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Kindergarten

Time Allocations

50 minutes

Lesson #5
Boundaries: Safe & Unsafe Behavior

Lesson Objectives

Students will:

- ☀ Visualize our personal bubbles that represents our physical boundaries
- ☀ Discuss the importance of boundaries in caring communities.
- ☀ Identify adults to ask for help when boundaries are crossed.

Lesson Overview

In this lesson, students will explore what their personal body boundaries are through the use of a bubble mindfulness activity. They will design their own boundary bubbles and receive a badge for their Kindness Scouts vests. Students will then be introduced to an important body safety boundary. They will also be reminded to share with a trusted adult if someone is crossing their boundaries or touching their bodies without consent.

Vocabulary Words

Boundary
Consent
Trusted Adult
Respect

Materials Needed

1. Projector
2. Blank White Paper (one for each student)
3. Coloring utensils
4. Writing utensils
5. Scissors
6. Tape/glue



7. **Kindness Scout Badges: Boundaries** (pre-cut)
8. **Kindness Scout Handout** (from Lesson 2)
9. **My Safe and Trusted Adults Handout**
10. **What's My Feeling? Handout** (from Lesson OA)

Instructional Considerations

If possible, begin this lesson with students sitting together in a circle on the carpet or form a circle with their seats to foster community. After the lesson introduction, students will participate in a movement activity in this space. After their movement activity, they will return to their desks.

This lesson introduces an important body safety boundary: our genitals—the penis and the vagina—along with our breasts, glutes, and anus, should never be touched by others. Using accurate anatomical language, such as 'penis' and 'vagina,' reduces ambiguity and ensures that children understand how to describe their bodies and report abuse if it occurs. For more information on this and the research supporting anatomical language as a protective factor for children, please see the Teacher Guide. If you are aware of student's in your class who have survived physical or sexual abuse you are encouraged to have follow up supports lined up with your school counselor or social worker. Since there is no way to know every detail of every student's life, it is a good idea to have your campus social worker or counselor on standby for any student who may have a strong reaction to the discussion regarding body boundaries.

*Students should have their **What's My Feeling? Handouts** out at the beginning of class to reference. Students will also need their **Kindness Scout Handouts** from Lesson 2 to add their new badge to. Be sure to collect the **Kindness Scout and What's My Feeling? Handouts** at the end of the lesson or instruct students to keep them in a safe place for future lessons.*

*There should be enough **Kindness Scout Badges: Boundaries**, pre-cut, for each student.*

*Students will each need a copy of the **My Safe and Trusted Adults Handout**.*



Lesson Introduction

5 mins

Slide #2 Objectives

Today we are going to:

Imagine our personal bubbles that show our physical boundaries.

Talk about why boundaries are important in a caring community.

Think about what feels safe and unsafe with our physical boundaries.

Slide #3 Welcome and Community Agreements

Before we get started, it's important that we take a minute to remember the community agreements we talked about last time. You can show me that you are ready to begin by placing two hands over your heart (*model this*) and feeling your powerful heartbeat.

1. Share what you feel comfortable sharing
Model the sign for sharing and have students repeat it back to you.
2. Mistakes will happen.
Model the sign for mistakes that you created together as a class and have students repeat it back to you.
3. Be kind to yourself and others
Model the sign for being kind that you created together as a class and have students repeat it back to you.
4. Listen when others speak
Model the sign for listening that you created together as a class and have students repeat it back to you.

Can we agree to these? Give me a thumbs up if you agree.

Let's get started by reminding ourselves what boundaries are!



Personal Bubbles

30 mins

Slide #4

Mindful Movement: Personal Bubble

Last lesson we learned about our personal bubbles with Petunia and Perry. Does anyone remember what our personal bubbles are?

Look for: A physical boundary, a squishy, invisible bubble that keeps us comfortable or safe, our space separate from others, etc.

Today we are going to do a mindful movement to reflect more on our bubbles.

Just like real bubbles, our personal space bubble is different from others and can sometimes change to be bigger or smaller depending on who you are with.

Imagine that you have a hula hoop around your waist, that would be the size of your personal bubble boundary.

We are going to use movement to help us better understand where our personal bubble starts and ends.

Let's all carefully stand up,
Before we get started please make sure you have an arms width of space between you and your neighbors.

Now take your right hand and lift it up toward the sky, now slowly bring your arm down toward the front of your body. Once, it is there I want you to put your hand out like you are saying "stop," and hold your right hand there as you take you left hand and lift it up toward the sky and then slowly bring your left arm to the front of your body and make your left hand also show "stop."

Now, pretend that your hands are covered in bubble solution or slime and carefully spread your arms to your side, as you are doing this pay attention to the walls of your personal bubble you are creating.

Go ahead and lower your hands by your side and shake them off. Let's all have a seat and move into learning about safe vs unsafe.

**Slide #5** **Respecting Other People's Personal Bubbles**

We all have an invisible bubble. This bubble keeps us safe and comfortable. This bubble is a boundary.

And just like we are all different, so are our bubbles!

Some people have smaller bubbles, and some people have bigger ones. What's okay for one person might not be okay for another person. That's why it's important to share our boundaries and respect each other's boundaries.

Remember how we learned about physical boundaries and consent with Petunia and Perry? Understanding personal bubbles helps us respect those boundaries.

What do we think respect means? Take student answers. Respect means treating people how THEY want to be treated.

Why do you think respecting other people's personal space bubbles and boundaries is important in a caring community?

It is a positive way to show Kindness: When we respect (treating people how they want to be treated) each other's personal space, we are showing them that we care about them feeling comfortable around us. Something we want to work towards is sharing respect for each other's bubble. It's important to pay attention so that we can understand what someone needs.

Respecting boundaries keeps us all safe! When we know that our personal space is respected, we feel safe. We can be ourselves without worrying about someone coming too close when we don't want them to.

Now let's talk a bit more about consent, which we discussed last time. Consent is a type of permission that everyone has the power to give or not give to another person to touch their body. Remember, we are the boss of our bodies. Only we can give someone else consent to touch us, and we have to ASK someone else for consent before we touch them. This is really important when it comes to our personal bubbles.

If we want to enter someone else's personal bubble or touch them in any way, we need to ask for their consent first. For example, if you want to give your friend a hug, you should ask, "Can I give you a hug?" If they say yes, that's great! But if they say no, we need to respect that because they are the boss of their body and their personal bubble.



It's important to talk about our boundaries and personal space. If something doesn't feel right, we can use our words and say, "Please give me some space" or "My bubble is here/my bubble is bigger today" (and show through body language - body language helps us express no or yes) and I need my bubble right now." These words help us express our feelings.

Remember, everyone's bubble is unique. Some people like hugs, while others prefer high-fives. Some friends like to play close, while others like to have more space. And that's perfectly okay!

You can check for understanding, asking students to repeat the examples of how to ask for a hug or how to communicate their boundaries. Have students return to their desks.

Slide #6

My Personal Bubble

*Hand out **blank sheets of paper** to students. Students will also need drawing materials and writing utensils for this activity.*

Each of you will have a sheet of paper. On it we are going to be creating our personal bubble.

Start by drawing a picture of yourself at home. Think about what your personal bubble is like when you are at home with your family or loved ones. Then draw a circle around yourself. This is your personal bubble at home.

Take a look at your **What's My Feeling? Handouts**. Find 'Happy.' Think about the things that make you feel happy and comfortable. What do you like to do, play with, or be close to when you are at home? Draw or write those things inside your bubble. Inside of our personal bubble is our comfortable place. Be sure to also include people that make you feel comfortable.

Boundaries are like invisible lines around your bubble. They show how close or far you want people to be from you. Now, draw a line around your bubble to show where your boundaries are when you are at home. Some friends might want their boundary to be big, and some might want it to be small. That's okay because we're all different!

Outside of your bubble and your boundary, you may draw things you don't like or people that you want to stay outside of your personal bubble. This could be things like, loud music, strangers I've just met, family members I don't know very well, etc. Things or actions that you might not like, such as hugs or kisses or touching other parts of our bodies, should go here outside of your boundary. It's important to know and express what makes us feel comfortable.

Give students a few minutes to complete this.



Now flip your paper over and draw a picture of yourself at school. Think about what your personal bubble is like when you are at school. Then draw a circle around yourself. This is your personal bubble at school. Do the same thing as before - include things that you are comfortable with at school inside your bubble, and things that you are not comfortable with at school outside of the bubble. This is very important – this bubble might be different from your home bubble you drew earlier. That's because our personal bubbles change based on where we are, who we are with, and what is happening. Our bubbles and boundaries come from inside of us and they are totally unique to what we are comfortable with.

After everyone is done, gather students together and invite them to share what's inside their bubble and talk about their boundaries. Encourage them to phrase their answers like, "I like hugs from my family," or "I like to have space when I'm reading."

*After discussing, congratulate students on learning about their personal boundaries and hand out their **Kindness Scout Handouts** and the **Boundary Badge** for them to cut out and glue/tape.*

Slide #7

An important body safety rule

*After students have added their **Boundary Badge** to their vest, say:*

I want to talk now about another boundary. While all of our personal bubbles will look different and we all have unique boundaries, this is one boundary that all kids have. When it comes to our bodies being touched, there are some parts that should never be touched by anyone.

Our genitals—the penis and the vagina—along with our breasts, glutes, and anus, should never be touched by anyone. The only exception is if it is necessary for our health and safety, and it is done by a doctor. This should happen in the presence of one of your safe and trusted adults and with your consent.

If this boundary is crossed, you should ask for help as quickly as you can.

If a person asks you to touch one of their genitals, breasts, glutes or anus, this is also something that cannot be allowed under any circumstance. This is also a boundary that cannot be crossed.

Every adult knows and understands this rule because it is essential for keeping ourselves safe and comfortable.



Safe and Trusted Adults/Lesson Closing

20 mins

Slide #8

Safe and Trusted Adults

Last lesson, we discussed that we can always ask our trusted adults for help. It is very important to know who these safe and trusted adults are so we can quickly go to them when we need their support.

Can you think of some situations when a trusted adult might help you?

Allow students to share experiences or ideas.

A trusted adult can help you in all of the situations you shared, and more!

One of the things a safe and trusted adult does is help us understand and make sense of our feelings in ways that make us stronger and healthier. When we talk to a grown-up we trust, they can help us feel better and figure out how to manage any big feelings that might come up.

Sometimes, even if we have shared our boundaries, another person might not listen. There can also be many reasons why it may be difficult to say no to someone. If someone touches a person's body without consent, it is never, ever that person's fault.

If a person is not listening to your boundaries or touches your body without your consent, please remember that you can ask for help from another one of your trusted adults. A trusted adult is someone who wants to help you and stop someone from crossing your boundaries. It's important that you know who is around you and available to help.

*Distribute the **My Safe and Trusted Adults Handout** to each student. Students will have a few minutes to draw 3 trusted adults. After they finish, allow them to show their drawings and share the names of their trusted adults. If time allows, write the name of each adult under students' drawings.*

I want everyone to now think about safe and trusted adults who you could go to for help when someone is not respecting your personal boundaries. In each space on your handout, you will draw a trusted adult. Remember a safe and trusted adult is someone who will help you and stop someone from crossing your boundaries. If your first adult does not do this, you should ask another one. This is why we will draw three trusted adults.

When you finish, you will have the opportunity to show your drawings to the class and tell us



who your trusted adults are.

Slide #9**Closing**

Today we spent time practicing how to respect each other's personal bubbles. You also all shared three trusted adults who can help you protect your boundaries. This is very important for our safety!

Let's look at our **What's My Feeling? Handout**. How does it feel knowing there are people who can help us when we need it?

Allow students to share their feelings.

Knowing that there are people concerned about our safety can make us feel more comfortable and confident, especially when we also know strategies to protect our boundaries.

Can you share some of the ways we practiced protecting our boundaries?

Allow students to share. Look for the personal bubble activity and the responses they practiced.

Now you have tools to stand up for yourself, and safe and trusted adults to support you if you need help.

To end our time together today, let's end by reciting our closing statement together.

Repeat after me, "It feels powerful to be kind, in my heart and in my mind."