

## Lesson 1 for Grades 9—12

## Physical Boundaries: Safe and Unsafe Touching Rules

### PRINCIPLE

Young people must learn tools to protect themselves from people who may harm them through physical touch (sexual or otherwise) to prevent / reduce the risk of sexual abuse and boundary violations.

### CATECHISM / SCRIPTURE

*Man, though made of body and soul, is a unity. Through his very bodily condition he sums up in himself the elements of the material world. Through him they are thus brought to their highest perfection and can raise their voice in praise freely given to the Creator. For this reason man may not despise his bodily life. Rather he is obliged to regard his body as good and to hold it in honor since God has created it and will raise it up on the last day.*  
—Catechism of the Catholic Church, #364 (1997)

### OBJECTIVES

Through this lesson the lesson leader reinforces the parent's message about touching safety and protecting private body parts. After lesson 1, young people should be better able to:

- Understand the rules about safe and appropriate touches and other boundary issues, recognizing it's OK to say "no" to an adult or other youth:
  - Everyone has a right to say "No!" when feeling unsafe or uncomfortable
  - Try to get away from the situation
  - Tell an adult as soon as possible
- Keep themselves safe and out of danger, and protect themselves from people who have bad intentions or violate their boundaries
- Technology Component: Similar boundary rules apply for Online activities, too
  - Say "No!" if someone shares unsafe or inappropriate material / images
  - Leave the situation
  - Tell an adult as soon as possible
- Understand that if anybody does give them an unsafe touch or shows them inappropriate material, it isn't the youth's fault

### Background for Lesson Leaders:

Many of the boundary and safety rules for younger children also apply to older youth, though it may be communicated differently. Caring adults will still provide teenagers and "tweens" with expectations and boundaries. Remind them they can always say "no" and are allowed to remove themselves from any situation if they're uncomfortable. If abuse or boundary violations occur, they need to know that you'll help to protect them regardless of the circumstances—and that abuse isn't their fault. The older children become, the more you can outline other types of boundaries.

### This age group: Dealing with teenagers—key concept is "searching"

This is the age where all the experiences that began with puberty—the physical changes and the developing emotions—accelerate rapidly as the teenager matures into a young adult. The self-consciousness deepens and matures. The world of "children" is now renounced. Teens believe in their immortality and may tend to be reckless in their behavior—in person and online. Although it would appear that they reject authority while defining their own independence, in reality they rely on the strength and support they find in parents and other influential adults. Feeling supported and understood is important for this age group, as is upholding boundaries while the reasoning portions of their brains continue to develop. Teens have a great deal of personal freedom. This freedom also puts them at risk in various ways. Parents and guardians expect teens to take care of themselves and to ask for the help that they need. Caring adults must know that children's online behavior and boundaries may need to be fortified.

**ACTIVITY OPTION #1: Play the (optional) introductory video as an icebreaker**

The introductory video for children and youth in this age range is designed to open a simple discussion about personal boundary safety. The video is brief and is not intended to be a substitute for the lesson itself. It's merely an introduction designed to "break the ice" and assist the transition of completing the interactive Lesson Activity options. If the video is shown as an optional activity, please use in conjunction with one of the additional activity options, because discussion and practice are the critical components needed to teach children and youth how to protect themselves. They learn best by "doing"; not just listening.

**ACTIVITY OPTION #2: Review and discuss the vocabulary words**

The following words should be placed on a white board, black board or poster (may also include definitions) prior to the discussion. Children of this age can also be asked to take notes.

- **Boundaries**—the physical and emotional limits that define one person as separate from another or from others. Boundaries promote and preserve physical or emotional personal space in our relationships. Boundaries give each person a clear sense of “self” and a framework for how to function in relation to others. Boundaries bring order to our lives and empower each of us to determine how others will interact with us.
- **Unsafe touch**—harmful touches committed by an individual or group that physically, sexually, or psychologically harms a child or young person. This touch is often from people who either cannot or choose not to see the harm in their actions.
- **Peer Pressure**—the strong influence of a group—especially of young people—on members of that group to behave as everyone else does.

**Note:** It is important to invite questions and comments from students at this point. Clarifications of some of the language, such as “harmful touches” might be necessary. Lesson Leaders should be ready to answer clearly and honestly.

**ACTIVITY OPTION #3: Review and expand the boundary touching rules**

**Preparation:** In preparing for this activity, review the *Teaching Boundaries and Safety Guide: Safe Environment Guide for Caring Adults, Parents and Guardians*.

**Directions:** Discuss with the youth the reasons highlighting why touching safety rules are important. Make sure you reinforce the following points, and write them out (onto a blackboard or dry erase board) after identifying them:

- Knowing the rules helps teens deal with potentially threatening situations and, in the process, helps them maintain their own safety and the safety of their friends.
- Being aware of potentially risky situations, and discussing how to deal with them in advance, are vital to a teen’s personal safety. (Ask the youth to give examples of risky situations).

Discuss with the youth the various types of rules that parents or families create to ensure the safety of all family members. State some specific rules regarding what a teen may or may not be allowed to do. This could include:

- Guidelines teens *know* are there because parents and guardians let them engage in certain activities while saying “no” to other activities.
- Behaviors that parents and guardians expect from their teens and young people, even though they (parents) may have never actually verbalized those expectations.

Remind the youth that while most touches are safe, some are unsafe and may pose serious risks to those involved. There are a variety of reasons for physical touching. Discuss some of the reasons for human touch, and note which touches are safe and which are unsafe.

- Touch can be appropriate, inappropriate and sometimes confusing. It can be received positively or negatively, and it can be safe or unsafe.
  - For example, touch can indicate:
    - An attempt to communicate
    - Affection
    - Loving and consensual sexual activity between spouses in the context of a Christian marriage
    - Use of power and control
    - A demonstration of anger and hostility
    - A vehicle for victimization—sexual and physical

- Discuss different examples of safe / unsafe touches or behavior, and confusing behavior, as well as ways to deal with negatively perceived or confusing touches.
- Discuss ways to say “no” or to otherwise refuse unwanted advances or uncomfortable / unwanted touches.
- Talk about whether there is ever a time when “no” doesn't mean “no.” And, if there is such a time, discuss some ways to help determine whether “no” really means “no.” **Hint:** If someone says “no” in the context of a human touch, you should always respect “no” as the final answer. Always!

**ACTIVITY OPTION #4: “Saying ‘No!’ and Staying Safe” group collage**

**Preparation:** The youth will start this activity during this lesson and finish during Lesson 2.

They will create a group collage that represents the concept of saying “No” when possible, and staying safe. Make sure to collect the listed supplies, and then follow the process. Be sure to leave room for the addition of other pictures to complete the collage as a part of the next lesson.

**Directions:** Instruct the youth to cut out, print from the Internet or draw as many pictures as possible to demonstrate “Saying ‘No!’ and Staying Safe.” Spread the images out so that all are visible and then Vote with the youth on which image best exemplifies the theme. Place this image in center of the poster and make it a focal point in the collage. Then, arrange the other images around the central picture (images may overlap, but shouldn't completely cover the main image).

**Process:** Discuss the concept of “Saying ‘No!’ and Staying Safe,” while the group is creating the collage. Upon completion, display the poster in the classroom or common area of the building.

**SUPPLIES**

Old magazines for cutting pictures  
Scissors  
Paste / glue  
Poster board  
Felt-tipped markers

**Note:** Collages provide the opportunity for creative expression to demonstrate the comprehension of the discussions. This activity requires many old magazines, newspapers, ad clippings, etc. Families may not have many magazines in the home as individuals now use the Internet for most information. Even if the family has access to the Internet, they may not have printer access. Have additional pictures on hand for children who didn't or couldn't bring pictures.

**ACTIVITY OPTION #5: “Saying ‘No!’ and Staying Safe” song skits**

**Preparation:** The youth will start this activity during this lesson and finish during Lesson 2. Oversee the project in order to ensure the activity's goals are achieved and that the message is well represented in the finished product.

**Directions:** Instruct the youth to create a song skit that represents the concept of saying “No” when possible, and staying safe. The youth may choose a current popular song and reinvent the words to express and exemplify the theme of the activity. Or, they may create an original Rap song (or music of a different genre) that presents the same message. They may add dance steps or visual representations of the message with props to “act out” the words.

**Process:** Either divide the group into teams of three to five youth, or invite them to form their own groups before explaining the assignment. They will begin planning their song skits during this lesson, and will present them to the class during Lesson 2.

**SUPPLIES**

Presentation props (optional)

**Note:** The overall number of youth will greatly impact the amount of time to devote to this activity. Each song-skit is recommended to be no more than 3 minutes long.

**ACTIVITY OPTION #6: Create a ‘Praise and Worship’ service**

**Preparation:** The youth will start this activity during this lesson and finish during Lesson 2. Oversee the project in order to ensure the activity's goals are achieved and that the message is well represented in the finished product.

**Directions:** Instruct the youth to create a short praise and worship service to be implemented at the end of Lesson 2—a service that demonstrates the concepts covered in both Lessons 1 and 2. The service should include prayer, music and scripture. Consider incorporating the story

**SUPPLIES**

Candles / Votive holders  
Matches / Lighter  
Bibles  
Music / Instruments  
Song sheets

of St. Maria Goretti into the worship service. They may add dance steps or visual representations of the message when they complete this assignment during Lesson 2.

**Process:** Either divide the group into teams of three to five youth, or invite them to form their own groups before explaining the assignment. Oversee the project in order to assure that the goals of the activity are achieved and that the message is well represented in the finished product. The finished product of each group can then be presented to the whole group at the end of the next lesson.

**Note:** The overall number of youth will greatly impact the amount of time to devote to this activity. Each Praise and Worship service is recommended to be no more than 5 minutes long.

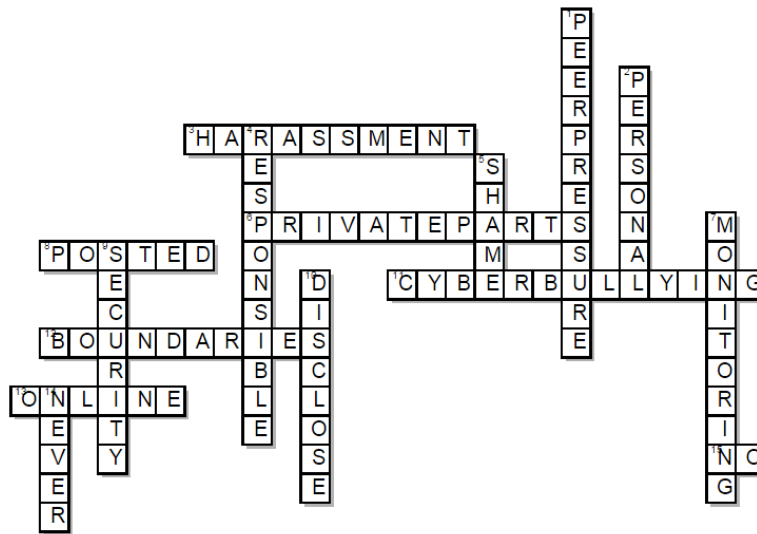
**ACTIVITY OPTION #7: Physical Boundaries Crossword puzzle**

**Directions:** Hand out the crossword puzzle and instruct the children to find the words on the list related to the topic of “Touching and Boundary Safety,” and to outline / highlight each of those words.

Consider having the activity be a race to see who can finish first with finding all of the words. Then, invite the youth to communicate about how they feel regarding the words within the puzzle. Ask them to define / explain each of the words as a review.

**Note:** The Crossword Puzzle template is included in the downloaded set of materials at the end of this packet. Print sufficient copies of that particular page for the entire class.

**Example:** Complete the following crossword puzzle by determining the answers to the clues. There are no spaces between letters or words in two-word phrases (i.e., “SAY NO” would appear as “SAYNO”). Some letters may be shared by two intersecting words.



**WORD BANK:** SHAME, SECURITY, RESPONSIBLE, PRIVATEPARTS, POSTED, PERSONAL, PEERPRESSURE, ONLINE, NO, NEVER, MONITORING, HARASSMENT, DISCLOSE, CYBERBULLYING, BOUNDARIES

**End the lesson with a prayer**

The Lesson Leader may invite the children to create their own prayer, he / she may lead a prayer, or may use the suggested prayer below.

*Dear God,  
Sometimes things happen to me that are confusing or frightening. When I feel stuck, alone or don't know where to turn, help me remember that I have many adults who care about me and want the best for me. Help me remember to uphold my boundaries so I can protect myself from anyone who might want to hurt me—even if it is someone I like, and help me to protect my friends as well by delivering safety information to people who can help. Thank you for my parents or loved ones who are protecting me. Remind me of your love for me and that you are always with me.*

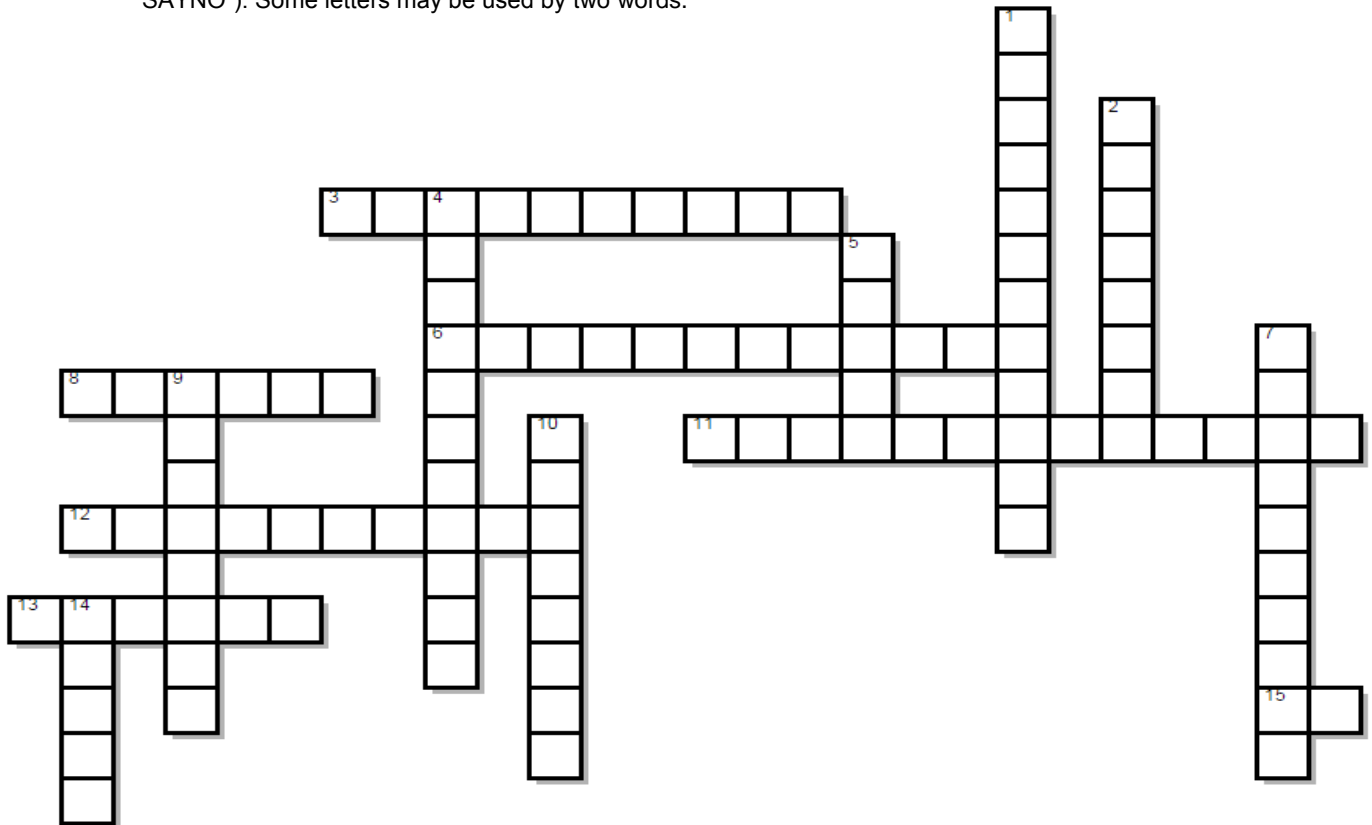
*Saint Maria Goretti, Pray for us!  
Amen*

**Lesson 1 for Grades 9—12**

**Physical Boundaries: Safe and Unsafe Touching Rules**

**ACTIVITY OPTION #7: Physical Boundaries Crossword puzzle**

**Instructions:** Complete the following crossword puzzle by determining the answers to the clues and inserting them in the boxes provided. There are no spaces between letters or words in two-word phrases (i.e., "SAY NO" would appear as "SAYNO"). Some letters may be used by two words.



**ACROSS**

- 3 Tormenting by continued and persistent attacks (noun)
- 6 Area of body covered by bathing suits (two words)
- 8 Once \_\_\_\_\_ on the Internet, the information exists forever
- 11 Virtual way of being cruel
- 12 Important personal parameters; sometimes people try to violate them
- 13 If you wouldn't say or do it in person, don't do it \_\_\_\_\_
- 15 It's OK for a youth to say this to an adult if the youth feels uncomfortable

**DOWN**

- 1 Strong influence on members of a group to behave like everyone else

(two words)

- 2 It is important to refrain from posting \_\_\_\_\_ and identifying information, such as school backgrounds, full names, school colors, etc.
- 4 Friends are \_\_\_\_\_ for communicating to caring adults regarding known abuse of their friends
- 5 Type of remorse caused by feeling responsible for an offense
- 7 Act of reviewing accounts to ensure safety
- 9 A responsible teen fortifies his/her social media account's \_\_\_\_\_ settings
- 10 To give evidence of, to "tell"
- 14 You can \_\_\_\_\_ know the exact identity of people with whom you meet on the Internet

**Lesson 2 for Grades 9—12**

**Safe Adults, Safe Touches and *Special* Safe Adults**

**PRINCIPLE**

Young people must learn how to respect their own health and safety and the safety of others, by understanding the difference between safe and unsafe individuals. In this way, we work together to prevent / reduce the risk of sexual abuse and boundary violations.

**CATECHISM / SCRIPTURE**

*Anyone who uses the power at his disposal in such a way that it leads others to do wrong becomes guilty of scandal and responsible for the evil that he has directly or indirectly encouraged.*  
*“Temptations to sin are sure to come; but woe to him by whom they come!”*  
 —Catechism of the Catholic Church,  
**#2287 (1997)**

**OBJECTIVES**

Through this lesson, the adult lesson leader builds upon the foundation of lesson 1, and assists the teens in learning how to respect themselves and others. After Lesson 2, young people should be better able to:

- Recognize how to respect one’s own boundaries, and the boundaries of others
- Identify safe friends, safe adults and *special* safe adults, and better distinguish unsafe adults as well
- Stand up for themselves and others more effectively by responding in an appropriate manner to unsafe situations involving themselves or their friends
  - Say “No!” if someone shares unsafe or inappropriate material / images
  - Leave the situation
  - Tell an adult as soon as possible
  - Also tell an adult if it happens to a friend
- Technology component: Understand similar boundary rules apply for Online activities, too

**Background for Lesson Leaders:\***

Young people of this age primarily identify with their interpersonal relationships. They are beginning to have a stronger concern for others and have many questions about social relationships and decision making. Safe friends, safe adults and *special* safe adults are critical at this age because young people have a strong need for role models and mentors in whom they can confide. It is also crucial that they can identify unsafe adults and have the skills to deal with them.

Within this age group, healthy questioning may arise regarding personal safety issues, including bullying, self-defense, rape, date rape, assault, dating relationships, abusive relationships, pornography, drugs / alcohol, HIV, other sexually transmitted diseases and other topics about sex.

Teens who know they can ask their parents and safe adults questions are more likely to speak up if someone exhibits inappropriate behavior toward them or their friends, and are less attractive and vulnerable to potential predators.

During this lesson, it’s extremely important that the Lesson Leader recognizes the enormous peer pressure teens deal with while trying to understand and implement boundaries. It will be important for the adult to stress “healthy” behavior and boundaries, and the “right thing to do” when discussing boundaries to this age group.

\*For additional background information on this age group for Lesson Leaders, please refer to the “Background for Lesson Leaders” section from Lesson 1.

**ACTIVITY OPTION #1: Play the (optional) introductory video as an icebreaker**

The introductory video for children and youth in this age range is designed to open a simple discussion about personal boundary safety. The video is brief and is not intended to be a substitute for the lesson itself. It's merely an introduction designed to "break the ice" and assist the transition of completing the interactive Lesson Activity options. If the video is shown as an optional activity, please use in conjunction with one of the additional activity options, because discussion and practice are the critical components needed to teach children and youth how to protect themselves. They learn best by "doing"; not just listening.

**ACTIVITY OPTION #2: Review and discuss the vocabulary words**

The following words should be placed on a white board, black board or poster (may also include definitions) prior to the discussion. Children of this age can also be asked to take notes.

- **Boundaries**—the physical and emotional limits that define one person as separate from another or from others. Boundaries promote and preserve physical or emotional personal space in our relationships. Boundaries give each person a clear sense of "self" and a framework for how to function in relation to others. Boundaries bring order to our lives and empower each of us to determine how others will interact with us.
- **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.
- **Safe friends and safe adults**—safe people won't hurt you without a good reason and won't intentionally confuse or manipulate you. They listen to and consistently respect boundaries, and follow the rules.
- **Unsafe touch**—harmful touches committed by an individual or group that physically, sexually, or psychologically harms a child or young person. This touch is often from people who either cannot or choose not to see the harm in their actions.
- **Peer Pressure**—the strong influence of a group—especially of young people—on members of that group to behave as everyone else does.

**Note:** It is important to invite questions and comments from students at this point. Clarifications of some of the language, such as "harmful touches" might be necessary. Lesson Leaders should be ready to answer clearly and honestly.

**ACTIVITY OPTION #3: Review concepts related to boundaries**

**Preparation:** In preparing for this activity, review the *Teaching Boundaries and Safety Guide: Safe Environment Guide for Caring Adults, Parents and Guardians*. This activity is ideal to discuss situations that might arise placing teens at risk and develop an action plan.

**Directions:** Discuss the key vocabulary words from Activity Option #2 before proceeding with this activity.

Set up the exercise by asking the youth to pretend that they are journalists on a weekly newspaper, which features a column for teenagers—an opportunity for teens to anonymously seek advice on their personal problems. For the purpose of the exercise, the editor has just put them in charge of answering letters from various teens.

Read each letter aloud, and ask the teens to take notes on the salient points of each one. The youth will need to work together to come up with an appropriate response to each of the following letters.

- **Letter 1:** My coach seems to be always tapping, rubbing or slapping me. She does this to everyone. Yet, I feel uncomfortable when she does it to me. It is just me? How should I handle it? My coach gives me extra help with practice time, so I feel like I don't have a right to say "no."
- **Letter 2:** The halls at school are crowded between classes. One student seems to have lots of "accidents" that cause him to rub up against me every day—even when I try to get out of his way. What can I do? I feel like he's not respectful of my space.
- **Letter 3:** My mom has drunk friends who come over to our house late at night. One comes into my room and touches my private body parts. I feel so ashamed and disgusted, and don't want to tell anyone about it.

**Note:** Depending on the quantity of teens, you may want to split them into small groups and give each group one of the scenarios. Allow for time at the end for everyone to be able to present their column's response.

How should I handle it? I tried to say something to my mom, but couldn't get the words out. I also don't think she'd believe me if I did talk to her about it.

- **Letter 4:** One day after practice, a group of us went over to our coach's house to shoot pool. Lying there on a table in the den were books and magazines full of pictures of naked women—and there were even images of women we knew from school! I was uncomfortable, but everyone else was laughing and joking and looking at the pictures. If I tell my parents, everyone will think I'm a loser. What should I do?
- **Letter 5:** The person I'm dating wants to come over to my house when my parents are gone, and has been pushing me to have sex, and I'm afraid that I won't be able to say "no" if we are alone. What should I do?
- **Letter 6:** My stepfather keeps coming in my room uninvited—just when I am getting dressed. How can I stop him without making a big scene?
- **Letter 7:** When is it okay to keep a secret?
- **Letter 8:** I sent a friend a nude photo of myself, and found out that it was sent to others. I was informed by someone else in school that if I didn't do what he wanted me to do, then he would publish the photo on the Internet. I'm terrified that my parents will find out, and am willing to do almost anything to stop people from spreading the photo. Now what do I do?

Once the teens have developed their responses, give them the opportunity to present the information to everyone and talk about whether or not anything should be added to the responses.

#### ACTIVITY OPTION #4: "Saying 'No!' and Staying Safe" group collage—related to Lesson 1

**Background:** The youth started this activity during Lesson 1 and will finish during this Lesson 2. In Lesson 1, they began creating a collage poster that represented the concept of saying "No" when possible, and staying safe. Have them finish the collage that they started during the first lesson, or create a second poster depicting safe friends, boundaries and safe touches.

**Preparation:** In preparing for this activity, review the *Teaching Boundaries and Safety Guide: Safe Environment Guide for Caring Adults, Parents and Guardians*.

Make sure to collect the listed supplies, and then follow the process.

**Directions:** Discuss with the students the key vocabulary words from Activity Option #2, and then give a quick recap of the assignment to the students.

For example, in Lesson 1, students were instructed to cut out as many pictures as possible to demonstrate "Saying 'No!' and Staying Safe", and to spread out all of the pictures the group could view them all individually. They decided which picture best exemplified the theme and placed it in the center of the poster as a focal point in the collage. Then, the other pictures were arranged around the central picture (pictures may overlap slightly, but none should cover any substantial part of the primary picture). Have them continue with this activity if they aren't finished.

If they have finished the first collage, they can now create a second poster depicting safe friends, boundaries and safe touches. The same directions apply.

**Process:** If continuing with the first collage, discuss the concept of "Saying 'No!' and Staying Safe," while the group is creating the collage.

If proceeding with the second collage, discuss safe friends, boundaries and safe touches.

Upon completion, display the poster(s) in the classroom and perhaps in the parish church.

#### SUPPLIES

Old magazines for cutting pictures  
Scissors  
Paste / glue  
Poster board  
Felt-tipped markers

**Note:** Collages provide the opportunity for creative expression to demonstrate the comprehension of the discussions. This activity requires many old magazines, newspapers, ad clippings, etc. Families may not have many magazines in the home as individuals now use the Internet for most information. Even if the family has access to the Internet, they may not have printer access. Have additional pictures on hand for children who didn't or couldn't bring pictures.

**ACTIVITY OPTION #5: “Saying ‘No!’ and Staying Safe” song skits—related to Lesson 1**

**Background:** The youth started this activity during Lesson 1 and will finish during Lesson 2. The youth should finish preparing their song-skits during this lesson and be prepared to present their creation to the rest of the students.

During Lesson 1, each small group of youth started creating a song-skit that demonstrates the concepts surrounding boundaries and physical safety, specifically the concept of saying “No” when possible, and staying safe. They were able to choose a current popular song with their own reinvented lyrics to express and exemplify the theme of the activity. Or, they were invited to create an original song that presets the same message. They were also able to add dance steps or visual representations of the message with props to “act out” the words.

**Directions:** Give the previously-created groups time to complete their song-skits using the concepts and ideas presented during this lesson—Lesson 2. If they’ve already completed and performed their original songs, invite them to create another song skit based on boundaries.

Oversee the project to ensure the activity’s goals are achieved and that the message is well represented in the finished product. If necessary, help the groups complete the activity.

Have each group present their creation to the rest of the students.

**SUPPLIES**

Presentation props (optional)  
Devices that may play soundtracks / music

**Note:** The overall number of youth will greatly impact the amount of time to devote to this activity. Each song-skit is recommended to be no more than 3 minutes long.

**ACTIVITY OPTION #6: Create a ‘Praise and Worship’ service**

**Background:** The youth started this activity during Lesson 1 and will finish during Lesson 2. In Lesson 1, the youth were instructed to create a short praise and worship service to be implemented at the end of Lesson 2—a service that demonstrates the concepts covered in both Lessons 1 and 2. The service should include prayer, music and scripture. They were informed they could add dance steps or visual representations of the message when they complete this assignment by presenting their skits at the end of Lesson 2.

**Directions:** Instruct the youth to finish up their short praise and worship service to be implemented at the end of Lesson 2.

Oversee the project in order to assure that the goals of the activity are achieved and that the message is well represented in the finished product.

To conclude the assignment, each group will conduct its service while all the other groups participate in the service. If necessary, help the youth complete the activity and present their services to the class.

**SUPPLIES**

Candles / Votive holders  
Matches / Lighter  
Bibles  
Music / Instruments  
Song sheets

**Note:** The overall number of youth will greatly impact the amount of time to devote to this activity. Each Praise and Worship service is recommended to be no more than 5 minutes long.

**ACTIVITY OPTION #7: Word Search Worksheet—Internet Boundaries**

**Directions:** Hand out the word search puzzle and instruct the teens to review the word list at the bottom.

Ask them if there are any words that aren’t on the list that should have been included, and ask them to explain why.

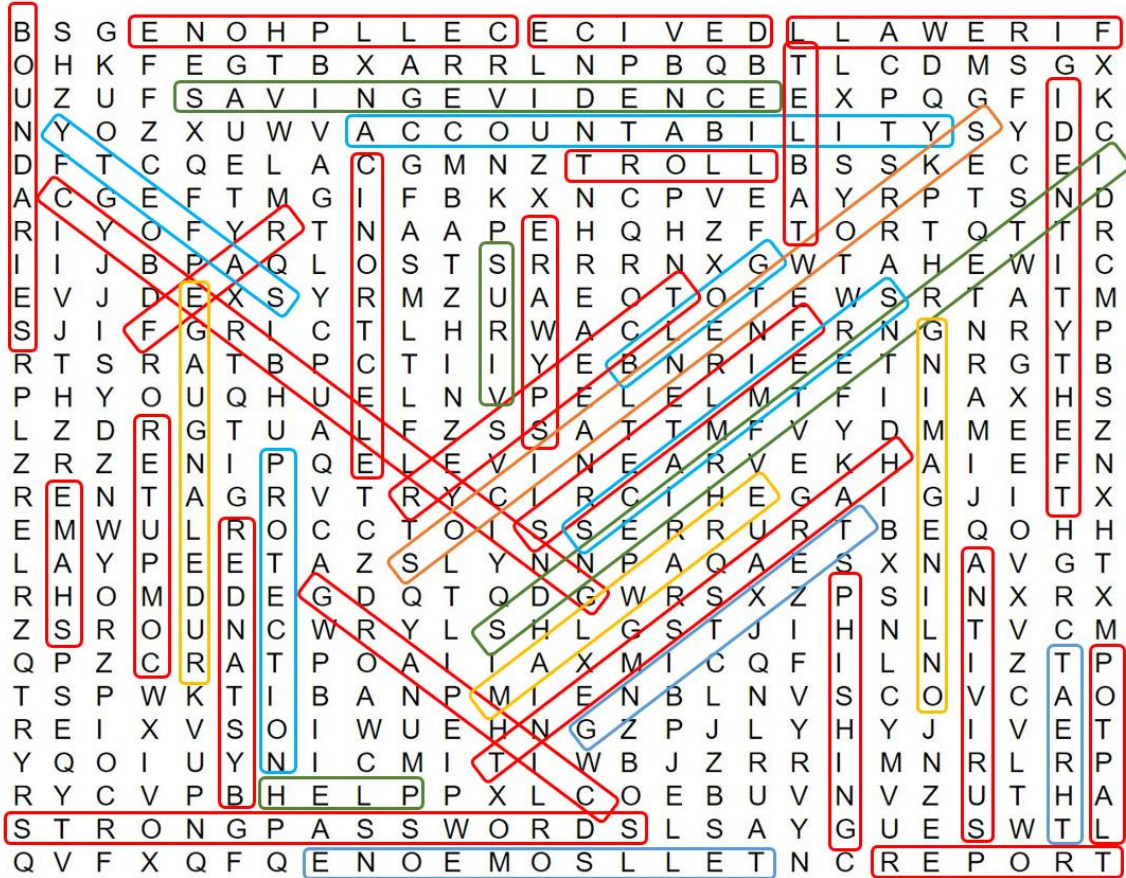
Invite them to complete the puzzle by finding the words on the list related to the topic of “Internet Boundaries”, and to outline / highlight each of those words.

As they work on the puzzle, continue the discussion and ask if they have any advice that they would want to give to other youth who don’t have a good sense of Internet Boundary Safety. If they had the opportunity, what would they say or do?

**Note:** The Word Search Worksheet template is included in the downloaded set of materials at the end of this packet. Print sufficient copies of that particular page for the entire class.

**Note:** It is important the youth recognize shame and guilt might be natural reactions to boundary violations. Sometimes a person with bad intentions might tell them they did something wrong. It’s extremely important for them to know that what occurred was not their fault.

**Example:** Find and highlight the following words below, which are in a straight line and may be upside down, backward, forward or diagonal. There are no spaces between words in two-word phrases (“SAY NO” will appear as “SAYNO.”)



ACCOUNTABILITY  
ANTIVIRUS  
BLOG  
BOUNDARIES  
BYSTANDER  
CELL PHONE  
COMPUTER  
CYBERBULLYING  
ELECTRONIC  
DEVICE

FEAR  
FILTERS  
FIREWALL  
GRAPHIC  
HARASSMENT  
HELP  
IDENTITY THEFT  
INTERNET FRIENDS  
LAPTOP  
MALWARE

ONLINE GAMING  
PHISHING  
PROTECTION  
REPORT  
RESPECT  
RUDE LANGUAGE  
SAFETY  
SAVING EVIDENCE  
SCAMMERS  
SHAME

SOCIAL NETWORKS  
SPYWARE  
STRONG PASSWORDS  
TABLET  
TELL SOMEONE  
TEXTING  
THREAT  
TROLL  
VIRUS

**End the lesson with a prayer**

The Lesson Leader may invite the children to create their own prayer, he/she may lead a prayer, or may use the suggested prayer below.

*Dear God,  
Even though we are each special and different, there are ways that we are alike because you made each of us in your image and therefore worthy of respect. I want to live as you have commanded me to live, with peace even in times of confusion or uncertainty. Please help me to remember to respect myself, just as I want others to respect me. Help me to keep strong boundaries, and to be kind and respectful toward others. Please also give me the courage to speak up for myself, and for my friends if I see them being harmed.  
Amen*

**Lesson 2 for Grades 9—12**

**Safe Adults, Safe Touches and Special Safe Adults**

**ACTIVITY OPTION #7: Word Search Worksheet—Internet Boundaries**

**Instructions:** Find and highlight the following words below, which are in a straight line and may be upside down, backward, forward or diagonal. There are no spaces between words in two-word phrases ("SAY NO" will appear as "SAYNO.")

B S G E N O H P L L E C E C I V E D L L A W E R I F  
O H K F E G T B X A R R L N P B Q B T L C D M S G X  
U Z U F S A V I N G E V I D E N C E E X P Q G F I K  
N Y O Z X U W V A C C O U N T A B I L I T Y S Y D C  
D F T C Q E L A C G M N Z T R O L L B S S K E C E I  
A C G E F T M G I F B K X N C P V E A Y R P T S N D  
R I Y O F Y R T N A A P E H Q H Z F T O R T Q T T R  
I I J B P A Q L O S T S R R R N X G W T A H E W I C  
E V J D E X S Y R M Z U A E O T O T E W S R T A T M  
S J I F G R I C T L H R W A C L E N F R N G N R Y P  
R T S R A T B P C T I I Y E B N R I E E T N R G T B  
P H Y O U Q H U E L N V P E L E L M T F I I A X H S  
L Z D R G T U A L F Z S S A T T M F V Y D M M E E Z  
Z R Z E N I P Q E L E V I N E A R V E K H A I E F N  
R E N T A G R V T R Y C I R C I H E G A I G J I T X  
E M W U L R O C C T O I S S E R R U R T B E Q O H H  
L A Y P E E T A Z S L Y N N P A Q A E S X N A V G T  
R H O M D D E G D Q T Q D G W R S X Z P S I N X R X  
Z S R O U N C W R Y L S H L G S T J I H N L T V C M  
Q P Z C R A T P O A I I A X M I C Q F I L N I Z T P  
T S P W K T I B A N P M I E N B L N V S C O V C A O  
R E I X V S O I W U E H N G Z P J L Y H Y J I V E T  
Y Q O I U Y N I C M I T I W B J Z R R I M N R L R P  
R Y C V P B H E L P P X L C O E B U V N V Z U T H A  
S T R O N G P A S S W O R D S L S A Y G U E S W T L  
Q V F X Q F Q E N O E M O S L L E T N C R E P O R T

ACCOUNTABILITY  
ANTIVIRUS  
BLOG  
BOUNDARIES  
BYSTANDER  
CELL PHONE  
COMPUTER  
CYBERBULLYING  
ELECTRONIC  
DEVICE

FEAR  
FILTERS  
FIREWALL  
GRAPHIC  
HARASSMENT  
HELP  
IDENTITY THEFT  
INTERNET FRIENDS  
LAPTOP  
MALWARE

ONLINE GAMING  
PHISHING  
PROTECTION  
REPORT  
RESPECT  
RUDE LANGUAGE  
SAFETY  
SAVING EVIDENCE  
SCAMMERS  
SHAME

SOCIAL NETWORKS  
SPYWARE  
STRONG PASSWORDS  
TABLET  
TELL SOMEONE  
TEXTING  
THREAT  
TROLL  
VIRUS