



SEASON 3, EPISODE 4

Boundaries

With Michael Cruz Kayne and Ana Cruz Kayne

Helping young children to establish boundaries is important for developing friendships and maintaining positive social interactions. Boundaries help people set limits for themselves and honor limits set by others.

In this episode, three eight- and nine-year-old kids (Olivia, Izzy, and Wynter) define and discuss boundaries and help Qook-a-leekie and Link-a-deedle friends learn the importance of boundaries. They discover that understanding someone else's boundaries requires empathy, the ability to recognize others' feelings...and that takes practice.

These learning resources pair with the episode and are designed to help the big-hearted kids in your life identify their own boundaries and learn how to better accept others' boundaries.



Little Kids, Big Hearts Podcast

Learning Extensions

Our Own Invisible Bubble

K-2nd Grade



Goals

- ♥ Cultivating empathy by seeing the impact we have on others
- ♥ Developing a deeper understanding of personal space
- ♥ Practice asserting our boundaries in a fun environment

Instructions



Play the Episode

If the class has not yet listened to the Little Kids, Big Hearts "Boundaries" episode, start by listening! It's wherever you listen to podcasts. Learn more (or listen) at playsparkler.org/podcast.

Materials



Get Ready! Here's what you'll need:

- ♥ Hoola Hoops and a large indoor or outdoor space. (Depending on the size of your group you may want to take turns using 5-6 hula hoops and have the rest of the children observe.)

Discussion



Brainstorm and share some ideas about boundaries:

- ♥ Say: "A boundary is like our own invisible bubble. They help us know and respect our own needs and feelings, while also being considerate and understanding of what others need and how they feel."
- ♥ Ask: "What can say or do when someone crosses our boundary or when we cross their boundary?"
- ♥ Say: "These are the "magic words" we can use to keep our game going ... or throughout our days!"

Activity



This activity encourages children to move around without touching others while using an object (hula hoop) to help them understand the concept of personal space.

- ♥ Invite the children to find a space in the room to place their hula hoop on the ground and stand in the middle of their hoop.
- ♥ This hula hoop is the child's own personal space "bubble." Ask the children to lift their hoop up to waist height and observe how they can move forward, backward, up, and down while maintaining their personal space.
- ♥ Turn on some fun music, and invite the children to move through the space without touching anyone else's bubble. When the music is off, everyone should stop.
- ♥ If two bubbles touch as the children are moving around, both kids will yell "freeze." In order to stay in the game, both must use some of the magic words the class brainstormed during the discussion.



Little Kids, Big Hearts Podcast

Learning Extensions

Classroom Agreements “Mural”

K-3rd Grade



Goals

- ♥ Create a safe space for all kids to feel safe
- ♥ Inspire ownership of the classroom experience
- ♥ Cultivate empathy as we learn about the needs and feelings of others

Instructions



Play the Song “Boundaries”

Enjoy listening to the original song “Boundaries” by Benjamin Weiner and performed by Michael Cruz Kayne for some inspiration before starting this activity

Materials



- ♥ Poster board or large sheets of paper
- ♥ Markers, crayons, or paint

Discussion



In the episode, Todd shares that his classroom makes agreements to help them learn and play safely. He helps Lexton and Qwee-vee identify areas where having clearer boundaries will help their community and these boundaries inspire a mural to serve as a reminder for all. Examples include Qook-a-leekies taking bikes that don’t belong to them without asking and Link-a-doos making loud noises at night. Let’s have our own discussion about “agreements” for OUR community.

- ♥ How should we treat other people’s personal items? What are some agreements we can come up with related to our things or possessions?
- ♥ How can we tell when someone else needs space? What are some agreements we can come up with around personal space?
- ♥ What kind of physical touch are we comfortable with and what physical touch are we not comfortable with? What are some agreements we could come up with for personal space and touching?
- ♥ How can you tell when someone has crossed a boundary of yours? What are some agreements we can come up with around advocating for ourselves?
- ♥ What can we do if someone keeps crossing a boundary even after asking them to stop? What are some agreements we can come up with for when our requests are not heard or understood?

Activity



Using children’s answers, identify 3-5 agreements you can make as a community. Split into groups and draw/paint your section of the mural inspired by one of your agreements. Hang your artwork for all to see and be reminded of the agreements you made as a class.