

# Family Life Education Lesson Guide for Teachers

Grade 4

Republic of the Marshall Islands



## **Family Life Education (FLE) Lesson Guide for Teachers**

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## 1.8 Body boundaries



### Key questions for today

- How can you tell if someone is feeling comfortable or uncomfortable with the way you are touching them?
- What should you do if someone touches your private parts inappropriately?



**Students are learning to create appropriate boundaries for their personal space and body.**

### Success criteria

By the end of this lesson, students can:

- ☐ describe examples of 'appropriate and wanted', 'appropriate but unwanted', and 'inappropriate' touch
- ☐ give examples of what they could say to set appropriate boundaries
- ☐ identify a trusted adult to talk to.

## Body boundaries

**Introduce the lesson to the students. You could say something like:**

“Everyone’s body is special and is their own. It is up to you to decide who can touch you and how they do it.

Sometimes we may want someone to hold our hand, give us a hug, or give us a high-five because it makes us feel good. It is fine to do so when both you and the other person want to.

However, if you don’t feel comfortable doing any of these things, you can say no. You can let the other person know when you feel uncomfortable, when they are too close to you or touch you in a way you don’t like. Remember that you do not need to touch anyone or be touched in a way that makes you feel uncomfortable.

Sometimes, someone might also want to touch or interact with you in a way that is not okay. This includes when someone touches your private parts (e.g., your penis, vagina, or bum) or pressures you to touch theirs. It can also include when someone shows you their private parts. If someone is touching you or behaving in a way that is not okay, it is important that you say no. Remove yourself from the situation and tell a trusted adult such as a teacher or parent.

We have a right to set boundaries with our peers about our body. Your body is your own and people should not break the rules. If they do, you should talk to a trusted adult.

We should also be aware of what other people like and dislike and try not to do things which might make them feel uncomfortable or upset. We must listen and respect another person’s wishes if they ask us to stop touching them in a way that makes them uncomfortable.”

## Key terms

English	Marshallese
Boundaries	Ijoko emo jibwi
Uncomfortable	Ejjab kwōn
Wanted touch	Ekōṇaan jibwe
Unwanted touch	Ejjab kōṇaan jibwe
Trusted adult	Rūtto eo koḷoke

### Activity: Categorising scenarios

1. Read the scenarios on the next page and ask the students to decide whether the behavior is:

- Okay and wanted
- Okay but unwanted
- Not okay

You can use the cards on the next pages to help allocate the scenarios. Students can stick the cards on the board, place them on the ground or stand in 3 groups according to the behavior.

2. Next, discuss as a class:

- How might you know if another person is okay with a hug or holding hands with you?
- What are some things we can **say** or do if we feel uncomfortable?  
For example: shifting away from the person or telling them 'I don't like that.'
- What can we **do** if someone does something or pressures us to do something that is not okay?
- What is one trusted adult we could go to if someone touches us in a way that is not okay?

# Emman im ikōṇaan (Okay and wanted)





**Emman bōtaab  
ijjab kōṇaan  
(Okay but unwanted)**



# **Ejjab Emman**

## **(Not okay)**



<p>You and Anka have been close friends for two years, and every time you meet each other, you do a secret handshake. It makes you feel happy.</p>	<p>You and Jumie have just met. Each time she sees you, she likes to hold your hand as you walk together. It makes you feel uneasy because you don't know her that well yet.</p>
<p>You and Til have just met at school. Til likes to hug you tightly a lot throughout the day. You feel like it is too much and it makes you feel uncomfortable.</p>	<p>You and Jajo are close friends. Once in a while, Jajo slaps your bum as a joke. It makes you feel embarrassed, and you don't like it.</p>
<p>You and Ton are friends. Ton dares you to show him your private body parts because he thinks it would be funny. You don't want to.</p>	<p>You and Mark are friends. At the end of each week, you give each other a hug at the school gates. It makes both of you feel good.</p>
<p>You and John have just met. The two of you have a great conversation and after talking for a while, he asks if she can give you a hug before he goes home. You say yes and the two of you hug.</p>	<p>Some of the boys in your class sneak into the girl's toilet because they think it is funny. As a girl going to the toilet, it makes you feel uncomfortable because you are scared they might see you and laugh at you.</p>
<p>You are in a sports team. Before each game, you all huddle together in a circle and place your arms on each other's shoulders. It makes you feel supported by your team.</p>	<p>You and Bon have been friends since Year 1. You walk to school together, and sometimes you link arms together as you walk. It makes both of you feel connected as close friends.</p>

<p>Kwe im Anka komro kar lukkuun epake doon umwin ruo iio ko, im aolep iien komro ej ioon doon, ewor kilen amiro iddik pein doon..Ilo waween in ekomman amiro mononon.</p>	<p>Kwe im Jumie komro ej kab jelā kajeen doon. Kajjojo iien ej loe eok, ekonnan jibwe peim ilo amiro etetal ippān doon. Ekomman menin am uwata konke kwōjjab lukkin jelā būruwōn.</p>
<p>Kwe im Til komro jelā kajeen doon ilo jikuul. Til elukkun konnan atbokoj eok. Kwōj enjake ke ellap an baj tar jān joñan im ekomman menin am abnonon.</p>	<p>Kwe im Jajo ellap amiro epake doon. Jejo iien Jajo ekar denloke kapim ilo an kojak. Ekomman bwe enjake eo am kwōn jook, im kwalok am jab konnan waween eo ear kommane.</p>
<p>Kwe im Ton komro ej mōttā. Ton ej kipel eok bwe kwōn kwalok ñan e ijoko retino ilo anbwini konke ej lomnak enāj juon menin kojak. Ak kwōjjab konnan kommane.</p>	<p>Kwe im Mark komro ej mōttā. Ilo jemlokin juon wiik, komro ej atbokwoje doon ilo kojemin mn jikuul eo. Ekomman menin amiro mononon ippān doon.</p>
<p>Kwe im Jess komro ej kab jelā kajeen doon. Ear lukkun emman amiro bwebwenato im alikin jidik iien, ej kajitok imaron ke atbokoj eok mokta jān an rool ñan mweo. Im kwōj ba aet im komro kar atbokoj doon.</p>	<p>Jet ian laddik ro ilo kilaaj eo rokar ial aidik lok/kūtilleek ñan mon kepojak eo an leddik ro, konke rōj lomnak juon menin kojak. Ilo an leddik ro etal ñan imon kepojak eo aer, ainwot ekomman menin an nana aer mour konke rōj lomnak laddik ro ronāj lo er im ettōñ kake er.</p>
<p>Kwōj pād ilo juon kumi in ikkure. Mokta jān kajojo ikkure, kom ij aolep kuk ilo juon doulul im likit peimi aolep ioon aeran doon. Ekomman menin ami jutak ilikin doon ainwot juon kumi in ikkure.</p>	<p>Kwe im Bon komro kar baj mōttā wōt jān ke komro kar kilaaj juon. Komro ej etetal ippān doon ñan jikin jikuul, im jet ien komro ej etetal im jibwe pein doon. Ekomman amiro lukkun epake doon.</p>

## 4.2 Our rights and responsibilities



### Key questions for today

- How can we make sure our world is fair and equitable?
- What rights do we have?
- What responsibilities do we have to make sure the rights of others are respected?



**Students are learning to acknowledge their human rights and that of others.**

### Success criteria

By the end of this lesson, students can:

- ☐ list examples of rights they have
- ☐ describe responsibilities they have to make sure the rights of others are respected.

## Our rights and responsibilities<sup>2</sup>

### Introduce the lesson to students. You could say something like:

“Equality and fairness are important to achieve in our classroom, our school, and our community. To achieve this, we need to be able to recognise our human rights and how we can respect the human rights of others.

### What are human rights?

Human rights are what every human being deserves. Their gender, race, disability, the language they speak, or where they live does not matter. Human rights help us make sure that our world encourages equality and fairness.

The United Nations Convention on the Rights of the Child names the rights of all children. It also says how adults and governments should work together to make sure that all children’s rights are protected.

This document lists a set of rules to make sure that all children have the right to:

- be free
- feel safe
- be protected from harm
- be able to learn and grow up to be the best person that they can be

It includes a list of rights that all children should have, including:

- the right to education
- the right to health care
- the right to clean air and water and healthy food
- the right to safety and to privacy
- the right to be protected from harmful adults
- the right to leisure and play
- the right to remain with their family (unless their family is causing them harm)

## What are responsibilities?

A responsibility is a duty. It is something we are supposed to do to make things work, including making sure our world is fair. It guides how we should treat others, as well as how we can take care of ourselves.”

### Key terms

English	Marshallese
Fairness	Jokin wōt juon
Human rights	Jimwe ko an armej
Responsibilities	Eddo ko aer

## **Activity: Group poster**

### **Part 1: List of rights and responsibilities**

As a class, discuss all the things you think are the rights children deserve. The teacher will record your ideas on the left side of the board or a large piece of paper.

Next, list all the responsibilities you have in your school and community. The teacher will record your ideas on the right side of the board or a large piece of paper.

As a class, discuss: What happens when people don't take on responsibility? How does it affect others?

You may like to display the rights and responsibility activity outside the classroom to share with the rest of the school.

### **Part 2: Wall of thanks**

We all have a lot of people to be grateful for, because we have a lot of people being responsible in ways that help us feel safe and heard.

To show our thanks to these people, we will create a 'Wall of Thanks.'

Each student will receive a piece of paper.

1. On your paper, write some words and/or draw pictures to show thanks to someone who has protected or provided one or more of your rights as a child. For example, you might want to thank a parent for protecting your right to healthy food.
2. As a class, stick all your papers together to form a 'wall of thanks.' This can be shown to other students, teachers, parents and carers.