




# I KNOW!

**My Self. My Boundaries. My Responses.**

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★ The Episcopal Diocese of *Texas*

**FACILITATOR GUIDE**  
GRADES 5-7



**Welcome to I KNOW! My Self. My Boundaries. My Responses.**

The Episcopal Diocese of Texas is pleased to offer this curriculum for ministry leaders, parents and teachers in a variety of settings. Our prayer is that young people will recognize their inherent personal worth and feel empowered to protect themselves in uncomfortable situations.

May God bless you as you equip your students to confidently affirm:  
I KNOW! My Self. My Boundaries. My Responses.

Grace and peace to you,

The Rev. Canon Carol Petty

## I KNOW!

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## BEFORE YOU BEGIN

- Realize that you are well equipped for this work! Though this topic can be intimidating, you have what you need—a heart and concern for the well-being of children and a desire for them to grow into the amazing people God has created them to be. You don't have to be an expert to present this well. Feel free to adapt the lessons as needed to best serve the students in your context.
- Familiarize yourself with all of the materials before you get started. Include parents in the conversation. Share the I KNOW! link with them before implementation and invite them to share in the conversation at home.
- Keep in mind the importance of not only equipping youngsters to keep themselves safe, but of helping them to understand that they are valuable, loved by God, and that their bodies and spirits are worth protecting.
- If a question arises in your session that you are unable to answer, it is perfectly OK to say, “I don't know. Let's try to find some answers!” Informational resources are listed at the back of the workbook. Additionally, the Safe Church Ministry of [The Episcopal Diocese of Texas](#) is happy to assist you. Contact [safechurch@epicenter.org](mailto:safechurch@epicenter.org).
- If a student shares that they have experienced a situation of attempted or actual abuse, remain calm and nonjudgmental. Assure the student that whatever happened is not their fault. Invite them to tell you what happened (after the group session). If you are able, find out “who, what, where and when” about the incident, and take notes. Such information must be reported as soon as possible to the [Texas Department of Family and Protective Services](#) at 800.252.5400 or to [Childhelp National Child Abuse Hotline](#) at 800.422.4453. Also, inform the Head of School or Rector along with the child's trusted parent or guardian.

## OUTLINE OF CLASS TIME

1. Opening Prayer
2. Introduction
3. Exploratory Art
4. Discussion
5. Reflection
6. Closing Prayer

## SUPPLIES

- Pens, Pencils, Paper
- Art Supplies for Exploratory Art
- White Board, markers
- Kleenex
- [Lesson 1 Scripture Readings](#)
- [Lesson 2 Boundaries Worksheet](#)
- [Lesson 3 Role Play](#)

## PREPARATION

- Read through lessons
- Reflect on scriptures in each lesson
- Set time goals for each section

# I KNOW! My Self

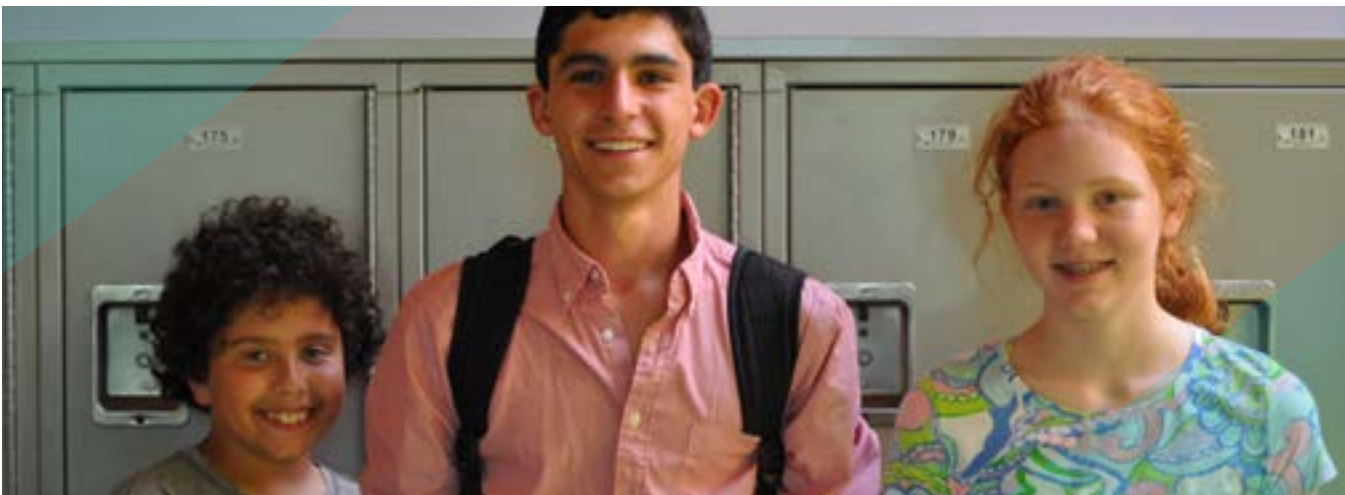
## Lesson 1

### OPENING PRAYER

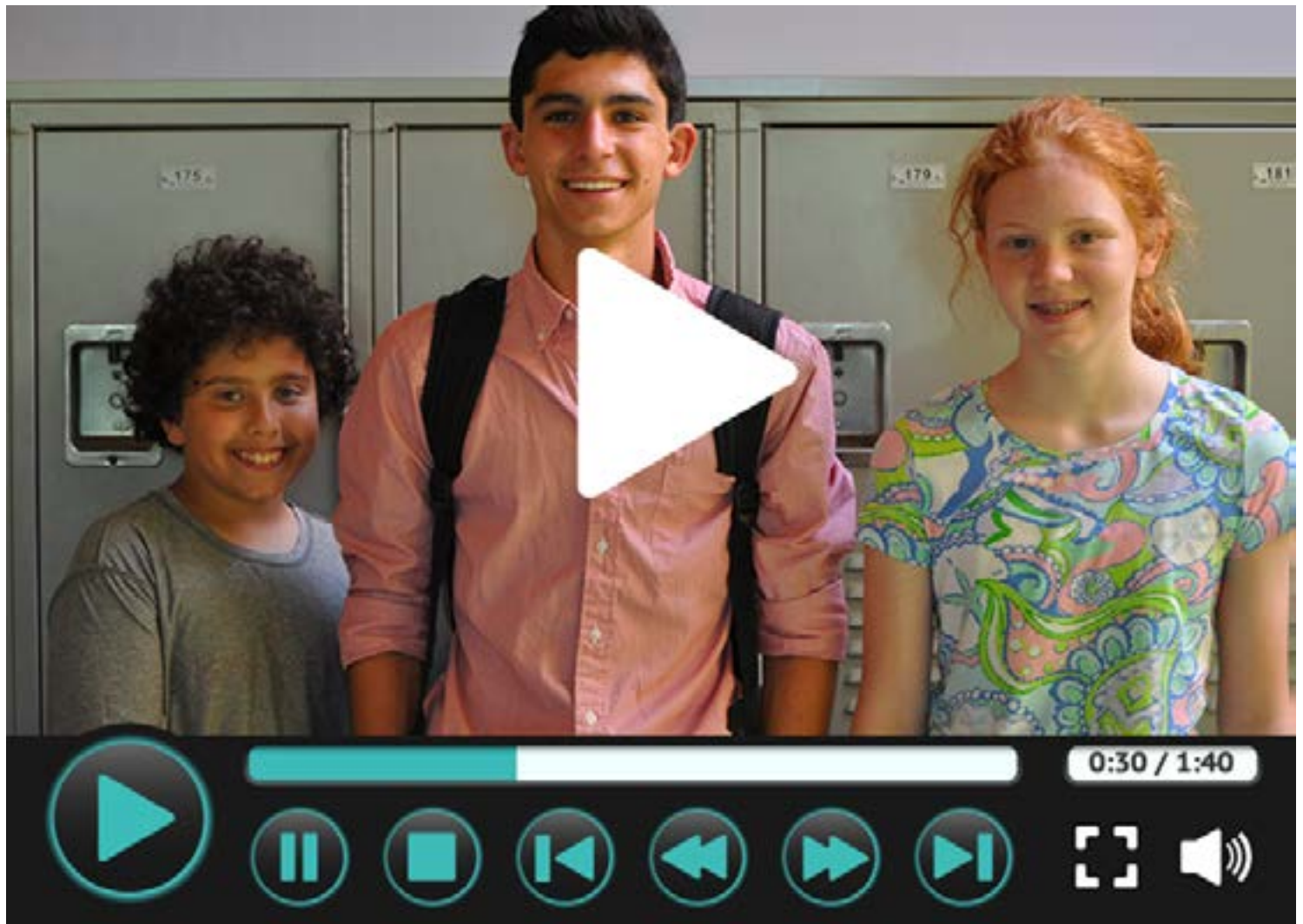
“Loving God, we thank you that you have created us in your image and called us good. We thank you that we are made by you with purpose and design, and that we are wonderful in your eyes. Thank you for forgiving us our mistakes and accepting all of us. Help us to accept ourselves and to know how valuable we are to you and to your work in the world. Help us to protect ourselves and others from things that will diminish our spirit and help us to have confidence to make good choices that bring life to all. Help us to know ourselves and you more and more each day. Through Jesus Christ, our Lord. Amen.”

### INTRODUCTION

“Our hope for you is that you can say with confidence ‘I KNOW! Myself.’ You are wonderfully made with purpose, you have infinite value, and you are a temple of the Holy Spirit. No matter what you do or don’t do, you are God’s child. You are infinitely loved and infinitely worthy of protecting. We are going to spend some time thinking about who we are, why it is important for us to be aware of our boundaries, and how to respond appropriately when we feel our boundaries are being challenged. We will start today by thinking about who we are.”



## Lesson 1 Play Video



## EXPLORATORY ART

Instruct students to spend a few moments thinking about who they are and what makes them unique. Ask them questions such as: What makes you feel most you? What do you love? What do people say is wonderful about you? How do you feel connected to God? Students choose from blank paper, colored paper, markers, colored pencils, crayons... any art materials that are available. Instruct them to represent themselves artistically in whatever way they can imagine. They can draw a picture of themselves and write around it things that make them who they are, or they can make an abstract representation. Encourage creativity and give them prompts from the questions above as needed.

If the setting is appropriate, allow students to share their representations to the group. Provide encouraging feedback. Invite students to begin and/or end by saying: "I KNOW! My Self."

### Discussion – Scripture's view of who we are in God:

**Q.** Can any of you think of anything in the Bible that tells us who we are?

**A.** Respond to student answers, if any.

**Lesson:** Invite students to read *Psalm 139: 13-16* individually or together from a handout or Bible.

*Psalm 139:*

**13** For it was you who formed my inward parts;  
you knit me together in my mother's womb.

**14** I praise you, for I am fearfully and wonderfully made.  
Wonderful are your works; that I know very well.

**15** My frame was not hidden from you, when I was being made in secret,  
intricately woven in the depths of the earth.

**16** Your eyes beheld my unformed substance.  
In your book were written all the days that were formed for me,  
when none of them as yet existed.

**Continue Discussion with these questions and possible answers:**

**Q.** If God formed us and knit us together, what does that say about who we are?

**A.** God made us with intention, we are a gift from God, God designed us purposefully, we are unique, we have value to God.

**Q.** What does it mean that we are fearfully and wonderfully made?

**A.** God made us in awe and reverence, God made us wonderful, God sees us as beautiful, we are reflections of God.

**Q.** If God sees and records our lives before we are even in existence, what does that tell us about our purpose?

**A.** Our lives are chosen by God, each day matters, we have a unique role in the world, we are made with a purpose.

**Lesson: In the Gospel of Matthew, Jesus instructs his students on the value of his creation. Hear his words.**

**29 Are not two sparrows sold for a penny? Yet not one of them will fall to the ground apart from your Father.**

**30 And even the hairs of your head are all counted.**

**31 So do not be afraid; you are of more value than many sparrows.**

**Q.** What does this passage tell us about our value?

**A.** God values all of creation, God is actively involved in our lives, God knows us fully, God values us greatly, God sustains our lives.

**Q.** How does the fact that you are intimately known by God, all the way to the number of hairs on your head, affect your view of your worth?

**A.** God knows everything about us and loves us, we have invaluable worth to God, the details of our lives are important to God.

**Lesson: Hear these words from Paul's letter to the Corinthians.**

**19 Or do you not know that your body is a temple of the Holy Spirit within you, which you have from God, and that you are not your own?**

**20 For you were bought with a price; therefore glorify God in your body.**

**Q.** What do these words tell us about our bodies?

**A.** Our bodies are a gift from God, we are God's, we can glorify God with our bodies, our bodies are not "bad" but rather temples of the Holy Spirit, our bodies have purpose.





Q. What does it mean that our body is a temple of the Holy Spirit?

A. God dwells within us, we are holy containers of God's Spirit, God has chosen to make our bodies God's home, the Spirit within witnesses that we are God's children, the Spirit gives us life.

Q. Why are our bodies worth honoring and protecting?

A. We are God's temple, our bodies have value and purpose, we can bring glory to God through them, and we bear God's Spirit.

Q. If we see that we all bear God's Spirit, what does that say about our responsibility to protect others?

A. We should honor and protect others as vessels of the Spirit, we should encourage others in their God-given gifts and purpose, and we should look to see God in others.

## REFLECTION

We all have moments when we doubt who we are, we doubt our purpose, and we question God's love for us. In those moments, it is important to remember the truth we discussed today: you are wonderfully made with purpose, you have infinite value, and you are a temple of the Holy Spirit. You can say with confidence "I KNOW! My Self."

Look again at the representation of yourself you made. Take a minute of silence to thank God for the unique and wonderful person God has made in you. Thank God for God's love for you specifically and for the good gifts God has given you.

## CLOSING PRAYER

We thank you, God that you have made each of us wonderful and have given us purpose. We thank you that you see us fully and love us, even in our weaknesses and failures. Help us to see ourselves as you see us, with infinite worth. Help us to be mindful that we bear your Spirit. Give us the strength to protect ourselves and others from harm and to choose what is life-giving. Give us wisdom to know ourselves and to know your love for us. Through our Savior Christ, Amen.

# I KNOW! My Boundaries

## Lesson 2

### OPENING PRAYER

“Loving God, we thank you that you have created us in your image and called us good. We thank you that we are made by you with purpose and design, and that we are wonderful in your eyes. Thank you for forgiving us our mistakes and accepting all of us. Help us to accept ourselves and to know how valuable we are to you and to your work in the world. Help us to protect ourselves and others from things that will diminish our spirit and help us to have confidence to make good choices that bring life to all. Help us to know ourselves and you more and more each day. Through Jesus Christ, our Lord. Amen.”

### INTRODUCTION

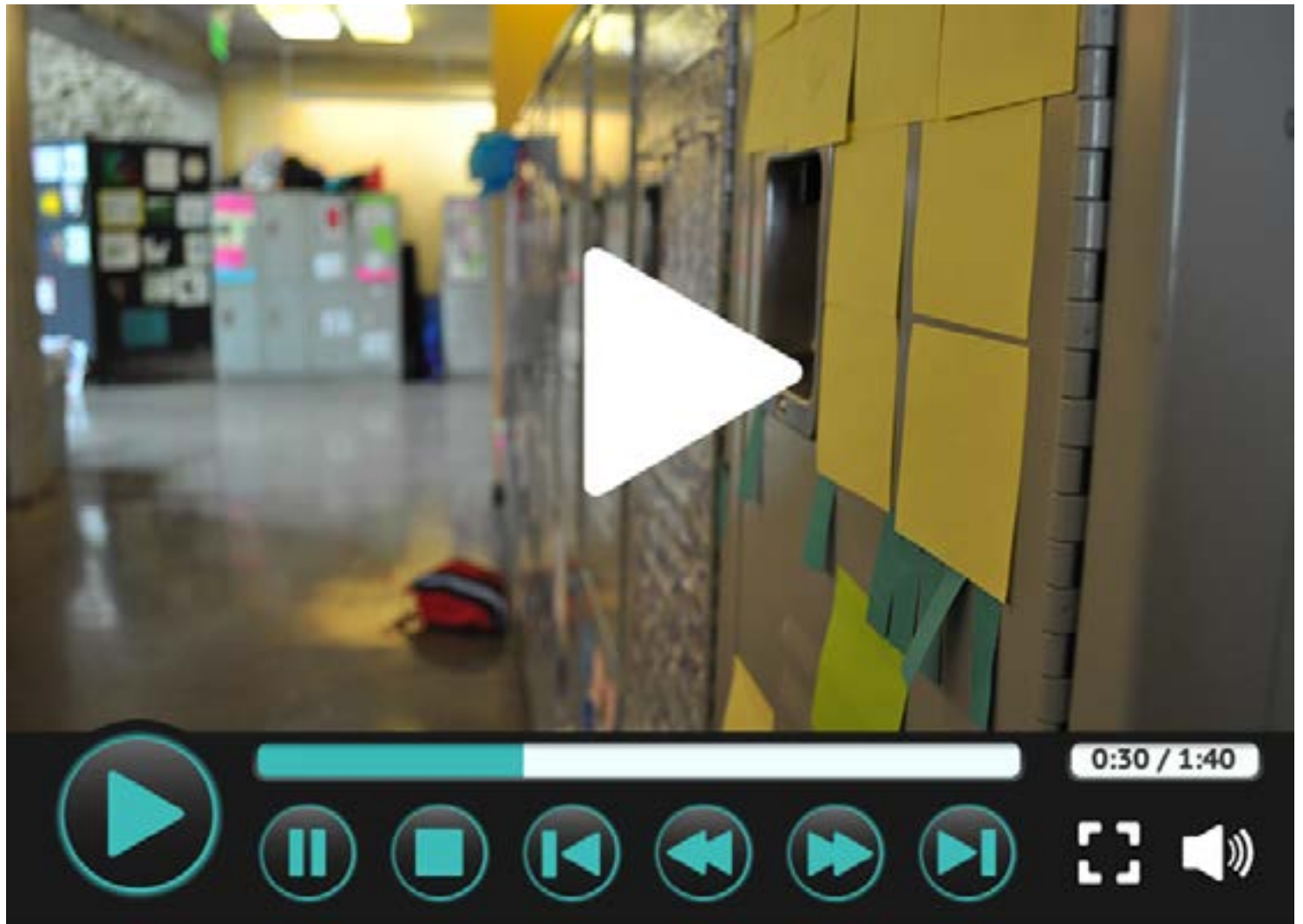
Last session, you were given an opportunity to think about who you are, how you are wonderfully made with purpose, how you have infinite value, and how you are infinitely worthy of protecting. We want you to be able to say confidently “I KNOW! My Self. Today we are going to focus on our boundaries. We want you to think about how you interact with others and how you can protect yourself from people who don’t respect your boundaries. We want you to be able to say with authority “I KNOW! My Boundaries.”

**Q.** Who can define what a boundary is?

**A.** A limit, such as a physical space in a game field, a fence, a limit in what you are willing to do or share. Have students write a brief definition in their own words on their worksheet.

We want you to begin to think about your boundaries so you can protect them. One of the great ways we show respect to others is by being mindful of their boundaries. People who truly care about us will respect our boundaries. But in order to be respectful and be respected, we need to know our own boundaries. We need to trust ourselves to know what is okay with us and what is not. We have the right and dignity to set boundaries with which we are comfortable.

## Lesson 2 Play Video





## EXPLORATORY ART: My Boundaries Lesson 2 Worksheet

In the middle of your worksheet is a peace sign. Spend a moment thinking about two adults in your life that you trust completely. You know they will believe you if you come to them with concerns, and you know they will take appropriate action on your behalf. You know they respect your boundaries and would not try to hurt you. Write their names on the fingers of the peace sign, and know those adults are a sign of peace and security in your life.

### Lesson: Trusted Adults

As we begin talking about our different kinds of boundaries, we need to acknowledge that many of us have already experienced our boundaries being dishonored. It is possible that we have also failed to honor someone else's boundaries. Both of those experiences can lead us to feelings of guilt and shame. It is important to remember that nothing can separate us from God's love. Nothing that has been done to us or that we have done to others can keep God from loving us and healing us. It is also very important that we have safe spaces to process our painful life experiences and feelings of concern that someone may not be a safe person in your life.

## REFLECTION

When uncomfortable things come up in your life, seek out one of your trusted adults. Share with them. We all need help walking through difficult situations. We cannot do it alone.

*Before we move on, silently express to God your gratitude for adults in your life who you can trust.*

### Lesson: Physical Boundaries

**Boundaries:** Let's begin by thinking about our physical boundaries. Last session we talked about our bodies being gifts of God, and that we are actually temples of God's Holy Spirit. Our bodies are wondrous and they are our own. That means we get to choose how we share them with others. Everybody has different levels of comfort with physical interaction. Some people like hugs, some don't. Some people kiss each other on the cheek as a greeting with loved ones, some don't. YOU are the only one who can decide what you are comfortable with and what you are not comfortable with. Your physical boundaries will probably be different depending on who you are with.

### EXPLORATORY ART: My Boundaries Worksheet

Take a moment to think through your physical interactions with friends, family, acquaintances, and strangers. On your worksheet, begin to write things you are comfortable with inside the physical boundaries circle. Be specific about who you are comfortable with and who you are not. For example, it's great for my family members to hug me, but I don't like it when my uncle does. Or, it's ok for my doctor to see my private areas during a normal check-up, but it's not okay for my older brother to. Write things you are not comfortable with outside the circle.

Here are some examples you can start with:

{ Kissing, Hugging, Sexual Contact,  
Violating Personal Space,  
Exposing Private Areas of Your Body }

*Can anyone add examples of physical boundaries to the list?*

## REFLECTION

Remember, YOU are the one who decides what you are comfortable with and what you are not comfortable with. Your physical boundaries can change over time depending on who you are with and your age. But what doesn't change is that your boundaries MUST be respected. Your body is your own and no one else's.

### Lesson: Emotional Boundaries

We are usually aware of physical boundaries, but can anyone think of other types of boundaries we need to consider? A really important area for us to consider is emotional boundaries. Our emotional boundaries are related to what we share with others about our feelings, our life experiences, and our challenges. Our emotional boundaries are also related to how we communicate and how other people communicate with us. Just as with physical boundaries, what and how we disclose ourselves depends on the nature of our relationships. It is important to have someone that I can share my deep pain and concern with, but it wouldn't be healthy for me to do that with every person I meet. When I meet someone new, I might want to talk about how many siblings I have, but not talk in depth about how we relate to each other. Again, what we share is always up to us. We should never feel pressured to share more than what we are comfortable with.

### EXPLORATORY ART: My Boundaries Worksheet

On your sheet, write examples of ways you are comfortable sharing yourself inside the emotional boundaries circle, and ways you are not comfortable sharing yourself outside the circle.

Examples of emotional boundaries you can consider are:

{	Receiving Criticisms	}	{	Speaking In Positive Ways	}
	Sharing Happy Feelings			Sharing Deep Hurts and Pain	
{	Sharing Difficult Life Experiences	}	{	Speaking In Harsh or Negative Ways	}
	Sharing Great Things that Happen			Sharing Feelings of Anger, Sadness, Fear	

*Can anyone add to the list?*



## REFLECTION

Remember, how we disclose ourselves, and to whom, is worth being very careful and thoughtful about. It's a way we can protect ourselves from people who may not respect our boundaries. We want to be able to trust the people we share our deepest selves with. The trusted adults on your peace sign should be people with whom you are comfortable sharing your true thoughts and feelings.

## Lesson: Behavioral Boundaries

The final type of boundary we will talk about today is behavioral. Our behavioral boundaries are things we are willing to do and not do. As with physical and emotional boundaries, YOU are the only one who can determine what you are comfortable with. When you are young, your parents and responsible adults in your life may set behavioral boundaries to help protect you. While you may not like them or agree with them and you may want more freedom, you should respect them.

This is different from adults or peers asking you to do things with which you are not comfortable. If someone else tries to push you beyond limits adults have set for you or you have set for yourself, they are not respecting you. There is a difference between boundaries set for you by trusted adults and those you set for yourself. For example, my parents may allow me to play video games for an hour a day. I may enjoy playing video games about music, but I am not willing to play violent video games. If a friend is forcing me to play a game I am not comfortable with, that is a violation of my behavioral boundaries. If my parents ask me to stop playing a video game because my time is up, that is not a violation of my boundaries.

Q. Can you give some examples of rules or limits set by adults that do not violate your boundaries?

A. Not allowed to smoke or drink, watch R movies, text after 9 p.m., etc.

Q. Can you give examples of behavioral boundaries that you can decide for yourself?

A. Not to watch scary movies, not to look at inappropriate internet sites, not to text mean things, not to use harsh language, to communicate positively, to respect your friend's boundaries even if you don't agree.

### EXPLORATORY ART: My Boundaries Worksheet

On the behavioral boundaries circle, write examples of behaviors with which you are comfortable. On the outside of the circle, write behaviors with which you are not comfortable. You can also include behavioral limits that are set by your parents, guardians and trusted adults in your life.

Examples of behavioral boundaries you can consider are:



Smoking, Drinking  
Use of Sexually Explicit Materials  
Texting, Language,  
Content of Social Media

### Lesson: Review

We've covered a lot today. Let's spend a moment reviewing what we've discussed.

- Q. Who can define a boundary?  
A. A limit.
- Q. What are the three kinds of boundaries we discussed?  
A. Physical, Emotional, Behavioral.
- Q. Who can describe the difference between the physical, emotional, and behavioral boundaries?  
A. Physical interaction, sharing feelings and intimate details about our life, what we do and don't do.
- Q. Who can explain the difference between a behavioral boundary a parent may set for you and one you may set for yourself?  
A. A parent limit is an expectation of appropriate behavior. A limit you set for yourself is based on behavior that feels comfortable.
- Q. Does anyone have any questions about what we've discussed?

*Can you say with confidence 'I KNOW! My Boundaries.'? Let's try it together.*

### REFLECTION

Remember, if you have any concerns about your boundaries or anything you've experienced, talk to one of your trusted adults, and keep talking until you feel like appropriate action has been taken. Most adults in your life want to keep you safe and make sure you feel safe.

### CLOSING PRAYER

We thank you God, that you have made each of us wonderful and have given us purpose. We thank you that you see us fully and love us, even in our weaknesses and failures. Help us to see ourselves as you see us, with infinite worth. Help us to be mindful that we bear your Spirit. Give us the strength to protect ourselves and others from harm and to choose what is life-giving. Give us wisdom to know ourselves and to know your love for us. Through our Savior Christ, Amen.

# I KNOW!

# My Responses

## Lesson 3

### OPENING PRAYER

“Loving God, we thank you that you have created us in your image and called us good. We thank you that we are made by you with purpose and design, and that we are wonderful in your eyes. Thank you for forgiving us our mistakes and accepting all of us. Help us to accept ourselves and to know how valuable we are to you and to your work in the world. Help us to protect ourselves and others from things that will diminish our spirit and help us to have confidence to make good choices that bring life to all. Help us to know ourselves and you more and more each day. Through Jesus Christ, our Lord. Amen.”

### INTRODUCTION

In our first session, you were given an opportunity to think about who you are, how you are wonderfully made with purpose, how you have infinite value, and how you are infinitely worthy of protecting.

We hope you are able to say confidently ‘I KNOW! My Self.’

In our second session, we focused on our boundaries—how you interact with others, what you are comfortable with, what you are uncomfortable with.

Q. Who remembers the three types of boundaries?

A. Physical, Emotional, Behavioral

Q. Can anyone describe the difference between them?

A. Physical: physical interaction, emotional: sharing feelings and intimate details about our life, behavioral: what we do and don't do.

We hope you can say with authority ‘I KNOW! My Boundaries.’

## Lesson 3 Play Video





## ROLE PLAY ACTIVITY: INTRODUCTION

Today, we are focusing on what to do if someone is not respecting our boundaries or if we are having trouble respecting someone else's boundaries.

- Q. What are some ways we can respond if we are uncomfortable?  
A. Say no, walk away, tell an adult.

It is important that we know: We can say no when we're uncomfortable. We can walk away. We can tell an adult we trust, even if someone asks us to keep a secret. We can get help if we're not respecting someone else's boundaries.

*We want you to be able to say, 'I KNOW! My Responses.' if you find yourself in an uncomfortable or inappropriate situation.*

Now we are going to practice what we can do by acting out some scenarios.

## ROLE PLAY ACTIVITY

Divide students into groups of 2-3. Give them the following scenarios to develop and model an appropriate response to. (Remind them not to violate any boundaries in creating the scene.) Discuss the ways they respond as a group and provide positive feedback for good choices made.

**ACTIVITY:** Print and cut out each scenario. Select a student from each group to randomly pick a scenario. Allow some time for each group to discuss the scenario and healthy boundary options. Encourage each group to share their role play experiences with the rest of the groups.

**SCENARIO 1:** A group of kids are playing truth or dare, and one student dares another student to take her clothes off. She really likes the group of friends and doesn't want to seem uncool. What does she do?

**SCENARIO 2:** An older step-brother is pressuring his younger step-sister to touch him inappropriately, saying it's only a game. What does the younger step-sister do?

**SCENARIO 3:** A Boy Scout troop leader is getting close to one boy in particular. The questions get more and more personal to the point where the boy feel like his privacy is invaded. What does he do?

**SCENARIO 4:** A babysitter is pressuring a young girl to try a wine cooler. She says it tastes like fruit punch. The girl knows that is against her parents rules. What does she do?

**SCENARIO 5:** An older boy is having a hard time respecting the boundaries of a girl he likes. He is pressuring her a-lot to respond to him physically even though he knows she doesn't want to. What can he do to grow in respecting boundaries?

**SCENARIO 6:** A high school girl brought some beer to school and really wants her friends to drink it with her. She knows this is against the rules, but she really wants to try it. What can she do to stop herself from making a bad decision?

## REFLECTION

We hope that you can truly say “I KNOW! My Self. I KNOW! My Boundaries. I KNOW My Responses.”

You are an amazing person, you are worth protecting, and you can help protect others. You can use your voice, you can use your actions, and you can use your wisdom to stand up for yourself. We all, every one of us, find ourselves in situations where we need to say no and walk away. We want you to have tools to stand against peer pressure, even when it is really tough. We need to talk with people we trust about situations that make us feel uncomfortable. Setting good boundaries and working through boundary violations is not something we can or have to do alone. Most adults in our lives want to help keep us safe and cheer us on to our wonderful purpose.

Before we conclude, it is very important to emphasize that if someone is abusing your boundaries or has abused you—physically, sexually, or emotionally—it is never your fault. Never, never. We want you to be able to stand up for yourself against abuse; but, even if you think you could have done something to stop it, it is not your fault.

A lot of folks who have experienced abuse carry guilt and shame over what happened to them, but it is not theirs to carry. The person who had the power in the situation is responsible. Healing from these situations is possible, both for the person who experienced the abuse and the one who was the perpetrator of abuse. Shame and guilt should not keep us from seeking the help we need to heal and grow into the wonderful people we are created to be.

We hope you will remember all that makes you unique and valuable and seek to live fully into who you are!

## CLOSING PRAYER

We thank you God that you have made each of us wonderful and have given us purpose. We thank you that you see us fully and love us, even in our weaknesses and failures. Help us to see ourselves as you see us, with infinite worth. Help us to be mindful that we bear your Spirit. Give us the strength to protect ourselves and others from harm and to choose what is life giving. Give us wisdom to know ourselves and to know your love for us. Through our Savior Christ, Amen.

# I KNOW! Downloads

## Lesson 1 Scripture Readings

**I KNOW!**  
**My Self.**  
Lesson 1 Scriptures

*Psalms 139: 13-16* God made us with intention, we are a gift from God.  
 13 For it was you who formed my inward parts;  
 you knit me together in my mother's womb.  
 14 I praise you, for I am fearfully and wonderfully made.  
 Wonderful are your works; that I know very well.  
 15 My frame was not hidden from you, when I was being made in secret,  
 intricately woven in the depths of the earth.  
 16 Your eyes beheld my unformed substance.  
 In your book were written all the days that were formed for me,  
 when none of them as yet existed.

*Matthew: 29-31* Jesus instructs his students on the value of his creation.  
 29 Are not two sparrows sold for a penny? Yet not one of them  
 will fall to the ground apart from your Father.  
 30 And even the hairs of your head are all counted.  
 31 So do not be afraid; you are of more value than many sparrows.

*Paul: 19-20* Paul's letter to the Corinthians.  
 19 Or do you not know that your body is a temple of the Holy Spirit within  
 you, which you have from God, and that you are not your own?  
 20 For you were bought with a price; therefore glorify God in your body.

GRADES: 5 - 7

## Lesson 2 Boundaries Worksheet

**I KNOW!**  
**My Boundaries.**  
Lesson 2 Worksheet

What is a boundary? \_\_\_\_\_

**MY TRUSTED ADULTS**  
Spend a moment thinking about two adults in your life that you trust completely. Write their names on the fingers of the peace sign, and know those adults are a sign of peace and security in your life.

PHYSICAL

EMOTIONAL

BEHAVIORAL

GRADES: 5 - 7

## Lesson 3 Role Play

**I KNOW!**  
**My Responses.**  
Lesson 3 Role Play

**ACTIVITY:** Print and cut out each scenario. Select a student from each group to randomly pick a scenario. Allow some time for each group to discuss the scenario and healthy boundary options. Encourage each group to share their role play experiences with the rest of the groups.

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GRADES: 5 - 7

## Poster

**I KNOW!**  
**My Self. My Boundaries. My Responses.**

RESPECT BOUNDARIES

A curriculum for ministry leaders, parents and teachers to equip students grades 5-7 to confidently affirm their physical, emotional and behavioral boundaries.

**For more information go to**  
**epicenter.org/i-know.**

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# I KNOW!

## MY SELF. MY BOUNDARIES. MY RESPONSES.

References: Grades 5-7

### I Said NO!

Zack and Kimberly King

*God Made All of Me: A Book to Help Children Protect Their Bodies*

Justin S. Holcomb & Lindsey A. Holcomb

### Acknowledgements:

The Episcopal Diocese of Texas extends appreciation to St. Stephen's Episcopal School, Austin and the talented cast of students from St. Stephen's School.

Other Resources: [somesecrets.info/posters](http://somesecrets.info/posters)

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I KNOW! is a Wellness and Care Ministry of The Episcopal Diocese of Texas.

More information about this program and other I KNOW! series is available at [epicenter.org/i-know](http://epicenter.org/i-know).

Report abuse! Contact Texas Department of Family and Protective Services at 800.252.5400 or

Childhelp National Child Abuse Hotline at 800.422.4453.



# I KNOW!

**My Self. My Boundaries. My Responses.**

★ **The Episcopal Diocese of Texas**