to change our minds!

**Materials** – Yes, No, STOP activity pages, coloring tools (crayons, markers, colored pencils).

**Procedures** – Our words are powerful tools. We use them to tell each other stories, ask questions, and get to know each other. We also use them when we agree and disagree or when we want something to happen or we want something to stop.



### Connect the Yes and No Words

Are there different ways to say yes? What about no? Take a minute and draw lines to connect the words that mean the same!

Yes – Yup, Sounds good, Yes please, Heck yeah!

No – Quit it, stop, cut it out, no thanks, knock it off, not interested.

When we hear yes or no or any other words that mean yes or no, we need to make sure we are listening to what that person is saying and watching their bodies to make sure we understand.

**Draw lines to connect the words  
that can mean the same.**

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**YES!**

QUIT IT

YUP

STOP

CUT IT OUT

NO, THANKS

KNOCK IT OFF

SOUNDS GOOD

NOT INTERESTED

YES, PLEASE

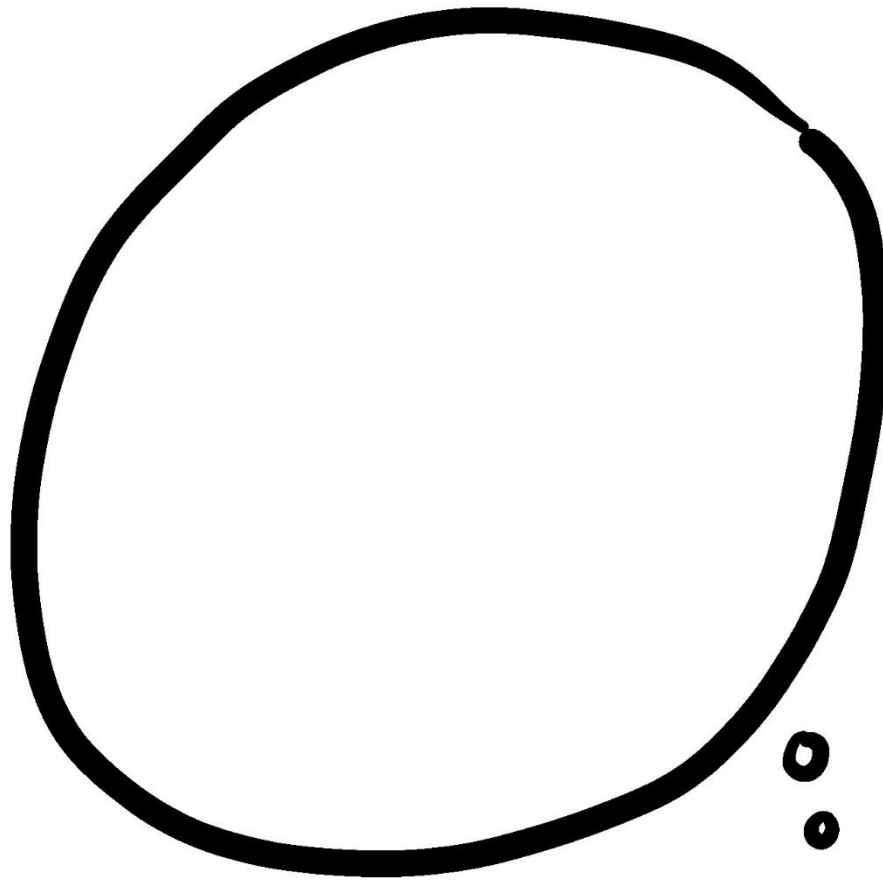
HECK YEAH

**NO!**

## Said Yes but Wanted to Say No

Sometimes we say “yes” or “no” because we think the people around us want us to. But are there times where you said yes when you really wanted to say no, or said no when you really wanted to say yes? Take a minute to draw a picture or write a few words about what that looked like for you.

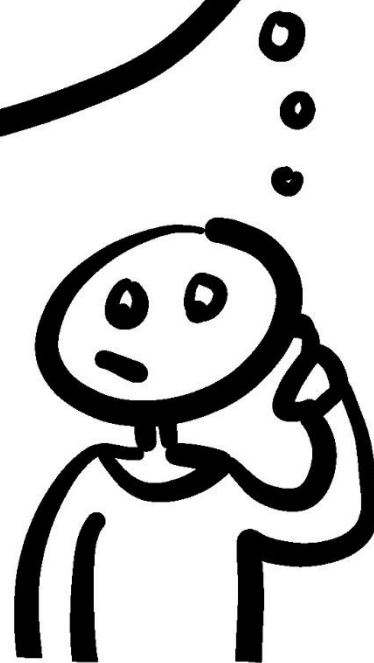
It is important to remember that our words are powerful tools and just like we are the bosses of our bodies, we are the bosses of our words too! Even if everyone else is saying yes, it is always okay to say no if you are uncomfortable or feel unsafe. The same goes for when everyone is saying no but you want to say yes!



Have you ever said **no**  
when you wanted to say **yes?**

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Have you ever said **yes**  
when you wanted to say **no?**



## Second Thoughts/It is Okay to Change Your Mind

Just like our words have power, our minds do too! And sometimes we change our minds about something we thought we wanted to do or did not want to do. Have you ever thought that something would be fun, but then when you start to do it, you change your mind? (A good example here might be climbing tall tree, ropes courses, diving board, etc.)

What about a friend? Has your friend ever changed their mind about doing something you planned to do together? How did that make you feel? It can be frustrating when plans change, and it might make us sad when someone changes their mind about doing something with us. But whether we change our minds, or a friend changes their mind, it is important to remember that it is okay for anyone to change their mind at any time for any reason.

Let us spend some time coloring this picture to remember that it is okay to change our minds!



# second thoughts

Have you ever thought that something would be fun, but then when you get to do it, you change your mind?

Has your friend ever changed their mind about doing something you planned to do together?  
How did you feel about that?

# IT'S OK TO



## Fun Questions

**Subject** – Creative thinking

**Overview** – This series of worksheets is designed to encourage students to think outside the box and answer some fun, creative questions. These can be used to provide a brain break after some tough content or as a time filler. These also can be used to continue to support students to think about safe adults or friends in their lives (treehouse/space ship).

**Objective** – By engaging with these lessons/worksheets, students will answer fun questions that also encourage them to think about people in their lives they would welcome into personal spaces.

**Materials** – Fun questions activity pages, coloring tools (crayons, markers, colored pencils).

**Procedures** – Introduce these pages as a fun break activity. Remind students that sometimes we have really big questions or thoughts that might not be directly related to what we are learning about and that is okay! We want them to be curious!



What is the Best Question You Can Ever Think of Asking?

Note to teachers – this could be a completely unrelated activity OR you can give this worksheet at the end of a more targeted CSA lesson and ask students to use it to think of the best question they can ask about that specific content.

Are questions important? Why? How can asking questions help you?

Now I want you to think of the BEST question you can ever think about asking. It can be about anything! Once you have written down that question, think about who you would ask. Why did you pick that person?

Asking questions can help us learn more about the world around us. I encourage you ask questions, BIG and small.

What is the BEST  
question you can  
think of ever asking?



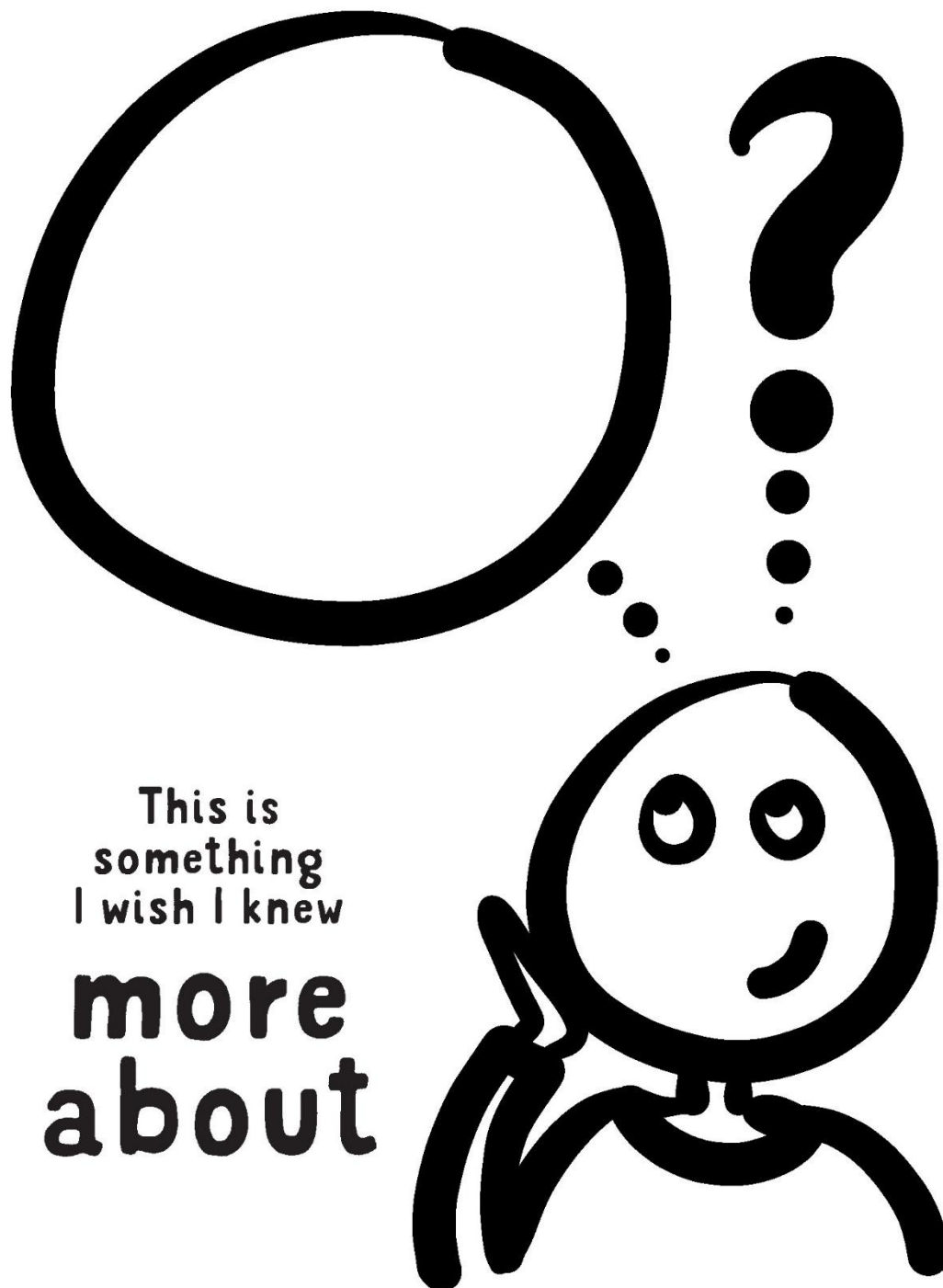
Who would you ask?

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This is Something I Wish I Knew More About

Have you ever seen something and wished you knew more about it? Maybe you were reading a book or saw something outside. Take a minute to use this worksheet to write down or draw a picture about something you wish you knew more about!

I would challenge you to take some time and try to use tools you have (book/computer/adults/etc.) to learn more about what you wrote or drew the picture of.



This is  
something  
I wish I knew  
**more  
about**

This is Something or Someone I Miss

Have you ever missed someone or something that lived somewhere else? How does it feel when you miss someone or something (sad)? Especially right now, we may not be able to see or spend time with people or in places we used to. However, just because we cannot see those things does not mean there aren't ways to feel connected to them. What are some ways you can connect with someone or something you miss? (Draw a picture, send them a card, write a story about them, ask a grown up if you can video chat with them, etc.)

**\*Note for teachers – this is one you will want to use as appropriate, particularly during COVID. As you know, loss is a very real thing that children are processing in a multitude of ways. If you know one of your students experienced the loss of someone important in their lives recently, this might not be a good activity to use. \***

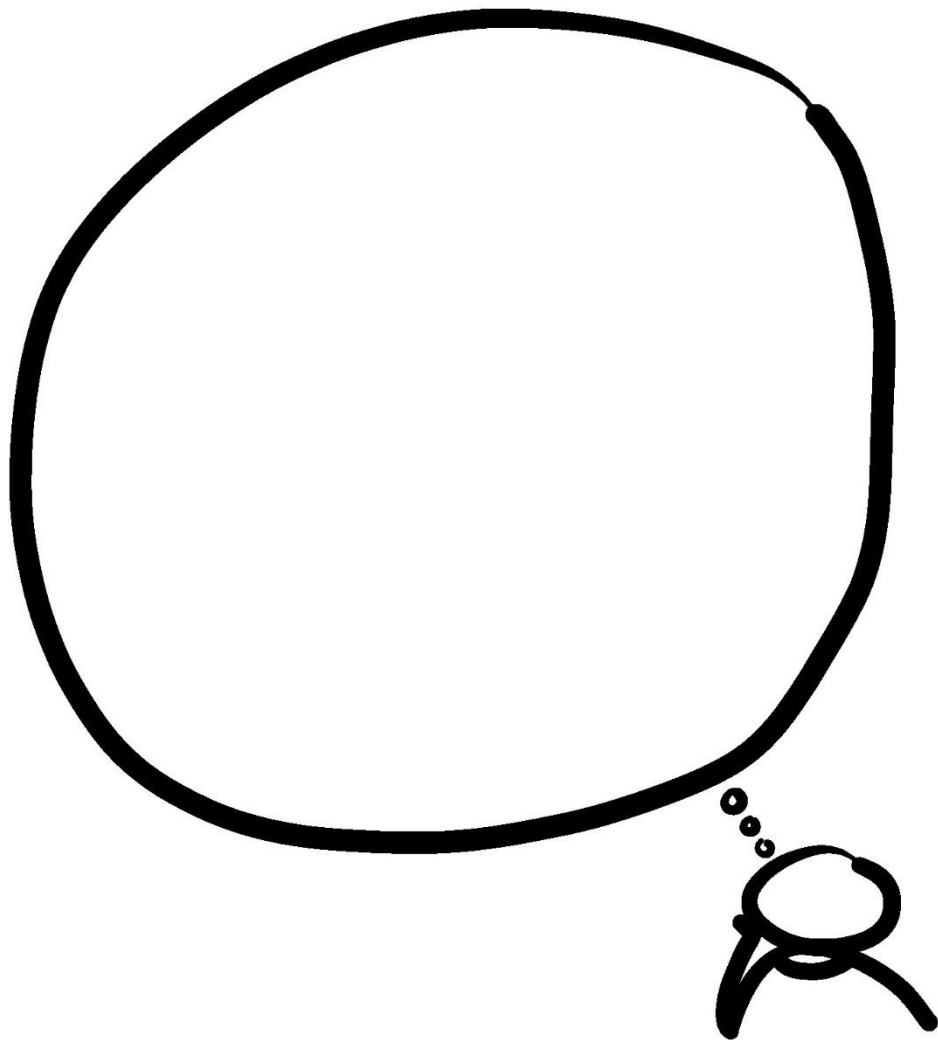
Take a minute and draw or write about someone or something you miss.

Would anyone like to share what they created?

Remember, if you are missing someone and feeling sad, you can always talk to one of your safe adults. They can find listen and find other ways to help you!

This is something or someone

**I miss:**



If I Could Have Any Superpower it Would Be/My Real Superpower is

Do you have a favorite superhero? Who? What do you like about them? Are there people in your life who seem like superheroes to you? We like superheroes because they are strong, brave, kind, and are helpers.

I want you to pretend for a moment you are a superhero. What is your superpower? Super speed? Super strength? Invisibility? Reading minds? Write it down or draw a picture. Now think of what your superhero name is and write that down. Let me know if you need help.

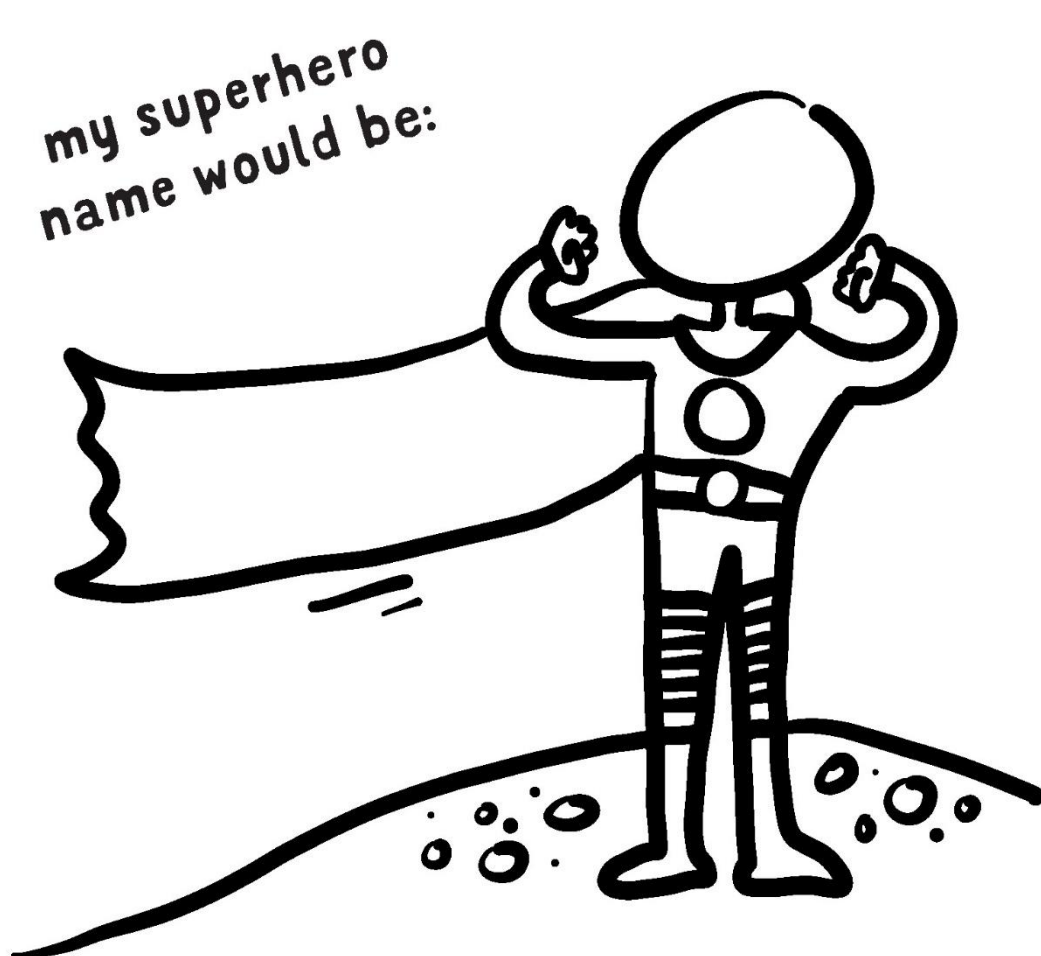
What is a superpower you already have (kindness, being a helper, carrying heavy things for people, listening)? Write it down/draw it and color the worksheet. We are all superheroes when we are kind and helpers!

Now let's share! Tell us what your superhero name is, your superpower, and why you chose it!

What amazing superheroes we have in this class!

If I could have any  
superpower it would be:

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**My real superpower is:**

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### Who is Allowed in Your Treehouse?

Do any of you have a treehouse? Whether you do or do not, think about who you would want to play with you in your treehouse. Would you want other kids? Brothers, sisters, friends? How about grown-ups? Treehouses are cool, special places and it makes sense that we would want cool, special people to be allowed in those spaces. Take a minute and think about who is allowed in your treehouse. Write down their names or draw their pictures.

We all have special people in our lives. I am glad you were able to think of who they are!



**Who is  
allowed  
in your  
treehouse?**

Who would you take along on your spaceship?

Have you ever wanted to go to space? It would be amazing to explore the planets, stars, and see what you can find in our galaxy. If you were going on your mission to space, who would you take with you? A friend? A grown-up? Your dog? Write down or draw a picture of who you would bring!

\*Older students could write a story about their space adventure!\*

