

Lesson 6 for Grades 6-8

Boundaries: Feelings and Facts

PRINCIPLE

Children should be taught tools to recognize what it feels like when adults or other children do not uphold healthy boundaries. Children need to understand objective and subjective signs of boundary infringement, how it physically and emotionally might feel and what to do about it.

CATECHISM / SCRIPTURE

"Be strong and courageous. Do not be afraid or terrified because of them, for the LORD your God goes with you; he will never leave you nor forsake you."

—Deuteronomy 31:6

OBJECTIVES

Through this lesson, the adult lesson leader teaches students specifically about boundaries, what unsafe situations *feel* like, and what to do in response. After Lesson 6, children should be better able to:

- Distinguish the difference between objective situations where boundaries are violated or infringed upon and healthy relationships.
- Recognize the range of sensations beginning with feeling "uncomfortable" to potentially feeling unsafe or violated (physically and emotionally).
- Respond appropriately to unsafe situations involving themselves or their friends:
 - Pay attention to their bodies, feelings and what they know is safe/unsafe
 - Say "No!" if they feel uncomfortable or unsafe (or violated)
 - Try to leave the situation if they feel uncomfortable
 - Tell a safe adult as soon as soon as possible

Technology Component: Understand similar actions apply for Online settings, too.

Background for Lesson Leaders:

While adults are the chief protectors of children and youth, there are still ways we can teach children to better protect themselves when faced with tough situations. Personal boundaries are established during our early years, and adults must help children to create their own proper boundaries and respect the ones that are in place—understanding that children will model adult behavior. An important concept in teaching children about their boundaries is to teach them what is safe and unsafe.

As a next step, children must also learn what safe environments are, and, how to recognize discomfort, unsafe situations, or when someone violates their boundaries. Children need to understand, logically, what it actually feels like to be uncomfortable (to feel discomfort), or to feel like something is wrong, so that they know (in addition to the objective information we give them through the lessons) what things subjectively feel like, and then what to do in response.

Children at this age may have difficulty identifying, understanding and processing their own feelings and the concept of boundaries. This lesson will provide them with specific examples of the clear signs and subjective feelings that could occur if an adult or another youth is infringing upon their boundaries, as well as what to do if that is happening, or has happened, to themselves or to a friend.

Keep in mind some of these myths to unpack during the lessons: sometimes children may not be aware that they're allowed to say "no" to a behavior that makes them uncomfortable. They may make promises with their peers to keep secrets in an attempt to protect them, not realizing that it's most important to deliver knowledge about unsafe situations to safe adults. They'll also need to know that it's never their fault (nor will it ever be their fault) if they or someone they know has been abused, or is hurting.

This age group: Dealing with pre-adolescents and adolescents—key concept is "transition"

The middle school child is experiencing a period of rapid growth. The emergence of interest in the opposite sex is occurring. He / she is often concerned about physical change, body size, skin quality and hair length. Body image is very important to this age as he / she complains of being either too physically mature or immature—and may also complain that they do not have enough privacy. The peer group plays an import role in shaping attitudes and interest. Caregivers need to regularly assure youngsters that changes are normal, though the rate of change varies from person to person. Lesson leaders must carefully listen to children and observe what is happening in their lives. Let young people be themselves. Let them explore their self-expression; but, know who they are with and what they are doing, and remind them of the importance of protecting themselves during this dynamic time in their lives. During this time, children are completely self-absorbed, and many are naturally less communicative than at other periods during their development. This is the point that more trust will be given to the youth to evaluate safe and unsafe situations when they are not in the care of their parents.

Prior to Teaching the Lessons—A Map for Lesson Leaders

1. **Complete the VIRTUS Children's Programs Lesson Leader Orientation and Certification Training.** This training module will provide the foundational knowledge necessary for any Lesson Leader to successfully lead a safe environment lesson. For access to this training, please communicate with your diocesan coordinator.
2. **Review the Teaching Boundaries and Safety Guide: Safe Environment Guide for Caring Adults, Parents and Guardians.** This document gives a wealth of information regarding boundaries. While adults are the main protectors of children, there are skills children can learn to better protect themselves and each other when faced with tough situations where caring adults aren't present. For access to this resource, please communicate with your diocesan coordinator.
3. **Review the Key Vocabulary Words for Lesson Leaders to Know** (below). These key words and concepts should be woven throughout the entire lesson. The lesson leader should read through and understand these terms and apply them to each activity.

Key Vocabulary Words for Lesson Leaders to Know

Rules—a prescribed guide for conduct or action. We follow the rules to make sure we are safe—just like how we have a seatbelt rule to keep us safe in the car, or the safety rules before we cross the street. [For example, teach the child a simple rule for what to do if someone tries to touch him / her in an unsafe way, which is to say "No!", try to get away, and tell an adult as soon as possible.]

Limits—the point or edge beyond which something cannot go. The furthest edge of something.

Rights—We are all born free and equal, and have certain rights that are automatically ours. Everyone is entitled to these rights, and they should not be taken away from us. For example, teach children, "you have a right to be safe, and your body belongs to you!"

Boundaries—the limits that define one person as separate from another or from others. There are boundaries you can see (like a fence around a yard) and boundaries you can't see with your eyes (like the comfort zone around us that we call our "personal space"). Boundaries vary depending on the relationship with the other person. For example, a boundary between a child and a grandparent is different than the boundary between a child and a teacher or coach.

Saying "No"—to say "no" means to refuse, deny, reject or express disapproval of. This word is used to express a boundary and communicate that you do not want something to happen or continue. [Let children know it's OK to say "No" to an adult if they make you feel scared or uncomfortable, or if they touch your private body parts.]

Secret—something kept hidden, never told or unexplained. Secrets exclude others and have potential to harm, sometimes causing the person involved to feel frightened or uncomfortable. [For example, let children know that there are no secrets when it comes to personal and physical safety. Tell children that it's wrong for an adult or another child to ask a child to keep a secret about safety—especially unsafe touches—because that's a way for people to get hurt. If an individual tries to make a child keep a secret or makes him / her feel frightened, the child must know to communicate this information right away to a parent or caring adult—and be reassured that the child will be protected regardless of threats or seeming consequences of "telling".]

Feelings—Your emotional state, such as being happy, sad, excited or nervous. Your feelings help you understand what you like and what you don't like. Feelings can also help you determine whether you like what is happening to you (such as feeling happy when playing with a friend) or you do not like what is happening to you (such as getting upset if you drop an ice cream cone on the ground, or having your stomach feel yucky if someone touches you in an unsafe way).

Discomfort—To feel uneasy, anxious, or embarrassed (such as when your face starts to feel hot and get red because you tripped on the playground in front of your friends).

Uncomfortable—Experiencing discomfort that leaves one feeling uneasy, sometimes causing anxiety or feelings of nausea. [It might be a feeling in the "pit of your stomach" or it could be the hairs standing up on the back of your neck. You may freeze, want to fight or feel like running away from the situation.]

Feeling safe—When you are with a safe adult or safe friend (someone who listens to you, consistently respects your boundaries, and follows the rules) and you feel happy and cared for. You feel comfortable and calm.

Feeling unsafe (not right)—To feel scared, nervous, anxious or uneasy. You might be worried that something bad is going to happen. Your body might start to sweat, or your stomach might feel sick and you know that something is not right. [This could happen if an unsafe adult or unsafe friend puts you in danger for their own purposes, or doesn't follow the rules or respect your boundaries.]

Lesson 6 for Grades 6-8

Boundaries: Feelings and Facts (cont.)

Confusing—is something that is hard to figure out because it doesn't make sense, it is unclear or puzzling. To cause confusion is to cause an inability to think clearly or to be misleading. [An example is a big, messy knot—it can be confusing because it's hard to figure out where each part goes how to straighten it all out.]

Rude—describes behavior where someone inadvertently or accidentally does or says something hurtful. Rudeness is usually unplanned, and not *intended* to hurt. [Examples include social awkwardness, such as burping into someone's face, cutting someone off, behaving narcissistically, having poor manners, bragging about an accomplishment, etc.]

Safe friends and safe adults—safe people won't hurt you without a good reason and won't intentionally confuse you. They listen to and consistently respect boundaries, and follow the rules. [Explain that a child may have many safe friends and adults. Give children examples of adult behavior that could hurt them, but may be necessary for the child's safety, i.e. medical exams, vaccinations, throat swabs, removing splinters, stopping a child from running into the road, etc.]

DURING THE LESSON

Each lesson should begin with the Introductory Video. Following the video, you are able to choose which activity options you would like to do with your students. There are multiple activities to choose from, and you may choose to do one or all of the activities. Each activity can also be tailored to the needs and grade level of your students.

STEP 1: Play Introductory Video

The introductory video for youth in this age range is designed to open a simple discussion about personal boundary safety. The brief video is not intended to be a substitute for the lesson itself. It's merely an introduction designed to "break the ice" and assist the transition of completing the interactive Lesson Activity Options. If the video is shown as an optional activity, please use in conjunction with one of the additional activity options, because discussion and practice are critical components needed to teach youth how to protect themselves. They learn best by "doing;" not just listening. Please communicate with your coordinator to obtain video access.

ACTIVITY OPTION #1: Feelings and Boundaries

Background: This activity will provide opportunities for discussion on what it feels like [physically, emotionally and psychologically] when a child is in an unsafe situation, and actions they can take to be safer.

Begin the activity with a discussion regarding feelings and how your body responds to feelings.

First, identify that feelings are normal—they're neither good, nor bad, and everyone has them. Having feelings is a healthy part of being a person.

Ask the students, "what does your body *feel* like when it is... Happy? Joyful? Excited? Content? Calm?" Give examples of events that would cause someone to typically feel excited or happy, such as: a birthday party, attending a large event, Christmas, going to a friend's house, riding a bike, hearing a favorite song, playing a sport, etc.

Then, explain that sometimes, things might happen to us that might cause us to feel ways that our bodies don't like as much. We might feel uncomfortable, or "yucky" inside our stomach, or even feel sick to our stomachs. Sometimes our bodies might react in a way we don't expect—so that's why we are learning about them now, to help us recognize when our bodies might not feel the best.

The feelings we have in our body are telling our brain something—whether it is for something happy or for something wrong, uncomfortable or unsafe. **Feeling uncomfortable or unsafe might feel like the following:**

- Your body might feel like fighting—wanting to strike out or hit
- Your body might want to take flight—wanting to run away or get away
- Your body might freeze—feeling like you can't move, like your body feels like concrete
- You might feel afraid
- You might have clammy or sweaty hands
- Your body might shake all over
- You might feel very cold or "shivery"
- Your heart might race or start beating/thumping really fast
- Your body might feel heavy or stuck
- Your tummy might feel sick, like you want to throw up
- You want to scream or yell, etc.
- You might cry

SUPPLIES

Printed copy of one scenario—cut out for each small group (from the *Feelings and Boundaries Worksheet* below).

- You might feel sad
- You might feel lonely
- You might want to squeeze your eyes shut and try to pretend that you are somewhere else
- You might want to daydream about a better place
- You might feel dizzy
- You might feel confusion—not knowing what to do, or understanding what is happening
- And, you might feel disconnected, like you're watching something happen to you—and maybe not even feeling it physically

Highlight the following facts to children:

1. If someone makes you feel any of these [physical, emotional or psychological] feelings, your body is telling you that something is the matter, that something is wrong.
2. If you ever feel this way, it is not your fault! Remember, feelings aren't wrong, but if you feel unsafe, worried, uncomfortable, etc., then it's your body is giving you a response that needs attention!
3. If you ever feel this way, it's important to try and say "no!" to the person, and to do whatever you need to do to get away as soon as possible.

Then, you'll need to go to a safe adult for help. Can anyone tell us the names of their safe adults? What makes them safe? (For information on safe adults, refer to the *Key Vocabulary Words for Lesson Leaders to Know*)

Note: Inform the youth they should only pretend to do the physical actions in the scenarios.

Activity:

Divide children into small groups (into as many groups as you wish to role play the 7 different scenarios; you can also give groups more than one scenario). Give each group a different scenario and ask them to prepare a skit for what they could do if that situation happened to them, and have them act it out.

You may need to guide their responses in some of the scenarios. When the question of "what might your body be telling you" is asked, the children should be led to say that their bodies are showing them that they feel discomfort, uncomfortable, unsafe, as if their boundaries are being impacted, etc. And, when their bodies feel that way, they have to do something healthy to address it!

Scenarios:

1. At an outdoor event, an older teen starts rubbing your shoulders and this makes you embarrassed so your face starts to feel hot and gets red and your heart starts beating faster because you are uncomfortable. What might your body be telling you? What can you do?
 - a. Say "NO! I don't like it when you do that."
 - b. Shrug your shoulders and move away so they stop.
 - c. Leave and go somewhere else.
 - d. Tell a teacher or another safe adult.
 - e. Call your parents to come and pick you up.
2. A friend of your parents tells your mom that they can stay with you overnight so your mom can go on a work trip, but when you're around that person you start to sweat and your hands feel clammy because you don't like how they touch you or the things they say to you. What might your body be telling you? What can you do?
 - a. Tell your mom that you do not feel comfortable being alone with this person.
 - b. Tell another safe adult.
 - c. Let your mom or the other safe adult know exactly why you do not want this person to stay with you.
 - d. Ask if you can stay the night at a different friend's house instead. (This is an option knowing that the other elements still do need to be discussed.)
3. At school, another student touches you in a way that makes you feel confused and makes your stomach feel sick like you are going to throw up. What might your body be telling you? What can you do?
 - a. Tell the other student "No! Don't touch me like that again."
 - b. Tell your teacher or another safe adult at school.
 - c. Tell your mom or dad when you get home from school.
 - d. Stay away from that other student at school.
4. A neighbor comes over to your house and tries to grab you and pull you into a big bear hug, which you don't like. It makes your whole body freeze, even though you want to get away, but your whole body feels heavy and it's hard to move. What might your body be telling you? What can you do?
 - a. Use your arms to push them away.

ACTIVITY OPTION #1: Be Your Own Superhero

If using small groups, print out this sheet and cut into strips, so you can give one scenario to each small group.

- A. An older child starts rubbing your shoulders while you are playing over at their house and this makes you uncomfortable, or embarrassed, so your face starts to feel hot and gets red, and your heart starts beating faster. What might your body be telling you? What can you do?
- B. A friend of your parents tells your mom that they can watch you after school one day so your mom can go to the store. But, when you're around that person, you start to sweat and your hands feel clammy because you don't like how they touch you. What might your body be telling you? What can you do?
- C. At school, another child touches you in a way that makes you feel confused and makes your stomach feel yucky like you are going to be sick. What might your body be telling you? What can you do?
- D. A neighbor comes over to your house and tries to grab you and pull you into a big bear hug, which you don't like. It makes your whole body freeze, even though you want to get away, but your whole body feels heavy and it's hard to move. What might your body be telling you? What can you do?
- E. Someone gives you twenty dollars to spend on a videogame or app, but you know you are not allowed to play that game or app. Then they ask you to keep it a secret, which makes you feel uncomfortable and your eyes tear up because you don't want to get into trouble and feel like you are going to cry. What can you do?
- F. A friend tells you she doesn't like her mom's new boyfriend because her hands start to feel clammy, and her knees start to shake whenever she is around him. Because of this, your friend lies to her mom so she could spend more time at school. She's afraid to tell her mom because she doesn't want to get in trouble for lying and she doesn't want you to tell anyone else. What should you do?
- G. (Online component) While you were playing your favorite game or app online, someone sent you a picture of a person without any clothes on that makes you feel confused. You know that your [arm] supposed to see these types of images. Your heart might start to beat harder, and you want to close your eyes and not look at it, and not say anything to anyone because you might get into trouble. Then they ask you to send them a picture of you without any clothes on. What can you do?

- b. Duck out from under their arms so they can't grab hold of you.
 - c. Tell them "I don't like that—don't hug me that way."
 - d. Tell a safe adult.
- 5. An adult gives you fifty bucks to spend any way you want, and you think this must be too good to be true. Then they ask you to keep it a secret. What can you do?
 - a. Tell a safe adult.
 - b. Tell them "No! I don't keep secrets from my mom or dad."
 - c. Tell a safe adult you don't want to spend time with that person anymore.
- 6. A friend tells you she doesn't like her mom's new boyfriend because her hands start to feel clammy and her knees start to shake whenever she is around him. Because of this, your friend, lied to her mom so she could spend more time at school. She's afraid to tell her mom because she doesn't want to get in trouble for lying and she doesn't want you to tell anyone else. What should you do?
 - a. Tell your teacher or another safe adult at school.
 - b. Tell your friend we can't keep secrets when it comes to our safety.
 - c. Encourage your friend to also tell her mom.
 - d. Tell your mom or dad when you get home from school.
 - e. Tell your friend that you will go with her to talk to someone safe.
 - f. Tell your own safe adult, even if your friend doesn't want you to.
- 7. (Online component) While you were playing your favorite game or app online, someone sent you a picture of a person without any clothes on that makes you feel confused. You know that you aren't supposed to see these types of images. Your heart might start to beat harder, and you want to close your eyes and not look at it, and not say anything to anyone because you might get into trouble. Then they ask you to send them a picture of you without any clothes on. What can you do?
 - a. Take a deep breath and remember that you have safe adults who want to keep you safe, and tell a safe adult right away.
 - b. Stop playing the game or app until you can tell a safe adult—leave the content there while you go find them.
 - c. Talk to a safe adult about how that made you feel, because your feelings are important.
 - d. Do not respond to the person who makes you feel unsafe, and tell a safe adult.

Discussion:

Ask children the following questions, listen to their responses, gently correct if necessary, and discuss the responses below (that are shown under each question). Sometimes more than one action will be required:

- How do you feel when someone (either an adult or another teen) touches you in a way you don't like or is unsafe?
 - Pay attention to your body and feelings.
 - Your stomach might feel sick or funny inside.
 - You might start to sweat and feel cold at the same time.
 - Your hands might feel clammy.
 - You might feel sad or confused.
- What can you do if you are in a situation where another adult or teen is touching you in an unsafe way?
 - Say "No! Stop that."
 - Try to leave the situation if possible.
 - Tell a safe adult as soon as possible.
 - Talk to a safe adult about how it made you feel.
- What about if something feels good, but you know it's not safe or okay—such as an adult or teen touching your private parts—what should you do?
 - Say "No!" because it's an unsafe touch.
 - Try to leave and get away if possible.
 - Tell a safe adult as soon as possible.
 - Talk to a safe adult about how it made you feel.

ACTIVITY OPTION #2: Speak up about Boundaries

Background: This activity will provide opportunities for discussion on demonstrating the ability to speak up about their boundaries and feelings.

Preparation: In advance of the lesson, write the following on separate index cards (or type them out to print onto sheets/strips of paper). Refer to these as the "Scenarios."

SUPPLIES

Index cards (or paper printout)
Copy of one index card (or printout) with a scenario for each small group

1. An adult at school touches one of your friends in a flirty way, which makes your friend feel uncomfortable and like they want to run away from that person.
2. An adult asks a student to meet them alone after school, which makes the student feel very cold and “shivery.”
3. A student dares/pressures another student to send them a picture without any clothes on, which makes them feel sick to their stomach and their hands feel clammy.
4. At the mall in a dressing room a sales associate insists on coming in the dressing room with you to give you extra help and a second opinion. This makes you feel like you want to push them out of the way and run away from the store.
5. Someone uses their phone to record another person in the locker room without their permission and refuses to stop when asked to. This makes the person who was being recorded feel like they want to scream and pretend they are somewhere else.
6. A teen receives a picture of a girl from school without a shirt on and sends it to a bunch of his friends. This makes the girl feel angry and embarrassed, her face turns red and she starts to cry.
7. While playing an online video game, another player you’ve been talking to asks if they can meet you in person, which makes your heart start racing and you start to feel a cold sweat down your back.

Discussion:

Explain to the youth: Sometimes, things might happen to us that might cause us to have physical feelings we don’t like very much. We might feel uncomfortable, or “yucky” inside, like we might be sick to our stomach. These physical feelings we have are telling our brain something—whether it is for something happy or for something wrong, uncomfortable or unsafe. Feeling uncomfortable or unsafe might feel like the following:

- Fight—wanting to strike out, hit or punch
- Flight—wanting to run away or get away
- Freeze—feeling like you can’t move, like your body feels heavy or like concrete
- Fear
- You might have clammy or sweaty hands
- Your body might shake all over
- You might feel very cold or “shivery”
- Your heart might race or start beating/thumping really fast
- Your body might feel heavy
- Your stomach might feel sick
- You want to scream, etc.
- You might cry, get teary eyed or your lip might start to quiver
- You might feel sad
- You might feel lonely
- You might want to squeeze your eyes shut and try to pretend that you are somewhere else
- You might feel dizzy
- You might feel confusion—not knowing what to do, or understanding what is happening.

Sometimes our friends might be experiencing these feelings, too, because they might be afraid, or feel unsafe.

Ask, what does it mean to be a safe friend to others? Youth can also be a “safe person” for others. This is called being a “safe friend.”

As a youth, it’s not your JOB (as a youth) to protect others. It is not your responsibility, because you are youth. But, when we do know that someone is hurt or hurting, then we **should try to help** by getting that information to a safe adult. Let’s recap these really important points:

- Whose responsibility is it to keep youth safe? (ADULTS; it’s the adult’s job to protect youth)
- Can we, as youth, also help when we know there’s a problem? (Yes, usually youth can help, too)
- How can we, as youth, help the most? (Take the information to a safe adult; a trustworthy person)

Activity:

Separate students into small groups. Assign a “Scenario” to each group—some may have more than one. Ask the groups to collaborate with each other to create a live scene that picks up after the index card scene has taken place. In each scene, ask students to include as part of their skit:

- How the situation could make someone feel.
- What should they do now? What is the solution?

Note: The Lesson Leader should be careful to communicate to youth that they are not responsible for each other. Misinforming youth by saying that one person’s welfare is a youth’s responsibility could make a child feel more guilt if they weren’t able to prevent or stop abuse from occurring for themselves or a friend. The distinction for this lesson is that there are times when youth are being abused, or they know a peer is in need of help, but, they don’t always know the best way to assist. Being a safe friend means that children do the “right thing” for themselves, and for each other—meaning that they perform action, or intervene in safe ways when they are aware of a problem.

This is all about teamwork—NOT judgement... Ask the audience to analyze the choices made to remedy the situation and allow comments from the whole group about how each scene was handled and what could be done differently. Guide the commentary to make sure students are portraying the Safe Environment Safety Rules as well as school/parish behavior expectations. Answers should always incorporate the following when it comes to feeling unsafe, or when boundaries are (or are about to be) violated—**always remember the boundaries safety plan:**

- Say "No!" because it's an unsafe touch.
- Try to leave and get away if possible.
- Tell a safe adult as soon as possible.

ACTIVITY OPTION #3: Body Responses to Feelings Crossword

Background: This activity will provide opportunities for students to learn to understand their feeling/emotions and what they can do about them. It opens discussion on what it feels like, physically and emotionally, when they feel they are in an unsafe situation and how to distinguish whether it is safe or not.

Activity: 1. First, discuss the following with the students, defining emotions as the way we feel. **Emphasize:**

- Emotions are OK. They aren't right or wrong, they just are.
- It's normal to have different emotions about different things.
- Sometimes when we feel unsafe, or uncomfortable or scared, our bodies might feel a certain way.
- Whenever we feel unsafe, uncomfortable or scared, it's OK to be really loud, to move our body in any way to show that we don't like what is happening, and that we want it to stop. Or that it's not OK.
- Our body might do one, or two, or all of these things!
- If our body starts to show us any of these reactions/feelings, then that is a sign that you feel unsafe, uncomfortable or scared.
- And, then safety plan. Try to get away, tell a safe adult.
- Not everybody feels like they can follow the safety plan. It might be you, or a friend. You might be hearing about this new information for the first time! In any case, tell a safe adult as soon as you can.

Here are some examples of reactions your body may experience if you feel unsafe, uncomfortable or scared:

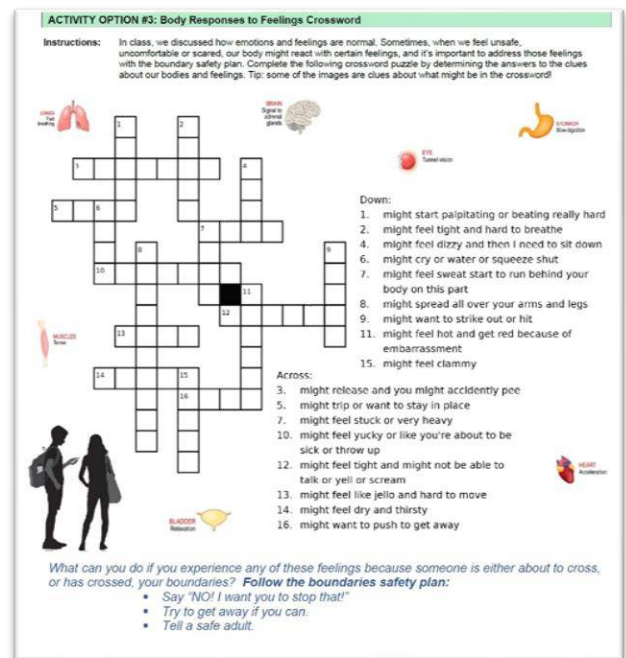
- You might cry
- You might feel sad
- You might feel lonely
- You might want to squeeze your eyes shut and try to pretend that you are somewhere else
- You might want to daydream about a better place
- You might feel dizzy
- You might feel very cold or "shivery"
- Your vision might start to narrow so you can't see much around you
- You might feel confusion—not knowing what to do, or understanding what is happening
- And, you might feel disconnected, like you're watching something happen to you—and maybe not even feeling it physically

2. Then, pass out the crossword worksheet. Tell students the crossword will help them identify what it could physically feel like if someone were either about to cross one of their boundaries, or actually crossed a boundary (of either themselves or a friend). They can complete the crossword either individually or in small groups before the whole class discussion.

Note: The worksheet template is included in the downloaded set of materials at the end of this packet.

SUPPLIES

Writing utensils
Copy of the Body Responses to Feelings Crossword for each student (printed).



Note: If needed for the age group, the Lesson Leader may decide to write an answer key for the youth on the board for everyone to see.

3. After the students have completed the crossword puzzle, use the Lesson Leader's Answer Key (provided below) to walk them through all responses.

After going through the crossword with the students, ask: **What can you do if you feel any of these because someone is either about to cross, or has crossed, your boundaries?**

Follow the safety plan:

- Say "NO! I want you to stop that!"
- Try to get away if you can.
- Tell a safe adult

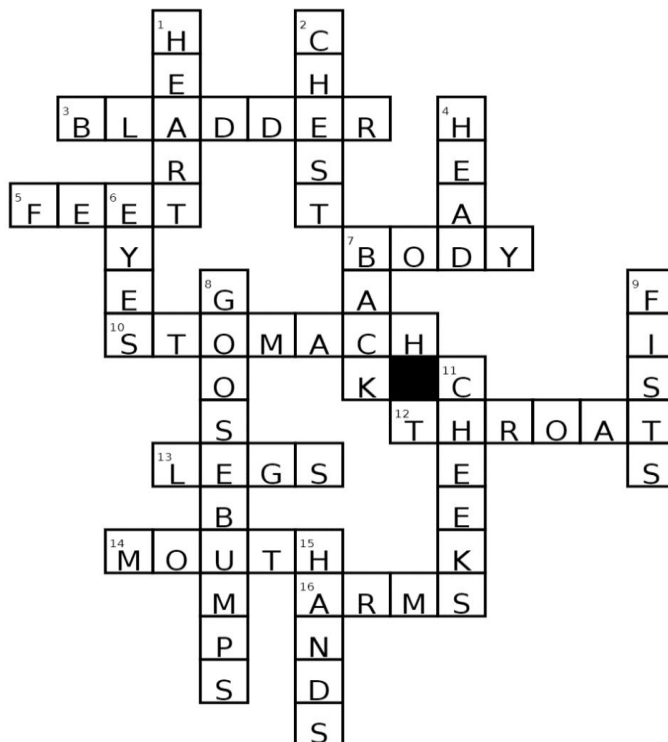
Concluding thoughts to discuss:

Emotions: include feeling fear, scared, upset, angry—all of these emotions are OK, in that it's always OK to have feelings and show them.

But, it's NOT OK for someone to make you feel fear, scared, upset or angry when it comes to unsafe actions or behavior, or violating boundaries. If someone does make you feel this way, it's not your fault.

It IS ok to do whatever you need to do to get away and tell a safe adult when you don't feel safe. You have lots of safe adults in your life; go to them when you need help.

WORKSHEET ANSWER KEY:



Note: The Lesson Leader may lessen the difficulty of the crossword by writing / displaying a "word bank" on the board for the youth, shown below.

Text Box Answer Key:

Head
Back
Arms
Feet
Bladder
Throat
Chest
Fists
Legs
Eyes
Goosebumps
Cheeks
Hands
Heart
Body
Stomach
Mouth

ACTIVITY OPTION #4: Create an Emotions Superhero - Worksheet

Background: This activity allows the youth to create their own "Emotions Superhero" who would be able to help youth either get out of a situation where they felt angry, upset or confused, and what they could do about it.

Discussion: First, discuss the following with the students, defining emotions as the way we feel. **Emphasize:**

- Emotions are OK. They aren't right or wrong, they just are.
- It's normal to have different emotions about different things.

Note: The worksheet template is included in the downloaded set of materials at the end of this packet.

SUPPLIES

Writing utensils and crayons/markers
Printed copy of the *Create an Emotions Superhero Worksheet* for each student

- Sometimes when we feel unsafe, or uncomfortable or scared, our bodies might feel a certain way.
- Whenever we feel unsafe, uncomfortable or scared, It's OK to be really loud, to move our body in any way to show that we don't like what is happening, and that we want it to stop. Or that it's not OK.
- Our body might do one, or two, or all of these things!
- If our body starts to show us any of these reactions/feelings, then that is a sign that you feel unsafe, uncomfortable or scared.
- And, then safety plan. Try to get away, tell a safe adult.
- Not everybody feels like they can follow the safety plan. It might be you, or a friend. You might be hearing about this new information for the first time! In any case, it's important to tell a safe adult as soon as you can.

Sometimes, things might happen to us that might cause us to have physical feelings we don't like as much. We might feel uncomfortable, or "yucky" inside, like we might be sick to our stomach or nauseous, or extremely sad. These physical feelings we have are telling our brain something—whether it is for something happy or for something wrong, uncomfortable or unsafe. Feeling uncomfortable or unsafe might feel like the following:

- Fight—wanting to strike out, hit or punch
- Flight—wanting to run away or get away
- Freeze—feeling like you can't move, like your body feels heavy or like concrete
- Fear
- You might have clammy or sweaty hands
- Your body might shake all over
- You might feel very cold or "shivery"
- Your heart might race or start beating/thumping really fast
- Your body might feel heavy
- Your stomach might feel sick
- You want to scream, etc.
- You might cry, get teary eyed or your lip might start to quiver
- You might feel sad
- You might feel lonely
- You might want to squeeze your eyes shut and try to pretend that you are somewhere else
- You might feel dizzy
- You might feel confusion—not knowing what to do, or understanding what is happening.

If you are experiencing any of the feelings we just discussed, sometimes, you might feel like you need a Superhero to get through it. The good news is that you can be your own Superhero! For this activity, you get to create your own "Emotions Superhero."

Activity:

After handing out copies of the provided comic book cover, have the youth each create their own "Emotions Superhero." The idea is to create a superhero whose special superpower is to help people when they are in a situation that makes them feel scared, angry, uncomfortable or confused.

Ask the youth to:

1. Draw an Emotions Superhero in the space provided on the sheet
2. Give their Superhero a name (to be placed in the caption box)
3. After creating their Superhero, share with the class how their Superhero would help someone who is in a situation that makes them feel scared, angry, uncomfortable or confused, using a made-up scenario as an example (*feel free to pull scenarios from other lessons if your students feel stuck*).

Concluding thoughts to discuss:

Emotions: include feeling fear, scared, upset, angry—all of these emotions are OK, in that it's always OK to have feelings and show them.

But, it's NOT OK for someone to make you feel fear, scared, upset or angry when it comes to unsafe actions or behavior, or violating boundaries. If someone does make you feel this way, it's not your fault.

It IS ok to do whatever you need to do to get away and tell a safe adult when you don't feel safe. You have lots of safe adults in your life; go to them when you need help.



ACTIVITY OPTION #5: Survivor Diaries

Background: This short video is shared with permission from the National Center for Missing and Exploited Children (NCMEC) and can be played for youth. It is designed to open a simple discussion with children about talking to people online.

SUPPLIES

A/V equipment outfitted with Internet access

Preparation: Internet access and video playing are parts of this activity and should be queued up in advance. It's also possible to download the videos from the NETSMARTZ website.

Description: In, "Real-Life Stories – Survivor Diaries," hear stories from two teens who started talking to someone online who later hurt them.

Click here for the video link and then look through the videos under Middle and High School to find "Survivor Diaries."
<https://www.missingkids.org/netsmartz/videos#middleandhighschool>

Discussion: Before showing the video, ask the students, "How would you feel if you started talking to someone online, but they weren't who you thought they were?"

Say: "Sometimes these things can happen when we are online, when talking to others, playing games, or looking at websites. If it does happen, there's a really important safety plan that we need to know about—and we're going to talk about it after watching this video."

After the video, ask, "How do you think the students would have felt, physically and emotionally, after they found out that the people they were talking to online weren't who they thought? What should they do?"

Let's also discuss what we should do when we feel upset, confused, scared, upset, or angry about something that we see online, or regarding something unkind or mean that someone says or writes to us when online, while playing a game or just simply watching videos. Here are the options we can do when something upsets us online:

- Block the person
- Report any cyberbullying to the website or app.
- You can also save the message or visual, and show it to a safe adult.
- Always bring safe adults into the conversation when you feel unsafe or uncomfortable, or when you know something isn't right—there are lots of safe adults in your life!

End the lesson with a prayer

The Lesson Leader may invite the youth to create their own prayer, he/she may lead a prayer, or may use the suggested prayer below.

*Dear God,
 Sometimes I may be in a situation where I feel hurt, scared or confused. If that happens, please give me the courage to follow the safety rules by getting away and telling a safe adult. Thank you for loving me and for giving me safe adults and parents who want to keep me safe and happy. Amen*

Lesson 6 for Grades 6-8

Boundaries: Feelings and Facts

ACTIVITY OPTION #1: Feelings and Boundaries

Print out this sheet and cut into strips, so you can give one scenario to each small group.



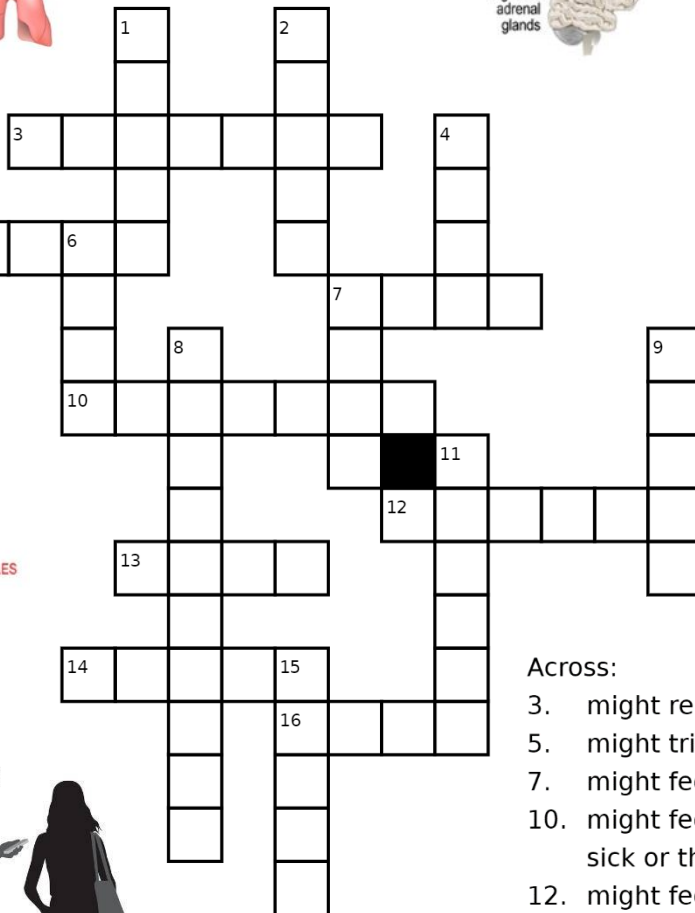
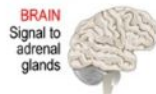
1. At an outdoor event, an older teen starts rubbing your shoulders and this makes you embarrassed so your face starts to feel hot and gets red and your heart starts beating faster because you are uncomfortable. What might your body be telling you? What can you do?
2. A friend of your parents tells your mom that they can stay with you overnight so your mom can go on a work trip, but when you're around that person you start to sweat and your hands feel clammy because you don't like how they touch you or the things they say to you. What might your body be telling you? What can you do?
3. At school, another student touches you in a way that makes you feel confused and makes your stomach feel sick like you are going to throw up. What might your body be telling you? What can you do?
4. A neighbor comes over to your house and tries to grab you and pull you into a big bear hug, which you don't like. It makes your whole body freeze, even though you want to get away, but your whole body feels heavy and it's hard to move. What might your body be telling you? What can you do?
5. An adult gives you fifty bucks to spend any way you want, and you think this must be too good to be true. Then they ask you to keep it a secret. What might your body be telling you? What can you do?
6. A friend tells you she doesn't like her mom's new boyfriend because her hands start to feel clammy and her knees start to shake whenever she is around him. Because of this, your friend, lied to her mom so she could spend more time at school. She's afraid to tell her mom because she doesn't want to get in trouble for lying and she doesn't want you to tell anyone else. What might your body be telling you? What should you do?
7. (Online component) While you were playing your favorite game or app online, someone sent you a picture of a person without any clothes on that makes you feel confused. You know that you aren't supposed to see these types of images. Your heart might start to beat harder, and you want to close your eyes and not look at it, and not say anything to anyone because you might get into trouble. Then they ask you to send them a picture of you without any clothes on. What might your body be telling you? What can you do?

Lesson 6 for Grades 6-8

Boundaries: Feelings and Facts

ACTIVITY OPTION #3: Body Responses to Feelings Crossword

Instructions: In class, we discussed how emotions and feelings are normal. Sometimes, when we feel unsafe, uncomfortable or scared, our body might react with certain feelings, and it's important to address those feelings with the boundary safety plan. Complete the following crossword puzzle by determining the answers to the clues about our bodies and feelings. Tip: some of the images are clues about what might be in the crossword!



Down:

1. might start palpitating or beating really hard
2. might feel tight and hard to breathe
4. might feel dizzy and then I need to sit down
6. might cry or water or squeeze shut
7. might feel sweat start to run behind your body on this part
8. might spread all over your arms and legs
9. might want to strike out or hit
11. might feel hot and get red because of embarrassment
15. might feel clammy

Across:

3. might release and you might accidentally pee
5. might trip or want to stay in place
7. might feel stuck or very heavy
10. might feel yucky or like you're about to be sick or throw up
12. might feel tight and might not be able to talk or yell or scream
13. might feel like jello and hard to move
14. might feel dry and thirsty
16. might want to push to get away

*What can you do if you experience any of these feelings because someone is either about to cross, or has crossed, your boundaries? **Follow the boundaries safety plan:***

- *Say "NO! I want you to stop that!"*
- *Try to get away if you can.*
- *Tell a safe adult.*

Lesson 6 for Grades 6-8

Boundaries: Feelings and Facts

ACTIVITY OPTION #4: Create an Emotions Superhero

