

Lesson 6 for Grades K, 1 & 2

Partnering with Parents & Guardians for Safety: 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.

OBJECTIVES

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 “uncomfortable” to potentially feeling unsafe or violated (physically and emotionally).
- Respond appropriately to unsafe situations involving themselves or their friends.

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.”

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.

Interacting with this age group: key concept is “activity”

Young children have lively and vivid imaginations, are growing less self-centered, and are becoming more conscious of others. Their attention span is short—approximately 20 minutes. Try to keep these children as engaged as possible with movement. They build on concrete experiences, love to learn, and are highly inquisitive. However, they rely almost entirely on others to define good and bad, and safe versus unsafe behavior—but they do understand “rules,” which is another phrase for boundaries. At this age, children are beginning to differentiate between positive and negative aspects of everyday life, and questioning adults’ expectations of blind obedience. At the same time, they are learning how to respect and care for their own bodies in terms of hygiene, eating and activity. Parents and caring adults should make every effort to create an environment with honesty and trust, where children are free to ask questions about life and their own bodies to set the stage for each child’s life-long, healthy relationships with others. This is the time to discuss safe and unsafe behaviors, and to enable children to practice safety away from home.

Prior to Teaching the Lessons—A Map for Parents

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 Parents 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 Parents 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 emotions, 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 child. 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 child.

STEP 1: Play Introductory Video

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 OPTION #1: 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 when they feel they are in an unsafe situation and how to distinguish whether it is safe or not.

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

Activity: 1. First, discuss the following with your child, 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 your body is telling you that you feel unsafe, uncomfortable or scared.
- And, then follow the *boundaries safety plan*. Say no, try to get away, tell a safe adult.

SUPPLIES

Crayons or colored pencils
Copy of the BODY Worksheet (printed)

Note: Lesson Leaders should encourage youth to use different colors to draw the lines from the boxes to the person. Tip: the lines do not need to be straight!

- Lesson Leaders should emphasize the “boundaries safety plan” because it is directly correlated to a question on the worksheet.
 - 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, give your child the worksheet. Tell your child 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 below (that correlate in order with the worksheet) and direct your child to draw a line from that statement to the corresponding body part.

Parent 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.

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

Background: Our goal is to identify what it might feel like if someone is violating your boundaries. When someone does something that intrudes on my boundaries or makes me feel uncomfortable, my body might have big or little feelings that are important for me to pay attention to—because my body and my feelings are telling me that I might need help.

Instructions: On this page, draw a line from the box to the correct body part below, and then circle the area or color it in.

My cheeks might feel hot and get red because I'm embarrassed

My stomach might feel yucky or like I'm going to be sick (throw up)

My feet might feel like they want to run away

My chest (lungs) might feel tight, making it hard to breathe

My head might feel dizzy and I might need to sit down to not fall

My mouth or throat might feel dry, and thirsty

My mouth might not be able to talk or yell or scream

My hands may feel clammy or itchy

My arms might want to push to get away

My whole body might feel like it can't move

My knees might feel shaky, making it hard to move or walk

My heart might start beating really fast

My eyes might start to cry

I might feel sweat start to roll down my back / neck

When you have any of these feelings or feel uncomfortable, follow the boundary safety plan!

Try to get away if you can * Say, "NO! I want you to stop that!" * And, tell a safe adult!

ACTIVITY OPTION #3: It's MY Body—I Have a Right to Be Safe (Worksheet) [cont.]

Instructions: On this page, write your name and draw an image of you! Then, take this worksheet home and complete the bottom four boxes with your parents or guardians. Parents and guardians should have information from the overarching lesson plan material to be able to follow-up with the youth.

This is a drawing of:

Now let's talk about you! Fill in these blocks with your parents or guardians:

What is something that makes you feel really happy?	What is something that makes you feel sad or uncomfortable?
Who is a kid who you really like to spend time with? What about an adult?	After thinking about the first page of the worksheet, have you ever felt uncomfortable or unsafe with a person before?
BIG Feelings are OK to have! Is there anything you've been wanting to share about your feelings?	What is the boundary safety plan when you feel uncomfortable or unsafe? <small>Recall, check out the bottom of the first page!</small>

ACTIVITY OPTION #2: NetSmartz Video “Rocket Bike”

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.

Description: In “Rocket Bike,” watch two friends, Nettie and Webster, get lost in the online land of “Badromeda.” They learn about what to do if someone says something mean or upsets you online and the importance of telling a trusted adult.

Click here for the video link and then look through the videos to find “Rocket Bike”:
<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!

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Partnering with Parents & Guardians for Safety:
 Boundaries: Feelings and Facts

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Instructions: On this page, draw a line from the box to the correct body part below, and then circle the area or color it in.

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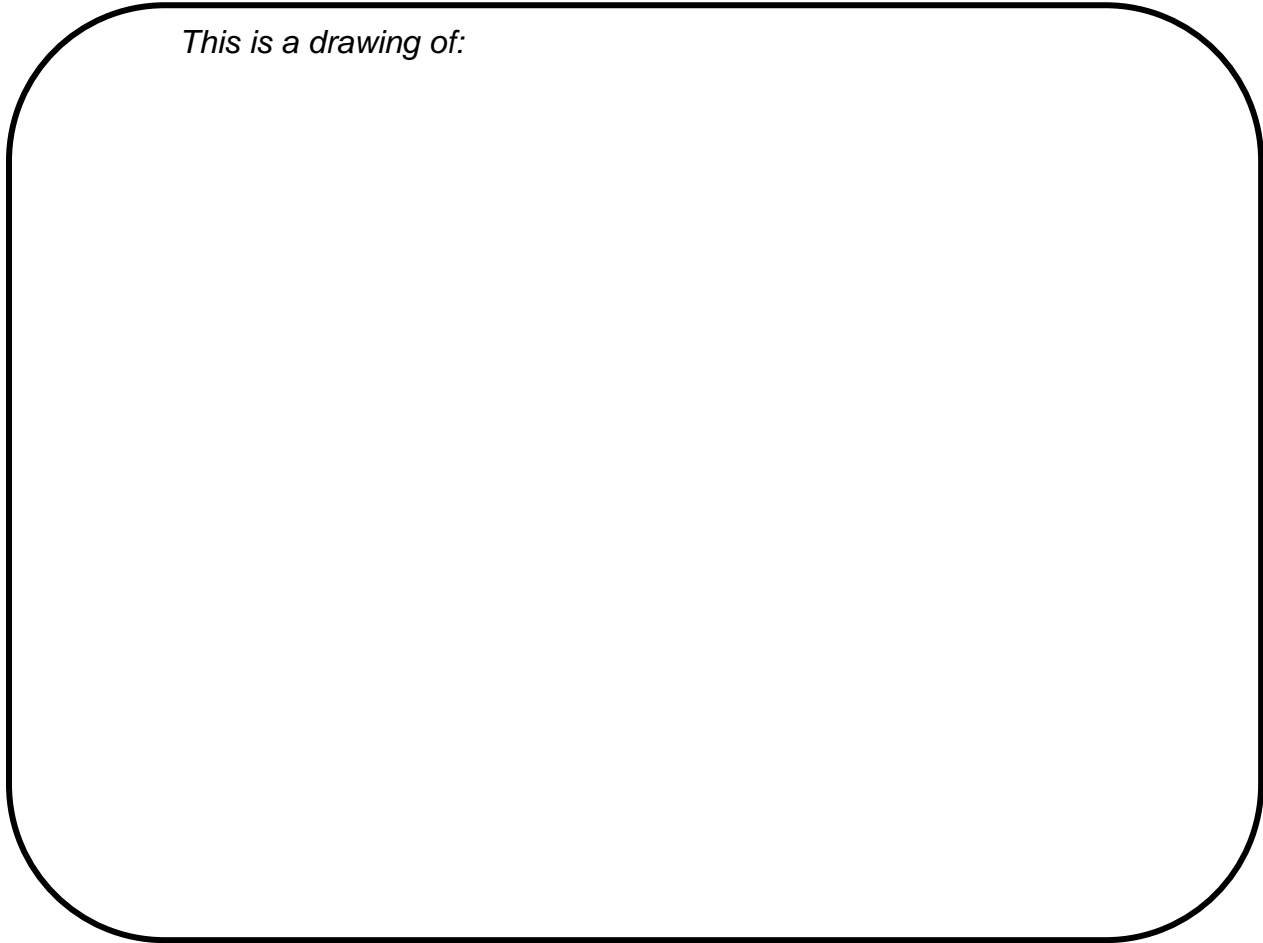
When you have any of these feelings or feel uncomfortable, follow the boundary safety plan!

Try to get away if you can * Say, "NO! I want you to stop that!" * And, tell a safe adult!

ACTIVITY OPTION #1: It's MY Body—I Have a Right to Be Safe (Worksheet) [cont.]

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This is a drawing of:



Now let's talk about you! Fill these blocks out with your parents:

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What is something that makes you feel sad or uncomfortable?

Who is a kid who you really like to spend time with? What about an adult?

After thinking about the first page of the worksheet, have you ever felt uncomfortable or unsafe with a person before?

BIG Feelings are OK to have! Is there anything you've been wanting to share about your feelings?

What is the boundary safety plan when you feel uncomfortable or unsafe?
Hint, check out the bottom of the first page!