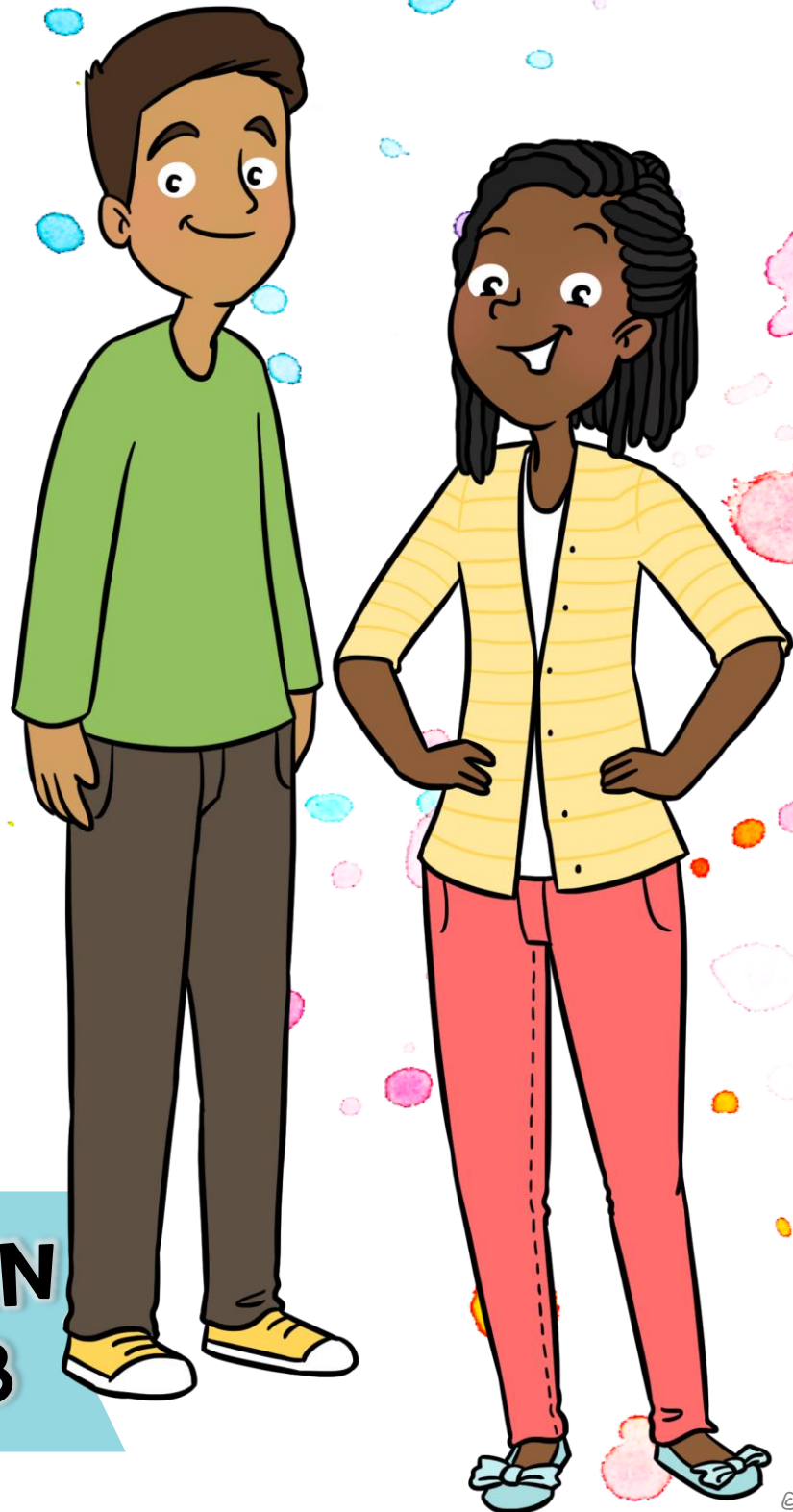


# SAFETY:

## Boundaries and Relationships



**LESSON PLAN  
GRADES 6-8**

# Safety: Boundaries and Relationships

## Lesson One: Consent & Boundaries

### LEARNING OBJECTIVES:

1. Students will be able to describe healthy boundaries.
2. Students will be able to define and explain what is meant by consent.

### MATERIALS:

- ☐ Safety: Boundaries and Relationships PowerPoint
- ☐ Boundaries Anchor Charts
- ☐ Big Deal Or Not Scenarios and T-Chart
- ☐ Reflection Page
- ☐ Markers, Writing utensils

### WARM-UP:

- ☐ Step Forward
  - ☐ Ask students to stand in the back of the room, in straight lines.
  - ☐ Using the Step Forward statements, read one statement at a time.
  - ☐ Students will step forward if it is a statement that makes them uncomfortable and stay in place if it is a statement that feels comfortable.
  - ☐ Encourage students to share their reasoning for why they moved or did not move.
  - ☐ After all statements have been read, ask students:
    - ☐ What sort of statements made you feel uncomfortable?
    - ☐ How did it feel to move forward and demonstrate that you were uncomfortable?
    - ☐ Are there times in our life, that we have to assert ourselves when something is uncomfortable?

### ACTIVITY:

- ☐ Using the PowerPoint presentation, facilitate the first lesson: Consent And Boundaries.
- ☐ Use the Anchor Charts to facilitate the Boundaries activity.
  - ☐ Divide the class into 6 groups and provide one chart and one marker per group.
  - ☐ Groups will take 5-8 minutes to brainstorm examples for their chart.
    - ☐ Students should consider what boundaries might feel, sound or look like.

# Safety: Unwanted Touches

## Lesson One: All The Parts Of Me

### ACTIVITY CONTINUED:

- ☐ After time is up, students will lay their charts on a desk or tape to a wall, so all charts in a circle around the room. Students should stand by the chart they worked on.
- ☐ Moving clockwise around the room, one group at a time, have students read their examples.
- ☐ Provide an opportunity for students to add an example if one has been left out.
- ☐ After Boundaries activity, continue PowerPoint.
- ☐ Facilitate Big Deal or Not? Scenarios.
  - ☐ Divide class into equal groups (ensure they are different than the Gallery Walk Groups).
  - ☐ Each group will receive all scenarios as well as a T-Chart heading page. Groups will read the scenarios and determine if the situation is a big deal, or not. A 'big deal' would be a situation where consent or boundaries are dishonored. Students should explain their reasoning and discuss as a group to make a decision.
  - ☐ After a given time, review as a class.
    - ☐ Call on one group at a time. The group will select a scenario read aloud and explain if it is a big deal, or not. Groups should not share out the same scenario.
- ☐ Provide reflection sheet to students. After a given time, review as a class

### DISCUSSION:

- ☐ Use Discussion Questions embedded in the PowerPoint.

### EVALUATION:

#### STUDENT:

- ☐ Were the students able to how to describe how to respond if they experience an unwanted touch?

#### Leader:

- ☐ Did the students meet the learning objectives?

# Safety: Unwanted Touches

## Lesson One: All The Parts Of Me

### **ASCA MINDSETS AND BEHAVIOR**

#### **MINDSET STANDARDS**

**School counselors encourage the following mindsets for all students.**

M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being

#### **BEHAVIOR STANDARDS**

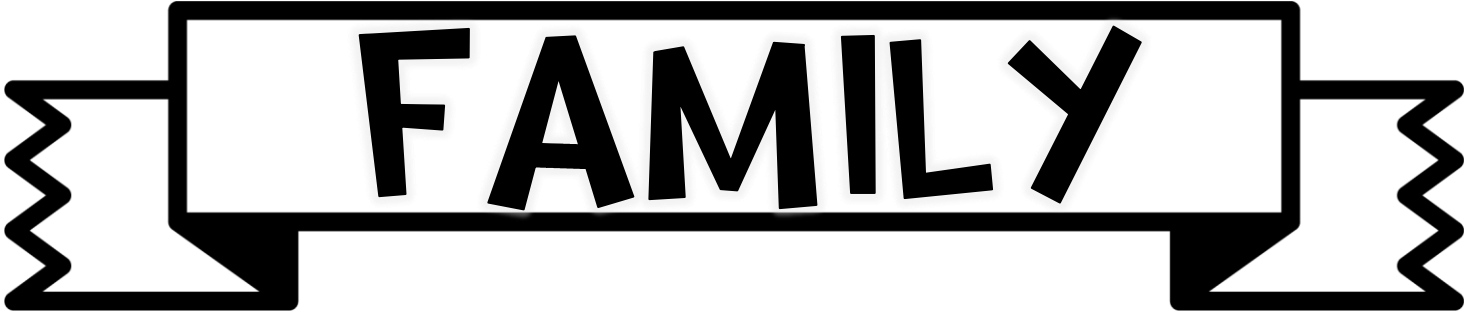
**School counselors provide culturally sustaining instruction, appraisal and advisement, and counseling to help all students demonstrate:**

B-SMS 9. Personal safety skills.

B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary.

# Step Forward Statements

- ☐ You have to give a presentation in front of the class.
- ☐ A teammate offers a high five after you make a good play.
- ☐ You see your Great Aunt at a family reunion, and she gives you a tight hug.
- ☐ At the gas station, a stranger stands really close to you while you are waiting in line.
- ☐ A classmate encourages you to try out for the school play.
- ☐ During recess, your best friend links arms with you while you are walking around.
- ☐ The bus driver gives you a fist bump.
- ☐ At the school dance, a classmate walks up to you and grabs your hand, pulling you into a slow dance.
- ☐ You overhear your friend telling a classmate about the divorce your parents are going through. You had asked her not to tell anyone.
- ☐ Your friend's older sibling offers to give you and your friend a ride to the mall.



# **FAMILY**

## **PHYSICAL BOUNDARIES**

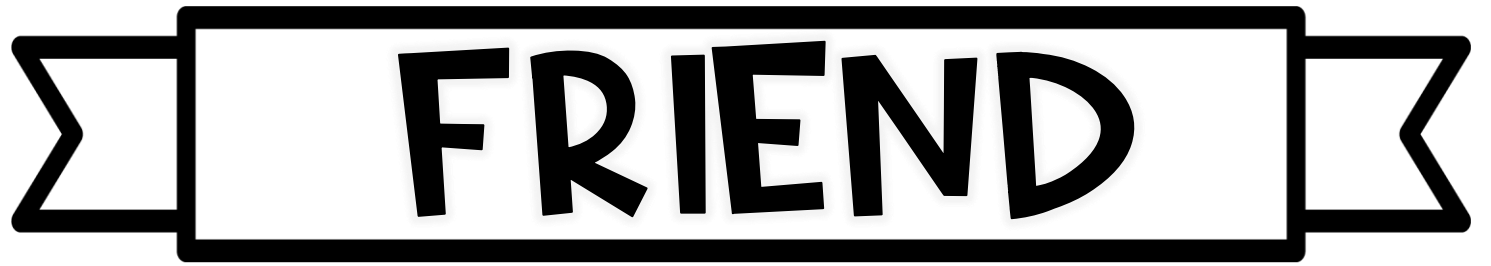
# FAMILY

## Emotional Boundaries

# FRIEND

## Physical Boundaries





Emotional Boundaries

# ACQUAINTANCES

## Physical Boundaries

# ACQUAINTANCES

## Emotional Boundaries

**BIG DEAL**

**NOT A  
BIG DEAL**



## **BIG DEAL OR NOT?**

Camryn is in physical education class, playing freeze tag. Toby runs by her and tags her, on her bottom. Camryn is upset but Toby claims he was just playing the game.



## **BIG DEAL OR NOT?**

Kalani tells Lacee that she is talking to Sam, but doesn't want anyone to know. Later, Lacee tells Amber that Kalani is dating Sam.



## **BIG DEAL OR NOT?**

William has been talking to a guy online. He has never seen him in person. The guy invites William to meet him at a local park. William isn't allowed to date so chooses not to tell his parents.



## **BIG DEAL OR NOT?**

At the school dance, Gavin asks Nia to dance. She says no, she isn't interested. Gavin follows her around, telling her she needs to get over herself and no one else is going to look at her ugly body.



## **BIG DEAL OR NOT?**

Hope goes to the movies with Brody. At the end of the date, Brody asks Hope if he can give her a hug goodbye.



## **BIG DEAL OR NOT?**

Jill comes home from school and goes straight to her room, almost crying. Her mom opens her bedroom door and asks what's wrong. Jill tells her she doesn't want to talk right now, maybe later.



## **BIG DEAL OR NOT?**

Luka asks for Alex's Snapchat name. Alex gives him his username and asks if Luka wants to hang out sometime.



## **BIG DEAL OR NOT?**

Max meets Laine at the library for a group project. Laine suggest sitting on the couch and tries to grab Max's hand. Max pulls his hand back and tells Laine he'd rather sit at a table.

Name: \_\_\_\_\_

## **SAFETY: CONSENT & BOUNDARIES**

A **PHYSICAL** boundary I have is:

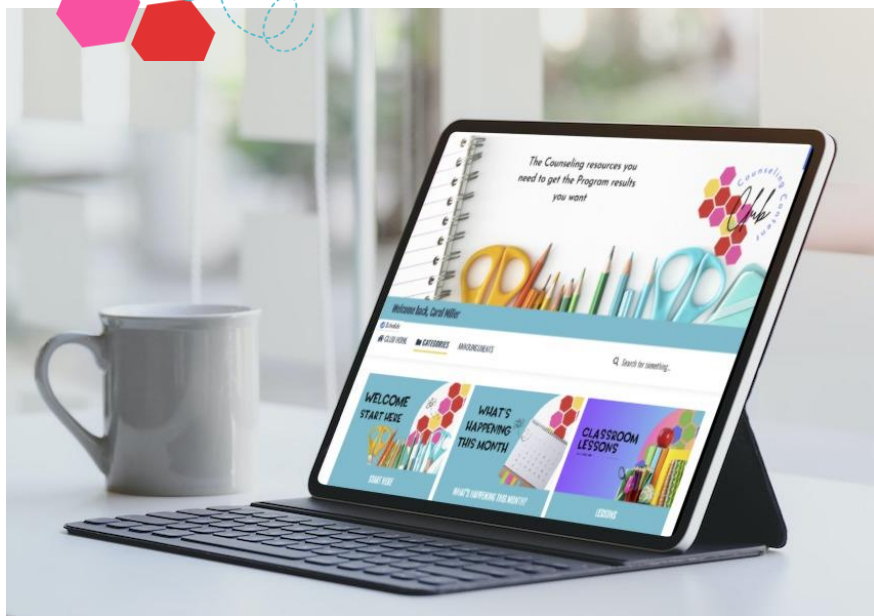
An **EMOTIONAL** boundary I have is:

To me, **CONSENT** looks or feels like:

When someone **DOESN'T RESPECT** my  
boundaries or **DISHONORS** my consent, I can:



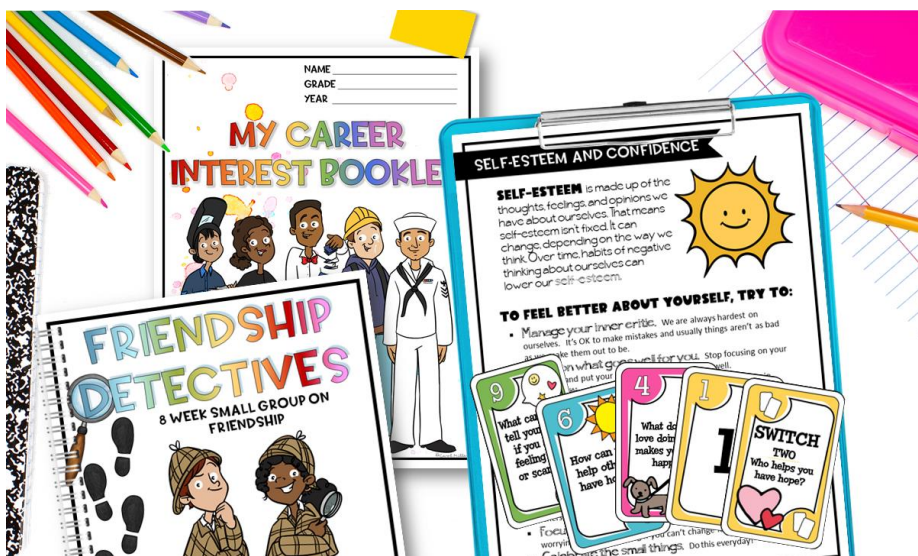
# What is the COUNSELING CONTENT CLUB?



*Quite Simply, It's*  
A monthly resource subscription service that delivers ready to use lessons, groups and individual counseling resources to you, so you can spend more time working directly with students and spend less time planning.

## Plus

You'll get access to a resource library, trainings, a private Facebook community, and monthly zoom meetings to talk all things school counseling, *plus* you can earn graduate level credits as you learn with us!



## HOPE TO SEE YOU INSIDE THE CLUB!



# HOW TO JOIN?

## Content Club Subscription Options



### MONTHLY OPTION:

\$29/mo

- A year long curriculum map so your Scope and Sequence is planned out for you!
- Access to all our lessons, groups, and individual curriculum with new materials added all the time!
- Growing resource library of ready-to-use tiered interventions, templates, forms, room décor and more
- Monthly networking session - our monthly buzz
- Private Facebook community
- Trainings and PD that tailor to your needs

### ANNUAL OPTION:

\$290/yr

- A year long curriculum map so your Scope and Sequence is planned out for you!
- Access to all our lessons, groups, and individual curriculum with new materials added all the time!
- Growing resource library of ready-to-use tiered interventions, templates, forms, room décor and more
- Monthly networking session - our monthly buzz
- Private Facebook community
- Trainings and PD that tailor to your needs
- **PLUS:** Two months free every year

*Plus:*

You can earn Graduate Credit Through The University of the Pacific by being a member. . .just attend our PD trainings!

[READY TO TRY IT YOURSELF?](#)



# Carol Miller

## COUNSELING ESSENTIALS

### Hi, I'm Carol!

I am a school counselor in NY. I have over 25 years experience as a counselor in all 3 levels, middle school, high school and currently, elementary. I was awarded the NY School Counselor of the Year Award in 2014 and was the NY Representative for the American School Counselor of the Year Award at the White House in January of 2016. School Counseling is my passion.

I am a strong proponent for school counseling programs, and I am always looking for ways to help my fellow colleagues, to share my knowledge and learn from them. I co-sponsor the School Counselor | Community Scholarship and find great joy in helping counselors attend top notch professional development by sending them to the ASCA conference each year. In addition, I have held various board positions with the New York State School Counselor Association.

My lessons are designed using the ASCA National Model and lesson plans align with the corresponding Mindsets and Behaviors. My goal is to help students find personal, academic, career, and social/emotional success and help school counselors move their program from striving to thriving.

### Making the Good Better.

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