

# MY BOUNDARIES: TALK AND TRUST Lesson 7

DIFFERING ABILITIES

## LEARNER OUTCOME

Identify topics and activities that are safe and appropriate in various settings and with different individuals and groups of people, understand how social and emotional boundaries influence communication with others.



### MATERIALS:

1. CARDS 1: Appropriate Topics
2. CARDS 2: Appropriate Activities
3. HANDOUT 1: Boundaries Circle Chart
4. HANDOUT 2: Boundaries Circle Chart - Example
5. HANDOUT 3: Visiting The Doctor



### INTRODUCTION:

Learning about personal boundaries helps children and teens develop a sense of individual responsibility and control. Developing a sense of personal autonomy and respect for self and others leads to increased self-esteem.<sup>1</sup> In this lesson students will learn about the social and emotional boundaries that surround communicating with others. This lesson follows Lesson 6: MY BOUNDARIES – PERSONAL SPACE AND TOUCH. It is highly recommended that Lesson 6 be completed first to provide a foundation for understanding the different social and emotional boundaries discussed in this lesson.



Some students with differing abilities experience problems navigating social situations. Knowing what to say, to whom and when to say it can be challenging. Students can be placed in unsafe situations by giving too much information or talking about inappropriate topics. Providing lots of time to practice social skills needed for healthy boundaries will give students the opportunity to learn in a safe space. Use examples that you know arise within your class e.g., you may have students who “over-share” personal information and need to be regularly reminded not to share that topic of conversation.



## APPROACHES/STRATEGIES:

### A. GROUND RULES

Ensure ground rules are established before starting your classes. For classes that have already established ground rules, quickly reviewing them can promote a successful lesson.

### B. STAND UP

1. Ask your students to stand up (or raise their hand if they cannot stand up) if:
  - a. They had breakfast this morning.
  - b. They rode the school bus to school today.
  - c. They brushed their teeth this morning.
  - d. They hugged their mom, dad or guardian today.
  - e. They had a good dream last night.
  - f. They listened to their favourite music today.

Most of your students will stand up to these statements. Explain that these topics are safe/appropriate topics. Let your students know that some of the things they did today should only be shared with people they are close to. They will learn more about topics and activities that they can share and should not share with certain people



Sexual health education occurs most effectively in a classroom where there is a mutual feeling of trust, safety and comfort. Having Ground Rules in place can be a very successful way to facilitate a positive classroom environment. Click [here](#) for more information on how to set up ground rules.

## C. COMMUNICATING WITH YOUR ACQUAINTANCES

1. Write the following headings on the board, “**Safe / Appropriate**” and “**Unsafe / Inappropriate.**”
2. Distribute Cards 1: **Appropriate Topics** one to each student or hold the cards up for discussion. It may be best to laminate the cards for future use.
3. Ask your students if the card they have is a safe topic to talk to an acquaintance with or an unsafe topic to talk to an acquaintance with.
4. Be sure that your students understand what the term acquaintance means – not family or close friends, usually people you know by name and are familiar to you.
5. Have your students place their cards under the appropriate heading.
6. Discuss the dangers of sharing “private” information when using social media. If your students go online e.g., using games, chat rooms or Facebook, what can they discuss and/or post safely and what should they not discuss?



Technology and the use of social media can open up an exciting world but can also present boundary issues for children and teens. There can be a sense that information shared is private when in fact the information is much more available and public. Take time to remind students of the rules about online safety. How do you know if the person you are playing a multi-player computer game with is a safe person to interact with? For more information see <http://www.thedoorthatsnotlocked.ca/app/en/teacher>

### LIST OF CONVERSATIONAL TOPICS ON CARDS

The weather	Outer clothes	Underwear
The other person’s Zipper is unzipped	Your family arguments	Your teacher
People you don’t like	People you like	Books
Your address	Food	Your phone number
Someone’s menstrual period	Homework	Pets
Your religion	Music	Restaurants
Anyone’s private body parts	Being sick	Movies
	Your email address	

## D. ACTIVITIES WITH YOUR ACQUAINTANCES

1. Write the following headings on the board, “**Safe / Appropriate**” and “**Unsafe / Inappropriate.**”
2. Distribute Cards 2: **Appropriate Activities** one to each student. It may be best to laminate the cards for future use.
3. Ask your students if the card they have is a safe activity to do with an acquaintance or an unsafe activity to do with an acquaintance.
4. Have your students place their cards under the appropriate heading.
5. Discuss your students’ responses, giving examples and feedback. You may have to redirect your students to a more acceptable answer.

LIST OF ACTIVITIES		
Going for a walk	Sitting close to the other person	Holding hands
Short kiss on the lips	Short kiss on the cheek	Receiving a back rub
Dancing with the other person	Being tickled	Getting dressed or undressed
Showing your underwear	Sharing the bathroom	Smiling at the other person
Hugging or being hugged	Starting a conversation	Answering questions
Eating lunch	Joking with the other person	Shaking hands



It is highly recommended that teachers work through Lesson 6: MY BOUNDARIES – PERSONAL SPACE AND TOUCH before moving on to the following activities. Learning about personal space and touch will give your students the foundation skills they need before tackling the more complex concepts of social and emotional boundaries.

## E. MY PERSONAL BOUNDARIES <sup>1</sup>

Review personal boundaries with your students using the **Boundaries Circle Chart** handout discussed in Lesson 6.

1. The **Private Purple Circle** is the inner most circle. It includes only one person, oneself. It recognizes that the student is the most important person in their world. No one can touch the student unless they want to be touched. It conveys the uniqueness of the person.
2. The **Blue Circle** is next. People who belong in the blue circle are people who are closest to them. They share a close, loving relationship. This usually includes their immediate family members such as their moms, dads, brothers and sisters. Topics of conversation will include personal thoughts and feelings. There is full trust and support from people within the blue circle.
3. The **Green Circle** usually includes extended family members and close friends. You can share personal news e.g., what is happening at school but not really personal feelings. There is general trust of people within this circle.
4. The **Yellow Circle** includes friends and adults whose names are known to them. These are people who have been introduced to them, but do not know well. Teachers and class mates can be included in this circle. Information shared is usually day to day talk.
5. The **Orange Circle** includes acquaintances. Personal information is not shared and trust is not given or received.
6. Finally the **Red Circle** space involves no sharing of personal feelings and information. Communication is for business only e.g., sharing name and address with the postal worker at the post office to pick up a parcel. Health care workers and other community helpers fall into this red circle and once again the information shared, although personal in nature, is purely for business purposes i.e., sharing a telephone number with the dentist when an appointment is booked. To help with this concept read the **Visiting the Doctor** handout as a group. Ask students to come up with examples of other community helpers they may need to share information with e.g., fire fighter, police officer.

## F. MATCH CONVERSATIONAL TOPICS WITH BOUNDARIES CIRCLES CHART<sup>1</sup>

1. Ask your students to take out the **Boundaries Circles Chart** they filled out when discussing touch and space in Lesson 6. They will need it for this activity.
2. Distribute Cards 1: **Appropriate Topics** to your students.
3. Ask each student to come up to the front of the class with his or her “topic” card and his or her **Boundaries Circles Chart**.
4. Then ask your student to identify where the topic belongs on their Boundaries Circles Chart.
  - For example, if your student has the topic card, “Your Address,” your student might choose the “Other Friends” circle. This answer indicates that your student feels that it is acceptable for them to share their address with people in the “Other Friends” circle and with the people in all the circles inward from that one.

5. Discuss your students' responses, giving examples and feedback. You may have to redirect your students to a more acceptable answer.

LIST OF CONVERSATIONAL TOPICS		
The weather	Outer clothes	Underwear
The other person's Zipper is unzipped	Your family arguments	Your teacher
People you don't like	People you like	Books
Your address	Food	Your phone number
Someone's menstrual period	Homework	Pets
Your religion	Music	Restaurants
Anyone's private body parts	Being sick	Movies
	Your email address	

## G. MATCH ACTIVITIES WITH BOUNDARIES CIRCLES CHART<sup>1</sup>

1. Ask your students to take out the **Boundaries Circles Chart** they filled out when discussing touch and space in Lesson 6. They will need it for this activity.
2. Distribute Cards 2: **Appropriate Activities** to your students.
3. Ask each student to come up to the front of the class with their "activity" card and Boundaries Circles Chart.
4. Then ask your student to identify where the activity belongs on the Boundaries Circles Chart.
  - a. For example, if your student has the "sitting close to the other person," card, your student might choose the "Acquaintance" Circle. This response shows that your student feels that it is okay to sit close to people who are in the "Acquaintance" circle and the circles inward from that.
5. Discuss your students' responses, giving examples and feedback. You may have to redirect your students to a more acceptable answer.

## LIST OF ACTIVITIES

Going for a walk	Sitting close to the other person	Holding hands
Short kiss on the lips	Short kiss on the cheek	Receiving a back rub
Dancing with the other person	Being tickled	Getting dressed or undressed
Showing your underwear	Sharing the bathroom	Smiling at the other person
Hugging or being hugged	Starting a conversation	Answering questions
Eating lunch	Joking with the other person	Shaking hands



Make time to use the social circles model to practice talk and trust boundaries with your students. It is important that as a class you have boundaries rules in place. Teacher and students generally fall into the yellow circle where touching is limited to a hand shake, high five or taking someone's hand or arm to direct them. Students can practice personal space rules when moving around the school, sitting in a shared space or working in small groups.



### QUESTION BOX

Have students fill out questions and address them next class.



The process of asking questions is an important learning activity that helps students clarify and validate information being presented. Question Box is a method of individualized instruction which has been proven to enhance learning. Click [here](#) for more information on how to use the question box.



## SELF REFLECTION

During the lesson, were:

- Ground rules being followed?
- Good practices established regarding group work and discussion?

What will you change for future classes with this group?

What will you change for future use of this lesson?

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## STUDENT ASSESSMENT

During the lesson, did students:

### Knowledge:

- Identify personal, social and emotional boundaries that are appropriate topics and activities when interacting with individuals or groups of people?

### Skills:

- Practice skills to show an understanding of emotional and social boundaries when talking with others?
- Demonstrate appropriate listening and speaking skills during class discussion?

### Attitudes:

- Develop a sense of individual control concerning personal boundaries?
  - Develop a sense of respect for self and others concerning personal boundaries?
- 

<sup>1</sup> Champagne, M.P. and Walker-Hirsch, L. (1993). *Circles I: Intimacy & Relationships Revised Edition*. James Stanfield Company, Inc.

Attwood, T. (1998). *Asperger's Syndrome: A Guide for Parents and Professionals*. Jessica Kingsley Publishers.

McAfee, J. (2002). *Navigating the Social World*. Future Horizons Inc.

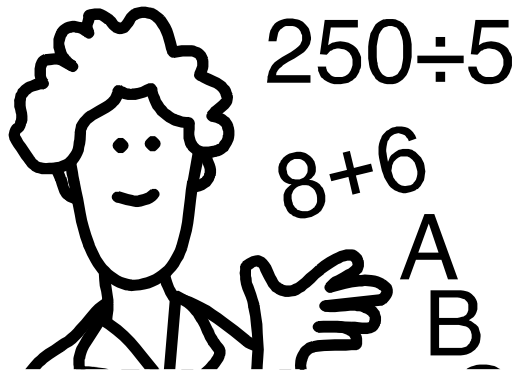


# APPROPRIATE TOPIC CARDS

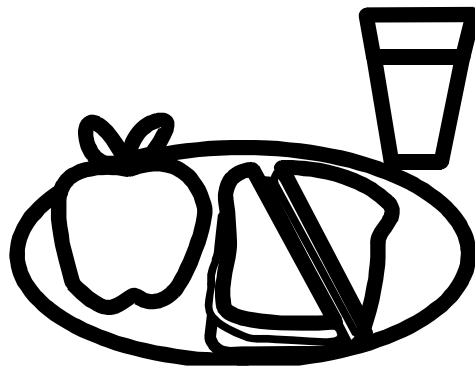
## The Weather



## Your Teacher

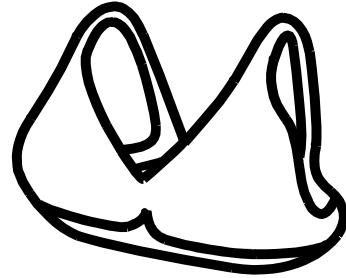
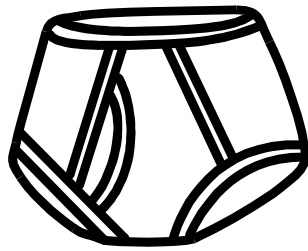


## Food



# APPROPRIATE TOPIC CARDS

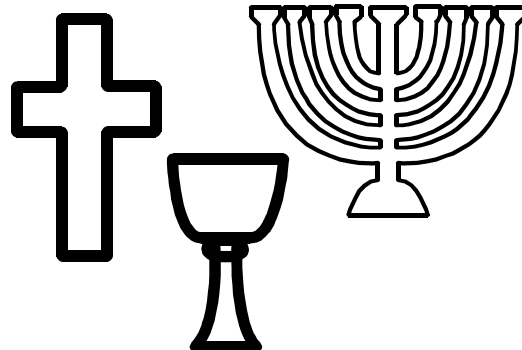
## Underwear



## Music

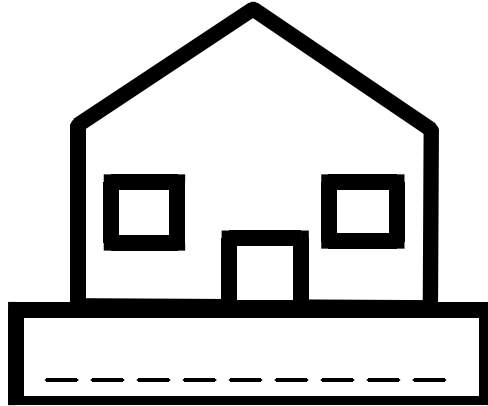


## Your Religion

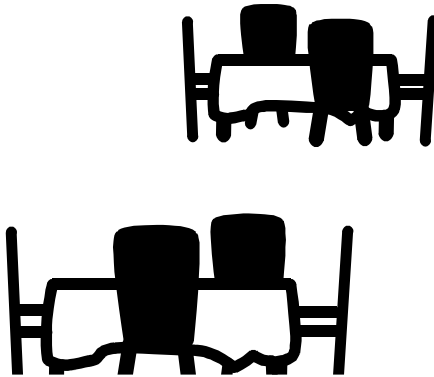


# APPROPRIATE TOPIC CARDS

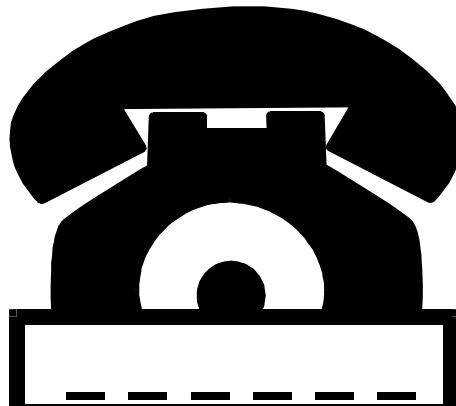
Your Address



Restaurants

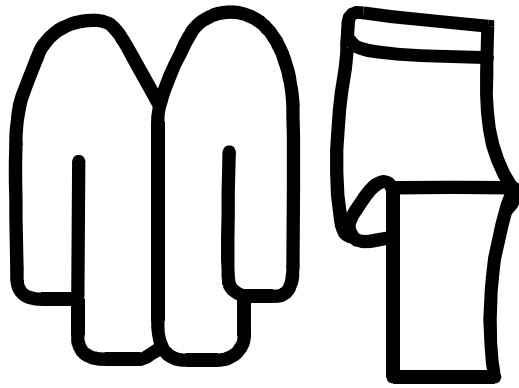


Your Phone Number

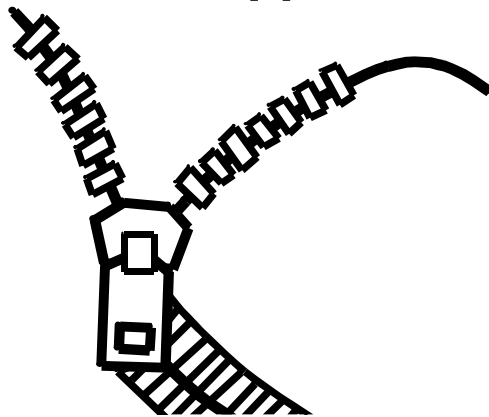


# APPROPRIATE TOPIC CARDS

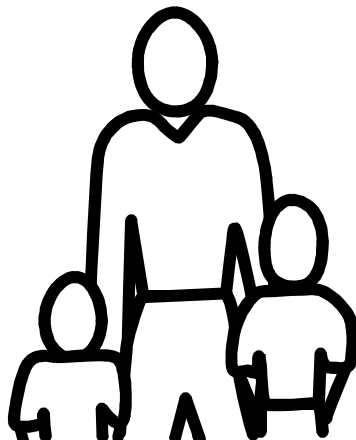
Outer Clothes



Other Person's Zipper is Unzipped

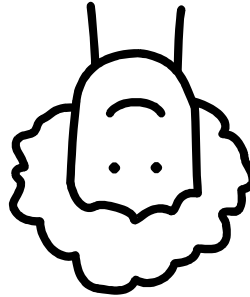
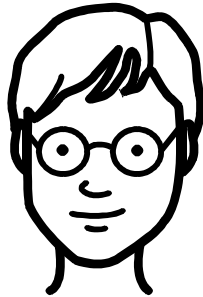


Your Family Arguments

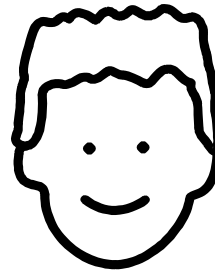
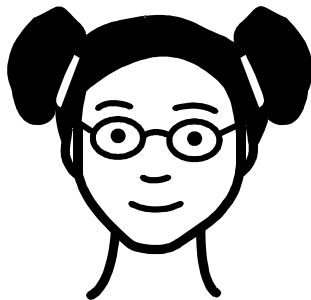


# APPROPRIATE TOPIC CARDS

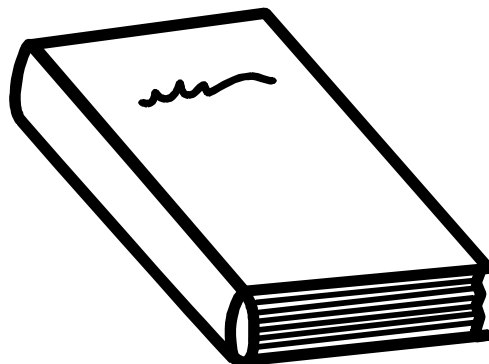
## People You Do Not Like



## People You Like

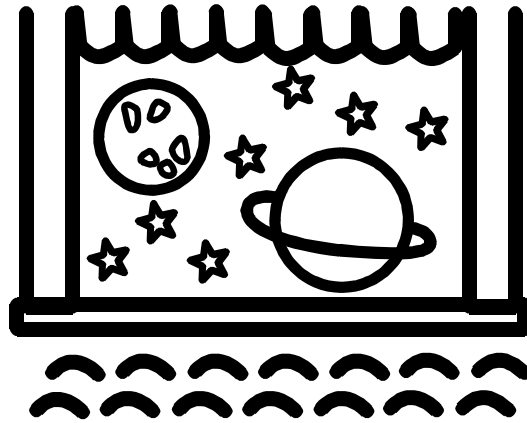


## Books

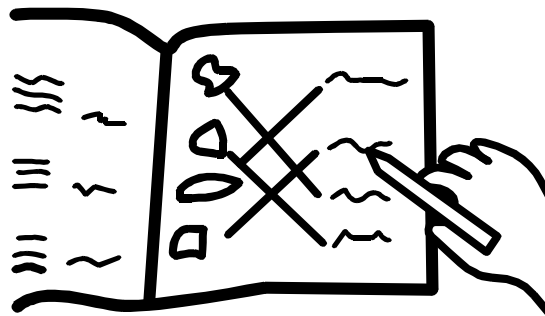


# APPROPRIATE TOPIC CARDS

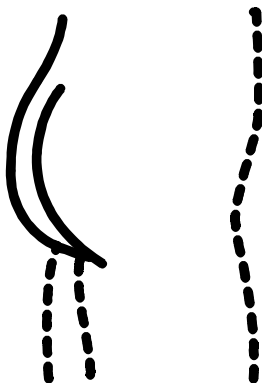
Movies



Homework

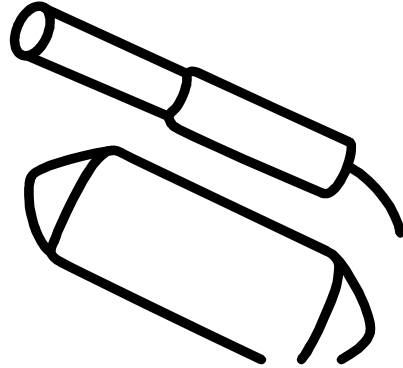


Anyone's Private Body Parts

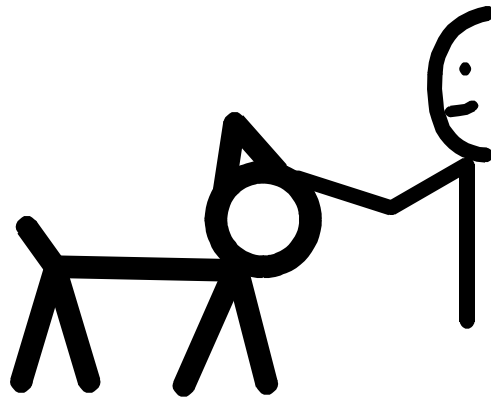


# APPROPRIATE TOPIC CARDS

Someone's Menstrual Period



Pets

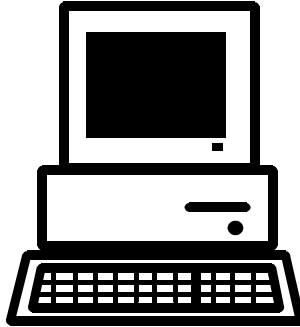


Being Sick



# APPROPRIATE TOPIC CARDS

**Your Email Address**



**My.Name@mymail.ca**



# APPROPRIATE ACTIVITIES CARDS

**Going for a Walk**



**Sitting Close to the Other Person**

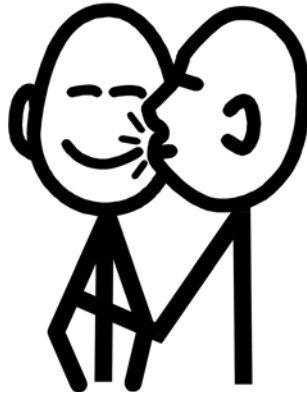


**Holding Hands**



# APPROPRIATE ACTIVITIES CARDS

**Short Kiss on the Lips**



**Short Kiss on the Cheek**



**Receiving a Back Rub**



# APPROPRIATE ACTIVITIES CARDS

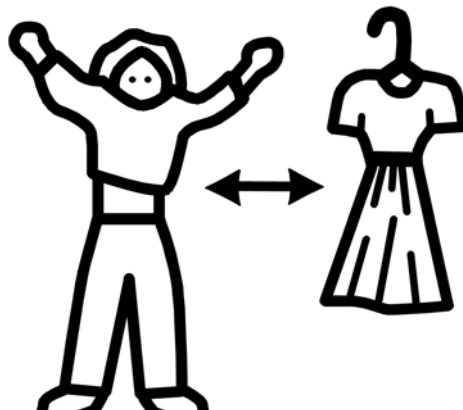
## Dancing with the Other Person



## Being Tickled

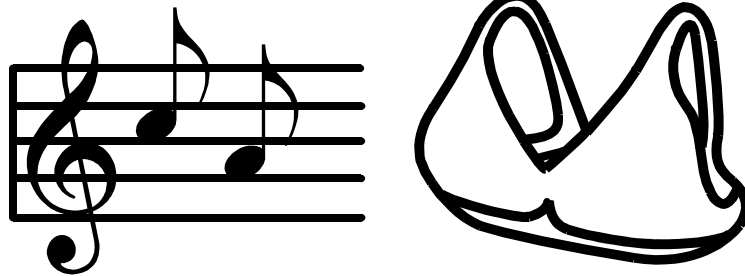


## Getting Dressed or Undressed

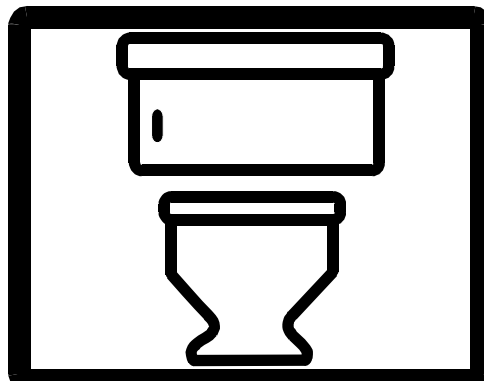


# APPROPRIATE ACTIVITIES CARDS

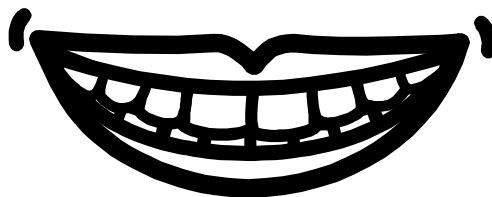
## Showing Your Underwear



## Sharing the Bathroom

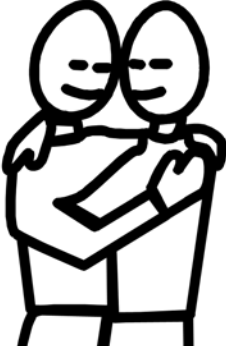


## Smiling at the Other Person

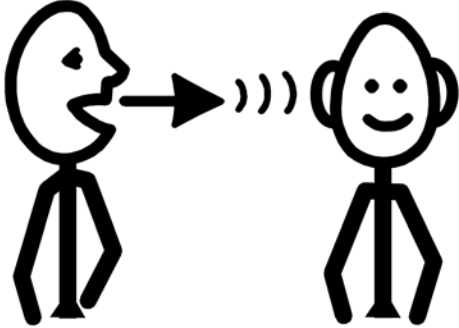


# APPROPRIATE ACTIVITIES CARDS

**Hugging or Being Hugged**

A simple line drawing of two stylized human figures. The figure on the left has its arms around the shoulders of the figure on the right, and the figure on the right has its arms around the shoulders of the figure on the left, representing a mutual hug.

**Starting a Conversation**

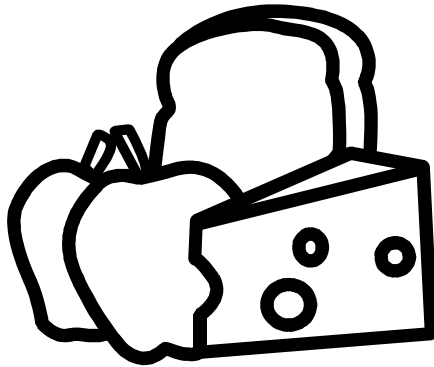
A simple line drawing of two stylized human figures. The figure on the left is shown in profile, speaking, with an arrow pointing towards the figure on the right. Three curved lines between them represent sound waves or breath, indicating the start of a conversation.

**Answering Questions**

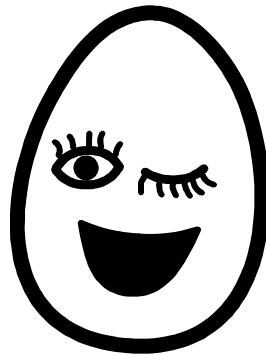
A large, bold, black question mark centered on the page.

# APPROPRIATE ACTIVITIES CARDS

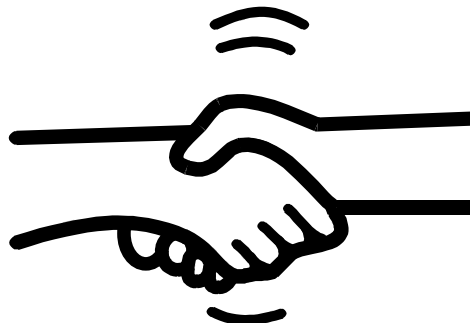
Eating Lunch



Joking with the Other Person



Shaking Hands



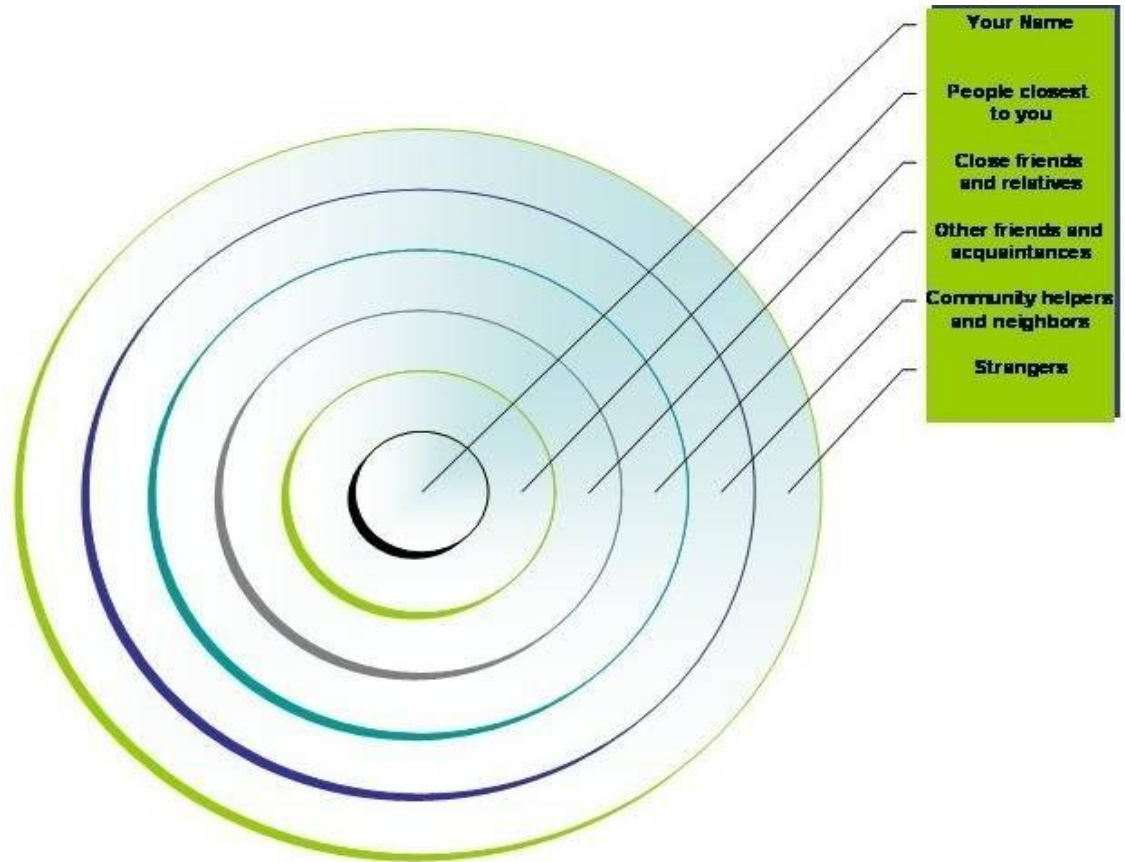
## VISITING THE DOCTOR

My mom or dad takes me to the doctor for different reasons. Sometimes I visit the doctor to get a check up to make sure that my body is growing well, and that I am staying healthy. Once in a while, the doctor or nurse gives me a shot, called a vaccination, to keep me healthy. Most people don't like getting shots. However, shots usually are easier when I try to hold as still as possible. My mom or dad also take me to see the doctor when I am sick. The doctor tells my mom or dad and I what we need to do so that I will get better.

Sometimes, my doctor needs to talk to me about private topics that I normally would not discuss with anyone other than my mom or dad. Sometimes the doctor needs to ask private questions in order to help me stay healthy or get better when I am sick. For example, the doctor may need to ask me if I have pain when I urinate (when I pee), or what my stool (or poop) look like. Although these are private topics and I normally would not talk about them to anyone but Mom or Dad, it is okay to talk about them with the doctor because he / she needs this information in order to keep me healthy.

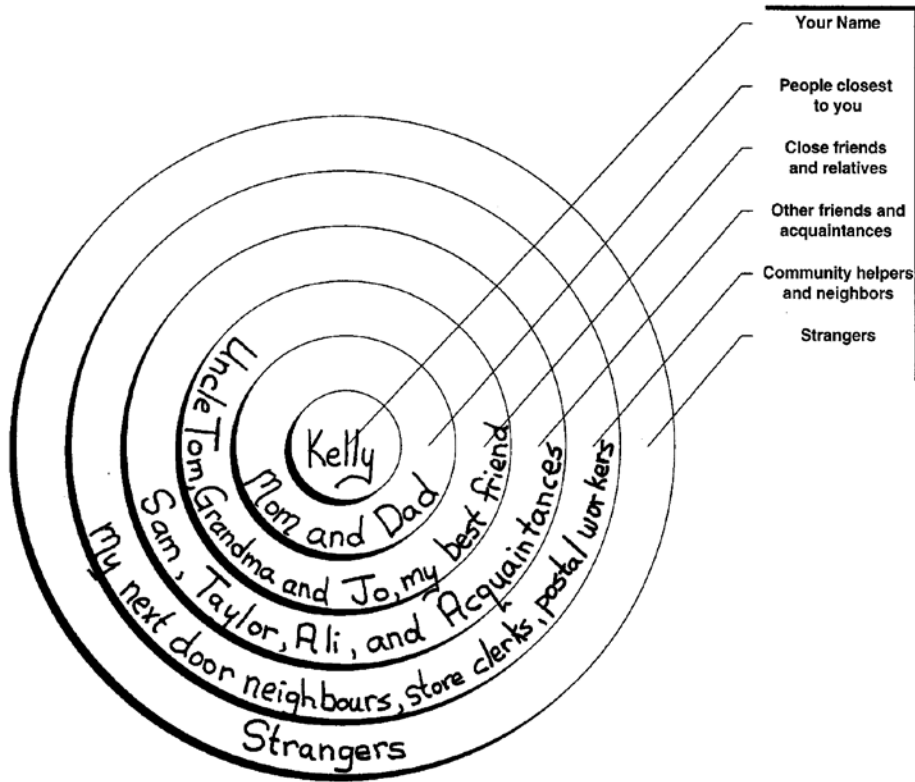
There are also times when the doctor needs to see or touch my private body parts. That is okay because she is a doctor and needs to do this in order to take good care of me. However, it is still very important to remember that it is not okay for someone, other than a doctor or nurse, to touch me in places that are private or to touch me in a way that makes me feel uncomfortable. If this happens, the best thing I can do is to say "No" in a big voice, move away from that person right away and go tell my mom, dad, teacher or another adult whom I trust.

# BOUNDARIES CIRCLE CHART





# BOUNDARIES CIRCLE CHART-EXAMPLE



Adapted from: Circles I: Intimacy & Relationships and Navigating the Social World.