

30-minute Follow up Lesson (1/3)

Respecting Boundaries

Content Area(s)/Course/Grade:

Advisory
7th-10th grade

Materials:

White board, writing utensil, space to conduct the activity, situational prompts, copies of handout

Lesson Topic:

Boundaries **Lesson 1**

Objectives:

To highlight the importance of setting and respecting boundaries.

Context for Learning

It is important to be able to set boundaries for ourselves to create a healthy sense of identity and self-awareness.

Being able to respect boundaries can lead to healthy relationships overall.

Instructional Delivery

Disclosure: *When it comes to talking about uncomfortable or awkward situations, we often react in a way that will make the topic less uncomfortable, such as laughing, giggling, or making jokes. Even though these reactions are normal, we can still be respectful learners and listen to each others opinions and ideas. This is important stuff that can help you have healthier, more fulfilling relationships and I think you can handle it.*

Introduction 5 minutes:

Setting boundaries is an important part of any relationship. Whether it is a family, friend, or romantic relationship. You should feel comfortable honestly communicating your needs without being afraid of what the response might be.

If your partner, friend or family member tells you that your needs are stupid, gets angry with you or goes against what you're comfortable with, then they are not showing you the respect you deserve.

A healthy relationship starts with mutual respect, and that includes respecting each other's emotional and physical boundaries. It's equally important to think about how to respect other's boundaries. Whether you're thinking about asking someone out, in the middle of a dating relationship, or dealing with a situation with your best friend, respecting the other person's

boundaries is essential.

Not everyone has the same level of comfort or tolerance when it comes to relationships. And that is ok. So, how are we supposed to know what those boundaries are if everyone has different comfort levels? Ask!

Another way to be able to learn about setting and respecting boundaries is through becoming familiar with the different ways a boundary is set. Let's review the handout from the website love is respect.

Activity 10-15 minutes:

Prompts and critical questions are applicable to both activities.

Have students make a circle around the classroom. Instruct student that you are going to read several prompts and that they need to decide if it is something that **THEY** feel comfortable with. If they feel comfortable with what the prompt says, they will step forward. If they feel uncomfortable with the prompt, they will step backwards.

Once you have read the prompt and students have made a choice, ask students to explain their reasons for making that choice. Repeat this process until you have covered all the prompts.

****Alternative:**

Divide the white board or poster paper as follows:

Thumbs-up	Side-Thumbs	Thumbs-down

Inform students that during the activity they will have their heads down. Instruct students that you are going to read several prompts and that they need to decide if it is something that **THEY** feel comfortable with. If they feel comfortable with what the prompt says they will need to show you a clear thumbs-up. If they **DO NOT** feel comfortable, they will show you a clear thumbs-down. If they are unsure, they will show you a clear side-thumb. Ask students to keep their vote visible, long enough for you to tally their responses on the board (make note of which votes belong to the prompts). Once you have covered the prompts have student look at their votes.

Prompts:

- Your family member gives you a kiss on the cheek
- Your friend pats you on the behind

- Your partner wants to know where you are always
- Your partner sends you "sexts"
- Your parents/guardians tell you that you need to give them all your passwords to social media
- Your partner tells you that you cannot wear your favorite shirt
- Your friend tells you that they love you

Critical Questions:

1. What could contribute to a person feeling comfortable or uncomfortable during prompt____?
2. What if instead of a family member giving you a kiss, it was your partner or a friend? Would that influence your choice? Why?
3. What are some ways that we can set a clear boundary for cases such as prompt ____?
Chose a prompt that received the most thumbs-down or side-thumbs.

Outcomes

Students will have been introduced to different types of boundary setting and will be able to see the importance establishing physical, emotional, and digital boundaries.

Closure:

Restate the importance of setting and respecting boundaries in ANY type of relationship. Remind students that everyone has different levels of tolerance and that boundaries might exist on a spectrum. If it feels bad to you then it is bad! If you are having trouble in a relationship or if you ever feel unsafe, please talk to a counselor or another trusted adult. There are many people who care about you and there is a lot of help and support available to you if you need it.

30-minute Follow Up Lesson (2/3)

Setting And Accepting Boundaries: part 2

Content Area(s)/Course/Grade:

Advisory
7th-10th grade

Materials:

White board, writing utensil, space to conduct the activity, access to internet to show a video, medium sized poster paper (one per group), printed scenarios.

Lesson Topic:

Boundaries/ Lesson 2

Type of activity:

Group

Objectives:

- Practicing skills on setting and respecting boundaries.
- Moving through awkwardness of boundary setting

Context for Learning

As we saw in the previous lesson, it is important to be able to set boundaries for ourselves to create a healthy sense of identity and self-awareness.

However, setting and accepting those boundaries can feel awkward. Practicing these skills in our everyday life will make it easier to accept and respect boundaries.

Instructional Delivery

Introduction 5 minutes:

Setting boundaries is an important part of any relationship. However, setting and respecting boundaries can sometimes feel awkward. In a romantic relationship or even in friendships, both people should know each other's wants, goals, fears and limits. You should feel comfortable honestly communicating your needs to your partner without being afraid of what they might do in response.

In today's activity we will be looking at different scenarios and you will first determine if the scenario is realistic or not. Then you will be looking at how the people in the scenarios might be feeling then we will have a discussion and we will end this activity by looking at a video that shows us how to set and respect one's boundaries.

Instructions for teacher:

- Assign or have students choose a group of 3 or 4.

Activity 10-15 minutes

Instruction for students:

1. Divide your poster into 3 sections, 1 for each scenario.
2. Analyze scenarios 1 and 2, and determine the following (write answers on poster):
 - How are the 2-people feeling?

- What verbal/non-verbal cues could be given to set boundaries in the scenario? (you may need to ask the class to give an example of a verbal and non-verbal cue)
 - What verbal/ non-verbal cues could be given to respect the boundary that is set?
3. For scenario 3, you and your group will try to provide advice to your friend. Write down your answers.

Sometimes boundaries are hard to identify. If that is the case, remember that it is ok to ask and clarify. All of you deserve to be safe and comfortable in a relationship.

Now, let's watch a video that will give us a better understanding on how to move past awkwardness of boundaries and how to accept and respect them.

I want you to look for verbal and nonverbal cues that the person is giving consent or not for each thing.

<https://www.youtube.com/watch?v=n6X5I7xoxEY>

Outcomes

Students will have practiced and seen different ways to set boundaries and how to respect them. Asking and checking in with partners will have been normalized.

Closure:

Restate that boundaries are important in any relationship and it is ok to ask if boundaries are unclear.

Scenarios:

1. Chris and Jesse are one of the first couples in 7th grade. Chris loves that everyone knows they're a couple, and always holds Jesse's hand in the hallway or puts her arm around Jesse. Jesse really likes Chris, but has never been a physical person and doesn't like the public touching. The next time Chris sees Jesse at school, she wraps her arm around Jesse's waist, gives a gentle squeeze and says, "Hi!" Jesse, embarrassed, says, "You don't have to do that every time we see each other." Chris pulls back immediately, says "fine" and walks away.
2. Sam and Alex have known each other since 3rd grade. Throughout the years, they have become good friends. One evening, they are hanging out at Sam's house and Sam asks Alex if they would like to vape. Alex ignores the question and changes the topic. Sam, then asks once again, but this time, Sam take out their dad's and begins to hand it to Alex. "Come on, don't be a baby, and anyway, it doesn't even taste like smoke." Alex moves away from Sam and says "I don't know. I mean, I just don't feel like it right now." Sam, gets frustrated and walks out the room.
3. Jazz is younger than Sammy by 2 years. They are siblings. Both are in middle school. Jazz always wants to hang out with Sammy and their friends. Sammy does not want to have Jazz around in school since they already must share a room. Jazz keeps insisting and Sammy keeps ignoring Jazz in school and avoiding the areas in which Jazz might be. One day, Sammy snaps and yells at Jazz "Get away from me! Go get a life of your own!"

30-minute Follow up Lesson: 3/3

Comfort and discomfort: Identifying our Own and Others' Boundaries, comfort zones, and differences.

Content Area(s)/Course/Grade:

Advisory
7th-10th grade

Materials:

White board, writing utensil, space to conduct the activity,

Lesson Topic:

Boundaries/**Lesson 3**

Type of activity:

Whole class

Objectives:

- Identifying and recognizing our own and other people's boundaries, comfort zones, and individual differences.

Context for Learning

Often, consent and boundaries can be hard to identify. Through this activity, students will be made aware of their own boundaries and they will be forced to read body language and identify when their partners begin to feel uncomfortable as well.

Instructional Delivery

Introduction 5 minutes:

In today's activity we will be working with multiple partners and we will be focusing on our own level of comfort. While participating in the activity, you will be reading your partners body language and trying to determine what they are trying to tell us through body language. This is a physical activity—and we are practicing observing and respecting boundaries and comfort levels. I want to challenge you to participate fully in this activity and also I want to remind you that you have permission to express your boundary if something is too uncomfortable. Please do that in a way that is respectful and kind. So maybe just saying "no thanks" and not "eww gross get away from me!" or something that could embarrass or hurt someone's feelings.

Activity 10-15 minutes:

1. Ask everyone to find a partner and to indicate once they have done so, either by raising their hands or linking their arms together.
2. Explain that you will be calling out different positions for them to form with their partner, such as "elbow to elbow" which means that the partners should touch their elbows together. Ask everyone to show you "elbow to elbow."
3. Tell them that there is one other action that they should be aware of and that is "partner to partner." When you call this out they must find a new partner as quickly as they can. They

cannot partner with the same person more than once.

4. Begin calling out positions at a somewhat rapid speed. Examples of positions are "elbow to elbow," "finger to finger," "knee to knee," "palm to palm," etc. After calling out three to five positions call out "partner to partner." You may need to remind them that means they should switch partners, and quickly!

5. Choose from the list of positions below. Rotate through the list as they switch partners.

6. Instruct students that if they feel uncomfortable with a position they can set a boundary and choose not to participate in that position.

Positions:

Thumb to thumb

Thumb to palm

Elbow to elbow

Shoulder to shoulder

Palm to shoulder

Knee to knee

Face to palm

Back to back

Head to shoulder

Ear to ear

Cheek to cheek

6. Discussion:

- Were there any positions that made you uncomfortable?

- What about it was uncomfortable?

Typical responses include: I don't know the person; the person was of the opposite sex; the person was of the same sex; it was just "too close;" it was like kissing.

- Did you know when your partner was uncomfortable? How?

- How did you let your partner know that you were uncomfortable?

Typical responses include: looking away, moving away, nervous laughter, body language, making eye contact, not making eye contact, saying "no" or other verbal cues.

- Did anyone try to find a friend during the partner switch? Why? Who would you have been more comfortable doing this game with?

The person I am dating, my best friend, my cousins, etc.

- What else has an impact on our comfort when it comes to personal space?

Typical responses include: gender, age, relationship with person, cultural background, behavior, etc.

- Would people have been comfortable playing this game with their boss, supervisor, or coworkers?

Responses might include: it's inappropriate to touch co-workers or for someone in a position of authority to touch their employee in some of those ways because if the employee is uncomfortable they might not feel that they can do anything about it without

losing their job.

7. Conclude activity by helping them to say what they learned:

- Every person has a comfort zone and that they can become aware of how they know when they are uncomfortable.
- Their comfort changes if the context (person, environment) changes.
- They are aware of many ways to tell if someone else is uncomfortable.

Outcomes

Students will have practiced and seen different ways to set boundaries and how to respect them. Asking and checking in with partners will have been normalized.

Closure: Restate that boundaries are important in any relationship and it is ok to ask if boundaries are unclear.