

VIRTUS “Protecting God’s Children Teaching Safety – Grades 9 - 12

LESSON PLAN II: PHYSICAL BOUNDARIES: SAFE AND UNSAFE TOUCHING RULES

(Adapted from Lesson 3 for Grades 9 – 12: Boundaries: You Have Rights!)

Catechists and youth ministers are to review the *Overview of the Teaching Safety Empowering God’s Children Program* guidelines from VIRTUS and the lesson plan guidelines before the class session. Click here for [English](#). Click here for [Spanish](#). Parish catechetical leaders are to make sure that parents have been advised of their right to have their youth opt out of this class session.

Due date: March 31 of every calendar year

Length of session: 45-90 minutes

This lesson plan will have more activities than can be included in your 45-90 minute session. It is broken up into sections that correspond to the different lesson in Virtus. Please feel free to choose which activities your teens will connect with the best and drop any activities that you think would they not connect with.

Do note that you will need to include scripture passages and prayer to meet youth ministry/religious education standards. There are three different lesson plans/sessions for high school students: *I Safe and Unsafe Touching Rules*; *II Boundaries – You Have Rights!*; and *III Secrets, Surprises and Promises*. We recommend that you rotate among these sessions, as your teens will have different topics and activities to follow each year.

BACKGROUND INFORMATION FOR THE CATECHIST/YOUTH MINISTER

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 teen’s online and offline behavior and boundaries may need to be fortified.

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 infections 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.

Many of the boundary and safety rules for younger children also apply to older youth, though they may be communicated differently. Caring adults should still provide teenagers and “tweens” with expectations and boundaries. Remind them that 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 youth become, the more you can outline other types of boundaries.

The **introductory video** for grades 9 through 12 is designed to open a simple discussion with teens about rules for safe touch and personal boundaries. The video is eleven minutes long and is neither created nor intended as a substitute for the lesson itself.

It is merely an introduction designed to “break the ice” among those in this age group and to get everyone talking about the relevant personal boundary and personal safety issues. Importantly, the video will get the youth focused on the topic matter, which will help the catechist to facilitate an easy transition into the interactive activities within the lesson. These interactive activities are the critical components where teens have a real opportunity to learn how to protect themselves and to know that they have the right to say what happens to their bodies.

We recommend that you watch the video in advance at least a couple of times prior to showing it to your students, so you’ll be able to more easily anticipate when the video will end. The video really needs no introduction. Just put it into the machine and hit “play.” If you’re using a DVD version of the video, you’ll select the English or Spanish version and the appropriate age group from a menu screen. If you’re using a VHS version of the video, you’ll need to “cue” the tape to the correct version prior to your class time.

In preparing for this activity, review *Teaching Boundaries Safety and Safety Guide for Parents, Guardians, and Other Caring Adults*. Click here for [English](#). Click here for [Spanish](#).

PRINCIPLES:

- Youth must understand they have a right to be safe, and they are allowed to create boundaries to protect themselves in situations where they feel uncomfortable, or where they could be harmed.
- Young people must comprehend that their God-given human dignity and respect, provide them with the right to protect themselves from others, who might seek to harm them. They are “Temples of the Holy Spirit.”

CATECHISM / SCRIPTURE REFERENCES:

- Freedom is exercised in relationships between human beings. Every human person, created in the image of God, has the natural right to be recognized as a free and responsible being. All owe to each other this duty of respect. The right to exercise freedom, especially in moral and religious matters, is an inalienable requirement of the dignity of the human person. This right must be recognized and protected by civil authority within the limits of the common good and public order. — *Catechism of the Catholic Church*, #1738 (1997)
- **Genesis 1:26-28a**

Then God said: Let us make human beings in our image, after our likeness. Let them have dominion over the fish of the sea, the birds of the air, the tame animals, all the wild animals, and all the creatures that crawl on the earth.

God created mankind in his image; in the image of God he created them; male and female he created them. God blessed them and God said to them: Be fertile and multiply; fill the earth and subdue it. Have dominion over the fish of the sea, the birds of the air, and all the living things that crawl on the earth.

- **Jeremiah 29:11-13**

For I know well the plans I have in mind for you—oracle of the LORD—plans for your welfare and not for woe, so as to give you a future of hope. When you call me, and come and pray to me, I will listen to you. When you look for me, you will find me. Yes, when you seek me with all your heart.

- **John 10:10b**

I have come that they may have life, and have it to the full.

- **1 Corinthians 3:16**

Do you not know that you are the temple of God, and that the Spirit of God dwells in you?

CORRELATION WITH THE “ADAPTATION OF THE DOCTRINAL ELEMENTS OF A CURRICULUM FRAMEWORK FOR THE DEVELOPMENT OF CATECHETICAL MATERIALS FOR YOUNG PEOPLE OF HIGH SCHOOL AGE FOR PARISH AND YOUTH MINISTRY PROGRAMS “– USCCB 2010

COURSE II. WHO IS JESUS CHRIST?

D. Jesus Christ teaches us about ourselves.

1. The human person is created in the image and likeness of God (CCC 381, 1700-1709).
2. Jesus Christ redeems us and gives us his grace (CCC 1705, 1708-1709).

COURSE III. The Mission of Jesus Christ (The Paschal Mystery)

- A. 3. Human beings are the summit of creation, made in the image and likeness of God (CCC 356-359, 381-384, 1700-1706, 2331).
 - a. Human persons are a union of body and soul and possess inviolable dignity (CCC 356-368, 2334).
- C. 3. Call to holiness and living as a disciple of Jesus (CCC 826, 2012-2014, 2028, 2045, 2813).
 - b. Holy Spirit and grace enable us to live a holy life (CCC 1704).

COURSE VI. Life in Jesus Christ

A. Life in Christ

1. God created us for happiness, to share eternal life with him in Heaven; we are made in his image and likeness (CCC 45, 1700-1706, 1711).
2. He calls us to beatitude or joy, true happiness (CCC 1725-1726).
3. Our response is living as his disciple (CCC 1693-1695, 1698).

B. God teaches us how to live this new life

1. Natural Moral Law (CCC 1713).
 - a. Reason participating in eternal law (CCC 1954-1955).
 - b. Basis for human rights and duties (CCC 1956, 1978).
 - c. Found in all cultures, basis for moral rules and civil law (CCC 1958-1960, 1979).

2. Revelation

e. Universal call to holiness as disciples of Jesus Christ (CCC 520-521, 901-913).

1) Grace (CCC 1996-2005, 2017-2023).

2) Virtue: Theological and Cardinal (CCC 1803-1829), 1833-1841).

3) Sustaining the moral life of the Christian

a) Seven gifts of the Holy Spirit (CCC 1830-1831, 1845).

- b) Twelve fruits of the Holy Spirit (CCC 1832).
- 4) Conscience (CCC 1746, 1777-1802).
 - 5) Sacraments and prayer offer us the grace and strength to live a moral life (CCC 2047).
 - 6) Living life as a Disciple of Christ (CCC 1694, 1194-1195).

Vocabulary words and definitions: *(NOTE - This list is designed to help catechist explain relevant terms. Not all of them are directly included in the lesson plan.)*

Assault - an act that creates an apprehension in another of an imminent, harmful, or offensive contact. The act consists of a threat of harm accompanied by an apparent, present ability to carry out the threat.

Battery - an intentional unpermitted act causing harmful or offensive contact with the "person" of another.

Boundaries – the limits that define one person as separate from another or from others.

Chastity – a virtue that allows us to do what is right and good in the areas of relationship and sexuality.

Conscience – our inner voice from God telling us right from wrong (CCC #1777-1778)

Consequences – the results of our actions; what happens from the things we say and do

Evil – the opposite or absence of good (CCC #309-311, 385, 1707)

Free Will – the freedom and ability to make choices (CCC #1730-1739)

Intellect – our mind, our ability to think

Harassment - the act of systematic and/or continued unwanted and annoying actions of one party or a group, including threats and demands.

Holy – close to God; filled with God’s grace

Holy Spirit - the third Person of the Trinity; the Spirit of God. (CCC #685; 152; 243)

Human Dignity – The belief that all people are created in God's image and worthy of honor or respect

Moral life – choosing to act with goodness

“No!” or other words and phrases that mean, “No!”—youth need to know that any time someone tries to touch his or her private body parts or tries to get youth to touch the private body parts of the other person, youth should say words that mean “No,” run away, and then should tell the youth’s mother or father or another safe adult as soon as possible.

Peer Pressure—the strong influence of a group—especially of young people—on members of that group to behave as everyone else does.

Private Body Parts – those body parts covered by a bathing suit

Right – what we are allowed to do

Respect – want only the best for other people and do good things for us

Rules – tell us what we can and cannot do

Sacred – holy and special to God

Safe (trusted) friend/ safe adult/ safe touch – people who respect our wishes, our boundaries and the rules of our parents

Secret – something kept hidden or unexplained

Sin - choosing to disobey God. It is doing what you know is wrong. (CCC #1849; 1853)

Special safe adult – our parents, doctor or nurse – are those very special adults who can see or touch our private body parts, but only to keep us clean and healthy and only when we are sick or need help

Soul – where God lives within us

Spontaneous Prayer – writing or saying a prayer to God using the “You, Who, Do, Through” formula

Stewardship – taking care of God’s creation, such as our bodies that God has created

Temple of the Holy Spirit – At baptism, God’s spirit comes to live in our bodies and to be with us always in our souls

Ten Commandments – rules from God that help keep us safe and respect others

Touching Rules: “If someone tries to touch a child’s body parts or wants the child to touch their **private body parts**, the child should...”

- Say, “No!”
- Run away.
- Tell a parent or other safe adult what happened.

Touching safety – knowing how to protect our bodies from those who might want to hurt us

Unsafe friend/ unsafe adult/ unsafe touch – people who do not respect our wishes and the rules of our parents; they could hurt us

Virtuous – making a habit of choosing to do the good and right thing

LESSON PLAN II: BOUNDARIES: YOU HAVE RIGHTS!

Resources:

Catholic Youth Bibles (Bible open to Psalm 8)

Teaching Safety introduction DVD for Grades 9-12 or provided YouTube link.

English: https://www.youtube.com/embed/eY_oua646oc

Spanish: <https://www.youtube.com/embed/ScP07b62IR0>

Worksheets printed for Activity Option #4 (#7 from VIRTUS): "You Are Worthy-Own Your Life!"

Paper and pencils/pens

Catechism of the Catholic Church

SESSION OBJECTIVES:

Through this lesson the catechist reinforces the VIRTUS message about boundaries. After this lesson, young people should be better able to:

1. Identify and define various types of boundaries
2. Ensure they can set their own boundaries and communicate them to others
3. Honor appropriate boundaries in different types of relationships
4. Technology component: Understand boundaries must can apply to Online activities, too
5. Know that being made in the image of God provides them with the God-given right to establish and maintain boundaries that protect them from harm and help them live life to the full.

Introduction and Opening Prayer

- Welcome the students. Tell them that this session is all about empowering them to keep themselves safe from people who might want to harm them or take the joy out of life. In the Gospel of John (10:10b), we know that Jesus loves us and wants good things for us and to live life to the fullest. This session will provide them with the tools to stand up for themselves and protect themselves, when they might be faced with a harmful situation.
- God made each of us in his image and likeness. Sacred Scripture and our Catholic faith call our bodies "**Temples of the Holy Spirit**". That means that God made us good and **holy**. Because we are good and holy, God wants us to learn how to **respect** and to take care of our bodies by following **safety rules** and knowing how to protect ourselves. Thus, we always have the **right** to say "No" to people who make us feel uncomfortable.
- Opening prayer that includes scripture and begins and ends with the Sign of the Cross.
 - All: + **In the name of the Father and of the Son and of the Holy Spirit.**
 - Provide students with a copy of Psalm 8 or have them open their Bibles to this passage, beginning with verse 2. All recite it together:

O LORD, our Lord, how awesome is your name through all the earth!

I will sing of your majesty above the heavens, with the mouths of babes and infants.

You have established a bulwark against your foes, to silence enemy and avenger.

When I see your heavens, the work of your fingers, the moon and stars that you set in place—

What is man that you are mindful of him, and a son of man that you care for him?

Yet you have made him little less than a god, crowned him with glory and honor.

You have given him rule over the works of your hands, put all things at his feet:
All sheep and oxen, even the beasts of the field, the birds of the air,
the fish of the sea, and whatever swims the paths of the seas.
O LORD, our Lord, how awesome is your name through all the earth!

- Teacher: Either explain or ask the teens to find connections between this psalm and how God has created us with great dignity and power. God has crowned us with glory and honor and offers us a protection that defends us from all that might desire to harm us. This tells us that we are worthy and have every right to establish and maintain our boundaries. It also means that we need to respect the boundaries of others. God has a plan for each of us, is always present in our lives, and gives us hope. God wants good for us: in our relationships with God and with one another. God also wants to protect us and that means we always have the right to say “No!” to people who might want to hurt us.
- Highlight the VIRTUS lesson objectives and catechetical curriculum to be covered in this session:
 - Understand rules about appropriate touch and how to protect ourselves from those who do not honor our boundaries, both in person and online.
 - Our human dignity gives us the right to protect ourselves, as we are called by God to be happy and holy as disciples of Christ and as temples of the Holy Spirit.
- Catechist then prays with students: Please bow your heads, as we pray... *Dear God, you made each of us in your image, good and wonderful. As “Temples of the Holy Spirit”, we are worthy to be respected and to respect others. Help us to learn how to understand the importance of personal boundaries. Thank you for the gifts of Jesus and all those, who help us to learn and follow your rules through Christ our Lord. Amen.*
- All: + **In the name of the Father and of the Son and of the Holy Spirit. Amen.**

ACTIVITY #1: SHOW THE INTRODUCTORY VIDEO “THE POWER TO PROTECT”.

Allow 11 minutes for the video and another 5 – 10 minutes to debrief the video.

Introduce the video by telling youth that this video will discuss how to protect our personal boundaries and includes the definitions of a several types of abuse.

After the video, ask the teens if they have any questions about the information presented or would like any of the terms. It might be helpful to have a worksheet with the definitions of all the terms, why we have the right to protect our boundaries and how we can avoid risky behavior. **Please tell the students that if something has happened to them in the past, it is absolutely not their fault. Let them know that you are open to speaking with them regarding anything that they are going through or have gone through.**

ACTIVITY #2: REVIEW AND DISCUSS KEY VOCABULARY WORDS.

- **Rules**—a prescribed guide for conduct or action. We follow the rules to make sure we are safe—just like how we have a seatbelt rule to keep us safe in the car, or the safety rules before we cross the street.
- **Limits**—the point or edge beyond which something cannot go. The furthest edge of something.

- **Rights**—we are all born free and equal, and have certain rights that are automatically ours. Everyone is entitled to these rights, and they should not be taken away from us. For example, teach children, “you have a right to be safe, and your body belongs to you!”
- **Boundaries**—the limits that define one person as separate from another or from others. There are boundaries you can see (like a fence around a yard) and boundaries you can’t see with your eyes (like the comfort zone around us that we call our “personal space”). Boundaries vary depending on the relationship with the other person. For example, a boundary between a child and a grandparent is different than the boundary between a child and a teacher or coach.
- **Saying “No”**—to say “no” means to refuse, deny, reject or express disapproval of. This word is used to express a boundary and communicate that you do not want something to happen or continue. [Let youth know It’s OK to say “No” to anyone, regardless of the perception of their authority]
- **Secret**—something kept hidden, never told or unexplained. Secrets exclude others and have potential to harm, sometimes causing the person involved to feel frightened or uncomfortable. [For example, if someone asks a young person to keep a secret about safety, especially involving the private parts, the youth needs to know that they must tell a safe adult as soon as possible—and be reassured that the child will be protected regardless of threats or seeming consequences of “telling”.]

ACTIVITY OPTION #3: DISCUSSION—DISCOVERING THE BOUNDARIES IN YOUR LIFE

Activity: The purpose of this activity is to create scenarios for youth that will give them ideas about boundaries and limits, and how both are an important part of our daily lives. You’ll discuss how rules establish boundaries, how sometimes we people infringe on our boundaries, and how we can create them for ourselves.

Discussion:

Step 1: Begin the conversation about boundaries by asking if they know what a “boundary” is, and have them explain it from their perspective.

Step 2: Then, begin to create scenarios by asking questions about some of the rules they have at home.

For example:

- What are your family rules regarding when your homework must be completed? Are there other activities that aren’t allowed until your homework has been completed?
- For how long, and how late are you permitted to be on the phone?
- What are your family’s rules regarding the Internet?
- What are your family’s rules regarding gaming?
- Does your family limit who can come into your room and when they are allowed to be in your room?
- Do you expect your best friend to sit next to you at lunch every day?
- Do you wish your parents would stop talking to you when you’re together at a party or at the mall?
- Do you wear a seatbelt when you’re in the car?

Explain: Each of these “rules” that we just talked about establishes a boundary. Everyone has them, including adults. Like the examples just discussed, some are rules that are given to us by others—like our parents, teachers or coaches.

Step 3: Explain that sometimes we get to choose our own boundaries, and ask the youth if they can think of any ways that they have created boundaries or rules for the people in their lives.

Questions you can ask:

- Have you ever pretended to agree with something, or someone, when you really did not agree?
- Have you ever chosen not to tell on someone who broke the rules, because that person asked you not to tell?
- Have you ever gone along with an activity even though you didn't really want to go along with it?
- Have you ever declined to join in on an activity that you really wanted to do because someone else talked you out of it?
- Have you ever hidden how you really feel out of fear of how other people might react?
- Have you ever spent too much time doing things for other people and been frustrated that you don't spend enough time doing things you need to do for yourself?
- Describe some examples of boundary violations, such as poking, tickling, etc.

Step 4: Ask your students why they do these things and how it makes them feel? During the discussion of their reasons, address the following points:

- When you disregard your personal beliefs, values, wants and feelings, it sometimes causes you to feel diminished, disrespected, upset, annoyed, frustrated, angry, etc.
- Boundaries are the invisible lines we draw around ourselves for self-protection and self-preservation.
- When you don't speak up, you hide your true self and allow others to violate your boundaries. Sometimes we feel like we can't speak up.
- Most people will respect our boundaries if we let them know what they are. However, with others, we must actively defend our boundaries.
- Strong boundaries are essential components to safety. When we are clear about our boundaries, we know how to expect respect from others, and can more easily protect ourselves from people who are intent on violating our boundaries, or who don't care about our boundaries.

ACTIVITY #4: YOU ARE WORTHY – OWN YOUR LIFE!

Activity: This activity involves reviewing a worksheet, which is located at the end of this section of the lesson plan, and selecting multiple choice answers about our relationships to determine if there are any boundary issues that need to be addressed. Then, a discussion will ensue to give tips on how to strengthen or place boundaries.

Directions: Write the different types of boundary violations that can occur in a place where everyone can see—here are examples of the most common types: boundaries can be personal, physical, emotional, mental, spiritual, involving language, involving safety, involving trust, etc. Then begin the discussion and hand out the lesson worksheet.

Discussion: Explain the following to youth: Since boundaries are based on our own value systems, perspectives, experience, family environment and culture, our boundaries may differ from others. This is totally OK! But it isn't OK when it comes to being safe.

Note to the lesson leader: Use this worksheet and discussion very carefully so as to avoid putting teens into a vulnerable situation and being exposed to their peers. This worksheet is a tool to help teens. It should not be used to publically provide concerns with others in the class. Preferred discussion: Review the information without asking for personal examples. Have the teens take their worksheet, perhaps a second blank copy in addition, so that the teen can talk privately with their Parent/Guardian/or another Trusted Adult.

Pass out the lesson worksheet, and ask the students to fill it out with answers that are as honest as possible. Explain that there are 3 possible answers that they can circle, give them 10 minutes to complete, and then ask for their full attention:

- Yes: which means that the scenario is actually occurring in their life, or they think it is
- Possibly: which means that the scenario might be occurring, or that it's likely. If there's any hint of doubt, then this is the answer to select.
- Not applicable to anyone in my life: means that the particular type of scenario doesn't seem to be occurring from the youth's perspective.

Continue with the discussion and this series of questions and statements. *Note: Teens might be uncomfortable with raising their hands to indicate their responses to the worksheet. Please do not force them to share their personal answers. It would be helpful to have the youth take the worksheet home to help determine if a relationship is safe or not. Teens should also be informed that if they said yes to two or more of the items, they should talk about these responses with a trusted safe adult.*

- This is a good self-analysis, but if you selected "Not applicable to anyone in my life," would - your best friend feel differently about some of the examples and your responses? *(This question is not listed to devalue the thoughts and feelings of the youth, but to introduce the thought that sometimes other people can see more clearly than we can when we're deep into a situation.)*
- When you're thinking about people that caused these "yes" or even the "possibly" answers, do you think that something needs to happen? *(Answer: YES, boundaries need to be addressed)*
- Sometimes we find ourselves in situations where our boundaries are violated—we can see that by looking at the examples on the sheet. Is it OK to set a boundary, increase the ones we already have or remove the person/situation from our lives? *(Answer: YES)*
- So, now what? You have an honest analysis of what is going on with the other people in your life and how they impact you. You can see how these things would affect how happy and healthy you are. So... Now what? *(This question is designed to get youth to begin to brainstorm an action plan. Suggestions on guiding the conversation are below)*

Next steps: Invite the youth to give some suggestions on what they could do. Ensure that these points are covered as "elements to remember" when setting and maintaining boundaries:

- Sometimes creating or enforcing boundaries takes courage and strength.
- It's never too late to place a boundary, or strengthen one, or reinstate one.
- Proper boundaries are essential for healthy relationships and protection.
- You have a right to be safe.
- Using language can be very effective in establishing a boundary (i.e., saying "no," "don't call me anymore," "I don't want you to do that," etc.).
- Be firm and consistent when you communicate about your boundaries.
- You can completely shut down a situation, or leave the door slightly open to revisit later, it's up to you and the healthiness of the situation.
- It is entirely appropriate and acceptable to communicate expectations, or even create rules for behavior with specific people—try to keep it as simple as possible, though.

- When first creating boundaries, you'll need to think about boundaries that are necessary for your current interactions, and, boundaries set at the "very beginning" for future interactions.
- To establish boundaries, consider your top 10 most important values or beliefs, and then ensure that your boundaries with others reflect those beliefs. You will likely have different boundaries for various people in your life, depending on the closeness of the relationship.
- Reflecting on what boundaries you have or would like to have NOW makes it easier to maintain them when you enter the event / situation that feels confusing.
- Even though it's the responsibility of adults to keep minors safe, you may need to place a boundary in any friendship that you have with an adult.
- You have a right to be respected—you are worthy of respect!

Concluding thoughts. It's important for youth to know the following: You don't have to defend yourself when you place a boundary, and if someone has a problem—it is not your problem, it's theirs. If the individual can't accept your boundary or constantly pushes on it, you may need to evaluate if this person is a good fit in your life anymore. Encourage teens to talk about concerns with personal boundaries with their parents/guardians or another trusted adult.

ACTIVITY OPTION #5: NETSMARTZ ONLINE SAFETY: YOUR PHOTO FATE

Background: This short 3-minute video is shared with permission from the National Center for Missing and Exploited Children, and can be played for teens as part of an activity. It is designed to open a simple discussion with youth about safety. Youth learn to be safe online and offline, and that they have a right to be safe.

Directions: Click here for the link:
<https://www.missingkids.org/netsmartz/videos#middleandhighschool>
 The video title is **Your Photo Fate**. Please click on the link to get to the Middle and High School videos page, select the correct video and download to view.

Description: Watch the video to determine how to strengthen your online boundaries. Once you send a photo online, there's no way to control it. It's out of your hands.

After video, discuss it with teens.

ACTIVITY OPTION #6 OR HOMEWORK:

Have students write down the names and contact information of 3-5 closely trusted adults they can contact if they face an emergency.

IDENTIFYING SAFE TOUCH THROUGH SCRIPTURE/CLOSING PRAYER OPTION #1: KEEPING BOUNDARIES APPROPRIATE TO THE CONTEXT OF THE RELATIONSHIP

Activity: Students will reflect on the parable of the Good Samaritan to illustrate establishing and maintaining boundaries.

Discussion: Give youth a more in-depth look into boundaries by explaining the following:

- Establishing and honouring personal boundaries includes both the way we behave and the way we allow others to behave.
- For example, St. Paul says that we reap what we sow, yet we often don't think about the many consequences of our behavior. One of the biggest problems for us as human beings is learning

that we cannot be everything to everyone, and that setting boundaries for ourselves also means setting limits on what we are willing to tolerate from others.

- In fact, let's look at what the scriptures tell us about how to care for each other and where to look when it comes to setting appropriate limits on what we do for others and how we honor their expectations and demands.

Ask: How many of you are familiar with the story of the Good Samaritan? What is it? As your students recount the parable of the Good Samaritan, make the following points:

- He was truly a compassionate, empathetic person who genuinely cared for the injured traveler.
- He made a big sacrifice to ensure the traveler received care.
- He found a way to care for others and care for himself too.

Ask the youth to consider the following: If the message of the Gospel was to always put the needs of others ahead of your own, the story of the Good Samaritan might have gone something like this:

The Good Samaritan finds the injured traveler by the side of the road. He gathers him up and takes him to the nearest inn where he tends to the traveler's wounds. And then, when it is time for the Samaritan to leave to make his appointment, he tells the traveler that he has paid the innkeeper to care for the traveler's injuries and that he must go to take care of his own business.

However, the injured traveler says "What? You're leaving me here? Don't you think you are being selfish? I am in bad shape. You don't know what I might need over the next few days to survive. What kind of an example would you be if you just went off and left me here without your care?"

In response, the Samaritan says, "I guess you're right; I'll stay with you a few days more to make sure you are cared for. It would be uncaring of me to leave you here alone." Three days later, a message is delivered to the Samaritan. It says the merchant he was to see in Jericho could wait no longer, so the merchant is taking his business elsewhere.

Upon reading the message and realizing what has happened, the Samaritan screams at the recovering man, "Look what you have done to me. My business is ruined. You caused me to lose those camels I needed to deliver my goods. This may put me out of business. How could you do this to me?"

The Samaritan now cannot care for himself and certainly cannot care for the man anymore.

Explain the following:

- This version of the story may seem more familiar to many of us as it more closely resembles what we experience in our daily lives, i.e., moved with compassion to help someone, we sometimes allow ourselves to be manipulated into giving more than we wish to give. We end up resentful and angry. We have lost something we needed for ourselves because someone has violated or infringed upon our boundaries—and we let them!
- Or, it might be that we are the one applying the pressure on someone else—harping on someone until they give in to our wants or needs. Regardless of which side you are on, nobody wins.
- Or, it might remind us that there are people in our lives, who respect our boundaries and are available to help us when we really need their assistance. Can you think of a time when

someone made a sacrifice for you or a time you were called upon to make a sacrifice for someone else?

Parables help broaden our thinking about who God is and what he expects of us. There can be many ways to understand a parable. For this situation, it helps remind us that we need to respect the needs of others without letting them overtake our personal boundaries.

Closing Prayer:

Think of someone, who is a trusted person in your life and helped you during a time of need. Does this person appropriately honor your personal boundaries? Do you honor theirs?

Silently say a prayer of thanksgiving for this trusted adult.

The class ends with teens praying together, "The Lord's Prayer."

CLOSING PRAYER OPTION #2:

God is always available to provide us with hope and wisdom, when we are seeking guidance on how to protect our personal boundaries. One way to pray is to use the following method of "You, Who, Do, Through."

Help the students develop a spontaneous prayer using the "You, Who, Do, Through" model, thanking God for the gifts of our bodies and helping us learn to respect others and ourselves.

Using the "You, Who, Do, Through" formula, lead the youth in a closing prayer on the gift of touch and the power to protect our personal boundaries.

For example,

"You": Dear God, you made us in your image as Temples of the Holy Spirit,

"Who": You are our protector and always with us, when we need your help.

"Do": Please guide us to remember those rules that respect our boundaries and those of others,

"Through": We ask this through Christ our Lord. Amen.

Write the prayer for all the youth to see. Then have the teens pray it together, as you conclude this session.

You are Worthy – Own your Life!

Instructions: Read each statement below and see if there is any person or situation in your life that might be similar. The *this* person in the statements below could refer to one particular person in your life, or each example could represent different people. Respond honestly with your perspective by circling a response, and return to the lesson for a discussion with the Lesson Leader after you're done.

Scenario	Circle 1 of the 3 responses
1. Sometimes I feel like there's constant drama and difficulty in my relationship with *this* person, and that I have to walk on eggshells.	* Yes * <i>Possibly</i> * <i>Not applicable to anyone in my life</i>
2. Trying to make decisions on my own without *this* person's input is really tough.	* Yes * <i>Possibly</i> * <i>Not applicable to anyone in my life</i>
3. It's just easier to let *this* person have their way than to stand up for what I want.	* Yes * <i>Possibly</i> * <i>Not applicable to anyone in my life</i>
4. I have a really hard time saying "no" to *this* person.	* Yes * <i>Possibly</i> * <i>Not applicable to anyone in my life</i>
5. Sometimes I'm afraid to say "no" to *this* person.	* Yes * <i>Possibly</i> * <i>Not applicable to anyone in my life</i>
6. My family and/or friends feel like *this* person tries to isolate me from everyone else.	* Yes * <i>Possibly</i> * <i>Not applicable to anyone in my life</i>
7. I have to be available by text, email or social media at all times for *this* person, or else he/she gets really upset.	* Yes * <i>Possibly</i> * <i>Not applicable to anyone in my life</i>
8. I constantly feel guilty around *this* person.	* Yes * <i>Possibly</i> * <i>Not applicable to anyone in my life</i>
9. It's always my fault with *this* person.	* Yes * <i>Possibly</i> * <i>Not applicable to anyone in my life</i>
10. I constantly feel anxious around *this* person, and nervous about how they're going to react.	* Yes * <i>Possibly</i> * <i>Not applicable to anyone in my life</i>
11. I feel like I have to be loyal to *this* person, and obedient to do what they say, no matter what.	* Yes * <i>Possibly</i> * <i>Not applicable to anyone in my life</i>

12. Sometimes it's exhausting trying to please *this* person.	* Yes * Possibly * Not applicable to anyone in my life
13. I'll do anything not to let *this* person down.	* Yes * Possibly * Not applicable to anyone in my life
14. I'm constantly worried about what this person is going to post about me on the Internet.	* Yes * Possibly * Not applicable to anyone in my life
15. *This* person makes me feel like I'm responsible for his/her thoughts, actions and feelings.	* Yes * Possibly * Not applicable to anyone in my life
16. I feel like I don't have any control in my relationship with *this* person.	* Yes * Possibly * Not applicable to anyone in my life
17. I'm not allowed to wear certain things, go where I want to go or do what I like to do when I'm with *this* person.	* Yes * Possibly * Not applicable to anyone in my life
18. Sometimes I feel upset and suffocated when around *this* person.	* Yes * Possibly * Not applicable to anyone in my life
19. I'm often pressured to do things I don't want to do with *this* person.	* Yes * Possibly * Not applicable to anyone in my life
20. My friends and family say that I'm very different around *this* person, and not in a good way.	* Yes * Possibly * Not applicable to anyone in my life