



Teaching Progression:



Step 2: Analyze the Situation

SUB SKILL(S):

- Recognize when a boundary has been crossed
- Determine your feelings
- Analyze the importance of the relationship

GUIDING QUESTIONS:

How do I feel about the situation? Who is asking me to make a decision?
 What are the consequences?

NHES PERFORMANCE INDICATORS:

- (4.12.3) Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.
- (4.12.4) Demonstrate how to ask for and offer assistance to enhance the health of self and others.

VALUABLE VOCABULARY:

*pressure, boundaries
 emotional reaction,
 consequences*

Step 2: Analyze the Situation | Sub Skill: Recognize When A Boundary Has Been Crossed



SUGGESTED LEARNING ACTIVITY 1:

To allow students to begin to personalize refusal/boundary setting skills, have students start this step with a written reflection. Ask students to reflect on a time that someone pushed them to change a personal boundary. Tell students to write out the situation, their personal feelings, and the way others were trying to influence them.



SUGGESTED LEARNING ACTIVITY 2:

Define *persuasion* for the class. *Persuasion* is the ability to move another person to action

through argument, exploitation, or intrigue. Explain to students that recognizing when someone is crossing our

boundaries can be tricky because they are figuring out how they want to engage and how they do not want to engage in relationships. Sometimes a friend, family member, or other adult will ask us to do something we are not comfortable with, but we feel like we have to say *yes* because we value their relationship. We need to get good at recognizing when we do not want to do something, rather than training ourselves to ignore those signals.

Tell a personal or fictional story about a boundary being crossed. Include important feelings and cues that let students know a boundary is being crossed. Then, ask students to identify the ways they knew a boundary was being crossed.

Language of Health Literacy:

When _____ (happened), I knew my boundary was crossed because _____.

I am feeling _____, so I know my boundary has been crossed.

This is a tough situation for me because _____.

_____ said/did _____, which made me realize they were pressuring me to _____.

See Next Page For Teaching Notes.



Teaching Progression: Step 2 | Analyze the Situation (Cont.)

TEACHING NOTES:

- This scenario should be an appropriate peer pressure situation that is relatable for a student at your school. When sharing this scenario, explain how it can be overwhelming and uncomfortable to deal with these situations.
- Some signals may include: feeling stressed or fearful, sick to their stomach, quickened heart rate, language or actions by the person.



SUGGESTED LEARNING ACTIVITY 3:

Have students turn to a partner to share an example of an important boundary they hold and/or a time another person crossed that boundary. Ask students to write down the language and/or persuasive tactics the person used to change the boundary.

TEACHING NOTES:

- If students do not feel comfortable sharing, provide an example they could analyze with their partner to identify the signals.
- Model and provide the *Language of Health Literacy* to support students explaining how they knew a boundary was being crossed.

Step 2: Analyze the Situation | Sub Skill: Determine Your Feelings



SUGGESTED LEARNING ACTIVITY 1:

Place students in pairs. Give each partner the end of a rope. Ask one student to state or write one of their identified boundaries from Step 1. Then, have the student identify ways someone may persuade them to change their boundary. As they share these strategies, have the other student pull on the rope. Switch roles, so each partner gets an opportunity to share a boundary and experience having their boundary pulled.

After each student has had a turn, have students discuss how they feel being asked to do something unhealthy or that goes against their values. Have students think about the tension between trying to please other people and taking care of themselves. Tell students that this struggle is confusing and difficult, but encourage them to listen to their gut feeling in the situation to make the right decision.

Language of Health Literacy:

This situation is making me feel _____ because _____.

My body feels _____. This means I am _____.

If I say no, _____.

If I say yes, _____.

TEACHING NOTES:

- Make sure to use norms and agreements to ensure all students feel safe sharing their boundaries and identifying ways someone could challenge these boundaries.
- Use a variety of discussion protocols and strategies to ensure all students are able to engage and participate.



Teaching Progression: Step 2 | Analyze the Situation (Cont.)



SUGGESTED LEARNING ACTIVITY 2:

Explain to students that when boundaries are crossed they may feel a range of feelings and emotions. It is important to know what emotion they are feeling because this will inform how they should proceed. For example, when a boundary is crossed, they could feel nervous, scared, embarrassed, etc. Each of these emotions will clue them in on the communication strategies needed.

Ask students to name and identify different emotions one may feel when a boundary is crossed. Define these emotions as needed for students and provide opportunities for them to develop this emotion vocabulary.



SUGGESTED LEARNING ACTIVITY 3:

Give students the following questions:

- What are my emotions telling me now?
- What are the consequences in this situation?
- What do these consequences make me feel?

Explain to students that they want to have answers for these questions, so they can feel more confident when they voice their boundaries. Tell students that their physiological and emotional response should inform how they handle the situation. Encourage students to listen to their emotions when making decisions regarding their boundaries.

Have students practice answering these questions by providing them with 4-6 scenarios. Each scenario should be clear enough for students to reflect on the three previous questions. Before having students practice, model how to appropriately answer the questions with one scenario.

TEACHING NOTES:

- Example Scenario: At lunch, the person you are attracted to asks you to skip 6th period to go to their house.
- Example Response to Scenario: My stomach hurts and I feel a little dizzy, which I think means I am unsure and nervous about this situation. I am definitely uncomfortable. My crush is asking me to spend time with them, and I do want to spend time with them. I don't want to hurt their feelings or make them upset. If I say yes, I know I could get caught for skipping. Also, my parents would be upset with me if they found out I went to their house without parents there. If I say no, my crush could be upset with me or think I'm lame.
- Model and provide the *Language of Health Literacy* to support students in determining their feelings.



Teaching Progression: Step 2 | Analyze the Situation (Cont.)

Step 2: Analyze the Situation

Sub Skill: Analyze The Importance Of The Relationship



SUGGESTED LEARNING ACTIVITY 1:

Share with students that when their close friends and people they trust pressure them, it can be challenging to uphold personal boundaries and make decisions aligned with their personal values. Tell students that if someone is trying to pressure them in a situation, they should reflect on the situation to make the best decision for themselves.

Give students the following questions:

- Who is the person trying to persuade me?
- What relationship do I have with this person?
- What strategies are they using to persuade me?
- What boundary am I trying to uphold and why?

Provide students with a scenario to have them use the processing questions.

After students complete these questions for the scenario, ask students to reflect on a personal time they were pressured to do something that did not feel good. Have students analyze the role the relationship played in upholding their boundary.

Language of Health Literacy:

_____ is asking me to _____, and they are _____.

_____’s opinion matters to me because _____.

_____ is trying to persuade me to _____.

_____ tried to persuade me by _____.

Because of my relationship with _____, it is difficult to uphold this boundary because _____.

TEACHING NOTES:

- Model and provide the *Language of Health Literacy* to support students in analyzing the role a relationship may play when upholding their personal boundaries.



See *Analyze Influences* for guidance on supporting students to analyze how relationships can impact decisions and boundaries.