



All About Me: Building My Cardboard Kid

Lesson Plan

Legal Compliance & Disclosure

- **Mandatory Reporting:** This lesson does not replace legal obligations. Facilitators must follow **Texas Family Code §261.001** and report suspected abuse to **DFPS (1-800-252-5400)** or law enforcement within **24 hours**.
- **Policy Adherence:** Ensure all activities align with local school district regulations and campus safety protocols.
- **Flexible Scripting:** The provided script is a tool, not a mandate. You are encouraged to adapt the language to be age-appropriate while still meeting **TEKS objectives**.

Lesson Timeline (40 Minutes)

Section	Time	Focus Area	Key Activity
Introduction	5 Min	Set Expectations	Introduce the Cardboard Kid to practice using "voice" and setting boundaries.
Part 1: Head	10 Min	Communication	Decorate the head; practice saying "No" or "Stop" in a firm voice.
Part 2: Hands	10 Min	Boundaries	Decorate hands; practice the hand-up cue (👋) to show personal space.
Part 3: Body	10 Min	Trusted Adults	Decorate the body; identify "superhero sidekicks" who help keep us safe.
Conclusion	5 Min	Empowerment	Recite the affirmation: "I have a voice. I can set my boundaries..."

Quick Tips for Success

- **Model the Cues:** Physically demonstrate different voice tones and the boundary hand signal so students have a clear example.
- **Define Trusted Adults:** Help students identify specific people at home (parents/grandparents), school (teachers/counselors), or in the community (police/doctors) who can help them.
- **Stay Alert:** If a student shares concerning information during the activity, follow your professional and legal reporting requirements immediately.

Lesson Plan	All About Me: Building My Cardboard Kid	
Grade Levels	K-12	
Lesson Length	40 Minutes	
Facilitator:	Educators'/Counselors/ Youth Serving Professionals	
Texas Essential Knowledge and Skills (TEKS)	Kindergarten §115.12(9)(A), (9)(B), (9)(C) Grade 1 §115.13(10)(A), (10)(B) Grade 2 §115.14(10)(A), (10)(B) Grade 3 § 115.15(10)(A) Grade 4 § 115.16(11)(A) Grade 5 § 115.17(21)(C), (21)(D) Grade 6 § 115.26 (21)(E), (21)(F), (21)(G) Grade 7 & 8 § 115.27 (21)(F), (21)(G), (21)(H) Grade 9 – 12 § 115.39(20)(C)	
Lesson Objectives	Upon completion of this lesson, students will be able to: <ul style="list-style-type: none"> – Use verbal communication to respond safely when expressing their needs and feelings. – Understand the meaning of personal boundaries and demonstrate how to communicate them using nonverbal cues. – Recognize trusted adults and know who they can ask for help at home, at school, or in the community. 	
Materials Needed	<ul style="list-style-type: none"> ○ Cardboard Kid ○ Markers, crayons, colored pencils, or paint ○ Optional: yarn, fabric, glitter, or construction paper ○ Space for children to work safely and comfortably 	
Key Terms	<ul style="list-style-type: none"> ○ Cardboard Kid ○ Safety ○ Boundaries ○ Communication ○ Trusted Adult 	<ul style="list-style-type: none"> ○ Voice ○ Needs ○ Personal Space ○ Community ○ Reporting
Background Information	<ul style="list-style-type: none"> ○ <i>Cardboard Kids</i> is a public awareness campaign led by ChildSafe, a nonprofit organization in San Antonio, Texas, dedicated to the prevention, intervention, and healing of child abuse. Held each April during National Child Abuse Prevention Month, the campaign invites individuals, schools, and community groups to decorate two-foot-tall cardboard cutouts—known as “Cardboard Kids.” ○ Each figure represents a child who has experienced abuse or neglect. Once decorated, these unique cutouts are displayed across the city to raise awareness, spark important conversations, and remind the community of its shared responsibility to protect children and promote their safety and well-being. 	
Lesson Plan Guide	Teacher Instructions – Bold Font Guided Script – <i>Italicized Font</i>	

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<p>Introduction – 5 Minutes</p>	<p>At the beginning of the lesson, reinforce classroom expectations for respectful discussions.</p> <p>Each child will receive a Cardboard Kid along with markers and craft supplies – this is their time to be creative, decorate, have fun, and learn!</p> <p>Facilitator Script: Show an undecorated Cardboard Kid and say <i>“This is a Cardboard Kid. Today we will decorate our own Cardboard Kid from head to toe, and use it to practice using our voice, showing boundaries and naming trusted adults who help keep us safe”</i></p>
<p>Part 1: Communication (Head) – 10 Minutes</p>	<p>Goal: Help students understand the power of their voice and how to communicate their needs or feelings.</p> <p>Facilitator Script: <i>“Let’s start with the head, this is where our thoughts, feelings, and words begin. Our face and voice help us tell others how we feel, what we need, and when something doesn’t feel right.”</i></p> <p>Model different tones (calm, firm): <i>“It’s important to use your voice to tell others how you feel – even if it feels hard. You can say things like:</i></p> <ul style="list-style-type: none"> • <i>‘No!’</i> • <i>‘Stop’</i> • <i>‘That makes me uncomfortable.’</i> <p><i>When you speak up, you’re telling people how you feel!”</i></p> <p>Ask students: <i>“What else can we say to help us feel safe?” (Call on 2-3 students to share.)</i></p> <p><i>“Good Job giving examples of words that can tell people how you feel! We use our mouths to communicate, our eyes to show our feelings, and our faces to express our emotions, this is how we communicate with others!”</i></p> <p>Activity: Have students decorate the head on their Cardboard Kid, including the eyes, eyebrows, nose, mouth, and hair.</p>
<p>Part 2: Boundaries (Hands) – 10 Minutes</p>	<p>Goal: Teach students what boundaries are and how to express them clearly and confidently.</p>

	<p>Facilitator Script: <i>“Boundaries are like invisible lines around you that help keep you safe, comfortable, and respected.</i></p> <p><i>You get to decide:</i></p> <ul style="list-style-type: none"> • <i>Who can give you a hug or high-five.</i> • <i>Who can borrow your things.</i> • <i>How close someone can stand near you.</i> <p><i>When someone crosses those invisible lines, they are crossing your boundaries.</i></p> <p><i>We talked about how to use your voice to say ‘no,’ but now let’s learn how to use your hands/fingers to show your boundaries too.</i></p> <p><i>For example — if a classmate reaches out for a hug and you don’t want one, you can put your hand up like this 🙅 (demonstrate) and say:</i></p> <ul style="list-style-type: none"> • <i>‘No, thank you.’</i> • <i>‘I don’t want a hug right now.’</i> • <i>‘I need some space’</i> <p><i>Now let’s practice together!”</i></p> <p>Scenario: <i>“A classmate keeps sitting really close to you, and it makes you uncomfortable.</i></p> <p>Question Bank: <i>What can you say or do? How else can you show you want space? (Call on 2-3 students to share their ideas.)</i></p> <p>Bonus: <i>What if you said ‘I need some space,’ but they didn’t move? What should you do next?</i></p> <p><i>Good Job! Remember — your hands and your voice are powerful tools to protect your boundaries.”</i></p> <p>Activity: Have students decorate both hands on their Cardboard Kid, including the fingers.</p>
Part 3 – Trusted Adults (Body) – 10 Minutes	Goal: Help students identify their trusted adults (the people who keep them safe) and know who to go to for help when they need it.

	<p>Facilitator Script: <i>“Now that we talked about using our voice to communicate and our hands to set boundaries, let’s focus on the people who keep us safe and cared for, kind of like superheroes!</i></p> <p><i>A trusted adult is like your sidekick, the person who has your back, helps you when things get tricky, and makes sure you’re safe, healthy, and happy.</i></p> <p><i>Trusted adults can help you:</i></p> <ul style="list-style-type: none"> • <i>Stay safe when something doesn’t feel right.</i> • <i>Solve problems at school, home, or the community.</i> • <i>Take care of your needs, such as making sure that you are fed and have warm clothes and shoes.</i> <p><i>You can find trusted adults everywhere! At home, it could be your parents or grandparents. At school, it could be your teacher, counselor, or principal. In your community it can be a police officer, firefighter, or a doctor can be your sidekick too.</i></p> <p><i>Trusted adults help and protect our whole body, from our head to our heart, to our feet, which is why we are now going to decorate the body of our Cardboard Kid.</i></p> <p><i>Remember, trusted adults are the ones who help us stand strong and safe on our own two feet!</i></p> <p><i>Now, let’s decorate the body of our Cardboard Kid, including the feet. While we decorate, let’s think about all the ways our trusted adults help us stand up tall and safe.”</i></p> <p>Activity: Have students decorate the body of their Cardboard Kid, including feet.</p>
<p>Conclusion – 5 Minutes</p>	<p>Facilitator Script: <i>“We have learned so much about using our voice! To wrap up our time together, please place your hand on your heart and repeat after me:</i></p> <p><i>I have a voice.</i> <i>I can set my boundaries.</i> <i>I have trusted adults who can help me.</i> <i>I am not alone.</i> <i>I am safe, and I matter.”</i></p>

Take-Home Activity (Optional)	<p>Download My Body Safety Rules Activity Book from the ChildSafe website or create an activity covering the following:</p> <ol style="list-style-type: none">1. Trusted Adults: Please help your child name two trusted adults at home and two trusted adults at school. Write their names and why your child would go to them.2. Practice together: Have your child show the hand-up cue and say one safe phrase. Briefly note how it felt.3. Optional: Decorate a small paper “Cardboard Kid” at home and bring it back to share.
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