

## SAFE ENVIRONMENT LESSON PLAN ~ "BOUNDARIES – PART ONE"

### OBJECTIVES

The High School student will

1. Discuss ways that we respect ourselves and others
2. Identify appropriate boundaries for time, emotions, knowledge, and bodies.
3. Contrast healthy and unhealthy relationships.
4. List warning signs for unhealthy boundary uncrossing.
5. Recite NO, GO, TELL as action plan with a focus on assertive behavior.

### OVERVIEW OF CONTENT

#### **PART ONE ~ RESPECT FOR OURSELVES AND OTHERS**

This section of the lesson addresses ideas such as:

- Defining respect
- Listing ways of how we show respect for ourselves
- Discussing ways that people do not respect us

#### **PART TWO ~ SETTING APPROPRIATE BOUNDARIES**

This section of the lesson addresses ideas such as:

- Defining what boundaries are and why it is important to have boundaries in our life
- Describing our need for boundaries because of our fallen nature as humans
- Outlining the different types of boundaries: time, emotions, knowledge, and bodies

#### **PART THREE ~ BOUNDARIES IN HEALTHY AND UNHEALTHY RELATIONSHIPS**

This section of the lesson addresses ideas such as:

- Showcasing what healthy boundaries look like
- Contrasting unhealthy boundaries with healthy boundaries
- Learning what it feels like when a boundary is being crossed

#### **PART FOUR ~ WARNING SIGNS FOR BOUNDARY CROSSING**

This section of the lesson addresses ideas such as:

- Looking at the warning signs that someone is trying to cross your physical or emotional boundaries:
  - A person gives you alcohol or drugs.
  - A person tries to get you alone or asks you to keep a secret, or threatens if you reveal this.
  - A person tries to win you over with gifts, special praise or consideration.
  - A person uses conditions to get you to do something you might want. For example, "If you want a good grade, you need to have sex with me."
  - A person tries to isolate you from your support system (like friends and family).
  - A person uses persistent means of contact to be in touch with you (repeated calls, friend requests, text messages, etc.)
  - A person asks you many personal questions or shares too much personal information.
  - A person is persistent in trying to talk you into what they want, despite you saying no.

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### **PART FIVE ~ NO, GO, TELL SAFETY RULES**

This section of the lesson addresses ideas such as:

- Outing the action steps of NO, GO, TELL to help take action if someone is not respecting your boundaries
- Making it clear that there are trusted adults in your life who are here to keep you safe
- Practicing assertive responses to situations

### **ASSESSMENT**

Ask student to complete

- Refusal and assertive skills for safeguarding boundaries (Resource A)
- Self reflection on Personal Boundaries (Resource B)
- 1 Corinthians 13 thoughts on love (Resource C)