

GRADE 7 PERSONAL SAFETY

TEACHER NOTES: CREATING A SAFE SPACE

- Estimated Time: 5 minutes
 - Activate Prior Knowledge/Engage
1. Begin lesson by reviewing ground rules conducive towards a “safer” space.
 2. Allow for an opportunity to add or modify ground rules as you begin a new lesson.

CREATING A SAFE SPACE

What are the ground rules or guidelines that we agreed on for when we have hard conversations about sensitive topics?

Do these still work? Would anyone like to make any changes or adjustments?

TODAY'S OBJECTIVES

- Explain rights as to personal space, your body, and touches
- Identify parents or trusted adults to report abuse or assault
- Describe ways to treat people with dignity and respect
- Demonstrate how to react to bullying

WORD BANK

- ☐ Rights
- ☐ Dignity
- ☐ Respect
- ☐ Bullying
- ☐ Abuse
- ☐ Bystander
- ☐ Boundaries

Teacher Notes: Respect

Estimated Time: 15 minutes

- Students will complete writing activity
- Teacher facilitates discussion about respect
- Students complete INNER CIRCLE activity

WRITE - PAIR - SHARE

Define Respect in your own words.

Write about a situation in which you felt RESPECTED.

Who was involved?

Why did you feel respected?

RESPECT

:admiration for someone or something that you believe has good ideas or qualities (Cambridge)

:the polite attitude shown toward someone or something that you consider important (Cambridge)

:to show regard or consideration for (dictionary.com)

:courteous regard for people's feelings (vocabulary.com)

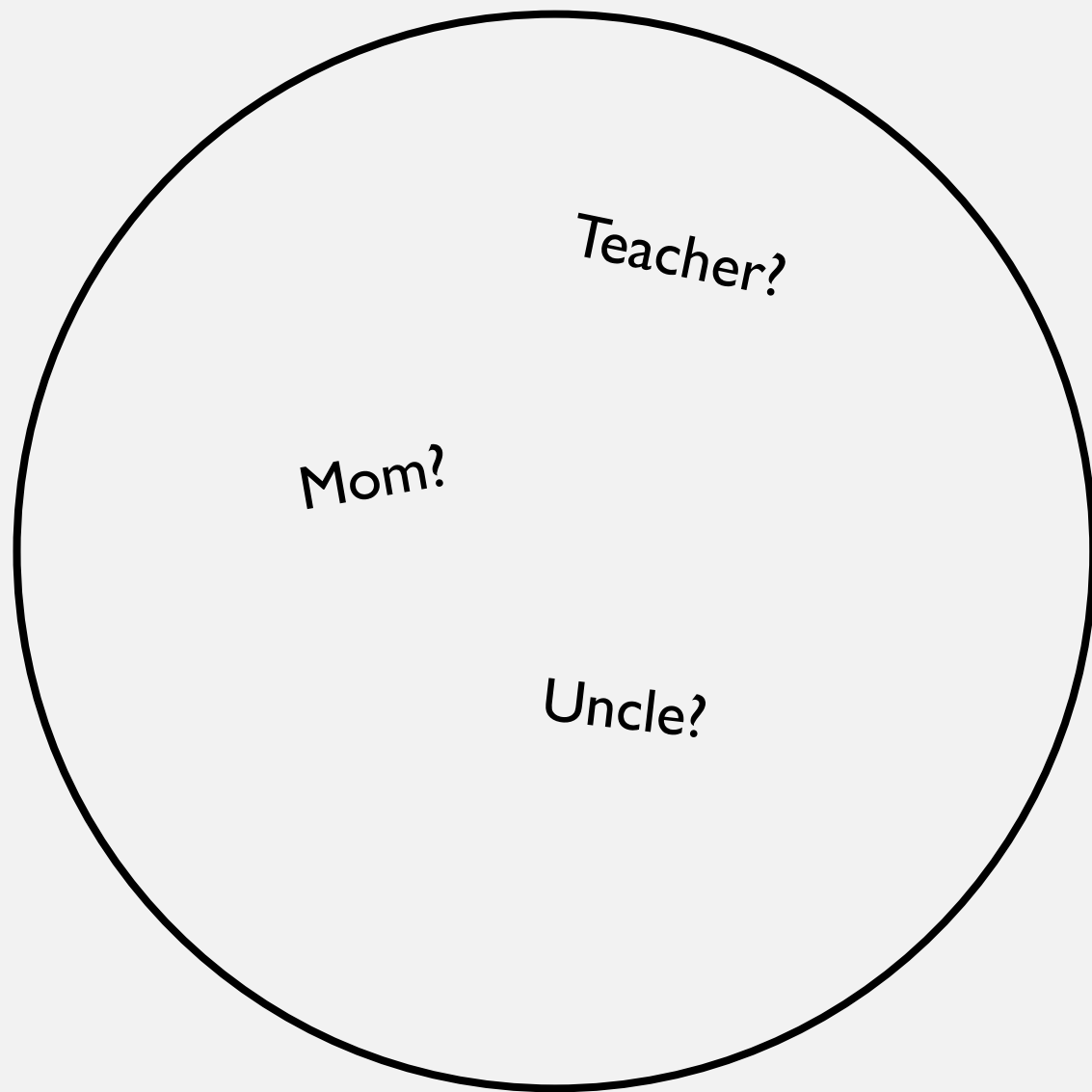
Is it possible to disagree with someone and still respect them?

What might that look like?

Can you give an example?

YOU SHOULD ALWAYS TRY TO
BE THE KIND OF PERSON THAT
YOU AND OTHERS RESPECT.

RESPECT



Who's in YOUR inner circle?

Using the space at the bottom of your paper, draw a circle.

Then fill the circle with the names (or titles) of the 2-3 people you respect.

These are people that you can ask for help in tough situations.

Teacher Notes: Abuse & Bullying

Estimated time: 15 Minutes

- Students do a turn & talk to transition into a new topic
- Teacher facilitates discussion about abuse and bullying
- Bullying Scenarios
 - Students in groups of 3-4
 - They will read each scenario and choose the appropriate response.
 - Students should explain why they chose their answer

Turn & Talk

What does it feel like when you are NOT
respected?

Abuse & Bullying

Abuse: to treat in a harmful, injurious, or offensive way ([dictionary.com](https://www.dictionary.com))

Bully: to habitually intimidate, badger, or domineer smaller or weaker people ([dictionary.com](https://www.dictionary.com))

How might you feel if you were abused or bullied?

Give examples of different forms of bullying.

What would you Do?

THINK - PAIR - SHARE

Your friends start calling you names, sending you nasty text messages and forcing you to give them things. You don't feel good when these things happen. What would you do?

1. Nothing, You must have done something wrong to make your friends act like that.
2. Start calling them names in return and threaten them.
3. Speak to your parents or teacher and tell them what is happening.
4. Something else?

A group of older students like to pick on the younger ones from your school. They wait to catch them walking home or waiting for the bus to surround them and take their money, food, or toys. They also throw rocks and threaten to do worse. What would you do?

1. Be very careful to go to and from school in groups
2. Tell adults in your school what is happening and ask for help
3. Carry rocks to protect yourself
4. Something else?

You receive an email telling an embarrassing story about another student who has often been mean to you. What would you do?

1. Forward the email to your friends because you know they would think it's funny too
2. Speak to your parents or teachers and tell them what is happening
3. Reply to the sender and tell them that it isn't funny and delete the email
4. Something else?

Responding to Abuse & Bullying

- Use assertive communication
- Focus on Integrity
- Demonstrate Empathy
- Seek help

Bystander

a person present but not involved, onlooker, chance spectator ([Dictionary.com](https://www.dictionary.com))

Teacher Notes: Boundaries

Estimated Time: 15 minutes

- Teacher facilitates discussion about boundaries including definition and different types of boundaries
- Display the question: Where do boundaries come from?
 - Elicit responses from students about how they determine their personal boundaries
 - Friends, Family, Religion, Media, etc.
- Students complete 'Understanding Boundaries' worksheet individually

Boundaries

Boundaries are the limits we set for ourselves and others in our life.

Types of Boundaries

Physical
Emotional
Sexual
Relational
Spiritual

- What does it feel like when someone crosses our boundaries?
- Who has an influence on how we set boundaries?
- Is there someone in your life with whom it is hard to set boundaries? What kind of boundaries are hard to set with them?

Boundaries are the basis for consent!



Consent = Ask, Listen, Respect

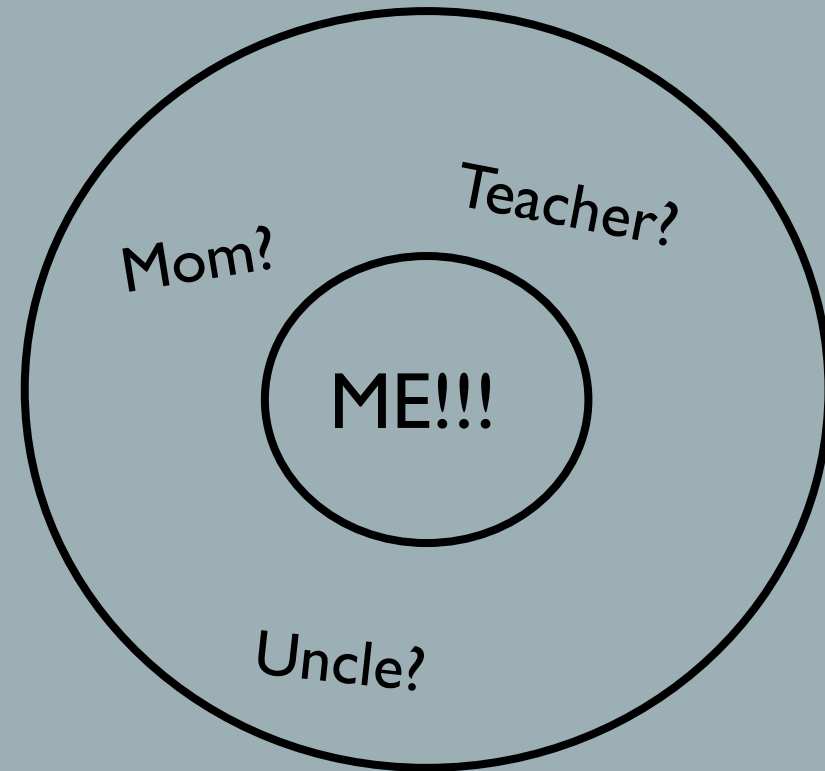
You have a right to be respected

Your Space

Your body

Your boundaries

YOU are at the center of your inner circle!!



Bibliography

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Name _____

Define RESPECT

Describe a situation in which you felt RESPECTED. Who was involved? Why did you feel respected?

Name _____

Boundaries are the limits we set for ourselves and others in our life. Boundaries can be physical, emotional, relational, and sexual. The tasks below will ask you to think about your boundaries and what is comfortable for YOU.

What does it feel like when someone or something crosses your boundaries? Think about both physical and emotional feelings.

Do we all have the same boundaries?

For each situation listed below: <ul style="list-style-type: none">Consider if it is a boundary for your lifeConsider if the adult in your life would want this for you Put an X in the column to show if it is OK or NOT OK.	You		Adult	
	OK	NO	OK	NO
SITUATION				
A stranger sits very close to you on a bench.				
Trading food items at lunch.				
Getting a hug from someone you just met.				
Sharing passwords to social media sites.				
Holding hands with a partner at school.				
Being alone with a partner or crush.				
Staying out later than an expected curfew				
Kissing				

When someone crosses our boundaries, it can be challenging to bring it up to them. Pick out one of the situations from the table above and imagine someone has crossed it and made you uncomfortable. Practice using assertive communication by writing a firm, clear, response to that person that maintains your boundaries.
