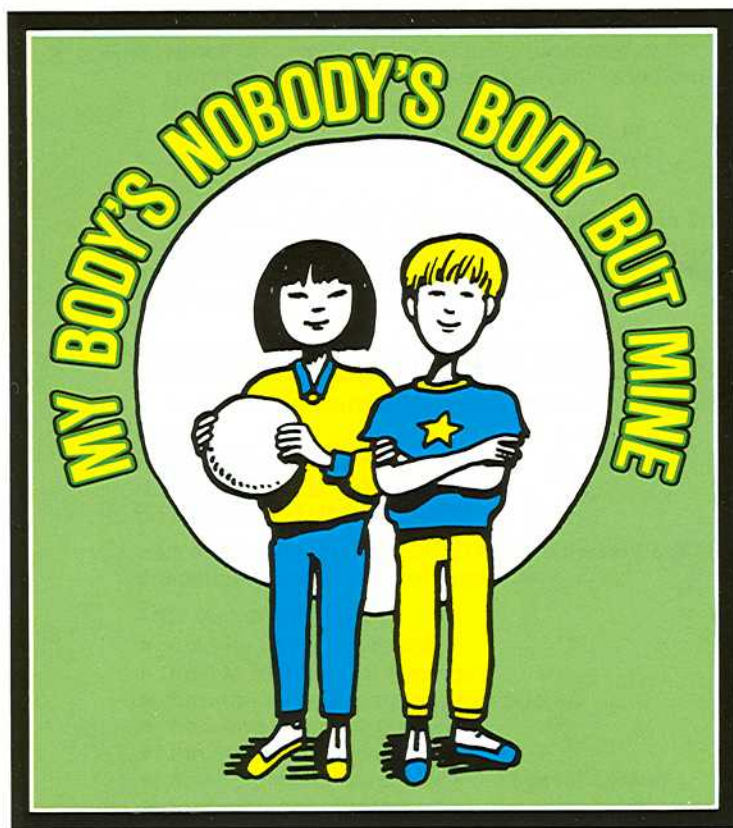




FOR CHILDREN AND THEIR TEACHER/S

# FEELING YES, FEELING NO: PART 1



**A Sexual Assault Prevention Program  
for young children.**

Produced by the National Film Board of Canada, Pacific Region

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*“Joy is the feeling that comes from fulfilling one’s potential. Fulfillment brings to individuals the feeling that they can cope with their environment; a sense of confidence in themselves as significant, competent, loveable people who are capable of handling situations as they arise, able to use fully their own capacities, and free to express their feelings.”*

**Joy**

*William C. Schultz*

This guide was written for the National Film Board of Canada by Wendy Van Riesen.

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# FEELING YES, FEELING NO

is a sexual assault prevention program for children aged 6 to 12 years old.

The program is divided into two sections:

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## Section A

### **FOR PARENTS AND PROFESSIONALS**

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This section contains a 28-minute film titled **FEELING YES, FEELING NO: THE ADULT FILM** plus a guide For Parents and Professionals.

It will cover:

- guidelines for the facilitator
- the nature and scope of child sexual assault
- behavioral signs of the sexually-assaulted child
- what to do if a child has been sexually assaulted
- the content of section B
- how to discuss sexual assault with children
- preventative measures and related activities
- a bibliography

This section should be completed before section B is begun in order to ensure that parents and professionals are prepared to support and encourage the children during section B.

## Section B

### **FOR CHILDREN AND THEIR TEACHER/S**

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This section contains a sequence of three 15-minute films titled:

**FEELING YES, FEELING NO: PART 1**  
**FEELING YES, FEELING NO: PART 2**  
**FEELING YES, FEELING NO: PART 3**

plus approximately 9 hours of essential exercises to accompany the viewing of these films.

This section will cover:

- guidelines for the teacher
- how to identify our feelings
- how to communicate our feelings
- how and where to get help
- the meaning of sexual assault
- how to protect ourselves from sexual assault
- a vocabulary of terms

Parts 1, 2, and 3 are carefully sequenced to ensure that educational objectives are met. Any omissions or adjustments might put the children at risk by providing *only some* of the important information they will need in order to take steps for their personal safety.

# FOR THE TEACHER

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- Your role is essential for the success of this program. Please read these materials before previewing the film.
- See **FEELING YES, FEELING NO: THE ADULT FILM** and its accompanying materials before proceeding with this section of the program.
- Use your individual classroom for all of the section For Children and Their Teacher/s in order to maintain the intimacy and support to each child's need.
- The prescribed program for **FEELING YES, FEELING NO: PART 1** consists of four essential exercises to accompany the viewing of the film. These exercises meet the objectives listed on page 5. The approximate three hours of instruction needed to complete these exercises are considered to be the minimum requirement for the success of the program.
- Adjust the exercises to suit the special needs of your students. Essential Exercises 1, 2 and 4 are followed by supplementary lessons.
- Sharing is the key. Because **FEELING YES, FEELING NO** is a prevention program on the specific issue of child sexual assault, many of the objectives are cognitive: learning definitions, developing strategies, creating common terminology and identifying responses. It cannot be forgotten, however, that the sharing of each child's thoughts and feelings about each strategy, and each definition about him/herself and the world surrounding them, is an essential life skill that will, in itself, help to prevent them from being sexually assaulted. Although this objective (sharing) is not always stated within every exercise, please consider it to be an essential element of every aspect of this program.
- A vocabulary list is provided at the end of this guide.

# THE PRESCRIBED PROGRAM FOR CHILDREN AND THEIR TEACHER/S PART 1

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*BEFORE  
THE FILM*

**Before viewing the film FEELING YES, FEELING NO: PART 1,  
the children will be able to:**

## **EXERCISE 1**

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Identify many different touches between people.

Differentiate between "yes feelings" and "no feelings" by:

- a. describing their feelings when they are touched in a way they like.
- b. describing their feelings when they are touched in a way they don't like.

## **EXERCISE 2**

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Define the terms **personal safety** and **personal safety skills**.

## **EXERCISE 3**

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Assess their feelings in particular "What If?" situations and suggest what they might do in these situations.

*THE FILM*

**Plus discussion questions.**

*AFTER  
THE FILM*

**After viewing the film FEELING YES, FEELING NO: PART 1,  
the children will be able to:**

## **EXERCISE 4**

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Practice communicating their feelings in situations that give them the "yes feeling" and/or the "no feeling."

# EXERCISE 1

## WHAT DO I FEEL?

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**Objectives:** The children will be able to identify many different touches between people and differentiate between “yes feelings” and “no feelings” by:

- a. describing their feelings when they are touched in a way they like.
- b. describing their feelings when they are touched in a way they don't like.

**Time:** 25 minutes (approx.)

**Materials:** 1 large sheet of paper, 3 different colored felt pens.

- Methods:**
1. Hang a large piece of butcher paper on the wall. Introduce the subject of touch. Ask the children to suggest different kinds of touch between people. Write these touches (e.g. hug, kick, kiss, slap) down the middle of the paper using your first color. Suggest that the students offer touches they don't like as well as those they do.
  2. Ask the students to remember a time when they were touched in a way that they really liked. Suggest that it may be a kiss at bedtime or a hug from their best friend. Ask them to keep it to themselves and to remember the feeling they had inside when they were touched in this way. Ask them to think of a word that could describe what this feeling might be. Have them raise their hands when they have a word that expresses their feeling. Using your second color, write their words down on the left side of the paper.
  3. Summarize by pointing out that these feelings, when we are touched in a way we like, are called “yes feelings.” Write “Yes Feelings” above the list.
  4. Follow the same procedure to identify words that represent the way they feel when they are touched in a way they don't like. Using the third color, record their list on the right hand side of the paper and summarize by pointing out that these feelings we call “no feelings.” Write “No Feelings” above the list.

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<b>YES FEELINGS</b>		<b>NO FEELINGS</b>
happy	<b>hit</b>	hurt
safe	<b>kick</b>	sad
warm	<b>slap</b>	angry
content	<b>kiss</b>	ugly
(etc.)	<b>hug</b>	scared
	<b>shake</b>	(etc.)
	<b>poke</b>	

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5. Discuss their responses. The following questions may help you with your discussion.
- What do you notice about the word lists? Accept all responses.
  - Which “feeling” words were easier to find? Why?
  - Which “feeling” words were harder to find? Why?
  - What might the number of words we’ve written for each list tell us about which feelings are easier to express? Accept all responses.

**Follow-up:** Leave the lists on the wall. Suggest that the students add new feelings and touches to the lists over the next few weeks.

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## SUPPLEMENTARY LESSON 1 TO EXERCISE 1

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**Objective:** The children will be able to accurately use the terms “yes feeling” and “no feeling” when describing their responses to touch.

**Time:** 45 minutes (approx.)

**Materials:** Paper, pens, crayons

**Methods:** **INTRODUCTORY**

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1. Ask the children to draw a picture to complete the following sentence: “I get the ‘yes feeling’ when . . .” Tell them it should be a “yes feeling” about touch. Ask them to use only three colors of crayon — their choice.
2. When they finish, ask them to share their picture with the class and say their “yes feeling” sentence aloud. For example, “I get the ‘yes feeling’ when my Mom hugs me.”
3. Write their sentence underneath their picture.
4. Follow the same procedure for “I get the ‘no feeling’ when . . .”
5. Ask each child how their two pictures differ. Ask them why they chose the colors they did to represent their feelings. Displaying pictures would encourage further interaction and discussion.

**ADVANCED**

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1. Allow each child a few minutes to write down a number of answers to the following sentence starter: “I get the ‘yes feeling’ when . . .” Ask them to complete the sentence using situations involving touch that give them the “yes feeling.”
2. Ask the children to pair off and share the situations they wrote down.
3. After sharing time, ask the pairs to pick one completed sentence from each of their lists and practice acting it out.



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- advise them to keep their scenes short
  - encourage them to assist in any way (whether they have to play a brother, Dad, Mom or uncle, etc.) in the acting out of their partner's sentence
  - encourage them to state their sentence aloud while they are acting it out
4. Bring the class together and allow each pair to show their scenes.
  5. Follow the same procedure for "I get the 'no feeling' when . . ."
  6. Stimulate a discussion about this exercise. You may wish to ask the following questions:
    - What did you learn about yourself?
    - What did you learn about your partner?
    - What was hard to share?
    - What was easy to share?

- Follow-up:**
1. Have children write poems about their "yes feelings" and "no feelings."
  2. Have children cut pictures of different types of touch from magazines and make a collage of their "yes feelings" and "no feelings."

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## SUPPLEMENTARY LESSON 2 TO EXERCISE 1

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**Objective:** The children will be able to keep a journal of their personal thoughts and feelings.

**Time:** 15 minutes daily (approx.)

**Materials:** Journal booklets for every child, pens.

- Methods:**
1. On the first day, tell the children that they are going to start a new project. It will be a book where at any time they can record their thoughts or feelings. Let them know no one will see inside this book unless they want them to. The book will be called "My Journal."
  2. Discuss what things they think will be in their journal.
  3. Ask the children what they think they could learn or discover about themselves through their journal.
  4. Ask the children to write in their journals as many endings as they wish to some or all of the following sentence starters:
    - "I feel . . ."
    - "Yesterday, I felt . . ."
    - "When I feel sad, I . . ."
    - "When I feel scared, I . . ."
    - "I hate . . ."
    - "I need . . ."
    - "I feel most important when . . ."
    - "I feel like my mother and father when . . ."
    - "Today, I had the 'yes feeling' when . . ."
    - "Today, I had the 'no feeling' when . . ."

- Follow-up:**
1. Encourage the children to express their feelings, ideas, opinions, thoughts and experiences often in their journals.
  2. Let the children draw pictures to complement their sentences from #4 in the Methods section.
  3. Allow the children to decorate their journals with pictures of ideas and feelings they think will be inside it.

## EXERCISE 2

# MY BODY

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**Objective:** The children will be able to define the terms **Personal Safety** and **Personal Safety Skills**.

**Time:** 25 minutes (approx.)

**Materials:** None

**Methods:** 1. Stimulate a class discussion on **Personal Safety**. Using the following questions as a guide, accept any responses the children give you and help them clarify their answers with the "points to emphasize" that follow, printed in italics.

- What is **Personal Safety**?
- Who is responsible for your **Personal Safety**?
- Who ultimately makes the decision to act in a safe way? For example: "Who makes the final decision to look both ways before you cross the street?"
- How would you define **Personal Safety**?

*Personal Safety means each of us is responsible for our own health and welfare.*

- If our safety is our responsibility, is it our own fault when we are hurt?

*We may have the power to be responsible for our own safety, but we cannot take the blame for all things that may happen to us. We cannot be responsible for the unsafe decisions other people make that affect us.*

- What are **Personal Safety Skills**?

*Personal Safety Skills are the things we do to keep ourselves safe.*

- What **Personal Safety Skills** do you already know? ("Don't talk to strangers," "Wash my hands before dinner," etc.)
  - Is knowing your "yes feelings" and "no feelings" a **Personal Safety Skill**? Why?
2. Inform the children that over the next few weeks they will be learning more **Personal Safety Skills**.



**Follow-up:** Write out the **Personal Safety** definition and post it in the room. Allow each child to write down one or more **Personal Safety Skills** they practice and post them under the definition.

**NOTES:**

Lined area for writing notes, consisting of 25 horizontal lines.

## SUPPLEMENTARY LESSON TO EXERCISE 2

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**Objective:** The children will be able to sing "My Body's Nobody's Body But Mine."

**Time:** 45 minutes (approx.)

**Materials:** Sheet music for "My Body's Nobody's Body But Mine" (following), plus piano, guitar or other school instruments and/or the song recorded by Peter Alsop on his album "Wha'd'ya Wanna Do?"

- Methods:**
1. Tell the children that they will soon be seeing a film about **Personal Safety**. Let them know that in the film they will hear a song called "My Body's Nobody's Body But Mine."
  2. Play and sing the song or play the album's version.
  3. Discuss what the song is about and how it is related to the children's **Personal Safety**.
  4. Teach the children the chorus and verses. (This may take a few days.) Discuss the content of each verse.

**Follow-up:** Encourage the children to make up their own verses.

My Body By Peter Alsop

(verse) F C7  
My legs were made to dance me around. To

F  
walk and to run, to jump upside down.

(CHORUS) C7  
My body's nobody's body but mine.

F  
You. run your own body. Let me run mine.

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## **MY BODY'S NOBODY'S BODY BUT MINE**

### **CHORUS**

**My body's nobody's body but mine.  
You run your own body, let me run mine.**

CHORUS

Verse 1      My lungs were made to hold air when I breathe  
I am in charge of just how much . . . I need!

CHORUS

Verse 2      And my mouth was made to blow up a balloon,  
I can eat, kiss and spit, I can whistle a tune!

CHORUS

Verse 3      (Whistling)  
No one knows my body better than me  
it tells me "Let's eat!," it tells me "Go pee!"

CHORUS

Verse 4      Don't hit me or kick me, don't push or shove  
Don't hug me too hard when you show me your love!

CHORUS

Verse 5      Sometimes it's hard to say "No!" and be strong  
When the "No!" feelings come, then I know something's  
wrong!

CHORUS

Verse 6      Cause my body's mine from my head to my toe  
Please leave it alone when you hear me say "No!"

CHORUS

Verse 7      Secrets are fun when the're filled with surprise  
But not when they hurt us with tricks, threats and lies.

CHORUS

Verse 8      My body's mine, to be used as I choose,  
Not to be threatened, or forced or abused!

CHORUS

Verse 9      Our body's one body, one voice is heard  
We each sing for freedom, when we sing these words!

CHORUS

## EXERCISE 3

# WHAT'S THIS ALL ABOUT?

*(This exercise is connected with Exercise 4, Part 2.)*

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**Objective:** The children will be able to assess their feelings in particular "What If?" situations, and suggest what they might do in those situations.

**Time:** 50 minutes (approx.)

**Materials:** A copy of the following "What If?" questions (1-11) for each child.

### **"WHAT IF?" QUESTIONS**

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1. What if your favorite uncle came over to visit, and he gave you a big hug and you had the "yes feeling," what could you do?
2. What if you started to walk home from school and your best friend came up and put his/her arm around your shoulders? How would you feel and what could you do?
3. What if an aunt came over and you felt very uncomfortable when she tried to kiss you? How would you feel and what could you do?
4. What if a new neighbor invited you in to see their cat's baby kittens? How would you feel? What would you do?
5. What if another child hit you on the playground and you felt hurt and angry? What could you do?
6. What if you got on the bus by yourself and later a stranger sat down next to you and put his/her arm around you? How would you feel? What could you do?
7. What if you told someone you had a problem and they didn't believe you? How would you feel? What could you do?
8. What could you do if you had the "no feeling" about walking to and from school?
9. What if a stranger asks you for directions to the nearest store? How would you feel? What could you do?
10. What could you do if you got the "no feeling" about washing the dishes?
11. What could you do if you got the "no feeling" when your Dad picks you up and hangs you upside down?

**Methods:**

1. Hold a discussion on "What can you do when you get the 'yes feeling'?" Accept all responses.
2. Hold a discussion on "What can you do when you get the 'no feeling'?" Accept all responses.
3. Hand out the "What If?" questions to each child. Depending on the level of your class, you may want to use only some of the questions given, or you may want to offer the children several blocks of time to complete all the questions.
  - ask the children to answer each question with one sentence
  - assure them that this is not a test, but an exercise for themselves to see how they would handle certain situations right now
4. After the questions have been answered, divide the class into groups of three. Allow the groups time to discuss their answers. What **Personal Safety Skills** did they use?
5. Ask the children to hand their answers in to you. In Essential Exercise 4 of **FEELING YES, FEELING NO: PART 2**, the children will answer these questions again.

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# THE FILM FEELING YES, FEELING NO: PART 1

## PLUS DISCUSSION QUESTIONS

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**Objective:** After viewing the film and discussing it, the children will be able to describe what they learned from the film about **Personal Safety**, and what they can do if they get the “yes feeling” or the “no feeling.”

**Time:** 30 minutes (approx.)

**Materials:** Film projector, screen, **FEELING YES, FEELING NO: PART 1**.

- Methods:**
1. Tell the children they're going to see a film on **Personal Safety**. Ask them to watch the film carefully and see how the film answers the following questions:
    - What can you do when you get the “yes feeling”?
    - What can you do when you get the “no feeling”?
  2. Show the film.
  3. After the film, stimulate a class discussion using the following questions as a guide. Accept all responses the children offer and help clarify their answers with the “points to emphasize” printed in *italics* below.
    - a. What did you learn?  
(“We need to let our feelings out,” “We can say ‘No!’, even to adults,” etc.)
    - b. What is the “yes feeling”?
    - c. What is the “no feeling”?
    - d. What happened between the two friends?  
(“They had a fight,” “One pulled the other’s hair,” etc.)  
Why did Barb get the “no feeling”?  
(“Fran pulled her hair”)  
What did she do?  
(“She squirmed,” “Eventually, she said ‘No!’”)  
What happened when Barb said “No!” to Fran?  
(“Fran stopped,” etc.)  
Why is saying “No!” when you have the “no feeling” a **Personal Safety Skill**?  
(“It protects me from being hurt,” “It lets people know how I feel, which makes me feel better,” etc.)

***To keep our own body safe we need to tell others how we feel about the way they touch us.***

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- e. Fran said she felt "Great!" What could she have done if she had any left over "no feeling"?  
("Tell someone.")  
Who? ("Her teacher," "Her Mom," etc.)
- f. Brian had some left over "no feeling" when his neighbor touched him on the bum.  
If the children laugh or giggle at the word "bum," laugh too. Ask them why people tend to laugh at words like "bum."  
("Because it's embarrassing," "We don't talk about that much," etc.)  
Ask them what talking about body parts has to do with **Personal Safety**.

***Even though it may be embarrassing, talking openly about our body parts gives us a vocabulary to tell others how we feel about the way they touch us.***

What did Brian do with his leftover "no feeling"?  
("Told his Mom.")

What did his Mom say to make him feel better?

Why was Brian's decision to tell his Mom about what happened a **Personal Safety Skill**?

("His Mom can help him feel better," "His Mom can make sure it never happens again!")

- g. If you have the "yes feeling," what can you do?

***If you have the "yes feeling," say "yes!"***

If you have the "no feeling," what can you do?

***If you have the "no feeling," say "no!"***

If you have the left over "no feeling," what can you do?

***If you still feel bad, tell someone you trust about what happened.***

- h. What would happen if we kept all our "no feelings" inside?

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- i. What could you do if someone is touching you in a way you don't like, but you like the person?

**Say "no" and if you still feel bad, tell someone you trust about it. No one, not even someone you love, has the right to touch you in a way that gives you the "no feeling."**

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# ESSENTIAL EXERCISE 4

## HOW I SAY "NO" / HOW I SAY "YES"

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**Objective:** The children will be able to practice communicating their feelings in situations that give them the "yes feeling" and/or the "no feeling."

**Time:** 50 minutes (approx.)

**Materials:** Blackboard, chalk, five one-sentence requests for each child from the examples below. (You will need to add more of your own sentences. Make sure you include both potentially positive and potentially negative requests.)

Examples:

Give me your pencil to finish my work. Let's go get that kid's ball. Would you share my chocolate bar with me? Could I play ball with you? Give me your dollar or I'll beat you up. Will you be my friend? I won't tell that you ate the cookies if you make my bed for a week. Let's go rip off some candy at the corner store. Would you please tell me the time? My Mom made some cookies; would you like some? I'll kill you if you tell anyone I twisted your arm. I have a secret, but you must promise not to tell anyone.

- Method:**
1. Discuss how we use our body to communicate what we feel. Accept any suggestions.
  2. From their suggestions, compile a list on the blackboard, similar to the **Body Talk** column below. Working together, fill in the STRONG "NO!" and STRONG "YES!" columns. Examples are given.

<b>BODY TALK</b>	<b>STRONG "NO!"</b>	<b>STRONG "YES!"</b>
body shape	square shoulders	square shoulders
facial expression	straight face	smile
eye contact	eye to eye (steady)	eye to eye
head	shaking head	nodding head
hands	at sides (steady)	hugging, open
words	"No!"	"Yes!"
- tone	- hard and low	- soft and clear
- volume	- out loud	- out loud
- repetition	- say "No!" again	- say "Yes!" again

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3. Discuss the lists, noting any similarities and/or differences. Discuss why knowing how we use our body to communicate what we feel is a **Personal Safety Skill**.
  4. Divide the class into pairs. Assign one as A, the other as B. Give each pair ten (5 each) one-sentence requests.
    - inform each pair they will be taking turns asking each other to do something
    - instruct A to read aloud to B one of the requests you gave them
    - instruct B children to:
      - a) listen to the request
      - b) identify their feeling
      - c) communicate their feeling by either saying a STRONG "YES!" or a STRONG "NO!" (referring to list on board)
    - reverse roles
  5. Bring the class together to discuss what was easy or difficult about saying a STRONG "YES!" or a STRONG "NO!". Discuss how we could strengthen this **Personal Safety Skill**.

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## SUPPLEMENTARY LESSON 1 TO EXERCISE 4

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- Objective:** The children will be able to practice communicating their feelings in situations involving touch that give them the “yes feeling.”
- Time:** 45 minutes
- Materials:** None
- Methods:**
1. Ask the children to close their eyes and remember a time when they were touched in a way that gave them the “yes feeling.” (pause) Ask the children to:
    - pick a “yes feeling” you would be willing to share with the class
    - keep this feeling to yourself right now
    - visualize in your mind exactly what or who it was that gave you this “yes feeling”
    - see where you were
    - remember what sounds you could hear when you had this “yes feeling”
    - see what other things surrounded you
    - see what you did when you were touched in this way that gave you the “yes feeling”
  2. Ask each child to open their eyes, pick a partner and share with this partner their “yes feeling” experience.
  3. Allow each pair time to practice acting out their “yes feeling” experiences.
    - advise them to keep their scenes short
    - encourage each person to assist in any way (whether they have to play a Mom, Dad, dog or Santa Claus) in the telling of their partner’s “yes feeling” experience
  4. Bring the class together and allow each pair to share their scenes. Within each scene, stop the action by saying “FREEZE” when the child is touched in a way that gives him/her the “yes feeling.”
    - ask the child how he/she feels (he/she should have the “yes feeling”)
    - ask the child what he/she could do (they could tell the other person how they feel: for example, “I like that!,” or “Yes,” etc.)
    - continue the scene with the child using one or more of their own suggestions to express how they feel

- 
- encourage the children to express how they feel in each scene without the need for you to stop the action
  - encourage a child not in the scene to be the facilitator

**Follow-up:**

1. Ask the children to either fill in the blanks or draw pictures to complete the following sentence starters:  
 "Kissing gives me the 'yes feeling' when . . ."  
 "Kissing gives me the 'no feeling' when . . ."  
 Have the children substitute their own words for "kissing," i.e. touches like "hugs," "eating," "slapping" and "kicking" or actions without touch like "teasing," "girls," "boys," "strangers," "walking home from school."
2. Follow methods 1 through 4 above using situations *without touch*.

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## SUPPLEMENTARY LESSON 2 TO EXERCISE 4

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**Objective:** The children will be able to practice communicating their feelings in situations involving touch that give them the “no feeling.”

**Time:** 45 minutes (approx.)

**Materials:** None

- Methods:**
1. Ask the children to close their eyes and remember a time when they were touched in a way that gave them the “no feeling.” (pause) Ask the children to:
    - pick a “no feeling” you would be willing to share with the class
    - keep this feeling to yourself right now
    - visualize in your mind exactly what or who it was that gave you this “no feeling”
    - see where you were
    - remember what sounds you could hear when you had this “no feeling”
    - see what other things surrounded you
    - see what you did when you were touched in this way that gave you the “no feeling”
  2. Ask each child to open their eyes, pick a partner and share with this partner their “no feeling.”
  3. Allow each pair time to practice their “no feeling” experiences.
    - advise them to keep their scenes short
    - encourage each person to assist in any way (whether they have to play a Mom, Dad, dog or Santa Claus) in the telling of their partner’s “no feeling” experience
  4. Bring the class together and allow each pair to share their scenes. Within each scene, stop the action by saying “FREEZE” when the child is touched in a way that gives him/her the “no feeling.”
    - ask the child how he/she feels (he/she should have the “no feeling”)



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- ask the child what he/she could do (they could tell the other person how they feel: for example, "I don't like that!", or "No!", etc.)\*
  - continue the scene with the child using one or more of their own suggestions to express how they feel
  - encourage the children to express how they feel in each scene without the need for you to stop the action
  - encourage a child not in the scene to be the facilitator

**Follow-up:** 1. Follow methods 1-4 above using situation *without touch*.

- \* **Note:** If a child wants to "kick the person" or "swear at the person," let him/her know that:
- 1- Saying "NO!" is not a weapon like "kicking" or "swearing"; it is a tool to let the other person know how you feel.
  - 2- If you feel violent, you should accept that feeling, say "NO!" and tell someone else how you feel.
  - 3- Violence will give the other person the "no feeling" and make the situation worse.
  - 4- In another situation, if you antagonize the person giving you the "no feeling," and that person happens to be bigger, you could be hurt.



# VOCABULARY

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**Personal Safety:**

I am responsible for my own health and welfare.

**Personal Safety Skills:**

The things I do to keep myself safe.

**“Yes Feelings”:**

The way I feel when something happens to me that I like.

**“No Feelings”:**

The way I feel when something happens to me that I don't like.

**Body Talk:**

The way I use my body communicates what I feel.

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