

Grades 9-12  
Erin's Law Day 3  
April 19th, 2017

**TEACHER NOTE:** It may be necessary to pause the video to clarify information, allow students to ask questions, and to provide an opportunity for the class to process via discussion.

**Objective(s):**

The student will be able to...

- Students will understand boundaries
- Students will be able to understand balance of power
- Students will identify healthy and unhealthy relationships

**Materials:** Be the Change Video (Lesson 2 Chapter), Draw the Line worksheet

**Assignment(s):**

Assignment	Academic (A) / Personal Management (PM)	Standard(s)	Points	Assigned	Due
Draw the Line	N/A	SB 856 Erin's Law OAR 581-022-1440	*	4/19/17	4/19/17

*\*no points this week, focus is on being present and participating as appropriate.*

**Procedure:**

1. Begin advisory according to personal preference.
2. Take attendance.
3. Read Announcements.
4. Review the group agreements and check in re: any new thoughts or questions about the previous lesson.
5. Read:  
*"Today we are going to talk about relationships. These can include friendships, girlfriends, boyfriends, and relationships you have with teachers, coaches, and people at home. What we talk about today can apply to anyone you have in your life. Specifically, we are going to explore healthy vs unhealthy relationships. Let's watch the video to learn more."*
6. Watch video. (about 8 minutes)
7. Ask for comments or thoughts.
8. Teacher: *We have an idea of what self-esteem is and are aware that it can be influenced by others. Now we are going to talk about boundaries. When you hear the word boundary, you might think of a wall or a divider that clearly defines and separates two things. However, with people, it isn't always easy to have clearly defined boundaries. Boundaries between people are not just physical boundaries; there are also emotional boundaries. When you can share your emotions with someone and when do you need to keep them to yourself? There are also oral boundaries; about what you think is right and wrong. It can*

*be a real struggle when someone wants you to cross one of your oral boundaries. There are so many people in our lives, and what's an okay boundary with one person may not be okay with someone else."*

*Example: the way you act with your best friend is different from the way you act with someone you've just met. In fact, okay boundaries in one situation may not even be appropriate in another situation, such as the way you act with your best friend would not be the same way you act in class during a test.*

9. Transition to Draw the Line worksheet and follow instructions.

*\* Teacher: "Everyone has his or her own personal boundaries. There are some things that you are okay doing; however, there are other things that cross the line. Read each statement then decide if you think it is okay or if it crosses the line and violates your personal boundaries.*

*Take a look at the first statement—lying to a friend. If you would be okay with telling a lie to your friend, then it doesn't cross your personal boundaries. If you're not okay with lying to your friend, then it crosses your personal boundaries and you need to draw a line through it.*

*Keep in mind that you need to think about your personal boundaries, now what the person next to you marks or what you think you should mark. This will not be turned in and is just for you, to help gain awareness about your own personal boundaries."*

Allow students time to complete worksheet.

10. Debrief/Closure:

- Ask students to reflect (mentally or on the back of their worksheet) if there were any surprises? Thoughts that came up? Other scenarios that came to mind? Be aware of the possible need debrief students or refer (to the counseling center). Remember: the goal is only to provide information.
- Review the group agreement implementation and ask for any edits or updates to the agreement.
- Allow for down time/casual conversations as students prepare to exit AG.

NOTES:



# Lesson 2

## Healthy vs. Unhealthy Relationships

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### Draw the Line

**Directions:** For each statement, determine whether it does or does not cross your personal boundaries. Draw a line through all statements that cross the line.

Lying to a friend.

Spreading a rumor.

Wearing a bracelet that supports a cause you believe in.

Letting someone copy your homework so you can sit together at lunch.

Sharing your Facebook password.

Giving your friend a hug on her birthday.

Grabbing someone by the arm to keep her from going to class.

Saying no when asked to do something that makes you feel uncomfortable.

Telling your friend you are worried about her and asking if there is anything you can do to help.

Persuading someone to kiss you after he or she resists.

Intentionally making unwanted physical contact with someone in the hallway.

Telling your friend that you won't give him the answers to the test.

Writing a comment on your Facebook wall supporting your school's basketball team.

Daring someone to steal earrings from the mall.

Helping a friend who is struggling with Algebra 2.

Always telling your friends that they are stupid.

Telling a lie to your parents.