

## Lesson 6 for Grades K, 1 & 2

## Boundaries: Feelings and Facts

### PRINCIPLE

Children should be taught tools to recognize what it *feels* like when adults or other children do not uphold healthy boundaries. Children need to understand objective and subjective signs of boundary infringement, how it physically and emotionally might feel and what to do about it.

### CATECHISM / SCRIPTURE

*“Be strong and courageous. Do not be afraid or terrified because of them, for the LORD your God goes with you; he will never leave you nor forsake you.”*

—Deuteronomy 31:6

### OBJECTIVES

Through this lesson, the adult lesson leader teaches students specifically about boundaries, what unsafe situations *feel* like, and what to do in response. After Lesson 6, children should be better able to:

- Distinguish the difference between objective situations where boundaries are violated or infringed upon, and healthy relationships.
- Recognize the range of sensations beginning with feeling happy/content, to “uncomfortable,” to potentially feeling unsafe or violated (physically and emotionally).
- Respond appropriately to unsafe situations involving themselves or their friends:
  - Pay attention to their bodies, feelings and what they know is safe/unsafe
  - Say “No!” if they feel uncomfortable or unsafe (or violated)
  - Try to leave the situation if they feel uncomfortable

Tell a safe adult as soon as soon as possible

- Technology Component: Understand similar actions apply for Online settings, too.

### Background for Lesson Leaders:

While adults are the chief protectors of children, there are still ways we can teach children to better protect themselves when faced with tough situations. Personal boundaries are established during our early years, and adults must help children to create their own proper boundaries and respect the ones that are in place—understanding that children will model adult behavior. An important concept in teaching children about their boundaries is to teach them what is safe and unsafe.

As a next step, children must also learn what safe environments are, and, how to recognize discomfort, unsafe situations, or when someone violates their boundaries. Children need to understand, logically, what it actually feels like to be uncomfortable (to feel discomfort), or to feel like something is wrong, so that they know (in addition to the objective information we give them through the lessons) what to do in response.

Children at this age may have difficulty identifying, understanding and processing their own feelings and the concept of boundaries. This lesson will provide them with specific examples of the clear signs and subjective feelings that could occur if an adult or another youth is infringing upon their boundaries, as well as what to do if that is happening, or has happened, to themselves or to a friend.

Keep in mind some of these myths to unpack during the lessons: sometimes children may not be aware that they're allowed to say “no” to a behavior that makes them uncomfortable. They may make promises with their peers to keep secrets in an attempt to protect them, not realizing that it's most important to deliver knowledge about unsafe situations to safe adults. They'll also need to know that it's never their fault (nor will it ever be their fault) if they or someone they know has been abused, or is hurting.

### Interacting with this age group: key concept is “activity”

Young children have lively and vivid imaginations, are growing less self-centered, and are becoming more conscious of others. Their attention span is short—approximately 20 minutes. Try to keep these children as engaged as possible with movement. They build on concrete experiences, love to learn, and are highly inquisitive. However, they rely almost entirely on others to define good and bad, and safe versus unsafe behavior—but they do understand “rules,” which is another phrase for boundaries. At this age, children are beginning to differentiate between positive and negative aspects of everyday life, and questioning adults' expectations of blind obedience. At the same time, they are learning how to respect and care for their own bodies in terms of hygiene, eating and activity. Parents and caring adults should make every effort to create an environment with honesty and trust, where children are free to ask questions about life and their own bodies to set the stage for each child's life-long, healthy relationships with others. This is the time to discuss safe and unsafe behaviors, and to enable children to practice safety away from home.

### Prior to Teaching the Lessons—A Map for Lesson Leaders

1. **Complete the VIRTUS Children's Programs Lesson Leader Orientation and Certification Training.** This training module will provide the foundational knowledge necessary for any Lesson Leader to successfully lead a safe environment lesson. For access to this training, please communicate with your diocesan coordinator.
2. **Review the *Teaching Boundaries and Safety Guide: Safe Environment Guide for Caring Adults, Parents and Guardians*.** This document (also available in module format) gives a wealth of information regarding boundaries. While adults are the main protectors of children, there are skills children can learn to better protect themselves and each other when faced with tough situations where caring adults aren't present. For access to this resource, please communicate with your diocesan coordinator.
3. **Review the Key Vocabulary Words for Lesson Leaders to Know** (below). These key words and concepts should be woven throughout the entire lesson. The lesson leader should read through and understand these terms and apply them to each activity.

### Key Vocabulary Words for Lesson Leaders to Know

**Rules**—a prescribed guide for conduct or action. We follow the rules to make sure we are safe—just like how we have a seatbelt rule to keep us safe in the car, or the safety rules before we cross the street. [For example, teach the child a simple rule for what to do if someone tries to touch him / her in an unsafe way, which is to say "No!", try to get away, and tell an adult as soon as possible.]

**Limits**—the point or edge beyond which something cannot go. The furthest edge of something.

**Rights**—We are all born free and equal and have certain rights that are automatically ours. Everyone is entitled to these rights, and they should not be taken away from us. For example, teach children, "you have a right to be safe, and your body belongs to you!"

**Boundaries**—the limits that define one person as separate from another or from others. There are boundaries you can see (like a fence around a yard) and boundaries you can't see with your eyes (like the comfort zone around us that we call our "personal space"). Boundaries vary depending on the relationship with the other person. For example, a boundary between a child and a grandparent is different than the boundary between a child and a teacher or coach.

**Saying "No"**—to say "no" means to refuse, deny, reject or express disapproval of. This word is used to express a boundary and communicate that you do not want something to happen or continue. [Let children know It's OK to say "No" to an adult if they make you feel scared or uncomfortable, or if they touch your private body parts.]

**Secret**—something kept hidden, never told or unexplained. Secrets exclude others and have potential to harm, sometimes causing the person involved to feel frightened or uncomfortable. [For example, let children know that there are no secrets when it comes to personal and physical safety. Tell children that it's wrong for an adult or another child to ask a child to keep a secret about safety—especially unsafe touches—because that's a way for people to get hurt. If an individual tries to make a child keep a secret or makes him / her feel frightened, the child must know to communicate this information right away to a parent or caring adult—and be reassured that the child will be protected regardless of threats or seeming consequences of "telling".]

**Feelings**—Your emotions, such as being happy, sad, excited or nervous. Your feelings help you understand what you like and what you don't like. Feelings can also help you determine whether you like what is happening to you (such as feeling happy when playing with a friend) or you do not like what is happening to you (such as getting upset if you drop an ice cream cone on the ground, or having your stomach feel yucky if someone touches you in an unsafe way).

**Discomfort**—To feel uneasy, anxious, or embarrassed (such as when your face starts to feel hot and get red because you tripped on the playground in front of your friends).

**Uncomfortable**—Experiencing discomfort that leaves one feeling uneasy, sometimes causing anxiety or feelings of nausea. [It might be a feeling in the "pit of your stomach" or it could be the hairs standing up on the back of your neck. You may freeze, want to fight or feel like running away from the situation.]

**Feeling safe**—When you are with a safe adult or safe friend (someone who listens to you, consistently respects your boundaries, and follows the rules) and you feel happy and cared for. You feel comfortable and calm.

**Feeling unsafe (not right)**—To feel scared, nervous, anxious or uneasy. You might be worried that something bad is going to happen. Your body might start to sweat, or your stomach might feel sick and you know that something is not right. [This could happen if an unsafe adult or unsafe friend puts you in danger for their own purposes, or doesn't follow the rules or respect your boundaries.]

**Confusing**—is something that is hard to figure out because it doesn't make sense, it is unclear or puzzling. To cause confusion is to cause an inability to think clearly or to be misleading. [An example is a big, messy knot—it can be confusing because it's hard to figure out where each part goes how to straighten it all out.]

**Rude**—describes behavior where someone inadvertently or accidentally does or says something hurtful. Rudeness is usually unplanned, and not *intended* to hurt. [Examples include social awkwardness, such as burping into someone's face, cutting someone off, behaving narcissistically, having poor manners, bragging about an accomplishment, etc.]

## DURING THE LESSON

Each lesson should begin with the Introductory Video. Following the video, you are able to choose which activity options you would like to do with your students. There are multiple activities to choose from, and you may choose to do one, or all, of the activities. Each activity can also be tailored to the needs and grade level of your students.

### STEP 1: Play Introductory Video

The introductory video for youth in this age range is designed to open a simple discussion about personal boundary safety. The brief video is not intended to be a substitute for the lesson itself. It's merely an introduction designed to "break the ice" and assist the transition of completing the interactive Lesson Activity Options. If the video is shown as an optional activity, please use in conjunction with one of the additional activity options, because discussion and practice are critical components needed to teach youth how to protect themselves. They learn best by "doing;" not just listening. Please communicate with your coordinator to obtain video access.

### ACTIVITY OPTION #1: Be Your Own Superhero

**Background:** This activity will provide opportunities for discussion on what it feels like [physically, emotionally and psychologically] when a child is in an unsafe situation, and actions they can take to be safer.

**Discussion:** Begin the activity with a discussion regarding feelings and how your body responds to feelings.

#### SUPPLIES

Stickers for each child (i.e., gold stars, happy faces, or even superhero masks if you have them, etc.).

First, identify that feelings are normal—they're neither good, nor bad, and everyone has them. Having feelings is a healthy part of being a person.

Ask the students, "what does your body feel like when it is... Happy? Joyful? Excited? Content? Calm?" Give examples of events that would cause children to typically feel excited or happy, such as: a birthday party, Christmas, going to the park, riding a bike, hearing a favorite song, playing a game, flying a kite, etc.

Then, explain that sometimes, things might happen to us that might cause us to feel ways that our bodies don't like as much. We might feel uncomfortable, or "yucky" inside our tummies. Sometimes our bodies might react in a way we don't expect—so that's why we are learning about recognizing when our bodies might not feel the best. The feelings we have in our body are telling our brain something—whether it is for something happy or that something is wrong, uncomfortable or unsafe. Feeling uncomfortable or unsafe might feel like the following (explain the following in the most age-appropriate way possible):

- Your body might feel like fighting—wanting to strike out or hit
- Your body might want to take flight—wanting to run away or get away
- Your body might freeze—feeling like you can't move, like your body feels like concrete
- You might feel afraid
- You might have clammy or sweaty hands
- Your body might shake all over
- You might feel very cold or "shivery"
- Your heart might race or start beating/thumping really fast
- Your body might feel heavy or stuck
- Your tummy might feel sick, like you want to throw up
- You want to scream or yell, etc.
- You might cry
- You might feel sad
- You might feel lonely
- You might want to squeeze your eyes shut and try to pretend that you are somewhere else
- You might want to daydream about a better place

Highlight the following facts to children:

1. If someone makes you feel any of these [physical, emotional or psychological] feelings, your body is telling you that something is the matter, that something is wrong.
2. If you ever feel this way, It is not your fault!
3. If you ever feel this way, it's important to try and say "no!" to the person, and to do whatever you need to do to get away as soon as possible.
4. Then, you'll need to go to a safe adult for help. Can anyone tell us the names of their safe adults?

**Activity:**

Address the following scenarios, then reiterate the best action-plan responses. After they answer, give them a "super sticker" that makes them a superhero! *[You may need to help guide their responses in some of the scenarios.]*

**Scenarios for younger students in this grade range; the teacher should read the following scenarios aloud, and ask children to contribute what they should do to be safe:**

- A. An older child starts rubbing your shoulders while you are playing over at their house and this makes you uncomfortable, or embarrassed, so your face starts to feel hot and gets red, and your heart starts beating faster. What can you do?
  - Say "NO! I don't like it when you do that."
  - Go to another area of the room and play with something else.
  - Tell a safe adult.
  - Call your parents and ask them to come and pick you up.
- B. A friend of your parents tells your mom that they can watch you after school one day so your mom can go to the store, but when you're around that person you start to sweat, and your hands feel clammy because you don't like how they touch you. What can you do?
  - Tell your mom that you do not feel comfortable being alone with this person.
  - Tell another safe adult.
  - Let your mom or the other safe adult know exactly why you do not want this person to stay with you.
- C. At school, another child touches you in a way that makes you feel confused and makes your stomach feel yucky like you are going to be sick. What can you do?
  - Tell the other child "No! Don't touch me like that again."
  - Tell your teacher or another safe adult at school.
  - Tell your mom or dad when you get home from school.
  - Stay away from that other child at school.
- D. A neighbor comes over to your house and tries to grab you and pull you into a big bear hug, which you don't like. It makes your whole body freeze, even though you want to get away, but your whole body feels heavy and it's hard to move. What can you do?
  - Take a deep breath and know that it's OK to not hug someone if you don't want to.
  - Use your arms to push them away.
  - Squirm or wiggle so they can't grab hold of you and tell them to stop.
  - Tell them "I don't like that—don't hug me that way."
  - Run away from them and tell a safe adult.

**Additional scenarios for older students in this grade range; the teacher should read the following scenarios aloud, and ask children to contribute what they should do to be safe:**

- E. Someone gives you ten dollars to spend on something you know you aren't supposed to have. Then they ask you to keep it a secret. What can you do?
  - Tell a safe adult.
  - Tell them "No! I don't keep secrets from my mom or dad."
  - Tell a safe adult someone tried to get you to break the rules.
  - Stay away from that person.
- F. (Online component) While you were playing your favorite game or app online, someone sent you a picture of a person without any clothes on that makes you feel confused. You know that you aren't supposed to see these types of images. Your heart might start to beat harder, and you want to close your eyes and not look at it, and not say anything to anyone because you might get into trouble. Then they ask you to send them a picture of you without any clothes on. What can you do?
  - Take a deep breath and remember that you have safe adults who want to keep you safe, and tell a safe adult right away.

- Stop playing the game or app until you can tell a safe adult—leave the content there while you go find them.
- Talk to a safe adult about how that made you feel, because your feelings are important.
- Do not respond to the person who makes you feel unsafe, and tell a safe adult.

**Discussion:** Ask children the following questions, listen to their responses, gently correct if necessary, and discuss the responses below (that are shown under each question). Sometimes more than one action will be required:

- How might you feel if someone (either an adult or another child) touches you in a way you don't like or is unsafe?
  - Pay attention to your body and feelings!
    - Your stomach might feel yucky or funny inside.
    - You might start to sweat.
    - Your hands might feel clammy.
    - You might feel sad or confused.
- What can you do if you are in a situation where another adult or child is touching you in an unsafe way?
  - Say "No! Stop that."
  - Try to leave the situation if possible, and,
  - Tell a safe adult as soon as possible.
  - Talk to a safe adult about how it made you feel.

**Concluding Statement:** Whenever something happens that makes you feel unsafe, whether it is happening now, or it happened in the past, or maybe even the future, it is never your fault and it is never too late to tell. Remember the safety plan! Say no, try to leave and get away, and tell a safe adult as soon as possible. If you don't get help with being safe, tell another safe adult! You have lots of safe adults in your life who can help you and want you to feel safe (such as your teacher, your school counselor, and your family).

### ACTIVITY OPTION #2: Feelings, Feelings Everywhere!

**Background:** This activity will provide opportunities for discussion, and movement, then an activity with roleplaying, addressing what it feels like when a child is in an unsafe situation and how to distinguish whether it is safe or not.

**Activity:** Begin the activity by gathering the youth around into a circle, and starting a discussion regarding feelings and how your body responds to feelings. You will be inviting the children to move around in the discussion.

First, identify a few important facts:

- Our bodies can tell us what we are feeling, and sometimes we can see how others are feeling, too, when we listen to what they say and observe how they behave.
- It's good to know how you feel, and why you feel that way! It helps you, overall, to be happy and healthy, and to know more about yourself!
- Having feelings is normal! They're neither good, nor bad; everyone has them. Having feelings is a healthy part of being a person.
- Feelings and emotions are sometimes hard to figure out, but everybody feels them all day long! They're a normal part of being a person.
- In order to understand yourself and what's happening around you, it's a really good to understand more about your emotions. To do that, it helps to:
  - Name the feeling
  - Understand how it feels in your body
  - Talk about it with others

Next, give examples and invite the children to express themselves in whatever way is appropriate to the emotion.

- Relay some of the following scenarios, and ask the children to name the associated feelings and emotions:
  - Ask all at once: How do you feel when you get to play with your friends, or go to a birthday party, or jump on a trampoline, or run through sprinklers?

**Note:** The template for the Lesson Leader to cut up (for scrap distribution) is included in the downloaded set of materials at the end of this packet. The scenarios listed in the activity serves as a key for the Lesson Leader to reference, which is separate from the template for cutting at the end of this packet.

**Note:** This lesson is most appropriate for a Lesson Leader who is willing to possibly dance (appropriately) and skip and sing as part of the lesson—modeling this behavior to the children. This activity will also need a large space with which to run around, and, the understanding that it may be loud. Please read through the activity portion for more information.

- Perhaps: Happy, excited, joyful, etc.

Say, now, let's all stand up together, and show, through our facial expressions and our bodies, what it might feel like when we feel this way—happy, excited, joyful, etc.! *(Then, the Lesson Leader should lead the children in doing the following types of behaviors: dance, sing, play, wiggle, jump up and down, fist pumps in the air, clapping, etc. If children are feeling challenged with wanting to move around, explain some of the actions they could take.)*

- Ask all at once: How do you feel when someone takes a toy away from you, or pushes you, or takes your turn, or yells at you, or doesn't give you a yummy treat?
  - Perhaps: Sad, angry, disappointed, frustrated, upset, hurt, etc.

Say, now, let's all stand up together and show through our facial expressions and our bodies, what it might feel like when we feel this way—sad, angry, disappointed, upset, etc. *(The Lesson Leader should lead the children in doing the following types of behaviors: frowning, stomping their feet, crossing their arms, marching around, miming pretend tears, etc.)*

Then, guide the children in another direction, telling them that you're going to name a feeling/emotion and that you're going to give them an action associated with it to complete, asking them to follow you as the Leader. Explain that you're going to call out the action, and that you want everyone to do it at the same time! Let them know when each action is finished, so that you can move on to the next. After addressing these specific ones, feel free to add more as a group.

- Sometimes we might feel nervous or afraid, and when we do, we might feel stuck or frozen! Everybody FREEZE and don't move a muscle!
- Sometimes we might feel nervous or afraid, maybe even angry or upset, and our bodies might want to escape or run away! Everybody RUN!
- Sometimes we might feel very uncomfortable or scared, or afraid, and our bodies might shiver or feel very cold. Everybody SHIVER AND WIGGLE YOUR ARMS AND HANDS AND FINGERS!
- Sometimes we might feel very angry or upset, and we might want to scream or shout. Everybody shout, as loud as you can, "I DON'T LIKE THAT!"
- Sometimes we might feel uncomfortable or upset, or very confused, and our hearts might beat very fast in our body. Everybody take your hands and quickly drum them over your own heart, saying, "PITTER PITTER, PITTER PITTER, PITTER PITTER" as fast as you can!

Thank the children for doing such a wonderful job with expressing their emotions with their bodies. Let them know that sometimes, things might happen to us that might cause us to feel ways that our bodies don't like as much. Our activity was fun, but, there may be a time when we might feel uncomfortable, or "yucky" inside our tummies. Sometimes our bodies might react in a way we don't expect—so that's why we are learning about recognizing when our bodies might not feel the best. The feelings we have in our body are telling our brain something—whether it is for something happy or that something is wrong, uncomfortable or unsafe. Pay attention to those feelings, they're giving us clues about our bodies!

#### Highlight the following facts to children in conclusion:

1. If someone makes you feel any of these [physical, emotional or psychological] feelings, your body is telling you that something is the matter, that something is wrong.
2. If you ever feel this way, It is not your fault!
3. If you ever feel this way, it's important to try and say "no!" to the person, and to do whatever you need to do to get away as soon as possible.
4. Then, you'll need to go to a safe adult for help. Can anyone tell us the names of their safe adults? You have lots of safe adults in your lives, including your teacher, guidance counselor at school, and people in your family.

### ACTIVITY OPTION #3: It Is MY Body—I Have a Right to Be Safe (Worksheet)

**Background:** This activity involves discussion and a worksheet. It will provide opportunities for children to learn to understand their feeling/emotions and what they can do about them. It opens discussion on what it feels like (physically and emotionally) when they are in an unsafe situation and how to distinguish whether it is safe or not. There is an accompanying 2-page worksheet to partner with parents and further the message at home.

**Activity:** 1. First, discuss the following with the students, defining emotions as the way we feel. **Emphasize:**

**Note:** The worksheet template is included in the downloaded set of materials at the end of this packet.

#### SUPPLIES

Crayons or colored pencils  
Copy of the BODY Worksheet for each student (printed)

- Emotions are OK to have! They aren't right or wrong, they just are.
- Everyone has them! And sometimes, people show their emotions differently.
- It's normal to have different emotions about different things!
- Sometimes when we feel unsafe, or uncomfortable or scared, our bodies might feel a certain way.
- Whenever we feel unsafe, uncomfortable or scared, It's OK to be really loud, to move our body in any way to show that we don't like what is happening, and that we want it to stop, or that it is not OK.
- Our body might do one, or two, or all of these things!
- If our body starts to show us any of these reactions/feelings, then that is a sign that your body is telling you that you feel unsafe, uncomfortable or scared.
- And, then follow the *boundaries safety plan*. Say no, try to get away, tell a safe adult.
  - Lesson Leaders should emphasize the "boundaries safety plan" because it is directly correlated to a question on the worksheet.

**Note:** Lesson Leaders should encourage youth to use different colors to draw the lines from the boxes to the person. Tip: the lines do not need to be straight!

- Lesson Leaders should emphasize the "boundaries safety plan" because it is directly correlated to a question on the worksheet.
- Not everybody feels like they can follow the safety plan. It might be you, or a friend. You might be hearing about this new information for the first time! In any case, tell a safe adult as soon as you can.

2. Then, pass out the worksheets. Tell students you are going to make a few statements and they are to circle (or, draw lines and notes, depending on the age) the body part matches them feeling uncomfortable.

3. Next, read each statement below (that correlate in order with the worksheet) and direct the children to draw a line from that statement to the corresponding body part. [Younger students who cannot read should do this activity in small group circles so the teacher can guide them. They can circle the part of the body that corresponds to each "emotion" statement instead of drawing lines.]

**Lesson Leader states:**

- My **cheeks** might feel hot and get red because I'm embarrassed
- My **feet** might feel like they want to run away
- My **head** might feel dizzy and I need to sit down to not fall
- My **mouth** might not be able to talk or yell or scream
- My **arms** might want to push to get away
- My **knees** might feel shaky, making it hard to move or walk
- My **eyes** might start to cry
- My **stomach** might feel yucky or like I'm going to be sick (throw up)
- My **chest** (lungs) might feel tight, making it hard to breathe
- My **mouth or throat** might feel dry, and thirsty
- My **hands** may feel clammy or itchy
- My **whole body** might feel like it can't move
- My **heart** might start beating really fast
- I might feel sweat start to roll down my **back or neck**

**Concluding thoughts to discuss:**

Emotions include feeling fear, scared, upset, angry—all of these emotions are OK in that it's always OK to have feelings and show them.

But, it's NOT OK for someone to make you feel fear, scared, upset or angry when it comes to unsafe actions. If someone does make you feel this way, it's not your fault.

It IS ok to do whatever you need to do to get away and tell a safe adult when you don't feel safe.

**ACTIVITY OPTION #3: It's MY Body—I Have a Right to Be Safe (Worksheet)**

**Background:** Our goal is to identify what it might feel like if someone is violating your boundaries. When someone does something that infringes on my boundaries or makes me feel uncomfortable, my body might have big or little feelings that are important for me to pay attention to—because my body and my feelings are telling me that I might need help.

**Instructions:** On this page, draw a line from the box to the correct body part below, and then circle the area or color it in.

My cheeks might feel hot and get red because I'm embarrassed

My stomach might feel yucky or like I'm going to be sick (throw up)

My feet might feel like they want to run away

My chest (lungs) might feel tight, making it hard to breathe

My head might feel dizzy and I might need to sit down to not fall

My mouth or throat might feel dry, and thirsty

My mouth might not be able to talk or yell or scream

My hands may feel clammy or itchy

My arms might want to push to get away

My whole body might feel like it can't move

My knees might feel shaky, making it hard to move or walk

My heart might start beating really fast

My eyes might start to cry

I might feel sweat start to roll down my back / neck

**When you have any of these feelings or feel uncomfortable, follow the boundary safety plan!**

Try to get away if you can \* Say, "NO! I want you to stop that!" \* And, tell a safe adult!

**ACTIVITY OPTION #3: It's MY Body—I Have a Right to Be Safe (Worksheet) [cont.]**

**Instructions:** On this page, write your name and draw an image of you! Then, take this worksheet home and complete the bottom four boxes with your parents or guardians. Parents and guardians should have information from the overarching lesson plan material to be able to follow-up with the youth.

This is a drawing of:

**Now let's talk about you! Fill in these blocks with your parents or guardians:**

What is something that makes you feel really happy?	What is something that makes you feel sad or uncomfortable?
Who is a kid who you really like to spend time with? What about an adult?	After thinking about the first page of the worksheet, have you ever felt uncomfortable or unsafe with a person before?
<b>BIG</b> Feelings are OK to have! Is there anything you've been wanting to share about your feelings?	What is the boundary safety plan when you feel uncomfortable or unsafe? <small>Just, check out the bottom of the first page!</small>

**ACTIVITY OPTION #4: Be a Detective—Use the Clues to Solve the Mystery of Feelings (Worksheet)**

**Background:** This activity involves discussion and a worksheet. Children need to know how to identify their own emotions and what it might feel like if someone is trying to violate or infringe upon their boundaries. This worksheet will help them understand some possible feelings associated with boundary violations.

**Activity:** Provide children the worksheets below with the included pictures of children displaying various emotions. Tell them that they are now honorary detectives, and that they need to look at all the clues of what they see, hear and feel to determine how best to help themselves and others. Feelings are sometimes difficult to figure out, but it is definitely a mystery that can be solved by your student Detectives!

Based on the clues that each of the faces in the worksheet show, have the children identify the possible emotion/feeling match(es) for each facial expression.

For each picture, conduct the following:

1. Ask: What might this child be feeling?
  - Note that there are more options than there are faces, simply because some facial expressions could be interpreted in various ways. No answers are wrong—simply guide the children as they identify what they perceive.
2. When they express the possible emotions or feelings, identify, physically, what that might actually feel like within someone's body. For example:
  - **Happy:** When someone feels happy, they might feel excited, they might have lots of wiggles; they might want to jump for joy, or smile and laugh!
  - **Scared:** When someone feels scared, their whole body might tense up; they might start to scream, they might want to hide under covers or want to run away.
3. For the emotions/reactions that aren't perceived to be calm, excited or happy, ask: If that person were our friend, what could we do to help them?
  - Tell a safe adult!
4. For the emotions/reactions that aren't perceived to be calm, excited or happy, ask: What should we do when we feel that way?
  - Tell a safe adult!
5. Who are your safe adults you can go to?
  - (The Lesson Leader may refer to the definition under "Key Vocabulary Words for Lesson Leaders to Know" to give children context of safe adults)
  - *Safe adults include: Your guidance counselor, your teacher, grandparent, coach, school principal, nurse, family friend, and parents, etc.*
6. What if someone hurt you, or one of your friends, or violated one of your boundaries to make you feel this way—what could you do?
  - Follow the boundaries safety plan!
  - Try to get away if you can.
  - Say "NO! Stop that!"
  - Tell a safe adult.

**Note:** The worksheet template for this activity is included in the downloaded set of materials at the end of this packet.

**SUPPLIES**

Writing utensils  
Copy of the Emotions Worksheet for each student (printed)

**Note:** Lesson Leaders should not forget to emphasize that feelings also apply to how people Online make us feel.

**ACTIVITY OPTION #4: Be a Detective—Use the Clues to Solve the Mystery of Feelings**

**Instructions:** It's important that we understand our own feelings, and that of others, and what to do when we feel unsafe. Use your detective skills to draw a line from the emotions (listed on the left), to the child who might be feeling that way in each picture. Then, answer the questions below. \*Tip: The lines may not be straight—they may need to loop around! And, some faces might be showing multiple emotions!

Happy			
Worried			
Uncomfortable			
Confused			
Sad			
Angry			
Afraid			
Surprised			
Excited			
Nervous			
Scared			
Calm			

1. When we feel unsafe or uncomfortable around a person, what should we do? Follow the boundary safety plan and tell an \_\_\_\_\_ adult!
2. Who are some safe adults you can go to? \_\_\_\_\_
3. If someone hurts you, or one of your friends, or violates your boundaries, what 3 things could you do to follow the safety plan?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_

**Concluding statements:** You are the best detectives! If someone ever does something that makes you feel scared, uncomfortable, afraid, of any of the other emotions, it's not your fault—even if you think you did something wrong. You have caring, safe adults in your life who want to help you and will always be there for you. You can also use your investigative skills to identify if a friend is feeling uncomfortable, scared, or unsafe—and they might need help from a safe and caring adult. You can help to get them the help they need! Great work—another mystery solved!

**ACTIVITY OPTION #5: I Know My Boundaries Certificate (Worksheet)**

**Background:** This is a worksheet that children can fill out with that they learned (the key concepts from the lesson)—something they can share at home with their parents. This is also something for their parents to keep on display to help continue the dialogue with their children.

**Discussion:** Emotions are the way we feel. When we experience something joyful, we can feel happy, content and peaceful. When we experience something that makes us feel unsafe, scared or uncomfortable, we can have different emotions. We might feel uncomfortable, or “yucky” inside our tummies. Sometimes our bodies might react in a way we don’t expect, such as feeling any of the following:

- My **cheeks** might feel hot and get red because I’m embarrassed
- My **feet** might feel like they want to run away
- My **head** might feel dizzy and I need to sit down to not fall
- My **mouth** might not be able to talk or yell or scream
- My **arms** might want to push to get away
- My **knees** might feel shaky, making it hard to move or walk
- My **eyes** might start to cry
- My **stomach** might feel yucky or like I’m going to be sick (throw up)
- My **chest** (lungs) might feel tight, making it hard to breathe
- My **mouth or throat** might feel dry, and thirsty
- My **hands** may feel clammy or itchy
- My **whole body** might feel like it can’t move
- My **heart** might start beating really fast
- I might feel sweat start to roll down my **back or neck**

If someone tries to violate your boundaries, you might feel any of these emotions, or even different emotions. If that happens to you, you can follow the boundaries safety plan:

1. Say, “NO! Stop that!”
2. Try to get away if you can.
3. Tell a safe adult.

**Activity:** Have the children complete the included worksheet certificate that they can then take home and share with their parents. You can either use the included certificate, or create your own.

For younger children, you may ask them to draw simple faces of what they might feel like if someone is violating their boundaries, as well as a drawing for what they can do, and to illustrate their safe adults.

**Note:** The worksheet template for this activity is included in the downloaded set of materials at the end of this packet.

**Note:** This activity can be used with any of the activities above, or as a standalone activity.

**SUPPLIES**

Writing utensils  
Copy of the *I Know My Boundaries Certificate* for each student (printed)

**ACTIVITY OPTION #5: I Know My Boundaries Certificate**

Instructions: Complete the worksheet below and then hang it up on your wall at home!

Today I learned what it could feel like when someone tries to violate my boundaries—and what to do about it!

If someone is violating my boundaries, I might feel (list the feelings discussed in in the lesson):

If that happens, here is what I can do to follow the boundaries safety plan:

- 1.
- 2.
- 3.

Name: \_\_\_\_\_

Here are some of my safe adults: \_\_\_\_\_


**ACTIVITY OPTION #6: NetSmartz Video “Rocket Bike”**

**Background:** This short 5-minute video is shared with permission from the National Center for Missing and Exploited Children (NCMEC) and can be played for children. It is designed to open a simple discussion with children about cyberbullying.

**Preparation:** The Lesson Leader should review and discuss the “Key Vocabulary Words for Lesson Leaders to Know.” Internet access and video playing are parts of this activity and should be queued up in advance. It’s also possible to download the videos from the NETSMARTZ website.

**Description:** In “Rocket Bike,” watch two friends, Nettie and Webster, get lost in the online land of “Badromeda.” They learn about what to do if someone says something mean or upsets you online and the importance of telling a trusted adult.

**SUPPLIES**

A/V equipment outfitted with Internet access

Click here for the video link and then look through the videos to find “Rocket Bike”:  
<https://www.netsmartzkids.org/into-the-cloud/>

**Discussion:** Before showing the video, pose these questions:

Ask: “How would you feel if someone said something mean or unkind to you online?” *Answers could range from sad, angry, confused, scared, upset, etc.*

Ask: “How would you feel if someone said something mean or unkind to a friend of yours? What if it were online, on the computer, or on your cell phone?” *(There’s no wrong answer at this point; just accept the responses and let the children know that you’ll discuss the best safety plan for unsafe or uncomfortable situations that happen in person AND online.)*

Say: “Sometimes these things can happen when we are online, when talking to others, playing games, or looking at websites. If it does happen, there’s a really important safety plan that we need to know about—and we’re going to talk about it after watching this video.”

**After the video, discuss in conclusion:** Let’s recap what we should do when we feel upset, confused, scared, upset, or angry about something that we see online, or regarding something unkind or mean that someone says or writes to us when online, while playing a game or just simply watching videos. Here are the options we can do when something upsets us online:

- Block the person
- Report any cyberbullying to the website or app.
- You can also save the message or visual, and show it to a safe adult.
- Always bring safe adults into the conversation when you feel unsafe or uncomfortable, or when you know something isn’t right—there are lots of safe adults in your life!

### End the lesson with a prayer

The Lesson Leader may invite the children to create their own prayer, he/she may lead a prayer, or may use the suggested prayer below.

*Dear God,*

*Sometimes when things happen, I get scared or start to feel weird or uncomfortable. When that happens, help me remember that I am special and give me courage to tell an adult what happened. Thank you for loving me and for giving me safe adults who want to keep me safe and happy. Amen*

Lesson 6 for Grades K, 1 & 2

Boundaries: Feelings and Facts

**ACTIVITY OPTION #3: It's MY Body—I Have a Right to Be Safe (Worksheet)**

**Background:** Our goal is to identify what it might *feel* like if someone is violating your boundaries. When someone does something that infringes on *my* boundaries or makes me feel uncomfortable, my body might have big or little feelings that are important for me to pay attention to—because my body and my feelings are telling me that I might need help.

**Instructions:** On this page, draw a line from the box to the correct body part below, and then circle the area or color it in.

My **cheeks** might feel hot and get red because I'm embarrassed

My **stomach** might feel yucky or like I'm going to be sick (throw up)

My **feet** might feel like they want to run away

My **chest (lungs)** might feel tight, making it hard to breathe

My **head** might feel dizzy and I might need to sit down to not fall

My **mouth or throat** might feel dry, and thirsty

My **mouth** might not be able to talk or yell or scream

My **hands** may feel clammy or itchy

My **arms** might want to push to get away

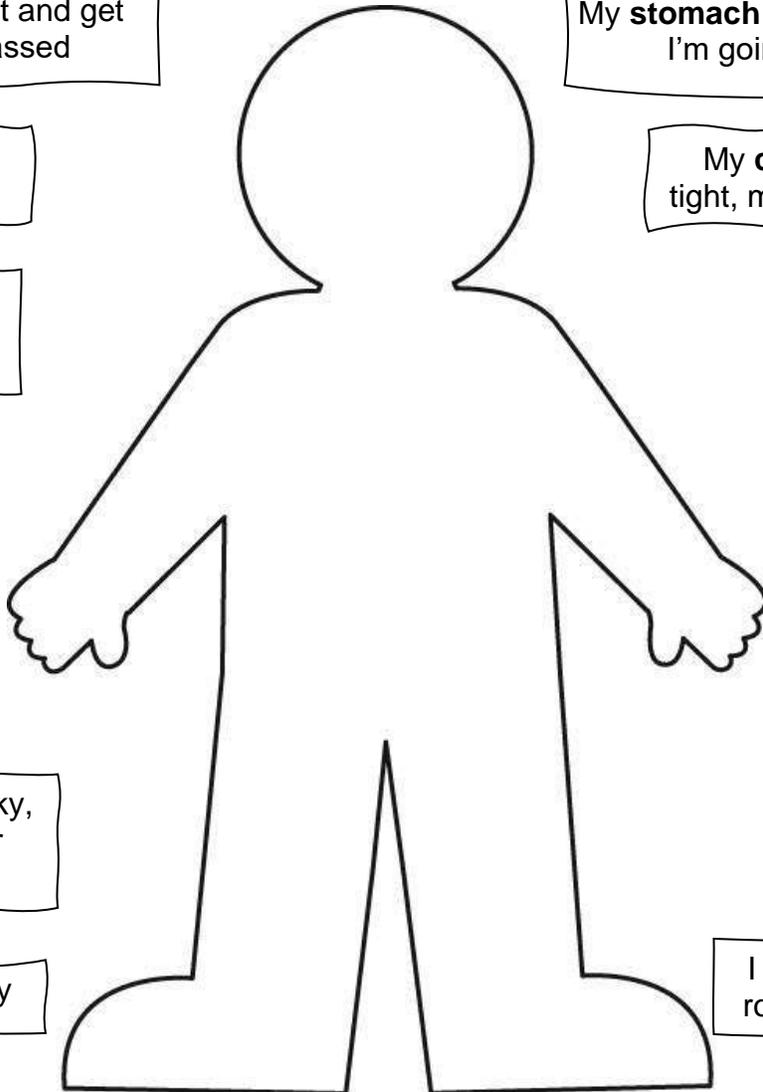
My **whole body** might feel like it can't move

My **knees** might feel shaky, making it hard to move or walk

My **heart** might start beating really fast

My **eyes** might start to cry

I might feel sweat start to roll down my **back / neck**



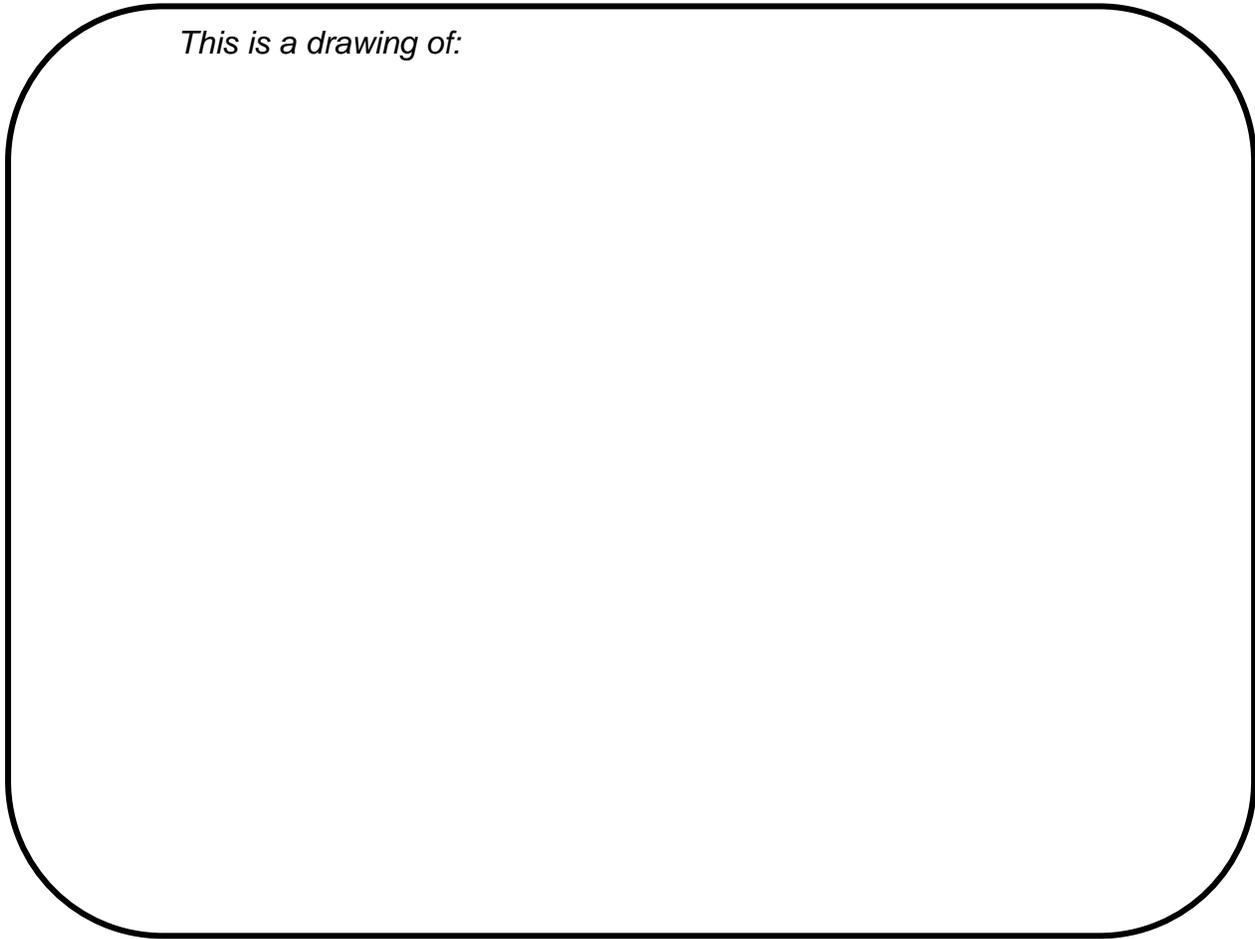
**When you have any of these feelings or feel uncomfortable, follow the boundary safety plan!**

Try to get away if you can \* Say, "NO! I want you to stop that!" \* And, tell a safe adult!

**ACTIVITY OPTION #3: It's MY Body—I Have a Right to Be Safe (Worksheet) [cont.]**

**Instructions:** On this page, write your name and draw an image of you! Then, take this worksheet home and complete the bottom four boxes with your parents or guardians. Parents and guardians should have information from the overarching lesson plan material to be able to follow-up with the youth.

*This is a drawing of:*



**Now let's talk about you! Fill these blocks out with your parents:**

**What is something that makes you feel really happy?**

**What is something that makes you feel sad or uncomfortable?**

**Who is a kid who you really like to spend time with? What about an adult?**

**After thinking about the first page of the worksheet, have you ever felt uncomfortable or unsafe with a person before?**

**BIG Feelings are OK to have! Is there anything you've been wanting to share about your feelings?**

**What is the boundary safety plan when you feel uncomfortable or unsafe?**  
Hint, check out the bottom of the first page!

Lesson 6 for Grades K, 1 & 2

Boundaries: Feelings and Facts

**ACTIVITY OPTION #4: Be a Detective—Use the Clues to Solve the Mystery of Feelings**

**Instructions:** It's important that we understand our own feelings, and that of others, and what to do when we feel unsafe. Use your detective skills to draw a line from the emotions (listed on the left), to the child who might be feeling that way in each picture. Then, answer the questions below. Tips: The lines may not be straight—they may need to loop around! And, some faces might be showing multiple emotions!

- Happy
- Worried
- Uncomfortable
- Confused
- Sad
- Angry
- Afraid
- Surprised
- Excited
- Nervous
- Scared
- Calm



1. When we feel unsafe or uncomfortable around a person, what should we do? Follow the boundary safety plan and tell an adult \_\_\_\_\_!
2. Who are some safe adults you can go to? \_\_\_\_\_
3. If someone hurts you, or one of your friends, or violates your boundaries, what 3 things could you do to follow the safety plan?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_

Lesson 6 for Grades K, 1 & 2

Boundaries: Feelings and Facts

**ACTIVITY OPTION #5: I Know My Boundaries Certificate**

**Instructions:** Complete the worksheet below and then hang it up on your wall at home!

Today I learned what it could feel like when someone tries to violate my boundaries—  
and what to do about it!

If someone is violating my boundaries, I might feel (list the feelings discussed in in the lesson):

If that happens, here is what I can do to follow the boundaries safety plan:

- 1.
- 2.
- 3.



Name: \_\_\_\_\_

Here are some of my safe adults: \_\_\_\_\_