



MY BODY IS MY BODY PROGRAMME

SAFEGUARDING CHILDREN



- *6 Teacher Lesson Plans*
- *6 Songs*
- *Activity Suggestions*

*Children's workbooks, quizzes, interactive courses, and many free resources are available on our website.
Each lesson is designed to take about 15 minutes.*

www.mbimb.org

My Body is My Body Foundation

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By Chrissy Sykes - Founder Of The My Body Is My Body Programme

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Introduction

Welcome to the My Body Is My Body Musical Child Abuse Prevention Programme!

This is one of the most successful, positive, and engaging musical “body safety and empowerment” programmes available today. Designed with animated videos, this programme is an effective and enjoyable way to teach children essential safety skills in schools, nursery settings, and homes worldwide.

As an educator, you play a vital role in the safety and well-being of children—you may be the only trusted adult a child can turn to for help. According to the World Health Organization (WHO), over 1 billion children experience maltreatment each year, whether in the form of sexual, emotional, or physical abuse, or neglect. Your role in recognising and addressing child maltreatment is crucial, as every child has the right to grow up in a safe and nurturing environment, where they can thrive physically, emotionally, educationally, and socially.

Tragically, over 90% of sexual abuse cases involve a family member or someone close to the family. This means a child may feel unable to confide in their parents—or worse, may not be believed if they do. A trusted teacher or school staff member may be the only person they feel safe talking to.

The long-term effects of child maltreatment can be severe, including:

- Low self-esteem
- Emotional difficulties
- Depression and anxiety
- Eating disorders
- Self-harm
- Post-Traumatic Stress Disorder (PTSD), where children may relive traumatic events
- Suicidal thoughts
- Physical injuries, burns, or fractures
- Difficulties forming and maintaining relationships
- Life-changing sexually transmitted infections
- Lower academic achievement

As you can see, preventing child abuse is of the utmost importance. The impact of abuse can be lifelong, but through education, awareness, and intervention, we can empower children, protect their futures, and create safer communities for all.

Thank you for your commitment to making a difference in the lives of children.



Foreward

By: Dee Russell Thomas

Educational Consultant/International Inspector - UK Director of Child Welfare, MBIMB Trustee

The following lesson plans have been designed specifically to be used with children and pupils in the Early Years / Foundation Stage and Primary schools worldwide.

They can, of course, be adapted to accommodate the needs of young people. You may wish to differentiate the material to suit age groups, ability levels, gender, culture, and linguistic needs. Remember, the programme has already been translated into over 30 different languages.

The key points are that all children will be taught how to protect themselves through learning the empowering songs accompanied by discussions and activities.

The lessons can be stand-alone or may be incorporated into the following subject areas: -

English.... (listening, speaking, reading and writing skills).... story-telling, poetry, discussion groups
Drama.... Preparing a short play, acting through role-play, watching short MBIMB videos
PSHE/Tutor time... discussing right and wrong/safe and unsafe/feelings/ surprises and secrets
Music... using the resources to share the preventative songs and discuss their messages
Art... exploring emotions through creative skills, interpreting the songs, posters, story-boards
Humanities (RE)... moral issues, cultural diversity and the commonalities of safety, equality, privacy

Whilst these resources are aimed at a younger audience, there is real scope for extending the lessons to accommodate secondary students.

The starting point could be: - **"This has been designed for a younger audience but..."**

- What do you think?
- Is it essential to ensure this message reaches older students?
- If so, how would you do it?
- What messages can be explored here?
- What do YOU take away from this?
- Could you present an appropriate, age-related poster for your own age -group?

How can we: -

- a) Protect children and young people and why is it so important?
- b) Find strategies and opportunities for children and young people to "Break the Silence"?
- c) Empower young people to say "No" and "Tell"?

Finally, this programme can be used to train older students to become MBIMB buddies for social media, and their community or even go on to become presenters themselves.

PLEASE LOOK, ADAPT, DISSEMINATE, AND PASS ON TO OTHERS. YOU WILL CHANGE FEAR TO SAFETY



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The Songs

The following songs are here to help you address some of the complex subjects you need to be addressing with the children in your class.

Why do we use music? A 2016 study at the University of Southern California's *Brain and Creativity Institute* found that childhood musical experiences can accelerate brain development, particularly in language acquisition and reading skills. Songs are also an excellent way for children to remember the important messages being taught as they are interactive. I am sure you all remember little songs that you were taught as a child, these songs and messages will stay with the children and will also be a good grounding for future life lessons.

Our six songs each deal with different aspects of educating children about body safety.

Song 1: My Body Is My Body

Objective

Teach children that their bodies are their own and that no one has the right to hurt them or touch their private parts.

Song 2: If It Don't Feel Right - Don't Do it

Objective

Teach children to listen to their feelings and talk about peer pressure and bullying. Helping children with body empowerment.

Song 3: The "What If" Game

Objective

Teaching children to say NO with authority in difficult situations.

Song 4: If You've Got A Problem

Objective

Reinforcing the learning of telling if there is a problem and who are the safe adults they can talk to. If the person they tell does not listen or tells the child to keep a secret, they should keep telling till someone listens and helps them.

Song 5: Love Is Gentle

Objective

Teaching children that love is gentle and kind and is all about caring, sharing and trusting.

Song 6: Say "NO" To Secrets

Objective

Teaching children NOT to keep SECRETS. Learning the No SECRETS Rule



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How To Use The Programme

The My Body Is My Body Programme provides a simple, step-by-step way to introduce this important subject using fun, animated songs. This engaging programme empowers children and helps open the lines of communication in a positive and memorable way.

Keep it fun

The songs are upbeat, positive animations introduced by our friendly cartoon character, Cynthia. Encourage children to sing along, use hand movements, dance, and engage with the music—this helps reinforce the message in a way they'll remember.

Keep it simple

Young children don't need to know the in-depth details of abuse—just clear, simple rules:

1. Nobody should be hurting you.
2. Nobody should be touching your private parts.
3. Nobody should take photos of your private parts.
4. If you have a problem, tell a safe adult.
5. Don't keep secrets if someone is hurting you or touching your private parts.
6. Tell a safe adult if someone is bullying you.

Keep it positive

The goal is to empower children—to help them feel positive about their bodies and confident that they have someone to talk to if they need help. After each lesson, consider a letter-writing or drawing session where children can express what they've learned. They can also share any worries or personal experiences in a safe and supportive way.

Important Note

Before presenting this programme in your school, please review your school's policies and procedures for reporting child abuse. Know how and who to report to if a child discloses any concerns to you. For more guidance, see our Signs of Abuse PDF.

All resources are free and available at <https://mbimb.org/>

PSHE

Integrating the "My Body is My Body Programme" into PSHE education for Key Stages 1 and 2 offers a robust tool for enhancing children's understanding of their bodies, feelings, and relationships. Each song addresses critical aspects of the PSHE curriculum, providing a musical and memorable approach to serious topics. This integration ensures that children not only learn about these essential concepts but also retain and apply them effectively in their everyday lives. Such a curriculum enhancement can significantly contribute to the well-rounded development of children, preparing them to handle personal and social challenges more adeptly.



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Signs Of Abuse

If you suspect any Child Abuse, call your relevant Child Protection Services and get advice. They will listen to your concerns and take action on your behalf if a child is in danger.

SIGNS OF PHYSICAL ABUSE

Physical Abuse - any injury to a child that is not accidental (broken bones, bruises, cuts, burns, and other injuries) or any action which could seriously harm the child

Child's Appearance

- Unusual bruises, welts, burns or fractures
- Bite marks
- Frequent injuries are always explained as accidental
- If an explanation does not match the injury
- Wears long sleeves or concealing clothing to hide injuries

Child's Behaviour

- Unpleasant, hard to get along with
- Unusually shy, avoids other people
- May be too anxious to please
- Appears to be afraid of their parents
- Show little or no distress at being separated from parents

SIGNS OF EMOTIONAL ABUSE

Emotional Abuse includes belittling a child, intimidation, unreasonable threats, aggression, excessive criticism, undermining the child and emotional blackmail.

Child's Appearance

- Signs may be less obvious than in other forms of abuse, behaviour is probably the best indication.
- Withdrawal from friends and social activities
- Frequent lateness or absence from school Loss of self-esteem
- Defiant behaviour
- Changes in school performance

Child's Behaviour

- Constant feelings of worthlessness
- Inability to value others
- Extreme attention-seeking behaviour
- Suicide threats or attempts
- Behavioural disorders, e.g. bullying

SIGNS SEXUAL ABUSE

Sexual abuse can be by contact, e.g. rape, sexual assault or non-contact such as producing sexual images of children or filming them taking part in sexual behaviours.

Child's Appearance

- Torn, stained, or bloody underclothing
- Experiences pain or itching in genital areas
- Has a sexually transmitted infection
- Unwilling to change clothes when needed

Child's Behaviour

- Sexual behaviour or knowledge that is inappropriate for the child's age group
- Inappropriate sexual touching of other children
- An abrupt change in behaviour
- Extreme reluctance to be touched in any way

SIGNS OF NEGLECT

This is where there is a persistent failure to meet a child's basic physical, psychological or emotional needs. The results of neglect can seriously damage the child in terms of their health and development.

Child's Appearance

- Poor Hygiene, dirty hair, body odour
- Clothes inappropriate for the weather
- In need of medical or dental care
- Low weight for age and/or failure to thrive and develop
- In need of adequate food, shelter, clothing, medical attention

Child's Behaviour

- Often tired, no energy, lethargic
- Begs or steals food
- Frequent lateness or absence from school
- Defiant behaviour
- Low self-esteem



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HOW TO RESPOND IF A CHILD REVEALS THEY ARE BEING ABUSED

If a child reveals that they have been abused, how you respond is very important.

Remain calm and do not force the child to give information. It is essential that a child tells you about their abuse in their own words and in their own time. Children seldom lie about being abused, so it is crucial that you believe the child and show them that you are supportive. Please do not show negative emotions like anger or disbelief.

Firstly reassure the child:

Thank them for being brave enough to tell you about their abuse, and assure them that you will be there to support them.

If you ask any questions, keep them very simple:

Remember a child may only disclose a small portion of information at a time until they see your reaction is calm and supportive

Comfort the child and thank them for sharing with you:

Thanking the child for sharing is essential. Remember that it is very challenging and distressing for children to tell about their abuse. They may have taken months (or years) to build up the courage so it needs to be a positive and supportive experience.

Tell the child it is not their fault:

Abuse is never the child's fault, and they need to know that they have not done anything wrong.

Do not confront the abuser:

This may make the situation worse - Please leave this to the professionals.

Please report any abuse immediately to your local child abuse prevention representative, NGO or local Police Station.

Basics on how to report child abuse:

Please tell the child that you are going to write down what they are telling you and that you will be sharing it with someone else that can help them. It is important to write everything down in the "child's words" and report it as soon as possible. It is very easy to forget the exact details if you don't write them down. This is also very important to have this information if there is a prosecution.



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Song 1 Lesson Plan

Since the **My Body Is My Body** songs are animated and music-based, it's ideal for children to watch the videos on a computer or projector. However, if these are not available, you can still play the songs for them to listen and engage with. 🎵 MP3 versions of the songs are available for download on our website.

Additionally, our **Children's Workbook** is available to download from our website if you'd like the children to follow along with activities and reinforce their learning.

PSHE Curriculum Link: Self-Awareness & Self-Care, Support, and Safety

- Reinforces the concept of body autonomy, helping children understand that they have the right to set boundaries.
- Supports discussions on personal space, privacy, and recognising appropriate and inappropriate behaviour.
- Can be integrated into lessons on self-respect and understanding personal rights.

1. Discussing Private Parts

First, we need to explain to children where their private parts are:

- a) Private parts are the areas covered by a swimsuit. (or)
- b) Private parts are the areas covered by underwear.

2. Discuss Bathing

It's important to explain to children that when they are young, Mommy, Daddy, or their Carer will need to bathe them and wash their private parts because they don't yet know how to do it themselves. However, as they grow older, they will learn how to bathe by themselves.

If there is a child with special needs in the class, it's important to explain that sometimes, even as we get older, we may still need help with bathing and dressing. In these cases, a trusted adult, such as a parent or carer, may assist them—but their private parts should still be respected, and they should always feel safe and comfortable.

3. Discuss Visits to the Doctor

If children feel unwell or have soreness, Mummy, Daddy, or their carer may need to apply medicine to their private parts. Sometimes, a child may need to see a doctor, who might need to examine their private parts.—but Mommy, Daddy, or their Carer should always be present.

Apart from these situations, nobody should ever look at or touch their private parts—because they are private! If someone asks them to touch their private parts, they should say NO! and immediately tell a safe adult.

4. Discuss People Taking Photographs

In today's digital world, we must also protect children from those who may try to take inappropriate photos. Children should understand that if someone wants to take pictures of their body or private parts, they must say NO! and immediately tell a safe adult.

(We will learn more about safe adults in Song 4 - If You've Got a Problem.)



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Song 1

Classroom Activities

Understanding Body Ownership

Discussion Questions:

- In the song, we sing, "It's my body, my body." Why is it important to know that your body belongs to you?
- How does it make you feel to know that no one is allowed to touch your body without your permission?
- Can you name some safe adults you can talk to if you ever feel uncomfortable?

Objective:

Help children understand that their body belongs to them and that they have full control over who can touch it. Reinforce that no one has the right to hurt them or make them feel uncomfortable.

Activity: "My Body Belongs to Me" Handprint Poster

Have children trace their hands on a piece of paper and write inside:

👉 "My body belongs to me." 👉

Let them decorate their handprints with colours and stickers. Display the posters as a reminder that they are in charge of their own bodies.





Classroom Activities

Photo Safety & Sharing

Introduction:

Just like with our bodies, we need to be careful when sharing pictures. Not all photos are okay to share, especially pictures that could make someone feel embarrassed, unsafe, or uncomfortable.

Discussion Questions:

- “What kind of photos are safe to share with family and friends?”
- “Why should we always ask before taking or sharing a picture of someone else?”
- “How would you feel if someone shared a picture of you that you didn’t like?”

Objective:

Teach children about digital safety and help them understand that photos, like our bodies, deserve privacy and protection.

Activity: Sorting Game – Safe or Not Safe to Share?

Show children different photo examples (drawn or printed on flashcards) and ask them to sort them into two groups:

- ✓ Safe to Share (e.g., a picture of a pet, a landscape, a school project)
- ✗ Not Safe to Share (e.g., a picture in a swimsuit, a picture showing personal information, a silly or embarrassing photo of a friend without permission)

Photos NOT Suitable to Share Online

✦ Personal Photos Showing Too Much Skin:

- ✗ Examples: Swimsuit pictures, changing clothes, or anything that shows private parts.

✦ Photos Inside Your Home:

- ✗ Examples: Pictures that reveal your address, home layout, or personal details.

✦ Photos with Personal Information:

- ✗ Examples: A picture of your school ID, home address, or family car’s license plate.

✦ Inappropriate or Embarrassing Moments:

- ✗ Examples: A photo of someone falling, making a funny face, or with food on their face.
Ask: Would you like it if someone posted an embarrassing photo of you?

✦ Photos of Others Without Permission:

- ✗ Examples: A picture of a friend looking sad or upset, or any photo where they didn’t say “yes” to being in it.



Classroom Activities

Understanding Body Ownership

Saying No to Unwanted Touch

Discussion Questions:

- "What should you do if someone touches you or tries to touch you in a way that makes you feel uncomfortable or unsafe?"
- "How can you use your voice to say 'no' confidently when something doesn't feel right?"
- "Sometimes, things like hugs, kisses, tickling, or sitting on someone's lap might make you feel uncomfortable. Can you think of other situations that might make you feel uncomfortable?"

Objective:

Empower children to use their voice to say "no" when they feel unsafe. Reinforce that they should trust their feelings and tell a safe adult if something feels wrong.

Activity: Role-Playing Scenarios

Act out different situations where a child might need to say "no." Examples:

1. A friend wants to hug them, but they don't feel like hugging.
2. Someone tickles them, and they don't like it.
3. A stranger asks them for a hug.

Encourage children to practise saying 'No, I don't like that' in a strong, clear voice. Teach them to stand tall, make eye contact, and walk away confidently.



- ◆ Encourage them to talk about what they've learnt with their parents or carers.
- ◆ Remind them: Their body belongs to them.
- ◆ Let them know: It's always okay to speak up and ask for help.



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Song 1

Lesson Objectives

One of the main objectives of this programme is to create open communication with children about body safety and abuse prevention. Show them that this is a topic they can talk to you about—encourage them to ask questions and reassure them that they can come to you anytime if something is worrying them.

Once you've had this discussion, it's time to introduce the song "My Body Is My Body."

🎵 Play the song, have fun, use hand movements, and sing along! 🎵

Make this a positive and empowering experience—one that children will remember and carry with them.

🎵 Song Lyrics 🎵

Cynthia's text from the video

Hello, my name is Cynthia and today we're going to do the "My Body Is My Body" Programme. We're going to sing some songs, have some fun and learn about how to keep safe. You know, our bodies are very special, and nobody has the right to hurt us, or touch our private parts or do anything that makes us feel uncomfortable because it is our special body. We're going to do the first song now, and I want you to sing along with me, it is called My Body Is My Body.

My Body is My Body

Chorus

It's my body, my body
And nobody has a right to hurt me,
Because my body is my body for me
It's my body, my body
And nobody has a right to touch me,
Because my body is my body for me

Verse

I've got two hands to feel
And two eyes to see
And two ears to hear what you're telling me
I've got two strong legs to take me where
I go And I've also got some private parts
That I don't want to show

Chorus

It's my body, my body
And nobody has a right to hurt me
Because my body is my body for me
It's my body, my body
And nobody has a right to touch me
Because my body is my body for me

Verse

I've got hair on my head
I want you to see
And a little belly button in the middle of me
I've got a cute little nose
And ten little toes
And I've got a mouth to tell you
What I want you to know

Chorus

It's my body, my body
And nobody has a right to hurt me
Because my body is my body for me
It's my body, my body
And nobody has a right to touch me
Because my body is my body for me
Yes my body is my body for me

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Animated Song Video

Reinforce what the children have learned.

1. What do you do if someone tries to touch your private parts? **Say No!!** Then go and tell a safe adult.
2. What do you do if someone tries to take photos of your private parts? **Say No!!** Then go and tell a safe adult.
3. What do you do if someone does something that makes you feel uncomfortable?

Say No!! Then go and tell a safe adult.

Sing the song often, and allow the children to ask any questions they may have.



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By Chrissy Sykes - Founder Of The My Body Is My Body Programme

Song 2 Lesson Plan

PSHE Curriculum Link: Managing Feelings, Consent & Decision-Making

Ideal for the self-care, support, and safety sections. This song encourages children to listen to their feelings and seek help if something feels wrong, supporting the PSHE goals of recognizing and reacting to unsafe situations.

Lesson Objectives

If It Don't Feel Right - Don't Do it

This song will open the subject of feelings for discussion.

1. Teaching children to listen to their feelings.

Most of the time, children know when things do not feel right or when things make them feel uncomfortable, so teach them this rule - "If it don't feel right - don't do it!"

2. Talking about peer pressure

Talk about situations where children might feel pressured by friends or family to do something that they know is not right. Children may feel pressured to experiment with drugs, alcohol, or smoking due to peer influence. The desire to fit in or be accepted by their peers can be a strong motivating factor.

- Children may feel pressured to participate in bullying behaviours, either as the aggressor or as a bystander, in order to gain acceptance or avoid becoming a target themselves.

- Social Media Influence:

Peer pressure can also extend to the online realm. Children may feel pressured to conform to certain trends, post inappropriate content, or participate in cyberbullying in order to gain popularity or acceptance. Standing up to peer pressure can be challenging, but talk about it and explain how much stronger they will feel and how much more self-confidence they will gain if they don't let themselves be pressured or bullied by other people into doing things they do not want to do. "If it don't feel right - don't do it!"

3. Helping children with body empowerment

Children need to know that their bodies are their own and that if anything makes them feel uncomfortable, they have the right to say "No, I don't want to do that." This includes unwanted hugs, kisses, and tickling as well as touching. If it don't feel right - don't do it!"

This song will also open the subject of feelings for discussion.



Classroom Activities

1. Talk about feelings

Once you have opened up the discussion about feelings, you can talk about the types of emotions we all have. Happy, Sad, Lonely, Angry, Scared, Anxious, Surprised.

It is so important for children to know that other people all over the world have the same feelings as they do, and that they are not alone. Have a class discussion to see how many different types of feelings and emotions the children can suggest.

Here are a few more suggestions: Shocked, lonely, hopeful, frustrated, disgusted, confident, depressed, embarrassed, smug, exhausted, jealous, bored, confused, guilty, shy, and ashamed.

You could play a class game getting the children to show you different types of faces or you could get the children to draw faces about how they are feeling. You could also draw faces on the board and ask the children to guess what the feeling is you have drawn.

SIMPLE RULES

1. Listen to your feelings. You know what feels right and wrong
2. If it makes you feel uncomfortable - don't do it
3. Don't let people bully you into doing things you know are not right
4. Always remember to tell a safe adult if you are having problems
5. Don't keep secrets if someone is hurting you

Let's talk about feelings

Do you know we all have the same types of feelings?



There are lots of different types of feelings. Each face shows a feeling. Can you tell what they are?
Write the feeling down under each face.



Classroom Activities

Song 2: "If It Don't Feel Right - Don't Do it"

Feelings Charades

Objective: To help children identify and express different emotions without using words.

How to Play:

Prepare Feeling Cards: Write the following emotions below on the cards

Happy
Sad
Angry
Scared
Excited
Surprised
Confused
Disappointed
Frustrated
Nervous
Proud
Shy
Embarrassed
Jealous
Curious
Anxious
Lonely
Calm
Relieved
Grateful



Divide your class into 2 Teams

Acting Out:

Children take turns drawing a card and acting out the emotion without speaking. The rest of the team have to guess the emotion.

Discussion:

After each turn, briefly discuss when someone might feel that emotion, focusing on situations where these feelings might arise.



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Song 2



Song Lyrics



Now play the song, have fun, do hand movements and sing along.

Make this a positive and empowering experience for the children, something they will remember !!

Cynthia's text from the video

We're going to have fun with this next song. It has such a great rule to remember And the rule is - If it doesn't feel right - don't do it !! Now I'm not talking about things like doing your homework, or tidying up your bedroom I'm talking about if someone tries to get you to go somewhere with them and you know it's not the right thing to do. If it doesn't feel right - don't do it !! Or if someone tries to get you to do something that makes you feel uncomfortable. If it doesn't feel right - don't do it !!

If It Don t feel Right - Don t Do It

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Verse 1

People can touch you and say that it's cool
But remember your body belongs to you
You're the one who knows if it don't feel right
And if it don't feel right Don't do it, Huh!!
No if it don't feel right Don't do it, Huh!!
Don't do it, Don't do it

Verse 2

There are people out there that think you're a fool
And they try to give you drugs and keep you out of school
Tell you to keep secrets,
But you know what to do
Because if it don't feel right
Don't do it, Huh!!
No if it don't feel right
Don't do it, Huh!!
Don't do it, Don't do it

Verse 3

People can hold you and tell you they care
I'm not telling you that it's not good to share
But you will know inside if it don't feel right
And if it don't feel right Don't do it, Huh!!
No if it don't feel right Don't do it, Huh!!
Don't do it, Don't do it
No if it don't feel right Don't do it, Huh!!
Don't do it, Don't do it



Animated Song Video

Conclusion

Reinforce what the children have learned.

1. If someone tries to make you do things that make you feel uncomfortable
"If it doesn't feel right - don't do it !"
2. If other children try to make you do things that you know are not right
"If it doesn't feel right - don't do it !"
3. If people try to touch you in places that you know are private or make you feel uncomfortable
"If it doesn't feel right- don't do it !"



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Song 3

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Song 3 Lesson Plan

"The What If Game Song"

Objective: Teach children to say "NO" with authority in difficult situations.

PSHE Integration: Useful in managing feelings and changing and growing sections of PSHE. It teaches assertiveness, a crucial skill when dealing with peer pressure or uncomfortable situations. This song could form part of discussions on consent and resisting unwanted contact, aligning with the PSHE focus on dealing with touch and understanding consent.

Lesson Objectives

The "What If" Game

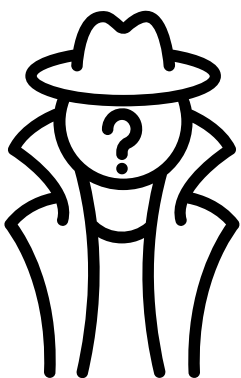
Teaching children to say NO with authority. The 'What If' game can be applied to any situation you suspect is happening to a child. Use the game to give answers to difficult situations that children may not know how to get out of safely.

Explaining strangers to children

If you ask a group of young children what a stranger is - you may get 20 different answers

For example:

- 1) A stranger is a bad person
- 2) A stranger is someone that will hurt you
- 3) A stranger is someone that gives you sweets



We teach children:

"Don't talk to a stranger"

"Don't get in a car with a stranger"

"Don't take sweets from a stranger"

But....we often forget to tell them what a stranger is.

So firstly, we need to discuss - What is a stranger?

A Stranger is someone we don't know!

A Stranger can be:

A man or a lady, someone old or young, they can be rich or poor or someone of any skin colour.

We need to tell children that

- a) not all strangers are bad people,
- b) and if someone you love or trust introduces you to a stranger, that stranger can become a friend.

BUT....unless someone you love and trust introduces you to a stranger, you should never talk to them on your own (in person or online)



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Song 3

Classroom Activities

The digital age

In this digital age where information about children and their parents is readily available on the internet through places like Facebook, Twitter and many other websites, people can easily get to know the names of a child's family members. As a result, they may try and trick the child into going with them. Explain to children that even if the person knows many things about them and their family, if they don't know the person, they are a stranger and do not go with them.

Many young children are being subjected to unsuitable images on the internet and these are being shared with other children. There are reports that this is leading to higher acts of sexual abuse by children.

You could approach this in a sensitive way by saying:

"If anyone shows you pictures of people with no clothes on, please tell your parents or come and tell me".

We also have to protect children from people who may want to take inappropriate photos of them. So please explain to the children that if someone wants to take photos of their body or their private parts tell them NO!! And then go and tell a safe adult.

The MBIMB Programme has a full Digital Explorers Programme to keep children safe on the Internet (available on our website)





Classroom Activities

“What If” Scenarios Game:

Engage your students with a series of “what if” scenarios to help them think through appropriate responses to potentially unsafe situations. This activity encourages them to consider how they would react and to rehearse their decisions in a supportive environment.

Examples of Scenarios to Discuss:

1. What if someone you know asks you to do something you feel is wrong, like stealing or lying?
Use this as an opportunity to guide students in understanding the importance of listening to their instincts and making ethical choices. Encourage them to share how they might respond and emphasize the value of staying true to their feelings.
2. What if a trusted adult asks you to sit on their lap, but you feel uncomfortable?
Discuss the importance of trusting their instincts and saying “no” confidently if their personal boundaries feel violated. Help them practice using simple, firm language.
3. What if a classmate shows you something inappropriate on their phone?
Teach students how to respond calmly and how to seek help from a trusted adult. Reinforce the importance of informing someone in authority if they encounter inappropriate material.
4. What if you’re at a friend’s house and they suggest playing a game that makes you uneasy?
Encourage students to think through their options. Help them understand that it’s okay to say “no” to peers and to inform a trusted adult if they feel scared or uncomfortable.

Boundary Activity: Visual Demonstration

Use a visual aid to make the concept of boundaries more tangible. For example, place a large 6-foot circle on the floor and have a student stand in the middle. If you don’t have a circle, the student can stretch their arms wide. Explain that this is their personal space.

Practice scenarios where someone steps inside their boundary without permission. Encourage the student to firmly say, “No, please stop,” or, “I need more space.” Rotate roles so all students have the chance to rehearse setting boundaries in a safe, supportive environment.

This approach helps students understand personal boundaries, trust their instincts, and develop confidence in speaking up. By incorporating these scenarios into your lesson plans, you’ll empower your students to make safe, thoughtful decisions and reinforce a strong sense of autonomy and self-respect.



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Song 3

Song Lyrics

Now play the song, have fun, do hand movements and sing along.

Make this a positive and empowering experience for the children, something they will remember !!

Cynthia's text from the video

Now we are going to play the "What If Game" and in this song we are going to learn what to do if a stranger tries to get you to go with them, or if somebody tries to touch your private parts. Do you know where your private parts are? They are where your underwear or pants cover. Nobody should be touching your private parts apart from when you are very young, Mommy or Daddy will have to wash you there, but you'll soon learn to do that for yourself. Maybe if you are sick or sore, Mummy or Daddy or a Doctor might have to put some medicine there, but apart from that nobody should ever be touching your private parts. We are also going to learn what to do if someone in our own home or family makes you feel uncomfortable or tries to hurt you. All you've got to do in this game is say "NO" so I want you to shout out nice and loud.....

The "What If" Game

Chorus

We're gonna play - The "What If" Game
There's questions and answers for you
If you want to be a winner every time
This is what you've got to do
Say No ! Just say No!

Verse

What if, after school
A stranger tries to take you home
And they're driving in a shiny new car And they
say "Hello ! You want a ride?"
Oh No, you're a stranger
I won't go for a ride in your car Because my
Mommy and Daddy told me
Never to go with someone I don't know
I'd say No !! Just say No !!

Verse

Now what if, you're at home
And the babysitters looking after you
And they try to touch you under your clothes
What would you do?
You'd say No, babysitter
I don't want you touching me there
Because those are my private parts
And my body don't belong to you
I'd say No !! Just say No !!

Chorus

We are playing
The "What If" Game
There's questions and answers for you
If you want to be a winner every time
This is what you've got to do Say No !
Just say No !

Verse

Now what if, there's someone
A friend or part of your family
And they touch you or hurt you
It makes you feel bad or uncomfortable What
would you say?
You'd say NO !
Please don't do that
I don't like you touching me that way
And though I really like you
Please don't do that to me
Because I'm just little you see
I'd say No! Just say No! Say No!

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Animated Song Video



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By Chrissy Sykes - Founder Of The My Body Is My Body Programme

Song 4 Lesson Plan

PSHE Integration

This can be integrated into lessons on managing feelings and seeking support. The song encourages open communication about issues and the subject of safe adults to talk to. This aligns with the PSHE aim of expressing and managing feelings effectively.

Lesson Objectives

If You've Got A Problem

The objective of the song If You've Got a Problem is to empower children to speak up when something feels wrong or uncomfortable, and to reinforce the importance of telling a trusted adult. If that person doesn't listen, the song encourages children to continue reaching out to other safe adults until someone does listen, helping them understand that open communication can lead to solutions and ensure they feel safe and supported.

Telling somebody about problems can be one of the hardest things for a child, especially if they are being abused in any way. It might be difficult for them to find the words to explain their problem, and they may also be afraid of how adults might react.

When we talk to children about telling someone, we need to prepare them for some reactions they may encounter (This would only be for older children) from 8 years old.

- a) Grown-ups may be offended, angry, shocked or scared
- b) They may not believe you
- c) They may threaten you and tell you not to tell anyone else
- d) They may ask you to keep it a secret

The key message to convey to the child is that if someone doesn't believe them, insists on secrecy, or fails to take action, they should continue reaching out to other trusted adults until someone listens and helps and never give up.





Classroom Activities

Give children a list of all the people they could talk to if they have a problem :

Mom, Dad, Granny, Grandpa, Aunty, Uncle, Teacher, Principal or Head Master Older Brother, Older Sister, Neighbour, School Nurse, Policeman, Mentor. Please add anyone else you feel that it is safe for the children to talk to in your community and get the children to discuss with whom they would feel comfortable sharing a problem.

Feelings:

It is essential that children know how they might feel when telling about a problem. These few points might help them:

- a) You might feel embarrassed to talk about your problem
- b) You might find it hard to find the right words but explain the best way you can
- c) Your heart might beat fast, and your voice might shake, but take a deep breath and talk slowly
- d) Your face and your hands might start to sweat
- e) You might find it easier to tell a little at a time over a few days
- f) If you find it hard to talk to someone, write your problem down and give it to one of your safe adults

All of these are normal feelings.

There is no wrong way to tell someone about a problem. Tell the children to find the best way they feel comfortable telling someone, and remember, if that person does not listen or believe them tell someone else!

Ideas for interaction with the children

- 1. Get the children to write down as many people they could talk to if they have a problem.
- 2. If the children are too young to write, encourage them to shout out their answers while you write them on the class board for everyone to see.
- 3. Ask the children to write down any problems they need help with.
(Before conducting this exercise, ensure that appropriate procedures are in place for reporting child abuse and providing support to the children.)

For younger children, ask them to draw a picture about any problems they are having.

Simple Rules...

- 1. *There is no wrong way to tell about a problem. Find the best way for you to tell*
- 2. *Talk to someone whom you trust and that makes you feel comfortable*
- 3. *Don't keep your problems to yourself*
- 4. *If you can't tell someone face to face - write down your problem and give the paper to a safe adult.*



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Song 4

Song Lyrics

Now play the song, have fun, do hand movements and sing along. Make this a positive and empowering experience for the children, something they will remember !!

Cynthia's text from the video

It is really important to tell somebody if someone is hurting you or touching your private parts, even if you feel scared or embarrassed you need to be very, very brave and tell someone. There are so many people to tell, Moms, Dads, Grannies, Grandpas, Aunties, Uncles, Teachers, Cousins, Neighbours, parents of your friends, police, nurses and many more people around you. Now if you tell and people don't believe you, they might even tell you to keep it a secret – but then you go and tell someone else. If they don't believe you – then you tell someone else and you keep on telling until someone listens to you. Don't ever, ever give up!!

If You've Got A Problem

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If You've Got A Problem
You don't know what to do
Go and tell somebody,
Until they listen to you
You've got to find someone
To tell your troubles to
If You've got a problem
Find someone who'll listen to you

Talk to your Mom or Dad
Gran or Grandpa too
Your Aunt or your Uncle
or a teacher at school
You've got to keep on telling
until someone listens to you
If you've got a problem
find someone to tell it too

If someone has hurt you,
And you don't know what to do
Go and tell somebody
Until they listen to you
You've got to find someone
To tell your troubles to
If You've got a problem,
Find someone who'll listen to you

Talk to your neighbour,
Your mentor at your school
Someone you know or trust
Sharing problems is a must
Just keep on telling
Until someone listens to you
If you've got a problem
Find someone to tell it to
If you've got a problem
Keep telling till they listen to you



Animated Song Video



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By Chrissy Sykes - Founder Of The My Body Is My Body Programme

Song 5 Lesson Plan

PSHE Curriculum Link:

Appropriate for discussions on relationships within the changing and growing module. It helps children understand healthy emotional interactions, complementing lessons on different types of relationships and how they should function.

Lesson Objectives

To teach children that love is gentle, kind, and built on caring, sharing, and trust. Helping them understand that, while they may come from different families and backgrounds, the principles of love remain the same for everyone.

Talking About Family Life

There are many factors that contribute to a loving, supportive family:

- Love and care for one another: The foundation of a strong family.
- A sense of belonging: Everyone should feel included and supported.
- Open communication: Good communication helps ensure every family member feels important, valued, and respected.

Key Aspects of Caring for Children:

- Gentle, unconditional love: Children need consistent, nurturing affection.
- Adequate nutrition: Ensuring children have enough food to eat.
- Clean clothing: Providing fresh, appropriate clothing to keep them comfortable.
- Proper hygiene and grooming: Helping younger children bathe, clean their teeth, and care for their hair until they can do it themselves.
- Access to medical care: Making sure they receive regular healthcare and treatment when needed.
- Emotional support: Being there to help them through problems and cheer them up when they're feeling sad.
- Opportunities for learning: Reading to children and fostering their curiosity and imagination.

Encourage a Discussion:

Ask children to share what they think is most important in their family lives. This will help them identify the values and support systems that matter most to them, while also giving parents and caregivers valuable insights.



Classroom Activities

Ask your students to share their favorite activities with their parents and family. If they are old enough, have them write down their answers. For younger children, encourage them to draw a picture of their favorite family activity.

Here are some activity ideas to help them brainstorm:

- Playing board or card games
- Reading books together
- Playing football or other sports
- Enjoying hide-and-seek or other simple games
- Going on walks or visiting the park
- Listening to music as a family
- Watching their favorite TV shows or movies
- Dancing around the house
- Playing video games together

Encourage students to come up with as many suggestions as they can. Their responses may inspire classmates to try new activities with their own families. This exercise provides valuable insight into your students' lives while helping to foster a sense of connection and community in the classroom.





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Song 5

Song Lyrics

Now play the song, have fun, do hand movements and sing along.

Make this a positive and empowering experience for the children, something they will remember !!

Cynthia's text from the video

Let's talk about love, it is very important to be loved, and people don't show their love to you by hurting you or doing things that make you feel uncomfortable. People show that they love you by doing things with you like reading books, playing games, having fun, going for walks or maybe showing you how to ride your bicycle. Love is all about sharing and caring for each other. Our parents and carers make sure we are looked after, they feed us, make sure we clean our teeth, and that we have clean clothes to wear and if we are sick they take us to the doctor. It's very important that we are looked after well so we can grow up healthy, happy and strong.

Love Is Gentle

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Chorus

Love is gentle
Love is kind
Sing along and you will find
There are so many nice things we can do
To show our love

Verse

Won't you read me a story?
Or let's go out and play some ball
You could help me ride my bike
So I won't fall

Middle

There are so many things We can do
together
There are so many ways We can show we
care There are so many times We can tell
each other I love you If you've got some time
to share I'd like to share with you

Chorus

Love is gentle
Love is kind
Sing along and you will find
It's so nice to share these things with you



Animated Song Video



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Song 6

By Chrissy Sykes - Founder Of The My Body is My Body Programme

Song 6 Lesson Plan

PSHE Curriculum Link:

The curriculum's section on healthy relationships can be enriched by the programme's focus on not keeping secrets, especially those that make children uncomfortable. This aligns with teaching children about trust, consent, and the characteristics of positive and negative interactions.

Lesson Objectives

Say No To Secrets

To help children understand that they should not keep any secrets, especially ones that make them feel uncomfortable, sad, or scared. Instead, they should always speak up and tell a trusted adult.

Teaching the No-Secrets Rule

Having the "No Secrets Rule" rule takes power away from the abuser!!

Abuse flourishes in secrecy and allows the abuser to keep control of the child. This is why we need to teach children NOT to keep secrets. Teaching about good and bad secrets can be difficult to explain - so keep it simple and have a "No Secrets Rule".

Many well-meaning relatives—such as grandparents, aunts, and uncles—may casually say things like, "Have some sweets, but don't tell Mom or Dad—it'll be our little secret." Although seemingly harmless, these interactions can send children the message that keeping secrets is acceptable. This mindset can make them more vulnerable to manipulation.

Statistics show that most children who are sexually or physically abused know their abuser. Over 95% of cases involve individuals who are part of the child's family or close circle of friends and caregivers. These can also include trusted community members—people who parents feel comfortable leaving their children with. Abusers often spend considerable time grooming not only the child but also their family.

The grooming process frequently starts with small, seemingly insignificant secrets. By testing whether a child will keep something small hidden, the abuser assesses their ability to silence the child and begins forming a closer bond. Once they feel confident that the child is under their influence, the abuse escalates.

A more positive and healthy alternative to secrets is to talk about surprises. Surprises are temporary, fun, and carry no negative consequences. For example, you might say, "We won't tell Mommy or Daddy what we've got them for their birthday—it'll be a surprise!" This approach teaches children that it's fine to keep something quiet temporarily if it leads to a joyful, short-term outcome.



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Song 6

Classroom Activities

Here are examples of things an abuser might say to a child—these key points should be openly discussed.

People won't listen to you....Tell the child - DON'T BELIEVE THEM
People will say it is your fault....Tell the child - DON'T BELIEVE THEM
People won't love you anymore... Tell the child - DON'T BELIEVE THEM
You are going to get into trouble... Tell the child - DON'T BELIEVE THEM
I am going to hurt you if you tell...Tell the child - DON'T BELIEVE THEM
I will hurt someone in your family...Tell the child - DON'T BELIEVE THEM

SAY NO TO SECRETS... ALWAYS TELL A SAFE ADULT

and keep telling till someone listens to you and helps you.

Let's ensure that children are not caught in the secretive web of abuse

These are examples of secrets people may try to make you keep:

- If someone is bullying you
- If someone is saying mean things to you
- If someone is hurting you
- If someone is using social media to be mean or to bully you
- If someone is trying to make you do something you know is wrong
- If someone is pressuring you to lie to your parents or family
- If someone is trying to touch your private parts
- If someone is doing anything that makes you feel uncomfortable

The Say No To Secrets Song will allow you to reinforce a few things the children have learned with some of the other songs in the My Body Is My Body Programme.

If someone tries to touch your private parts, say "No" and tell a trusted adult. Never keep it a secret. If someone makes you feel bad, uncomfortable, or tries to touch your private parts and tells you to keep it a secret, always tell a safe adult. Keep telling until someone listens and helps.

The children will learn who to talk to by listening to the song If You've Got a Problem.





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Song 6

Classroom Activities

Ask the children to list examples of surprises and secrets, helping them understand the difference. Explain that it's perfectly fine not to share certain surprises.

Some examples of surprises you can discuss include:

- If it is someone's birthday present
- If someone has a surprise party planned
- If someone special is coming to visit
- If you are making someone something special for someone
- If you are going on a trip or holiday

Song Lyrics

Say "NO" To Secrets

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Chorus

I'm not gonna keep your secrets
We're not gonna keep your secrets
I'm not gonna keep your secrets
We're not gonna keep your secrets

Verse

If you try to hurt me, I'm gonna tell on you
Come on everyone, We're gonna tell someone
If you try and do things I know are wrong,
I'll be strong, I'm gonna tell someone

Chorus

I'm not gonna keep your secrets
We're not gonna keep your secrets
I'm not gonna keep your secrets
We're not gonna keep your secrets

Verse

If you try to bully me, I know that's wrong
I'm gonna tell someone
We're gonna tell someone

We say "No" to secrets, We say "No" to secrets,
We say "No" to secrets, We say "No" "No" "No" "No"

Chorus

I'm not gonna keep your secrets
We're not gonna keep your secrets
I'm not gonna keep your secrets
We're not gonna keep your secrets

We say "No" to secrets We say "No" to secrets
We say "No" to secrets We say "No"



Animated Song Video



My Body is My Body Safety Rules



MY BODY IS MY BODY

My body belongs to me
and only to me.
Nobody should hurt me
Nobody should touch my private parts
I am the boss of my own body !!



IF IT DON'T FEEL RIGHT DON'T DO IT

If people try to get me to do
things I know are wrong,
or that make me feel uncomfortable
I will say "NO"
THEN I WILL TELL A SAFE ADULT



**WHO CAN I TELL IF I HAVE
A PROBLEM?
I CAN TELL A SAFE ADULT**

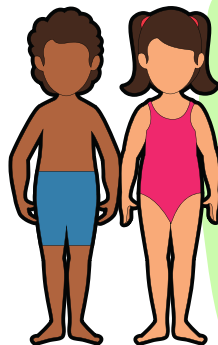
**MOMMY OR DADDY,
AUNTY OR UNCLE
GRANNY OR GRANDPA,
TEACHER OR PRINCIPAL
COUNSELLOR AT SCHOOL**

FEELING UNSAFE? HERE ARE SOME WARNING SIGNS FROM YOUR BODY



Your face or your hands
might start to sweat
Your mouth could feel dry
You might feel sick in your tummy
Your heart could beat fast
You could start crying
You could feel scared
Your legs could feel wobbly

If you are feeling any of these warning
signs, find a Safe Adult you can talk to
and tell them you are feeling unsafe.



PRIVATE PARTS

My private parts are the parts where
my swimsuit or my underwear covers.

1. Nobody should touch my private parts
2. Nobody can ask me to touch their private parts
3. Nobody should take pictures of my private parts



SAY NO TO SECRETS

If someone is hurting you,
bullying you or doing anything
that makes you feel
uncomfortable, and they ask
you to keep it a secret -

Say No To Secrets
THEN TELL A SAFE ADULT

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My Body Is My Body Foundation
Charity Number 1199901



My Body is My Body

www.mbimb.org

Free MBIMB Website Resources

The MBIMB Programme wants to ensure that everyone has the correct training so we offer **FREE Courses** to ensure everyone presenting the programme has the correct knowledge.



Course 1

Introduction to Child Maltreatment and Safeguarding Children



Course 2

How to teach the My Body is My Body Programme - Tutorials on each of the 6 songs



Course 3

Safeguarding Fundamentals giving solid understanding of the principles and practices of safeguarding children.



Course 4

Digital Discoverers: Young Explorers Navigating the Internet – A project to empower children on Internet safety



Course 5

Essential Skills For New Mothers - providing helpful tips and information to guide young mothers through this exciting journey.





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