



Teaching Progression:



Step 1: Listen to My Feelings

SUB SKILL(S):

- Name my feelings
- Define boundary
- Know my boundaries for my body
- Know my boundaries for my stuff

GUIDING QUESTIONS:

What is a boundary? What are my boundaries? How do I know when my boundaries are crossed?

NHES PERFORMANCE INDICATORS:

4.2.1 Demonstrate healthy ways to express needs, wants, and feelings.

VALUABLE VOCABULARY:

*feelings,
personal preference,
boundaries,
emotional boundaries*

Step 1: Listen to My Feelings | Sub Skill: Name My Feelings



SUGGESTED LEARNING ACTIVITY 1:

Explain to students that our bodies tell us when we feel happy and when we feel sad. Explain to students that when we feel happy we get energy and smile, but when we feel sad we may have a stomach ache and frown. Ask students to show you how they look when they feel happy, and then, how they look when they feel sad. Next, have students practice identifying and naming 5-6 key emotions (i.e., happy, sad, scared, excited).

Language of Health Literacy:

I feel ___ when _____.

*My body tells me I feel ___
I feel this _____ (area of body
or way they know).*



SUGGESTED LEARNING ACTIVITY 2:

Give students 4-5 key emotions to focus on during this activity (i.e., happy, sad, scared, excited). Show images of different emotions a person could experience.

Have students answer the following questions for each image you show:

- How does this person feel?
- How do you know that this person feels that way?

TEACHING NOTES:

- During the discussion, have students explain specific features they see when people have certain feelings. Example: I think they feel sad because they are crying.
- See *Resource Bank* below for example emotions cards.



Teaching Progression: Step 1 | Listen to My Feelings (Cont.)



SUGGESTED LEARNING ACTIVITY 3:

Tell students that our bodies talk to us to help us know how we are feeling. Explain to students that when our bodies talk to us we can feel it in our stomach, head, and even our skin. Tell students they are going to focus on listening to what their body is telling them in different situations.

Present images of people experiencing different situations that would evoke strong emotions. Tell students to turn and talk with their partner. Using the *Language of Health Literacy*, have students answer the following question for each image: How would you feel?

Once students have completed several rounds of the activity, have students focus on how their bodies talk to them for each situation. Show each image for a second time, but this time, have students point to where in their bodies they have a feeling. For each situation, have students answer the following question with a partner using the *Language of Health Literacy*.

- How does your body talk to you to tell you your feelings?

After students complete the activity, use the following questions to lead a student discussion.

- What feelings do you get when you are happy or sad?
- What feelings do you get when you are excited or scared?
- How does your body help you know your feelings?

TEACHING NOTES:

- Examples of images: opening a birthday present, someone pulling someone's hair, finding a giant spider under your pillow, etc.
- Model and provide the *Language of Health Literacy* to support students in identifying their feelings.
- Use different movement options as necessary to accommodate students.
- During the discussion, lead students to explain specifically how their bodies feel when they experience different emotions.



Teaching Progression: Step 1 | Listen to My Feelings (Cont.)

Step 1: Listen To My Feelings | Sub Skill: Define Boundaries



SUGGESTED LEARNING ACTIVITY 1:

Define *boundaries* for students. *Boundaries are limits and rules placed on people to keep everyone safe, healthy, and happy.*

Tell students that they are going to play a game to practice identifying boundaries. Create a large circle in the classroom using tape on the floor, cones, or other objects to visually identify a boundary line. Have students stand on the outside of the circle. Explain to students that boundaries can be thought of as rules.

Tell students that right now they are following the boundaries set by being on the outside of the circle.

Next, tell students that the new rule is to be inside the circle. Model for students by quickly moving to the inside of the circle. Ask students to point at the boundary that they should not cross. Tell students that for this game, they need to encourage the entire class to stay within the boundaries of the circle. If they see someone moving outside of the circle's boundaries, they should say, "Stop!" Now play follow the leader within the circle. Make funny moves, play music and encourage students to follow your moves within the boundary of the circle. Every now and then, start to step outside of the circle. Students should say loudly "Stop!" When you feel it is appropriate, allow students to become the leader of the game. Continue to encourage everyone to stay in the boundary by saying, "Stop!" when someone steps outside of the circle.

After students complete the game, remind students that a *boundary is a rule or limit put in place to protect and keep people safe, healthy, and happy.* Use the following questions to lead a student discussion:

- What boundaries do we have in the classroom?
- What boundaries do you have during recess?
- What boundaries do you have when you are playing (e.g. games at recess, soccer, basketball, football)?
- What happens if you don't follow boundaries put in place by others?



SUGGESTED LEARNING ACTIVITY 2:

Explain to students that in school and at home adults give us boundaries to keep us safe and healthy. Show students images of kids interacting at home and school. Within the images, show students following rules or upholding a boundary. Tell students to stand when they see an image of students following a boundary.

After each image showing a boundary, have students respond to the following questions using the *Language of Health Literacy*:

- What boundary do you see?
- Why is this boundary in place?

After students complete the activity, use the following questions to lead a student discussion.

- What boundaries do you follow at home?
- How are these boundaries keeping you safe and healthy?
- What boundaries do you follow at school?
- How are these boundaries keeping you safe and healthy?



SUGGESTED LEARNING ACTIVITY 3:

Instruct students to draw an image showing the most important boundary they follow every dayz (e.g. holding their guardian's hand in a parking lot, not taking objects out of sibling's room). Tell students to draw the boundary and be ready to explain how the boundary keeps them safe and healthy.

Language of Health Literacy:

Boundaries are _____.

The boundary is _____.

This boundary helps keep me safe because _____.



Teaching Progression: Step 1 | Listen to My Feelings (Cont.)

Step 1: Listen To My Feelings | Sub Skill: Know My Boundaries For My Body



SUGGESTED LEARNING ACTIVITY 1:

Ask students if they have ever felt uncomfortable when someone gets too close to them. Explain that this is because we all have something called *personal space*.

Define *personal space* to students. *Personal space is our space surrounding our bodies that is private*. Tell students that a very important boundary for people to follow is personal space.

Explain to students that each person has a specific bubble of personal space that helps them feel comfortable, and we need to be aware of each person's bubble to help people feel happy and safe. Tell students that each person has a different sized bubble of personal space, and we need to be aware of our personal space bubble and others. Tell students that in school we should give all students at least an arms length distance to respect their personal space bubble. Give students a handout with different images of people interacting. Have students color in green images of appropriate personal space (e.g. people coloring next to each in their own personal spaces, people walking down the hallway) and color in red images with inappropriate personal space (e.g. people hanging on each other walking in the hallway, someone sitting too close to another person while working. .

Once students finish the activity, lead a discussion to have students reflect on the following questions:

- What is personal space?
- How much space should you give friends at school?
- What should you do if you want to give someone a hug or touch them?



SUGGESTED LEARNING ACTIVITY 2:

Tell students that when we want to enter another person's bubble, we need to ask them for permission or consent. Define *consent* for students. *Consent is an agreement that it is okay to do something*. Tell students that if they want to give their friend a hug, they must first ask for consent.

Explain to students that asking before we touch our friends is important because it helps people feel safe and happy. Have students practice asking for consent for hugs with peers. Tell students that they are always allowed to say, "No thank you," to decline hugging if they do not want a hug, and that they will learn strategies to say *no* in the next step.

Once students finish the activity, lead a discussion to have students reflect on the following questions:

- Why do we need to ask for consent to hug or touch our friends?
- Why is it okay to say *no* to a hug?
- How does your body tell you if it is okay or not okay to hug?

Language of Health Literacy:

*I feel _____ and I would like a hug.
Can we hug?*

My boundary is _____.

*I feel _____ when _____, so I
want/do not want _____.*

TEACHING NOTES:

- Model and provide the *Language of Health Literacy* to have students practice asking for consent to hug their peers.



Teaching Progression: Step 1 | Listen to My Feelings (Cont.)



SUGGESTED LEARNING ACTIVITY 3:

Remind students that our bodies talk to us about our feelings to help know when we feel safe and comfortable. Explain to students that we need to listen to our feelings to know our own boundaries for our bodies. Share with students that we get to decide boundaries for our bodies. Remind students that *boundaries are rules we have for our bodies to keep us safe and happy.*

Explain to students that there are types of personal touch that are appropriate and okay with our boundaries. Tell students that there are also types of touch that are inappropriate and against our boundaries. Tell students that when someone crosses our boundaries we will feel uncomfortable, like something is wrong. Explain to students that when someone touches us it should not hurt. If it hurts, feels wrong, or makes us scared, then our personal boundaries were crossed.

Share with students that they are going to practice recognizing their personal boundaries in the next activity. Tell students that they are going to see images of different people touching. Tell students that when they see an image that shows appropriate touch they should give a thumbs up, and when they see an image that shows inappropriate touch they should put up their hand and yell, "Stop!" Show students images of different people interacting through personal touch.

Once students finish the activity, lead a discussion to have students reflect on the following questions:

- How do you know when touch goes against your boundary?
- How does your body tell you when something is wrong when someone touches you?

TEACHING NOTES:

- Examples of images: hugging, pushing someone down, holding hands.



SUGGESTED LEARNING ACTIVITY 4:

Explain to students that their "swimsuit parts" are places on their body that are private. Only people responsible for keeping them safe, clean and healthy are allowed to touch their private parts. If anyone tries to touch them in these areas, they need to get a trusted adult's help immediately.

To demonstrate their learning, have students draw two images on personal touch. Instruct students to draw an image of "good" touch with a friend at school that makes them feel happy. Next, instruct students to draw an image of touch that would cross their boundaries at school, or "bad" touch. Collect drawings to assess students' understanding of personal touch and boundaries.



Teaching Progression: Step 1 | Listen to My Feelings (Cont.)

Step 1: Listen To My Feelings | Sub Skill: Know My Boundaries For My Stuff



SUGGESTED LEARNING ACTIVITY 1:

Tell students that they can also set boundaries for their personal belongings. Remind students that it is important to share with one another, and it is also okay to say *no* to sharing in a nice way. Read to students a story to demonstrate the importance of sharing. After you finish the story, tell students that they will learn how to politely ask each other to share, and how to kindly tell a friend that they can not borrow their things.

Language of Health Literacy:

I would like to share _____ Is that okay with you?

This is my _____, and I don't want to share it right now.

You can/cannot borrow _____ because _____.



SUGGESTED LEARNING ACTIVITY 2:

Have students identify when a person is kindly setting a boundary with their stuff and when they are not being kind when setting a boundary with their stuff. Show students images of children fighting over toys, kindly sharing, etc. For each image, instruct students to stand up when they see an example of someone setting boundaries with their things in a kind way. Tell students to shake their finger and say *no* when they see someone setting a boundary with their things in an unkind way.

Following the activity, lead students in a reflective discussion using the following questions:

- Why is it kind to share?
- Why do you sometimes not want to share?
- How should you not act if you don't want to share with someone?
- How should you act if you don't want to share with someone?



SUGGESTED LEARNING ACTIVITY 3:

Give students an assortment of toys, candy, or a game, or ask them to bring in a variety of objects that they could share with another student. Ask students to identify the objects they feel comfortable sharing and the objects they do not feel comfortable sharing. Prompt students to explain why they would share some objects but not others. Next, have students practice asking to share and stating their boundary with their partner.

TEACHING NOTES:

- Model and provide the *Language of Health Literacy* to support students stating which objects they want to share and which ones they do not.
- Be prepared to intervene with students who are upset that the person won't share, or if a student doesn't respect the boundary to not share. Debrief these moments and reinforce that everyone has a right to set boundaries about their things as long as it is in a kind, respectful way.