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# Draw the Line / Respect the Line

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## Introduction

Sometimes people, especially young people, may not realize they have a right to say NO, and don't know how to set personal limits for themselves. This lesson introduces the concept of "drawing the line" and setting personal limits.

The Simon Says game helps students observe their own behavior in a situation in which they feel some pressure to act in a certain way. They then complete an activity to personalize where they draw the line in specific situations.

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## Purpose Statement for Students

Today we will focus on paying attention to our personal limits so we don't get talked into doing something we don't want to do.

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## Objectives

### Students will be able to:

- ★ Recognize that they have the right to draw the line.
  - ★ Explain how pressure from others can make it hard to draw the line.
  - ★ Personalize where they draw the line in several areas of their lives.
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## Activities

**Activity 1.1:** Introduction and Plan for the Day

**Activity 1.2:** Dicho (Saying) for the Day

**Activity 1.3:** Simon Says

**Activity 1.4:** Where's the Pressure?

**Activity 1.5:** Where Do You Draw the Line?

**Activity 1.6:** Closure and Family Activity

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**Before the Lesson**

- Review the entire lesson and any supporting materials. Make any modifications needed to help ensure student success.
- Review Teacher Activity Sheet 1.3—**Simon Says**.
- Attach round yellow adhesive dots for the Simon Says game to student name tents with paper clips. (Provide 5 dots per student.)
- Write the Dicho on the board or chart paper.
- Review the Plan for the Day.

**Prepare and assemble the following materials:**

- Student name tents with 5 yellow dots for Simon Says game attached and the “**I Learned**” **Question Sheet** stapled inside
- Chart paper, markers and tape
- Simon Says** (Teacher Activity Sheet 1.3)—copy 1
- Where’s the Pressure?** (Worksheet 1.4)—copy 1 for each student
- Where Do You Draw the Line?** (Worksheet 1.5.)—copy 10
- Chart paper listing the phrases from Worksheet 1.5
- White paper plates—1 for each student
- Lesson 1 Family Activity** (Worksheet 1.6)—copy 1 for each student

**Activity**

# 1.1 Introduction and Plan for the Day

**Time** 10 minutes

- Materials**
- Student name tents
  - Chart paper, markers and tape
  - Plan for the Day

**Purpose** To set the foundation for a safe, comfortable environment.

**What the Teacher Does** Introduces program. Provides structure and sets expectations. Helps students feel comfortable talking about themselves.

**What Students Do** Construct expectations about participation and experiences resulting from the program. Comprehend groundrules.

**Procedure**

- Introduction**
- 1** Introduce yourself to students, if necessary. Explain that you will be teaching 5 lessons that will help them learn how to protect themselves and others from pregnancy, HIV and other diseases you can get from sex. Explain that in these lessons you won't be talking about sex directly, but students will learn to set limits and stick with their limits, while still keeping their friends. Tell them that the lessons include games, roleplays and other fun activities.
  - 2** Pass out student name tents. Ask students to write their names on both sides. (Dots for Simon Says game should already be attached.) Explain that you will pass the name tents back at the beginning of each class so you and the students can get to know each other.
  - 3** Ask students to review their classroom rules. List the rules on the board or chart paper if they are not already posted. Tell students that these same rules will be in effect during the *Draw the Line/Respect the Line* lessons. Ask students if there are any other rules that might be useful for creating a classroom where students

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**Procedure**  
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feel comfortable getting involved in the activities and discussion.  
Write these on the board or chart paper.

**Teacher Note:** *If the class is particularly disruptive, it is important to emphasize that students will be unable to play the games or do the roleplays if they cannot hear. If necessary, establish a point system for students in which points are taken away if class rules are broken and points can be earned for doing the homework.*

**Plan for the Day**

- 4** Explain that each day you will post a plan so students know what to expect from the lesson. Say: “Today we will focus on what we will be doing in the next 5 lessons.”

Write the Plan for the Day on the board or chart paper:

- Dicho
- Simon Says
- Where’s the Pressure?
- Where Do You Draw the Line?
- Family Activity

- 5** Ask for a volunteer to read the plan. Clarify as needed.

**Activity**

# 1.2 Dicho (Saying) for the Day

**Time** 3 minutes

**Materials**  Dicho

**Purpose** To relate the meaning of a dicho to the purpose of the day’s lesson.

**What the Teacher Does** Presents the dicho of the day. Has students complete the dicho activity.

**What Students Do** Think about what the dicho means.

- Procedure**
- 1** Before class begins, write the dicho on the board or on chart paper so that everyone can see it.  
**Dicho: Camarón que se duerme, se lo lleva la corriente.**  
**Saying: If the shrimp falls asleep, the current will carry it away.**
  - 2** Ask students to read the dicho silently. Then have one student read it aloud to the class.
  - 3** Ask students to take out a piece of scratch paper and write down what the dicho means to them. Allow students to work for a minute.
  - 4** Ask for volunteers to share what the dicho means to them. Clarify the meaning as needed (i.e., if you’re not paying attention, you may get caught up in the things happening around you before you realize it, and some of the things may be bad).
  - 5** Tell students that in today’s lesson, they will learn why it is important to be alert so they don’t get “carried away by the current.”

**Activity****1.3****Simon Says****Time**

15 minutes

**Materials**

- 5 yellow dots per student (attached to name tent)
- Simon Says** (Teacher Activity Sheet 1.3)

**Purpose**

To demonstrate how important it is to stick to your personal limit no matter who is pressuring you to cross it.

**What the Teacher Does**

Leads game of Simon Says and engages students in discussion of what they experienced.

**What Students Do**

Experience a situation in which they are asked to do something disagreeable and must choose whether or not to “draw the line.” Construct personal meanings regarding their ability to draw lines.

**Teacher Note:** *This game is intended to allow most students to experience drawing the line. For the game to work best, students must be excited about playing the game and winning, which means avoiding putting a dot on themselves. If they are eager to do what Simon says, they will be placed in an important dilemma when asked to lick their shoes. Most will refuse at this point. In this way, they experience drawing the line when they are feeling pressure to do something.*

*While avoiding the dots is important during the game, it isn't necessary to talk about the dots during the debrief. Students should focus on what they were thinking and feeling as they experienced the game. Winning and losing should be de-emphasized in the debrief in favor of thinking about how it felt to draw the line and why that might be hard to do sometimes.*

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**Procedure**

- 1** To introduce the game say: “We are going to play a game now that you might have played before. It’s called Simon Says. Have you played it before?”
- 2** Ask students to take the 5 dots from their student name tents and stand in a circle, not touching (this may require moving chairs).
- 3** Set the groundrules for Simon Says:
  - No touching.
  - I’m going to read off a list of activities. When I say “Simon says” before reading the activity, you should do the activity within 5 seconds. If I don’t say “Simon says” you shouldn’t do the activity.
  - If you do what I asked when I didn’t say “Simon says,” or if you don’t do what Simon says in 5 seconds, you have to put a yellow dot on your shirt.
  - The goal is to get as few dots as possible.
- 4** Check for understanding by asking students a few key questions about the game. Practice (see Teacher Activity Sheet 1.3) and give corrective feedback as needed.
- 5** Using Teacher Activity Sheet 1.3, read the Simon Says statements quickly. Make sure that those who don’t do what Simon says and those who do something when you didn’t say “Simon says” put a dot on themselves.

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**Procedure**  
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- 6** Immediately after “Simon says: lick the bottom of your shoe” (and before any students can actually do it), say “Simon says: STOP” loudly, so that students realize the game is over. Ask students to return to their seats. After a few moments, ask what students noticed while playing the game.

**Use the following discussion questions to make each point:**

- Which of the things Simon said did not require much thought before you did them? Why were they easy to do?

Point out that some things are easy to do and don't require much thinking. Why? Because they do not place us or others in danger, are fun, do not threaten our health, etc.

- What did you think/feel when you were asked to suck your thumb or smell under your arm?

**Teacher Note:** *Most students, but not all, will do things that make them mildly uncomfortable. This uncomfortable feeling is in fact very important for them to recognize, so that they can use this signal as an alert in other situations. If what they were asked to do was embarrassing, students should consider why they did it anyway.*

Point out that many people reported feeling uncomfortable. This feeling of discomfort can be important in helping us know that we need to be careful and pay attention because we might be doing something that we won't be proud of later or we might need to draw a line with someone who is pressuring us.

- If you didn't do something Simon said to do, why was it hard?

**Teacher Note:** *A few students will usually refuse to engage in the embarrassing activities and instead opt to put a dot on themselves.*

Acknowledge that pressure from someone else can make it hard to do what we think is right. This can include pressure from someone older or pressure from friends.

Point out that some students drew the line instead of doing something they felt was embarrassing by putting a dot on themselves instead of doing the activity. Point out that different people might have different lines.

- What did you think/feel when you were asked to lick the bottom of your shoe? If you tried to lick your shoe, what made you decide to do that?

**Teacher Note:** *A few students, probably the risk takers, may try to lick their shoes. It is important for them to consider why they wanted to do this.*

Point out that there are lots of reasons why people sometimes take risks with their health (e.g., they like how smoking makes them look or feel). Those who started to lick their shoes may have felt some curiosity or wanted to show they were brave by taking a risk.

- What do sixth graders get pressured to do?
- What made you decide to say NO to licking your shoe? How did you feel when you drew the line?

**Teacher Note:** *Most students will refuse to lick their shoes and once the teacher stops the game, will probably feel pleased with themselves for “drawing the line.” They were strong and smart enough to protect themselves and question authority and should be congratulated.*

Point out that those who refused to lick their shoes were drawing the line or saying NO. Emphasize that everybody has the right to say NO and draw the line. Note that many students felt good about drawing the line even though there was pressure to do something they didn't want to do. They were respecting themselves by drawing the line. They were standing up for themselves by saying, “I won't do that no matter who's pressuring me.”

**Activity**

# 1.4 Where's the Pressure?

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<b>Time</b>	8 minutes
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<b>Materials</b>	<input type="checkbox"/> <b>Where's the Pressure?</b> (Worksheet 1.4)
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<b>Purpose</b>	To review what was learned from the Simon Says game and to identify situations where students have experienced peer pressure.
What the Teacher Does	Explains Worksheet 1.4 and answers questions.
What Students Do	Identify and personalize their limits.

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<b>Procedure</b>	<ol style="list-style-type: none"> <li><b>1</b> Tell students that they will be completing a worksheet to help them think about what they learned in the Simon Says game. (Show Worksheet 1.4.) Tell them to begin the worksheet as soon as they get it. Remind them that they don't have to put their names on the worksheet. Check for understanding by asking what they will do once they get the worksheet.</li> <li><b>2</b> Distribute copies of <b>Where's the Pressure?</b> (Worksheet 1.4).</li> <li><b>3</b> Walk around to be sure students are on task and understand the activity.</li> <li><b>4</b> Collect student worksheets.</li> <li><b>5</b> Ask a few students to share their answers to the question about times when it was hard to resist pressure from a friend and what made it hard to resist the pressure. Remind students that it can be hard to draw the line in many situations, even in a game like Simon Says, which is why they are doing these lessons.</li> </ol>
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**Activity**

# 1.5 Where Do You Draw the Line?

**Time** 10 minutes

- Materials**
- White paper plates
  - Where Do You Draw the Line?** (Worksheet 1.5)
  - Chart paper listing the phrases from Worksheet 1.5

**Purpose** To help students identify where they draw the line in typical sixth-grade pressure situations.

**What the Teacher Does** Provides an example of drawing the line. Explains students' task with paper plates. Answers questions.

**What Students Do** Identify and personalize their limits in several situations.

- Procedure**
- 1** Remind students of the answers they gave about times when they might need to draw the line. (*Examples:* Someone asks you to cheat or lie; someone wants you to drink or do drugs; someone dares you to do something dangerous.)
  - 2** Ask why it might be helpful to decide where they draw the line in advance (it makes it easier to say NO or to know where you stand). Tell students that they're going to do an activity in which they will decide where they draw the line.
  - 3** Explain that students will each get a paper plate. Tell them that once they get the plate they should draw a line through the middle of the plate and label the top half "I will" and the bottom half "I won't." They should draw a dot in the top half of the plate to represent themselves. Remind students *not* to put their names on the plates.

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**Procedure**  
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- 4** Draw a circle, a dot and a line on the board. Label the halves of the circle “I will” and “I won’t.” Tell students that they will be deciding which things they will and won’t do in terms of using alcohol, smoking and copying someone else’s work.  
  
Tell students they will see a list of behaviors. They should read the list and decide which behaviors they will and won’t do in sixth grade. Then they should write each thing in the correct section of the paper plate. Explain that if they can’t decide, they can write it on the line.
- 5** Give students an example, such as “Imagine that one of the activities was ‘eat ice cream every day.’ Since I don’t want to eat foods that are high in fat, I would put ‘eat ice cream every day’ in the bottom half. ‘I won’t...eat ice cream every day.’ If another activity was ‘hold hands’ I might put that in the top section. ‘I will hold hands.’”  
  
Write “eat ice cream every day” and “hold hands” in the appropriate places in the circle on the board. Check for understanding by asking students to explain what they are supposed to do. Clarify any misconceptions.
- 6** Explain that this is a private activity and students should cover their answers if they don’t want other people to see. Explain that at the end of the activity you will collect the plates, but you will not know students’ personal answers since they will not put their names on the plates.
- 7** Post the list of key phrases from Worksheet 1.5 on chart paper in English and Spanish. Pass out paper plates to all students and a copy of Worksheet 1.5 to any students who cannot see the list on the chart paper.
- 8** Walk around to be sure students are on task and understand the activity. After students finish, collect the plates.
- 9** Ask students what they thought of the activity and what they learned about themselves. Ask them in what other situations they might need to draw the line, and if it would help to think about it in advance.

**Activity**

# 1.6

## Closure and Family Activity

**Time** 6 minutes

**Materials**  **Lesson 1 Family Activity** (Worksheet 1.6)

**Purpose** To review the lesson and assign homework.

**What the Teacher Does** Provides summary and transition to Lesson 2. Explains homework.

**What Students Do** Review what they have learned. Prepare to complete homework assignment with an adult.

**Procedure**

- Lesson Summary**     **1**     Ask students to tell you the various things they did in the lesson today and what they learned. Ask what they learned about themselves from the Simon Says game. Ask how the saying or dicho relates to the Simon Says game.
- Remind them that the shrimp who falls asleep can get in trouble, just like the student who goes along with the crowd without thinking about drawing the line.
- 2**     Ask students what drawing the line means to them. Explain that in the next class they will learn ways to communicate where they draw the line.
- I Learned Statement**     **3**     On the “**I Learned**” **Question Sheet** inside their name tents, ask students to answer the question for Lesson 1: “*What did you learn about yourself from the Simon Says game?*”

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**Procedure** *(continued)*

- Family Homework**     **4**     Explain to students that one important part of the *Draw the Line/Respect the Line* program is talking with their parents or other adults about things related to the program. Explain that they are going to be interviewers and gather information. Tell them they will interview one of their parents or another adult, using the questions on a homework sheet. (Show Worksheet 1.6.) Tell students they should record the interview answers on their homework sheet.
- 5**     Have the class brainstorm a list of other adults with whom they could talk if their parents are not available to help with the homework (e.g., another teacher, counselor, school nurse, uncle, aunt, grandparent, older brother or sister, clergy). Remind students that you are also available to help if they do not have another adult with whom they would like to talk.
- 6**     Tell students that after they interview their parent (or another adult), they need to have that person sign the homework sheet (show students the signature section). Remind students that they also need to sign the homework sheet themselves. Explain that the assignment will be due at the beginning of the next class period and they will get extra credit (or whatever has been arranged) for completing it. Check for understanding.
- 7**     Distribute copies of **Lesson 1 Family Activity** (Worksheet 1.6). Review the questions briefly. Clarify as needed.
- Transition and Closure**     **8**     Tell students that in the next lesson they will learn ways to draw the line when they are pressured by a friend to do something.
- 9**     Collect the student name tents. Close by recognizing students for their interest, their creative thinking and all the work they accomplished today.