

**Differing  
Abilities**

# ***Respect for Oneself and Others: Social and Emotional Boundaries***

## ***Supplementary Resources***

- ▶ Handout 1: Visiting the Doctor story
- ▶ Handout 2: Appropriate / Inappropriate Topics Assessment
- ▶ Handout 3: Appropriate / Inappropriate Activities Assessment
- ▶ Cards 1: Appropriate Topics
- ▶ Cards 2: Appropriate Activities
- ▶ Cards 3: Appropriate Places



Ensure that ground rules are established before starting your classes. For classes that have already established ground rules, quickly reviewing them can promote a successful lesson.



To clarify the issue of privacy, it is extremely important that a student with different physical abilities be aided in toileting, dressing and hygiene in a private setting in a respectful and dignified fashion.



## ***Experience***

*Students will be introduced to activities that can be shared with various groups of people.*

### **Stand Up If**

1. Ask your students to stand up if"
  - a. They had breakfast this morning.
  - b. They rode their bike to school today.
  - c. They brushed their teeth this morning.
  - d. They hugged their mom, dad or guardian today.
  - e. They had a good dream last night.
  - f. They listened to their favorite music today.
2. Let your students know that some of things they did today should only be shared with people they are close to. They will learn more about topics and activities that they can share and should not share with certain people.

## Information

Students will learn about topics and activities they can share or do with acquaintances.

Choose one or two of the following options that best suit the level of your students.

### **Option 1. Talking to Your Acquaintances**

1. Write the following headings on the board, “Safe / Appropriate” and “Unsafe / Inappropriate.”
2. Distribute Cards 1: Appropriate Topics one to each student. It may be best to laminate the cards for future use.
3. Ask your students if the card they have is a safe / appropriate topic to talk to an acquaintance with or an unsafe / inappropriate topic to talk to an acquaintance with.
4. Have your students place their cards under the appropriate heading.
5. Discuss the dangers of sharing “private” information in chat rooms. If your students are in a chat room, what can they discuss safely and what should they not discuss.

#### ***List of Conversational Topics on Cards***

<i>The weather</i>	<i>Outer clothes</i>	<i>Underwear</i>
<i>The other person’s zipper is unzipped</i>	<i>Your family arguments</i>	<i>Your teacher</i>
<i>People you don’t like</i>	<i>People you like</i>	<i>Books</i>
<i>Your address</i>	<i>Food</i>	<i>Your phone number</i>
<i>Someone’s menstrual period</i>	<i>Homework</i>	<i>Pets</i>
<i>Your religion</i>	<i>Music</i>	<i>Restaurants</i>
<i>Anyone’s private body parts</i>	<i>Being sick</i>	<i>Movies</i>

### **Option 2. Activities With Your Acquaintances**

1. Write the following headings on the board, “Safe / Appropriate” and “Unsafe / Inappropriate.”
2. Distribute Cards 2: Appropriate Activities one to each student. It may be best to laminate the cards for future use.
3. Ask your students if the card they have is a safe / appropriate activity to do with an acquaintance or an unsafe / inappropriate activity to do with an acquaintance.
4. Have your students place their cards under the appropriate heading.

#### ***List of Activities***

<i>Going for a walk</i>	<i>Sitting close to the other person</i>	<i>Holding hands</i>
<i>Short kiss on the lips</i>	<i>Short kiss on the cheek</i>	<i>Receiving a back rub</i>
<i>Dancing with the other person</i>	<i>Being tickled</i>	<i>Getting dressed or undressed</i>
<i>Showing your underwear</i>	<i>Sharing the bathroom</i>	<i>Smiling at the other person</i>
<i>Hugging or being hugged</i>	<i>Starting a conversation</i>	<i>Answering questions</i>
<i>Eating lunch</i>	<i>Joking with the other person</i>	<i>A handshake</i>

### **Option 3. Visiting the Doctor**

1. Distribute Handout 1: Visiting the Doctor. Read the story together as a group. This story discusses how the normal rules of privacy may differ when a student visits the doctor.

## ▼ Application

Students will distinguish what topics, activities and places are safe and appropriate in various settings and with different groups of people.

Choose one or two of the following options that best suit the level of your students.

### **Option 1. Match Conversational Topics with Boundaries Circles Chart**

1. Ask your students to take out the Boundaries Circles Chart they filled out when discussing Physical Boundaries. They will need it for this activity.
2. Distribute Cards 1: Appropriate Topics cards to your students.
3. Ask each student to come up to the front of the class with his or her “topic” card and his or her Boundaries Circles Chart.
4. Then ask your student to identify where the topic belongs on their Boundaries Circles Chart.
  - ▶ For example, if your student has the topic card, “Your Address,” your student might choose the “Other Friends” circle. This answer indicates that your student feels that it is acceptable for him / her to share his / her address with people in the “Other Friends” circle and with the people in all the circles inward from that one.



Any conversations, activities, touches, etc, that are appropriate for a given circle are also usually appropriate for all of the circles inside of that given circle.

5. Discuss your students’ responses, giving examples and feedback. You may have to redirect your students to a more acceptable answer.

#### ***List of Conversational Topics***

<i>The weather</i>	<i>Outer clothes</i>	<i>Underwear</i>
<i>The other person’s zipper is unzipped</i>	<i>Your family arguments</i>	<i>Your teacher</i>
<i>People you don’t like</i>	<i>People you like</i>	<i>Books</i>
<i>Your address</i>	<i>Food</i>	<i>Your phone number</i>
<i>Someone’s menstrual period</i>	<i>Homework</i>	<i>Pets</i>
<i>Your religion</i>	<i>Music</i>	<i>Restaurants</i>
<i>Anyone’s private body parts</i>	<i>Being sick</i>	<i>Movies</i>

*Adapted from: Circles I: Intimacy & Relationships Revised Edition 1993; Navigating the Social World, 2002; and Asperger’s Syndrome: A Guide For Parents and Professionals, 1998*

### **Option 2. Match Places with Boundaries Circles Chart**

1. Ask your students to take out the Boundaries Circles Chart they filled out when discussing Physical Boundaries. They will need it for this activity.
2. Distribute Cards 3: Appropriate Places to your students. It may be best to laminate the cards for future use.
3. Ask each student to come up to the front of the class with his or her “place” card and his or her Boundaries Circles Chart.

4. Then ask your student to identify where the place belongs on their Boundaries Circles Chart.
- ▶ For example, if your student has the “bedroom, with the door closed,” card, your student may feel it’s safe to choose the “People Closest to Student” circle. This means that it would be okay for your student to be in a bedroom with the doors closed with his / her immediate family, such as a sister or father or with individuals listed in the circles inward from that.



Any conversations, activities, touches, etc, that are appropriate for a given circle are also usually appropriate for all of the circles inside of that given circle.

5. Discuss your students’ responses, giving examples and feedback. You may have to redirect your students to a more acceptable answer.

#### **List of Places**

<i>Your kitchen</i>	<i>A public park</i>	<i>The public library</i>
<i>Your bedroom with the door open</i>	<i>A public street</i>	<i>Your living room</i>
<i>Your bedroom with the door closed</i>	<i>A public bathroom</i>	<i>The back room of a store</i>
<i>The school yard</i>	<i>Your parents’ bedroom</i>	<i>A bathroom in a friend’s home</i>

*Adapted from: Circles I: Intimacy & Relationships Revised Edition 1993; Navigating the Social World, 2002; and Asperger’s Syndrome: A Guide For Parents and Professionals, 1998*

### **Option 3. Match Activities with Boundaries Circles Chart**

1. Ask your students to take out the Boundaries Circles Chart they filled out when discussing Physical Boundaries. They will need it for this activity.
2. Distribute Cards 2: Appropriate Activities cards to your students.
3. Ask each student to come up to the front of the class with his or her “activity” card and his or her Boundaries Circles Chart.
4. Then ask your student to identify where the activity belongs on the Boundaries Circles Chart.
  - ▶ For example, if your student has the “sitting close to the other person,” card, your student might choose the “Acquaintance” Circle. This response shows that your student feels that it is okay to sit close to people who are in the “Acquaintance” circle and the circles inward from that.



Any conversations, activities, touches, etc, that are appropriate for a given circle are also usually appropriate for all of the circles inside of that given circle.

5. Discuss your students’ responses, giving examples and feedback. You may have to redirect your students to a more acceptable answer.

#### **List of Activities**

<i>Going for a walk</i>	<i>Sitting close to the other person</i>	<i>Holding hands</i>
<i>Short kiss on the lips</i>	<i>Short kiss on the cheek</i>	<i>Receiving a back rub</i>
<i>Dancing with the other person</i>	<i>Being tickled</i>	<i>Getting dressed or undressed</i>
<i>Showing your underwear</i>	<i>Sharing the bathroom</i>	<i>Smiling at the other person</i>
<i>Hugging or being hugged</i>	<i>Starting a conversation</i>	<i>Answering questions</i>
<i>Eating lunch</i>	<i>Joking with the other person</i>	<i>A handshake</i>

*Adapted from: Circles I: Intimacy & Relationships Revised Edition 1993; Navigating the Social World, 2002; and Asperger’s Syndrome: A Guide For Parents and Professionals, 1998*

## **Option 4. Videos**



Using videos as part of teaching about social and emotional boundaries can be very helpful. Teachers often have access to some excellent videos through their local school board or public library. Listed here are some titles of good videos on this topic that may be available to you.

### **All About Respect**

Educators see a crisis in learning to care, a failure to understand and give respect in today's young people. This program is hands-on workshop designed to help young teens understand what constitutes respectful as opposed to disrespectful behavior and arrive at solutions that can be applied to their own lives. Part One considers the role respect plays in the thoughts, feelings, dreams and personal boundaries of others. Part Two explores whether it is necessary to always follow the rules and regulations of those in authority. Part Three helps students gain insight into the need to value diversity and treat others with the same respect they want for themselves. Part Four offers students the opportunity to examine self-respect from two perspectives: what happens when people are asked to compromise their values, and therefore their self-respect; and the important role self-respect plays in helping to meet life's challenges.

### **Respect and You**

This program offers students the opportunity to evaluate the negative consequences of disrespect in relation to property, authority, ideas, differences and the self. Using true-to-life scenarios and provocative questions, the program engages students in the process of reasoning that helps them understand the importance of showing respect in their daily lives.

### **What's Respect?**

With the help of a music video featuring one boy's experiences in learning respect, this program teaches student about respect for property, rules, differences in opinions and abilities and for the environment.



## ***Assessment***

Choose one or two of the following options that best suit the level of your students.

### **Option 1. Appropriate / Inappropriate Topics Assessment**

1. Have your students complete Handout 2: Appropriate / Inappropriate Topics Assessment.

### **Option 2. Appropriate / Inappropriate Activities Assessment**

1. Have your students complete Handout 3: Appropriate / Inappropriate Activities Assessment.



## ***References***

Champagne, M.P. and Walker-Hirsch, L. (1993). **Circles I: Intimacy & Relationships Revised Edition**. James Stanfield Company, Inc.

Attwood, T. and Wing, L. (1998). **Asperger's Syndrome: A Guide For Parents and Professionals**. Athenaeum Press

McAfee, J. (2002). **Navigating the Social World**. Future Horizons inc.

# Visiting the Doctor

**My mom or dad takes me to the doctor for different reasons. Sometimes I visit the doctor to get a check up to make sure that my body is growing well, and that I am staying healthy. Once in a while, the doctor or nurse gives me a shot, called a vaccination, to keep me healthy. Most people don't like getting shots. However, shots usually are easier when I try to hold as still as possible. My mom or dad also take me to see the doctor when I am sick. The doctor tells my mom or dad and I what we need to do so that I will get better.**


**Sometimes, my doctor needs to talk to me about private topics that I normally would not discuss with anyone other than my mom or dad. Sometimes the doctor needs to ask private questions in order to help me stay healthy or get better when I am sick. For example, the doctor may need to ask me if I have pain when I urinate (when I pee), or what my stool (or poop) look like. Although these are private topics and I normally would not talk about them to anyone but Mom or Dad, it is okay to talk about them with the doctor because he / she needs this information in order to keep me healthy.**

**There are also times when the doctor needs to see or touch my private body parts. That is okay because she is a doctor and needs to do this in order to take good care of me. However, it is still very important to remember that it is not okay for someone, other than a doctor or nurse, to touch me in places that are private or to touch me in a way that makes me feel uncomfortable. If this happens, the best thing I can do is to move away from that person right away and go tell my mom, dad, teacher or another adult whom I trust.**

# Appropriate / Inappropriate Topics

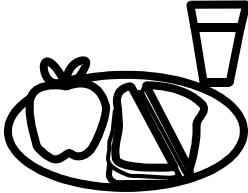
Circle "Appropriate" if the topic is appropriate to talk to an acquaintance about. Circle "Inappropriate" if the topic is inappropriate.

**The Weather**



Appropriate    Inappropriate

**Food**




Appropriate    Inappropriate

**Your Underwear**



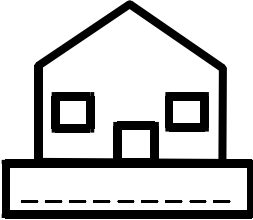
Appropriate    Inappropriate

**Books**




Appropriate    Inappropriate

**Your Address**



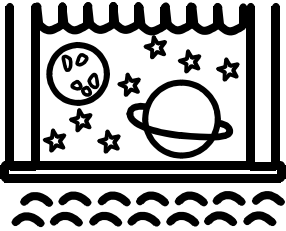
Appropriate    Inappropriate

**Music**



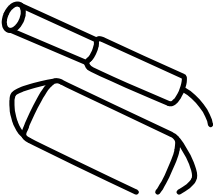
Appropriate    Inappropriate

**Movies**



Appropriate    Inappropriate

**Someone's Menstrual Periods**



Appropriate    Inappropriate

**Your Phone Number**

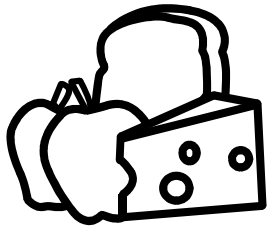


Appropriate    Inappropriate

# Appropriate / Inappropriate Activities

Circle "Appropriate" if the activity is appropriate or safe to do with an acquaintance. Circle "Inappropriate" if the activity is inappropriate or unsafe.

**Having Lunch**



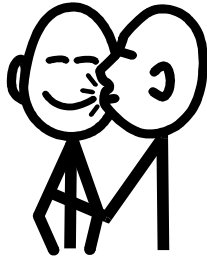
Appropriate    Inappropriate

**Holding Hands**



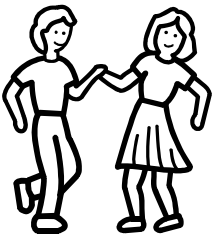
Appropriate    Inappropriate

**A Kiss on the Lips**



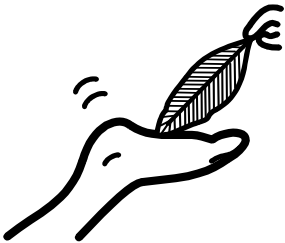
Appropriate    Inappropriate

**Dancing**



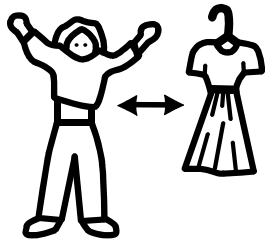
Appropriate    Inappropriate

**Tickling**



Appropriate    Inappropriate

**Getting Undressed**



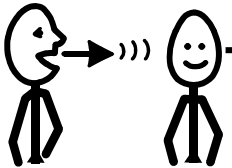
Appropriate    Inappropriate

**Shaking Hands**




Appropriate    Inappropriate

**Starting a Conversation**



Appropriate    Inappropriate

**Hugging**



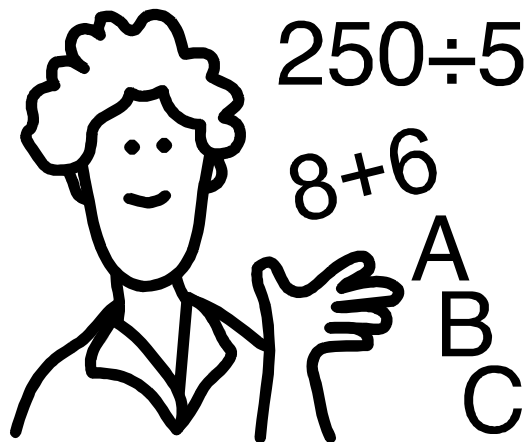
Appropriate    Inappropriate

# Appropriate Topics Cards

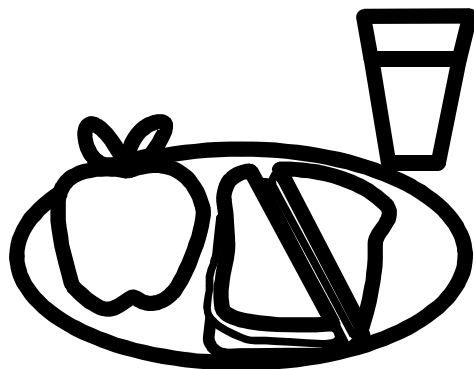
## The Weather



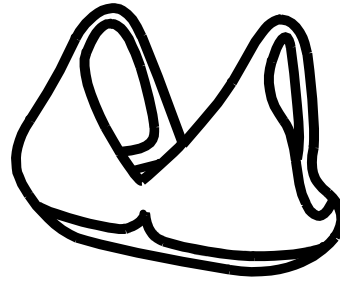
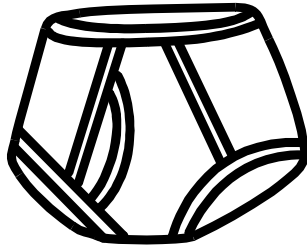
## Your Teacher



## Food



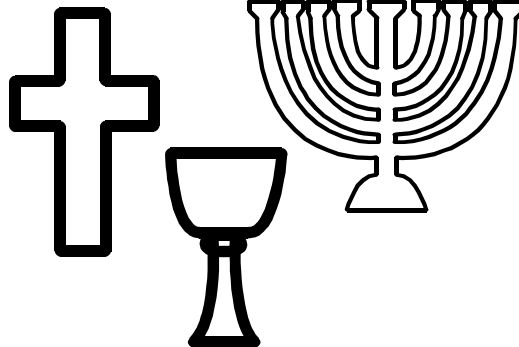
## Underwear



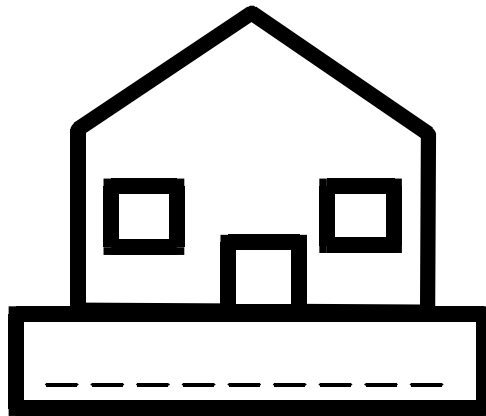
## Music



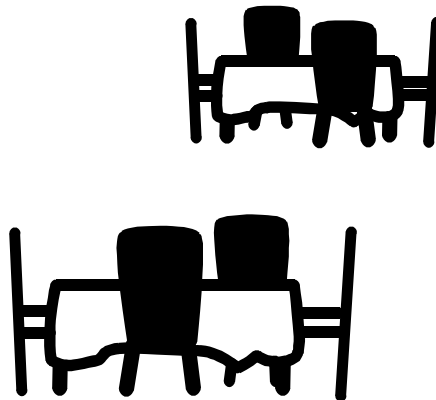
## Your Religion



## Your Address



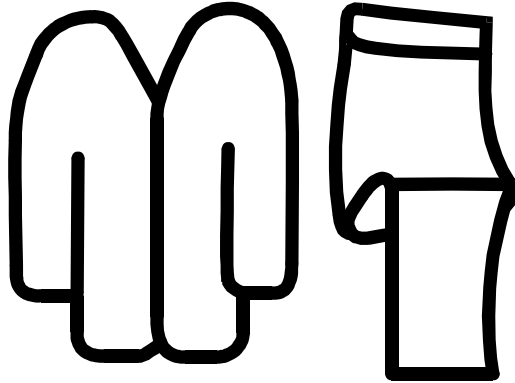
## Restaurants



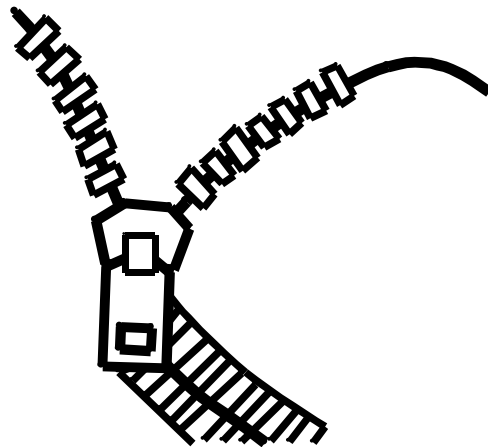
## Your Phone Number



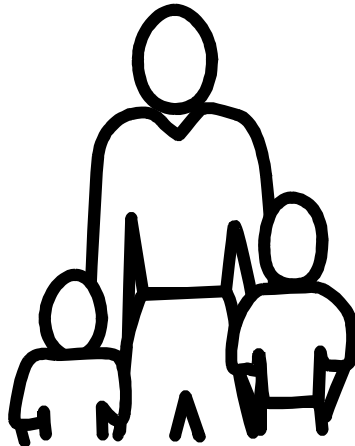
## Outer Clothes



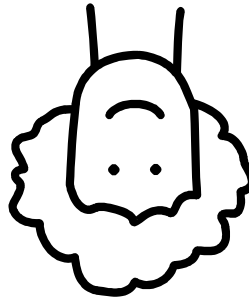
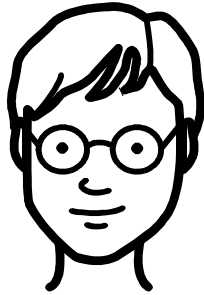
## Other Person's Zipper is Unzipped



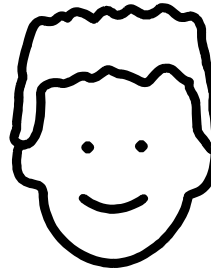
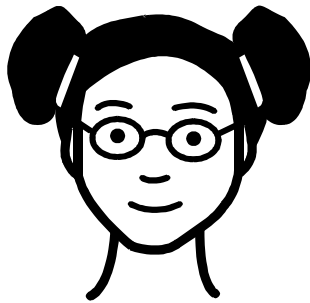
## Your Family Arguments



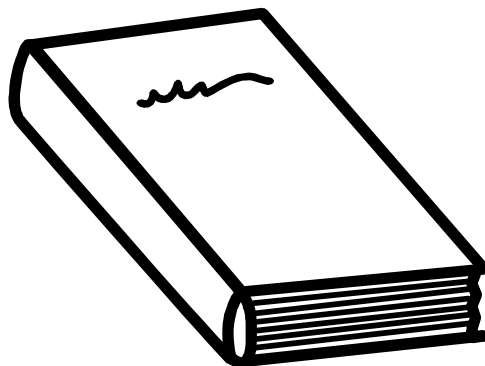
## People You Do Not Like



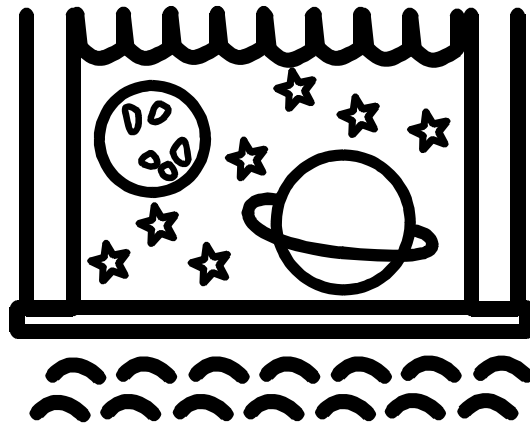
## People You Like



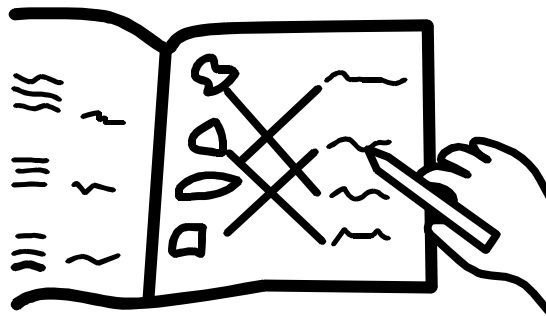
## Books



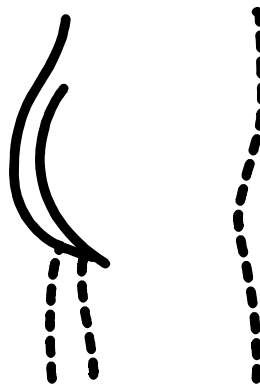
## Movies



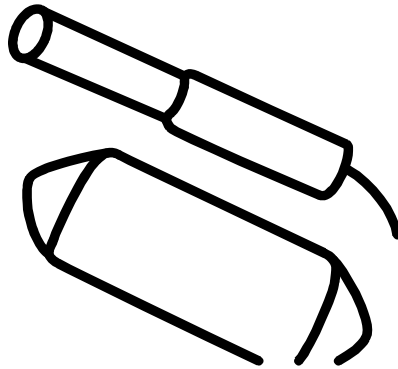
## Homework



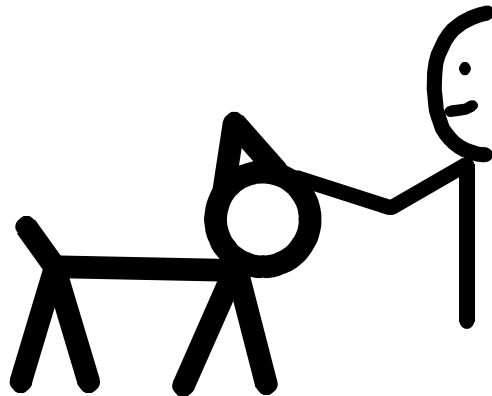
## Anyone's Private Body Parts



## Someone's Menstrual Period



## Pets



## Being Sick

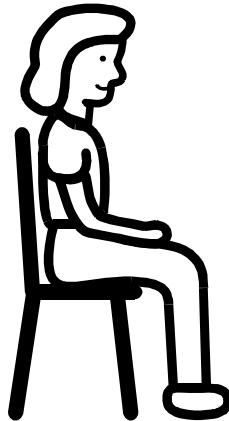


## Appropriate Activities Cards

**Going for a Walk**



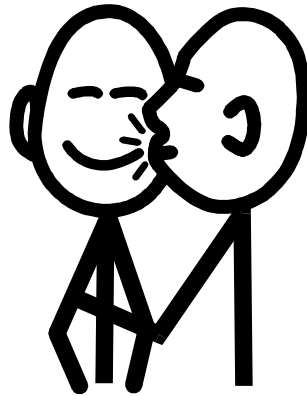
**Sitting Close to the Other Person**



**Holding Hands**



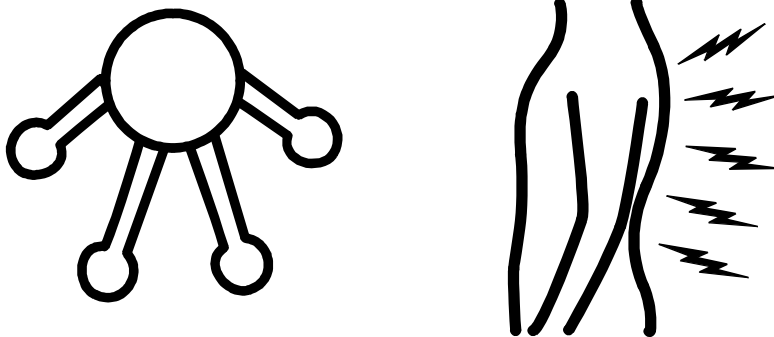
### Short Kiss on the Lips



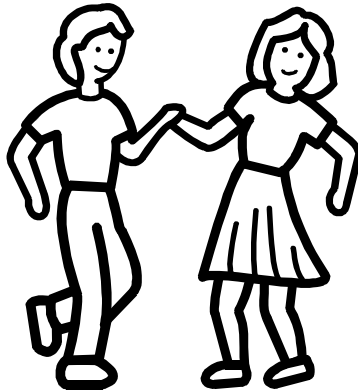
### Short Kiss on the Cheek



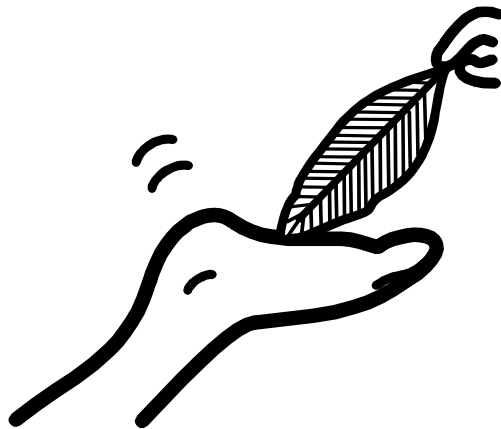
### Receiving a Back Rub



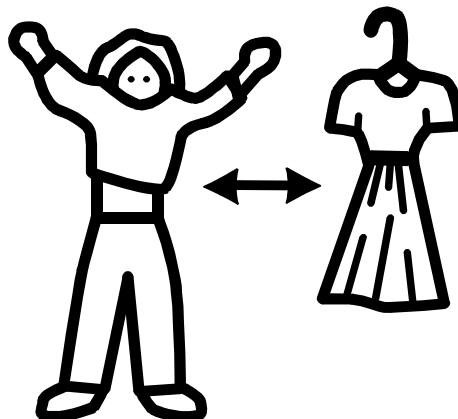
## Dancing with the Other Person



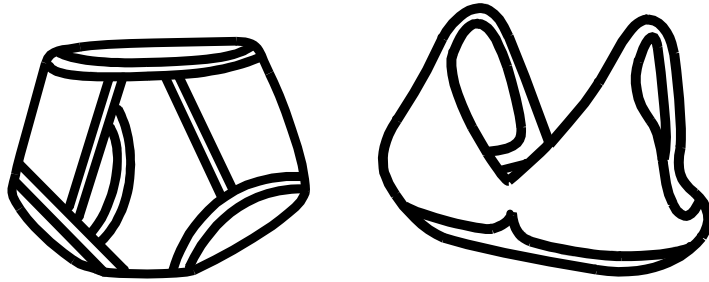
## Being Tickled



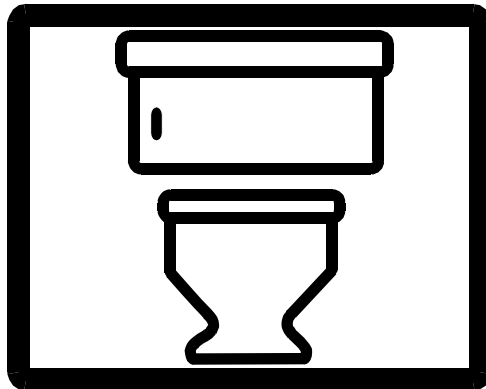
## Getting Dressed or Undressed



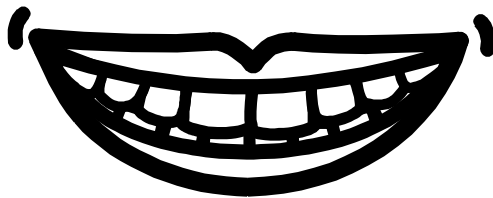
## Showing Your Underwear



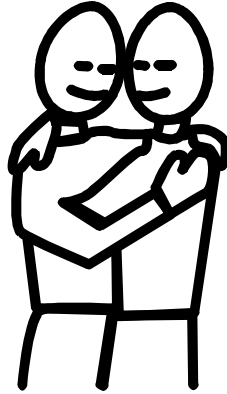
## Sharing the Bathroom



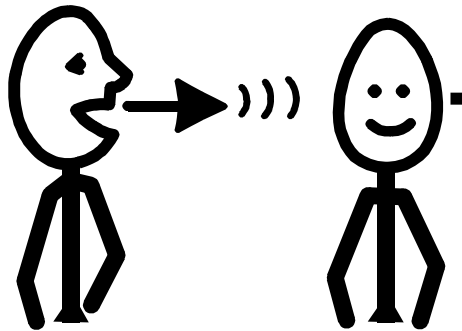
## Smiling at the Other Person



## Hugging or Being Hugged



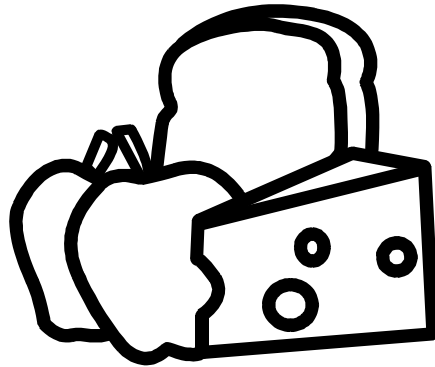
## Starting a Conversation



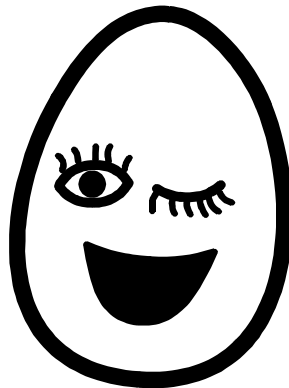
## Answering Questions



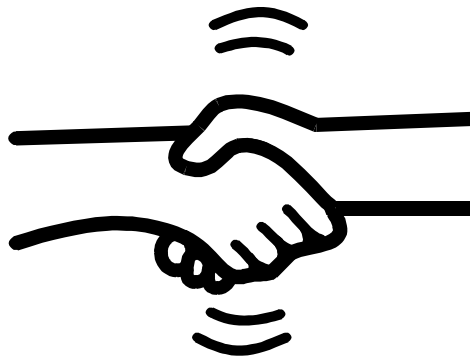
## Eating Lunch



## Joking with the Other Person

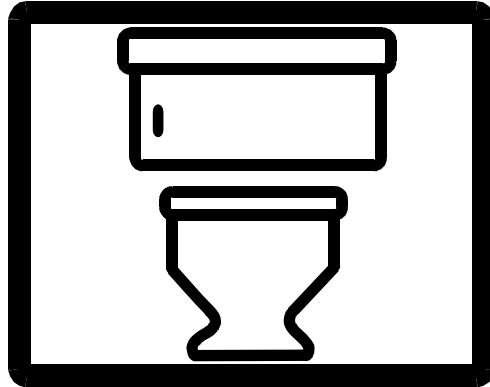


## Shaking Hands

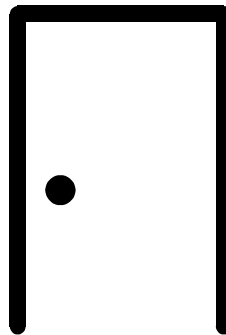
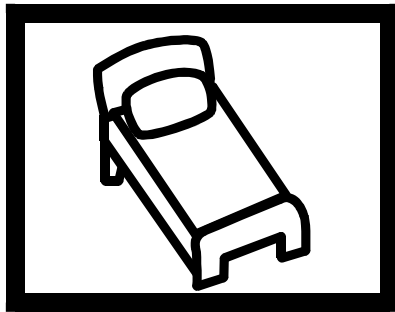


# Appropriate Places Cards

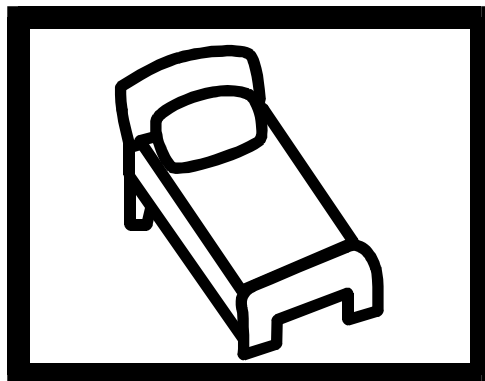
**A Public Bathroom**



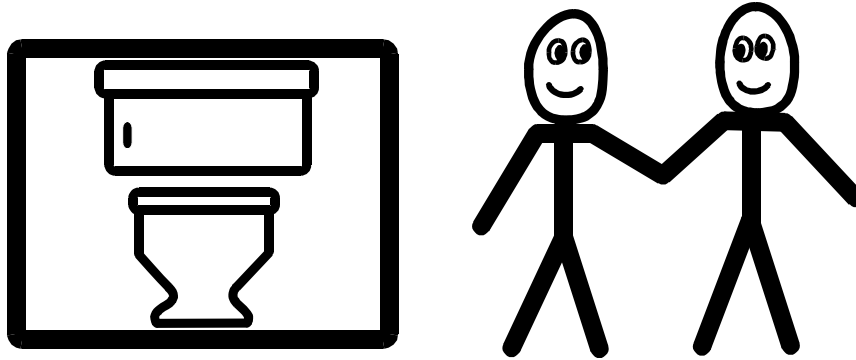
**Your Bedroom with the Door Shut**



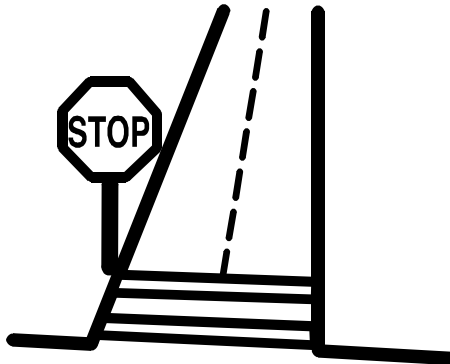
**Your Bedroom with the Door Open**



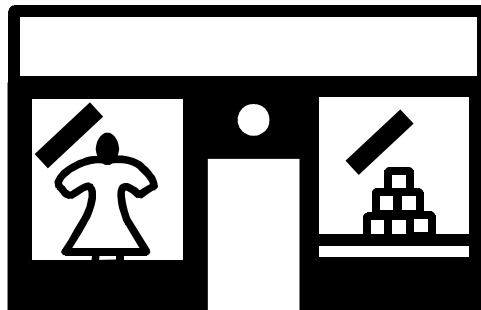
### Bathroom at a Friend's Home



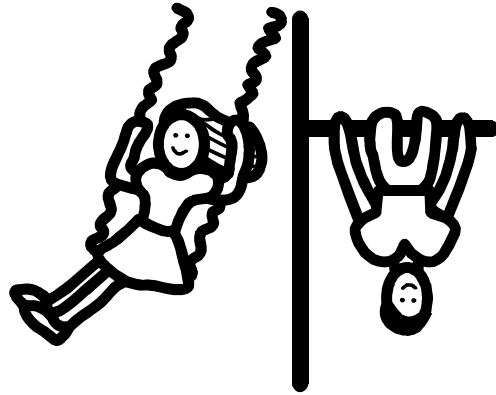
### A Public Street



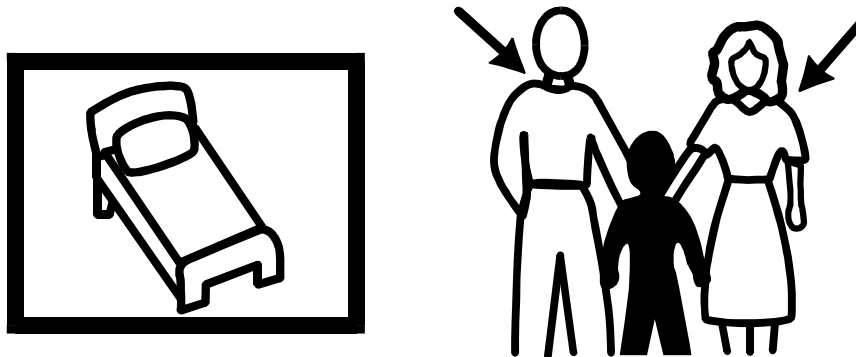
### The Back Room of a Store



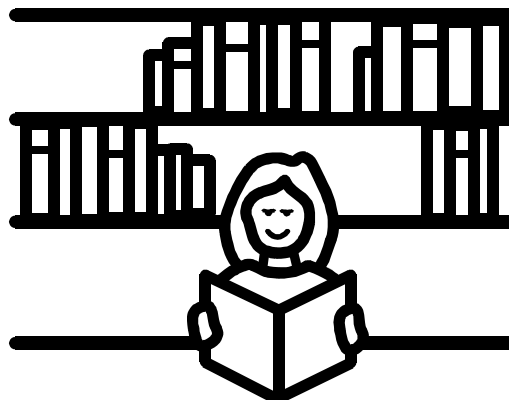
### The School Yard



### Your Parent's Bedroom



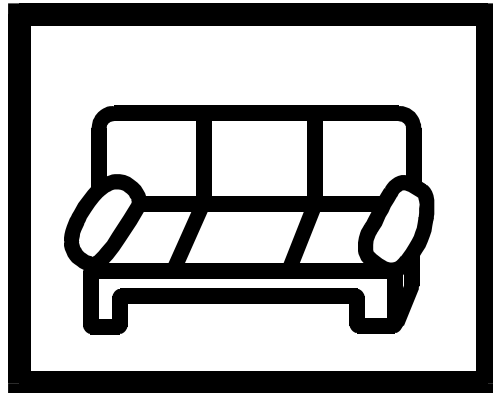
### The Public Library



### A Public Park



### Your Living Room



### Your Kitchen

