



## Year 2: Boundaries and Bullying Grades 3-5

**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). See attached order form.

### Activities and Timeline:

**Activity #1:** VIRTUS® Introductory Video “Empowering God’s Children”/ Vocabulary/ Discussion” (15 minutes)

**Activity #2:** Measuring My Personal Boundaries Activity (20 minutes)

**Activity # 3:** What is Bullying? <https://www.youtube.com/watch?v=pDG1-BCZvTE&t=173s> (5:13 minutes) / Bullying Vocabulary/ Discussion (10 minutes)

**Activity #4:** Bully, Victim, Bystander, or Upstander(Friend) Activity Sheet (10 minutes)

Closing Prayer / Distribute Take Home Activity

### Overview of Lesson Plan:

**Principle:** Help children respect their bodies by identifying and understanding personal boundaries. Give children information to protect their boundaries if someone crosses their boundaries making them feel uncomfortable, scared or confused.

**Catechist:** #2288 Life and physical health are precious gifts entrusted to us by God. We must take reasonable care of them, taking into account the needs of others and the common good.

**Goal:** To assist parents/guardians in teaching their children to identify, establish, and protect their personal boundaries. To respect their boundaries and the boundaries of others and be empowered protect themselves from any situations that make them feel uncomfortable, scared or confused.

### Objectives:

- Know the definition of personal boundaries
- How to identify and protect their personal boundary
- Understand the Safety Rules for protecting personal boundary.
  1. It's My Body!
  2. Say “No!” when someone tries to touch you in an unsafe or uncomfortable manner / way
  3. Say “No” and “Get Away”
  4. Tell a Parent or Safe Adult
  5. It's Never My Fault!
- Know what bullying is and how to respond to bullying.
- Technology Component: Discuss why cyberbullying violates personal boundaries. Understand that cyberbullying is harmful and should be reported to a parent/guardian, or other safe adult.
- Share what they have learned in the lessons-with their parents/guardians.

**ACTIVITY #1: VIRTUS® Introductory Video “Empowering God’s Children” /Vocabulary/ Discussion (10 minutes)**

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:** Remember some of the words that were defined in the video. Let’s review the vocabulary in the video and give some examples of the meanings to make sure we all understand.

**Personal Boundaries**— personal boundaries are like having an imaginary circle or bubble around you. This imaginary circle/bubble is your limit that lets you know how close or far away others should be from you to help you feel safe. We all have personal boundaries and so we want our boundaries to be respected and therefore we should always respect the boundaries of others. How does it feel when an adult or even another child crosses your boundary and gets too close to you.? What are some of the things you can say to them about being “too close.” What did the children in the video say? (**No, stop that, leave me alone and tell a safe adult.**”), yes these are the **Safety Rules**.

**Private Body Parts** – In the video some children were drawing body parts. Remember? They drew lips, ears, and what else? Do you remember? (wait for responses?). All of your body is private, sometimes we think of those parts covered by a bathing suit as only the private part of our body, well it is true that those parts are private. But what about the rest of your body, whose body is it? Right, it is your body, your personal private body and all of it belongs to you, so, not just those parts covered by a bathing suit, but your whole body is private. Because your whole body is private, no one has the right to touch you in any way that makes you feel uncomfortable, scared, or confused. If this ever happens to you it is important to again remember The **Safety Rules**: **“NO, STOP THAT, LEAVE ME ALONE, RUN AWAY, AND TELL A SAFE ADULT.”**)-

**Safe Adult**— people who will not hurt you, they keep you healthy and safe and they **never** make you feel uncomfortable, scared or confused. Who are some of the “safe adults” you know? Tell us some of the things they do that make you feel safe when you are with them? Are safe adults only those people in your family? Who are safe adults that are not in your family? (Children might mention a teacher, friend’s mom, policeman, etc.,) Well then, did the video say **all** adults are safe? That is right the video told us that **most** adults are safe and will not hurt you.

**Special Safe Adults**- The video named a particular group of people as “Special Safe Adults. Who were these people? Why did the video say they were “special?” Yes, there are some people who help you keep you healthy and may see or touch your private parts, **but only** to keep you clean and healthy, like your doctor or nurse. Can you name some others?

**ACTIVITY #2: 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]

**Discussion:**

- 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”

**ACTIVITY #3: What is Bullying? / Vocabulary / Discussion (10 minutes)**

**Teacher:** Now we are going to learn about another way that someone can cross your personal boundaries. It's called "bullying." I think all of you have heard the word "bullying" before. What do you think bullying means? How do you think a person who is being bullied feels? Do you think God wants people to bully other people?

Let's watch a video about bullying that will help us with some of these answers. Watch and listen closely because the video will help you learn about bullying and what to do if you are ever bullied, in person or online. [Play Video]

**What is Bullying?** (<https://www.youtube.com/watch?v=pDG1-BCZvTE&t=173s>)

There were some important words in the video, as well as some new words related to bullying, that you should remember.

### Vocabulary Words and Discussion

**Teacher:** Remember some of the words that were defined in the video. Let's review the vocabulary in the video and give examples of the meanings to ensure we all understand.

**Bullying** – is when someone is being mean and hurtful to someone on purpose repeatedly, even when the person tells them to "stop." (Remember the word BOO?) Bullying can be *physical*, like hitting, kicking, or even breaking someone's toys; it can be *verbal*, like calling someone mean names or saying things about a person that are not true; it can be *social/emotional*, like leaving someone out of the group or playground fun and or embarrassing them, it can also be online, in a text or a chat room, this is called *cyberbullying*.

**Victim** – the person who is being bullied.

**Bystander** – One who "stands by" or someone who uses their cell phone to record the bullying but does not try to help the victim.

**Upstander/(Friend)** – One who "stands up" for the victim. The upstander can be a friend to the victim, try to interrupt the bullying, tell the bully to STOP, and finally tell someone who can help stop the bully. Telling someone is not tattling; it is keeping someone safe.

**Safety Rules:** SAY NO, STOP THAT, LEAVE ME ALONE, RUN AWAY, AND TELL A SAFE ADULT."

## Activity #4: Bully, Victim, Bystander, or Upstander (Friend) Activity Sheet

### Activity #4

## Bully, Victim, Bystander, or Upstander/Friend

### Grades 3-5

**Instructions:** Look at the pictures below. Answer each question by writing Bully, Victim, Bystander, or Upstander/Friend in the blank(s).

#1



In picture #1, The boy being choked is a victim.  
The boy in the tan shirt is being a bully.  
The girls reaching out to stop the bully are being upstanders/friends.

#2



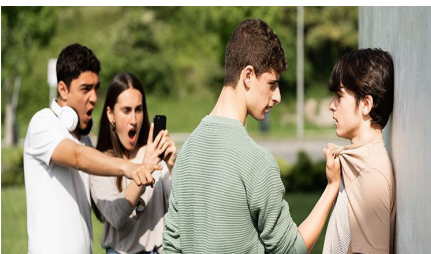
In picture #2. The girl with her hand on the shoulder of the girl leaning against the locker is being a upstander/friend.  
The boys in the background pointing appear to be bystanders.

#3



In picture #. The girl sitting on the floor is a victim.  
The girl with the red backpack looking at her is a bystander.

#4



In picture #4. The boy in the tan shirt against the wall is a victim.  
The girl with the cellphone is being a bystander.  
The boy standing next to her is also being a bystander.  
The boy in the green shirt is a bully.

**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.”

**Directions:** The circles below make-up your personal boundaries; they are labelled “ME,” “CLOSEST,” “CLOSE,” and “FAR AWAY.” Around the circles are pictures of different people. Draw a line from the person in the bubble to the space on your personal boundary. This line will show how close you would let that person come to you or how far away you want that person to stay from you.

Make sure the children take home their measure tapes along with the copy of the Personal Boundaries Take Home Activity.

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

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.

## Activity #4

### Bully, Victim, Bystander, or Upstander

### Grades 3-5

#### Instructions:

Look at the pictures below. Answer each question by writing Bully, Victim, Bystander or Upstander/Friend in the blank(s).

#1



In picture #1, The boy being choked is a \_\_\_\_\_.  
The boy in the tan shirt is being a \_\_\_\_\_.  
The girls reaching out to stop the bully are beings \_\_\_\_\_

#2



In picture #2. The girl with her hand on the shoulder of the girl leaning against the locker is being a \_\_\_\_\_.  
The boys in the background pointing appear to be \_\_\_\_\_

#3



In picture #.The girl sitting on the floor is a \_\_\_\_\_.  
The girl with the red backpack looking at her is a \_\_\_\_\_.

#4

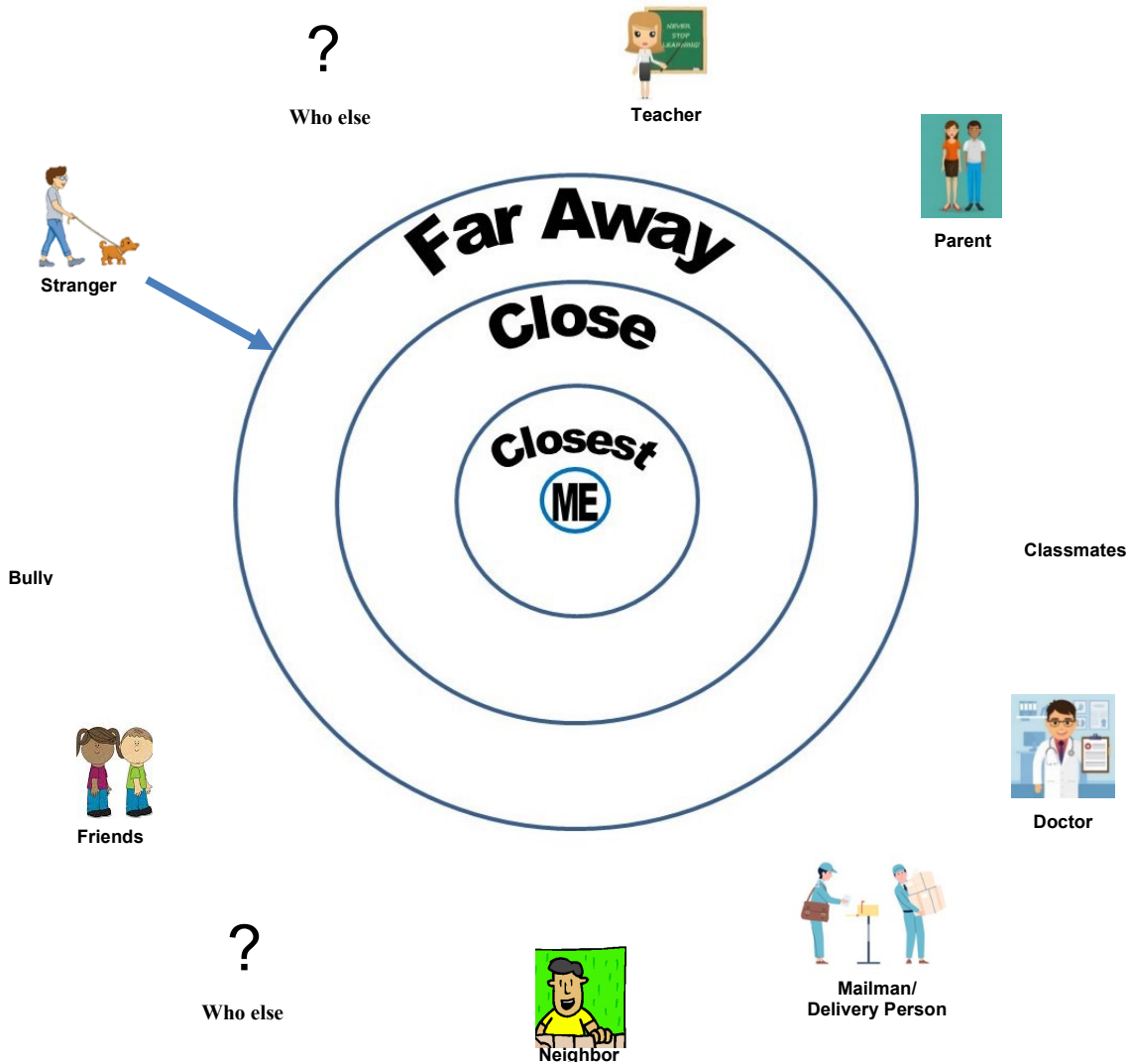


In picture #4. The boy in the tan shirt against the wall is a \_\_\_\_\_  
The girl with the cellphone is being a \_\_\_\_\_  
The boy standing next to her is also being a \_\_\_\_\_.  
The boy in the green shirt is a \_\_\_\_\_

# Take Home Activity

## Personal Boundaries and the Safety Rules.

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.