



## Year 2: Boundaries and Bullying Grades K - 3

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

**Preview** the videos, 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), and Measuring Personal Boundary Ruler and Sticker Kit (one kit per student). (Please see order form below – add link)

### Activities and Timeline:

**Activity #1:** Warm – up Activity Optional (*5 minutes*)

**Activity #2:** VIRTUS® Introductory Video “Empowering God’s Children” (*8 minutes*)

**Activity #3:** Vocabulary Review / Discussion (*7 minutes*)

**Activity #4:** Measuring My Personal Boundaries Activity (*20 minutes*)

**Activity #5:** Video on Bullying: Howard B. Wigglebottom Learns About Bullies / Discussion (*15 minutes*)

Closing Prayer / Take Home Activity (*5 minutes*)

### Overview of Lesson Plan:

**Principle:** Helping children identify their own personal boundaries and how to keep themselves safe if someone crosses their boundaries making them feel uncomfortable, scared or confused.

**Catechism:** #355 "God created man in his own image.

#356 Of all visible creatures, only man is able to know and love his creator.

#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 in teaching their children how to identify and establish personal boundaries that will empower them to protect themselves from any situations that make them feel uncomfortable, scared or confused.

### Objectives:

- Define personal boundaries
- Understand Five Body Safety Rules to protect themselves from unsafe adults
  1. It’s My Body!
  2. No one has a right to touch my body in any way that makes me feel uncomfortable, scared or confused
  3. Say “No” and “Get Away”
  4. Tell a Parent or Safe Adult
  5. It’s Never My Fault!
- Know what bullying is, what to do if someone bullies them, and tell a safe adult if bullying occurs
- Technology Component: Discuss how cyberbullying violates personal boundaries. Understand that cyberbullying is harmful and should be reported to a parent/guardian, or other safe adult.

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

**Remembering the Five Body Safety Rules  
Warm-up Activity**

This activity will help the students review The Safety Rules: “It’s My Body!, No one has a right to touch my body in any way that makes me feel uncomfortable, scared or confused, Say “No” and “Get Away”, Tell a Parent or Safe Adult, It’s Never My Fault!” Make sure you have your Five Body Rules Posters display around the room to help the students complete the worksheet.

Remembering the Five Body Safety Rules

Fill in the missing words using the pictures below and the safety posters in the classroom as clues. The first letter of the word has already been filled-in to help you.

I will always **f**ollow the **S**afety **R**ule

I know it is my **b**ody and I want to keep it safe and healthy.

I will say **n**o if someone makes me feel uncomfortable, scared, or confused.

I will **r**un away fast!

I will also **t**ell my parent/ guardian, teacher or a safe adult.

I know it's never my **f**ault!

**ACTIVITY #2: VIRTUS® Introductory Video “Empowering God’s Children” (8 minutes)**

**Black: Teacher Information / Green: Classroom Discussion**

This Introductory video will assist the teacher in helping the children focus on the topic of **personal boundaries**. The video will define personal boundaries, why boundaries are important and the need to respect their boundaries and those of others. The video also reviews the five safety rules which empower children to know **what to do** and **who to tell** if they feel uncomfortable, scared or confused.

Class we have reviewed the safety rules, now we are going to watch a video about ways to keep ourselves and others safe. This video will help you learn about personal boundaries and how important it is for you to have personal boundaries. Let us watch the video.

**ACTIVITY #3: Vocabulary Review / Discussion (7 minutes)**

Teacher: Discuss each of the words from the video with the class. Teacher read each word slowly. Have the children give you an example of the meaning of the words from the video and their own experiences.

**Personal Boundaries** — Remember the scene in the video where the children were drawing circles around themselves? Who remembers what that circle was called? You are right, it is called a “personal boundary” or an imaginary circle or bubble around you. This is your personal space and you get to decide whom you allow into that space.

**Private Body Parts** – In the video children were also drawing body parts. They drew lips, ears, and what else? (wait for responses). This part of the video was to tell you that your body is private, all of your body, not just those parts covered by a bathing suit, but your whole body. 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.

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- What will you do if someone crosses your personal boundary?  
**Students respond:** SAY NO, STOP THAT, LEAVE ME ALONE, RUN AWAY, AND TELL SAFE ADULT.
- Whose Body is it?  
**Students respond:** ITS MY BODY!
- If something does happen to you that makes you feel uncomfortable, scared or confused, remember IT’S NEVER YOUR FAULT!  
**Students respond:** IT’S NEVER MY FAULT!

**Safe Adults** – Who are the adults in your life who make you feel safe? Like your mom or dad or the person who takes care of you, right? Who else?” “These people are called safe adult because they do not hurt you, they help you and keep you safe and healthy.”

**ACTIVITY #4: Measuring My Personal Boundaries Activity (20 minutes)**

This activity will help the students be aware of their own personal boundaries. It will help them understand and visualize their own personal “bubble” by measuring how close different people can come to them without them feeling uncomfortable, scared or confused and it will help them to know when to say “Stop!”

**Instructions:**

1. Distribute a tape measure and stickers to each student and have the student print their name on back of the tape measure where it says “God Loves Me and Wants Me to Be Safe! Name: \_\_\_\_\_”
2. Arrange students in two rows facing each other and divide them into pairs. One side will be the “A” part of the pair and the other side will be the “B” part of the pair.
3. Have “A” give “B” their stickers. Now tell “A” to unfold the tape measure and hold the 1-inch end (“Closest”) in front of them and give “B” the 36-inch end (“Far Away”)

[Use the end of the measuring tape that says “Closest” for anyone you would permit to come close enough to you to give them a hug, or a kiss. Use the “Far Away” sticker for anyone you do not want to come close to you at all.]

Have student “B” remove the sticker that says “**Parent**” and slowly move toward student “A” along the measuring tape until student “A” says **Stop!** Have student “B” then place the “**Parent**” sticker on the tape to show the distance. [A parent or guardian will usually be the closest sticker on the tape]



- After the sticker has been placed on the tape, repeat the above step with each of the remaining 7 stickers

<b>Teacher</b>	Think of your own teacher at school and how close you want them to come to you?
<b>Bully</b>	Someone who keeps doing or saying mean or hurtful things to you.
<b>Doctor</b>	A doctor sometimes needs to come “Closest”, like when you get a shot or they listens to your heart. Who’s usually in the room with you when you go to the doctor?
<b>Stranger</b>	Someone you do not know. Some strangers might harm you, be careful. Don’t ever go with a stranger even if they have a cute little puppy.
<b>Classmate</b>	Someone in your class that you don’t know well.
<b>Neighbor</b>	How close do you want your neighbor to come to you.
<b>Friend</b>	A friend can be anywhere on the tape they can even come close enough for you to give each other a “High Five”!

Once the exercise has been completed for the “As” switch roles and repeat the exercise above with the “Bs” Get rid of this header

**ACTIVITY #5: Video on Bullying: Howard B. Wigglebottom Learns About Bullies / Discussion (15 minutes)**

**Teacher:** Now we are going to learn about another way that someone can cross your personal boundaries, it is called bullying. Bullying is when someone says or does something on purpose that is hurtful, and they keep doing it, even when you tell them to stop. Now we will watch a video about how Howard B. Wigglebottom Learns about Bullies. (Play video, the link is below)

[Video on Bullying: Howard B. Wigglebottom Learns About Bullies](https://www.youtube.com/watch?v=QfYdShEdUTA) / Discussion (10 minutes)  
<https://www.youtube.com/watch?v=QfYdShEdUTA>

**Discussion**

Okay class we have watch how Howard B. Wigglebottom had a problem with bullies and what he final did to solve his problem.

- Why wasn't Howard able to sleep?
- How did Howard feel when the "Snortin" twins bullied him?
- What are some of the hurtful things the "Snortin" twins kept doing to Howard?
- Why do you think Howard waited so long to tell his teacher?
- What did the voice in Howard's head keep telling him? (Write these words on the board, BE BRAVE, BE BOLD, A TEACHER MUST BE TOLD)
- How did Howard feel after he told the teacher?



Closing Prayer / Take Home Activity

**Take Home Activity**  
**Personal Boundaries and the Safety Rules.**

**Background:** Today your child learned about personal boundaries and how to protect themselves when any one crosses their boundaries and make them feel uncomfortable, scared, or confused. They also learned how to be empowered by following the Safety Rules: "NO, STOP THAT, LEAVE ME ALONE, RUN AWAY, AND TELL A SAFE ADULT." Finally, they participated in a "measuring- tape activity." To help them visualize their own personal boundaries.

This take-home activity will help you understand and reinforce what your child learned about personal boundaries and setting limits. Have your child show you their measuring tape and tell you how close or how far away they wanted different people to be from their personal boundary. On the worksheet below have, your child to draw an arrow from the person pictured on the outside to the circle that shows where they put that person on their measuring tape. There are three blank spaces on the worksheet to help you and your child discuss "who else" they come in contact with on a regular basis, and where they think those people should be placed in the circle.

**Five Body Safety Rules**

Your child also learned the following Safety Rules: "It's my Body!" "No one has the right to touch my body in any way", "Say No and Get Away", "Tell a Parent or Safe Adult", "It's Never my Fault!" These rules will empower them to know what to do if anyone crosses their personal boundaries and makes them feel uncomfortable, scared, or confused.

**End the lesson with a prayer**

"God wants us to be safe and healthy. God even gives us a Guardian Angel to watch over us. When we think about the Safety Rules and personal boundaries, we can ask our Guardian Angel to help us remember the rules. So, let us pray together for our Guardian Angel to watch over us and keep us safe."

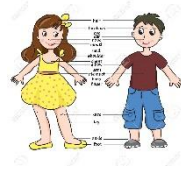
**Angel of God,**  
**My guardian dear,**  
**To whom God's love entrusts me here.**  
**Ever this day be at my side.**  
**To light, to guard, to rule, to guide.**  
**Amen.**

Remembering the Five Body Safety Rules  
Warm Up Activity

Fill in the missing words using the pictures below and the safety posters in the classroom as clues. The first letter of the word has already been filled-in to help you.



     **I** will always **f**      the Safety **R**     .



     know it is my **b**      and I want to keep it safe and healthy.



     will say **n**      if someone makes me feel uncomfortable, scared, or confused.



     will **r**      away fast!



     will also **t**      my parent/ guardian, teacher or a safe adult.



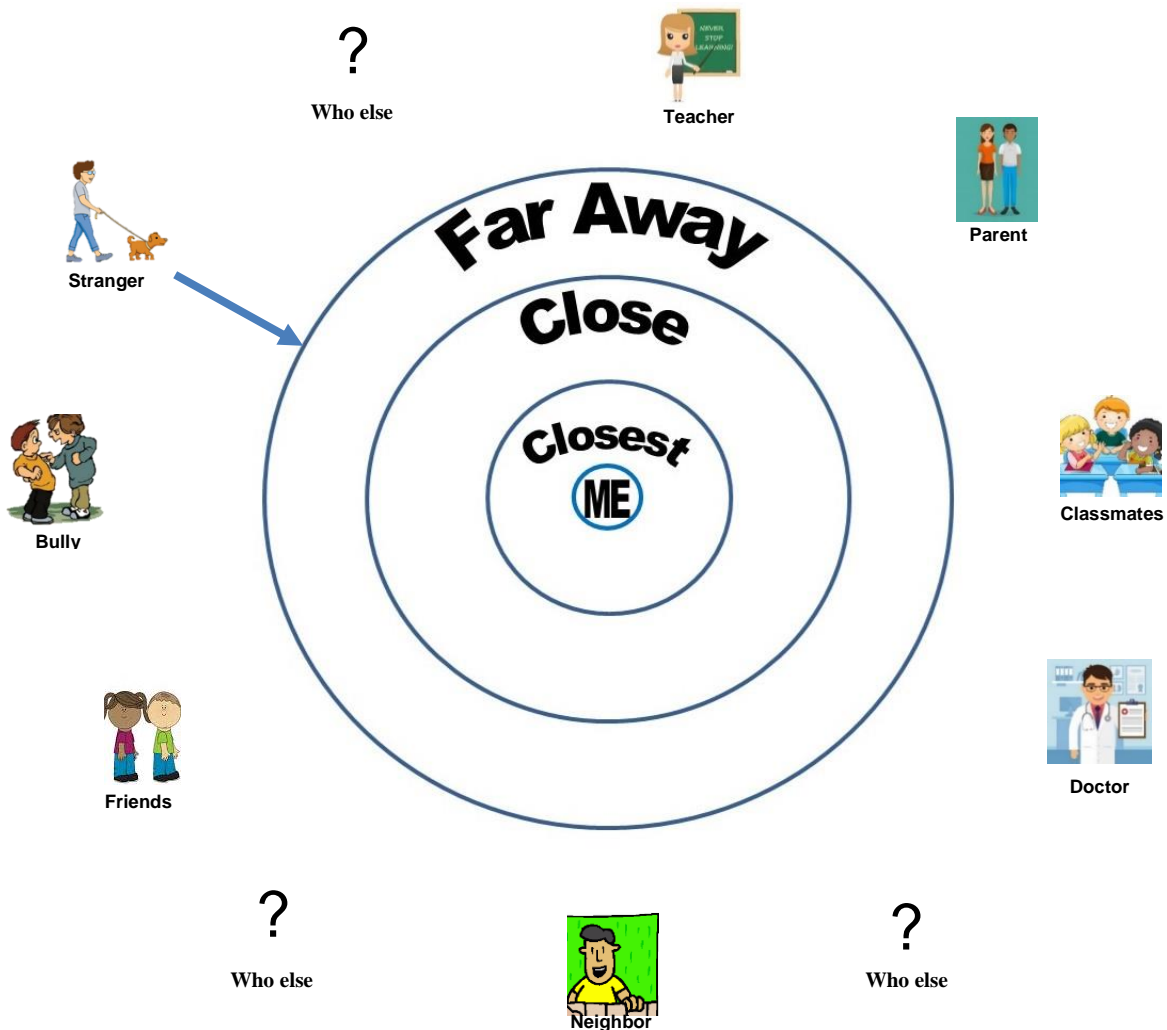
     know it's never my **f**      !

## Take Home Activity

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### Five Body Safety Rules

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