



Teaching Progression:



Step 1: Identify Boundaries

SUB SKILL(S):

- Define boundaries
- 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:

(4.12.1) Use skills for communicating effectively with family, peers, and others 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 Boundaries | Sub Skill: Define Boundaries



SUGGESTED LEARNING ACTIVITY 1:

Define *boundaries* for students. *Boundaries are rules, limits, and guidelines that people set with others and themselves to live healthy,*

happy lives. Ask students to create a drawing that shows their understanding of this definition, which can include examples of rules, limits, and guidelines they have been asked to respect by others.

Then, ask students to discuss why it is important to have boundaries in relationships with others. Chart student responses.

Tell students that each person has a unique set of boundaries, and when we are in relationships with others, regardless of the type (e.g. professional, friendship, familial, romantic) we need to learn how to best communicate our boundaries with one another. Explain to students that this health skill will give them the tools to recognize their boundaries, explain their boundaries to others, and uphold their boundaries in difficult situations.

Language of Health Literacy:

*Boundaries are*_____.

Boundaries are important because _____.

I can set a boundary that _____.

One type of boundary is _____.



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



SUGGESTED LEARNING ACTIVITY 2:

Next, prompt students to share with the class different types of personal boundaries people could encounter. Write out different types of boundaries on the board. Then, ask students to provide different examples of each. 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:

- Examples of types of boundaries: personal space, physical, language, emotional, information you share with others, spiritual, etc.
- Provide examples as needed to support student understanding.
- Model and provide the *Language of Health Literacy* to support student understanding.

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



SUGGESTED LEARNING ACTIVITY 1:

Give students 5-10 boundary statements. Tell students that for each statement, they should identify the type of boundary being addressed (e.g. physical, emotional) and choose if they strongly disagree, disagree, agree, or strongly agree with the statement.

In the classroom, mark areas of the room with signs to correspond with strongly disagree, disagree, agree, or strongly agree. Read each scenario and have students move to the appropriate area. Allow students to explain their reasoning with those close to them.

When the activity is complete, 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?
- What influences our personal boundaries?

See Next Page For Teaching Notes.

Language of Health Literacy:

I would not _____.

I would be ok with _____.

I would allow _____.

I would not allow _____.

I value _____, *which means*
I (won't/will) _____.

Because of _____ (value),
I (won't/will) _____.

In my life, I value _____,
so I set a boundary to _____.



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

TEACHING NOTES:

- Example Boundary Statements:
 - If I'm in a relationship with someone, I want to hold hands, hug, and show physical affection in public.
 - I can give hugs to anyone, even if I just met them.
 - I can't stand it when someone pokes me to get my attention.
 - When my parents ask to see my phone, I always give them access to all messages I send to my friends. I'm not worried about what they will see.
 - If I'm with a group of friends, and they start talking bad about someone else, I feel uncomfortable.
- Make sure boundary statements are relevant to the students in your classroom.
- Allow students to pick from a variety of statements in case students are uncomfortable sharing some boundaries with the class.



SUGGESTED LEARNING ACTIVITY 2:

Tell students that one of the biggest influences on their boundaries are their personal values. Share with students that our personal values influence our relationships and decision-making. Explain to students that they will evaluate their values by completing an activity to narrow down their top 5-10 values. Give students a list of values to rank from most important to least important.

Once students finish the values sort, have students share and reflect their values using the following questions:

- What value is most important to you?
- What experiences in your life influenced your top values?
- Who has the biggest impact on your values?
- How are your values similar or different from your family or friends?
- Why do you think values are important for setting boundaries?

TEACHING NOTES:

- Example values: love, honesty, personal time, justice, loyalty, etc.
- See the *Resource Bank* below for materials to complete a full values sort.



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



SUGGESTED LEARNING ACTIVITY 3:

Tell students that people set boundaries to maintain and live out their values in everyday life.

Have students practice making connections between their values and a boundary that they currently set in their lives. For each boundary statement, have students connect the value they identified in the previous activity and explain how that value informed whether or not they agreed with the boundary statement.

TEACHING NOTES:

- Example:
 - Scenario: If I'm in a relationship with someone, I want to hold hands, hug and show physical affection in public.
 - Answer: In the scenario, the boundary being addressed is physical. Because I value privacy, I disagree with the scenario. In my own life, I value privacy in my relationships, so I set a boundary with my romantic partners to not show physical affection in public.
- Model and provide students the *Language of Health Literacy* to support their responses.



SUGGESTED LEARNING ACTIVITY 4:

Have students identify other personal boundaries in their life. Instruct students to 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?
- How do you let others know your boundaries?



See *Analyze Influences* for guidance on supporting students to analyze other factors that influence their personal boundaries, such as family, media, peers, etc.