



Year 2: Boundaries and Bullying Grades 6 - 8

Preparation: Review the complete lesson before beginning instruction.

Preview the videos; this might take more than one viewing and will support discussion on the main points in this lesson plan.

Materials: Copies of Student Worksheets and Take-Home Activities, Personal Boundary Poster

Activities and Timeline:

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

Activity #2: **Student Worksheet #1 "Personal Boundary Behavior / Response Worksheet." (10 minutes)**

Activity #3: **Be the Hero Stop Bullying Video/Vocabulary Discussion (10 minutes)**
<https://www.youtube.com/watch?v=JMeLEKvjVF0>

Activity #4: **Student Worksheet #2 "Victim, Bully, Bystander, Upstander" (10 minutes)**

Activity #5: **"Personal Boundaries Circle Worksheet" and Large Group Discussion (10 minutes)**

Closing Prayer / Distribute Take Home Activity (5 minutes)

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 makes them feel uncomfortable, scared, or confused.

Catechism: **#2319** Every human life, from conception until death, is sacred because the human person has been willed for its own sake in the image and likeness of the living God.

#2252 Parents are first responsible for educating their children in faith, prayer, and all the virtues. They have to provide as far as possible for their children's physical and spiritual needs.

Goal: To assist parents/guardians in teaching their children to identify, establish, and protect their personal boundaries. To teach children to respect their boundaries and the boundaries of others. Furthermore, it empowers children to protect themselves from situations that make them uncomfortable, scared, or confused.

Objectives:

- Define personal boundary
- 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 and why cyberbullying violates personal boundaries. Recognize that cyberbullying 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: VIRTUS® Introductory Video “Empowering God’s Children” / Discussion (15 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 students the need to respect their 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 the definitions with the class and discuss examples for clarity.

- **Personal Boundaries** - the rules or limits 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. Describe a physical boundary that you have set for yourself.
- **Total Body Safety**– In the video, some children drew body parts. Remember? They drew lips, ears, and what else? 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, those parts are indeed private. All of your body 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 remember again The Safety Rules: "NO, STOP THAT, LEAVE ME ALONE, RUN AWAY, AND TELL A SAFE
- **Responsibility** - the state or fact of having a duty to deal with something or someone. Very often, we find ourselves in situations that require us to respond, such as when someone gets into our personal space or the personal space of someone we know. What we do in such a situation is our responsibility.
- **Trusted Adult** – is an adult you feel confident and comfortable approaching about personal problems, uncomfortable questions, and sensitive situations and issues. Who are some of the adults you trust? Why do you trust them?
- **Safety Rules** – In the video, the personal safety rules remind you to "Say No!" "Get Away!" "Immediately Tell a Parent or Safe Adult!" and remember, "It's Never Your Fault!" These rules will give you the power to keep yourself safe if you remember to follow them. How does following the Safety Rules keep you safe?

ACTIVITY #2: Student Worksheet #1 “Personal Boundary Behavior / Response Worksheet.” (10 minutes)

Teacher: 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.”**

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.

In the chart below, the specific “Behavior” is 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.

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 continuously gets “in your face,” making you very uncomfortable.	
2	You are at the local <u>Mall</u> with your friends when a stranger starts following you around and trying to talk to you.	
3	You go to a party with your family at your uncle and aunt’s house. Everybody greets one another by saying “hi” or giving “a high five.” However, one of your cousins who is your age starts tickling you. You feel uncomfortable and don’t like being tickled.	
4	A friend wants you to play a video game you know your parents don’t approve of. When you try to say no, your friend tells you “Don’t be a baby!”	
5	You want to stay longer at your friend’s house to finish watching a movie but if you do, you will get home after your curfew.	
6	A classmate you do not know too well keeps asking you for your cell phone number.	
7	You suspect that a friend is being abused, it is only a suspicion, but you are worried for your friend.	
8	You are doing research for a homework assignment online and suddenly a website pops-up showing nudity.	
9	One of your teachers always puts their arm around your shoulder and pat you on the back, you wish they would stop.	
10	You are at a school dance. A boy <u>you</u> kind of like asks you to go out into the parking lot with him and you do. But then he begins to make suggestive “moves” towards you and you don’t like it!	

ACTIVITY #3: “Be the Hero Stop Bullying” Video/ Vocabulary Discussion (10 minutes)

Black: Teacher Information / Green: Classroom Discussion

The video “Be the Hero Stop Bullying” shows a student being bullied by another student and a group of students laughing at the situation. However, one classmate stands up to the bully and shows herself to be a friend to the victim. The student who stood up to the bully is an upstander. This video will help you to be an upstander and friend to others. Play the video <https://www.youtube.com/watch?v=JMeLEKvjVF0>

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

Bullying – when someone intentionally and repeatedly does or says something that hurts, harms or humiliates you either physically or emotionally, this can happen in person, in a chatroom, a text and online. How does bullying violate personal boundaries?

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. Is cyber-bullying dangerous? Give an example.

Victim - The term “victim” can imply that someone has no power and is helpless to change what has happened or is happening to them. Have you ever been or known someone who has been a victim of bullying? How did that make you feel?

Bystander - A person who is standing near or watching something that is happening (like bullying) but is not involved. Do you think it is good to be a bystander because the bystander is not involved in the bullying?

Upstander - A person standing near or watching something happening (like bullying) and getting involved to try to help. Do you think the upstander can be called a “hero”? Why/why not?

ACTIVITY #4: Worksheet 2: Victim, Bully, Bystander, Upstander/Friend (10 minutes)

Worksheet 2
Victim, Bully, Bystander, Upstander
Grades 6-8

Teacher: Read each of the scenarios below. Complete the sentence following the scenario by placing the correct word in the blank: **Bully(ies)(ed), Bystander(s) Upstanders(s) Victim**

Scenario 1: Online Group Chat

A few students posted mean jokes about Emma's new haircut in a class group chat. Emma sees the posts but does not respond to them. Some students keep adding comments and laughing emojis to the post. You see the post but don't think it is funny, so you ignore it.

Answer Key: Emma is a Victim of cyberbullying, and by ignoring the post, you are being a Bystander.

Scenario 2: The Bus Ride Home

On the bus ride home from school you notice that a group of students have been making fun of Kelly's clothes for several days. Kelly sits in her seat, looking out the window, trying to ignore them. The bus driver is focused on driving and doesn't notice. You want to tell the students to stop but you think they might turn on you. So, you wait until you get to school and then report the incident to your teacher.

Answer Key: When you report what is happening to Kelly on the bus, you are an Upstander to Kelly. The kids on the bus who notice Kelly being teased but don't participate in the teasing nor do they try to stop it or report it, they are really just Bystanders.

Scenario 3: The Last One Left Chosen

Joey hated going to P.E. class. He tried everything to get out of going. He hated P.E. because he was the last one chosen. His teammates made him feel welcome when they told him it was okay to be chosen last.

Answer Key: Joey hates going to P.E. because he is a Victim of Bullies.

Scenario 4: Art Class Comment

Every day in art class, John makes a rude comment about Luke's painting, saying it looks like a kindergartner's work. A few classmates laugh, but others just watch, unsure of what to do.

Answer Key: Luke is a Victim, being Bullied by John. The classmates who laugh and do nothing to defend Luke are Bystanders.

Scenario 5: Misplaced Blame

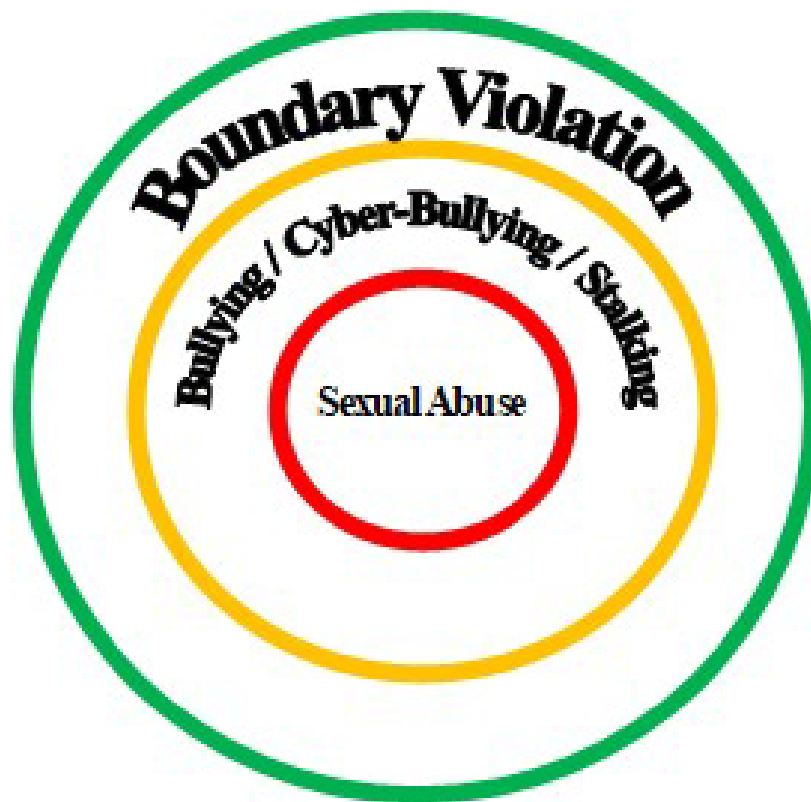
In PE class, a window is accidentally broken while playing. Josh quickly blames it on Tara, although she didn't do it. Tara speaks up and says she did not break the window. Tara starts crying because she is so angry at being unfairly accused. Some classmates stand up for Tara and tell Josh he should not accuse her if he does not have proof that she broke the window.

Answer Key: Tara is a Victim, being Bullied by Josh. The classmates who stand up for Tara are Upstanders of Tara.

Activity #5: Personal Boundaries Circle Worksheet and Large Group Discussion (10 minutes)

Teacher: We have seen two videos and completed two worksheets that help you understand personal boundary violations and bullying. We have one more activity to help you see that your personal space can be violated in several ways (including bullying).

Directions: Distribute the Personal Boundaries Worksheet. Have students refer to their completed “Personal Boundary Behavior / Response Worksheet” to complete the “Personal Boundary Circle below. Placing the number of behavior scenarios from your completed worksheet in the colored ring of the circle that corresponds with the behavior described. For example, put a 1 in the green “Boundary Violation” ring for the first scenario because someone getting in your face is a boundary violation.



Teacher: Ask students volunteers to share where they placed the different numbered scenarios in the circle. Then ask the class:

- Raise your hand if you also placed number_in the “green” circle. Why?
- Who placed number_in a different circle? Why?

Continue the discussion until students give responses for each of the scenarios.

Closing Prayer / Take Home Activity

Teacher: Distribute each student a copy of the Take Home Parent Resource. Ask the students to read the article with their parent/guardian and have a family discussion on the contents.

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 wants us to be safe, healthy and happy. God has given us the power to be watchful, to protect ourselves and to help others who might need our help. He has endowed us with "good-sense." So now let us ask Him, to help us to always use the gifts He has given us gives for our good and the good of others. Let us pray together the prayer of St. Francis of Assisi.

**"Lord, make me an instrument of your peace;
where there is hatred, let me sow love; where
there is injury, pardon;
where there is discord, union;
where there is doubt, faith; where
there is despair, hope where there
is darkness, light; and where there
is sadness, joy.**

Amen.

Student Worksheet #1
“Personal Boundary Behavior / Response Worksheet.”

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.

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.

BEHAVIOR	How you would respond to protect your personal boundaries or the boundaries of others
1 A classmate continuously gets “in your face,” making you very uncomfortable.	
2 You are at the local Mall with your friends when a stranger starts following you around and trying to talk to you.	
3 You go to a party with your family at your uncle and aunt’s house. Everybody greets one another by saying “hi” or giving “a high five.” However, one of your cousins who is your age starts tickling you. You feel uncomfortable and don’t like being tickled.	
4 A friend wants you to play a video game you know your parents don’t approve of. When you try to say no, your friend tells you “Don’t be a baby!”	
5 You want to stay longer at your friend’s house to finish watching a movie but if you do, you will get home after your curfew.	
6 A classmate you do not know too well keeps asking you for your cell phone number.	
7 You suspect that a friend is being abused, it is only a suspicion, but you are worried for your friend.	
8 You are doing research for a homework assignment online and suddenly a website pops-up showing nudity.	
9 One of your teachers always puts their arm around your shoulder and pat you on the back, you wish they would stop.	
10 You are at a school dance. A boy you kind of like asks you to go out into the parking lot with him and you do. But then he begins to make suggestive “moves” towards you and you don’t like it!	

Worksheet 2
Victim, Bully, Bystander, Friend
Grades 6-8



Teacher: Read each of the scenarios below. Complete the sentence following the scenario by placing the correct word in the blank: **Bully(ies), Bystander(s) Upstander/ Friend (s) Victim**

Scenario 1: Online Group Chat

A few students posted mean jokes about Emma's new haircut in a class group chat. Emma sees the posts but does not respond to them. Some students keep adding comments and laughing emojis to the post. You see the post but don't think it is funny, so you ignore it.

Emma is a _____ of cyberbullying, and by ignoring the post, you are being a _____.

Scenario 2: The Bus Ride Home

On the bus ride home from school you notice that a group of students have been making fun of Kelly's clothes for several days. Kelly sits in her seat, looking out the window, trying to ignore them. The bus driver is focused on driving and doesn't notice. You want to tell the students to stop but you think they might turn on you. So, you wait until you get to school and then report the incident to your teacher.

When you report what is happening to Kelly on the bus, you are an _____ to Kelly. The kids on the bus who notice Kelly being teased but don't participate in the teasing, nor do they try to stop it or report it; they are really just _____.

Scenario 3: The Last One Left Chosen

Joey hated going to P.E. class. He tried everything to get out of going. He hated P.E. because he was the last one chosen. His teammates made him feel welcome when they told him it was okay to be chosen last.

Joey hates going to P.E. because he is a _____ of _____.

Scenario 4: Art Class Comment

Every day in art class, John makes a rude comment about Luke's painting, saying it looks like a kindergartner's work. A few classmates laugh, but others just watch, unsure of what to do.

Luke is a _____, being _____ by John. The classmates who laugh and do nothing to defend Luke are _____.

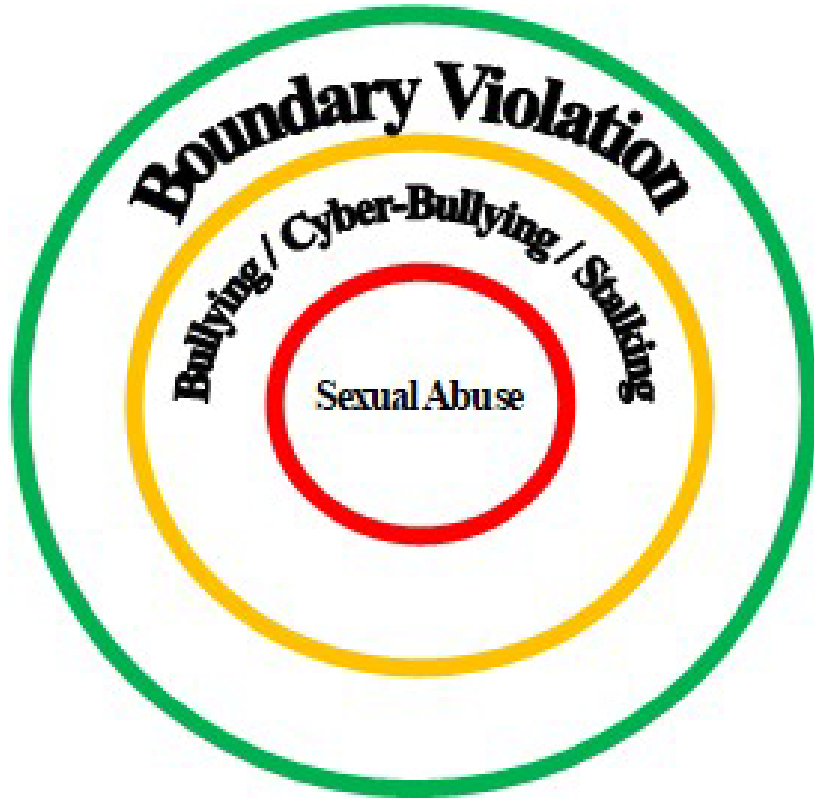
Scenario 5: Misplaced Blame

In PE class, a window is accidentally broken while playing. Josh quickly blames it on Tara, although she didn't do it. Tara speaks up and says she did not break the window. Tara starts crying because she is so angry at being unfairly accused. Some classmates stand up for Tara and tell Josh he should not accuse her if he does not have proof that she broke the window.

Tara is a _____, being _____ by John. The classmates who stand up for Tara are being _____ of Tara.

Student Worksheet #2 “Personal Boundaries Circle Worksheet”

Directions: Distribute the Personal Boundaries Worksheet. Have students refer to their completed “Personal Boundary Behavior / Response Worksheet,” to complete the “Personal Boundary Circle below. Placing the number of the behavior scenario from your completed worksheet in the colored ring of the circle that corresponds with the behavior that is described. Example, for the first scenario put a 1 in the green “Boundary Violation” ring because someone getting in your face is a boundary violation.



Teacher: Ask students volunteers to share where they placed the different numbered scenarios in the circle. Then ask the class:

- Raise your hand if you also placed number in the “green” circle. Why?
- Who placed number in a different circle? Why ?

Continue the discussion until students give responses for each of the scenarios.

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!