



## Year 2: Boundaries and Bullying Grades 9 - 12

**Preparation:** Review the 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 the Student and Parent Take-Home Worksheets, and Boundaries Poster (2).

### Activities and Timeline:

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

**Activity #2:** Student Worksheet #1 “My Personal Space” (10 minutes)

**Activity #3:** [Bullies and Bystanders: What Teens Say Video/Discussion 1:48](#) (10 minutes)

**Activity #4:** Student Worksheet #2 “Personal Boundaries Circle Worksheet” (15 minutes)

**Activity #5:** 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.

**Catechist:** 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. #1738

**Goal:** To teach young people how to establish personal boundaries that will empower them to protect themselves from abuse, harassment, bullying and manipulation, and to respect the boundaries of others.

### 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.
- 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: 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. Play Empowering God’s Children Introductory Video

**Teacher:** Below are the vocabulary terms from the video. Review the definitions and discuss examples.

**Personal Boundaries** — are the guidelines, rules, or limits we create to identify reasonable, safe, and permissible ways for 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 their words or actions.

**Physical boundaries:** The physical space between individuals such as personal space, touch preferences, and personal contact limits. For instance, a teenager may prefer to shake someone’s hand instead of hugging them.

**Emotional boundaries:** The separation between a person’s emotions and someone else's. It involves understanding and managing emotions, recognizing the emotions of others, and establishing limits on emotional involvement. Teenagers in romantic relationships might establish emotional boundaries by expressing their desire to move slowly.

**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 who the victim knows, including boyfriends and girlfriends.

**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.

ACTIVITY #2: Student Worksheet #1 "Personal Boundary Behavior / Response Worksheet." (15 minutes)

Student Worksheet #1  
My Personal Space

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

**Teacher:** Distribute Student Worksheet #1.



Why are personal boundaries important?

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What are the physical boundaries you have set for yourself?

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How might failing to establish emotional boundaries affect a relationship?

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**ACTIVITY #3: Bullies and Bystanders: What Teens Say Video/Discussion (10 minutes)****Black: Teacher Information / Green: Classroom Discussion**

The “Bullying or Bystander; What Teens Say” video gives student views on bullying. The video is presented from teens point of view and encourages teens to be “Upstanders.” The video also suggests important things teens can do to stop bullying. Play the [Bullies and Bystanders: What Teens Say](#).

**Teacher:** Below are the vocabulary terms related to bullying. Review with the class the definitions and discuss examples for clarity.

**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.

**Victim** - The term “victim” can imply that someone has no power and is helpless to change what has happened to them. This person is usually the bully’s target.

**Bystander** - A person who is standing near or watching something that is happening (like bullying) but says nothing nor does anything to stop the bullying.

**Upstander** - A person who is standing near or watching something that is happening (like bullying ) and gets involved by trying to help.

**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.

**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 #4: Student Worksheet #2 “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 #2.

**Student Worksheet #2**  
**“Personal Boundary Behavior / Bullying Response Worksheet.”**

Personal boundaries are the rules, or limits we create to identify reasonable, safe, and permissible ways for people to behave towards you, 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. Bullying is intentional behavior that is repeated that hurts, harms, or humiliates a person either physically or emotionally and it can happen anywhere even online.

The first column of the chart below gives brief scenarios of behaviors you might encounter. In the second column, write your response to how you would protect your personal boundaries and those of others against that behavior.

|    | <b>BEHAVIOR</b>   | <b>How you would respond to protect your personal boundaries or the boundaries of others</b> |
|----|---|--|
| 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  | 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 |  |
| 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 #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 #3 “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 #3  
“Personal Boundary Behavior / Bullying Response Worksheet.”

Directions: Use your completed “Personal Boundary Behavior / Bullying Response Worksheet to complete the circle diagram. Place the number of the behavior scenarios from your Personal Boundary Behavior / Bullying Response Worksheet, in the colored ring of the circle that corresponds with that behavior.

For example, the first scenario from Personal Boundary Behavior / Bullying Response Worksheet #2 says “A classmate who continuously gets “in your face” and makes you very uncomfortable.” This is a Boundary Violation”. Therefore, you would put #1 in the green ring showing it is a boundary violation.

The diagram consists of three concentric circles. The outermost ring is green and contains the text "Boundary Violation". The middle ring is yellow and contains the text "Bullying / Cyber-Bullying / Stalking". The innermost ring is red and contains the text "Sexual Abuse". The number "#1" is placed in the green ring, to the right of the text.

## Take home parent resource: "Talking with your Teen about Dating Safety"

**Talking with Your Teen about Safe and Healthy Personal Boundaries**

Establishing safe and healthy personal boundaries is important 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 importance to have their cell phone (on and charged) when they are away from home.
- always having a concrete "plan" in case of an emergency situations 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.**



## Student Worksheet #1 My Personal Space

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

**Teacher:** Distribute Student Worksheet #1.



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**Student Worksheet #2**  
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**BEHAVIOR**

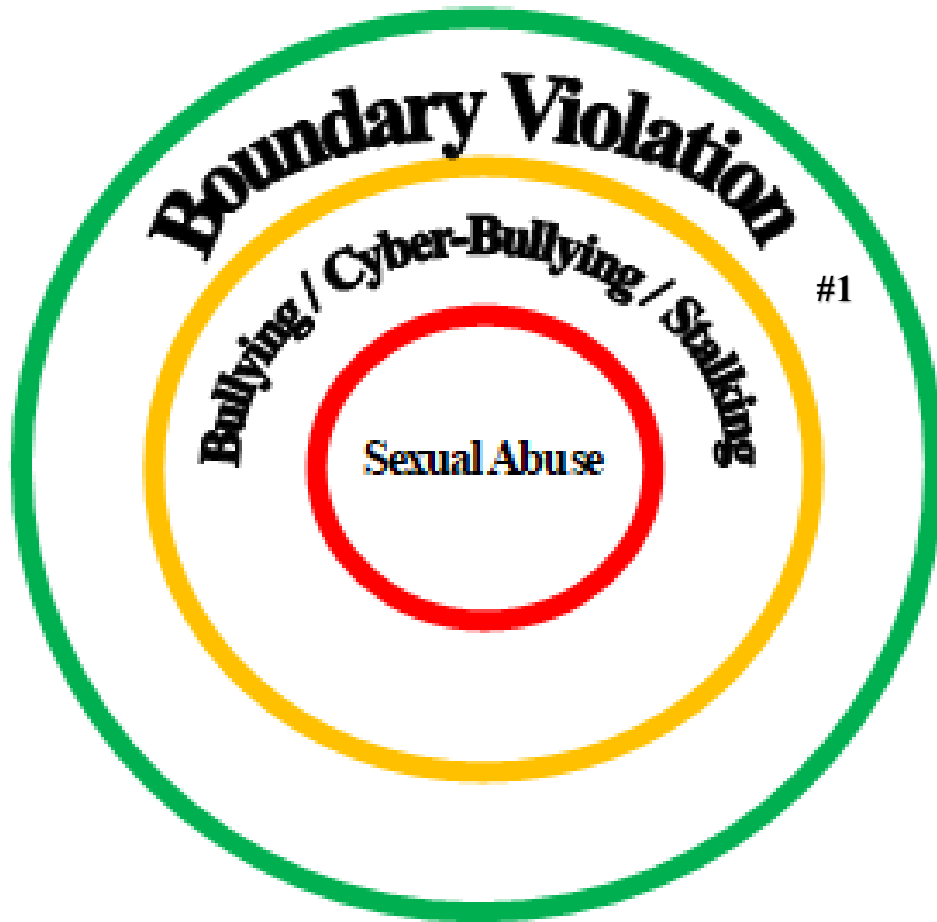
**How you would respond to protect your personal boundaries or the boundaries of others**

|    |   |  |
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## Talking with Your Teen about Safe and Healthy Personal Boundaries

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