

Differing  
Abilities

# Respect for Oneself and Others: Physical Boundaries

## Supplementary Resources

- ▶ Handout 1: Boundaries Circles Chart
- ▶ Handout 2: Boundaries Circles Chart – Example
- ▶ Handout 3: Appropriate / Inappropriate Assessment



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



To clarify the issue of privacy, it is extremely important that a student with different physical abilities be aided in toileting, dressing and hygiene in a private setting in a respectful and dignified fashion.



The activities suggested in this lesson plan are basic and fundamental. For further examination of establishing physical boundaries, teachers may consider contacting the Red Cross to ask about RespectEd programs available in your community.



## Experience

*Students will understand that they are important and special.*

Choose one or two of the following options that best suit the level of your students.

### **Option 1. I'm an Important Person**

1. Have your students explain to the class why they are unique and important.
2. Ask your students to name something they do that makes them feel important and special.

### **Option 2. Personal Achievements Collage**

1. Ask your students to use magazines and drawings to create a collage of activities that demonstrates their personal achievements. Activities can include creating artwork, playing sports, reading, etc.

### **Option 3. Magic Box**

1. Create a "Magic Box." It can be a plain box with a mirror glued securely inside or a decorated box with a mirror in the bottom.

2. Tell your students that you are going to show them who is the most important person in the world. This is someone who tries really hard and works really hard, etc. It is important to personalize it for your students.
3. Then pass your “Magic Box” around and have each student open the “Magic Box,” one at a time. Each student will see his / her reflection as he / she looks in the mirror. He / she will see the most important person in the world.
4. Point out all the “Magic Boxes” in the world of your students: The bathroom mirror, a car mirror, the bedroom mirror, etc. Remind your students to remember “the most important person in the world” every time they look in the mirror.

*Adapted from: Circles I: Intimacy & Relationships Revised Edition 1993, page 77.*

## **Information**

*Students will also be able to define appropriate and inappropriate behavior.*

Choose one or two of the following options that best suit the level of your students.

### **Option 1. Appropriate and Inappropriate Touching**

With a focus on inappropriate touching as something to avoid, students learn to protect themselves from certain behaviors rather than specific people.

1. Write “Appropriate Touches” on the board. Ask your students to describe what appropriate touching means to them. (*Appropriate touches are respectful, kind and caring.*)
2. Then write “Inappropriate Touches” on the board and ask your students to describe what inappropriate touching means to them. (*Inappropriate touches are disrespectful, confusing, scary, and / or hurtful.*)
3. Ask your students to explain what “trusting their instincts” means to them.
  - ▶ Talk about the tickles and fluttery feelings they get in their stomach whenever they know that something is wrong or out of place (the oh-oh). (*My Mom Says ... A Safety Book For Kids by D. Middleton-Hope, 2000*)
4. Are all scary or hurtful touches inappropriate? (*Yes unless it's to keep you healthy like when a doctor or nurse gives you a shot.*)
5. Have your students make a list of the different ways in which someone might try to pressure them into inappropriate touching. (*Bribing, tricking, embarrassing, and forcing*)
6. What can you do when someone inappropriately touches you? (*Say no, get away and tell someone you trust.*)

*Adapted from: Challenge Abuse Through Respect Education (c.a.r.e.). The Canadian Red Cross Society, 2002.*

### **Option 2. A Stranger: Good or Bad?**

1. Ask your students:
  - a. Is a stranger a good or bad person? Encourage your students to think about this question before answering. It's a trick question.

2. Many of your students will think that strangers are bad. Remind them that they can not tell whether a stranger is good or bad by looking at them. A stranger is a person they do not know and thus, can not tell whether they are good or bad.
3. Reinforce with your students that they need to be cautious of strangers because they **can not** tell if they are good or bad, rather than “all strangers are bad.”
4. Ask your students how would they know a person is a stranger.
  - ▶ *May never have seen the stranger before.*
  - ▶ *May never see the stranger again.*
  - ▶ *Do not know anything personal about the stranger.*
5. Ask your students where they see strangers.
6. Brainstorm with your students what would they do if:
  - a. A stranger offers to drive them home.
  - b. A stranger falls near them.
  - c. A stranger asks them to go to the movies with her.
  - d. A stranger asks for the time.
  - e. A stranger asks them for money.
  - f. They fell down and a stranger tries to help them get up.

*Adapted from: Circles I: Intimacy & Relationships Revised Edition 1993*

### **Option 3. Health Care Professionals**

1. Invite your school public health nurse to your classroom. Have your school nurse discuss with your students the kinds of touch, talk and trust they use to help the health of the student.
2. Then develop a list of health care professionals that your students are likely to encounter. (*Eye doctors, school nurse, dentist, family doctor, pharmacists, etc.*)
3. Finally have your students list what parts of their bodies would be appropriate areas of examination by these professionals.



## **Application**

*Students will understand different levels of boundaries and personal space.*

Choose one or two of the following options that best suit the level of your students.

### **Option 1. My Personal Space**

1. Lay a hula-hoop on the floor where students can see it. (Borrow a hula-hoop from Phys. Ed. If possible or if no hula-hoop is available, make a circle of masking tape about the size of a hula-hoop on the floor.)
2. Stand in the middle of it. Explain to your students that this is our private space. We do not have to let anyone in if we do not want to.

3. Then have each student come and stand in the hula-hoop to emphasize his / her private space. Encourage your students to make a positive self-statement while in the hula-hoop.
4. Discuss with your students the factors they would consider before letting a person in their private space:
  - a. Who would you let in your private space? (*Use examples such as parents, siblings, close friends, doctors, etc.*)
  - b. Where can they touch you?
  - c. What kind of touch would you accept?
  - d. When can they touch you?
  - e. Why can they touch you?
5. Have each student stand in the hula-hoop again. Then have another student walk toward the student in the hula-hoop. Have the student in hula-hoop decide how close the other student should come. Once the other student is too close, have the student in the hula-hoop indicate to "Stop."

## Option 2. Circles I: Intimacy and Relationships



**Circles I: Intimacy & Relationships Revised Edition** is a sexual health education program developed by Leslie Walker-Hirsch, MED and Marklyn P. Champagne, RN MSW. It can be purchased through James Stanfield Company, Inc.. You may also consider checking to see if this teaching kit is available through your local professional resource library or health region.



Some activities in this lesson plan refer to teaching materials contained in the Circles I: Intimacy and Relationships Revised Edition teaching kit. For those who do not have access to a Circles kit, they may adapt the activities outlined here, and use Handout 1: Boundaries Circle Chart during the instruction. See Option 3.

The *Circles* videotapes present live actors who are seen in "real" situations meeting different people who they would encounter on a daily basis. There are activities that coincide with each videotape story. Also, there are more in-depth questions that can be asked after each story.

Story #1: All About Me

Tape #1: Purple Private Circle

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 his / her world. No one can touch the student unless he / she wants to be touched. It conveys the uniqueness of the person.

1. Inform the students that today they will see a story about Susan.
2. Show Story #1: "All About Me", pausing when the story is concluded.

### **Summary of the Story:**

Susan is the video role model who tells the students about her world of CIRCLES and how she learned to use CIRCLES to understand and improve her relationships. Susan shows that she is in the center of all her CIRCLES. She is the only person in her purple private circle and she decides who will be close to her. Susan lets the students know her and conveys her self-esteem. She establishes the reference framework for the students to create their own personal world of CIRCLES.

3. Ask the students who is the most important person in Susan's world of CIRCLES.

4. Place the CIRCLES mat on the floor and ask each of your students to stand in the purple private circle. Encourage your students to make a positive self-statement while in the circle.
5. Reinforce with your students that each of them is the most important person in his / her world and only he / she can decide who will be close and who will be far away.
6. Replay the video segment so that your students can observe the kind of touch, talk and trust that Susan uses in the purple private circle. Ask your students what kind of touch, talk and trust Susan uses.

**Touch:** Susan's body is her own and she may touch her body respecting social norms for private behavior. Susan decides who can touch her.

**Talk:** Susan uses self-talk instead of talk that other people can hear to silently think and reason out problems. She decides who she will talk to and what she will say.

**Trust:** Susan relies on her feelings to help her understand relationships. Susan decides what emotions she wants to reveal to others.

7. Finally, using the CIRCLES mat, have each of your students stand in the purple private circle while another student walks toward him / her. Have the student in the middle of the circle, decide how close the other student should come and indicate such with a sign for "Stop."
8. For those students who need further development on boundaries, continue with Part one: Relationships of the Circles kit. Part one lays the foundation for making distinctions among the various kinds of relationships that each person has.

*Reference: Circles I: Intimacy & Relationships Revised Edition 1993, pages 12 - 14.*

### **Option 3. Creating Your Own Boundaries Circles Chart**

Some children do not realize there are different behavioral codes for the various levels of relationships. This may be embarrassing for others and lead to misinterpretation of signals. Some students need instruction on the different ways of relating to family, teachers, friends, and strangers. Individualized Boundaries Circles Charts help students identify different categories of people with whom they can safely and appropriately share different types of comments and activities. It is important with each circle to discuss the actions and greetings appropriate to the student's circles and who would be within those circles.



Any conversations, activities, touches, etc, that are appropriate for a given circle are also usually appropriate for all of the circles inside of that given circle.

1. Distribute Handout 1: Boundaries Circles Chart to your students. You may want to make an overhead of the chart and follow along with your students. An example of a completed chart is also included as Overhead 1: Boundaries Circle Chart – Example.
2. Discuss the innermost circle:
  - a. Have your students softly color the **innermost circle** light purple.
  - b. Tell your students that the innermost circle includes only one person, the most important person in their world of circles.
  - c. Have each student label the innermost circle with his / her name. This indicates that the student is the most important person in his / her world.

- d. State to your students that no one can touch the student unless he / she wants to be touched. It also indicates that the student can not touch anyone unless that other person wants to be touched.
3. Then discuss the **second concentric circle** that surrounds the purple circle:
    - a. Have your students softly color the next circle light blue.
    - b. Tell your students that there are very few people who belong in the blue circle. 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.
    - c. Ask your students to label the blue circle with immediate family members, who they share close, loving relationships with.
    - d. Inform your students that appropriate touches may include kisses, cuddles, and hugs.
  4. Next, discuss the **third concentric circle** that surrounds the blue circle:
    - a. Have your students softly color the next circle light green.
    - b. Tell your students that there are a few more people in the green circle. People who belong in the green circle are usually extended family members and close friends.
    - c. Define who belongs as close friends and extended families. It may be necessary to distinguish between close friends and other friends.
    - d. Have your students label the green circle with their extended family members and close / best friends. (**Note:** *For some students with social difficulties, they may not have a close friend.*)
    - e. Let your students know that appropriate touches may include a one-arm hug, or even a pat on the back or shoulder. These actions are less intimate and include less physical contact than the blue circle.
  5. Next, discuss the **fourth concentric circle** that surrounds the green circle:
    - a. Have your students softly color the next circle light yellow.
    - b. Tell your students that the people in the yellow circle include friends and adults whose names are known to them. These are people who have been introduced to them, but do not know well.
    - c. Differentiate between friends and acquaintances.
    - d. Have your students label the yellow circle with their other friends and acquaintances (to a maximum of 5).
    - e. Let your students know that appropriate touches include handshakes. Touch is only limited to hands.
  6. Then, discuss the **fifth concentric circle** that surrounds the yellow circle:
    - a. Have your students softly color the next circle light orange.
    - b. Tell your students that the people in the orange circle include people they occasionally see around their neighborhood. These are people who have very little in common with them.

- c. Explain who their community helpers are. They include their store clerks, postal workers, restaurant waiters, etc. Ask you students how they would recognize their community helpers.
  - d. Have your students label the orange circle with their neighbors' names and their community helpers (to a maximum of 5).
  - e. Let your students know that appropriate touches include simply waving and nodding to people with familiar faces.
7. Finally, discuss the **last concentric circle** that surrounds the orange circle:
- a. Have your students softly color the last circle light red.
  - b. Tell your students that the people in the red circle are people they do not know. They do not know their names and recognize their faces. These are people who have nothing in common with them.
  - c. Review with your students how they would know a person is a stranger.
  - d. Have your students label the red circle with the word, "stranger."
  - e. Let your students know that touching does not happen.
  - f. Remind your students that they can not tell if a stranger is good or bad because they do not know anything about the stranger. However, it is important to be safe.
8. If possible, your students can bring photographs of specific people and actions for the appropriate circles. This visual aid helps discussion of the appropriate social codes for the various levels of boundaries.

*Adapted from: Circles I: Intimacy & Relationships Revised Edition 1993; Navigating the Social World, 2002; and Asperger's Syndrome: A Guide For Parents and Professionals, 1998*

## **Action**

*Students will be able to determine appropriate and inappropriate touches based on the situation.*

### **Appropriate Touch Scenarios**

1. Read the following scenarios to your students and debrief with the questions that follow the scenario.

Uncle Jack and Auntie Joan arrive for a visit at Taylor and Sam's home. Taylor and Sam are very excited to see them because their uncle and aunt are very close to them. Taylor gives Auntie Joan a big hug while Sam gives Uncle Jack one too.

- a. How can you tell these are appropriate touches? (*The touches are respectful and caring*)
- b. How do you think Taylor and Sam would have felt if it wasn't their aunt and uncle. It was someone they did not know who wanted to hug them? (*Uncomfortable, etc.*)
- c. Is it ok for you not to hug someone, even if you know the person very well? (*It is ok to not hug someone, even if it's someone you know very well. Your body is your own!*)

Mandeep and Luke are very close friends. One day they are play fighting and Mandeep starts tickling Luke. Mandeep does not stop tickling Luke even though Luke begs Mandeep to stop.

- How can you tell if a touch is appropriate? (*The touches are respectful, kind, safe and caring*)
- When do you think the play fighting between Mandeep and Luke became inappropriate? (*When the touching changed from respectful and caring to disrespectful and hurtful.*)
- What can you do in this situation?

Jan's mom has a new friend named Sal who often comes to visit. Jan likes Sal because Sal reads stories, tells jokes, and spends time with Jan. One day, Sal wants to play a touching game. Sal tries to get Jan to touch a private body part but Jan does not want to play the game. Sal will give Jan candy if Jan plays the touching game. Jan is confused.

- What does Sal want Jan to do to get the candy? (*Sal wants Jan to play the touching game.*)
- What do you think of the touching game? Is it a game with respectful, caring, and appropriate touches?
- Why might Jan be confused about getting the candy? (*Jan wants the candy but does not want to play the touching game.*)
- Why is it inappropriate for Sal to ask Jan to play the touching game and offer candy for Jan to play? (*No one should try to bribe you into touching their private parts or your private parts.*)
- What can you do in this situation?

Ali likes spending time on the computer, playing games and e-mailing friends. Some of Ali's friends are people Ali has never met. Ali only knows them through e-mail. One of the people Ali has never met, asks for Ali's address and phone number so they can meet at a mall near Ali's home.

- What can Ali do when an e-mail friend asks for Ali's address and phone number? (*Ali could say Ali is not allowed to give any personal information through the computer. Personal information includes phone numbers, addresses, age, etc.*)
- Should Ali meet the e-mail friend?
- How can you tell if what you read or hear through the computer is true? (*Ask your parents or guardian.*)

Avery's grandpa likes to give Avery a kiss and hug whenever he comes by to visit. But Avery does not like the way he pats Avery's buttocks when he hugs Avery. It makes Avery feel uncomfortable. Avery nicely tells Grandpa, "I don't like you patting my buttocks when you hug me." Avery's grandfather is hurt and asks, "What's the matter, don't you love me anymore?" Avery feels guilty and does not want to hurt grandpa's feelings.

- Why was the touching inappropriate? (*It made Avery feel uncomfortable. No one should make you feel guilty into inappropriate touching.*)



- b. Would it make a difference if anyone else patted Avery on the buttocks in a way that was uncomfortable?
- c. What did Avery do to try to stop the touching? (*Avery told Grandpa*)
- d. What else can Avery do about the touching?
- e. List some other ways in which someone can bribe, embarrass, or trick you into inappropriate touching?

Scenarios adapted from: *Challenge Abuse Through Respect Education (c.a.r.e.). The Canadian Red Cross Society, 2002.*

## ▼ **Assessment**

Choose one or two of the following options that best suit the level of your students.

### **Option 1: Appropriate / Inappropriate Assessment**

1. Have your students complete Handout 2: Appropriate / Inappropriate Assessment.

### **Option 2: In My World**

1. Have your students write on a piece of paper (or tell you) who the most important person is in their world of Circles.

## ▼ **References**

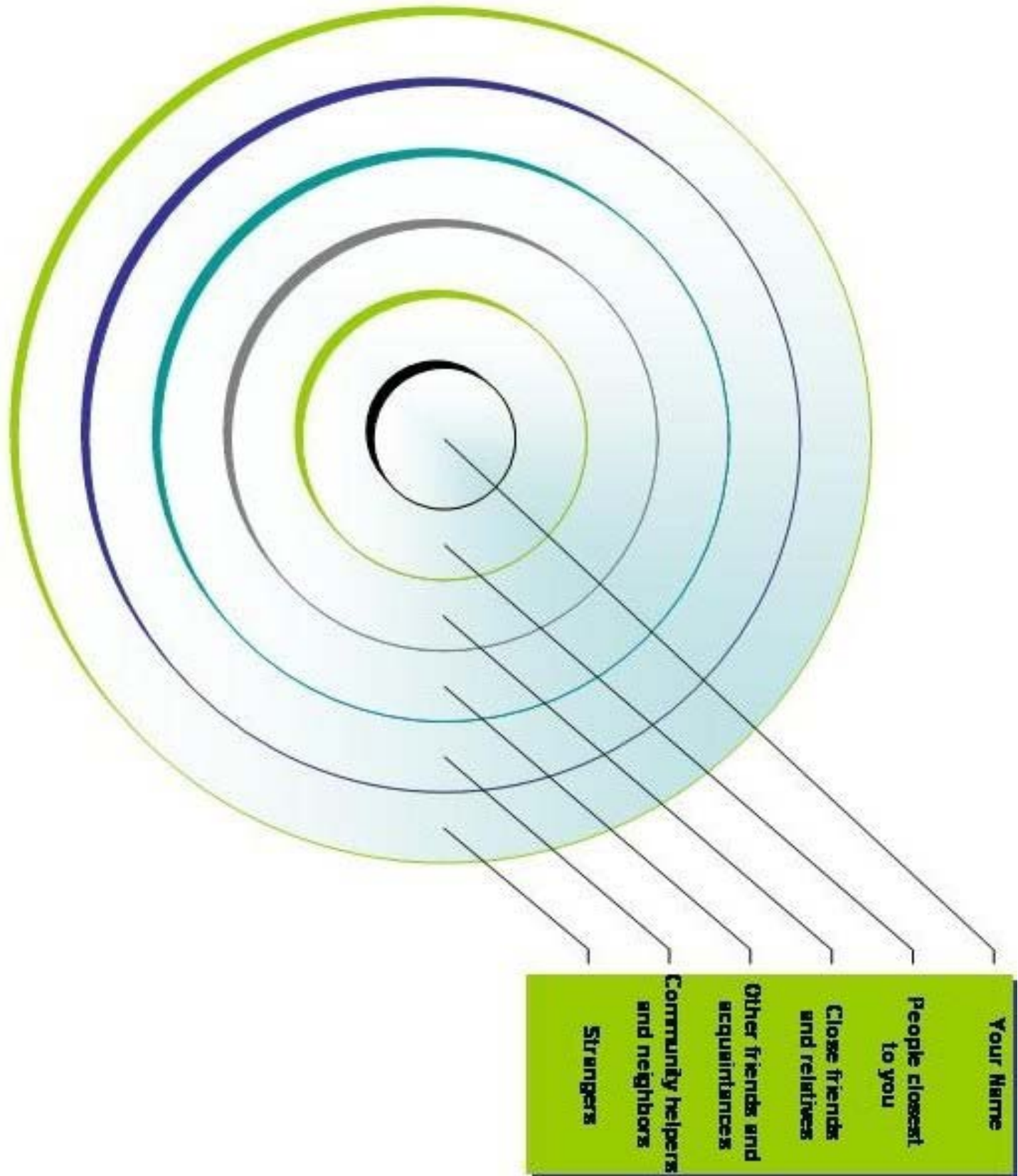
Attwood, T. and Wing, L. (1998). **Asperger's Syndrome: A Guide For Parents and Professionals**. Athenaeum Press

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

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

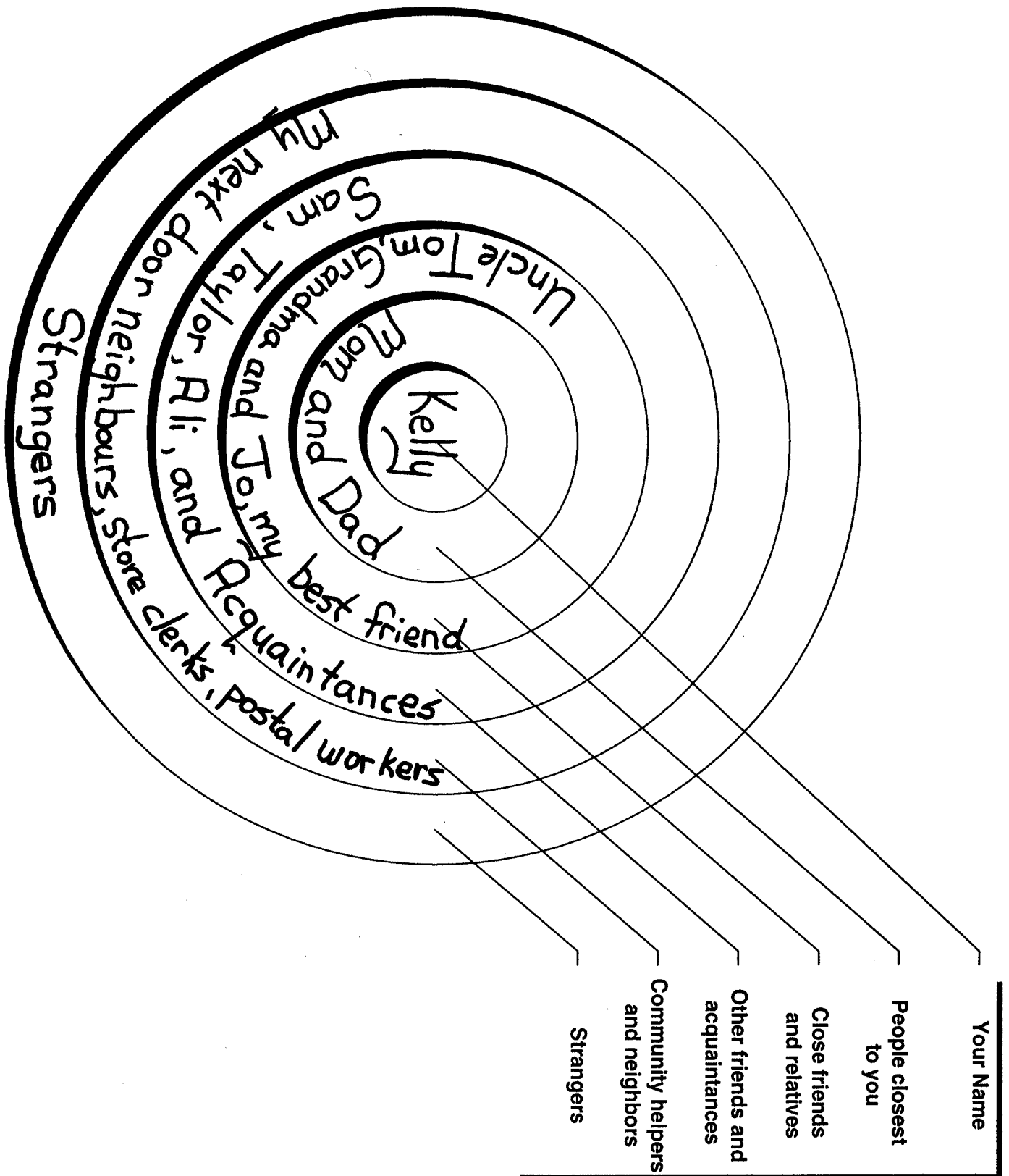
The Canadian Red Cross Society (2002). **Challenge Abuse Through Respect Education (c.a.r.e.)**.

# Boundaries Circle Chart



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

# Boundaries Circle Chart - Example



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

# Appropriate / Inappropriate

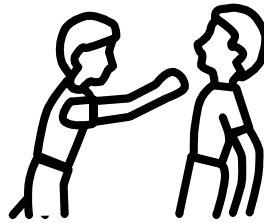
In each box, circle "Appropriate" or "Inappropriate" to describe the touch.

**Hugging Your Uncle**



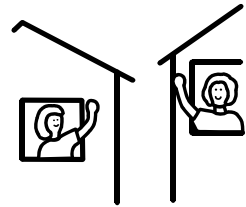
Appropriate    Inappropriate

**Hitting Your Brother**



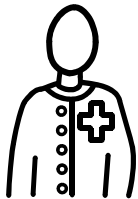
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**Waving to Your Neighbor**



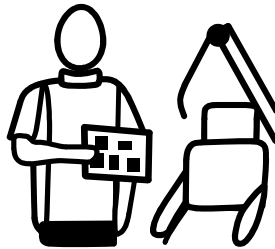
Appropriate    Inappropriate

**Nurse Giving You a Needle**



Appropriate    Inappropriate

**Kissing Your Dentist**



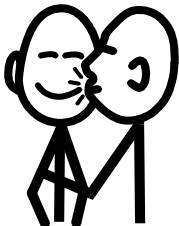
Appropriate    Inappropriate

**Hugging Your Mom**



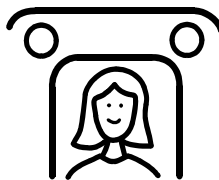
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**Kissing Your Friend**



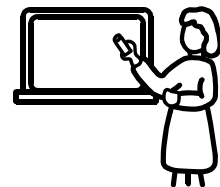
Appropriate    Inappropriate

**Nodding to Your Bus Driver**



Appropriate    Inappropriate

**Hugging Your Teacher**



Appropriate    Inappropriate