

Lesson 3 for Grades K-2

Partnering with Parents & Guardians for Safety: *Boundaries: You Have Rights!*

PRINCIPLE

Children must understand they have a right to be safe, and they are allowed to create boundaries to protect themselves in situations where they feel uncomfortable, or where they could be harmed.

OBJECTIVES

After lesson 3, children should be able to:

- Identify various types of boundaries
- Begin to set their own boundaries and communicate them to others
- Honor appropriate boundaries in different types of relationships
- Understand boundaries can apply for Online activities

CATECHISM / SCRIPTURE

Freedom is exercised in relationships between human beings. Every human person, created in the image of God, has the natural right to be recognized as a free and responsible being. All owe to each other this duty of respect. The right to the exercise of freedom, especially in moral and religious matters, is an inalienable requirement of the dignity of the human person. This right must be recognized and protected by civil authority within the limits of the common good and public order.

—Catechism of the Catholic Church, #1738 (1997)

Background for Parents and Guardians:

In preparation for teaching this lesson and to lead the activities, review the *Teaching Boundaries and Safety Guide: Safe Environment Guide for Caring Adults, Parents and Guardians*.

Before sitting down with your child(ren) and beginning the activities, read through this entire lesson and view the video. Choose the activities that you are most comfortable with first and gradually moving to the others. You will find it is helpful to have the *Teaching Boundaries and Safety Guide* handy to navigate the lesson material. These activities are intended to empower young people to think about safety issues with you as their partner.

Considerations for the age groups—

Grades K-2 Young children have lively and vivid imaginations, are growing less self-centered, and are becoming more conscious of others. Their attention span is short. They build on concrete experiences, love to learn, and are highly inquisitive. They rely on others to define good and bad, and safe versus unsafe behavior—but they do understand “rules”. Children need an environment where children are free to ask questions about life and their own bodies.

Activity #1: Introductory Video

Directions:

View and discuss the introductory video with your child. The introductory video for all grades is designed to open a simple discussion with children about personal boundaries and touching safety. The video is approximately six minutes long and is neither created nor intended as a substitute for the activities. It's merely an intro designed to “break the ice” and assist the transition into completing the interactive Lesson Activity options. It can be used in to introduce any of the following activities. Discussion and practice are the critical components needed to teach children how to protect themselves. They learn best by “doing”; not just listening or watching.

Grades K-2 Video links:

English K – 5: <https://www.youtube.com/embed/As5weSqt9Jw>

Spanish K – 5 <https://www.youtube.com/embed/-ELCTmNKsw4>

Activity #2: Review and Discuss Vocabulary words in an age-appropriate way with your child

Terminology: Rules—a prescribed guide for conduct or action. We follow the rules to make sure we are safe—just like how we have a seatbelt rule to keep us safe in the car, or the safety rules before we cross the street. [For example, teach the child a simple rule for what to do if someone tries to touch him / her in an unsafe way, which is to say “No!”, try to get away, and tell an adult as soon as possible.]

Limits—the point or edge beyond which something cannot go. The furthest edge of something.

Rights—We are all born free and equal and have certain rights that are automatically ours. Everyone is entitled to these rights, and they should not be taken away from us. For example, teach children, “you have a right to be safe, and your body belongs to you!”

Boundaries—the limits that define one person as separate from another or from others. There are boundaries you can see (like a fence around a yard) and boundaries you can’t see with your eyes (like the comfort zone around us that we call our “personal space”). Boundaries vary depending on the relationship with the other person. For example, a boundary between a child and a grandparent is different than the boundary between a child and a teacher or coach.

Saying “No”—to say “no” means to refuse, deny, reject or express disapproval of. This word is used to express a boundary and communicate that you do not want something to happen or continue. [Let children know It’s OK to say “No” to an adult if they make you feel scared or uncomfortable, or if they touch your private body parts.]

Secret—something kept hidden, never told or explained. Secrets exclude others and have potential to harm, sometimes causing the person involved to feel frightened or uncomfortable. [For example, let children know that there are no secrets when it comes to personal and physical safety. Tell children that it’s wrong for an adult or another child to ask a child to keep a secret about safety—especially unsafe touches—because that’s a way for people to get hurt. If an individual tries to make a child keep a secret or makes him / her feel frightened, the child must know to communicate this information right away to a parent or caring adult—and be reassured that the child will be protected regardless of threats or seeming consequences of “telling”.]

Activity #3: Boundaries

Activity: Use the coloring pages with your child to describe personal boundaries and explain what to do when someone violates their own personal boundaries.

Preparation: Print the (6) coloring pages that illustrate the concept of “boundaries.” Three pages represent a literal meaning of the idea of boundaries. Three pages represent an abstract representation of boundaries. (See below.)

Directions: Assess the amount of time you have available for this exercise. Allow your child to color at least one each of the literal and abstract coloring pages. Use the “literal” coloring pages to start your child talking about boundaries. Then, use the “abstract” coloring pages to help your child understand that boundaries sometimes include things you can’t see—things such as rules.

“Literal” coloring-page examples of boundaries:

car-seat / straps / seatbelt



fences



sandbox walls

“Abstract” coloring-page examples of boundaries:

*bedtime rules**rules involving meals**rules for playing outside*

Say: Certain boundaries are easy to understand because they are the things that provide limits. Other kinds of boundaries are not so easy to see, like rules and preferences.

Discussion: Ask the following questions while your child colors the page:

1. What are the boundaries in each of the photos?
2. Which of the boundary examples involve safety?
3. How do the boundaries work to protect either the person, or the material?
4. Are they all strong boundaries?
5. Could any of the boundaries be stronger? How so?

Activity #4: What is this Boundary?

Activity: Children will have an opportunity to look at images of various boundaries and safety rules. Some are very obvious, while others are more abstract. The activity will help children to understand that creating and maintaining their own boundaries are a regular part of life—just like any other safety lesson.

Directions: The Lesson Leader will begin with the discussion, pass out the handouts, give children time to answer the questions on the worksheet, and then gather the students together again to discuss the answers.

Discussion: Explain the following to children— Boundaries help keep us safe, and there are many different kinds of boundaries that we encounter every single day, all day long!

A boundary is a line, a limit. It's between us and other people or things. When we set a boundary, it means respecting our own safety and needs. Boundaries are also necessary to know the needs of others for their safety. For example, we have physical boundaries that are personal to each of us and that keep us safe. Unlike a wall or a fence, you can't always see our physical boundaries, but they are in place for our protection. They say when and where it's OK to touch us, and when and where not to.

Behavior boundaries are the actions, or things, that a person will do and won't do. This includes your safety rules. Sometimes people don't know what your boundary rules are, and you have to say them out loud, and maybe more than once. Sometimes people don't care about your boundary rules, and that's wrong—you may have to try to get away from these types of people.

Say: Let's look at this page with some examples of different boundaries and safety rules that we follow. We will then answer the questions the pictures to answer questions and talk about how we can make our own safety boundaries.



1. What are examples of typical safety lessons that we have to know about to be safe?
water safety bicycle safety sun safety crosswalk safety car safety (road rules, seatbelts) sports safety fire safety (stop drop and roll) gardening safety
2. Which images could illustrate the boundary of "leave me alone" or "don't touch me?"
rose with thorns barbed-wire fence locked door stop sign hand symbol
3. What are some activities that need additional safety precautions?
bicycling rollerblading football skateboarding crossing the street driving / riding in car
4. What are some examples of safety lessons and rules that we follow to be safe when we are in the car?
following the speed limit stopping at stop signs following traffic light rules
5. What are some examples of safety lessons and rules that we follow to be safe when we are walking outside or playing sports?
walking on the crosswalk looking both ways to cross holding hands to cross wearing helmets / knee pads following game rules
6. What are some examples of safety lessons and rules that we follow to be safe when we are out in the sun?
wearing a hat using a sun umbrella wearing sunglasses using sunblock
7. Which images show that a boundary has been placed to create a safer environment for themselves?
castle with moat barbed wire fence walls locks in doors
8. What images show what we do to help uphold and respect others' boundaries? And, how do they work? (Hint: sometimes the things that we do to protect ourselves can also be the things that we do to help protect others!)
stop at stop signs drive extra carefully around "men at work" signs don't park in special needs parking spots drive extra carefully around "children crossing" signs

Further the discussion by asking your child to look more closely at the castle image, and describe this scenario to them. The picture you see is a private castle. It's owned by someone, and no one else is allowed to go in there without special permission of the owner. There is a circular trench around the castle for a reason and it is called a moat.

Ask these follow-up questions, then continue the discussion:

- A. How has the owner of the castle placed a boundary to protect himself?
Answer: *The owner has placed a moat around the castle.*
- B. And what does that boundary of a "moat" do?
Answer: *the moat gives the castle more personal space, like a force field you CAN see. Also, the moat and extra space protect the castle from harm. The owner of the castle also knows that the moat is there, so if anything comes into the water, the owner knows what to do to respond.*
- C. What does the castle have to do in order to uphold the boundary of the moat?
Answer: *The owner of the castle has to be diligent and always ensure that it has water in the moat, for the moat to work as a protective boundary from harm.*
- D. What if someone does breach the boundary of the moat to get to the castle?
Answer: *The owner has to take more protective measures and talk right away to someone who can help.*

We are like the owners of the castle with the boundary of the moat. Except, we are the owners of our bodies, though, instead of a castle. And instead of the boundary of the moat, we have our own personal space—like a forcefield or bubble that you CAN'T see. So, what are ways that we can protect ourselves, if someone tries to violate our personal boundaries, like when someone tried to go through the castle's moat?

Now proceed to ask them about the answer to #9 on the worksheet:

9. What can you do if someone makes you feel uncomfortable, violates your boundaries, doesn't listen to you when you stay to stop, or is hurting someone else?

- A. *tell a safe adult right away*
say: "No!"
say: "I don't like that, please stop"

- B. *try to leave the situation to get help*
say: "leave me alone!"
say: "don't touch me there, my body belongs to me"

Say: You're the boss of you! We can't control others, but we can try to protect ourselves by doing and saying specific things to set a boundary. We can get help right away if something scary or bad happens. If you are somewhere you don't feel right, or you feel scared or uncomfortable, or nervous, anxious, humiliating or embarrassing, listen to your feelings! If someone is asking you to do something you don't like, it is ALWAYS OK to say "no."

Activity #5: NETSMARTZ

Background: This 8-minute video is shared with permission from the National Center for Missing and Exploited Children and can be played for children as part of an activity to help them understand it's "OK to tell" when feeling uncomfortable, sad, scared or confused. It is designed to open a simple discussion with children about boundaries and safety.

Description: Watch Clicky, Nettie and Webster race to stop Look-At-Dis Louie from spreading bad pictures online. But they better get to him fast, before he turns the whole town gray!

Click here for the link: <https://www.netsmartz.org/NetSmartzKids/ItsOkToTell>

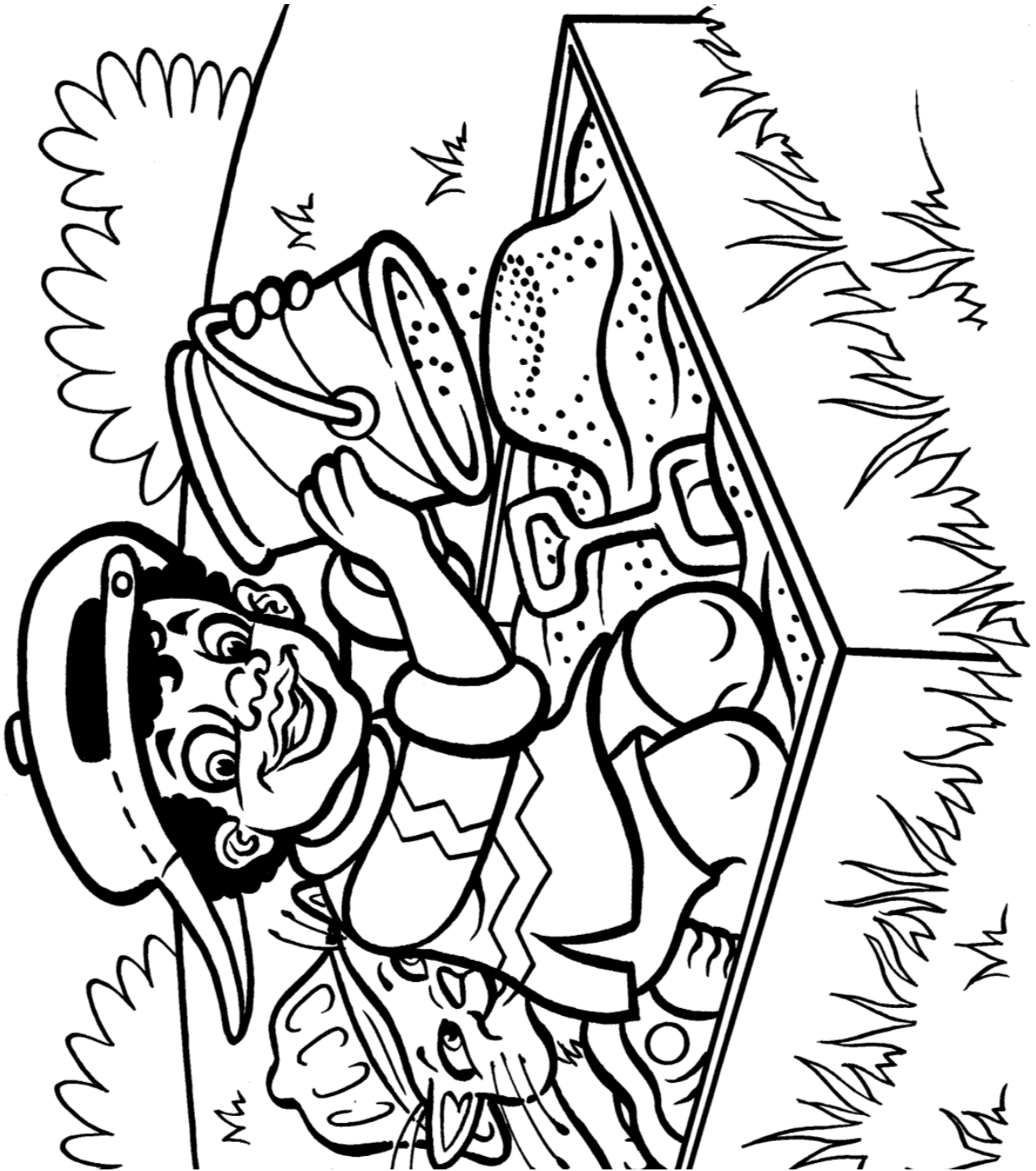
Literal



Literal



Literal



Abstract



Abstract



Instructions for Students Lesson 3 for Grades K, 1 & 2 Boundaries: You Have Rights!

Abstract

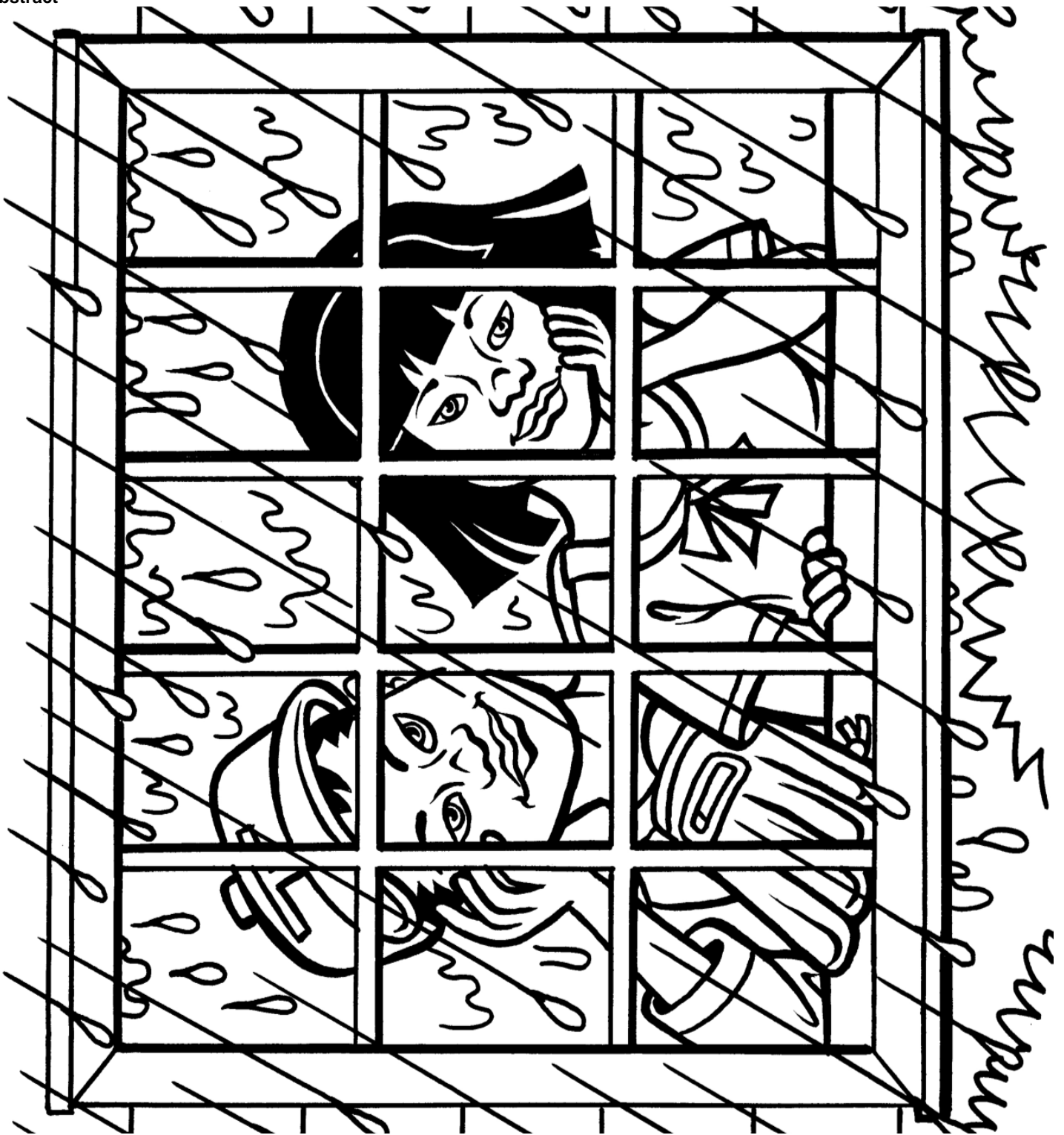
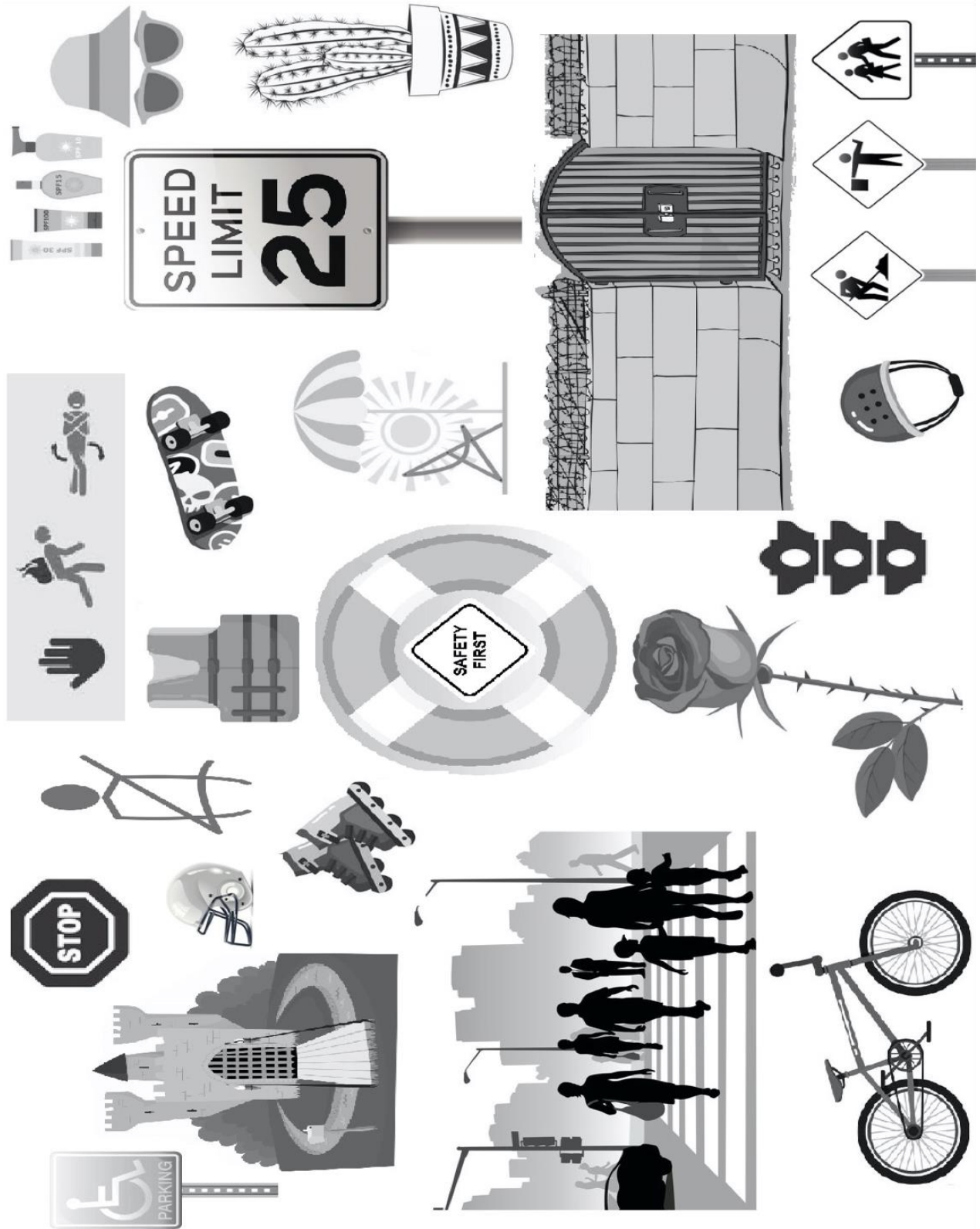


Illustration for “What is this Boundary?”

Instructions: Use the images on this page and answer the questions about boundaries on the next page. Some images will be used multiple times. Each question has at least 3 specific answers, but there could be additional answers to add.



Questions: What is this Boundary? (cont.)

1. What are examples of typical safety lessons that we have to know about to be safe?

2. Which images could illustrate the boundary of “leave me alone” or “don’t touch me?”

3. What are some activities that need additional safety precautions?

4. What are some examples of safety lessons and rules that we follow to be safe when we are in the car?

5. What are some examples of safety lessons and rules that we follow to be safe when we are walking outside or playing sports?

6. What are some examples of safety lessons and rules that we follow to be safe when we are out in the sun?

7. Which images show that a boundary has been placed to create a safer environment for themselves?

8. What images show what we do to help uphold and respect others’ boundaries? And, how? (Hint: sometimes the things that we do to protect ourselves can also be the things that we do to help protect others!)

9. What can you do if someone makes you feel uncomfortable, violates your boundaries, doesn’t listen to you when you say to stop, or is hurting someone else?
