



Teaching Progression:



Step 4: Look Back & Learn

REFLECTION QUESTION(S):

- How did I feel when someone crossed my boundaries?
- Did the situation feel safe? Why or why not?
- Was it easy or hard to say no? Why?
- Was I able to communicate my boundary? Why or why not?
- Which refusal/boundary setting skill did I use that was the most helpful?
- How did it feel to uphold my boundary?
- Do I need to seek additional help? If so, what help do I need?
- Anything else I need to do?

VALUABLE VOCABULARY:

reflection

GUIDING QUESTIONS:

How do I want to use these strategies in my own life?

NHES PERFORMANCE INDICATORS:

(4.8.1) Apply effective verbal and nonverbal communication skills to enhance health. (4.5.2) Demonstrate refusal skills that avoid or reduce health risks.



SUGGESTED LEARNING ACTIVITY 1:

Ask students questions that will help them understand the importance of looking back on the situation that required them to uphold their boundaries and reflecting on what they learned. For example ask the following questions:

- How did I feel when someone crossed my boundaries?
- Did the situation feel safe? Why or why not?
- Was it easy or hard to say no? Why?
- Was I able to communicate my boundary? Why or why not?
- Which refusal/boundary setting skill did I use that was the most helpful?
- How did it feel to uphold my boundary?
- Do I need to seek additional help? If so, what help do I need?
- Anything else I need to do?

TEACHING NOTES:

- Model this reflection process by sharing with students a time when you upheld a boundary and how it impacted your health and relationships.
- Provide multiple opportunities for students to answer these questions.
- Allow students to reflect in a variety of modes, including: writing, partner discussion, whole-class discussion, and one-on-one conferencing.