



Teaching Progression:



Step 3: Look Back & Learn

REFLECTION QUESTION(S):

- What is my boundary?
- What do I say if someone is crossing boundaries for my body?
- What do I say if someone wants me to share, but I don't want to?
- When should I get an adult to help?

VALUABLE VOCABULARY:

reflection

NHES PERFORMANCE INDICATORS:

4.2.3 Demonstrate ways to respond in an unwanted, threatening, or dangerous situation.



SUGGESTED LEARNING ACTIVITY 1:

Ask students questions that will help them understand the importance of looking back on a situation that required them to set a boundary and what they learned. For example ask the following questions:

- What is my boundary?
- What do I say if someone is crossing boundaries for my body?
- What do I say if someone wants me to share, but I don't want to?
- When should I get a trusted adult to help?

TEACHING NOTES:

- Model this reflection process by sharing with students a time when you upheld a boundary to enhance your health and keep you safe.
- 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.