



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 *safe adult*.

#### Required Materials

- **Be Smart, Strong & Safe booklets**

*Suggested Time: 50 minutes*

#### Background

Respecting people’s personal boundaries plays an important role in personal safety. Individuals who present a risk to children usually begin by breaking boundaries with them. It is much more important to be attuned to people’s behaviour as opposed to relying on the traditional safety slogan, “Don’t talk to strangers.” Children often aren’t sure how to re-establish the line if someone, especially an adult, breaks personal boundaries. It is important to explicitly discuss the purpose of boundaries and to encourage children to tell a *safe adult* about any inappropriate /uncomfortable interactions they experience with adults.

#### Presentation

##### ACTIVATE PRIOR KNOWLEDGE

##### The Creepy Meter (10 minutes)

Hand out the **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.”

##### Ask students:

“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 to the Test

##### Ask students:

“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:**

1. 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).
2. Allow students time to find at least 3 things that seem weird about what happened to *Jealous’* friend.
3. Have students turn to a partner and share what they found weird about the story.
4. Choose volunteers to share their answers with the class.
5. Have students turn to page 20 to compare their answers with the book.
6. Discuss as a class all the answers and clarify or expand if needed.

**Guided Practice**

**ACQUIRING NEW INFORMATION**

**Class Discussion (15 minutes)**

**1. Explain the following to students:**

“Now that we have picked out the weird behaviours 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 **Be Smart, Strong and Safe booklets**.
- Ask students what would be considered “weird” behaviour they should pay attention to.
- Together read the scenarios on page 11 of the **Be Smart, Strong and Safe booklets**. Discuss with students.

**2. Explain to students when kids need to talk to a safe adult.**

Have students, in pairs, complete pages 12 and 13 in the **Be Smart, Strong and Safe booklets**. Go over the answers together as a class.

**Explain the following to students:**

“People kids know and even people kids do not know can break boundaries. It is important to tell a *safe adult* if an adult or older teenager breaks your personal boundaries. If an adult or older teenager shows a child sexual attention, this adult or older teenager is confused about his/her role. The role of adults and older teenagers is to protect children. Even if a child is told to keep boundary-breaking behaviour a secret, it needs to be told to a *safe adult* because the adult or older teenager is likely to behave this way again and likely to behave this way towards other children. Secrets should never make someone feel uncomfortable, hurt, or scared. These types of secrets are the ones we need to tell. If one adult doesn’t listen to you, tell them again, or tell another *safe adult*. Keep telling a *safe adult* until someone hears you and helps you.”

### 3. Explain the following to students:

"It is always important to remember that if an adult or older teenager breaks a child's personal boundaries, or acts "weird," it is never the child's fault. There is nothing a child could ever do to bring this on. It is always an adult's job to protect children.

Telling a *safe adult* about what has happened can be a very hard thing to do. Why do you think it can be difficult to tell?"

#### Explain the following to students:

"Sometimes it can be difficult to tell because the child may care about the adult or older teenager and really enjoy spending time with him/her, but does not like the abuse. It can be difficult to know what to do about this, especially if the adult or older teenager is known and well liked by the family. It is important to involve another adult who can help. It's never a child's fault when an adult touches them inappropriately or asks them to do inappropriate things."

4. Explain to students that some adults need help in order to stop hurting children and by telling a *safe adult*, this can help stop the abuse and get the adult the help they need to stop hurting children.

#### 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** booklets and read the definition of sexual abuse as a class.
- Answer any questions that may arise at this time.

#### Explain the following to students:

"A caring touch, like a hug from a *safe adult*, that doesn't make you feel uncomfortable is healthy and really important. 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 *safe adult*."

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. Ask pairs of students to share their answers with the class.

## Follow-Up

Reinforce respectful behaviours demonstrated by students throughout the year.

## Additional Resources

- Visit [www.kidsintheknow.ca](http://www.kidsintheknow.ca) for additional resources and information about child safety.
- We welcome your feedback at [feedback@kidsintheknow.ca](mailto:feedback@kidsintheknow.ca).