



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

**Preparation:** Review the complete lesson content before beginning instruction.  
**Previewing** the videos might take more than one viewing and will support the discussion of the main points in this lesson plan.  
**What you will need:** Copies of Student Activities and Take-Home Activities, Personal Boundaries Poster, and Measuring Personal Boundary Ruler and Sticker Kit (one kit per student).

### Activities and Timeline:

- Activity #1:** VIRTUS® Introductory Video “Empowering God’s Children” and vocabulary words *(15 minutes)*
- Activity #2:** **Measuring My Personal Boundaries Activity** *(20 minutes)*
- Activity #3:** **Video on Bullying:** Howard B. Wigglebottom Learns About Bullies and vocabulary words *(15 minutes)*
- Activity #4:** **Bully, Victim, Bystander or Friend**
- Closing Prayer / Distribute Take Home Activity *(5 minutes)*

### Overview of Lesson Plan:

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

**Catechist:** 355 "God created man in his own image. Man is the great and wonderful living creature, more precious in the eyes of God than all other creatures!" 223

**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.
  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.
- Share what they have learned in the lessons with their parents/guardians

**ACTIVITY #1: VIRTUS® Introductory Video “Empowering God’s Children” and vocabulary words (15 minutes)**

This Introductory video (8 minutes) 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 Personal Boundaries 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 personal boundary safety rules, and now we will 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 each of you to protect them.]

**Review the vocabulary words and definitions with your students.**

Teacher: Discuss some of the vocabulary from the video with the class. The teacher reads each word slowly. Have the children give you an example of the meaning of the words they remember from the video and their own experiences.

**Personal Boundaries** — [Remember the scene in the video where the children drew 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 will allow into that space.]

**Private Body Parts** – [In the video, children also drew body parts, 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.]

- Whose body and whose space is it?  
**Students respond:** It’s my Body and my Personal Space!
- What will you do if someone you do not want crosses your personal boundary?  
**Students respond:** SAY NO, STOP THAT, LEAVE ME ALONE, RUN AWAY, AND TELL SAFE ADULT.
- If something does happen to you that makes you feel uncomfortable, scared, or confused, IT’S NEVER THEIR 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?” [Wait for responses] “These people are called safe adults because they do not hurt you; they help you and keep you safe and healthy.”]

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

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 #3: Video on Bullying: Howard B. Wigglebottom Learns About Bullies / Class 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)

**Activity #3:** [Video on Bullying: Howard B. Wigglebottom Learns About Bullies \(5:50\)](https://www.youtube.com/watch?v=HykVks6po_0)/ Class Discussion

**Class Discussion**

Okay, class, we watched how Howard B. Wigglebottom had a problem with bullies and what he finally 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?

**Review the vocabulary words and definitions with your students.**

**Bully** - is a person who tries to hurt others by: Making them feel scared, uncomfortable, scared or confused; Hurting them by kicking, hitting, pushing, tripping; Calling them hurtful names. The bully hurts the other person over and over again. [Who were the bullies in the video? What are some of the things they did to Wigglebottom?]

**Victim** – is a person that a bully makes feel uncomfortable, scared, or confused by being mean to them. [In the video, Wigglebottom was the victim of the Snortin twins. What did they do to him to make him feel uncomfortable, scared, or confused?]

In the video, we didn't see anyone else watching or helping Wigglebottom. However, sometimes, other children might see someone being bullied, and they can be either bystanders or friends. Now, discuss the definition of bystander and friend.

**Bystander** – is a person who watches someone being bullied and does nothing to help them. They stand there and watch and do not try to help.

**Friend** - is a person who is nice and tries to help the person being bullied.

**ACTIVITY #4: Bully, Victim, Bystander, or Friend (20 minutes)**

Teacher: Complete the activity with the children by asking them to answer the questions for each picture as if the person is a bully, a victim, a bystander, or a friend.

**Bully, Victim, Bystander, or Friend  
Activity 4  
Grades K-2**

**Instructions:** Look at the pictures on your activity sheet. The teacher will be asking you a question about each picture.



In picture #1, is the girl helping the boy up being a bully, a victim, a bystander, or a friend?



In picture #2, is the girl crying: a bully, a victim, a bystander, or a friend? Are the girls whispering and laughing: bullies, victims, bystanders, or friends?



In picture #3, is the boy crying: a bully, victim, bystander, or friend? Is the girl at the top of the stairs looking very sad: a bully, victim, bystander, or friend?

**TAKE HOME ACTIVITY: Personal Boundaries and the Safety Rules**

**Background:** Today, your child learned about personal boundaries and bullying. They learned how to protect themselves when anyone crosses their boundaries, which makes 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 labeled “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.

**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 and far away they wanted different people to be from their personal boundaries. On the worksheet below, have your child draw an arrow from the person pictured on the outside to the circle that shows where they put that person on their measuring tape. The worksheet has three blank spaces to help you and your child discuss additional people they come in contact with and where they think they 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, Get Away,” and “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 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.*

# Bully, Victim, Bystander, or Friend

## Activity 4

### Grades K-2

Instructions: Look at the pictures on your activity sheet. The teacher will be asking you a question about each picture.



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In picture #2, is the girl crying: a bully, a victim, a bystander, or a friend? Are the girls whispering and laughing: bullies, victims, bystanders, or friends?

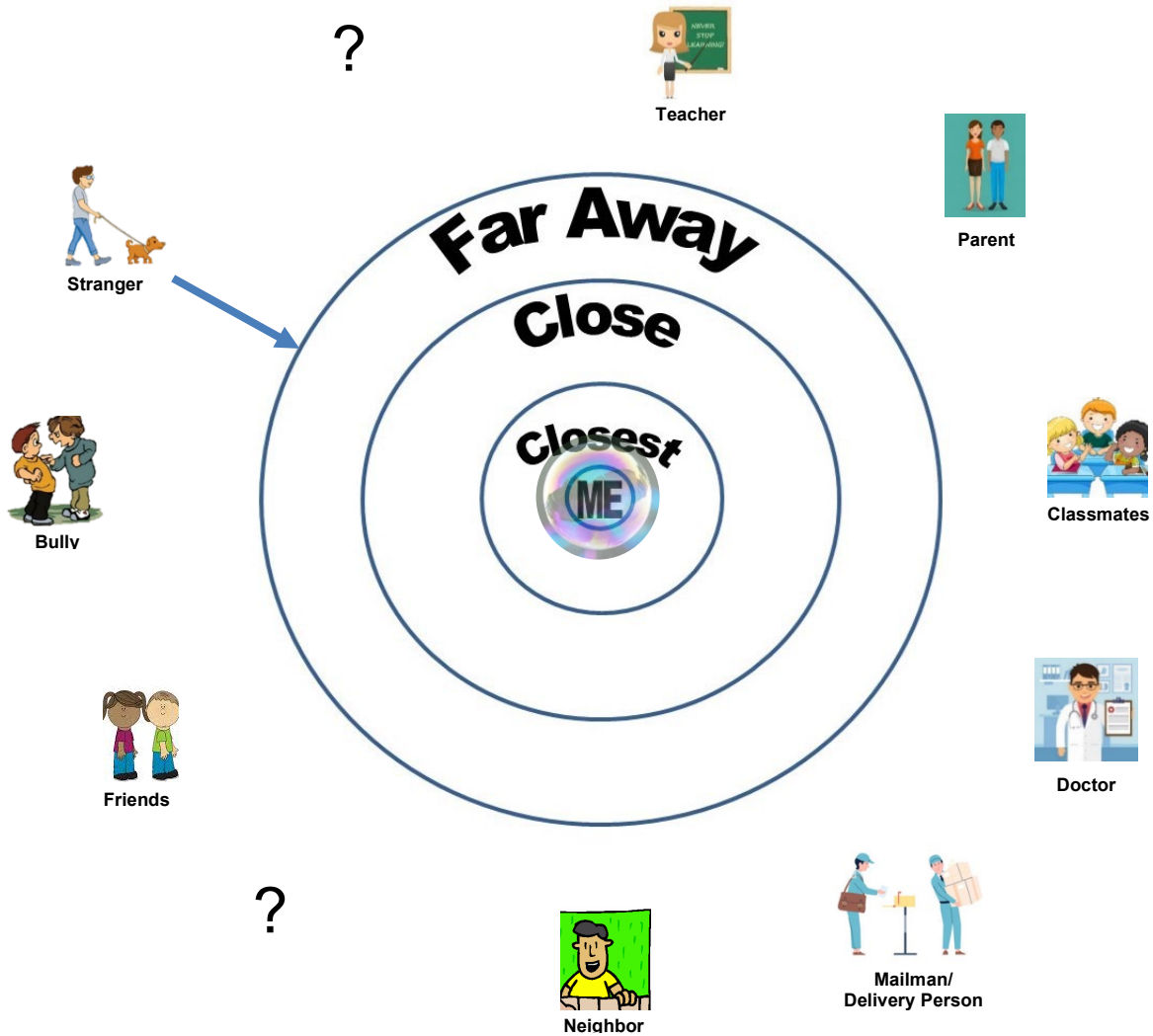


In picture #3, is the boy crying: a bully, victim, bystander, or friend? Is the girl at the top of the stairs looking very sad: a bully, victim, bystander, or friend?

## Take Home Activity

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