

LESSON 3

RESPECTING BOUNDARIES



Today's Lesson: Lesson 3

In today's lesson, your child learned about the concept of the right to **respect**. **Respect** means that everyone should be treated like they are important and valuable. In this lesson, your child also learned that the **right to respect** and the **right to safety** include their **body boundaries** and their **privacy**. They learned that **privacy** is different from safe or unsafe secrets. **Privacy** is internal, and what you feel is important and does not need to be shared unless you want to. A **safe secret** is external and one that will eventually be told. An **unsafe secret** is external and is one that is harmful, and you are told not to tell.

Body Boundary is defined as the personal space that surrounds each of us. Your child learned that when someone makes them feel uncomfortable, unsafe, or threatened, their **Body Boundaries** have been **violated**. **Body Boundaries** can even be **violated** when your child feels like someone is physically too close to them. Your child was reminded that they have the personal power to use their **voice** to report all **Body Boundary Violations** to a trusted adult in their **Safety NETWORK**. The difference between **tattling** and **reporting** was illustrated as your child saw how an unsafe situation caused by a **Body Boundary Violation** was resolved with the help of a trusted adult in a **Safety NETWORK**. The steps of the strategy **Think, Feel, Act** was used with a trusted adult to demonstrate how to assess the safety of any situation: **Think** about the situation, decide how it makes you **Feel**, and decide how will you **Act**. Involving a **trusted adult** from their **Safety NETWORK** reinforces the important safety strategy of telling until you get the **2 H's: heard and helped**.



Human Trafficking Prevention

Students have learned they have a **right to personal safety** and a **right to physical safety**. Part of **personal safety** is having others respect your **personal boundaries** – the **right to privacy**, **personal space**, and the **right** for the **private parts** of the body not to be seen or photographed by others. Part of students' **physical safety** is having their **Body Boundaries** respected. Students have learned about the warning signs of a **Body Boundary Violation**. In this lesson, they will learn the signs of a **Personal Boundary Violation** and how protecting their **personal boundaries** can prevent an **unsafe situation** and an **unsafe secret**. Students will learn about the different types of **unsafe secrets** and strategies unsafe individuals use to keep a secret from being told.



Caregiver Connection

In today's video, your child saw a situation at the Rec Center involving Aiden. The other kids noticed that he was not very excited about winning the basketball game, which was a change in his usual behavior. Lauren is proud that the students took an interest in their friend and is happy they have shared their concerns with her. Lauren finds out that a friend of Aiden's brother has started wrestling with Aiden, and it makes him feel uncomfortable. Aiden has told his brother's friend to stop, but he won't. Aiden doesn't want to tell his mom because he thinks that is **tattling**, but he realizes his body boundaries are being

violated and does not feel safe. Lauren helps Aiden see that he must use his **voice** and exercise his **right to safety** and **respect** his **Body Boundaries**.

Ask your child what happened when Aiden talked to his mom. Ask your child if they understand the difference between **tattling** and **reporting**. Children must understand that **reporting** is not **tattling**.

- **Tattling** - complaining about someone's behavior that does not involve safety
- **Reporting** - something that involves a **threat** to safety

Explain to your child that anything that involves their safety must be reported to a **trusted adult** in their **Safety NETwork**. Your child needs to understand how important it is to report anything that makes them feel uncomfortable or unsafe. This understanding will help your child become a safer, smarter kid.

Activities to Try at Home

You are encouraged to use the following resources with your child at home. Each may be downloaded and printed.

- [Steps-to-Safety: Respecting Body Boundaries](#)
- [Steps-to-Safety: Understanding Grooming](#)

Try out this interactive web-based activity to learn the vocabulary words for Lesson 3.

- [Let's Practice: Lesson 3 Vocabulary](#)



Tips to Further Today's Lesson

Practice the steps of the **Think, Feel, Act** strategy with your child as you help them learn how to assess the safety of any situation. Remind your child that when they feel unsafe, their **Action** should always be to tell a **trusted adult** in their **Safety NETwork**.

For more ways to talk to your child about staying safe, visit [Safer, Smarter Families](#). For additional resources, visit [Lauren's Kids](#). To report abuse, call the [ChildHelp National Child Abuse Hotline](#) at 1-800-422-4453, and you will be referred to your local reporting agency.

