



CANADIAN CENTRE *for*
CHILD PROTECTION™



Be SMART, STRONG & SAFE



GRADE 5&6
LESSON PLAN 3

LESSON 3

RESPECTING OR BREAKING PERSONAL BOUNDARIES

Outcome

- Students will learn that respecting themselves is as important as respecting others.
- Students will learn that personal boundaries are about more than the personal space around them.
- Students will understand that they need to tell and/or seek advice from a trusted adult when they feel uncomfortable, unsure, scared, and/or confused.

Required Materials

- **Be Smart, Strong & Safe** booklet
- Personal Boundary Sentences (examples of breaking boundaries and respecting boundaries from page 16 of the **Be Smart, Strong & Safe** booklet cut into strips).
- Envelopes (1 per group)*
- Large sheets of construction paper (1 per group)*
- Felt Markers (1 per group)*
- Rulers (1 per group)*
- Scissors (1 per group)*
- Glue Sticks (1 per group)*
- Green and red markers *

Note: materials with an (*) are not supplied.

Suggested Time: 70 minutes

Definition of Respect:

To treat others with dignity and to expect to be treated with dignity.

Presentation

ACTIVATE PRIOR KNOWLEDGE (15 minutes) Class Discussion

Ask:

“What are boundaries? For example, what are the boundaries in our playground for our grade?”

Think-Pair-Share:

Ask:

“What are some examples of personal boundaries?”

- Allow students a moment to think about the question.
- Allow a minute or two for students to turn to a partner and share their answers with a friend.
- Ask partners if they would like to share their answers with the class.

SENTENCE SORT: Respecting and Breaking Boundaries

Ask:

“What do boundaries have to do with respect?”

Explain the following to students:

Respect is important to understand so that we can distinguish between the two types of boundaries we are going to talk about today. We are going to discuss the difference between respecting boundaries and breaking boundaries. You already probably know examples of these two types of boundaries. To help you remember what you already know, you will be sorting sentences that refer to either respecting boundaries or breaking boundaries in groups.

Process:

- Explain the above to students.
- Have students move into 4 groups so that if you choose to do centres later, your groups are already divided.
- Hand out to each group: one envelope, one piece of large construction paper, a felt marker, a ruler, a pair of scissors, and a glue stick.
- Have students work as a group to sort the sentences into appropriate categories (respecting boundaries and breaking boundaries-talk to a trusted adult).
- Once checked, have students divide the large piece of construction paper into two columns (respecting boundaries and breaking boundaries-talk to a trusted adult).
- As a group, have students glue the sentences into the proper columns on their large sheet of construction paper.
- After each group has completed this task, have a whole class discussion to review the answers and provide additional information about each sentence.

Guided Practice

ACQUIRING NEW INFORMATION

Take a Stand (10 minutes)

- Have students stand in the middle of the classroom to start.
- Read the *True or False Quiz* on page 2 of the **Be Smart, Strong & Safe** booklet to the class.
- If students believe the statement is true ask them to remain standing. If students believe the statement is false ask them to sit down.
- Discuss the correct answers with the class. Address any questions at this time.
- Re-ask the questions to the class, but this time ask the students if the statement refers to respecting or breaking boundaries.
- Discuss the correct answers with the class. Address any questions at this time.

SCENARIO: Creepy (15 minutes)

Refer to the *Creepy* story on pages 12-13 of the **Be Smart, Strong & Safe** booklet.

Think-Pair-Share:

- Hand out the **Be Smart, Strong & Safe** booklets to the class.
- Read the true story *Creepy* to the class. Have the class follow along with you.
Note: Instruct students to cover-up the *Dear Grossed Out* section on page 12 so they can come up with their own solution and compare it to Kate's.
- Allow students time to find at least 3 things that seem weird about what happened to "grossed out's" friend.
- Have students turn to a partner and share what they found weird about the story.
- Choose volunteers to share their answers.
- Have students turn to page 20 to compare their answers.
- Discuss all answers and clarify or expand if needed.

CENTRES (15 minutes)

Divide the class into 4 groups (if indeed there is a centre rotation): A, B, C and D. Group A starts at Centre 1 "Word Splash." (Give children 2-3 minutes then switch centres until all 4 groups have visited all 4 centres. Keep in mind this will take 10-15 minutes. Otherwise omit rotating through centres and just hand out the different activities.

Explain the following to students:

We are going to rotate through centres to learn more about respecting and breaking boundaries-talk to a trusted adult. Remember, knowledge keeps us strong and empowers us when we are faced with a difficult or uncomfortable situation.

WORD JUMBLE

- Have students complete the Word Jumble activity on page 19 of the **Be Smart, Strong & Safe** booklet.

MIX 'N MATCH

- Refer to the Mix 'N Match activity on page 3 of the **Be Smart, Strong & Safe** booklet.
- Have students match the words to the correct definitions.
- Have students make sentences using the vocabulary words on a separate piece of paper.
- In addition, have students circle the vocabulary words that demonstrate respecting boundaries in green and the vocabulary words that demonstrate breaking boundaries-talk to a trusted adult in red.

WORD SEARCH

- Refer to the *Word Search* activity on page 6 of the **Be Smart, Strong & Safe** booklet.
- Have students find all of the hidden words in the word search.
- In addition, have students circle the vocabulary words that demonstrate respecting boundaries in green and the vocabulary words that demonstrate breaking boundaries-talk to a trusted adult in red.

QUIZ

- Refer to the Quiz on page 17 of the **Be Smart, Strong & Safe** booklet.
- Have students read the scenarios and check off whether boundaries are being respected or broken - talk to a trusted adult.
- If there is a boundary that is broken have them record who broke the boundary and explain how they know. Make sure students also record that they will talk to a trusted adult.

Closure

APPLYING NEW INFORMATION Respecting Boundaries Skits (15-20 minutes)

Process: Respecting Boundaries Skits

In groups, have students create their own breaking and respecting boundaries scenarios.

Explain the following to students:

As a group, create a scenario in which a personal boundary is broken. Then, as a group re-create the scenario to have a positive outcome. In other words, as a group I want you to come up with two scenarios. In your first scenario you need to show a boundary being broken. In your second scenario I want you to fix the boundary that was broken and re-write the situation to be respectful.

1. Allow groups time to plan their skits.
2. Have groups approve their skits with you.
3. Allow the groups time to practice.
4. Have each group present their skits using proper presentation elements such as:
 - Voice
 - Body language
 - Use of space
 - Presenting to audience

Follow-Up

- Present respecting boundaries skits to other classes.
- Film respecting boundaries skits to be shown on portfolio night.
- Reinforce respectful boundaries demonstrated by students through out the year.

Additional Resources

- Visit www.kidsintheknow.ca for additional resources and information about child safety.
- We welcome your feedback at feedback@kidsintheknow.ca.