



CANADIAN CENTRE *for*
CHILD PROTECTION™



Be SMART, STRONG & SAFE



GRADE 5&6
LESSON PLAN 4

LESSON 4

BOUNDARIES AND INSTINCTS

Outcome

- Students will learn how to respect boundaries.
- Students will learn and understand that all people deserve dignity and respect.
- Students will learn the difference between appropriate touch and touch that breaks boundaries.
- Students will understand that if they feel uncomfortable, confused, or scared they need to talk to a trusted adult.

Required Materials

- **Be Smart, Strong & Safe** booklet
- Okay Touch and Not Okay Touch Posters
- Red/Green Paper*
- Red/Green Card*
- Sexual Abuse Scenario Activity

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

Suggested Time: 50 minutes

Presentation

ACTIVATE PRIOR KNOWLEDGE The Creepy Meter (10 minutes)

Hand out **Be Smart, Strong and Safe** booklets to students.

Explain the following to students:

On pages 8 and 9 of your **Be Smart, Strong and Safe** booklets I want you to connect the dots to find out what is going on in the pictures. The purpose of this activity is to learn how to trust your instincts. After you have connected the dots fill in the creepy meter at the bottom of the page.

Say:

"What is happening in the picture on page 8?"

"Where on the creepy meter did your instincts tell you this situation should be?"

"How did you decide this?"

"What is happening in the picture on page 9?"

"Where on the creepy meter did your instincts tell you this situation should be?"

"How did you decide this?"

Reviewing Boundaries and Putting Your Instincts (Creepy Meter) To the Test

Ask:

"Can anyone name ways in which you can respect someone else's boundaries?"

"Can anyone name ways in which boundaries can be broken?"

"What should you do if someone, even someone you know, breaks a boundary?"

Explain the following to students:

Recognizing when a boundary is being respected or broken is a key element in keeping yourself safe. Therefore, I am going to read to you a scenario from the **Be Smart, Strong & Safe** booklet then we are going to use our instincts to find out where it falls on the creepy meter. We are also going to look to see if there are any boundaries being broken. In addition, we are going to give the girl in the story advice about what she should have done.

Note: Emphasize for students not to focus on the appearance of a person to determine if s/he may be dangerous, but the way s/he acts.

SCENARIO: Lucky Break (10 minutes)

Refer to the true story *Lucky Break* on pages 4-5 of the **Be Smart, Strong & Safe** booklet.

Think-Pair-Share:

- Read the true story *Lucky Break* to the class. Have the class follow along with you.
- Note: Instruct students to cover up *Dear Jealous* 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 *Jealous'* 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.

Guided Practice

**Acquiring New Information
Class Discussion (15 minutes)**

Explain the following to students:

Now that we have picked out the weirdness from the scenario *Lucky Break* and have thought about good advice to give *Jealous* we are going to continue our discussion about respecting boundaries but as they refer to sexual abuse and sexual respect.

Have students read page 10 in the **Smart, Strong and Safe** booklet. Ask students what would be considered "weird" behaviour they should pay attention to. Together read the scenarios on page 11. Discuss with students.

1. Explain when you need to talk to a trusted adult.

Have students, in pairs, complete pages 12 and 13. Go over the answers together.

Explain the following to students:

People you don't know, even people you do know, can break boundaries. It is essential that you tell an adult you trust when someone is breaking boundaries. If someone touches or tries to touch the private area of your body, you have the right to say "No!". Even if the person tells you to keep it a secret, you need to tell a trusted adult. Secrets shouldn't make anyone uncomfortable, hurt, or scared. These kinds of secrets are the ones we need to speak out about to an adult we can trust. It is very important to always trust your instincts and tell a trusted adult if you are uncomfortable, confused, and or scared. If one adult doesn't listen to you, tell another one. Keep telling until someone listens.

2. If someone has ever done something to you that made you feel uncomfortable but you did not say "No" it's still not your fault. You can still, and should, tell a trusted adult. This can be a very hard thing to do. Why do you think this can be difficult to do?

Explain the following to students:

If someone makes you feel uncomfortable or you know something has happened that is wrong, you need to tell an adult about it – even if, for any reason, you didn't tell the person to stop. It's never a child's fault when an adult touches them inappropriately or asks them to do inappropriate things. You need to tell a trusted adult about something an adult does that makes you feel uncomfortable or awkward even if that person seems like a very important person and is really liked by your family.

3. Explain that it is an adult’s job to protect children. Explain that even if you know the person and/or your parents know the person they do not have the right to break boundaries – everyone deserves dignity and respect. You have to pay attention to your instincts. If your instincts tell you that something is weird/uncomfortable/strange or if your creepy meter goes off you need to tell a trusted adult.

Explain the following to students:

It can be really confusing when an adult you really like does something that you feel bad about. This could be touching your private areas, showing you his/her private areas or saying something sexual that makes you feel strange. It’s an adult’s job to help protect children.

4. Explain that some adults need help to stop hurting children and by telling your trusted adult, these adults will get the help they need and not hurt other children.

Explain the following to students:

Some adults need help so that they stop treating kids inappropriately. It’s okay for you to tell an adult that you trust about anything you are unsure about. It’s always best to check things out with someone else you trust to see what he or she thinks.

5. Explain to students that everything discussed above refers to sexual respect. Reiterate that everyone deserves dignity and respect.

Explain the following to students:

Sexual respect means that you respect yours’ and others’ right to say ‘no’ when it comes to attention and behaviour that feels inappropriate and uncomfortable.

Ask:

“What does sexual abuse mean?”

- Have students turn to page 21 of the **Be Smart, Strong & Safe** booklet and read the definition of sexual abuse as a class.
- Answer any questions at this time.

Explain the following to students:

“A caring touch like a hug from a trusted adult that doesn’t make you feel uncomfortable is healthy and really important. You can listen to your instincts. If an adult touches you in a way that makes your “creepy meter” go off then listen to yourself. That’s when it’s time to tell a trusted adult that something is wrong.”

Read page 15 of the **Be Smart, Strong & Safe** booklet aloud to the class.

Closure

APPLYING NEW INFORMATION Create Examples (15 minutes)

Ask pairs of students to write an example of someone breaking boundaries and an example of someone respecting boundaries.

Follow-Up

Reinforce respectful behaviours demonstrated by students throughout the year.

Additional Resources

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