

GRADE 7 - CLASSROOM

COMPASS CHILD PROTECTION CHILDREN'S PROGRAM



BOUNDARIES
Facilitator Materials

+ -

BOUNDARIES

Grade 7 - CLASSROOM SESSION

INTRODUCTION

This **session** is designed to provide the Compass Child Protection Children's program for parishes or schools.

A review of the material and content directions for parents are sent home with the young people so that parents can discuss these concepts with their own children.

A feedback form is also sent to the parents, with instructions to return it to the classroom teacher.

SESSION OVERVIEW

Boundaries are important and keep children safe. This session helps students understand physical, emotional, verbal and social media boundaries related to safety. The teacher explains how accountability can help teens stay safe as they start doing things independently. The children also learn the concept of integrity and the importance of living a life of integrity.

At the end of the session, the class reads the Bible verse 1 Chronicles 29: 17-19, followed by a prayer.

GOALS

The goals of this session are to teach students the following skills:

- Understand potential dangers around us.
- Understand the importance of maintaining physical, emotional, verbal and social media boundaries.
- Learn about accountability and integrity.

MATERIALS

- Seating arrangements
- Activity books for all the students
- Pens
- PowerPoint presentation, computer and presentation equipment.
- A Cookie for each small group of students (and always nice to have extra cookies) 😊
- A package of tape for each small group of students
- Bible
- Whiteboard with markers
- Large envelope for parent packet

PREPARATION

- **Print** this facilitator document to read out from as you teach. Go over the document once so that you are familiar with the materials. Note that instructions for you are in black and words to be read out to your child are colored.
- **Download** the PowerPoint
- **Download** and **duplicate** the Activity Book, one for each student.

- **Download and duplicate** the Parent Handout and **insert** them in the Parent Packets.

LESSON PLAN

A. Introduction

Have [Slide 1](#) open before students enter the classroom. Give each student a name-tag with their first name printed in large block letters.

Seat the students in groups of 3 to 5, each at a table.

Say:

Welcome to this session. The topic of today's session is Boundaries. To help us understand this, we will begin with a story.

Story

Once upon a time, a farmer had a flock of sheep. One of the sheep was very curious. He longed to be like the little birds in the sky. He could see a forest nearby and wanted to explore it. Everything looked so green, and the sheep thought the grass there would be tastier than on his farm.

One day, when no one was about, the sheep scampered close to the fence and wiggled through it. He was free at last! He ran as fast as he could to the forest. After grazing for a few minutes, a wolf attacked the sheep.

Luckily, a nearby hunter saved the little sheep and returned him to the security of his farm.

Sometimes, we may feel like that sheep – not liking the boundaries set for us. We want to feel free, and may think it could be better without limitations or restrictions. It is not easy to remember that these “fences” are protecting us from potential dangers.

B. Boundaries

Say:

What are some boundaries that you as 7th graders have?

Note:

Give a couple examples to the kids, and allow them to think and identify some boundaries in their own life that they can add to the list below

- Coming back home at a specific time.
- Not driving a car.

C. Dangers around us:

Say:

Just like the wolf, we also have dangers around us. In real life too, there may be people who would want to hurt us or injure us in some way. This is why we have limits on what we are supposed to do—to protect us from getting hurt.

Show a cookie to the class:

Say:

How strong do you think this cookie is? If I drop it from here, will it break?

Wait for answers

Drop the cookie and show it breaks when it is dropped.

Say:

Do you think you can create some kind of protection so that when this cookie is dropped, it doesn't break into pieces? I'm going to give each group a cookie and a tape, and I want to see what you can come up with in 5 minutes.

Give each group a cookie and some tape. Give the groups 5 minutes to create a protective pad around the cookie so that

it does not get smashed when it is dropped from a height of 4 ft.

At the end of 5 minutes, ask each team to “test” their cookie by dropping it from approximately 4 feet. After the drop, remove the padding and check the cookie to see if it was damaged. If any team was able to do it in a way that kept the cookie safe and undamaged, congratulate them.

Say:

What was your strategy?

Allow each team to explain their strategy

Say:

Each of you knew that creating a protective padding was important to keep the cookie safe when it fell. If the cookie had life, it might have felt that the padding was restrictive, hot, or uncomfortable, but you all know, that it was important for the cookie to have that padding around it.

The boundaries and safety rules that your parents have asked you to follow are like this padding around the cookie. They are important to help you stay safe.

[Click Slide 2](#)

D. Gates and Sidewalks

Say:

Let’s think about gates. When we were little, it was like being behind a closed gate. We couldn’t step on to the road even if we wanted to. In the same way, our parents always watched over us, always held our hand and never let us out of their sight.

[Click Slide 3](#)

Gates are quite different from Sidewalks. Sidewalks may be slightly up from the road or even just have separation from the street. We are expected to know where the sidewalk ends, and not walk into the “dangerous” road. In the same protective way, as we grow older, our parents expect us to know our boundaries, and not cross them.

E. Types of Boundaries

Say:

We are now going to look at types of boundaries that we have in our lives.

[Click Slide 4](#)

Physical boundaries

Physical boundaries are about your personal and physical spaces. It is about situations when someone tries to get too close to you or touch you in ways that make you uncomfortable.

It can also be related to allowing a stranger into a private space, like letting a stranger into your house, or getting into a car with someone by yourself. Going into a dark place with someone can also be crossing a physical boundary.

Say:

An important aspect of physical boundaries is to ensure that people respect areas of your body that are private. If someone touches private areas or your body or gets very close, move away and get help.

Activity:

Parents and adults in your life have already put some physical boundaries in place for you. You might have also learned

about some of them in previous safe environment classes. Please open your activity book to the page marked Physical Boundaries and write down about five physical boundaries or rules that help you remain physically safe and protected.

Say:

[Click Slide 5](#)

Emotional Boundaries

Our emotions are precious. Emotional boundaries are about not trusting everyone you meet, or how much information you share with them.

It is always good to be careful about trusting people or sharing too much information, because sometimes people only appear to be friends. Or they may be friends today but that could change later.

[Click Slide 6](#)

Verbal Boundaries:

Verbal boundaries relate to what we say to others and how we say it. It also refers to the language we use.

Say:

This means:

Not sharing our personal information with strangers or new friends. It also includes information regarding your family or friends. Personal information can always be misused and should not be shared. Be sure to discuss with your parents who you should and should not share information with.

Not using mean/hurtful or bad language. This could reflect on your character or your parents. It can be humiliating and insulting when someone uses this kind of language.

Not spreading rumors. Spreading rumors is cruel and hurtful. Most times, rumors are not true and even if they are true, it is not okay to tell others.

1 Timothy 4: 12 (New American Bible Version)

¹²Don't let anyone look down on you because you are young, but set an example for the believers in speech, in conduct, in love, in faith and in purity.

Say:

Just like this verse from the bible, we need to be careful about what we speak, when we speak, who we are speaking to and where.

Can you give me an example of someone we should not give personal information to?

Say:

[Click Slide 7](#)

Social Media Boundaries:

These help us stay safe on social media networks.

Social media allows people to hide their true identities, making it very unsafe for children and young people like you. Therefore, it is better not to reveal private information about yourself, such as your email addresses, passwords, home addresses or phone numbers.

You should also make your social media account 'friends only,' and block people who you do not know, send you messages and pictures that are inappropriate or make you uncomfortable.

Here are 5 social media rules to remember:

- **Be Nice.** Be kind to people on social media.

- **Think Before You Post.** Think about what you are posting before you post. Once it goes out, it will never come back.
- **Think about Footprints.** Think about if you would like this content to be available to read when you are applying for college admissions, dating or your future boss looks you up on the internet.
- **Stay Private.** Use privacy settings on social media sites to prevent your posts from being seen by everyone. Also keep your passwords private.
- **Don't Friend Strangers.** Only connect with friends on social media.

Turn to your activity book and look at the page called Social Media Rules. Read each of the rules, and think- do I follow this rule? Score yourself on a grade of 1 to 5. If you have scored very low on any one of these points, talk to a responsible adult, and consider changing the way you use social media.

I would like you to work in groups on this next activity. You will see a story in your activity book. Read through it and try to identify the different boundaries that Jane ignored. Discuss and write down all her mistakes, or boundary violations in the space provided.

Story:

Jane was a teenager and just got her first phone. She did not want her parents to “watch” over what she was doing, so made sure that she hid her password from them and excluded them from all her networks. She made friends with people she saw on social media, and had private conversations with them. Jane shared her log-in account information with only her best friend. It was fun to see everyone’s photos and Jane posted all of hers online too.

Click Slide 8

F. Accountability

Being accountable for your actions or words means being able to give an account of your actions. This means being able to explain to an adult where you went, what you did or why you did it.

Say:

When we grow older, our parents remove the boundaries or the fences they used when we were little children, allowing us to be more independent. Then, they want us to tell them where we are going, who we are going with and what we are doing. This is called “being accountable.”

The best way to always remain safe and protected are to tell your parents about what is happening in your life, the new friends you are making both in real life and online, the activities you are engaged in, etc. It is also a good idea to let them have your passwords and monitor your social media account.

Story:

Jason made friends online with someone in his virtual game world. He was accountable and told his parents who watched over the relationship very carefully. When Jason’s new friend sent him a webcam, his parents became concerned (it is never a good idea to accept gifts without telling your parents).

Jason’s parents discovered that the “friend” was really an adult pretending to be the same age as Jason. They reported to the authorities and Jason remained safe.

- How many of you discuss your online friends and relationships, or just online conversations with your parents?
- With other responsible adults?

- With close friends?
- Why is it difficult for some of us to talk to parents or responsible adults about our friends and relationships?
- What are the risks of not talking to our parents?

Allow the kids to process that and think.

Ask:

Who are some responsible adults that you can be accountable to? Write their names down in your activity book on the page marked Accountability. When you go home today, tell these people that they are your Responsible Adults. Let them know about every new friendship or relationship. Let them know who you spend time with the most on your phone, on chats, and in real life. Let your parents know what you do, and where you go. Give them phone numbers and details about your friends so that they can contact you in case your own phone is not working. Give them passwords to your devices so that they can check on your online activity. Staying accountable and transparent to responsible adults can help you stay safe.

[Click Slide 9](#)

G. Integrity

Say:

Let us now look at another important word: Integrity. Behaving properly, no matter who is looking at us or where we are.

Very often, our parents or responsible adults are not watching over us, and we may be tempted to do the wrong thing and make bad choices. We have to remember that everywhere, God is watching over us and we are accountable to Him for all

our actions. Integrity means we always act the same way, always making good choices. So, in our text messages to our friends, have integrity. We should say the same thing we would say when we are in a group with others. We should remain within boundaries even when no one is looking.

Activity:

Ask:

- Why is integrity hard?
- Write your thoughts in your activity book on the page marked Integrity.

Say:

We all make mistakes. Your parents love you, and will always be happy to listen to you and guide you.

Click Slide 10

H. Bible Reading and Prayer

1 Chronicles 29:17-19

¹⁷ I know, my God, that you put hearts to the test and that you take pleasure in integrity. With a whole heart I have willingly given all these things, and now with joy I have seen your people here present also giving to you generously.

¹⁸ LORD, God of our ancestors Abraham, Isaac, and Israel, keep such thoughts in the hearts and minds of your people forever, and direct their hearts toward you.

¹⁹ Give to my son Solomon a wholehearted desire to keep your commandments, precepts, and statutes, that he may carry out all these plans and build the palace for which I have made preparation.”

Say:

God puts us to the test, which means He places us in difficult situations to see how firm we can remain in our integrity and in faith in Him and He takes pleasure and blesses us when we remain true to Him.

Shall we all pray?

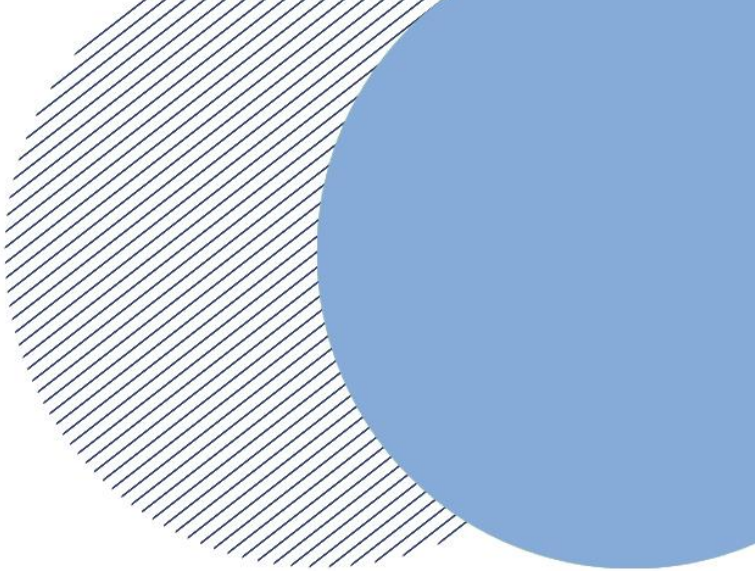
[Click Slide 11](#)

Prayer

Dear God, help us always remain true to you, and that we remember you in all we say, do and think. Be with us always as we go about our daily life that we are able to stay within safe boundaries. Help us to love and respect our parents and people in authority by being accountable and allowing them to guide us.

In your name we pray.

Amen.



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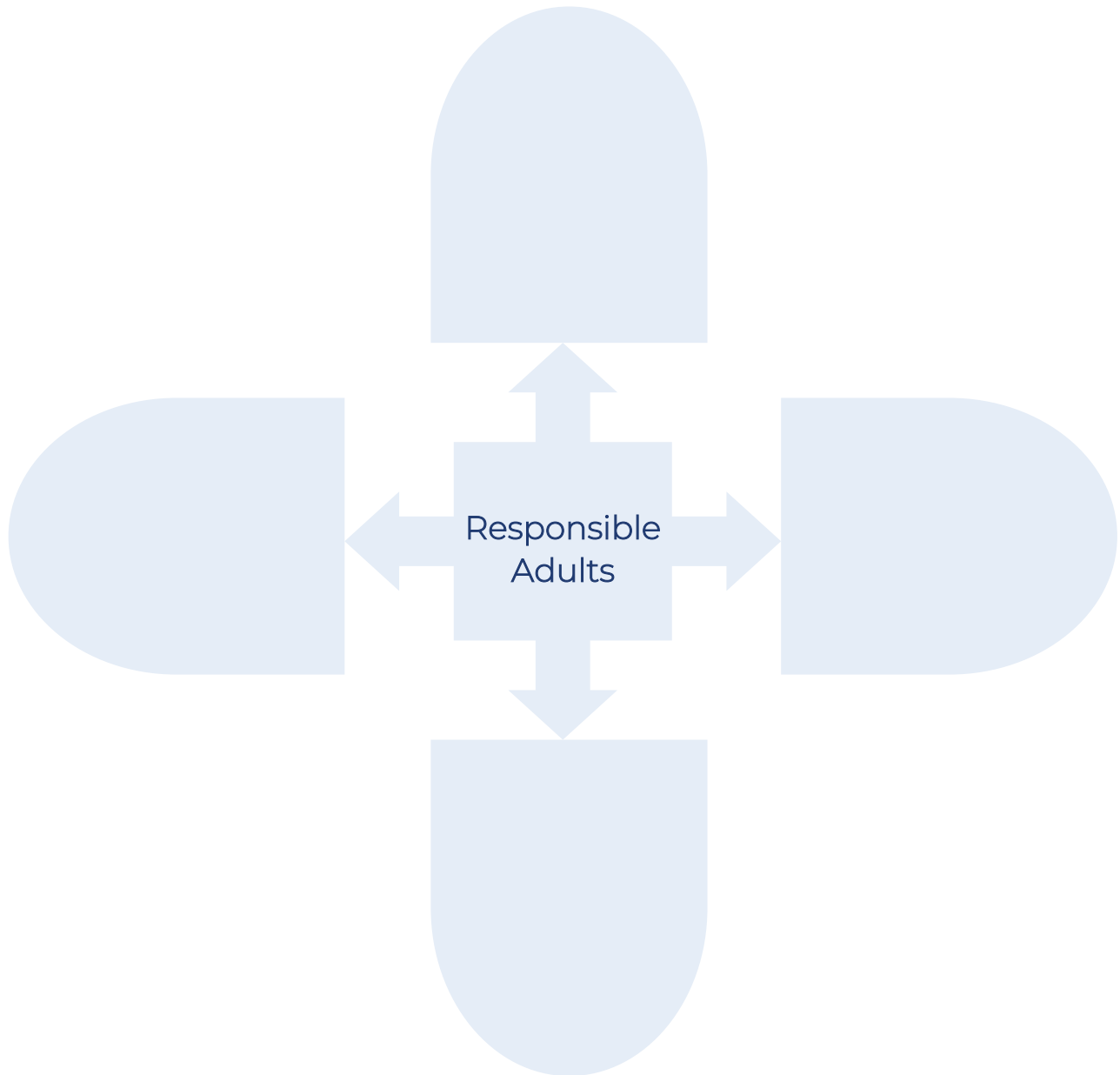
BOUNDARIES
Activity Book

Social Media Rules

Read each of the rules, and think- do I follow this rule?
Score yourself on a grade of 1 to 5.

	My Score
<p>Be Nice. Are you always kind to people on social media?</p>	
<p>Think Before you Post. Do you carefully consider every post before posting it, and think about the different ways people might interpret it?</p>	
<p>Think about Footprints. Do you consider that what you are posting will be available to read when you are applying for college admissions, dating or if your future boss looks you up on the internet?</p>	
<p>Stay Private. Do you use privacy settings on social media sites to prevent your posts from being seen by everyone? Do you keep your passwords private?</p>	
<p>Don't Friend Strangers. Do you only connect with friends on social media?</p>	

ACCOUNTABILITY



Bible Reading and Prayer

¹⁷ I know, my God, that you put hearts to the test and that you take pleasure in integrity. With a whole heart I have willingly given all these things, and now with joy I have seen your people here present also giving to you generously.

¹⁸ LORD, God of our ancestors Abraham, Isaac, and Israel, keep such thoughts in the hearts and minds of your people forever, and direct their hearts toward you.

¹⁹ Give to my son Solomon a wholehearted desire to keep your commandments, precepts, and statutes, that he may carry out all these plans and build the palace for which I have made preparation.”

1 Chronicles 29: 17-19

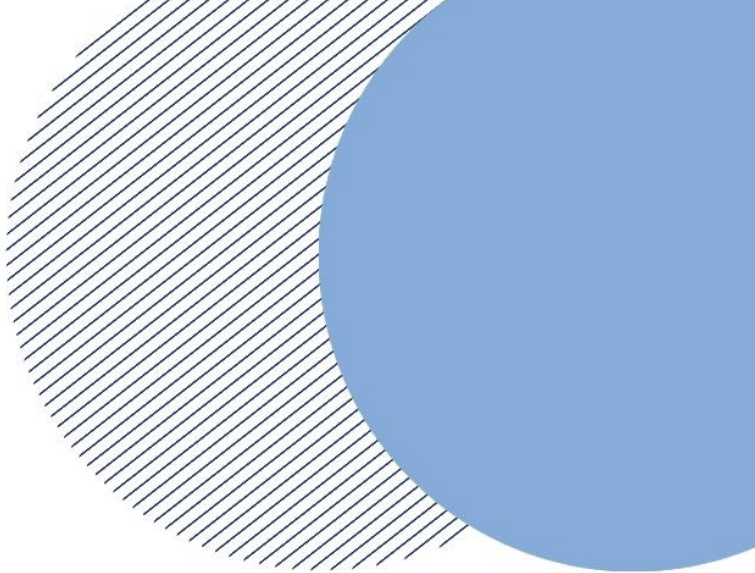
New American Bible (Revised Edition) (NABRE)

Prayer

Dear God, help us always remain true to you, and that we remember you in all we say, do and think. Be with us always as we go about our daily life that we are able to stay within safe boundaries. Help us to love and respect our parents and people in authority by being accountable and allowing them to guide us.

In your name we pray,

Amen.



GRADE 7 - CLASSROOM

COMPASS CHILD PROTECTION CHILDREN'S PROGRAM



BOUNDARIES
Parent Handout

BOUNDARIES

Grade 7 - PARENT FOLLOW-UP SESSION

with children who attended the parish/school session.

Instructions for the Parents

Your child attended a lesson on safe boundaries and accountability.

You are encouraged, sometime within the next week, to set aside 30 minutes for a discussion on this material with your child. This packet contains information to guide your conversation, as well as a step-by-step guide with suggestions.

Session Overview:

The teacher introduced how boundaries are important and keep us safe. As we grow older, we need to learn to understand what the boundaries are, and keep ourselves within them.

Physical, Emotional, Verbal and Social media boundaries related to safety were discussed.

The concept of accountability was introduced, and the teacher helped explain how accountability can help teens stay safe as they start doing things independently.

The concept of integrity was introduced, and the importance of living according to the values they were taught was emphasized

At the end of the session, the class read the Bible verse 1 Chronicles 29: 17-19, followed by a prayer.

Background Information for Parents:

As you prepare to lead your child through a conversation on staying safe, this background information is for you, not your children, to better understand the issues.

Child sexual abuse is a form of abuse that includes sexual activity with, or in front of, a minor. When a person engages in this way, they are committing a crime that can have lasting effects on the child. **A child cannot consent to any form of sexual activity.**

The following are forms of child sexual abuse:

- Sending obscene phone calls, text messages, images or other communication.
- Touching a child's private parts.
- Forcing or tricking a child to touch the private parts of an adult or another child.
- Having sex of any kind.
- Exposing oneself.
- Producing, owning, or sharing pornographic images of children.
- Trafficking children for sex.
- Engaging in any other sexual conduct that is harmful to a child's mental, emotional, or physical development.

Some behavioral signs in children that may indicate sexual abuse include sudden and intense fears, trauma, isolation from others, drastic disruptions in temperament and coping styles, hygiene changes (such as bedwetting, refusing to bathe or washing excessively), being over-protective of siblings, sleep problems or nightmares, inappropriate sexual knowledge, or behaviors beyond their years, or running away from home.

Most sexual abusers have a pre-existing relationship with their victims and/or families. Sexual abusers have gained access, authority, and often the trust of both the child and parent. They may involve themselves in a family's life as well as appear to do great things in the community – this is a way of being “hidden in plain sight” to gain access to children.

A process—often called “grooming”—is a way that abusers break down a child or young person's physical, emotional, and behavioral boundaries while, at the same time, damaging their relationships with adults, their spiritual life, their values, and their sense of self. Make sure to know who is in your child's life, both children and adults. As part of a grooming process, potential abusers (also called predators) might give presents to or offer favors for children.

Grooming bribes or “guilt gifts” might include unexplained clothing, cash, jewelry, phones or trips. Parents should **know the source of any gifts and treats their child receives**. Children and teens should ask their parents before accepting ANY gifts.

Abusers use grooming tactics with parents and caregivers, too. Predators may be eager to babysit; they may offer “a shoulder to cry on” or financial help. They may pose as the wise counselor with sage advice (what a stressed parent often needs) or the go-to neighbor with exciting “treats” or offer to take a child on a family trip with them (things a lower-income parent may not be able to provide). These intentional behaviors are designed to trick the parent into trusting their child with the predator.

A predator's boundary violations may become so entrenched into daily life that adults fail to recognize it. The people in a child's life become convinced that the predator's inappropriate behavior is

safe. If a child says that they have been abused, believe them—even if you think it's impossible.

It is common for children who are victims of abuse, including neglect, to blame themselves and believe a situation is their fault. Furthermore, this message may be reinforced by the person who is abusing them. It is our responsibility as their parents to let them know that it's NOT THE CHILD'S FAULT, they did NOT do anything wrong. This should be continuously reinforced—don't just say it one time and think that's enough. For kids to believe it, we have to say it over and over.

One of the most important ways we can keep our children safe is to have open and courageous communication. Encourage them to come to you when they are confused about anything or have questions. Clearly teaching the names of private body parts, enables a child to share with you accurately when they suspect abuse happening to a friend, or even to themselves.

Build strong communication bridges with your children so that when they have to talk about something heavy or hard, they are able to bring it to you with greater ease. For example, your child may step forward and share about a mistake they made, something a friend did, or an unjust situation. Your reaction to these situations determines their level of comfort in continuing to bring such things your way.

When your child does come to you, avoid reacting emotionally, and be supportive. Assure them that you love them and you will help them find a solution.

PARENT-CHILD DISCUSSION

A. Boundaries

In class, your teacher talked about boundaries. What are some boundaries that we, as parents, have asked you to follow?

Work with your child to make a list of safety rules, boundaries or expectations that you have in place in your home.

Ask:

Which of these do you find easy to follow? Which of these do you find difficult? Are there any that you do not follow? Are there any that you do not want to follow?

Talk about the different safety rules and boundaries specifically. Be open and strategize together ways that give your child the space and freedom they need, along with giving them structure and boundaries to follow. For some things you may be able to let your child know a particular age when they would be allowed to do that. Or, you can say that based on the way they follow the current boundaries, they would be given permission to do that.

B. Accountability

Talk about the word accountability. In the class the teacher explained that letting others know what they are doing, where they are going, and being transparent with few responsible adults, can help them stay safe.

Talk about people that they think they can stay accountable to. Here are some areas of accountability you can discuss with your child:

- Letting your parents have complete access to all mobile devices, apps, games, computers at all times. Parents must know all passwords and login information for all of these.
- Letting your parents know where you are at all times.
- Sharing information about friends and other relationships with parents.
- Talking to parents about uncomfortable relationships or situations.

C. Social Media Rules

Look at the activity book, at the page Social Media rules. Discuss any of the points where your child has scored low. Talk about changes in social media behavior so that they can stay safe while using the internet.

If your child has a social media account, ask them to view their activity over the past one week and assess it in light of the rules. It will help them see what they tend to do in social media, and will help them learn to use it carefully in the future.

D. End with prayer.

End with a time of prayer, asking God to help them stay safe, be accountable and make good choices.

Boundaries

Grade 7 - Classroom Session

Your feedback is valued!

We hope that the materials were helpful in facilitating discussions with your children on these sensitive issues. Please answer the following questions to help us improve and update the curriculum.

1. What were the topics that were most helpful to both you and your child? How has it helped you?

2. On a scale of 1 (low) to 5 (high), please rate the following:

	1	2	3	4	5
Usefulness of the material for discussions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of information in the curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Real life application	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. How can we make this curriculum more useful to you?

4. Did you face any difficulties while discussing the topics? If so, please describe.

5. Would you recommend this to other parents? Why or why not?