

Lesson 6 for Grades 3-5

Boundaries: Feelings and Facts

PRINCIPLE

Children should be taught tools to recognize what it feels like when adults or other children do not uphold healthy boundaries. Children need to understand objective and subjective signs of boundary infringement, how it physically and emotionally might feel and what to do about it.

CATECHISM / SCRIPTURE

“Be strong and courageous. Do not be afraid or terrified because of them, for the LORD your God goes with you; he will never leave you nor forsake you.”

—Deuteronomy 31:6

OBJECTIVES

Through this lesson, the adult lesson leader teaches students specifically about boundaries, what unsafe situations *feel* like, and what to do in response. After Lesson 6, children should be better able to:

- Distinguish the difference between objective situations where boundaries are violated or infringed upon and healthy relationships.
- Recognize the range of sensations beginning with feeling happy/content, to “uncomfortable” to potentially feeling unsafe or violated (physically and emotionally).
- Respond appropriately to unsafe situations involving themselves or their friends:
 - Pay attention to their bodies, feelings and what they know is safe/unsafe
 - Say “No!” if they feel uncomfortable or unsafe (or violated)
 - Try to leave the situation if they feel uncomfortable
 - Tell a safe adult as soon as soon as possible

Technology Component: Understand similar actions apply for Online settings, too.

Background for Lesson Leaders:

While adults are the chief protectors of children, there are still ways we can teach children to better protect themselves when faced with tough situations. Personal boundaries are established during our early years, and adults must help children to create their own proper boundaries and respect the ones that are in place—understanding that children will model adult behavior. An important concept in teaching children about their boundaries is to teach them what is safe and unsafe.

As a next step, children must also learn what safe environments are, and, how to recognize discomfort, unsafe situations, or when someone violates their boundaries. Children need to understand, logically, what it actually feels like to be uncomfortable (to feel discomfort), or to feel like something is wrong, so that they know (in addition to the objective information we give them through the lessons) what things subjectively feel like, and then what to do in response.

Children at this age may have difficulty identifying, understanding and processing their own feelings and the concept of boundaries. This lesson will provide them with specific examples of the clear signs and subjective feelings that could occur if an adult or another youth is infringing upon their boundaries, as well as what to do if that is happening, or has happened, to themselves or to a friend.

Keep in mind some of these myths to unpack during the lessons: sometimes children may not be aware that they're allowed to say “no” to a behavior that makes them uncomfortable. They may make promises with their peers to keep secrets in an attempt to protect them, not realizing that it's most important to deliver knowledge about unsafe situations to safe adults. They'll also need to know that it's never their fault (nor will it ever be their fault) if they or someone they know has been abused, or is hurting.

This age group: Dealing with the primary age—key concept is “energy”

This age group is learning how to function independently of their parents. They know how to read and their comprehension levels are giving them a better sense of abstract ideas. Their writing skills are better as they learn proper grammar / punctuation, and become more refined with communicating their ideas. Children of this age are away from home more often than earlier in life and need to start recognizing that safety issues can arise when they are off with friends, under the supervision of a 3rd party, or at other events / locations. They like to be in constant motion and are always on the go. Groups are important. This is the “gang” age with friends of the same sex. Capable of intense loyalty to others, they usually have a best friend in which to confide. Although truthful about big things, they are less so about the smaller things, often making up alibis or shifting the blame to others. They have a strong sense of right / wrong, fair / unfair and are more able to discern the difference between safe / unsafe. They are able to use logic, can argue and hold strong debates. The difficulty in dealing with boundaries with this age group is that these children are moving from dependence toward independence. Ultimately, we all must learn to listen to that guiding voice inside our head and to trust “that uneasy feeling in our gut.” That little voice or uneasy feeling is a warning sign that something is wrong. Telling them “the rules” will not be enough. Children of this age need to learn to reason it out for themselves. The adults involved are primarily concerned with safety issues that the children don't seem to be able to see clearly—at least not yet. Caregivers can be more effective when dealing with this age by including them in the discussion while establishing rules or guidelines.

Prior to Teaching the Lessons—A Map for Lesson Leaders

1. **Complete the VIRTUS Children's Programs Lesson Leader Orientation and Certification Training.** This training module will provide the foundational knowledge necessary for any Lesson Leader to successfully lead a safe environment lesson. For access to this training, please communicate with your diocesan coordinator.
2. **Review the *Teaching Boundaries and Safety Guide: Safe Environment Guide for Caring Adults, Parents and Guardians*.** This document (also available in module format) gives a wealth of information regarding boundaries. While adults are the main protectors of children, there are skills children can learn to better protect themselves and each other when faced with tough situations where caring adults aren't present. For access to this resource, please communicate with your diocesan coordinator.
3. **Review the Key Vocabulary Words for Lesson Leaders to Know** (below). These key words and concepts should be woven throughout the entire lesson. The lesson leader should read through and understand these terms and apply them to each activity.

Key Vocabulary Words for Lesson Leaders to Know

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 unexplained. 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".]

Feelings—Your emotional state, such as being happy, sad, excited or nervous. Your feelings help you understand what you like and what you don't like. Feelings can also help you determine whether you like what is happening to you (such as feeling happy when playing with a friend) or you do not like what is happening to you (such as getting upset if you drop an ice cream cone on the ground, or having your stomach feel yucky if someone touches you in an unsafe way).

Discomfort—To feel uneasy, anxious, or embarrassed (such as when your face starts to feel hot and get red because you tripped on the playground in front of your friends).

Uncomfortable—Experiencing discomfort that leaves one feeling uneasy, sometimes causing anxiety or feelings of nausea. [It might be a feeling in the "pit of your stomach" or it could be the hairs standing up on the back of your neck. You may freeze, want to fight or feel like running away from the situation.]

Feeling safe—When you are with a safe adult or safe friend (someone who listens to you, consistently respects your boundaries, and follows the rules) and you feel happy and cared for. You feel comfortable and calm.

Feeling unsafe (not right)—To feel scared, nervous, anxious or uneasy. You might be worried that something bad is going to happen. Your body might start to sweat, or your stomach might feel sick and you know that something is not right. [This could happen if an unsafe adult or unsafe friend puts you in danger for their own purposes, or doesn't follow the rules or respect your boundaries.]

Confusing—is something that is hard to figure out because it doesn't make sense, it is unclear or puzzling. To cause confusion is to cause an inability to think clearly or to be misleading. [An example is a big, messy knot—it can be confusing because it's hard to figure out where each part goes how to straighten it all out.]

Rude—describes behavior where someone inadvertently or accidentally does or says something hurtful. Rudeness is usually unplanned, and not *intended* to hurt. [Examples include social awkwardness, such as burping into someone's face, cutting someone off, behaving narcissistically, having poor manners, bragging about an accomplishment, etc.]

DURING THE LESSON

Each lesson should begin with the Introductory Video. Following the video, you are able to choose which activity options you would like to do with your students. There are multiple activities to choose from, and you may choose to do one or all of the activities. Each activity can also be tailored to the needs and grade level of your students.

STEP 1: Play Introductory Video

The introductory video for youth in this age range is designed to open a simple discussion about personal boundary safety. The brief video is not intended to be a substitute for the lesson itself. It's merely an introduction designed to "break the ice" and assist the transition of completing the interactive Lesson Activity Options. If the video is shown as an optional activity, please use in conjunction with one of the additional activity options, because discussion and practice are critical components needed to teach youth how to protect themselves. They learn best by "doing;" not just listening. Please communicate with your coordinator to obtain video access.

ACTIVITY OPTION #1: Be Your Own Superhero

Background: This activity will provide opportunities for discussion and role-playing on what it feels like [physically, emotionally and psychologically] when a child is in an unsafe situation, and actions they can take to be safer.

Discussion: Begin the activity with a discussion regarding feelings and how your body responds to feelings.

SUPPLIES

Printed scenarios, if using the small group option, cut into strips (so you can give one to each group).

A simple reward for each child—candy, stickers, holy cards, etc.

First, identify that feelings are normal—they're neither good, nor bad, and everyone has them. Having feelings is a healthy part of being a person.

Ask the students, "what does your body feel like when it is... Happy? Joyful? Excited? Content? Calm?" Give examples of events that would cause children to typically feel excited or happy, such as: a birthday party, Christmas, going to the park, riding a bike, hearing a favorite song, playing a game, flying a kite, etc.

Then, explain that sometimes, things might happen to us that might cause us to feel ways that our bodies don't like as much. We might feel uncomfortable, or "yucky" inside our tummies. Sometimes our bodies might react in a way we don't expect—so that's why we are learning about them now, to help us recognize when our bodies might not feel the best. The feelings we have in our body are telling our brain something—whether it is for something happy or for something wrong, uncomfortable or unsafe. Feeling uncomfortable or unsafe might feel like the following:

- Your body might feel like fighting—wanting to strike out or hit
- Your body might want to take flight—wanting to run away or get away
- Your body might freeze—feeling like you can't move, like your body feels like concrete
- You might feel afraid
- You might have clammy or sweaty hands
- Your body might shake all over
- You might feel very cold or "shivery"
- Your heart might race or start beating/thumping really fast
- Your body might feel heavy or stuck
- Your tummy might feel sick, like you want to throw up
- You want to scream or yell, etc.
- You might cry
- You might feel sad
- You might feel lonely
- You might want to squeeze your eyes shut and try to pretend that you are somewhere else
- You might want to daydream about a better place
- You might feel dizzy

- You might feel confusion—not knowing what to do, or understanding what is happening
- And, you might feel disconnected, like you're watching something happen to you—and maybe not even feeling it physically

Highlight the following facts to children:

1. If someone makes you feel any of these [physical, emotional or psychological] feelings, your body is telling you that something is the matter, that something is wrong.
2. If you ever feel this way, it is not your fault!
3. If you ever feel this way, it's important to try and say "no!" to the person, and to do whatever you need to do to get away as soon as possible.
4. Then, you'll need to go to a safe adult for help. Can anyone tell us the names of their safe adults?

Activity:

There are **two group options** for this activity:

1. Address the following scenarios as a whole group, work through the answers together, then reiterate the best action-plan responses.
2. Divide children into small groups (as many groups as you wish to role play the 7 different scenarios). Give each group a printed piece of paper with a different scenario and ask them to prepare a skit for what they could do if that situation happened to them. Make sure each group has the bulleted examples so they can act them out.

Note: If using the small group option, inform students they should only pretend to do the physical actions in the scenarios.

Scenarios: You will need to guide their responses in some of the scenarios.

- A. An older child starts rubbing your shoulders while you are playing over at their house and this makes you uncomfortable, or embarrassed, so your face starts to feel hot and gets red, and your heart starts beating faster. What might your body be telling you? What can you do?
 - a. Say "NO! I don't like it when you do that."
 - b. Go to another area of the room and play with something else.
 - c. Tell a safe adult.
 - d. Call your parents and ask them to come and pick you up.
- B. A friend of your parents tells your mom that they can watch you after school one day so your mom can go to the store. But, when you're around that person, you start to sweat and your hands feel clammy because you don't like how they touch you. What might your body be telling you? What can you do?
 - a. Tell your mom that you do not feel comfortable being alone with this person.
 - b. Tell another safe adult.
 - c. Let your mom or the other safe adult know exactly why you do not want this person to stay with you.
- C. At school, another child touches you in a way that makes you feel confused and makes your stomach feel yucky like you are going to be sick. What might your body be telling you? What can you do?
 - a. Tell the other child "No! Don't touch me like that again."
 - b. Tell your teacher or another safe adult at school.
 - c. Tell your mom or dad when you get home from school.
 - d. Stay away from that other child at school.
- D. A neighbor comes over to your house and tries to grab you and pull you into a big bear hug, which you don't like. It makes your whole body freeze, even though you want to get away, but your whole body feels heavy and it's hard to move. What might your body be telling you? What can you do?
 - a. Take a deep breath and know that it's OK to not hug someone if you don't want to.
 - b. Use your arms to push them away.
 - c. Duck out from under their arms so they can't grab hold of you.
 - d. Tell them "I don't like that—don't hug me that way."
 - e. Go tell a safe adult.

Lesson 6 for Grades 3-5 Boundaries: Feelings and Facts

ACTIVITY OPTION #1: Be Your Own Superhero

If using small groups, print out this sheet and cut into strips, so you can give one scenario to each small group.



- A. An older child starts rubbing your shoulders while you are playing over at their house and this makes you uncomfortable, or embarrassed, so your face starts to feel hot and gets red, and your heart starts beating faster. What might your body be telling you? What can you do?
- B. A friend of your parents tells your mom that they can watch you after school one day so your mom can go to the store. But, when you're around that person, you start to sweat and your hands feel clammy because you don't like how they touch you. What might your body be telling you? What can you do?
- C. At school, another child touches you in a way that makes you feel confused and makes your stomach feel yucky like you are going to be sick. What might your body be telling you? What can you do?
- D. A neighbor comes over to your house and tries to grab you and pull you into a big bear hug, which you don't like. It makes your whole body freeze, even though you want to get away, but your whole body feels heavy and it's hard to move. What might your body be telling you? What can you do?
- E. Someone gives you twenty dollars to spend on a videogame or app, but you know you are not allowed to play that game or app. Then they ask you to keep it a secret, which makes you feel uncomfortable and your eyes tear up because you don't want to get into trouble and feel like you are going to cry. What can you do?
- F. A friend tells you she doesn't like her mom's new boyfriend because her hands start to feel clammy and her knees start to shake whenever she is around him. Because of this, your friend lies to her mom so she could spend more time at school. She's afraid to tell her mom because she doesn't want to get in trouble for lying and she doesn't want you to tell anyone else. What should you do?
- G. (Online component) While you were playing your favorite game or app online, someone sent you a picture of a person without any clothes on that makes you feel confused. You know that you aren't supposed to see these types of images. Your heart might start to beat harder, and you want to close your eyes and not look at it, and not say anything to anyone because you might get into trouble. Then they ask you to send them a picture of you without any clothes on. What can you do?

- E. Someone gives you twenty dollars to spend on a videogame or app, but you know you are not allowed to play that game or app. Then they ask you to keep it a secret, which makes you feel uncomfortable and your eyes tear up because you don't want to get into trouble and feel like you are going to cry. What might your body be telling you? What can you do?
- Tell a safe adult.
 - Tell them "No! I don't keep secrets from my mom or dad."
 - Tell a safe adult you don't want to spend time with that person anymore.
- F. A friend tells you she doesn't like her mom's new boyfriend because her hands start to feel clammy and her knees start to shake whenever she is around him. Because of this, your friend lies to her mom so she could spend more time at school. She's afraid to tell her mom because she doesn't want to get in trouble for lying and she doesn't want you to tell anyone else. What might your body be telling you? What should you do?
- Tell your teacher or another safe adult at school.
 - Tell your friend we can't keep secrets when it comes to our safety.
 - Encourage your friend to also tell her mom.
 - Tell your mom or dad when you get home from school.
 - Tell your friend that you will go with her to talk to someone safe.
 - Tell your own safe adult, even if your friend doesn't want you to.
- G. (Online component) While you were playing your favorite game or app online, someone sent you a picture of a person without any clothes on that makes you feel confused. You know that you aren't supposed to see these types of images. Your heart might start to beat harder, and you want to close your eyes and not look at it, and not say anything to anyone because you might get into trouble. Then they ask you to send them a picture of you without any clothes on. What might your body be telling you? What can you do?
- Take a deep breath and remember that you have safe adults who want to keep you safe, and tell a safe adult right away.
 - Stop playing the game or app until you can tell a safe adult—leave the content there while you go find them.
 - Talk to a safe adult about how that made you feel, because your feelings are important.
 - Do not respond to the person who makes you feel unsafe, and tell a safe adult.

Discussion: Ask children the following questions, listen to their responses, gently correct if necessary, and discuss the responses below (that are shown under each question). Sometimes more than one action will be required:

- How might you feel if someone (either an adult or another child) touches you in a way you don't like or is unsafe?
 - Pay attention to your body and feelings.
 - Your stomach might feel yucky or funny inside.
 - You might start to sweat.
 - Your hands might feel clammy.
 - You might feel sad or confused.
- What can you do if you are in a situation where another adult or child is touching you in an unsafe way?
 - Say "No! Stop that."
 - Try to leave the situation if possible, and
 - Tell a safe adult as soon as possible.
 - Talk to a safe adult about how it made you feel.
- What about if something feels good, but you know it's not safe or okay—such as an adult or an older child touching your private parts—what should you do?
 - Say "No!" because it's an unsafe touch.
 - Try to leave and get away if possible.
 - Tell a safe adult as soon as possible.

Concluding Statement: Whenever something happens that makes you feel unsafe, whether it is happening now, or it happened in the past, or maybe even the future, it is never your fault and it is never too late to tell. Remember the safety plan! Say no, try to leave and get away, and tell a safe adult as soon as possible. If you don't get help with being safe, tell another safe adult! You have lots of safe adults in your life who can help you and want you to feel safe (such as your teacher, your school counselor, and your family).

ACTIVITY OPTION #2: Feelings, Feelings Everywhere!

Background: This activity will provide opportunities for discussion, and movement, then an activity with roleplaying, addressing what it feels like when a child is in an unsafe situation and how to distinguish whether it is safe or not.

Discussion: Begin the activity by gathering the youth around into a circle, and starting a discussion regarding feelings and how your body responds to feelings. You will be inviting the children to move around in the discussion.

First, identify a few important facts:

- Our bodies can tell us what we are feeling, and sometimes we can see how others are feeling, too, when we listen to what they say and observe how they behave.
- It's good to know how you feel, and why you feel that way! It helps you, overall, to be happy and healthy, and to know more about yourself!
- Having feelings is normal! They're neither good, nor bad; everyone has them. Having feelings is a healthy part of being a person.
- Feelings and emotions are sometimes hard to figure out, but everybody feels them all day long! They're a normal part of being a person.
- In order to understand yourself and what's happening around you, it's a really good to understand more about your emotions. To do that, it helps to:
 - Name the feeling
 - Understand how it feels in your body
 - Talk about it with others

Note: The template for the Lesson Leader to cut up (for scrap distribution) is included in the downloaded set of materials at the end of this packet. The scenarios listed in the activity serves as a key for the Lesson Leader to reference, which is separate from the template for cutting at the end of this packet.

This lesson is most appropriate for a Lesson Leader who is willing to possibly dance and skip and sing as part of the lesson—modeling this behavior to the children. This activity will also need a large space with which to run around, and, the understanding that it may be loud. Please read through the activity portion for more information.

Next, give examples and invite the children to express themselves in whatever way is appropriate to the emotion.

- Relay some of the following scenarios, and ask the children to name the associated feelings and emotions:
 - Ask all at once: How do you feel when you get to play with your friends, or go to a birthday party, or jump on a trampoline, or run through sprinklers?
 - Perhaps: Happy, excited, joyful, etc.
 - Ask all at once: How do you feel when someone takes a toy away from you, or pushes you, or takes your turn, or yells at you, or doesn't give you a yummy treat?
 - Perhaps: Sad, angry, disappointed, frustrated, upset, hurt, etc.

SUPPLIES

- Printed scenarios, cut up into strips
- Two small or medium sized buckets (or boxes) that children can easily hold
- One piece of red paper (optional)
- One piece of green paper (optional)
- Tape (optional)

Highlight the following facts to children:

1. If someone makes you feel any of these [physical, emotional or psychological] feelings, your body is telling you that something is the matter, that something is wrong.
2. If you ever feel this way, it is not your fault!
3. If you ever feel this way, it's important to try and say "no!" to the person, and to do whatever you need to do to get away as soon as possible.
4. Then, you'll need to go to a safe adult for help. Can anyone tell us the names of their safe adults? You have lots of safe adults in your lives, including your teacher, guidance counselor at school, and people in your family.

Activity:

Next, bring out the two buckets (or small boxes). Tell the children that one bucket represents safe behaviors, and the other bucket represents unsafe behaviors. *[Tape a red piece of paper to the "unsafe" bucket and a green piece of paper to the "safe" bucket for an enhanced visual; label as needed.]*

- Give each child at least one piece of paper with a printed scenario on it (or multiple pieces of paper with a scenario depending on smaller class sizes). Each piece of paper should have a printed scenario from the list below (a printable version of these scenarios is included below).
- Initially, ask for two children to volunteer as the first "bucket holders" and have the rest of the children line up in one area of the classroom (all children will have a chance to be the "bucket holders").
- For the initial two "bucket holders"—have one child hold the "safe" bucket and one child hold the "unsafe" bucket. They can choose to stand next to each other, or far apart (or, keep moving!)
- Tell the children you have provided each of them with a scenario (that they can read out loud to the class), and that for each scenario:

ACTIVITY OPTION #1: Feelings, Feelings Everywhere!

Instructions: Print out this sheet and cut into strips, so you can give a scenario to each student, or multiple scenarios to groups.

A. A friend walks home with you after school, with your parents' permission, and you feel happy.

B. An older child always tries to wrestle with you, but it makes you feel shaky and you feel like you want to get away.

C. Your dad gives you a high five for finishing your homework and you feel proud.

D. Your uncle gives you a big bear hug that makes your stomach start to turn red because you are uncomfortable and you want to get away from him as fast as possible.

F. You feel sick to your stomach after an older child shows you a picture of someone with no clothes on.

F. An adult is at your house, and then before you and you say "No! Please stop that," but they continue to tickle you. This makes you start sweating and you want to scream really loud.

D. Your teacher gives you a sticker for answering a question, and that makes you smile.

H. A neighbor starts rubbing your back and your whole-body freezes and you feel like you can't move.

I. Your parents bought you a new bicycle for your birthday and you give them each a big hug, and feel loved.

J. Your grandma gives you a quick hug to say hello, and you want her to hug you because being with her is fun.

ACTIVITY OPTION #2: Feelings, Feelings Everywhere!

K. An older child tries to show you their private parts and you want to squeeze your eyes shut and pretend you are not watching.

I. Your mom tells you that you "have" to give your grandma a hug, and you don't want to because it makes you feel awkward or "stuffy."

M. A heavy member comes over and tries to make you give them a kiss, it makes you feel weird because you don't want to.

N. A friend of your parents tries to keep talking you and the soles of your hands start sweating and you start to feel cold or "shivery" at the same time.

O. An adult offers to take you to the park alone, and you feel scared or nervous and don't want to go with them.

P. When you hurt your elbow, your mom gives you a hug and reads you a story and you feel safe.

Q. Your brother or sister tells you to stop talking to the grandma and takes away your favorite toy, which makes you feel angry and you start to cry.

R. Your teacher gives you a high five for doing your homework and you feel joyful.

S. Your babysitter says she wants to play a game with you that makes you feel confused or worried and you want to run away.

T. A doctor gives you a prize or sticker after giving you a shot which helps you feel better.

U. An adult tells you they need to make a picture of you in only your underwear and you feel a little awkward on your back and your heart starts beating really fast.

V. You received a birthday present from a friend and feel excited.

W. You feel embarrassed or shy because an older child asked you to touch their private parts and your heart starts to beat fast.

X. You were excited to see your grandma and you give them a quick hug because they make you feel content and calm.

ACTIVITY OPTION #3: Feelings, Feelings Everywhere!

Y. An adult gave you a new toy and told you to keep it a secret and not tell your mom or dad, which makes you feel nervous.

Z. Your parents took you to the zoo as a special treat during a break from school and you feel joyful.

Additional scenarios for older students in this grade range:

AA. Someone started talking to you online while you were playing a game or on social media and asked if they could have your home address, which made you feel scared.

BB. A friend tells you about how they felt uncomfortable about their mom's new friend, but didn't feel brave enough to tell you, which makes you feel sad because you want to help your friend.

CC. Your friend told you about something bad that happened to their pet and is scared that being around it will get their family in trouble.

DD. After watching a video online, you click on a link that goes to a website that makes you feel sick and really scared, but you are scared to tell your parents.

EE. Someone you don't know sends you a message online through your favorite game or chatting app and asks if they can be your friend.

FF. You see something scary in an online video and you feel like you don't want to tell anyone about it, but it made your whole body shake all over.

GG. After you looked at something for school on the internet, you clicked on a link and saw something that made you feel angry or scared.

1. *If it's a "safe" behavior or activity:* Hop on one foot to the "safe" bucket and throw the scrap of paper into the "safe" bucket (the "bucket holder" may have to move a little to catch it).

Then the child who put the scrap of paper into the "safe" bucket becomes the new "bucket holder." The previous "bucket holder" then goes to their seats, or an area the Lesson Leader designates.

2. *If it's an "unsafe" behavior or activity:* Have the child crumple up the piece of paper. Then walk fast to the "unsafe" bucket and throw the crumpled scrap into the "unsafe" bucket. Alternatively, they can attempt to throw it into the bucket from anywhere in the room.

Scenarios for younger students in this grade range: [Key for Lesson Leaders to reference]

- A. A friend walks home with you after school, with your parents' permission, and you feel like skipping and jumping.
- B. An older child always tries to wrestle with you, but it makes your knees start shaking and you feel like you want to get away.
- C. Your dad gives you a high five for finishing your homework and you feel proud.
- D. Your uncle gives you a big bear hug that makes your cheeks start to turn red because you are uncomfortable and you want to get away from his as fast as possible.
- E. You feel sick to your stomach after an older child shows you a picture of someone with no clothes on.
- F. An adult is at your house, and they tickle you and you say "NO! Please stop that", but they continue to tickle you. This makes you start sweating and you want to scream really loud.
- G. Your teacher gives you a sticker for answering a question, and that makes you smile.
- H. A neighbor starts rubbing your back and your whole-body freezes and you feel like you can't move.
- I. Your parents bought you a new bicycle for your birthday and you give them each a big hug, and feel loved.
- J. Your grandma gives you a quick hug to say hello, and you want her to hug you because being with her is fun.
- K. An older child tries to show you their private parts and you want to squeeze your eyes shut and pretend you are somewhere else.
- L. Your mom tells you that you *have* to give your grandma a hug, and you don't want to because it makes you feel cold or "shivery."
- M. A family member comes over and tries to make you give them a kiss; it makes you feel scared because you don't want to.
- N. A friend of your parents tries to keep tickling you and the palms of your hands start sweating and you start to feel cold or "shivery" at the same time.
- O. An adult offers to take you to the park alone, and you feel scared or nervous and don't want to go with them.
- P. When you hurt your elbow, your mom gives you a hug and reads you a story and you feel safe.
- Q. Your brother or sister hits you in the stomach and takes away your favorite toy, which makes you feel angry and you start to cry.
- R. Your teacher gives you a high five for doing your homework and you feel joyful.
- S. Your babysitter says she wants to play a game with you that makes you feel confused or scared and you want to run away.
- T. A doctor gives you a prize or sticker after giving you a shot which helps you feel better.
- U. An adult tells you they want to take a picture of you in only your underwear and you feel a cold sweat on your back and your heart starts beating really fast.
- V. You received a birthday present from a friend and feel excited.
- W. You feel embarrassed / weird because an older child asked you to touch their private parts and your head starts to feel dizzy.
- X. You are excited to see your grandparents and you give them a quick hug because they make you feel content and calm.
- Y. An adult gave you a new toy and told you to keep it a secret and not tell your mom or dad, which makes you feel confused.
- Z. Your parents took you to the zoo as a special treat during a break from school and you felt joyful.

Note: There are two sets of scenario options listed for younger and older students in this grade range.

For younger children, they can hand you the piece of paper to read out loud. For older children, they can each read out their own scenario.

Note: An important point for Lesson Leaders—be careful with how the crumpled pieces of paper are discussed with the children. Emphasize an understanding that if something happens to them, as children, that is not safe, it is never their fault, and that it is always OK to tell a safe adult who can help them.

Additional scenarios for older students in this grade range: [Key for Lesson Leaders to reference]

- a. Someone started talking to you online while you were playing a game or on social media, and asked if they could have your home address, which made you feel scared.

- b. A friend tells you about how they felt uncomfortable about their mom's new friend, but didn't tell their mom, and asked you not to tell, which made you feel confused because you want to help your friend.
- c. Your friend told you about something bad that happened to him/her and is scared that telling about it will get their family in trouble.
- d. After watching a video online, you click on a link that goes to a website that makes you feel sick and yucky inside, but you are scared to tell your parents.
- e. Someone you don't know sends you a message online through your favorite game or learning app and asks if they can be your friend.
- f. You see something scary in an online video and you feel like you don't want to tell anyone about it, but it made your whole body shake all over.
- g. After you looked at something for school on the internet, you clicked on a link and saw something that made you feel yucky or scared.

Discussion: Ask children the following questions, listen to their responses, gently correct if necessary, and discuss the responses below (that are shown under each question):

- What do the pieces of paper in the "safe" bucket look like?
 - There are no creases or tears
 - They look like new
- If the pieces of paper in the "safe" bucket were people, how do you think they would feel?
 - Safe
 - Happy
 - Comfortable
 - Relaxed
 - Peaceful
- What do the pieces of paper in the "unsafe" bucket look like?
 - They are all crumpled and wrinkly
 - They look sad
 - They look like they might need help
- If the pieces of paper in the "unsafe" bucket were people, how do you think they would feel?
 - Sad
 - Hurt
 - Lonely
 - Afraid
 - Uncomfortable
 - In need of help from a safe friend

Note: An important point for Lesson Leaders—be careful with how the crumpled pieces of paper are discussed with the children. Emphasize an understanding that if something happens to them, as children, that is not safe, it is never their fault, and that it is always OK to tell a safe adult who can help them.

Tell the children that when we have safe interactions, we are happy and comfortable, just like those pieces of paper. When someone does something to us that is unsafe, we may feel tense, sad, hurt, angry or scared, just like the crumpled pieces of paper.

Pull out a piece of crumpled paper. Ask the children "How can we fix this crumpled piece of paper so it can feel safe again?" Then uncrumple the piece of paper and flatten it out again. Invite everyone to take a piece of paper to smooth them out. Tell them that it wasn't the paper's fault that it got all wrinkled, and that it's a wonderful thing to do to help straighten out the paper with care.

Then say, "If something happens to you that is unsafe, or makes you feel uncomfortable, it is not your fault. When we tell a safe adult when something happens to us that is unsafe, or makes us feel yucky, sad or confused, then we start to feel safe. Just like uncrumpling this piece of paper."

Online component: Let the children know that we want them to have safe interactions with everyone—in person and online or when they are using any form of technology (such as a computer, tablet, phone or gaming system). If something ever happens to them while they are using technology, they should tell a safe adult who can help.

ACTIVITY OPTION #3: It's MY Body—I Have a Right to be Safe (Worksheet)

Background: This activity will provide opportunities for children to learn to understand their feeling/emotions and what they can do about them. It opens discussion on what it feels like, physically and emotionally,

Note: The worksheet template is included in the downloaded set of materials at the end of this packet.

when they feel they are in an unsafe situation and how to distinguish whether it is safe or not.

Activity:

1. First, discuss the following with the students, defining emotions as *the way we feel*.

Emphasize—

- Emotions are OK to have. They aren't right or wrong, they just are.
- Everyone has them! And sometimes, people show their emotions differently.
- It's normal to have different emotions about different things!
- Sometimes when we feel unsafe, or uncomfortable or scared, our bodies might feel a certain way.
- Whenever we feel unsafe, uncomfortable or scared, It's OK to be really loud, to move our body in any way to show that we don't like what is happening, and that we want it to stop, or that it is not OK.
- Our body might do one, or two, or all of these things!
- If our body starts to show us any of these reactions/feelings, then that is a sign that you feel unsafe, uncomfortable or scared.
- And, then follow the boundaries safety plan. Say no, try to get away, tell a safe adult.
- Not everybody feels like they can follow the safety plan. It might be you, or a friend. You might be hearing about this new information for the first time! In any case, tell a safe adult as soon as you can.

2. Then, pass out the worksheets. Tell students you are going to make a few statements and they are to circle (or, draw lines and notes, depending on the age) the body part matches them feeling uncomfortable.

3. Next, read each statement and direct the children to draw a line from that statement to the corresponding body part. Younger students who cannot read should do this activity in small group circles so the teacher can guide them. They can circle the part of the body that corresponds to each "emotion" statement.

Lesson Leader states:

- My **cheeks** might feel hot and get red because I'm embarrassed
- My **feet** might feel like they want to run away
- My **head** might feel dizzy and I need to sit down to not fall
- My **mouth** might not be able to talk or yell or scream
- My **arms** might want to push to get away
- My **knees** might feel shaky, making it hard to move or walk
- My **eyes** might start to cry
- My **stomach** might feel yucky or like I'm going to be sick (throw up)
- My **chest** (lungs) might feel tight, making it hard to breathe
- My **mouth or throat** might feel dry, and thirsty
- My **hands** may feel clammy or itchy
- My **whole body** might feel like it can't move
- My **heart** might start beating really fast
- I might feel sweat start to roll down my **back or neck**

Concluding thoughts to discuss:

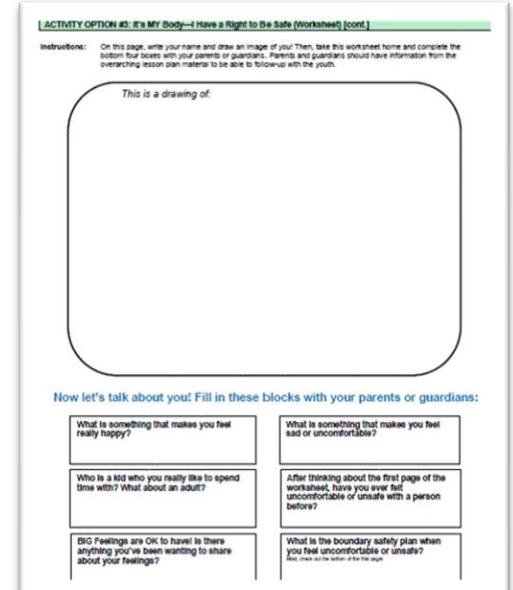
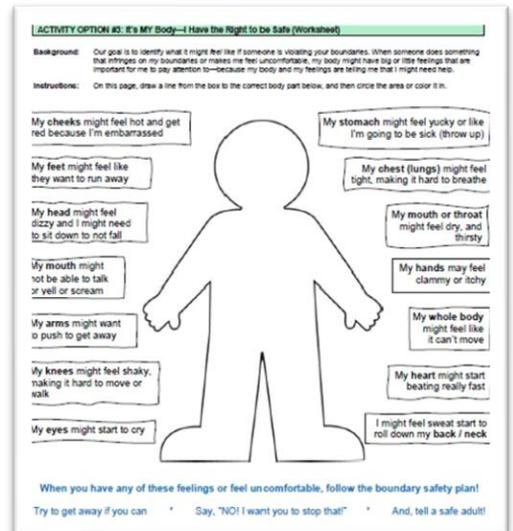
Emotions include feeling fear, scared, upset, angry—all of these emotions are OK in that it's always OK to have feelings and show them.

But, it's NOT OK for someone to make you feel fear, scared, upset or angry when it comes to unsafe actions. If someone does make you feel this way, it's not your fault.

It IS ok to do whatever you need to do to get away and tell a safe adult when you don't feel safe.

SUPPLIES

- Colored pencils or markers
- Copy of the BODY Worksheet for each student (printed)



ACTIVITY OPTION #4: Be a Detective—Use the Clues to Solve the Mystery of Feelings (Worksheet)

Background: Children need to know how to identify their own emotions and what this might feel like if someone is trying to violate or infringe upon their boundaries. This worksheet will help them understand some possible feelings associated with boundary violations.

Note: The worksheet template for this activity is included in the downloaded set of materials at the end of this packet.

Activity: Provide children the worksheets below with the included pictures of children displaying various emotions. Tell them that they are now honorary detectives, and that they need to look at all the clues of what they see, hear and feel to determine how best to help themselves and others. Feelings are sometimes difficult to figure out, but it is definitely a mystery that can be solved by your student Detectives!

SUPPLIES

Writing utensils
Copy of the Emotions Worksheet for each student (printed)

Based on the clues that each of the faces in the worksheet show, have the children identify the possible emotion/feeling match(es) for each facial expression.

Note: Lesson Leaders should not forget to emphasize that feelings also apply to how people Online can make us feel.

For each picture, conduct the following:

- Ask: What might this child be feeling?
 - Note that there are more options than there are faces, simply because some facial expressions could be interpreted in various ways. No answers are wrong—simply guide the children as they identify what they perceive.
- When they express the possible emotions or feelings, identify, physically, what that might actually feel like within someone's body. For example:
 - Happy:** When someone feels happy, they might feel excited, they might have lots of wiggles; they might want to jump for joy, or smile and laugh!
 - Scared:** When someone feels scared, their whole body might tense up; they might start to scream, they might want to hide under covers or want to run away.
- For the emotions/reactions that aren't perceived to be calm, excited or happy, ask: If that person were our friend, what could we do to help them?
 - Tell a safe adult!
- For the emotions/reactions that aren't perceived to be calm, excited or happy, ask: What should we do when we feel that way?
 - Tell a safe adult!
- Who are your safe adults you can go to?
 - (The Lesson Leader may refer to the definition under "Key Vocabulary Words" to give children context of safe adults)
 - Safe adults include: Your guidance counselor, your teacher, grandparent, coach, school principal, nurse, family friend, and parents, etc.*
- What if someone hurt you, or one of your friends, or violated one of your boundaries to make you feel this way—what could you do?
 - Follow the safety plan!
 - Try to get away if you can.
 - Say "NO! Stop that!"
 - Tell a safe adult.

ACTIVITY OPTION #4: Be a Detective—Use the Clues to Solve the Mystery of Feelings

Instructions: It's important that we understand our own feelings, and that of others, and what to do when we feel unsafe. Use your detective skills to determine what each youth might be feeling, and pick the emotions from the word bank. Tip: some faces might be showing multiple emotions!

WORD BANK

Worried
Confused
Surprised
Nervous
Calm
Uncomfortable
Sad
Afraid
Excited
Scared
Angry
Happy

1. When we feel unsafe or uncomfortable around a person, what should we do? Follow the boundary safety plan and tell an _____ adult!

2. Who are some safe adults you can go to?

3. If someone hurts you, or one of your friends, or violates your boundaries, what 3 things could you do to follow the safety plan?

a. _____

b. _____

c. _____

Concluding statements: You are the best detectives! If someone ever does something that makes you feel scared, uncomfortable, afraid, of any of the other emotions, it's not your fault—even if you think you did something wrong. You have caring, safe adults in your life who want to help you and will always be there for you. You can also use your investigative skills to identify if a friend is feeling uncomfortable, scared, or unsafe—and they might need help from a safe and caring adult. You can help to get them the help they need! Great work—another mystery solved!

ACTIVITY OPTION #5: I Know My Boundaries (Worksheet)

Background: This is a worksheet that children can fill out with that they learned (the key concepts from the lesson)—something they can share at home with their parents. This is also something for their parents to keep on display to help continue the dialogue with their children.

Discussion: Emotions are the way we feel. Emotions are OK to have. They aren't right or wrong, they just are. Everyone has them!

When we experience something joyful, we can feel happy, content and peaceful.

When we experience something that makes us feel unsafe, scared or uncomfortable, we can have different emotions. We might feel uncomfortable, or "yucky" inside our tummies.

Sometimes our bodies might react in a way we don't expect, such as feeling any of the following:

- My **cheeks** might feel hot and get red because I'm embarrassed
- My **feet** might feel like they want to run away
- My **head** might feel dizzy and I need to sit down to not fall
- My **mouth** might not be able to talk or yell or scream
- My **arms** might want to push to get away
- My **knees** might feel shaky, making it hard to move or walk
- My **eyes** might start to cry
- My **stomach** might feel yucky or like I'm going to be sick (throw up)
- My **chest** (lungs) might feel tight, making it hard to breathe
- My **mouth or throat** might feel dry, and thirsty
- My **hands** may feel clammy or itchy
- My **whole body** might feel like it can't move
- My **heart** might start beating really fast
- I might feel sweat start to roll down my **back or neck**

Ask the following:

What is a boundary? (Refer to the *Key Vocabulary Words for Lesson Leaders to Know*)

Why do you think it's important to set personal boundaries?
Because they help us to know what is safe and unsafe, and they help to keep us happy and healthy when we set and listen to our own healthy personal boundaries!

What is a safe adult? Safe friends and safe adults are safe people won't hurt you without a good reason and won't intentionally confuse you. They listen to and consistently respect boundaries, and follow the rules. [Explain that a child may have many safe friends and adults. Give children examples of adult behavior that could hurt them, but may be necessary for the child's safety, i.e. medical exams, vaccinations, throat swabs, removing splinters, stopping a child from running into the road, etc.]

Can you list some of your safe adults?

What is something you could do if someone does something that violates your boundaries, or if you feel any of these emotions, or even different emotions? If that happens to you, you can follow the boundaries safety plan:

1. Say, "NO! Stop that!"
2. Try to get away if you can.
3. Tell a safe adult right away.

Activity: Have the children complete the included worksheet that they can then take home and share with their parents. Invite them to post the worksheet in a prominent place.

Note: The worksheet template for this activity is included in the downloaded set of materials at the end of this packet.

SUPPLIES

Writing utensils
Copy of the I Know My Boundaries Certificate for each student (printed)

ACTIVITY OPTION #5: I Know My Boundaries Worksheet

Today I learned that everyone feels emotions, and that is normal! I also learned what it could feel like when I feel uncomfortable, or when someone tries to violate my boundaries—and what to do about it!

Why is it important to set personal boundaries? _____

When we feel unsafe, uncomfortable or scared, our bodies might feel or react a certain way—what might our bodies do? _____

Imagine you are in a room with someone who is making you feel uncomfortable. List three different things you could do: (Hint: Follow the Boundaries Safety Plan!)

1. _____
2. _____
3. _____

List 2 safe adults you could talk to if someone makes you, or a friend, feel uncomfortable or unsafe:

1. _____
2. _____

Draw a picture of one of your Safe Adults:



ACTIVITY OPTION #6: NetSmartz Video “Enter Badromeda”

Background: This short 5-minute video is shared with permission from the National Center for Missing and Exploited Children (NCMEC) and can be played for children. It is designed to open a simple discussion with children about cyberbullying.

SUPPLIES

A/V equipment outfitted with Internet access

Preparation: The Lesson Leader should review and discuss the “Key Vocabulary Words for Lesson Leaders to Know.” Internet access and video playing are parts of this activity and should be queued up in advance. It’s also possible to download the videos from the NETSMARTZ website.

Description: In, “Enter Badromeda,” watch two friends, Nettie and Webster, get lost in the online land of Badromeda. After falling into an abandoned transport tube, Nettie and Webster are carried into a deeper layer of the cloud called Badromeda. They quickly realize that they’ll have to put their NetSmartz skills to work by not responding to the taunts and drama of the strange creatures they encounter.

Click here for the video link and then look through the videos to find “Enter Badromeda”:
<https://www.netsmartzkids.org/into-the-cloud/>

Discussion: Before showing the video, pose these questions:

Ask: “How would you feel if someone said something mean or unkind to you online?” *Answers could range from sad, angry, confused, scared, upset, etc.*

Ask: “How would you feel if someone said something mean or unkind to a friend of yours? What if it were online, on the computer, or on your cell phone?” *(There’s no wrong answer at this point; just accept the responses and let the children know that you’ll discuss the best safety plan for unsafe or uncomfortable situations that happen in person AND online.)*

Say: “Sometimes these things can happen when we are online, when talking to others, playing games, or looking at websites. If it does happen, there’s a really important safety plan that we need to know about—and we’re going to talk about it after watching this video.”

After the video, discuss in conclusion: Let’s recap what we should do when we feel upset, confused, scared, upset, or angry about something that we see online, or regarding something unkind or mean that someone says or writes to us when online, while playing a game or just simply watching videos. Here are the options we can do when something upsets us online:

- Block the person
- Report any cyberbullying to the website or app.
- You can also save the message or visual, and show it to a safe adult.
- Always bring safe adults into the conversation when you feel unsafe or uncomfortable, or when you know something isn’t right—there are lots of safe adults in your life!

End the lesson with a prayer

The Lesson Leader may invite the children to create their own prayer, he/she may lead a prayer, or may use the suggested prayer below.

Dear God,

Sometimes when things happen, I might get scared or feel uncomfortable or unsafe. When that happens, help me remember that I am special and give me courage to tell a safe adult what happened. Thank you for loving me and for giving me safe adults who want to keep me safe and happy. Amen