



Children's Training Data Report

Date(s): _____

Parish/School: _____

As part of elevating the children's training curriculum, present to your students something with regards to boundaries.. This can be a standalone lesson or in addition to what you already use.*

Please include the name of the person who facilitated the training this year.

Total Number of Children: _____

Total Number of Trained: _____

Total Number Opted Out: _____

Total Number of Children Absent: _____

I conclude that the above is an accurate documentation of our Safe Environment Children's Training requirements.

Please have the principal sign below if you are a school **OR have your pastor sign below if you are a parish.*

Principal's (School) Signature: _____ Date: _____

Pastor's (Parish) Signature: _____ Date: _____

Safety Coordinator's Signature: _____ Date: _____

SCAN AND EMAIL TO:
wendy.backes@salinadiocese.org

PLEASE RETURN BEFORE JANUARY 1.

***If you are unable to return before January 1, please contact the Safe Environment Office for further instruction.**

Please attach any opt out forms to this document before returning and keep copies on file at your parish/school.

Boundary information/ lesson was introduced and presented during TEAMS meeting Information attached.

Boundaries

Unless someone crosses the line, most people don't think about personal boundaries. But learning about personal boundaries is the first step to personal safety.



Boundaries may be physical, emotional, mental, behavioral or spiritual. They can also involve language. Teaching boundary safety is not an easy task, it may be uncomfortable at first. One lesson may not be enough. It is important for us to watch for signs in ourselves and others that indicate that boundaries may be violated. Respecting physical boundaries is one way of showing the dignity and respect that God wants for each of us as God's creation. Teaching children about boundaries — through modeling, setting examples, and age-appropriate education is very important. Appropriate boundaries between a parent and child aren't the same as appropriate boundaries between the child and a caring adult, such as a teacher, coach or counselor. The more we know about boundary safety the more we can do to protect our children and give them a lifetime of healthy relationships.

We can see the impact of boundaries in our own lives through reflection:

- Growing up, what values, opinions and points of view were you expected to embrace as your own?
- Do your views as an adult reflect the expectations imposed in your childhood?
- Were you forced to accept uncomfortable boundaries by influential adults?

*As a child, did your mom say....
"It's time to leave, go give Aunt Judy a hug.
How did it make you feel? Did you want to hug her?"*

As a Community of Faith, we need to model and teach our children appropriate boundaries.

- Reinforce the difference between "online" friendships and real world friendships.
- Use your words and deeds to display the difference between family and friends, between what is for adults and what is for children.
- Make clear to them the boundaries between their siblings, peers, and adults.
- Avoid training children to fear others, everyone must know the difference between having a healthy suspicion and being afraid of everyone.
- Grow in situational awareness.
- Pray for wisdom and guidance to live within your own boundaries and show respect for all human dignity.

Physical Boundaries: Safe and Unsafe Touching.

Students learn simple rules about what to do and how to react when someone's touch is confusing, scary, or makes the child or young person feel uncomfortable. Young people start to deal with the real risks they face when they are out in the world and on their own, and they begin to learn where to draw boundary lines in relationships.

Safe Touches: Studies show that children thrive with appropriate physical contact and affection. They need the reassurance of appropriate, caring and safe touches from the nuclear family, relatives, teachers and friends.

Examples of "safe" touches

"Cheek" kisses from Mommy before bedtime; Hugs from Dad after work

'High fives' with friends during a game; Shaking hands with someone new

A pat on the back/shoulder from a coach; Having Grandma/Grandpa bounce you (young child) on the knee

A pat on the head by an uncle; Sitting on Dad's shoulders

Linking arms or holding hands with a good friend

These touches are normally safe—they have a good purpose and aren't intended to hurt. They can make children feel cared for and important.

Unsafe touches: Ones that are usually inappropriate.

Hitting pinching punching tripping kicking spitting inappropriate touching body parts

These are touches that are not safe and can hurt children's bodies or feelings. Touches (committed by an individual or group) that physically, sexually, or psychologically harms a child or young person are called unsafe touches. This kind of touch is often from people who either cannot or choose not to see the harm in their actions.

Unwanted touches: These are touches that might be safe touches, but that a child doesn't want from that person or at that moment. It's okay for a child to say no to an unwanted touch, even if it's from a familiar person.

In review....

Boundaries: The limits that define one person as separate from another or others. To break someone's boundaries means to come into their personal space, get too close to them, touch body parts that are private, etc.

Sometimes it is just someone leaning on you that makes you to feel crowded or uncomfortable. Good friends sometimes appear to be breaking boundaries by hanging on to one another but when you are uncomfortable you should tell them "No". Never allow someone to cross your boundaries. Boundaries are different in various cultures, but we always know when our boundaries have been broken by our feelings of discomfort.

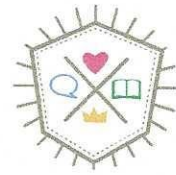
Respecting boundaries—we should have respect for ourselves, and respect for others. Respect for ourselves means we understand our dignity and value as a person, and work to create or maintain boundaries to protect ourselves. We feel upset or uncomfortable when someone doesn't honor our own boundaries, and we communicate with the right person if we need help. Respecting another's boundaries means you care about them, and won't do anything that would bring them harm, and that you communicate with the right person to get them help if they are being harmed by someone else.

Teaching boundary safety is only one part of a multi-faceted solution for protection from child sexual abuse. The more we know, the more we can prevent, and learn how to respond appropriately. Remember: you have the tools to create a safer environment, and to build on the foundation that you already have with the youth in your care. Also, help your children /students to practice saying no in a strong, yet polite voice. This too will help them learn to set their own personal boundaries, another step to keeping them safe from harm.

Attached to this document, please find a simple lesson plan to get you started on teaching boundaries to your students.

IF you have a lesson plan you have used before in regard to boundaries, feel free to use that instead. This is just an option if you don't already have something. There are also more ideas available on their website [Educate Empower Kids - Educate Empower](#)

[Kids](#)

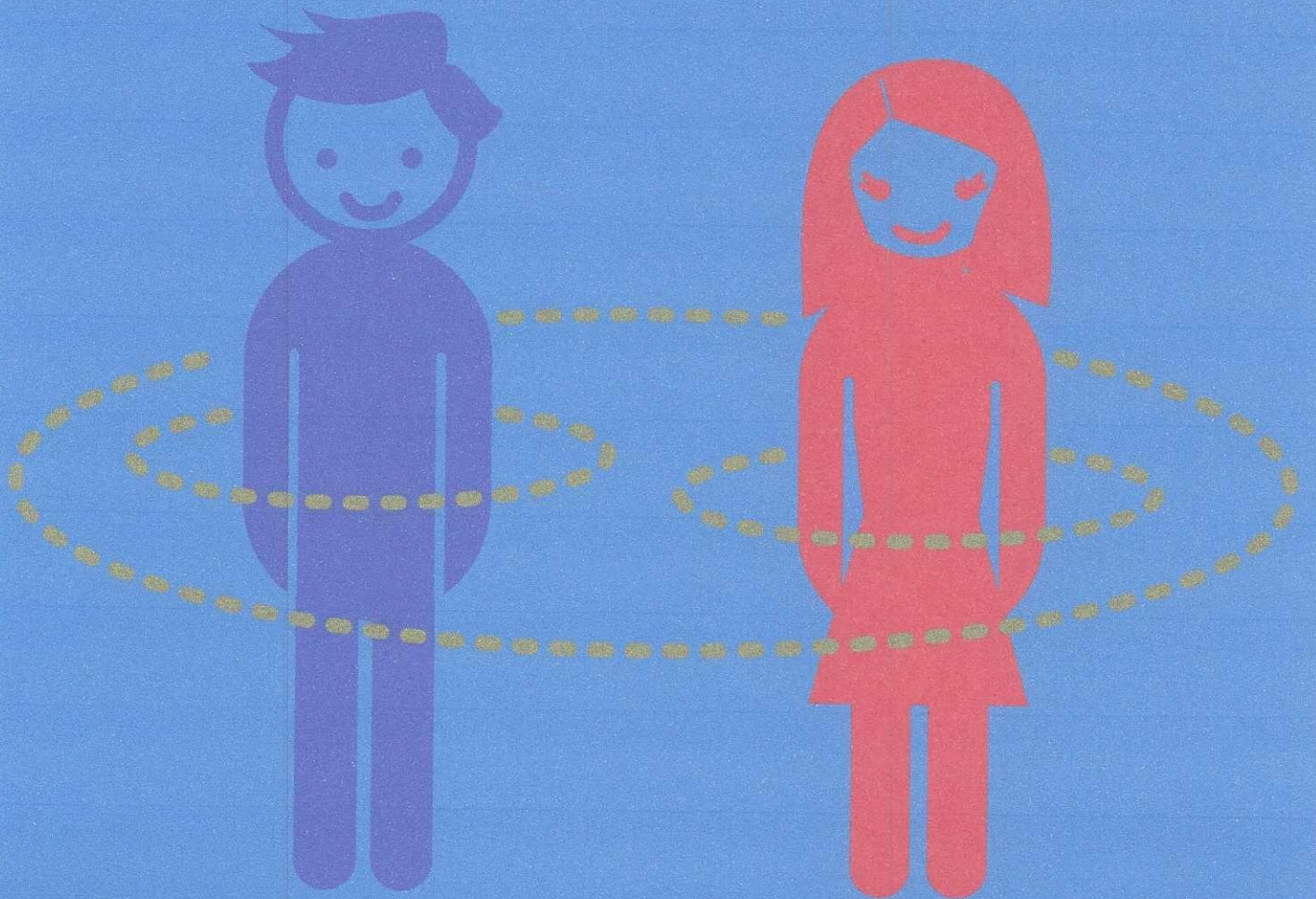


EDUCATEEMPOWERKIDS.ORG

Lesson:

Teaching Kids Healthy

Boundaries



BACKGROUND

Boundaries are imperative for healthy relationships, and it is important we teach our children how to create healthy boundaries for themselves. **Boundaries** can be defined as the space between you and another person, and the unspoken rules of how you *will* treat someone and how you expect to be treated. This can be difficult for children and even teens to understand. A literal example can help to illustrate.

A fence around a yard is a physical boundary that allows the owner of the house to keep out things they do not want in and let in what they do want. Personal boundaries are like fences; we have them to protect ourselves, and they include physical, emotional, and psychological boundaries. These boundaries can assist our children to understand the principle of **consent**, which is the individual right they have to agree or not agree to participate in certain behavior.

PREPARATION

- Take some time to assess your own boundaries, keeping in mind our children learn from our own example. Do we have healthy boundaries with others? Do we respect others' boundaries?
- Review the lesson beforehand so the terms and ideas are familiar.
- Have drawing paper and markers/crayons.

OBJECTIVE

- Teach children and teens what boundaries are, how to create healthy personal boundaries, and how to label and define behaviors that make them uncomfortable.
- Help kids to understand the importance of trusting their gut; if a situation does not feel right to them, let them know they should trust their instinct.
- Teach your child what they can do when boundaries are crossed and who they can go to for help.
- Help kids make the connection that boundaries go both ways; how we want to be treated is how we should treat others.

LESSON

Use the following activities to explain what boundaries are and why they are so important to healthy, functional relationships.

ACTIVITY

Explain that personal boundaries are like a fence around a house; the fence keeps the house protected.

Draw a house, or have your child/teen draw the house, that represents themselves, and draw a fence around it. On the outside of the fence, write down words that describe behaviors that make them uncomfortable.

This can be broken down into specific areas:

Physical: This could include **unwanted touch** anywhere on the body, , hitting, biting, hair pulling, or wrestling. Basically, any touch that makes you feel uncomfortable.

Emotional/Psychological: This could include name calling, humiliating treatment, controlling, bullying, yelling, being forced to keep an "unsafe secret," intense jealousy, belittling, or criticism.

**Older kids can have their own individual sheets and can draw the house themselves and label qualities that describe themselves inside explaining that we create boundaries from knowing ourselves.*

On the inside of the fence, list words that describe how they want to be treated, and how they will treat others. Again, this can be broken down into segments when discussing:

Physical: This could include hugs, kisses on the cheek, or tickling. You can discuss with whom they feel comfortable engaging in these physical activities.

Emotional/Psychological: This could include love, kindness, caring, sharing, respect, honesty, encouragement, or personal freedom.

ACTIVITY

Role play some of the behaviors that have been written. When discussing unwanted behaviors, demonstrate ways they can handle it. Provide examples of what they can do or say and who they can go to for help.

EXAMPLE

You are in school, and a teacher asks you to stay after a class. They tell you they are concerned for you and begin stroking your back, and you feel very uncomfortable. Let's act out what you can do and say. "Thanks Mr. Smith, but my friends are waiting for me." Do not wait for a response, and leave the classroom. Find an adult you feel safe with such as another teacher or counselor, and let them know what happened. Tell your parent(s) when you arrive home.

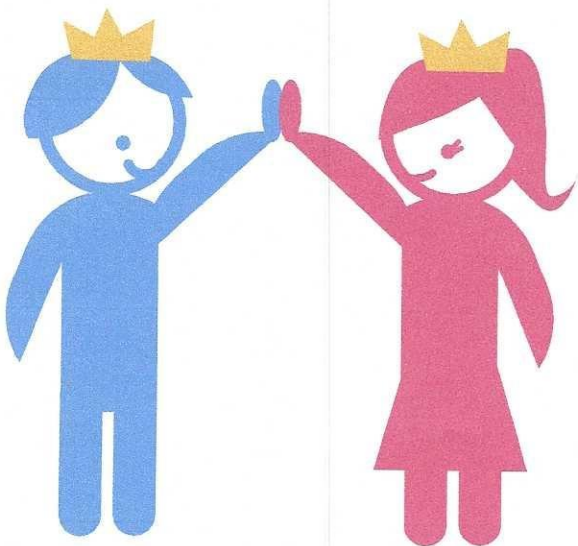
Role play how they will treat others using the examples they provided in the drawing.

EXAMPLE

Your good friend hates to be tickled, but everytime she comes over, your brother tickles her. Let's act out what you can do and say. Have a talk with your brother before she comes over, and let him know it makes her very uncomfortable. If he continues to try and tickle your friend, go to your parent and explain the situation.



SUGGESTED DISCUSSION QUESTIONS FOR YOUNGER KIDS



- Using the drawing as a reference, ask them what will they do if a person brings one of the behaviors from outside of the fence inside the fence.
- Who will they go to for help?
- What will they say to an adult who touches them in an unwanted way?
- How will they treat others?

SUGGESTED DISCUSSION QUESTIONS FOR OLDER KIDS

- Who will you go to for help if someone is not respecting your boundaries at home, school, church, or work?
- What will you say to an adult who does not respect your boundaries? What about a friend?
- What will you do if the person apologizes and asks you not to tell anyone?
- Do you understand the principle of consent?
- How can you tell what someone's personal boundaries are regarding personal space and/or touch?
- How will you respect another person's boundaries?

FOLLOW UP

- Keep the conversation going based on the specific issues your child brought up. Use the drawing you made together as a reference.
- Consider a follow-up conversation about affection from relatives. Children should not be coerced into kissing or hugging Aunt Ruth if it makes them uncomfortable. Come up with a family plan of how to respect your child's feelings and still be polite to family members.