



## Teaching Progression:



### Step 1: Identify My Boundaries

#### SUB SKILL(S):

- Define boundary
- 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:

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

#### VALUABLE VOCABULARY:

*boundaries,*  
*physical boundaries,*  
*emotional boundaries*

### Step 1: Identify My Boundaries | Sub Skill: Define Boundary



#### SUGGESTED LEARNING ACTIVITY 1:

Tell students that *Stage 2: Refusal Skills & Boundary Setting* begins with exploring boundaries. Begin the stage by having students answer the following question: *What is a boundary?*

Have students turn and talk to share their answers then write out explanations on the board. Explain to students that they will explore their personal boundaries in relationships.

#### Language of Health Literacy:

*A boundary is \_\_\_\_\_.*

*Personal boundaries are important because \_\_\_\_\_.*

*I have the right to set a boundary about \_\_\_\_\_.*

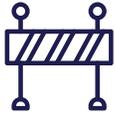
#### TEACHING NOTES:

- Model and provide the *Language of Health Literacy* to support student discussion and understanding of the word boundary.
- Use a variety of discussion strategies to ensure all students are able to participate and share ideas.



## Teaching Progression: Step 1 | Identify My Boundaries (Cont.)

### Step 1: Identify My Boundaries | Sub Skill: Identify Personal Boundaries



#### SUGGESTED LEARNING ACTIVITY 1:

Define *personal boundaries* for students. *Personal Boundaries* are *limits, guidelines and rules we place on our relationships based on our values, comfort and needs*. Give students an example of a personal boundary you hold. Have students write down one personal boundary that they know they have. Tell students that these boundaries will be shared with others to help students feel more comfortable and encourage them not share personal boundaries if they are not ready.

#### Language of Health Literacy:

*I value \_\_\_\_\_, so I set a boundary to \_\_\_\_\_.*

*I do not feel comfortable or safe doing \_\_\_\_\_, so I will make sure I set a boundary with someone who tries to get me to do that.*

*I have decided to \_\_\_\_\_ to stay safe/healthy. Therefore, I will set a boundary when someone tries to get me to do something that makes it difficult to \_\_\_\_\_.*

#### TEACHING NOTES:

- Personal Boundary Example: I value time with my family, so I set a boundary to not stay at work past 5.
- Model and provide the *Language of Health Literacy* to students to create their statement.

#### SUGGESTED LEARNING ACTIVITY 2:



Have students share their personal boundaries statements with one another.

After students have shared with several peers, lead a student discussion using the following questions:

- How are our personal boundaries and values connected?
- What type of boundaries do people set in their lives?

#### SUGGESTED LEARNING ACTIVITY 3:



Have students share with the class different types of personal boundaries people could encounter. Write out different types of boundaries on the board. Tell students that because every person has different values, they also have different boundaries. Explain to students that they will start to think about their boundaries for different situations to be more prepared and confident to uphold their boundaries in the real world.

#### TEACHING NOTES:

- Different Types of Personal Boundaries: personal space, physical, language, emotional, information you share with others, etc.



## Teaching Progression: Step 1 | Identify My Boundaries (Cont.)



### SUGGESTED LEARNING ACTIVITY 4:

Give students 5-10 different personal boundary examples. Have students read each personal boundary example. For each example, they should choose if they strongly disagree, disagree, agree, or strongly agree.

In the classroom, mark areas of the room with signs to correspond with strongly agree, agree, disagree, and strongly disagree. Read each scenario and have students move to the appropriate area. Instruct students to explain why they chose to stand in the area that they did.

When the activity is complete, have students discuss the following questions:

- What did you notice about our class' boundaries?
- Why do we have different boundaries?
- If we all have different boundaries, how can this affect our relationships?

### TEACHING NOTES:

- Personal Boundary Examples:
  - If I'm in a relationship with someone, I want to hold hands, hug and show physical affection.
  - If my friend needed me to lie to my parents about something, I would be ok doing that, as long as I knew I wasn't in danger or doing something against the rules.
  - If my friend wanted to borrow a piece of clothing, I would be ok with lending it to them.
- Have students use the steps to *Decision-Making* to decide on if they strongly disagree, disagree, agree, or strongly agree.



See *Decision-Making* to support students in deciding personal boundaries.