

SETTING BOUNDARIES

1.4.M: Discuss the importance of setting (and ways to set) personal boundaries for privacy, safety, and expression of emotions.

In this activity, students will learn about everyone's personal space boundaries by setting their own. We feel more comfortable around people we know well, and we can see this by picturing circles around us that only certain people can enter.

Materials Needed:

- Personal Space Bubble page
- Writing utensils
- Crayons

Preparation:

- Make copies of the Personal Space page and pass one out to each student.
- Discuss our personal space bubbles and who we are most comfortable being close to.
- Explain that we feel more comfortable being close to people we know well, and prefer to keep some space between us and strangers.
- The space directly around us is our intimate space. This space is just for us, although we may also allow family in this space.
- Next is our personal space, which goes all around us as far as the ends of our outstretched fingertips. We are usually comfortable with friends and family in this space.
- After that is social space. We're most comfortable hanging out with friends or talking in groups in this space.

- Last is public space, which is where we're most comfortable with strangers or people out in public.

Steps to Success:

1. Have students write the names of people who they would feel comfortable having in each space circle.
2. Personal space would have the names of friends or family members.
3. Public space can describe a stranger, like a mailman or a neighbor.

Recap:

- Why do we feel more comfortable with certain people in certain spaces around us? It is important for us to be aware of these spaces in order to be able to tell others when they are too close to us. If someone comes into our personal space and we don't want them to, we can tell them politely to move away. We can also be forceful if they don't listen. It is important for us to feel safe and comfortable, and we all have to respect each other's personal space bubbles.

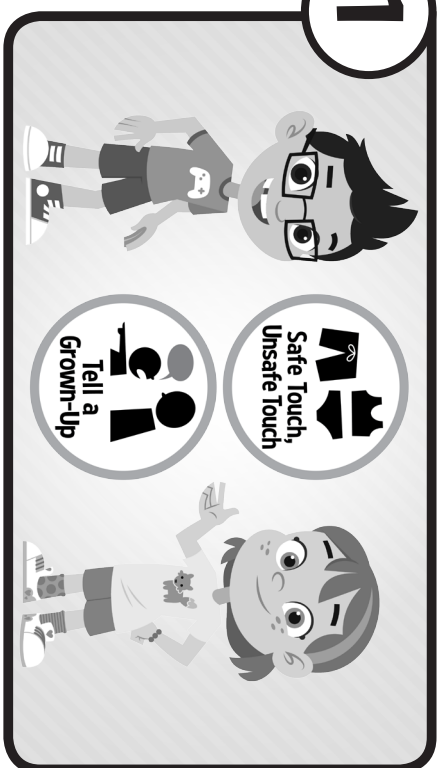


The Protect Yourself Rules



This book belongs to:

1



We use the **Protect Yourself Rules**.

cut line

2



fold line

3

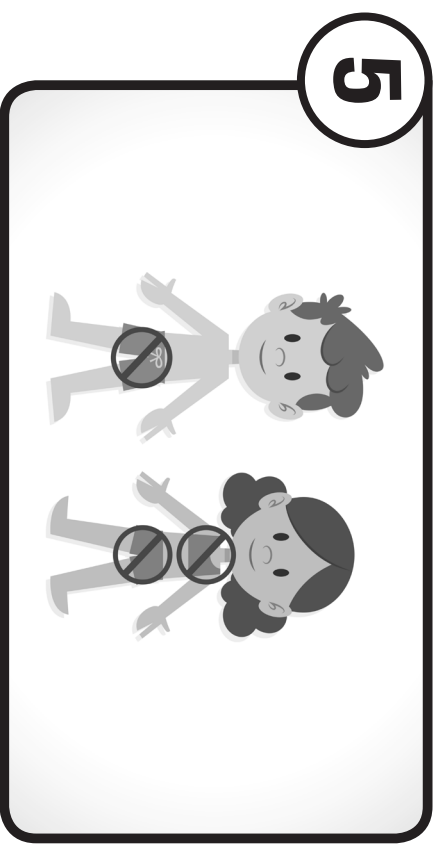


Protect Yourself means to be careful, mindful, and safe.

Rules help us know how to take care of ourselves and how to be safe.



We follow the **Protect Yourself Rules** to always remember how to be safe.



We have **private body parts**.



No one can touch our **private body parts**. These are **Unsafe Touches**.



Safe Touches are good.

cut line

fold line



Unsafe Touches are not allowed.

cut line



We should always tell a grown-up we trust about **Unsafe Touches**.

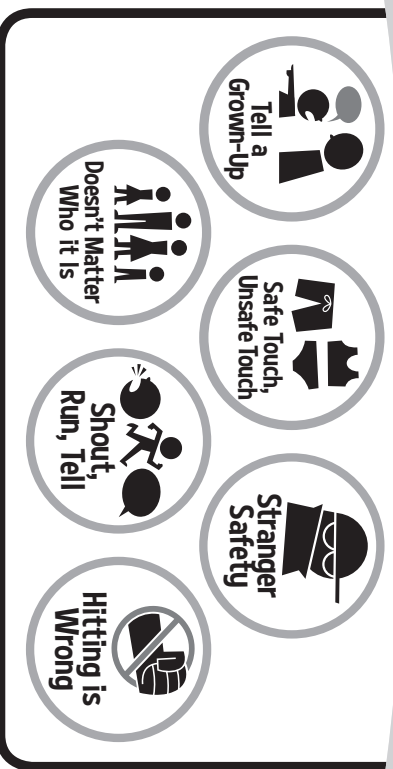
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It's important that we never keep **Unsafe Touches** a secret.

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The Protect Yourself Rules



We always remember **The Protect Yourself Rules**.

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Activity

Name: _____ Date: _____

Lesson 3: Stranger Safety

PERSONAL SPACE BUBBLE

Write the name of someone you feel comfortable being close to in each circle. "Intimate" should only be for close family or friends, "Personal" is for friends and relatives, "Social" is for people we don't know well, and "Public" should be for strangers.

Color each circle a different color when you're done!

Intimate

Personal

Social

Public



ASSERT PERSONAL SPACE BOUNDARY

4.1.M: Demonstrate how to communicate directly, respectfully, and assertively regarding personal boundaries

This activity will reinforce the concept of the personal space bubble. With the help of their peers, students will visualize our personal space bubbles and learn how to enforce their own personal space boundaries.

Preparation:

- Discuss the importance of personal space, and how we are most comfortable when those around us are mindful of personal space boundaries.

Steps to Success:

1. Have each student stand up and stretch their arms to the side. Our personal space bubbles stretch all the way around us to our fingertips.
2. Have the students walk around the classroom and (carefully) bounce off each other's outstretched hands. They can ask permission to get closer as well.
3. Explain that if we have to get closer to someone than this, such as when we're in a crowded space, we say "excuse me."
4. With hands outstretched, call on students to make their way to the front of the class. If they have to pass through another student's bubble, they should ask permission or say "excuse me."
5. Have the class sit down and discuss boundaries once again. We have the right to tell anyone not to come into our personal space bubbles. If we tell someone that they're to close or that we don't want to be touched and they don't stop, we have to get away and tell a grown-up right away.

Recap:

- We have the right to tell anyone not to come into our personal space bubbles. If we tell someone that they're to close or that we don't want to be touched and they don't stop, we have to get away and tell a grown-up right away.



It Doesn't Matter Who It Is



This book belongs to:

cut line

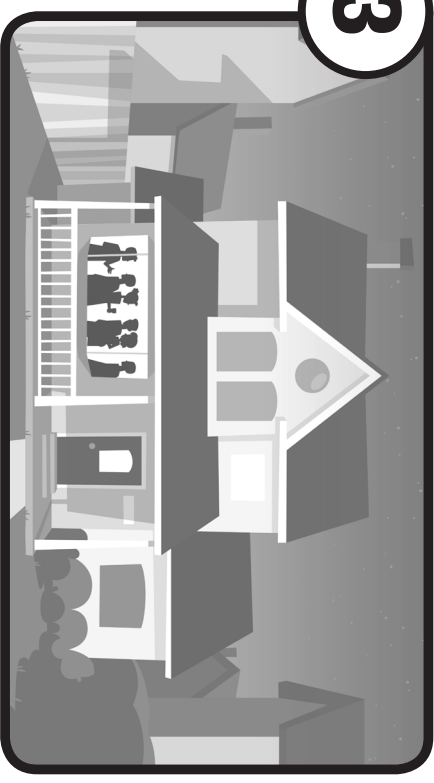
fold line

1



Sarah had a neighbor named Mr. Caro.

3



One night, Sarah's parents had a party.

2



Mr. Caro was always nice to Sarah.
She thought of him as a friend.



Sarah was playing alone in her room when Mr. Caro came to see her.



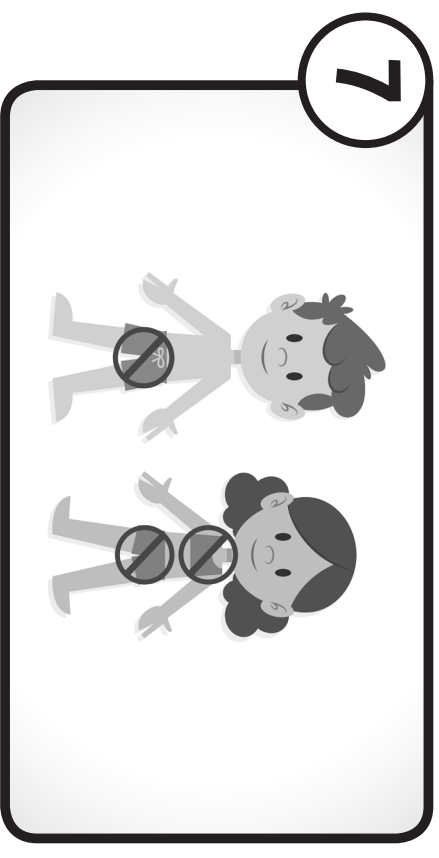
Sarah had fun playing with Mr. Caro. She felt safe around him.

cut line

fold line



But then Mr. Caro started to tickle Sarah on a **private body part**. Now she felt unsafe.



Sarah knew that tickling on a **private body part** is an **Unsafe Touch**.



8

Mr. Caro was her friend, but **It Doesn't Matter Who it Is.**

cut line



10

Sarah ran away from Mr. Caro and told her dad what happened.



9

Sarah shouted for Mr. Caro to stop, loudly and clearly.

fold line

The Protect Yourself Rules



Sarah used **The Protect Yourself Rules** to stay safe.

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STRANGER SAFETY ROLE PLAY

5.2.S: Role-play what to do if a stranger at home, in a car, or on the street approaches you.

This activity will help students put the Protect Yourself Rules into action in Stranger Safety Scenarios.

Materials Needed:

- Students ready to role-play!

Preparation:

- Call on volunteers to come to the front of the class and role-play a scene. They don't have to do any acting or memorize any lines- just respond naturally. Present each volunteer with a scenario in which the teacher or an assistant plays the role of the stranger. Guide students into making the safest responses for each scene, including refusing to talk to them, refusing politely, telling them "no" clearly, shouting, and/or running away if necessary.
- If the students aren't up to role-playing, they can write written responses to the three prompts.

Steps to Success:

Scenario 1: The student is walking home from school. The person playing the stranger calls the student's name. They tell the student that their mom or dad instructed them to drive the student home.

Scenario 2: The student is playing in the park. The person playing the stranger calls to them for help. They tell the student that their cat ran away and crawled into some bushes. They ask the student to help them come find their cat.

Scenario 3: Two students are walking through a

neighborhood. The person playing the stranger tells them that they're having a party. They invite the students into their house, telling them that there are lots of other people, it will be fun, they can have drinks, etc.

Discussion:

- Kidnappings by strangers are extremely rare, and students shouldn't be afraid of people they don't know. The best way to be safe is to always make smart choices and never go anywhere with someone without a caregiver's permission.



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A BARBARA SINATRA Printable Book

Stranger Safety



This book belongs to:

staple

1



Lenny and Sarah learned about the **Stranger Safety** Protect Yourself Rule.

cut line

2



fold line

3



Last weekend, they went to the park with Lenny's mom.

Lenny and Sarah know that a **stranger** is a person we don't know.



That's why we always have to follow the **Stranger Safety** rule to be safe.

cut line



We do not take things from **strangers** if they offer them to us.

fold line



We do not talk to **strangers** when our mom or dad isn't with us.



We do not go anywhere with **strangers** if they ask us to.



A **stranger** asked Lenny and Sarah to go in his car.

cut line



Lenny and Sarah knew to **Shout, Run, and Tell**. They shouted "No!"



Then they ran away and told Lenny's mom, who is a **trusted** grown-up.

fold line

The Protect Yourself Rules



Lenny and Sarah use **The Protect Yourself Rules** to stay safe.

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WRITTEN RESPONSE

5.1.S: Identify situations when it is necessary to seek adult help or call 9-1-1.

Materials Needed:

- Writing Utensils
- Written Response Prompt page

Recap:

• If we think somebody else is being abused, we always have to tell a safe grown-up, like a parent or teacher. Only tell a safe grown-up; do not tell friends or other students. This can spread rumors that can be very hurtful.

Preparation:

- Make copies of the Written Response Prompt page.

Steps to Success:

1. Pass out the Written Response Prompt page to each student.
2. Discuss times when we need to seek help from a grown-up.
3. Abuse is something we always have to tell a grown-up about. If someone hurts us or we think someone we know is being hurt, we have to tell a grown-up right away.
4. Unless someone tells us that they are being hurt, it can be hard to know for sure. Even if we only suspect that someone is being hurt, we have to tell a grown-up. We won't get in trouble for telling if we're wrong, because we're trying to help that person.



Know When to Tell



This book belongs to: _____

1



Sarah knows that **Hitting is Wrong**. We always **Tell a Grown-Up** about **Hitting**.

cut line

2



Sarah saw a bruise on her friend Abby's arm.

fold line

3

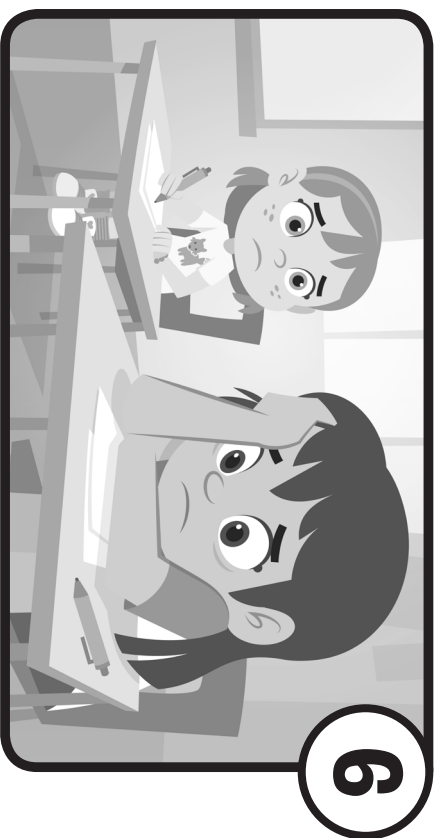


The next day, she noticed another bruise on Abby's neck.



Sarah asked Abby if someone at home hit her.

cut line



Sarah knew that we can never keep **hitting** a secret. Hitting is **abuse**.

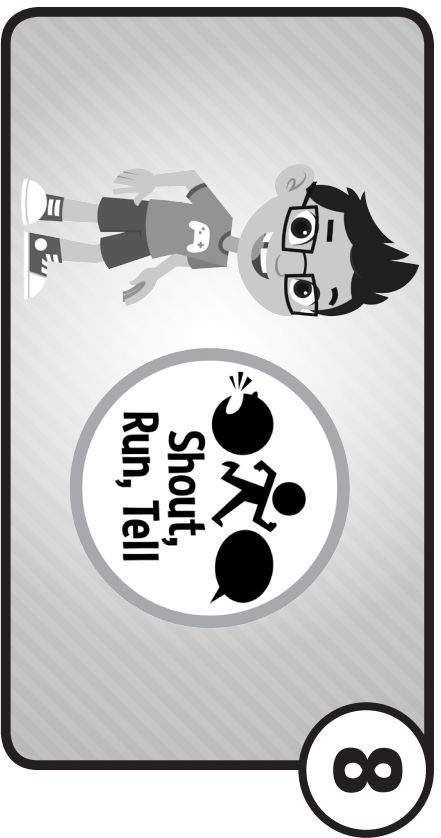
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Abby said yes, but she made Sarah promise not to tell anyone about it.



Sarah helped Abby by **Telling a Grown-Up** about her bruises.



8

Lenny knows that we **Shout, Run, and Tell** if someone makes us feel **unsafe**.

cut line



10

Then we **get away and Tell a Grown-Up** we **trust**.

fold line



9

We **shout** for them to stop so that everyone can hear.

The Protect Yourself Rules



Lenny and Sarah use **The Protect Yourself Rules** to stay safe.

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Activity

Name: _____ Date: _____

Lesson 4: Know When to Tell

Written Response

1) A friend is coming to school with bruises in odd places. While they seem sad and not like their usual selves, they play sports, so you aren't sure if they are being abused. What should you do in this situation?



2) A classmate tells you they are being abused, but are scared that telling will make it worse. They ask you to promise that you won't tell anyone. What should you do to help your friend?

3) A friend tells you that they have talked with the teacher about the abuse they are experiencing. They are getting help, and wanted to tell a friend. They ask you to keep it a secret. Is this a secret you can keep? Why?

