

LEARNING OUTCOMES

At the end of the lesson, the students are expected to:

- Understand emotional boundaries.
- Learn how to apply emotional boundaries in their lives.

MATERIALS

- Paper
- Pencils
- Coloring supplies

ESSENTIAL QUESTIONS

- What are emotional boundaries?
- How do I put emotional boundaries in place?

CHECK-IN / WELCOME (5 MINUTES)

Say: "Before we jump into our Aevidum lesson, let's take a moment to check in. I'd like everyone to complete the sentence: 'One way I take care of myself is by _____.'"

- Pause for students to reflect.

Say: "Think about something you do, big or small, to take care of yourself. It could be something like playing a game, talking to a friend, reading, or maybe just taking a deep breath when things feel tough."

- Give students time to share.

Say: "Taking care of yourself is so important. Today, we're going to talk about another way we can take care of ourselves: emotional boundaries."

GUIDED DISCUSSION / TOPIC INTRODUCTION (10 MINUTES)

Say: "Let's dive in! So, what exactly are boundaries? Boundaries are like invisible lines or limits that help us feel safe, protected, and respected. They can be physical, like personal space, or emotional, like protecting our feelings. Emotional boundaries are especially important because they help us decide:

- What we are okay with: What's acceptable to us emotionally.
- What we are not okay with: What makes us uncomfortable or hurt our feelings.
- How we want others to treat us: How we expect to be treated by others."

"Now, think about your own emotional boundaries. Why do you think emotional boundaries are important?"

- Pause for students to reflect and share.

Say: "Yes, great answers. Emotional boundaries help us protect ourselves from feeling hurt, angry, or uncomfortable. They also help us communicate when we're not okay with something, so we can make sure others understand how we feel."

CONTINUED GUIDED DISCUSSION / TOPIC INTRODUCTION (10 MINUTES)

Ask: "Have you ever experienced someone crossing your emotional boundary? Maybe someone said something that made you upset, or maybe they did something that made you feel uncomfortable. This could be something like someone reading your diary without permission or someone who keeps interrupting you when you're talking. What did that feel like for you?"

- Give students time to reflect and share.

Say: "It's completely normal to feel upset or uncomfortable when someone crosses our boundary. But the good news is, we can set those boundaries and let others know when something isn't okay."

"Here are a few examples of what emotional boundaries might sound like:

- 'I need some space right now.'
- 'Please do not say that to me, it hurts my feelings.'
- 'You are not being kind to me, and I need you to stop.'"

Say: "These are healthy ways to express our boundaries. It's important to remember that we can always set a boundary when something feels uncomfortable. Now, let's think of some other ways we could set emotional boundaries. What might you say if you needed to protect your feelings? I want you to come up with one or two examples of what you could say to set a healthy boundary."

- Give students a moment to think and share examples.

ACTIVITY: MY BUBBLE BOUNDARY (20 MINUTES)

Instructions:

- Say: "Now we're going to do an activity called 'My Boundary Bubble.' This will help us reflect on our emotional boundaries and what makes us feel safe."
- Say: "Take a blank sheet of paper and draw a large circle in the middle. This circle will represent your boundary bubble. In the center of your bubble, write or draw things that help you feel safe emotionally. This might be things like:
 - Time alone to relax.
 - Spending time with friends who make you feel good.
 - Talking to a family member about how you feel.
- On the outside of the bubble, write or draw things that you do not like or things that hurt your feelings. This could include things like:
 - Being teased.
 - Someone making fun of you.
 - Having someone invade your personal space."
 - Give students time to complete the activity.
- Say: "Take your time and think carefully about what goes inside and outside your boundary bubble. This is your space to reflect on how you feel and what helps you feel safe emotionally."
- After some time, ask students to share their bubbles, but remind them that sharing is optional.

WRAP-UP (5 MINUTES)

Say: "Wow, you all did a great job creating your boundary bubbles. Now, let's quickly review what we've learned today:

- Boundaries are limits that help us feel safe and respected.
- Emotional boundaries are specific to our feelings, and they help us protect our emotional well-being.
- Setting boundaries is important, and we can use phrases like, 'Please stop that, it makes me uncomfortable' or 'I need some space right now' to express our boundaries."

Say: "Remember, if you want others to respect your emotional boundaries, you also have to respect theirs. Boundaries are about mutual respect and understanding."

Say: "Here's your Aavidum Challenge for this week: Notice when your boundaries are being crossed, whether it's someone saying something that hurts your feelings or invading your personal space. Practice using a calm boundary phrase, like, 'Please stop because that makes me uncomfortable,' or 'I need some space right now.'"