

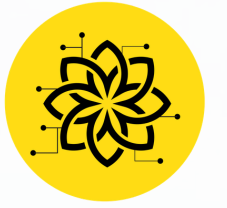


BRAIN NETI

My Body. My Space. My Voice.

Every person has a **body safety alarm** inside them. Sometimes the body notices uncomfortable feelings before words even come. Today we begin a **Safety Adventure** to discover how personal space, body awareness, and confident voices help children feel safe and strong.

? Question Time: "Have you ever noticed your body feeling uncomfortable before you knew why?"



Comfort Bubble Check



Stand Close

Stand with a partner very close together. Notice how your body feels. Does this feel comfortable?

Step Back

Take one big step back. Notice again. Does your body feel calmer? Safer? More comfortable?

Your Bubble

Everyone has a **personal space bubble**. Your body helps you know when someone is too close.



BRAIN NETI



Meet the Body Safety Alarm

The body notices warning signs very quickly often before the brain catches up. These body clues **matter** and help protect you.

Fast heartbeat

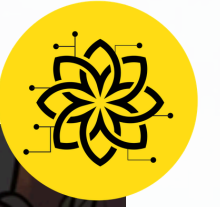
Tight tummy

Wanting to move away

Feeling frozen

Feeling nervous

Feeling confused



BRAIN NET

Meet the Safety Brain

When we stay calm, the brain thinks clearly and strong choices become easier. The Safety Brain helps us:

- ☐ Try it now: Take a slow breath in... and a slow breath out. Feel your body calm down.

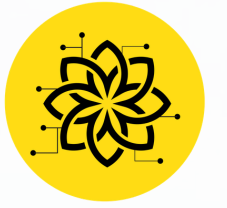


→ **Pause and notice discomfort**

→ **Use strong, calm words**

→ **Move toward safety**

→ **Tell trusted adults**



BRAIN NETI

STORY TIME

Kabir Takes a Step Back

Kabir stood in the school lunch line. A bigger child stood very close behind him.
Too close.

His body noticed

Kabir's tummy felt funny. His shoulders became tight. He wanted to move away.

He froze

He thought: "Maybe I should stay quiet." But his body was sending him an important signal.



Question Time: "What warning signs did Kabir's body give him?"





A Strong, Calm Voice

Then Kabir remembered something important: **"If your body feels uncomfortable, you can step away."**

Nothing scary happened but something **important** happened. Kabir listened to his body.

? Question Time: "How did Kabir protect his personal space respectfully?"

1 He moved forward

2 He turned and said: "Please give me some space."

3 The other child stepped back. Kabir felt calmer. He smiled.

My Body Belongs to Me

Your body belongs to **you**. Everyone deserves safe and respectful boundaries.



Say No Respectfully

You are allowed to say no.



Move Away

You can step back or walk away.



Protect Your Space

Your personal space matters.



Use Your Voice

Speak up with calm, strong words.



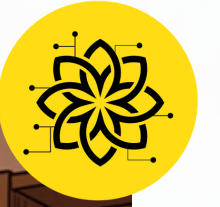
Tell Trusted Adults

You can tell more than one.

Feelings Are Signals

Sometimes the body feels uncomfortable **before** the brain fully understands why. That is completely normal. Feelings are signals they are trying to help you.

If something feels wrong or uncomfortable, **it matters.**



BRAIN-NET1

Worried

Confused

Nervous

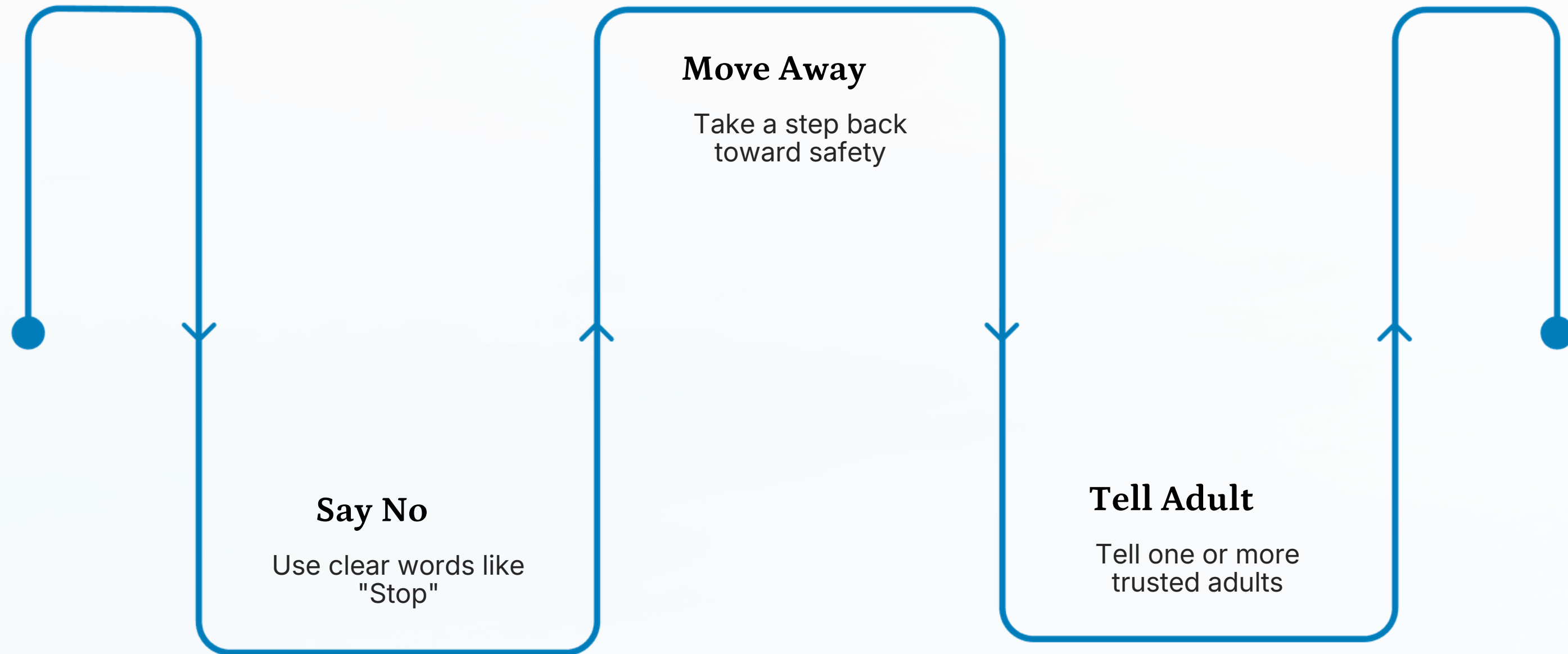
Unsafe

Uncomfortable



The 3-Step Safety Response

If something feels uncomfortable, remember these three steps. You can practice them anytime.



These steps work together saying no, moving away, and telling a trusted adult help you stay safe and feel strong.

 Try it together: Practice saying "Stop. Please move back." with a strong, calm voice.



When Your Body Freezes

Sometimes the body freezes during uncomfortable moments. **That is completely normal.** Freezing is your body's way of trying to protect you.

Even **one small action** can help your body feel safer. You are stronger than you know.

01

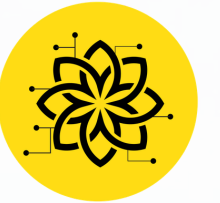
Take one small step back

02

Take one breath

03

Use one safety sentence



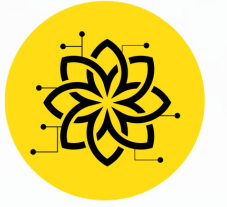
What Would You Do?

Imagine: Someone stands too close. Someone grabs your things without asking. Someone asks a question that feels uncomfortable.

What could help? **Staying silent** or noticing your body, using your voice, moving away, and telling a trusted adult?



Discussion Time: Question Time children to discuss safe responses with a partner.



Strong Voice Practice

Strong voices are **calm and confident**. They are not rude they help protect us.


Practice together:

"NO."

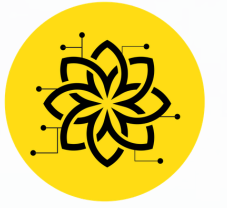
"STOP."

"PLEASE MOVE BACK."

"I DON'T LIKE THAT."

 **Practice Together:** Children practice strong, calm voice exercises as a group.





Story Time: Maya Uses Her Voice

Maya played during recess. Another child kept grabbing her backpack. At first she laughed nervously but her tummy felt tight. She felt uncomfortable.

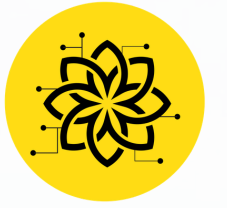
The child did it again. This time Maya remembered: **"I can use my voice."**

She stepped back and said: **"Please stop touching my bag."** The child stopped. Later, Maya told her teacher what happened.

Maya felt proud.



Question Time: "What helped Maya protect herself calmly?"



BRAIN NETI

Respecting Other People's Space

Safety and respect work **both ways**. We can show respect by:



Question Time First

Question Time before hugging or touching.



Listen

Honor it when someone says no.



Respect Bubbles

Notice when someone feels uncomfortable.



Use Kind Words

Kind words help everyone feel safer.



... **Question Time:** "How can we show respect for other people's space?"





My Safety Promise

Say together place one hand on your heart, one hand forward like a shield:

"My body belongs to me."

"I can say no."

"I can move away."

"I can tell a trusted adult."

"My feelings matter."

"I can keep myself safe."

Comfort Bubble Game



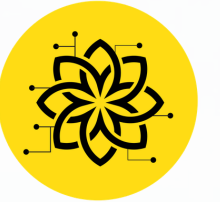
Children walk slowly around the room. When the teacher calls "**FREEZE!**" everyone checks:

- Am I too close?
- Does my partner look comfortable?

Children practice respectful spacing and personal boundaries through movement.

- 📄 **Materials:** Open classroom space and floor markers.
- Outcomes:** Build space awareness, strengthen empathy, practice body-signal awareness.

Stop–Move–Tell Drill



The teacher reads pretend safety situations.
Children practice:

1

Say "STOP"

2

Step Back

3

Move to Safety

4

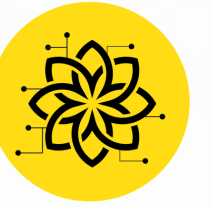
Find a Trusted Adult



Materials: Scenario cards and trusted adult picture cards.

Outcomes: Strengthen assertive communication, build safety confidence, practice body-protection skills.





Draw Your Trust Circle



Draw your **Trust Circle**. Include **3–5 trusted adults** who help you feel safe.



Remember: If one adult doesn't listen, tell another trusted adult.

Materials: Paper, crayons, markers, stickers.

Parents

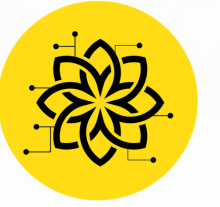
Teachers

Grandparents

Caregivers

School Helpers

Safe or Not Safe?



The teacher reads different situations. Children respond:

Examples:

- A friend asks before hugging
- Someone pushes in line
- A teacher helps when hurt
- Someone touches without asking

- ☐ **Materials:** Situation cards and thumbs-up/thumbs-down signs.
Outcomes: Strengthen safety judgment, build emotional awareness, practice boundary understanding.

 **Thumbs Up**

Comfortable

 **Thumbs Down**

Uncomfortable



ACTIVITY

The Safety Lantern Reflection

Close your eyes. Imagine holding a glowing lantern. This lantern reminds your brain:

"My feelings matter."

"I can notice body signals."

"I can use my voice."

"I can ask for help."

Take one slow breath. Imagine your safety lantern glowing brighter every time you protect your body and boundaries.

  **Optional Materials:** Battery tea lights or paper lanterns.