



Safe Boundaries

Lesson 4

LESSON AIMS

- Everyone understands the difference between secrets and surprises.
- Everyone understands that their body is their own and they should have body boundaries.
- Everyone knows that they can say “no” to others seeing, touching, or taking pictures or videos of their body.

LESSON OUTLINE

1. **Welcome and Theme Song:** Use this time to discuss behaviour expectations during Shine meetings.
2. **Hidden In Plain Sight:** An activity shows the difference between a surprise and a secret.
3. **Head and Shoulders:** A game that introduces the idea of protecting our bodies
4. **Private and Public Parts:** A small group discussion to help students understand the difference between private and public, and the need to protect our body and our right to say no to others.
5. Skit: **A Secret Surprise Birthday:** Lil and Bill review secrets and surprises.
6. **Dare to be a Daniel:** A Bible application ending to reinforce the need to communicate safely when asked to do something that makes us uncomfortable.
7. **Closing Prayer.**

MATERIALS NEEDED

- ☐ A small rubber duck or photo of a duck, or another small, interesting object
- ☐ A pylon
- ☐ A piece of poster board for each small group
- ☐ A couple of markers for each small group
- ☐ A *Happy Birthday* badge
- ☐ A *Respect and Protect* card for each student from pages 7 and 8
- ☐ A supply of colourful markers for sharing

Welcome and Theme Song

Welcome your students back. Feel free to ask a few questions about how their week is and how they put what they learned into practice. (See **Shine Introduction** page 5 for theme song.)

Hidden In Plain Sight

Materials Needed: A small rubber duck or photo of a rubber duck. (Or another small, interesting object.)

Do: Before students arrive place your rubber duck somewhere in your meeting room in plain sight. (Do not underneath or behind something—students should be able to see it.) After you have greeted your students, ask them if they notice anything different about your meeting space. Allow them to share their ideas until someone notices the duck.

Discussion Questions:

1. Was it surprising that it took us a few minutes to notice the duck?
2. Have you ever had a surprise? (Did anything here at camp or [name of program] surprise you?) How did it make you feel?

Share: Our duck was not in a secret hiding place. He was right here in plain sight which was a surprise to us. Surprises are something unexpected that usually are meant to make us happy. People could give us a gift, make our favourite food, visit when we weren't expecting or maybe even making the team could be a surprise. We can tell our friends and family when we get a surprise. Secrets, however, are different. They are something that no one else is allowed to know, and that can make us feel uncomfortable. Having a secret is not safe. When someone asks you to keep a secret, especially one that makes you uncomfortable, you need to go and tell your trusted adult.

Discussion Question:

1. Who remembers their five trusted adults? Look at your fingers and see if you can say their names to yourself.

Head and Shoulders

Materials Needed: A pylon

Do: Have your students stand in a circle with the pylon in the middle of the circle. Let them know that you are going to play a game of Head and Shoulders, and it requires them to listen and respond quickly. Give clear instructions that when you call out a body part, they are to touch that part on their own body, but if you call out "pylon" they are to race to the middle and try to be the first to grab the pylon. As you play the game call out public body parts such as head, shoulder, face, knee, back, neck, hands, elbows, ankle, toes, nose, etc., be sure to call out "pylon" and allow students to race to be first to grab it. (Do not use body parts like mouth, bum, or chest.)

Share: Wow! We've got some fast-moving people here. In your rush to win, did any of you bang your knees, heads, or your body as you raced for the pylon? What are ways that we protect our heads if we play on a sports team? (*Encourage responses such as helmets or goalie masks.*) How about our skin, how do we protect it? (*Encourage responses such as sunscreen, clothing, bathing.*) What about our ears? (*Encourage responses such as earmuffs or hats in the cold, not listening to music too loudly.*)

All our body parts deserve to be respected and protected. Respect and Protect. Can you say it with me? *(Have the students chant "Respect and Protect!" with you a couple of times.)*

Do: Divide your students into small groups, with each group representing one of the following body parts: heads, shoulders, knees, and toes. Send them to their corners with their small group leaders.

Public and Private Parts

Materials Needed: A poster board, divided into four sections, and a set of markers for each small group.

Do: Divide your students into their small groups.

Share: We've talked about ways that we can protect our body parts. A helmet to protect our head when playing a sport, turning down music when using headphones to protect our ears, and using sunscreen to protect our skin when outside. We also protect our body by knowing the difference between what is public and what is private.

Let's start by thinking about public spaces and private spaces. *(Write "public spaces" in top left corner and "private spaces" in top right corner of the poster board.)* Let's see if we can think of public and private spaces. Where do you find public spaces? *(Encourage responses and write them on your poster board. Responses should include shared areas at home like the kitchen or living room, places anyone can go to, such as a park, school, swimming pools, store, sidewalks.)*

Where do we find private spaces? *(Encourage students to share their ideas. Write their responses under Private Spaces on the top right corner of your poster board. Responses should include places such as a bedroom, bathroom, change rooms with doors, their home, a place where they expect privacy.)* *(Remind students that when at a public pool they should use the private change rooms or stalls to change their clothes as a way of keeping their privates private.)*

Did you know our bodies also have public parts and private parts? *(Write "public parts" in lower left section and "private parts" write in lower right section of poster board.)* I want you to think for a minute. what parts of our body are public parts? *(Encourage students to suggest ideas such as body parts that don't need to be covered when we are in public spaces such as arms, hands, legs, and feet. Write their responses in the bottom left section of the poster board.)*

What parts of your body are private? Can you give me some suggestions to write on our chart? *(Encourage students to respond with ideas such as mouth, genitals, breasts, buttocks area of the body. Write these in the bottom right section of the poster board.)* Thank you for sharing those ideas.

Some parts of our bodies are private and should always be kept private. That means we need to keep them covered. One way to remember to remember what parts of our bodies should be kept private is any area covered by a bathing suit is private. Our mouths don't need to be covered, but they are also private. Private parts should never be shown or touched by others without our permission or consent. The public parts of our bodies also require consent before anyone can touch them. Your body—both the private and public parts—is yours. You have the right to say "no" to someone touching, looking, or taking photos or videos of any part of your body. Always remember pictures should never be taken of our private parts, but our public parts are up to us and our trusted adults. Strangers should never take our pictures—not even our public parts.

If anyone wants to look at, touch or take pictures of your body, tell them no and stop. Then run and tell a trusted adult what happened. Doing this protects your body. Remember our chant "Respect and Protect"! You can respect and protect your body by keeping private parts private, saying no, and telling a trusted adult what has happened.

Discussion Questions:

1. How does it make you feel to know you can say "no" to someone who makes you feel uncomfortable?
2. What are some ways you can say no to someone who wants to take a picture of or look at your private parts?
3. What should you do if an adult touches your private parts and tells you to keep it a secret?
4. Can you remember who your trusted adults are?

Do: Return to Large Group area.

Skit: A Secret Surprise Birthday

Bill is a nervous/anxious type of person, and it's his birthday. Bill can wear a birthday badge or party hat. He is nervously sneaking into the room, walking around corners, making nervous noises, and maybe even screaming every now and then.

Lil sees Bill acting strangely and taps him on the shoulder, which causes him to scream from fright.

Lil: Why are you creeping around so strangely Bill? And looking so stressed and worried?

Bill: It's my birthday today!

Lil: Oh, Happy Birthday Bill! Wait, I thought you liked your birthday?

Bill: I DO! I mean, I DID! Until I developed my fear of surprise Birthday parties... I mean, can you imagine that at any moment an entire group of people could jump out of nowhere and try to give you the shock of your life?!

Lil: Bill, surprises are a way people show love and kindness, and that they are thinking of you. If you do have a surprise birthday party today, I'm sure it's because people want to make you feel special, not terrified! It might be shocking in the moment, but it's nothing to fear. Secrets, on the other hand, can be a problem.

Bill: Oh, but I LOVE secrets: knowing things no one else does. It's exciting!

Lil: It might seem exciting, but secrets can really hurt people. Do you know that keeping a secret got me into big trouble this year!

Bill: What do you mean? How could a secret get you in trouble?

Lil: Well, I was volunteering at my school lunch program with my best friend Sarah. One day when we were leaving, I noticed she took two chocolate milks and put them in her school bag. I thought that was kind of weird, but didn't think much of it, so I asked her about it. She told me not to tell anyone and

that it could be our secret. Well, after about a month, whoever keeps track of the chocolate milk noticed something was wrong. They asked all the volunteers, and I lied to keep my friend's secret. Well, they had security cameras and figured out quickly who was stealing, and that I didn't do anything to stop her. Now, we're not allowed to volunteer, and we had two weeks of detention!

Bill: Yeah, I guess keeping secrets is not so great after all, especially when it means you become dishonest.

Lil: Yeah, when people ask you to keep secrets, sometimes it's a trap to make sure others don't find out something wrong is going on. That's why now when someone asks me to keep a secret, I just tell them I can't, because secrets aren't safe. But Bill surprises can be safe, but I'll stick with you just in case.

Bill: Thanks Lil, that would make me feel better.

Share: Well, if we see Bill around today, we'll have to make sure we surprise him with a "Happy Birthday." I want each of us to remember that surprises are a way of making someone feel special, but secrets can make us uncomfortable and can be dangerous. I also want us to remember that parts of our body are private, and others are public, but we have the right to say no to others touching, looking at, or taking pictures or video of our bodies. Who remembers today's chant? Can you say it with me? "Respect and Protect".

Dare to Be a Daniel

Materials Needed: A printed and cut-out *Respect and Protect* shield card from pages 7 and 8 for each student and a set of colourful markers to share. Be sure to print shield card front and back.

Share: Daniel, chapter 1 of the Bible, describes four young friends taken captive in Babylon: Daniel, Shadrach, Meshach, and Abednego. They were placed under the care of Ashpenaz, who was to teach them the way of life of the Babylonians and prepare them to become servants of King Nebuchadnezzar.

Ashpenaz was to feed them certain food and drink. Daniel and his friends did not want to be defiled or made "unclean" by this food. The friends prayed and talked to God about what they should do. Daniel went to Ashpenaz and asked for permission to not eat this food and drink.

Ashpenaz was worried he would be in trouble if Daniel and his friends didn't remain healthy. So, Daniel spoke up again and suggested Ashpenaz test them for ten days, letting them eat only vegetables and drink water, and then comparing them to the other captives.

Ashpenaz agreed, and at the end of the ten days, Daniel and his friends looked healthier and better nourished than the other young captives. When Ashpenaz presented Daniel and his friends to the king after their training, the king found no others equal to them. When the king questioned them about wisdom and understanding they knew ten times more than the other men!

Daniel and his friends were brave in a difficult situation. They stopped, talked, and listened to God, and bravely spoke up for themselves. Daniel and his friends had respect and protected their bodies.

There may be times when we are faced with a difficult decision. Someone may ask us to keep a harmful secret or want to take pictures of our private parts. But we, like Daniel, have the right to say no and to seek the help of a trusted adult. Like Daniel we can respect and protect our bodies too! Let's try our chant one more time. Say it with me, "Respect and Protect"!

Do: Show shield card to the students. Give each a card and a marker. (If time allows encourage students to add colour to their shields.)

Share: You each have a *Respect and Protect* shield. I want us to write down the following key things we can do to safely communicate with others about how we will respect and protect our bodies. Let's write the following on our shield:

1. I choose what happens to my body.
2. I can say "NO" to others.
3. I will keep surprises but not secrets.
4. I will turn and run when uncomfortable.
5. I will tell my trusted adult about how I feel.

Closing Prayer

End your time together with a prayer thanking God for our amazing bodies, both the private and public parts. Ask for His help to protect our bodies by saying "NO," to keep our private parts private, and to remind us that we can always talk to our trusted adults and God about difficult situations we may be facing.

PARENT/GUARDIAN EMAIL

Consider sending a note like the following to your parents/guardians, letting them know what was discussed during this lesson and providing them with the dialogue questions to start conversations at home.

Sample Email: Today, we talked about how secrets can make us feel uncomfortable, but surprises are fun part of life. We also talked about protecting our boundaries and the difference between private and public body parts and places. Lastly, we learned to say "no" to others who want to touch, take photos or videos, or who ask us for photos of videos of our bodies.

Here are a couple conversation starters you can use at home:

1. What is the difference between a secret and a surprise?
2. How did Daniel and his friends protect their bodies?



SA JUSTICE
CANADA & BERMUDA
MODERN SLAVERY AND
HUMAN TRAFFICKING RESPONSE



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