Instructional Unit Title: Setting and Respecting Personal Boundaries

The teacher may provide a description of a fictional (even stereotypical) teenage “ideal weekend” (e.g., parties, sleeping late, staying out all night, etc.) so students can evaluate the potential positive and negative outcomes of this “ideal weekend.”

The teacher may provide examples of positive character traits/models (e.g., model positive choice-making, think aloud, apologize and admit mistakes, follow through, show respect) so students can determine the positive healthy role models in their lives.

The teacher will use student-identified credible health resources (from previous Learning Experience) so students can begin making personal connections to (factual) information on potential physical, emotional and social effects of alcohol and drug use/abuse.

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).

The teacher may invite a guest speaker (e.g., nurse, doctor) to provide valid information pertaining to sexual health so students can analyze what constitutes informed decision-making around sexual activity.

The teacher may bring in examples of boundary setting behaviors related to dating and sexual activity so students can begin to develop verbal and non-verbal communication strategies for establishing their own personal boundaries.

The teacher may bring in (resources, data, etc.) to illustrate the connections between teen alcohol/drug use and decision-making around sexual activity so students can begin to analyze the potential (negative) consequences.

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PERFORMANCE ASSESSMENT: As a group of community health care professionals you and your fellow peers have been asked to design a Public Service Announcement (PSA) for teens using one of the following scenarios that will demonstrate an understanding of decision making and self-advocacy skills to maintain personal boundaries in order to minimize risky situations.

- A best friend is sneaking alcohol into school in soda bottles.
- A boyfriend/girlfriend is pressuring someone to be sexually active.
- Friends are going to a party without parent supervision and pressure others to attend.
- A social group wants a peer to lie to parents’ (about where they are going/what they will be doing)

You and your group members will create a PSA (e.g., video, power point, Prezi, brochure etc.) that would be shared school wide using one of the scenarios to illustrate personal boundaries, peer influence and decision-making skills.

Your PSA must address and revolve around this question: How do individual set and maintain personal boundaries that minimize risky behavior?

This unit was authored by a team of Colorado educators. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students. To see the entire instructional unit sample with possible learning experiences, resources, differentiation, and assessments visit http://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples.

Date Posted: June 10, 2014