Instructional Sample:

**Boundaries**

Grade 4-7, Physical and Health Education

**Overview:** This interactive activity is an opportunity to explore and experience how our bodies might respond to our boundaries being approached or crossed.

**Big Ideas:**

* Understanding ourselves and the various aspects of health helps us develop a balanced lifestyle.
* Personal choices and social and environmental factors influence our health and well-being.
* Developing healthy relationships helps us feel connected, supported, and valued.

**Curricular Competencies:**

* Identify and describe avoidance or assertiveness strategies to use in unsafe and/or uncomfortable situations
* Describe and apply strategies for developing and maintaining positive relationships
* Describe and apply strategies that promote a safe and caring environment
* Explore and describe strategies for managing physical, emotional, and social changes during puberty

**Content:**

* Strategies and skills to use in potentially hazardous, unsafe or abusive situations, including identifying common lures or tricks used by potential abusers
* Physical, emotional, and social changes that occur during puberty, including those involving sexuality and sexual identity

**Core Competencies:**

* Communication: Explain/recount and reflect on experiences and accomplishments
* Thinking: Critical Thinking – Analyze and critique
* Personal and Social: Positive Personal and Cultural Identity – Personal values and choices
* Personal and Social: Personal Awareness and Responsibility – Self-determination
* Personal and Social: Social Responsibility – Building relationships

**First Peoples Principles of Learning:**

* Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
* Learning involves recognizing the consequences of one’s actions.
* Learning requires exploration of one’s identity.

# **Learning Activity**

**Time**: 10–15 minutes

## Pre-activity questions/discussion

Part of developing sexual self-esteem and well-being is becoming aware of our boundaries and limits, knowing that they are worth respecting and communicating them to others.

* What is a boundary?
* What might be some examples of personal boundaries?
* Do we all have the same boundaries?
  + We all have boundaries, and we all have different boundaries, and that is okay.
  + There is nothing wrong with having boundaries or limits when it comes to anything, including sex.
* What does it feel like when our boundaries get crossed? *Prompt for what it feels like in our bodies: sweaty palms, butterflies in the stomach, and so on.*
* Our bodies give us signals when our boundaries are being approached or crossed. It’s important that we listen to our bodies and pay attention to other peoples’ bodies as well.
* If we feel that our boundaries are being crossed, we are probably right. And we have the right to say, “I don’t feel comfortable with this right now.”
* How do we know what our own boundaries are and what other peoples’ boundaries are? Our next activity explores this.

## Setup

1. Have everyone stand in two lines, facing a partner.
2. Have the partners take turns walking slowly toward each other.
3. Have each partner point out anything they see (e.g., giggling, smiling, shoulder tension) that means they have already crossed the other’s boundary.
4. Have the partners back up, and then ask if they can walk forward again to solidify the boundary.

OR:

1. Have a volunteer come up from the group.
2. Stand a few feet away from the volunteer. Explain that you will slowly take steps toward them and that you want them to tell you to stop when you’re as close as they want you to be.
3. Assure them that you won’t take it personally and that you know it’s not about you.
4. They will usually let you get too close, so point out anything you see (e.g., giggling, smiling, shoulder tension) that means you have already crossed their boundary.
5. Back up, and then ask if you can walk forward again to solidify the boundary.

## Debrief

* Ask students/the volunteer to explain how that felt and where they felt it in their bodies. Ask them if their boundaries might change under different circumstances.
* Ask the group if they noticed any changes in the partner’s/volunteer’s body language. Be specific.
* Was it easy to tell that their boundaries were being crossed?
* What changes in body language did you notice that let you know their boundaries were being crossed?

## Conclusion

* It is important to know where your boundaries are in your body and to listen to them.
* And it is just as important to pay attention and tune into when we think we may be crossing someone else’s boundary.
* If we are having a hard time reading someone’s body language, the only way to know for sure is to ask! This has to do with consent!

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*YouthCO is a youth-led, [values-based](http://www.youthco.org/about_us" \t "_blank), HIV and Hep C organization that seeks to reduce stigma related to HIV and Hep C throughout BC. We've been around since 1994 providing peer education and support to communities most affected by HIV and Hep C. We offer peer-facilitated workshops on a variety of topics, including sexual well-being, HIV, and Hep C. To book a workshop, visit us online at* [*www.youthco.org*](http://www.youthco.org)*.*

**Resources**

## Sexual and reproductive health education

### Websites/Phonelines

The following websites and phonelines provide information and resources on various sexual and reproductive health topics:

* + <http://teachers.teachingsexualhealth.ca/>
  + <http://www.sexualityandu.ca>
  + <http://www.scarleteen.com/>
  + Sex Sense Line: 1-800-SEX-SENSE
  + Kids Help Phone: 1-800-668-6868 ([KidsHelpPhone.ca](https://www.kidshelpphone.ca/teens/home/splash.aspx))

### Services

The following organizations/individuals provide sexual and reproductive health education and other supports for teachers and/or parents:

* + [Native Youth Sexual Health Network](http://www.nativeyouthsexualhealth.com)
  + [Options for Sexual Health](https://www.optionsforsexualhealth.org/)
  + [Saleema Noon Sexual Health Educators](http://www.saleemanoon.com/)
  + [Sexplainer](http://www.sexplainer.com/)
  + [YouthCO](http://www.youthco.org/)

## Sexual orientation and gender identity

### Websites and tools

The following websites and tools provide information and resources on various sexual orientation and gender identity topics:

* + [Pride Education Network](http://pridenet.ca/resources)
  + [Questions and Answers: Gender Identity in Schools](http://librarypdf.catie.ca/pdf/ATI-20000s/26289E.pdf)
  + [Questions and Answers: Sexual Orientation in Schools](http://librarypdf.catie.ca/pdf/ATI-20000s/26288E.pdf)

### Services

The following organizations provide supports for teachers, parents, and students:

* + [C.A.L.L. Out!](http://www.vch.ca/your-health/lesbian-gay-bisexual-transgender-twospirit/c.a.l.l.-out-/call-out)
  + [The Trevor Project](http://www.thetrevorproject.org/)