

## 7th– 9th grade (Year 2, Lesson 3/4)

Start off with letting kids know that we're talking about stuff that might be uncomfortable but we want them to know how to keep themselves safe.

### **Boundaries, what are they and why do we have them?**

- Boundaries: Limits that are set to separate. To keep everyone safe. Boundaries are good.
- They can be physical, like a fence to keep in/out, containers like for food, lines on the road. Have kids give other examples
- They can be unseen, especially like rules for at home, school, playtime, etc. Have kids give examples.
- Personal space: parents and adults set a lot of boundaries but you set some as well. Discuss personal space, what it is (like a “bubble”). How is it different with different people (i.e. parent vs. teacher vs. a stranger) How big is your bubble with different kinds of people.

### **What happens if someone crosses a boundary?**

- A physical one? (i.e. crossing a fence could get you hurt) Have kids say more...
- A unseen one? (i.e. not listening to a rule gets you in trouble or hurt) Have kids say more...
- If they cross you personal bubble? This is an unsafe person

### **Who do you tell?**

- Someone you trust.
- A safe adult/friend

### **What's a safe adult/friend?**

- They treat other people in a safe way
- They don't hurt people on purpose
- They don't confuse or scare on purpose
- They respect your parent's rules
- They have your best interest in mind

### **When and why do you tell?**

- If someone is unsafe, meaning if what they are doing will hurt themselves or others.
- Telling a safe adult is not getting the unsafe person in trouble, what they are doing is getting them in trouble. You may actually be helping the unsafe person or others by telling so no one will get hurt.

(Discuss scenario on back)