



Workshop Name: **What are boundaries**

Number of Class: **1/1**

Name of Class: Naming my boundaries

Date:

Teacher:

Duration: a one-hour long session

Development Key: What are boundaries – naming my boundaries

Lesson Objective: For students and or other participants to understand what boundaries are, and for what they would like their own boundaries to be.

Materials Needed: Paper, pencils and erasers / white board, white-board markers, eraser

Parts Methodology

Preparation of students, their motivation, context, coming from

Introduction – Facilitator asks “What are boundaries?” After gleaning what students say facilitator says “Ok, these are all great ideas – and today we are going to talk about boundaries are, and what yours may be.” (3-4 minutes)

Main hook – Facilitator explains boundaries as rules that we set for ourselves; for how we wish others to treat us and be with us, based on what makes us comfortable or uncomfortable.

Facilitator states that one of their boundaries is having personal space – and asks for who else is this a boundary? (3-4 minutes)

Presentation – main concept, lecture, discussion, presentation, activity, evaluation, revision

Activity 1: Students are called to a circle and given a couple of minutes to think – as the facilitator says “Think about a few of your boundaries, then we will go around the circle and each person will state one of their boundaries with a pose that shows that boundary.” As an example the Facilitator might show not participating in gossip as plugging their ears, or not smoking by show an x with their fingers over their lungs.

Conclusion

When every student has had a chance to share, the facilitator states that “Sometimes when we are ready, or when we want to, we can extend our boundaries with certain people or even change them as we grow.” (25 minutes)

Activity 2: Students are asked to go back to their desks and given a sheet to write down at least 7 of their right now boundaries down on the sheet. Students who finish early can add more boundaries to their sheet or begin

to decorate their sheet with images that show those boundaries – these sheets will either go on their desk, or up on the walls in the room. (20 minutes)

Analysis and Conclusion: Students have until the end of the period or time given to finish decorating their sheets and then handing them in, so that they can be put up as a reminder in a timely fashion.

This lesson leads to No no Nooooooooo – a curriculum on drama games about – how to say no, and how to say no when someone crosses our boundaries. (2-3 minutes)

Analysis - How did the class go and how will this inform the next class?

Accommodations for students with difficulties

A mix of writing, games, activities and questions allow for students to differentiate their focus, allow for movement, and allow for students to soak in information via various sensory avenues.

Accommodations for advanced students

Advanced students are encouraged to think up more of their boundaries and to think about how their boundaries could and may change over time.

Evaluation:

Boundary sheet – That the sheet has 5-7 boundaries written on it by the student – showing that they have thought about their boundaries, and understand more what their boundaries are.