

Understanding Boundaries

A Lesson Plan from *Rights, Respect, Responsibility: A K-12 Curriculum*
Fostering responsibility by respecting young people's rights to honest sexuality education.

NSES ALIGNMENT:

Students will be able to:

HR.8.IC.2 – Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others.

PS.8.CC.3 – Explain that no one has the right to touch anyone else in a sexual manner if they do not want to be touched.

PS.8.CC.4 – Explain why a person who has been raped or sexually assaulted is not at fault.

TARGET GRADE:

Grade 6 – Lesson 9

TIME: 50 Minutes

MATERIALS NEEDED:

- White board and markers
- "Setting and Respecting Boundaries" worksheet (one per group of 3 students)
- *Student Support* bookmarks and cards (one per student)
- **Homework:** "What's Your Advice?" (one per student)

ADVANCE PREPARATION FOR LESSON:

- Have the *Student Support* bookmarks and cards (the cards are intended to fold in half) available for students. The various styles contain the same information and the link to the website that contains numerous health resources for students.

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Define what a boundary is, with an emphasis on personal boundaries. [Knowledge]
2. Demonstrate how to be clear about one's own and show respect for others' boundaries. [Knowledge]
3. Demonstrate an understanding that no one has the right to violate someone else's boundaries, and that doing so may be against the law, as in the case of sexual harassment and assault. [Knowledge]
4. Name at least one resource that can provide information on where to report sexual assault or rape. [Knowledge]

Note to the Teacher: *The topic of this class can sometimes lead to a student discussing abuse or assault they have experienced or that someone else in the class or school has experienced. If a student were to share an example during class, you will have to take action according to your school's policies and state law. Please see our Teacher Background materials about how to manage this in the classroom were it to happen.*

A NOTE ABOUT LANGUAGE:

Language is really important and we've intentionally been very careful about our language throughout this curriculum. You may notice language throughout the curriculum that seems less familiar - using the pronoun "they" instead of "her" or "him," using gender neutral names in scenarios and role-plays and referring to "someone with a vulva" vs. a girl or woman. This is intended to make the curriculum inclusive of all genders and gender identities. You will need to determine for yourself how much and how often you can do this in your own school and classroom and should make adjustments accordingly.

PROCEDURE:

STEP 1: Ask the class whether they've ever heard the term "boundary" before. After they have responded, explain that a boundary is a limit placed on something. It can be an actual physical boundary –

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like if one were to come upon a sign that read, “Do Not Enter,” or a rule about how society works, like the law that says people can’t drive cars or vote until they’re a particular age.

Explain that today’s lesson is going to focus on personal boundaries. These are the boundaries we set for ourselves relating to what we are and are not comfortable with. Ask whether any students can provide examples of when people might set personal boundaries? Probe for: physical contact (hugging, kissing); keeping your personal space around you/not being crowded; language (when people use language that others find offensive, which also violates a boundary); when someone uses or borrows your stuff without asking, etc.

Ask the students to provide an example of a physical boundary they have. Then ask whether anyone has ever had someone not respect their physical boundaries and how that felt. Finally, ask whether anyone is willing to share a time when they did not respect someone else’s boundary. If they give an example, ask them to describe why they did that, how they knew they’d gone over that boundary, and what the other person did in response. If no one has or is willing to provide an example, talk about when an adult family member expects a hug or a kiss and you don’t feel like hugging or kissing that person yet are expected to. Another example is a younger person being told they need to share their stuff with a younger sibling when they don’t want to. (10 minutes)

STEP 2: Explain, from the examples given, that clearly people don’t like it when they have a boundary and someone else doesn’t respect that boundary. Tell the students that as they get older and end up having a romantic partner, the issue of boundaries might have to do with sexuality, which can sometimes make setting boundaries more sensitive to discuss.

Break the class into groups of 3. Tell them you are going to give them a worksheet with some scenarios on them. Ask them to complete the sheets in their groups. Distribute one sheet per triad, telling them they will have about 10 minutes in which to complete them. (15 minutes)

STEP 3: After about ten minutes of working, ask for the class’ attention and ask a volunteer to read the first example. Ask different groups to share what they thought about how each person in the scenario responded, as well as what they could have done differently. As students respond, write key words on the board to reinforce effective communication about boundaries. Examples of these might include: “be clear,” “stop when someone says no,” “be direct but try not to be mean about it,” etc.

Have another student read the second example aloud and ask for volunteers to share their responses to the two questions. If they refer to something already written on the board, write a check mark next to that term/phrase; if they contribute something new, add it to the list. Continue in this fashion with the third scenario. (15 minutes)

Note to the Teacher: *Depending on your class, you may wish to have students actually role play these scenarios at the front of the class so they can see these suggestions in action to determine what was most useful or helpful and why.*

STEP 4: Ask the students to look at what’s on the board and describe what themes or lessons they notice in what’s written, probing for the importance of knowing and being clear about what your boundaries are, and of finding out what someone else’s boundaries are and respecting them, even if they were to change.

Say, “As you see from these scenarios, sometimes communication boundaries need to be set and sometimes physical boundaries need to be set.”

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Ask the students whether they have ever heard the term "sexual harassment" before. Probe for, "it is when someone says/texts/does something sexual to another person that the other person does not want to hear/receive/have done to them." Explain that sexual harassment can occur in many forms, such as comments, jokes, pictures, electronic communication, gestures, or pressuring someone for dates or sexual activity.

Tell students, **"Sexual harassment can be intentional or unintentional. The main point is that if the person being sexually harassed tells the harasser to stop – even once – and the harassment continues, then sexual harassment has occurred. Since sexual harassment is prohibited by law, tell an adult at the school or another trusted adult immediately so that this behavior can be stopped."**

Next, ask the students whether they have ever heard the terms "rape" or "sexual assault" before, and if so, what they understand these terms to mean. Probe for, "it is when someone forces another person to do something sexual that they don't want to do." Explain that rape usually involves some kind of forced sexual intercourse – vaginal, oral, or anal – but that if a person does other sexual things to another person who didn't want to do those things, it's considered sexual assault or abuse and is just as wrong as rape.

Explain, **"Rape and sexual assault are extremely serious because they can hurt someone physically and emotionally. They are not just wrong, they are crimes. So if you aren't sure what another person's boundaries are – or, like Jamie, push it a bit to see if the other person will change their mind – you may end up committing a crime. This is another reason why clear communication is so important – if you're not sure how someone else is feeling or what they want to do sexually, just ask. Make sure an audible, clear, and enthusiastic 'YES' is heard from the other person before continuing. This is called 'affirmative consent.'**

And if you don't like what you're doing sexually with another person, say you want to stop – and then stop. The other person should stop at this point as well, even if you changed your mind. It is your right to change your mind and communicate this decision to your partner. If the other person does not stop and continues to touch you sexually, then that is sexual assault."

Finally, tell the class, **"The most important message I want you to know is that the person who doesn't respect boundaries – the person who pushes it or assaults or rapes another person – is always responsible for what happens. If you're about to be involved in a sexual situation, make sure both partners clearly say 'YES' before beginning. If someone says 'NO,' you need to stop what you're doing. If you don't like what someone is doing, you need to say 'NO' really clearly.**

If someone does sexually assault or rape another person, it is never the fault of the person who has been assaulted or raped. The abuser or rapist is always in the wrong – it doesn't matter what the person who was raped was wearing, or whether they knew each other, were a couple, or had done something sexual together before. NO means NO – every single time. Even if someone is silent, they have not given consent. A person must clearly and on their own say 'YES' before consent is given." (7 minutes)

STEP 5: Take the bookmarks and cards with the *Student Support* website on them and begin to walk around the room, giving one to each student. As you walk, say, **"It's always best if you can talk with a parent/caregiver about something serious that's happened to**

you or someone you know. You can also always talk with another trusted adult, like someone here at school. But sometimes, people – both kids and adults – find it really hard to talk about sexual assault to someone they know. That’s why there’s this website with several resources on it that you can access by going online. In the 'Crisis Support Section' there are several sexual assault and abuse organizations listed that have 24-hour hotlines and chatlines, which can offer comfort and advice to anyone who is a victim of sexual assault. In the end, it doesn’t matter who you talk with about this – what matters is that you tell someone so that it stops and so that person can’t do it to anyone else.”

Distribute the homework sheet, “*What’s Your Advice?*” and ask them to complete it and bring it to the next class. (3 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The small group activity will help the teacher assess Learning Objectives 1 and 2. Learning Objective 3 will be assessed by observation during the last discussion. The homework will provide an opportunity to assess individual understanding as they relate to Learning Objectives 2 and 3. The Student Support bookmark or card addresses Learning Objective 4.

HOMEWORK:

“*What's Your Advice?*” homework sheet in which two different scenarios are given. The students respond directly to the situations described and then discuss their ideas with a parent or caregiver.

SETTING AND RESPECTING BOUNDARIES

Worksheet

Name: _____ Date: _____

Instructions: Please read each example and discuss in your groups how you think the characters should handle each situation. Elect one person to be the writer and have that person record your answers in the space provided.

1. A student often tells dirty jokes in front of other students. Some of the students ask him to stop, but he doesn't. He tells them they don't have a sense of humor and continues.

What should the student who is telling the jokes do? Why?

What should the students do who asked him to stop? Why?

2. Rosa and Daniel are one of the first romantic couples in 6th grade. Rosa loves that everyone knows they're a couple and always holds Daniel's hand in the hallway or puts her arm around Daniel. Daniel really likes Rosa, but has never been a really physical person and doesn't like the public touching. The next time Rosa sees Daniel at school, she wraps her arm around Daniel's waist, gives a gentle squeeze and says, "Hi!" Embarrassed, Daniel says, "You don't have to do that every time we see each other." Rosa pulls back immediately, says "fine," and walks away.

How do you think Daniel handled this? What could/should Daniel have done differently?

How do you think Rosa handled this? What could/should Rosa have done differently?

3. Jamie and Jordan spend a lot of time together now that they're a couple. When they find some private time alone, they like to kiss a lot. Jamie really wants to do something more, and so the next time they're alone together, Jamie tries to pull Jordan's shirt up and reach for one of her breasts. She pulls it back down and says, "No," but keeps kissing Jamie. Jamie tries again, and she says, "Jamie, no." Jamie remembers seeing in a movie that if you keep trying, sometimes the other person gives in – so Jamie tries again. Jordan pushes Jamie off, stops kissing, says "I'm going home," and leaves.

How do you think Jamie handled this? What could/should Jamie have done differently?

How do you think Jordan handled this? What could/should Jordan have done differently?

What's Your Advice? Homework (6-9)

Name: _____ Date: _____

Instructions: Read each of the situations described below. Then write down what you think the best advice is for the people seeking your help.

1. A friend comes to you and says they really needs to talk to you about something. They say that someone you both know at school cornered them in the bathroom when no one else was there and touched them between their legs, saying, "I know you want it." What would you tell your friend to do?

2. A guy you know has a girl who really likes him – she's all over him at school, but he's less interested in her. He doesn't want to hurt her feelings, so he doesn't say anything directly to her, but he really doesn't like her like that. He comes to you because she said if he doesn't make out with her, she's going to tell everyone he's gay. What would you tell him to do?

3. Discuss your responses to the scenarios above with a parent or caregiver and ask if they have any other advice that you could offer your friends. Record their ideas below.