**Kellee Gray**

**Setting and Respecting Personal Boundaries**

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**Element 1: Classroom Context**

This lesson was delivered to an 8th grade quarter Health class towards the end of the quarter. There are 26 students enrolled in the class, 13 boys and 13 girls. Their experience in health education is wide ranging from some who have never had a health class to others who have had health in elementary and/or 7th grade. The participants engaged in a variety of activities where they had shown their self-advocacy skills. They were asked to draw upon prior knowledge in order to participate in discussions and produce a role play around self-advocacy and resisting pressures. All of these activities focused around the learning experience: “The teacher may model effective self-advocacy strategies so students can begin to advocate for setting and maintaining personal boundaries. (e.g. around substance use/abuse, sexual decision-making).” This lesson is designed with the intention that no matter the situation, we can apply the same resisting pressure skills to advocate for ourselves.