

# Cross the Line

**Grade Level:** 4-6

**Skills:** Discreet/fine motor movements (like dialing a cellphone) and decision making.

**Objective:** **Standard 6.HF.2:** Explain how personal values, differences, and beliefs contribute to personal boundaries and how boundaries are an important factor in making healthy decisions.

**Equipment:** Penny for each group of two students. Ruler, paper and pencil if you choose.

**Organization:** Students will sit facing each other at a desk with one penny between them.

**Activity:** The object of this game is to flick/slide the penny across the desk and see how close to the edge you can get without going off or “crossing the line.” The partner simply retrieves the penny and does the same action going the other way. Give your students some time to practice and then tell them you wish for them to record their scores for 5-10 attempts. For example, I would slide the penny across the desk and wherever it came to rest, my partner would measure the distance between the penny and the edge of the desk and record it on the paper. Attempts which have crossed the line will count as 8" automatically. Total up the distances in inches, or for upper grade students have them convert the total inches into feet and report scores to the class.

**Closure:** What method worked best for you? How well could you control where the penny stopped?  
How much control did you have over the penny once it began moving?

**Health:** Do we always have control over exactly what happens in our lives?  
How can our decisions get us into trouble?  
Is it hard to make a good decision when we’re in the middle of having fun?  
Can anyone think of some instances where fun turned into trouble?  
How can we keep from crossing the line from fun to trouble?

**Piloted at:** West Point