

KINDERGARTEN: Building Boundaries for Young Children: Rules about the Body

Child Development:

Kindergarteners have a lot of curiosity. They are curious about their anatomy and about others' bodies. They are beginning to develop social relationships by playing with others and by being in school. As they explore the world beyond family, they are learning rules for how to behave and how others should behave.

They are learning how to make decisions about right and wrong.

Lesson Overview:

The focus of this program for kindergartners is building physical boundary skills. The corresponding lessons are designed to reinforce the concept of rules and how rules help keep us safe.

Children will review the rules that keep their bodies safe and healthy, including how to take care of the body and establish rules for appropriate touch.

Objectives for Kindergarten Students:

Students will:

1. Review the concept of rules, how rules work, and how to respond when someone is breaking rules.
2. Participate in activities that will enforce the rules that protect the body.
3. Participate in activities that will teach how to respond when someone breaks the rules about touching.

KINDERGARTEN: Lesson Plan A

Learning Objective 1:

Review the concept of rules, how rules work, and how to respond when someone is breaking rules.

Estimated Lesson Time: 15–30 minutes

Materials needed:

Rules Activity Page One

Rules Activity Page Two

Crayons or pencils

Activity:

Teacher:

“Today we’re going to talk about rules.

- ▶ “Who knows what rules are?” (*Takes some ideas from class*)

“OK, so what you’re saying is that rules are like laws. They tell us what is the right thing to do and what is the wrong thing to do. Is that correct?”

- ▶ “OK, what is a rule here in this classroom?” (*Kids respond*)
- ▶ “What is a rule for the playground?” (*Kids respond*)
- ▶ “What is a rule in the cafeteria?” (*Kids respond*)
- ▶ “Good. Now why do you think we have these rules?” (*Takes a few ideas from class*)

“Notice how these rules help keep you safe? For example, we don’t run in the classroom because someone might run into someone else and hurt them. We line up to go to the playground so that we know everyone is together, and we don’t lose anyone. We stay in our seats in the cafeteria so that everyone can eat their

lunches safely.”

After this discussion, [teacher hands out the Rules Activity Page One and Rules Activity Page Two.]

Option One:

This activity can be done individually, with each child working alone, or it can be done in small groups so that children can decide together. Either way, ask the children to circle the pictures showing kids following the rules. When everyone is finished, the teacher can ask the class what they decided about each picture while reviewing the pictures one at a time.

Option Two:

Every child can receive a copy of the activity along with the “Rules Activity Page Two.” Ask the children to cut out each picture and paste it, either in the column labeled “Following the Rules” or the one labeled “NOT Following the Rules.”

Option Three:

These pictures could be projected onto the wall with an overhead projector for a full-class discussion of who is or is not following the rules.

KINDERGARTEN: Lesson Plan A

Name: _____

Rules Activity Page One

Who is breaking the rules? Circle the people who are breaking rules in these pictures.

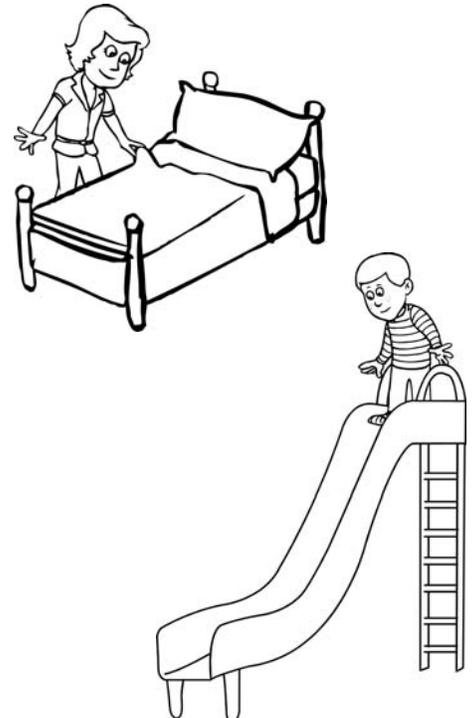
"Yippee!!!"



"I always wear my helmet"



"I make my bed every day"



"I think I will run down the slide"

No, I didn't break the window." "I'm sorry, but I broke the window."

"I don't want to sit and listen any more."



"It doesn't matter if the light is red....follow me."

Name: _____

Rules Activity Page Two

Who is following the rules?

Who is not following the rules?

Following Rules	NOT Following Rules

KINDERGARTEN: Lesson Plan A

Teacher:

“So we learned today that rules tell us what to do to and what not to do. If we follow the rules, we can stay safe. If there’s something you’re not sure about, ask an adult you trust—someone who makes you feel safe. That person can help you know what to do.

Here are some very short stories. I’m going to read these aloud and then ask you whether the child in the story is following rules that will keep them safe.”

While playing in the park, fifth-grader Shandra says to a kindergartner Derek, “Hey, give me your candy!” She snatches it from him and says, “If you tell anyone, I’ll beat you up.” Derek says, “OK,” and he gives the candy to Shandra.

- ▶ Is Shandra breaking a rule? Y/N
- ▶ Is Derek breaking a rule? Y/N

The babysitter says, “Let’s go play in the creek.” Maya says, “I can’t. My mom will be mad if I get into the creek without her permission.” The babysitter laughs. “I don’t care what your mom thinks. Let’s go.”

- ▶ Is the babysitter breaking a rule? Y/N
- ▶ Is Maya breaking a rule? Y/N

Julio says to Larry, “You look like a baby in that bike helmet. Take it off. You can put it back on before you get home.” Larry says, “OK, but don’t tell.”

- ▶ Is Julio breaking a rule? Y/N
- ▶ Is Larry breaking a rule? Y/N

Hannah says to Shelby, "Let's sneak out of the cafeteria and go outside to play."
Shelby says, "Sure, that'll be fun."

- ▶ Is Hannah breaking a rule? Y/N
- ▶ Is Shelby breaking a rule? Y/N

An adult tells Robert, "I want you to play a secret game with me, but you can't tell your parents." Robert says, "I can't keep secrets from my parents. That's not right."

- ▶ Is the child breaking a rule? Y/N
- ▶ Is the adult breaking a rule? Y/N

Student Assessment/Reflections:

Teacher:

"Wow, you really seem to know a lot about the rules. You know, it's not always clear what the rules are, so feel free to ask me or another adult you trust if you aren't sure or if someone else, even an adult, is trying to get you to break the rules."

"We're going to talk more about rules later on."

KINDERGARTEN: Lesson Plan B

Learning Objective 2:

Participate in activities that will enforce the rules that protect the body.

Estimated Lesson Time: 15 minutes

Materials Needed:

Safe and Healthy Activity Page Crayons or pencils

Activity:

Teacher:

“Who can remind me what a rule is? Well, we also have specific rules about our bodies. For example, we have rules to keep our bodies safe and healthy. Can you think of any rules to keep your body safe?” (*Have the children come up with at least six.*) Below are examples: (You may have others.)

- ▶ Wear a seat belt
- ▶ Look both ways before crossing the street
- ▶ Wear a bicycle helmet
- ▶ Don't jump off of anything tall
- ▶ Don't climb on the bookcase
- ▶ Wear a life jacket

“What about keeping our bodies clean and healthy? What are the rules for that?” (*Have the children come up with at least six.*) Below are examples: (You may have others.)

- ▶ Take a bath or shower
- ▶ Brush your teeth
- ▶ Eat right (vegetables, milk, fruit)
- ▶ Get plenty of rest
- ▶ See the doctor regularly
- ▶ Wear sunscreen

[Teacher hands out Safe and Healthy Activity Page.] “Look at the objects on this page. Please circle those things that help you keep your body safe and healthy.”

Name: _____

Safe and Healthy Activity Page

Circle the items below that help you keep your body safe and healthy.



KINDERGARTEN: Lesson Plan B

Student Assessment/Reflections:

Teacher:

“Great job! You sure know a lot about the rules for keeping your body safe and healthy.”

“As you can see, these rules are very important because they help us keep our bodies safe and healthy. It is important that we honor our bodies by following the rules that keep us clean, healthy and safe.”

KINDERGARTEN: Lesson Plan C

Learning Objective 3:

Participate in activities that will teach how to respond when someone breaks the rules about touching. (This includes the definition of “private parts” and rules about touching “private parts”.)

Estimated Lesson Time: 20 minutes

Materials Needed:

Bodies at the Beach Activity Page Crayons

Activity:

Teacher:

“Let’s talk now about another way to stay safe: by following rules about touching. Some touches feel good and can even help keep you healthy, like when your mom or dad gives you a hug or covers you up at night. But some touches can feel bad and make you feel unsafe, like being hit or being touched by someone you don’t know.”

“So, give me some examples of a touch that makes you feel good and safe.”

Below are examples: (You may have to start the list, and you may have other examples.)

- ▶ Hug
- ▶ Kiss
- ▶ High-five
- ▶ Pat on the back
- ▶ Handshake

KINDERGARTEN: Lesson Plan C

“Now, give me some examples of a touch that makes you feel bad and unsafe.”

Below are examples: (You may have to start the list, and you may have other examples.)

- ▶ Kick
- ▶ Punch
- ▶ Slap
- ▶ Shove Teacher:

“Do we have rules about touching?” *(Class responds. Guide the discussion to the conclusion that people are not allowed to touch you in any way that hurts or makes you feel bad or unsafe.)*

“Another rule is that you should tell a trusted adult when someone touches you in a way that makes you feel bad or unsafe. That person is breaking the rules, and you have the right to tell them you don’t want to be touched that way.”

Ask at least six children to tell you how they would tell someone not to touch them that way.

“There is also another very important rule about touching. Most people are only allowed to touch certain parts of your body, like your hands or your shoulders. But NO ONE should touch the private parts of your body unless they are helping you keep these parts healthy. Private parts are those areas of the body covered by your swim suits. Your swim suit helps protect your body from the sun and sand because it covers your private body parts. The only people who can touch your private parts are the ones your parents allow to do that.”

KINDERGARTEN: Lesson Plan C

Bodies at the Beach Activity Page [Teacher's Copy]

[Teacher hands out Bodies at the Beach Activity Page.] Teacher:

“Look at this picture. See how the swim suits cover the private parts of the children’s bodies? Take a few minutes and color the swim suits of these children playing at the beach.”



KINDERGARTEN: Lesson Plan C

Name: _____

Bodies at the Beach Activity Page

Private parts are those areas of the body covered by your swim suit. Color the swim suits on these children playing at the beach.



KINDERGARTEN: Lesson Plan C

Teacher walks around noting the different swim suits and colors. When the children are finished, the teacher says:

“Remember there are rules about touching, including who can and cannot touch your private parts. It is necessary that you tell a trusted adult if someone tries to break those rules, even if that someone is a friend and even if that someone is an adult you know.”

Student Assessment/Reflection:

Emphasize that the only time someone can touch their private parts is to keep them safe and healthy.

Teacher:

“What can you do if someone breaks the rules about how to touch you—either by hurting you or making you feel uncomfortable or by touching your private parts?”

1. “You can say no.”

Ask the children to practice saying, “No, I don’t want you to touch me like that.” Or “No, I don’t want you to touch me there.” Ask the children what else they might do or say.

2. “You can tell.”

Ask the children to practice telling. For example:

“Mom/Dad/Grandma/Teacher, so-and-so touched me in a way that I don’t like.” Or “So-and-so touched my private parts.” Or “So-and-so hurt me when she/he hit/kicked/punched me.”

“Good job, remember always tell, even if someone just talks about touching you in a way you don’t like.”