

## ***Right Relationship Concept: Rules and Boundaries (Primary)***

### **Learning Objectives:**

- To help children realize that each person God created is special and unique.
- To emphasize that, because we are made in God's image, God wants us to respect ourselves and treat each other with respect.
- To emphasize that right relationships are built on trust and help keep us safe.
- To understand that sometimes relationships are not "right" and can be unsafe.
- To appreciate that knowing the rules and boundaries in relationships can help keep us safe.

### **Outline:**

- I. Opening Prayer
- II. God Created Human Beings in His Image
- III. God Made Us and Wants Us to Be Safe
- IV. Knowing the Rules and Boundaries of Right Relationships (Core)**
- V. Closing Prayer

### **Materials Needed:**

- Whiteboard, chalkboard and chalk or flip chart and markers
- Pens, pencils for class members
- Handouts:
  - PreK – Grade 3: "God Made Me! (Options 1, 2, and 3)"
  - PreK – Grade 3: "God Made Me! (Clothing)"
  - PreK – Grade 1: "Signs to Stop and Go"
  - PreK – Grade 6: "What Would You Do?"
- Activities:
  - "God Made Me! (Options 1, 2, and 3)": scissors, crayons, markers or colored pencils
  - "God Made Me! (Clothing)": scissors, colored markers or pencils or crayons
  - "Signs to Stop and Go": scissors, glue, colored markers or pencils or crayons
  - "What Would You Do?": pens or pencils

### **I. Opening Prayer:**

*In the + Name of the Father, and of the Son, and of the Holy Spirit, Amen.*

*God, thank you for creating us and for showing us your love in so many ways. Help us to see your goodness in all of creation and your image in each person we meet. Help us show our love for you and each other by treating every one with love and respect.*

*In the + Name of the Father, and of the Son, and of the Holy Spirit, Amen.*

## **II. God Created Human Beings in His Image**

### **Discussion**

- **Say:** *“After God created the earth and the heavens, the water and the sky, the day and the night, all living beings of the sea, the land, and the sky, he created humans. God created human beings, making them in his image. And God looked at everything he had made and saw that it was very good.*
- *Of all of creation, human beings alone are made in God’s image. Each person is unique – there has never been nor will there ever be another person exactly like you. God loves you and never wants anyone to hurt you. No one has the right to hurt you and you don’t have the right to hurt anyone else. Because each person is made in God’s image, we should treat everyone with respect.”*

## **III. God Made Us and Wants Us to Be Safe**

### **Discussion**

- **Say:** *“God created us in his image. God loves us and cares for us. God wants us to be safe. God does not want us to be hurt and he does not want us to hurt anyone, but sometimes we get hurt by accident.”*
- **Ask:** *“What are some ways people can get hurt?”* (if children do not respond, prompt with things like: falling off a bike, skinning a knee, tripping, touching a hot stove.)
- **Say:** *“Sometimes we get hurt because people do not respect us.”*
- **Ask:** *“What are some ways people might hurt each other?”* (if children do not respond, prompt with things like: hitting, kicking, name calling, biting, etc.) *“People sometimes are hurt when others touch them in ways or places where they should not (like private parts of their body— the parts normally covered by a swimming suit). When we get hurt because people do not respect us, we need to know what to do.”*

## IV. Knowing the Rules and Boundaries of Right Relationships (Core)

### Discussion

- **Ask:** *“What are some rules for showing each other respect?”* There will be a variety of acceptable answers such as being kind; being helpful; telling the truth; asking children who are not participating in games to join in; sharing; keeping your hands and feet to yourself; not calling anyone by an unkind name; not fighting, etc.
- **Say:** *“We have signs to help us know and keep the rules. For example, we have traffic signs to tell us when and where to stop, we have directional signs to tell us which way to go, we have signs in stores to tell us where products are available. Some signs tell us about potential hazards such as railroad crossing signs, ‘no smoking’ signs, ‘hazardous materials’ signs.”*
- **Say:** *“There are also boundary ‘signs’ for right relationships. In our interactions with other people we need to have clear boundaries.*
  - *It’s important to realize that certain boundaries should NEVER be violated, but sometimes our physical, emotional, and behavioral boundaries depend on the kind of relationship we have with others.*
  - *For example, it’s **never** OK for someone to hurt us physically or treat us disrespectfully but it might be OK for our parents to give us a big hug and say ‘I love you’ but not OK for other adults.*
  - *It may be OK for us to spend time alone with a close relative or friend but it might be more usual for us to meet with other people, such as our teacher or youth minister, as part of a group. We may feel uncomfortable or unsafe if someone we don’t know wants to be alone with us.*
  - *Our feelings may be one indication that a relationship is ‘right’ but sometimes our feelings are not the best sign for us to follow. Certain rules apply to right relationships regardless of how we feel.”*

### Activities

**PreK-Grade 3:** “God Made Me! (Options 1, 2, and 3)” and “God Made Me! (Clothing)”

- Hand out the “God Made Me! (Options 1, 2, and 3)” and “God Made Me! (Clothing).” Discuss the important function of each part of the body (e.g., eyes for seeing, hands for helping, feet for running or walking, etc).

- **Say:** *“Some parts of our body are private. It is disrespectful for others to touch these parts of our body unless they need to do so to keep our body healthy (e.g. a doctor if we are sick or hurt, our parent if we need help to get clean, etc.) Normally, the parts of our body that are covered by our swimming suits are considered ‘private’ parts.”*
- **Say:** *“If someone hurts our body or is not respectful of the private parts of our body, we should tell our parents or another trusted adult.”*
- Have the children cut out the figures and clothes and decorate their person.

### **PreK - Grade 1: “Signs to Stop and Go”**

- Color the top circle “red.” Color the bottom circle “green.”
- Cut out each traffic light and glue back to back on a Popsicle stick.
- Remind the students that red means “stop” and green means “go.”
- Ask children to show the right sign for each of these situations:
  - someone hits you (red)
  - your mom or dad gives you a hug (green)
  - someone calls you a name you do not like (red)
  - a friend asks to come over to play (your parents are home, your parents are not home) (red – should always ask permission)
  - someone wants to see or touch private parts of your body and that person does not have a valid reason for doing so (red)
  - someone tries to kiss you (red/green; depends on who it is)
  - someone pulls you by the arm so hard it hurts (red/green – could be green if the person were pulling you out of the way of harm)
  - someone kicks you (red)
  - someone gives you a “high five” (green, if appropriate)
  - someone takes your toy from you (red)

### **PreK – Grade 6: “What Would You Do?”**

- One way to be safe is to have a plan for what to do in different situations. Practicing different responses helps children consider alternative ways of dealing with different situations. Hand out the “What Would You Do?” worksheet.
- Discuss the situations with the children. If age appropriate, ask them to write their responses to the situations in the space provided. Then ask them to take the worksheets home to discuss with their parents or other trusted adults.

## **V. Closing Prayer**

*In the + Name of the Father, and of the Son, and of the Holy Spirit, Amen.*

*Sacred Heart of Jesus, I place my trust in you.*

*In the + Name of the Father, and of the Son, and of the Holy Spirit, Amen.*