



Grade 4: Boundaries

Overview

This lesson discusses boundaries, personal space, and ways to respect others' boundaries.

Timing

45 minutes

Objectives

By the end of this lesson, students will:

- Define boundaries.
- Practice setting their own boundaries.
- Practice listening to someone else's boundaries.

Standards

[Washington Health Standards](#)

H7.Sa1.4, H1.Sa3.4a, H4.Se5.4, H1.Se6.4, H4.Se6.4, H2.Se6.4b

Materials Needed

- Computer/projector/speakers to display PowerPoint, including video on vimeo
- PowerPoint: 4th Grade Boundaries Lesson
- Handout: 4th Grade Boundaries Worksheet

Teacher Preparation

- Print one copy per student of page 1 of Handout: 4th Grade Boundaries Worksheet
- Print one copy for yourself of pages 2 and 3 of Handout: 4th Grade Boundaries Worksheet

Agenda

Introduction - 5 minutes

Slides 1 – 2

Introduce the topic and explain that this lesson will include discussion, a video, and a written worksheet. Review the questions this lesson will answer.

Teacher's note: While coming to understand boundaries, students may realize that people have crossed their boundaries. Encourage students to talk to a trusted adult about these instances.

Discussion - 20 minutes

Slides 3 – 16

Define boundaries and encourage students to think of examples. Watch the “Boundaries” video and reinforce ideas in the video.

Activity - 15 minutes

Slide 17

Pass out Handout: 4th Grade Boundaries Worksheet. Ask students to complete the worksheet individually. Facilitate a discussion about students’ thoughts and feelings about the worksheet.

Closing - 5 minutes

Slides 18 – 21

Discuss ways a student can access support at school. Invite students to identify a trusted adult.

Vocabulary

Key words in this lesson:

- Boundaries – Limits you set for yourself.
- Personal space – The space around a person’s body that they don’t want others to enter unless they say it’s okay.
- Mutual respect – You respecting yourself, the other person respecting themselves, you respecting the other person, the other person respecting you.
- Trusted adult – An adult you can talk to about the things that are important to you.

Handouts – on following pages



Grade 4: Boundaries Worksheet

Instructions: For each of the scenarios listed below, put a check mark for “yes,” “no,” or “sometimes”. DO NOT write your name on this paper. Please use a PENCIL.

Question	Yes	No	Sometimes
1. I like when my close friend gives me a hug.			
2. I like giving my family members hugs.			
3. I like to be asked before someone takes my photo.			
4. I like to share my work with my classmates.			
5. I like to share my food with friends.			
6. When meeting a new person, I like to shake hands.			
7. I like to have a lot of space between me and another person.			
8. I like to pet animals/pets.			
9. I like having a lot of alone time.			
10. I like sharing personal information with close friends.			
11. I like giving my friends high fives.			
12. I like to be tickled.			

Boundaries Worksheet Teacher Instructions

Objective:

Students will learn that their peers have a variety of personal boundaries.

Materials Needed:

- Copies of “Boundaries Handout”
- Students will each need a writing utensil. Encourage all students to use pencils, so there is nothing identifiable. (Rationale: Worksheets should be anonymous. For example, if a student is using a purple marker, other students may be able to identify which worksheet is theirs based on the purple markings).

Teacher Instructions:

Ask students to complete their worksheet in pencil, without writing their name on it. Remind them there are no right or wrong answers.

Allow **5-7 minutes** for students to anonymously fill out the worksheet. Then, collect them, mix up the worksheets and redistribute them to the class.

Ideally, have students stand in a circle so they can see each other. Review each item one at a time from the worksheet. Ask students to indicate the answer on the worksheet they have (not their own). “Thumbs up” indicates yes; “thumbs down” indicates no; and “thumb sideways” indicates sometimes.

Sample Script:

“We are going to read through each example, and I want you to show the answer selected on the worksheet in front of you. Everyone has someone else’s paper, and it is not important who gave which answer.”

After the example is read, show us the answer on your paper:

- *‘thumbs up’ indicates yes,*
- *‘thumbs down’ indicates no, and*
- *‘thumb sideways’ indicates sometimes*

The first statement is “I like giving my family members hugs.” Give students a moment to show their answer and encourage them to look around.

Proceed through all statements, asking for volunteers to read each statement then having the class show their responses with their thumbs.

Lead a discussion with the following debrief questions.

Debrief Questions:

- *What did you notice about this exercise? [Probe for: everyone had different responses for each example. This shows that everyone has different boundaries].*
- *Why do you think some people like _____ and other people do not like _____? [For example, why some people like to share food and other people do not like to share food].*
- *How do we know the boundaries of our friends and family members?*

Closing:

- Boundaries are meant to be respected.
- Everyone's boundaries are different - don't assume!
- If someone crosses your boundaries, you can tell them directly or talk to a trusted adult.
- If you cross someone's boundaries, apologize and do better next time.