



Teaching Progression:



Step 1: Listen to My Feelings

SUB SKILL(S):

- Notice my feelings
- Identify when boundaries are crossed
- Identify personal boundaries

GUIDING QUESTIONS:

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

NHES PERFORMANCE INDICATORS:

(4.5.1) Demonstrate effective verbal and nonverbal communication skills to enhance health.

VALUABLE VOCABULARY:

*feelings,
personal preference,
boundaries,
physical boundaries,
emotional boundaries*

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



SUGGESTED LEARNING ACTIVITY 1:

Explain to students that our bodies talk to us to let us know what is right and wrong in different situations. Share with students that we may get a sick feeling in our stomachs, our skin may feel crawly, or we can even feel sweaty when we don't like something or when we feel that something is wrong. Tell students that our bodies talk to us to help us make better and healthier decisions. Explain that each person has different preferences for what feels right or wrong for them, and they will work to listen to their bodies to realize how they feel in different situations.

Show images of different things students could like or dislike. Instruct students to stand up if they like the item or sit down if they don't like the item. After students have decided to stand or stay seated, prompt students to describe what they felt in the bodies.

Once students have completed several rounds of the activity, have students reflect on the activity and begin considering how they can tell what feels right from what feels wrong by answering the following questions:

- How do you know when you like something?
- How do you know when you dislike something?
- What feelings do you get when you really like something?

See Next Page For Teaching Notes.

Language of Health Literacy:

*I feel _____ when _____
because _____.*



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

TEACHING NOTES:

- Examples of images: apple, broccoli, soccer, dolls, etc.
- Use different movement options as necessary to accommodate students.
- During the discussion, prompt students to explain specifically how their bodies feel when they like versus dislike something.

Step 1: Listen To My Feelings | Sub Skill: Identify When Boundaries Are Crossed



SUGGESTED LEARNING ACTIVITY 1:

Define *boundaries* for students. *Boundaries* are *limits and rules that we place on ourselves and others in order to feel safe and happy.*

Share with students that our feelings alert us when someone has crossed a boundary. Explain to students that we need to know when our boundaries are crossed to be able to name our boundaries and tell others they need to stop doing something.

Read students different scenarios of people having their boundaries crossed. Create scenarios that address issues you observe your students facing. Have students decide if they strongly agree, agree, disagree or strongly disagree with each scenario. When students make their decision, ask them to discuss their ideas with classmates around them and why they agree or disagree with the boundary in the scenario.

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

- What boundaries did you notice were most important to you?
- What strong feelings do you get when you know something is wrong?
- Why is it important to listen to your feelings?

Language of Health Literacy:

I would feel _____ if _____. This situation would make me feel _____, so I know my boundaries were not crossed.

I would feel _____ if _____. This situation would make me feel _____, so I know my boundaries were crossed.

TEACHING NOTES:

- Example Boundary Scenario: My sister went into my room and took my favorite toy without asking. I told her that she needed to respect my space and ask permission before taking my toys.
- Adapt to a movement activity by labeling corners of the room with the words strongly agree, agree, disagree, and strongly disagree and have students move to the corner that corresponds with their feeling.
- Model and provide the *Language of Health Literacy* to support students in explaining their answers and their own boundaries.



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

Step 1: Listen to My Feelings | Sub Skill: Identify Personal Boundaries



SUGGESTED LEARNING ACTIVITY 1:

Tell students that each person has a personal boundary for their physical space. Explain that some people like to have conversations very close together, while others like to stand three to four feet apart. Tell students that they will practice noticing their personal boundaries for space with a classmate.

Have students get with a partner and make two lines facing each other in the classroom. The lines should be about 15 feet apart. Tell students that when you say, "go," they will take one step at a time toward each other. Have students take two to three steps toward each other. Pause the activity and explain to students that they now need to listen to their feelings to decide their personal boundaries. Tell students that when they feel that their partner is at a comfortable distance to simply put both hands up and say, "Stop." Continue the activity until all partners have defined their physical boundaries.

Use the following questions to reflect on personal space boundaries and differences among people.

- How did you know when you wanted your partner to stop?
- What specific feelings did you have when they were getting too close?
- Why do people have different boundaries?
- How do we learn our friends' and families' boundaries?

Language of Health Literacy:

Boundaries are _____.

Boundaries help people to _____.

One of my boundaries is _____ because _____.

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



SUGGESTED LEARNING ACTIVITY 2:

Provide students with different categories of boundaries and examples of each. Have students create a list of personal boundaries for the different types of boundaries they have or want in their own life.

TEACHING NOTES:

- Examples of types of boundaries: property, emotional, physical, language, behavioral, etc.
- Provide different boundary statements to support students in creating their own boundaries, such as, "My friend asks me to share my food at lunch everyday. I feel comfortable sharing my sandwich but not my pudding."



See *Decision-Making* for guidance on supporting decision making around difficult boundaries.