

KidTalk

Level Five

INFORMATION FOR INSTRUCTORS	
Objectives:	<p><i>Students will:</i></p> <ul style="list-style-type: none">• Define the terms <i>relationships and personal boundaries</i>.• Distinguish between healthy and unhealthy relationships.• Recognize times when they may want to ask for help.• List the steps to asking for help.• Identify trusted adults.
Materials:	<ul style="list-style-type: none">• <i>Personal Space Target Worksheet</i> (One per student)• <i>Steps to Asking for Help Handout</i> (One per student)• <i>Level Five Parent/Guardian Letter</i> (One per student)• Each student will require a pencil or crayon
Time:	This lesson should take approximately 35 minutes to complete.
Notes for Instructor:	<ul style="list-style-type: none">• Take time to become thoroughly familiar with the lesson and its associated materials before teaching. Examine your personal comfort level with the discussion and identify any personal feelings or biases that may affect your ability to effectively teach this lesson. If you do not feel comfortable with these materials, please discuss your concerns with your Director/Coordinator of Religious Education.• Students may equate the term <i>relationship</i> only with dating, for example, someone in a 'dating relationship.' It is important for students to understand there are different

KidTalk

Level Five

	types of relationships and that healthy relationships play an important role in their wellbeing.
--	--

KidTalk

Level Five

LESSON	
Introduction:	<p>(1 MINUTE)</p> <p>INTRODUCE the lesson by telling students that you are going to talk about relationships.</p>
Activity:	<p>DEFINING RELATIONSHIPS (5 MINUTES)</p> <ol style="list-style-type: none">1. WRITE the term <i>relationship</i> on the board and ask students to define the word. <p><i>A relationship is a connection between two people.</i></p> <ol style="list-style-type: none">2. EXPLAIN that each of them have been forming relationships with other people since they were born. These relationships include parents, siblings, family members, teachers, and friends. Having connections with other people is important to their wellbeing. Healthy relationships with other people can make people feel good about ourselves.3. TELL students that one way relationships can benefit them is by helping them feel safe and supported. Relationships can also make them feel like they are not alone. There are many reasons why relationships make people feel good.4. ASK students to list some other ways in which healthy relationships benefit them in their lives. <p><i>Examples may include: love, companionship, friendship, fun, safety, and shared interests.</i></p>

KidTalk

Level Five

HEALTHY VS. UNHEALTHY RELATIONSHIPS ACTIVITY (10 MINUTES)

1. **WRITE** the word *healthy* on the board and ask students to define the term.

If something is healthy, it is good for your health and wellbeing.

2. **EXPLAIN** that when relationships are healthy, they will include qualities like trust, respect, understanding and safety.

3. **WRITE** the word *unhealthy* on the board and ask students how they would define the term.

If something is unhealthy, it is not good for you. It is harmful to your health and wellbeing.

4. **EXPLAIN** that not all interactions with other people are healthy.

5. **EXPLAIN** that it is possible to have unhealthy relationships with other kids or adults.

6. **ASK** students for examples of unhealthy relationships.

Examples may include: lack of respect, not telling the truth, teasing, bullying, physically or emotionally hurting another person.

7. **INSTRUCT** students to find a partner (or alternatively, assign partners).

8. **ASSIGN** the topic “healthy relationships” or “unhealthy relationships” to each pair.

9. **ALLOW** students five minutes to brainstorm words that describe how healthy and unhealthy relationships make people feel.

Examples may include:

KidTalk

Level Five

	<table> <tr> <th data-bbox="508 264 824 300">Healthy Relationships</th><th data-bbox="927 264 1279 300">Unhealthy Relationships</th></tr> <tr> <td data-bbox="508 342 824 378">Make them feel good</td><td data-bbox="927 342 1279 378">Make them feel bad</td></tr> <tr> <td data-bbox="508 420 824 455">Respect</td><td data-bbox="927 420 1279 455">Disrespect</td></tr> <tr> <td data-bbox="508 497 824 533">Safe</td><td data-bbox="927 497 1279 533">Scared</td></tr> <tr> <td data-bbox="508 575 824 611">Liked</td><td data-bbox="927 575 1279 611">Disliked</td></tr> <tr> <td data-bbox="508 653 824 688">Understood</td><td data-bbox="927 653 1279 688">Misunderstood</td></tr> </table> <p data-bbox="483 772 1304 808">10. REVIEW the activity with the following discussion questions:</p> <ul data-bbox="578 850 1214 966" style="list-style-type: none"> • How do you feel in a healthy relationship? • How do you feel in an unhealthy relationship? <p data-bbox="483 1008 1136 1043">PERSONAL BOUNDARIES (15 MINUTES)</p> <ol style="list-style-type: none"> <li data-bbox="483 1085 1315 1167">1. EXPLAIN that one important characteristic of a healthy relationship is respecting one another's personal boundaries. <li data-bbox="483 1209 1328 1245">2. WRITE <i>personal boundaries</i> on the board and define the term. <p data-bbox="529 1287 1339 1369"><i>Personal boundaries are rules and limits you create for yourself about your personal space and how others should treat you.</i></p> <p data-bbox="529 1411 1304 1446">NOTE: If necessary, provide the definition of <i>personal space</i>:</p> <p data-bbox="529 1488 1349 1701"><i>Personal space is the area immediately surrounding a person's body. The amount of space each of us needs can be different for each person. Some people may want more room between themselves and the people around them, while other people don't mind if someone gets close to them.</i></p> <li data-bbox="483 1743 1357 1824">3. EXPLAIN that each of them has the right to personal boundaries and they should be respected. Personal boundaries are different 	Healthy Relationships	Unhealthy Relationships	Make them feel good	Make them feel bad	Respect	Disrespect	Safe	Scared	Liked	Disliked	Understood	Misunderstood
Healthy Relationships	Unhealthy Relationships												
Make them feel good	Make them feel bad												
Respect	Disrespect												
Safe	Scared												
Liked	Disliked												
Understood	Misunderstood												

KidTalk

Level Five

for each person and they can change depending on circumstances.

4. **EXPLAIN** that their need for personal space in any given situation can depend on the following things:
 - Their relationship with the other person.
 - Their location.
 - Why the other person wants to be close to them.
 - How they are feeling at the moment.
5. **DISTRIBUTE** the *Personal Space Target* worksheet.
6. **EXPLAIN** that the circles represent the different types of relationships they have in their lives. The people who belong in the circles near the center are those who are closest to them. For example, their family and closest friends. Their personal boundaries will vary depending on their relationships with people.
7. **WRITE** the following on the board for all to see:
 - *Kiss*
 - *Pat on back*
 - *Handshake*
 - *One-arm hug*
 - *Hug*
 - *Say "hi"*
 - *Wave*
 - *Fist bump*
 - *Tell Secrets*
 - *Cuddle*

KidTalk

Level Five

8. **INSTRUCT** students to work with their partner to complete their *Personal Space Target* by determining the appropriate circle for each activity listed above.

9. **REVIEW** the answers when everyone has completed the worksheet. The activities should be listed as follows:

My Family

Kiss, hug, cuddle, tell secrets, one arm hug, pat on back, say "hi", wave, hand shake

My Friends, My Teachers, My Family Friends

One arm hug, pat on back, say "hi", wave, handshake, tell secrets

Acquaintances

Say "hi", handshake, fist bump, wave

Strangers

Wave

ASKING FOR HELP (5 MINUTES)

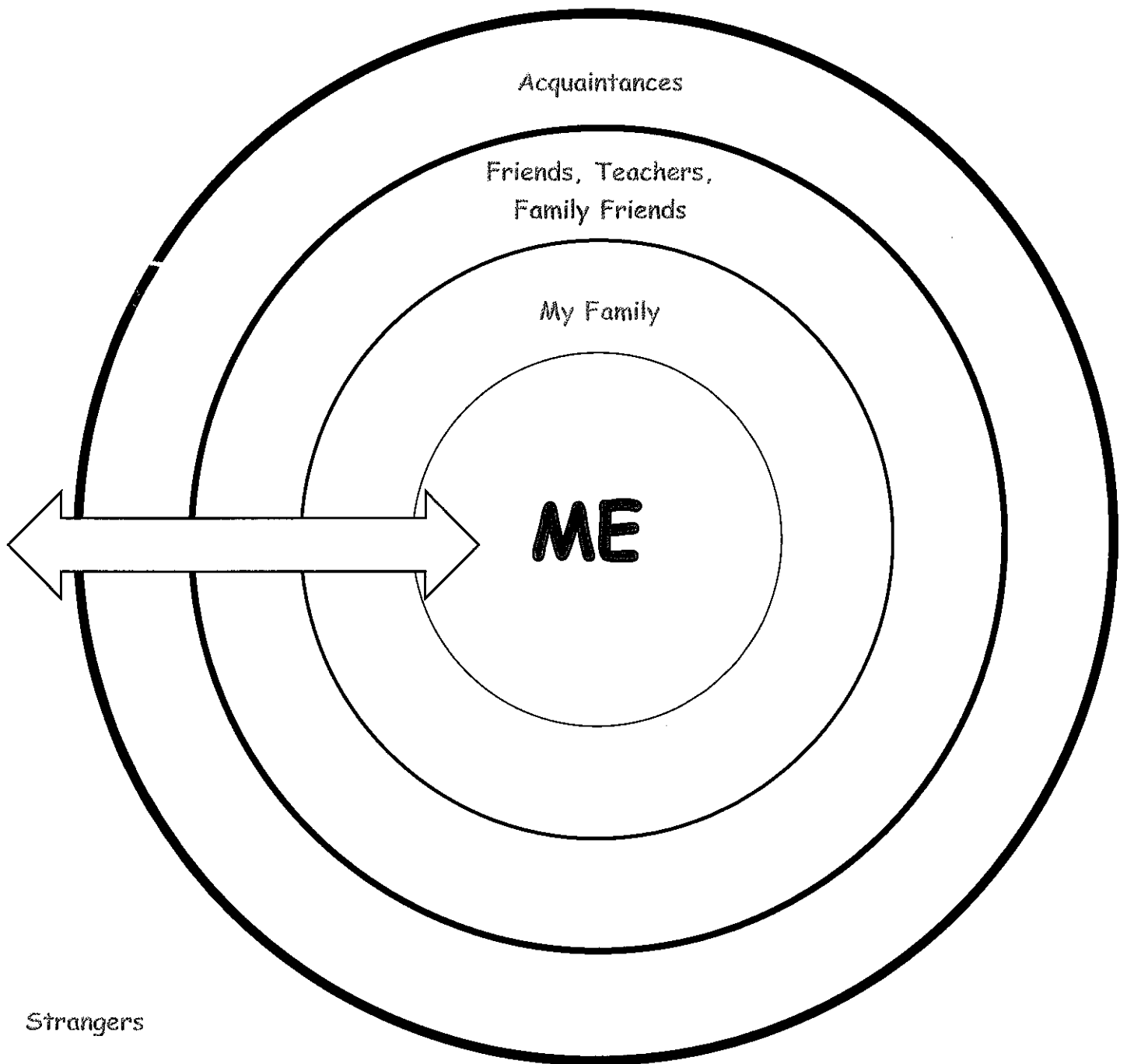
1. **TELL** students you'd like to spend a few minutes talking about what to do if someone is crossing their personal boundaries because they are too close or their behavior is making them feel uncomfortable.
2. **DISTRIBUTE** and review the *Steps to Asking for Help* handout.
3. **EXPLAIN** that these three simple steps can help you make sure that you can get help when it is needed.
4. **ASK** the following discussion questions about the handout.

KidTalk

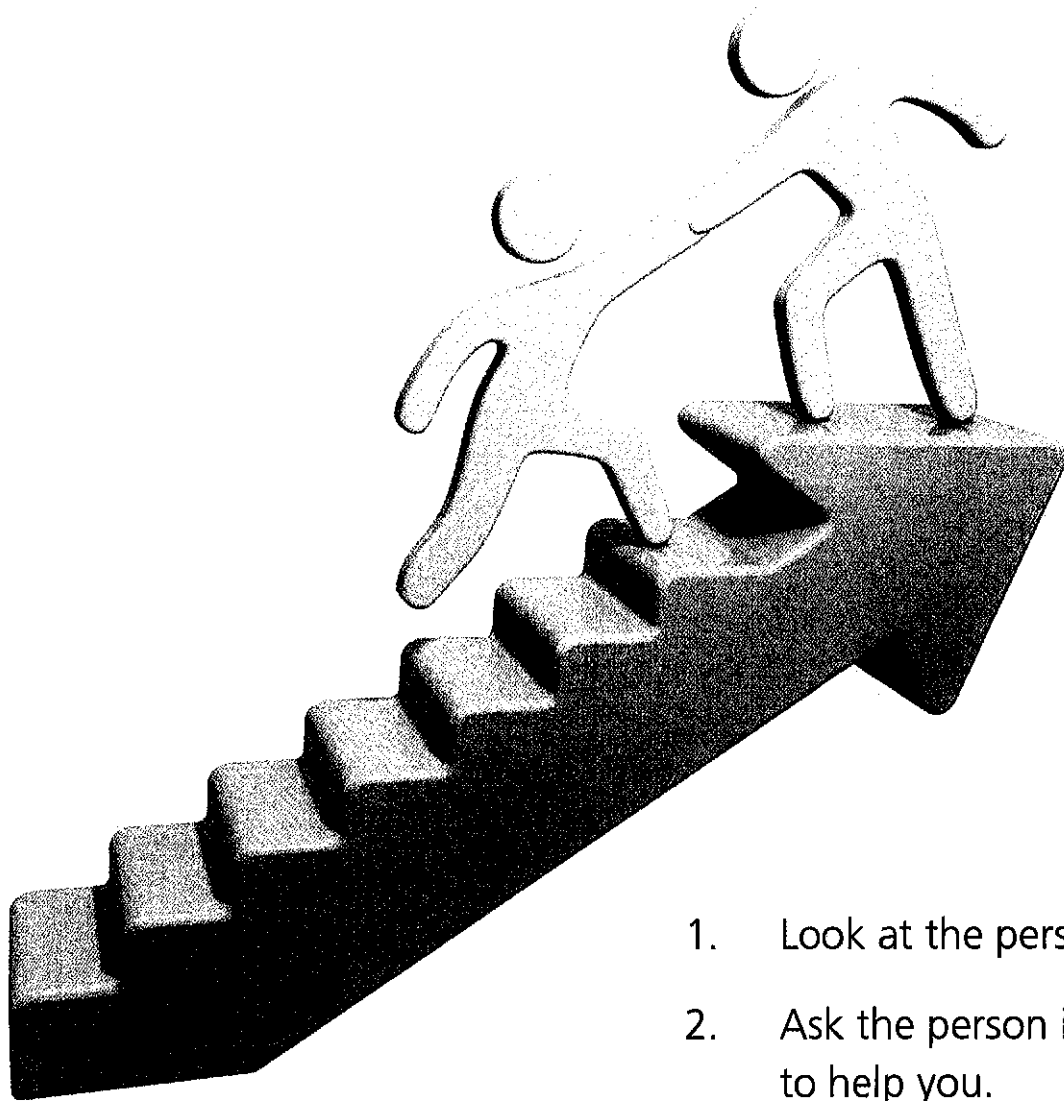
Level Five

	<p>Why is it helpful to make sure that the person you want to talk to has time to talk with you?</p> <p><i>Help students understand that if someone is busy or distracted they may not be able to focus on listening to them.</i></p> <p>If the person is not able to make time for you what are some of your options?</p> <p>Students may suggest the following:</p> <p><i>Scheduling a future time to talk with that person if their problem is not urgent, telling the person it is an emergency, telling another person.</i></p>
Conclusion:	<p>SUMMARIZE the lesson by asking students what they learned about relationships and personal boundaries.</p> <p>REMIND students that any time they need help, they can simply ask one of their trusted adults.</p>
Parent/Guardian Letter:	<p>DISTRIBUTE the <i>Level Five Parent/Guardian Letter</i>. Tell students that this letter explains the lesson that was taught today and they should share it with their parent/guardian. Alternatively, Parent/Guardian letters can be emailed.</p>

Personal Space Target 4



Steps to Asking for Help



1. Look at the person.
2. Ask the person if he/she has time to help you.
3. Explain the kind of help you need as clearly as possible.



OFFICE FOR CHILD AND YOUTH PROTECTION

ARCHDIOCESE OF
PHILADELPHIA

Dear Parent, Guardian, or Caregiver:

In the Archdiocese of Philadelphia the safety of our children is among our highest priorities. As part of our child protection efforts, your child participated in a lesson from our KIDTALK program. KIDTALK combines age appropriate messages which promote children's health and safety with Catholic teachings.

As a result of today's lesson, your child should be able to:

- Define the terms *relationships* and *personal boundaries*.
- Distinguish between healthy and unhealthy relationships.
- Recognize times when they may want to ask for help from a trusted adult and identify trusted adults in their lives.
- List the three steps to asking for help.

We encourage you to talk with your child at home about what he or she learned during today's lesson. Here are some ways you can reinforce the concepts we discussed:

- Define, model, and provide examples of healthy relationships. Highlighting that all good relationships must have trust, honesty, respect, communication, and understanding is a good way to start.
- Help them define boundaries. Work with your child to identify and communicate their personal values and boundaries.
- Let them know that you can help. Remind your child that you are always there to listen and help.

Open communication is an important key to success in all child abuse prevention efforts. You can find some [helpful tips](#) for establishing open and honest parent-child communication on the Office for Child and Youth Protection's website at www.childyouthprotection.org under Protect-Resources for Parents.

If you have any questions or if we can be of assistance, please feel free to contact the Office for Child and Youth Prevention at 215.587.2466 or OCYP@archphila.org.

As always, your partner in prevention,

Leslie J. Davila, M.S.
Director, Office for Child and Youth Protection

LEVEL FIVE