



Year 2: Boundaries and Bullying Grades 9 - 12

Preparation: **Review** complete lesson before beginning instruction.

Preview the video, this might take more than one viewing and will support discussion of the main points in this lesson plan.

What you will need: Copies of Student Worksheets and Take-Home Activity, Five Body Safety Rules Poster (2).

Activities and Timeline:

Activity #1: Warm-Up Activity: Optional *(5 minutes)*

Activity #2: VIRTUS® “Empowering God’s Children” Introductory Video / Discussion *(10 minutes)*

Activity #3: Student Worksheet #1 “Personal Boundary Behavior / Response Worksheet.” *(15 minutes)*

Activity #4: Small Discussion Group *(10 minutes)*

Activity #5: Student Worksheet #2 “Personal Boundaries Circle Worksheet” *(5 minutes)*

Activity #6: Large group discussion / “Personal Boundaries Circle Worksheet” *(10 minutes)*

Closing Prayer / Distribute Parent Handout *(5 minutes)*

Overview of Lesson Plan:

Principle: Setting personal boundaries (limits) on the behavior we will accept from others, even on the internet, and honoring those boundaries set by others help to keep young people safe from harm.

Catechism: **#1738** 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.

#2252 Parents have the first responsibility for the education of their children in the faith, prayer, and all the virtues. They have the duty to provide as far as possible for the physical and spiritual needs of their children.

Goal: To assist parents/guardians, and other caring adults in teaching young people how to establish personal boundaries to be empowered to protect themselves from abuse, harassment and manipulation, and to respect the boundaries of others.

Objectives:

- Recognize the importance of the need to establish personal boundaries including physical, emotional, mental and material limits of what they will accept from another in words and actions.
- Identify and protect their personal boundary
- Recall the Safety Rules for protecting personal boundaries
- Define bullying and determine appropriate responses to bullying.
- Technology Component: Discuss how cyber-bullying violates personal boundaries.
- Recognize that cyber-bullying is harmful and should be reported to a parent/guardian, or other safe adult.
- Communicate what they have learned in the lesson, with their parents/guardians.

ACTIVITY #1: Warm-Up Activity: Optional (5 minutes)**Black: Teacher Information / Green: Classroom Discussion**

This activity will help the students to have a preview of the vocabulary used in the video and in the discussions about personal boundaries safety.

**Warm-up Activity
Safety Scramble**

Directions: Unscramble each of the words on the left and write them on the line to the right. Each word is related to today's lesson.

- | | |
|------------------------|-------|
| 1. LRAEONPS NDASEOIBRU | _____ |
| 2. TYEFS AUSLER | _____ |
| 3. NLAOVIIOT | _____ |
| 4. ETCE SPR | _____ |
| 5. YGLNUBIL | _____ |
| 6. RTEIONGRP | _____ |
| 7. WRFEUC | _____ |
| 8. TRTNINEE | _____ |
| 9. NELURBCGYILYB | _____ |
| 10. SITAGKNL | _____ |

Answer Key:

1. Personal Boundaries, 2. Safety Rules, 3. Violation, 4. Respect, 5. Bullying, 6. Reporting, 7. Curfew, 8. Internet, 9. Cyber-Bullying, 10. Stalking

ACTIVITY #2: VIRTUS® Introductory Video “Empowering God’s Children” / Discussion (10 minutes)**Black: Teacher Information / Green: Classroom Discussion**

The “Empowering God’s Children” video introduces the topic of personal boundaries and boundary safety. The video defines personal boundaries, explains: why boundaries are important; and teaches the students’ the need to respect their own boundaries and the boundaries of others. The video also empowers the children to know what to do and who to tell if someone makes them feel uncomfortable, scared, or confused.

Teacher: Below are the vocabulary terms from the video. Review with the class the definitions and discuss examples for clarity.

Personal Boundaries — are the guidelines, rules, or limits that we create to identify reasonable, safe and permissible ways for other people to behave towards us. They define how we respond when someone passes those limits and include the physical, emotional, mental and material limits we set for what we will accept from another person in either their words or actions.

Private Body Parts – All of your body, not just those parts covered by a bathing suit, but your whole body is private. No one has the right to touch you in any way that makes you feel uncomfortable, scared, or confused.

Safety Rules — When someone crosses into your personal boundary or circle and makes you feel uncomfortable, scared or confused, remember the Safety Rules, they tell you what you should do.

Sexual Assault - is any unwanted sexual contact that includes threatened or actual physical force, and brings fear, shame, or mental suffering to the victim.–This includes fondling and other forms of molestation.

Rape - is forced, sexual intercourse involving unwanted penetration with any body part. Rape can be committed by either a stranger or someone known the victim.

Date Rape Drug - such as alcohol and other substances that alter the victim’s consciousness to make self-defense and decision-making difficult.

Stalking - is the act of willfully and repeatedly harassing a specific person in such a way that it would cause a reasonable person to fear for their safety or suffer substantial emotional distress.

Cyber-bullying - is using any digital device to send, post, or share negative, harmful, false, or mean content about someone else. This includes sharing personal or private information about someone else causing embarrassment or humiliation.

Pornography - is written, printed or video material that contains sexually explicit content

Teen sex-trafficking - is the act of manipulating through excessive flattery and/or praise, or forcing with threats or coercion of anyone under 18 to engage in sexual acts in exchange for anything of value, such as money, drugs, shelter, food, clothes, etc.

Bullying – is an intentional behavior which is typically repeated that hurts, harms or humiliates a student either physically or emotionally and it can even happen while at home, at school, in the community or online.

Trusted Adult is an adult you feel confident and comfortable approaching about personal problems, uncomfortable questions, and sensitive situations and issues. They are the willing to listen and help you. They have “Got Your Back!”

ACTIVITY #3: Student Worksheet #1 “Personal Boundary Behavior / Response Worksheet.” (15 minutes)

Introduce the worksheet by reminding students that understanding, establishing, and keeping personal boundaries gives them power to be in control of situations that might threaten their safety.

Distribute Student Worksheet #1.

Student Worksheet #1 “Personal Boundary Behavior / Response Worksheet.”		
<p>Personal boundaries are the rules, or limits that we create to identify reasonable, safe and permissible ways for people to behave towards us, and others. Personal boundaries include physical, emotional, mental and material limits we set for what we will accept from another person in either words or actions.</p> <p>In the chart below read, the specific “Behavior” listed in the first column. In the second column, write your response to how you would protect your personal boundaries and those of others against that behavior.</p>		
	BEHAVIOR	How you would respond to protect your personal boundaries or the boundaries of others
1	A classmate who continuously gets “in your face” and makes you very uncomfortable.	
2	Your boyfriend/girlfriend does not believe you when you say “NO” to sexual advances.	
3	A student in your Science class is always watching you, following you everywhere and texting you constantly.	
4	Your friend tries to persuade you to watch porn with him on the computer telling you, “come on, do not be such a baby!”	
5	You feel pressure, to stay longer at a school event you went to with a group of friends, but if you do you will be breaking your curfew	
6	At a party, you see a classmate secretly slipping a suspicious looking pill in his girlfriend’s drink. You suspect it might be drugs.	
7	A close friend tells you they are being sexually abuse and ask you to keep it a secret.	
8	You are receiving pornography online from an anonymous source.	
9	A coach is always asking you to stay alone with him/her after practice. It never seems that the two of you are working or talking about anything that has to do with the game.	
10	You know that a classmate is being repeatedly and harmful cyber-bullied	

ACTIVITY #3 (Optional): “Personal Boundary Behavior / Response Worksheet (20 minutes) (9-12)

Teacher Information: Review and select a “behavior scenario” from the “Personal Boundary Behavior Worksheet you want to use to engage students in an open-ended role-playing and class discussion.

Instructions:

1. Divide the class into appropriate pairs/groups to reflect the number of students required by the selected scenarios.
2. Stress to the students the importance of taking this activity seriously because these scenarios reflect personal boundary violations that could have significant safety consequences for them.
3. Have pairs/groups read through their assigned scenario completely and determine how they want to “Act Out” the scenario to present to the class.
4. Tell the students:
 - They will present only the “behavior scenario” not their solution.
 - Then they will be told by you to “Freeze” the scene before acting out the conclusion.
5. Ask the class to reflect on the scene that is frozen in front of them and say what they think should happen next to protect their personal boundaries and/or the boundaries of others.
6. When the discussion is finished, ask the students in the scene to unfreeze and conclude scenario with their solution.

Example Behavior #6: “At a party, you see a classmate secretly slipping a suspicious looking pill in his girlfriend’s drink. You suspect it might be drugs.”

Have the students act out the party scene including the friend, the girlfriend and them self and other partygoers. **(Freeze it!)**

Class Discussion: **Have the class discuss possible solution first.** Here are some additional possible solutions: warn the girlfriend not to drink the drink, confront the classmate, leave the party, tell a parent or guardian what happened.

“Unfreeze” and ask the presenting students to act-out their solution.

Example Behavior #6: “At a party, you see a classmate secretly slipping a suspicious looking pill in his girlfriend’s drink. You suspect it might be drugs.”

Have the students act out the party scene including the friend, the girlfriend and them self and other partygoers. **(Freeze it!)**

Class Discussion: **Have the class discuss possible solution first.** Here are some additional possible solutions: warn the girlfriend not to drink the drink, confront the classmate, leave the party, tell a parent or guardian what happened.

“Unfreeze” and ask the presenting students to act-out their solution.

Additional Option: If you feel the Grade 9 -12 “Behavior Scenario #2” above is too sophisticated for your students use Grade 6-8 “Behavior Scenario as an alternative or create your own “Behavior Scenarios” with your students that reflect situation and circumstances they have experienced.

ACTIVITY #4: Small Discussion Group (10 minutes)

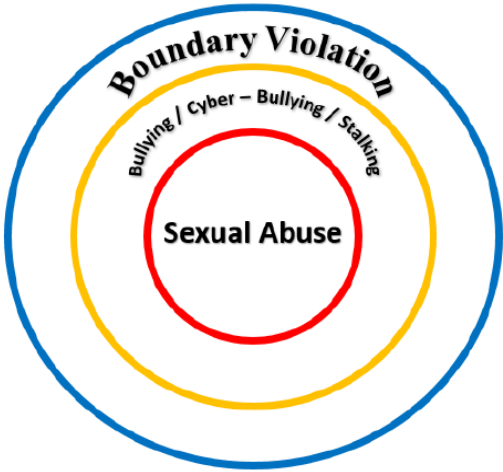
Teacher: Once all students have completed the “**Personal Boundary Behavior / Response Worksheet**,” divide the class into small discussion groups of no less than 3 nor more than 5 students per group. Students should now share their responses with the group. Once all the group members have shared, ask the students to discuss the responses. The teacher should circulate among the groups to monitor and motivate participation.

Activity #5: Student Worksheet #2 “Personal Boundaries Circle Worksheet” (5 minutes)

Directions: Place the number of the behavior scenarios from your Personal Boundary Behavior / Response Worksheet, in the colored ring of the circle that corresponds with that behavior. Example, for the first scenario put #1 in the green “Boundary Violation” ring, because someone getting in your face is a boundary violation.

Student Worksheet #2
“Personal Boundary Circle Worksheet”

Directions: Use your completed “Personal Boundary Behavior / Response Worksheet to complete the circle diagram. Place the number of the behavior scenarios from your Personal Boundary Behavior / Response Worksheet, in the colored ring of the circle that corresponds with that behavior. Example, for the first scenario put #1 in the green “Boundary Violation” ring, because someone getting in your face is a boundary violation.



Closing Prayer / Take Home Activity

Talking with Your Teen about Safe and Healthy Personal Boundaries

Establishing safe and healthy personal boundaries is important for your teen's life. Knowing what to do when the "unexpected" happens can save your teens from difficult situations or hurtful experiences.

This article will help you as a parent / guardian to facilitate discussion with your teen about personal boundaries, which will empower them to protect themselves from abuse, harassment, and manipulation. The following are suggested topics for discuss with your teen:

**Family Rules:**

- curfews, dating, staying in contact with you, and any changes in their plans.
- where they are going, who they are going with and when they will return.
- why it is important to have their cell phone (on and charged) when they are away from home.
- always having a concrete "plan" in case of an emergency situation such as a flat tire on the road at night, running out of gas, etc.

Safe and Healthy Personal Boundaries:

- the importance of trusting his/her own feelings instincts when it comes to unhealthy peer pressure.
- that he or she always has the right to say "NO" if they feel threaten or uncomfortable in any way.
- that possessiveness in a relationship has nothing to do with love or respect. Verbal, emotional or physical abuse should never be tolerated, when it comes to sex, "NO" ALWAYS MEANS "NO."
- that it is never okay to break the law —anyone who suggests you do so is not a true friend.
 - this applies to drinking alcohol, and taking any type of illegal or recreational drugs, etc.
 - this also applies to what teens may think of as a "prank" such as: inappropriate or explicit social media posts, accepting dangerous dares in person or online, "dine and dash," shoplifting, or using graffiti to vandalize property are all crimes!

Communicating with your teen helps to build a trusting relationship and lets him/her know they can talk to you about anything and that you will always be there for them!

End the lesson with a prayer

God desires that we live in peace, respect, and safe from all that might harm us. Therefore, we eagerly seek His guidance in all aspects of our lives. Let us pray:

**Help us Lord, to know your ways.
Teach us Lord to see you in all we meet.
Give us the courage Lord,
to live our lives safely, peacefully, and respectfully.
We ask this in the Name of Your Son, Our Lord, Jesus Christ.
AMEN.**

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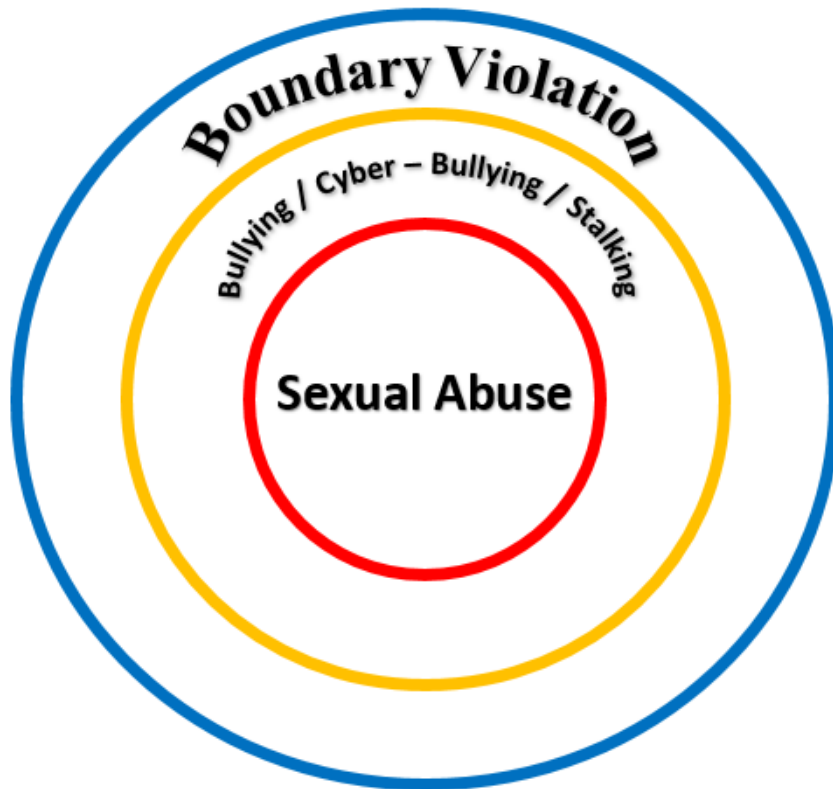
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