



# PERSONAL BOUNDARIES

HOW TO PROTECT THEM AND COUNTERACT BULLYING



# WHAT IS A BOUNDARY?

WHAT COMES TO MIND WHEN YOU HEAR THE WORD?





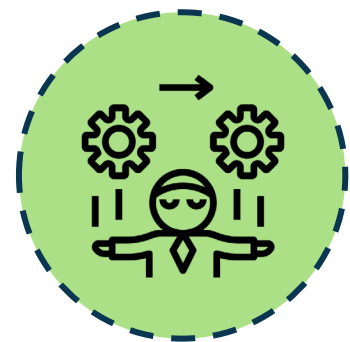
# BOUNDARY

A **BOUNDARY** IS A VISIBLE OR IMAGINARY LINE THAT DIVIDES OBJECTS OR TERRITORIES. IT SHOWS THE LIMIT BEYOND WHICH YOU SHOULDN'T GO. CROSSING A BOUNDARY WITHOUT PERMISSION HAS NEGATIVE CONSEQUENCES FOR THE INTRUDER.

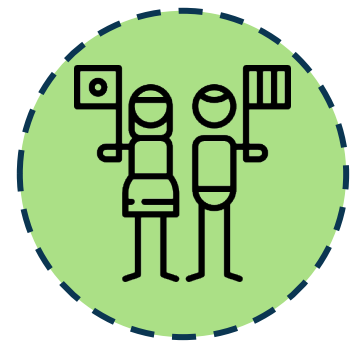


# PERSONAL BOUNDARIES

WHAT LIES WITHIN THEM? CHOOSE FROM SUGGESTIONS BELOW



ACTIONS



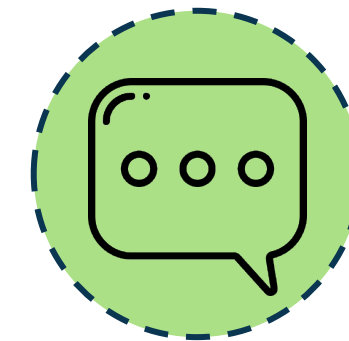
NATIONALITY



OPINION



THE ATTITUDE OF OTHERS



WORDS

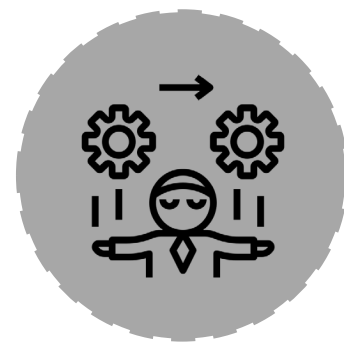


FEELINGS



# PERSONAL BOUNDARIES

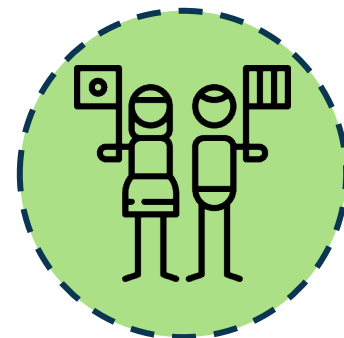
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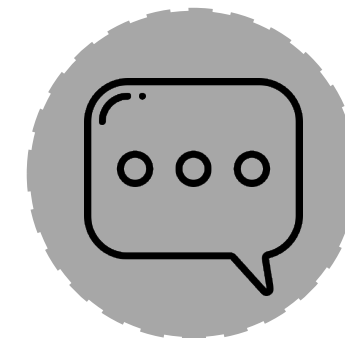
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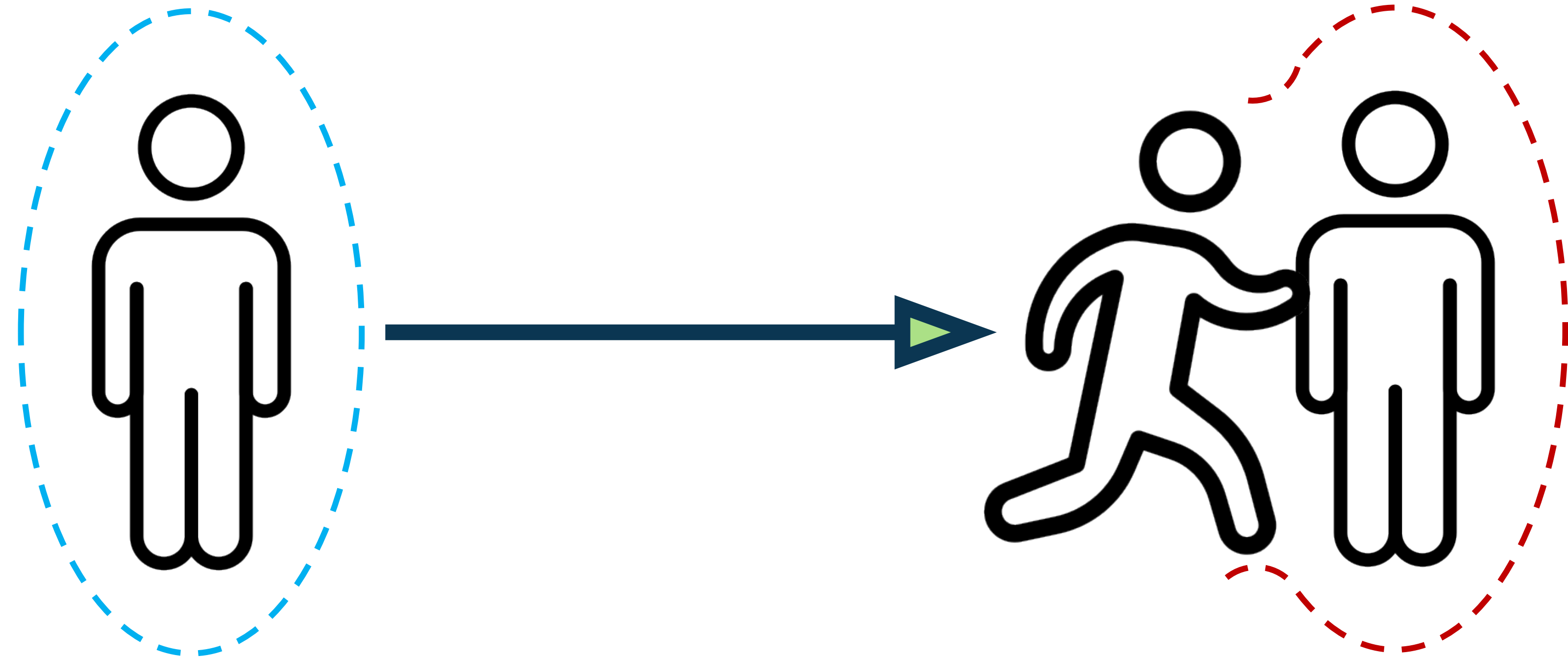
FEELINGS 



# PERSONAL BOUNDARIES

**PERSONAL BOUNDARIES** ARE AN INVISIBLE LINE THAT RUNS BETWEEN INDIVIDUALS, MARKING THEIR PERSONAL SPACE.

I LOOK,  
AM,  
FEEL,  
THINK



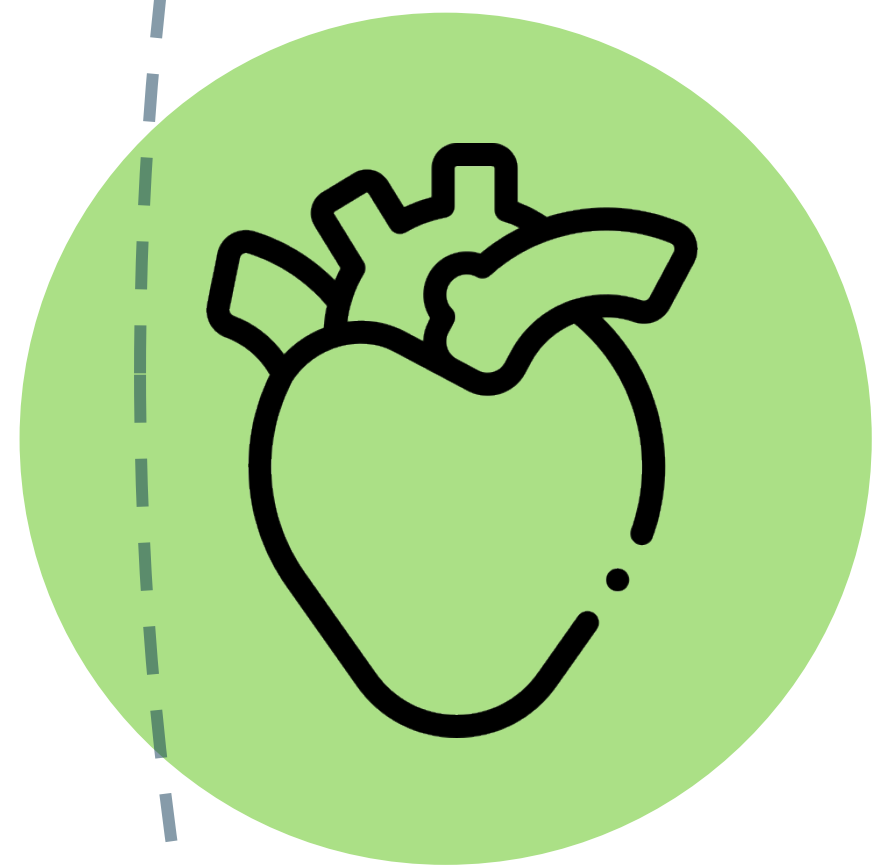
I SPEAK,  
ACT,  
SHOW



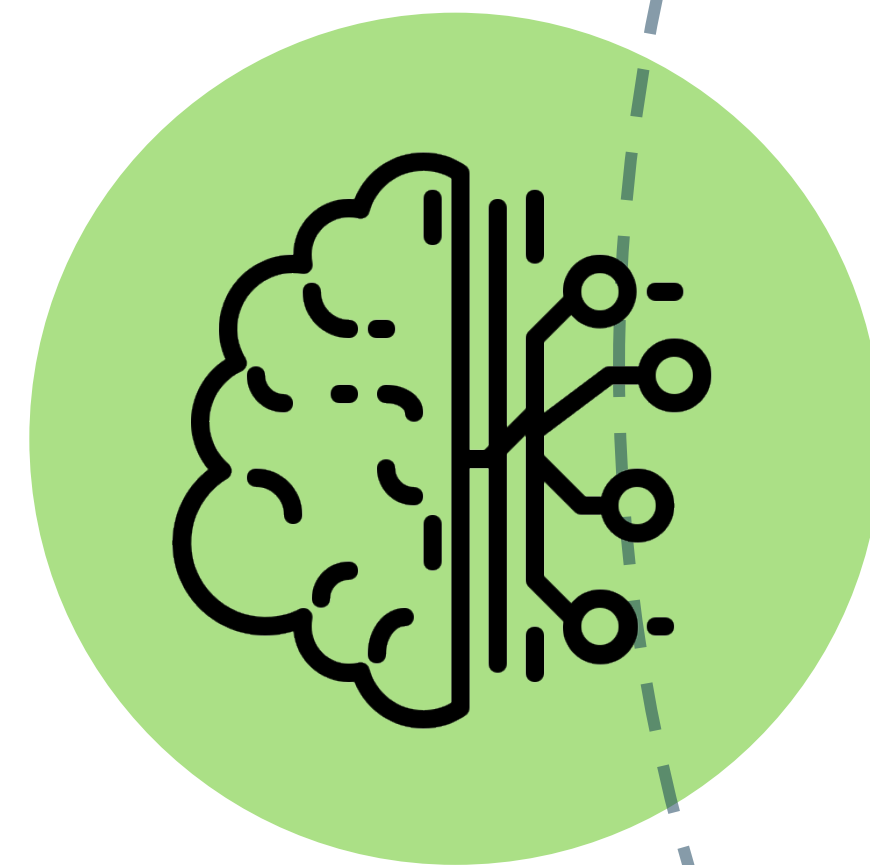
WHAT KINDS OF PERSONAL  
BOUNDARIES ARE THERE?



# TYPES OF PERSONAL BOUNDARIES:



PHYSICAL



PSYCHOLOGICAL





# PHYSICAL:



BODY



APPEARANCE



FIGURE



PERSONAL BELONGINGS



# PSYCHOLOGICAL:



VIEWS



THOUGHTS



FEELINGS



RELIGION



VALUES,



BELIEFS



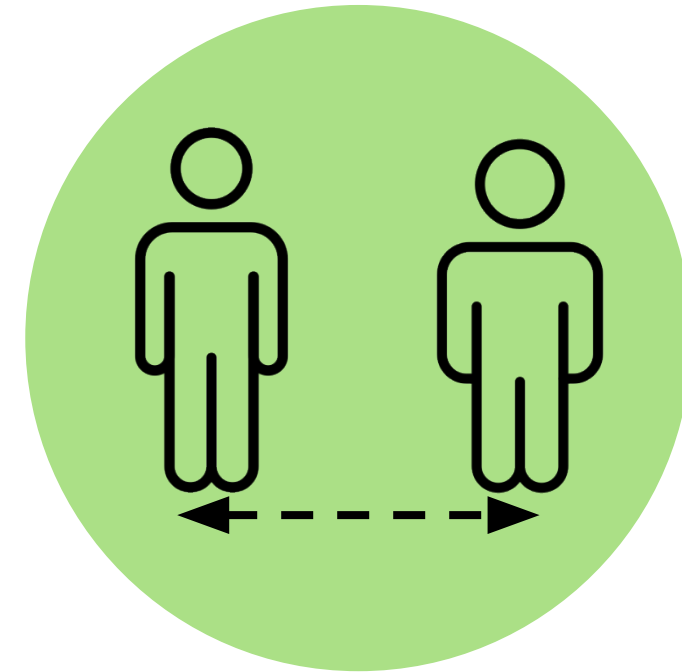
INTERESTS

# LEARN TO DEFINE BOUNDARIES

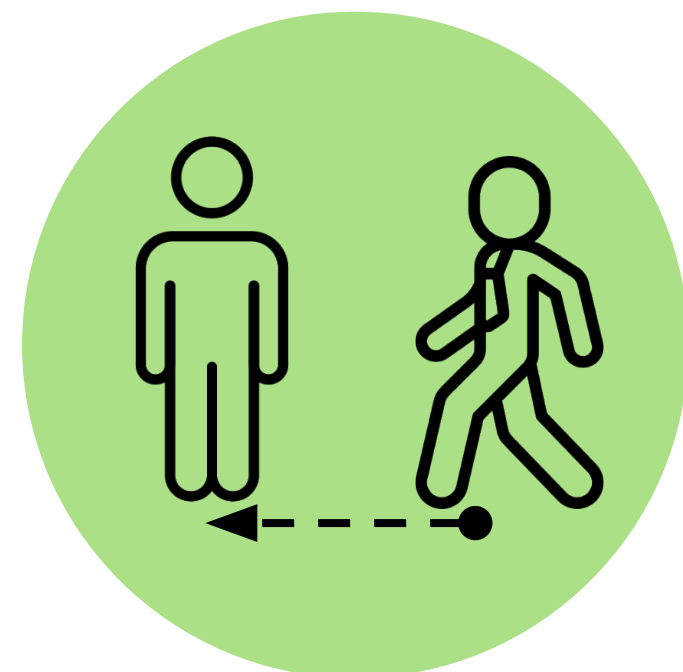
## EXERCISE



1. DIVIDE INTO PAIRS  
FIND A PARTNER AND  
STAND NEXT TO THEM



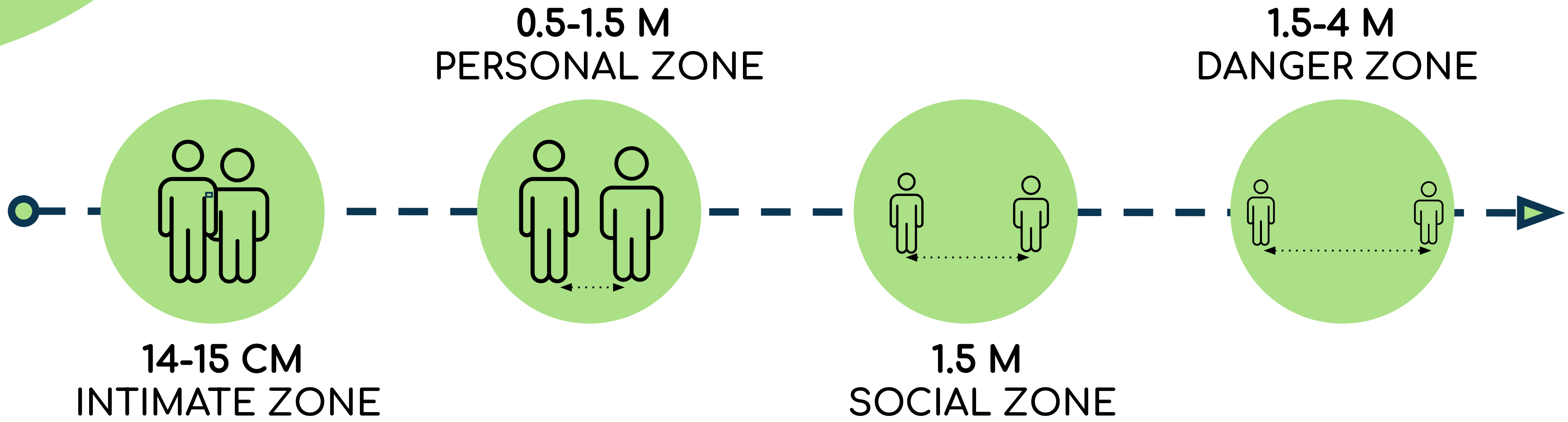
2. MOVE AWAY FROM EACH  
OTHER STUDENT A STANDS  
STILL, STUDENT B WALKS AS  
FAR AWAY FROM A AS POSSIBLE



3. START GETTING CLOSER  
WHEN YOU HEAR "START," STUDENT B SLOWLY BEGINS TO COME CLOSER.  
THE TASK OF STUDENT A IS TO SAY "STOP" AS SOON AS B CLOSE  
ENOUGH TO CAUSE **DISCOMFORT**. B HAS TO STOP AS SOON AS THEY  
HEAR "**STOP**"

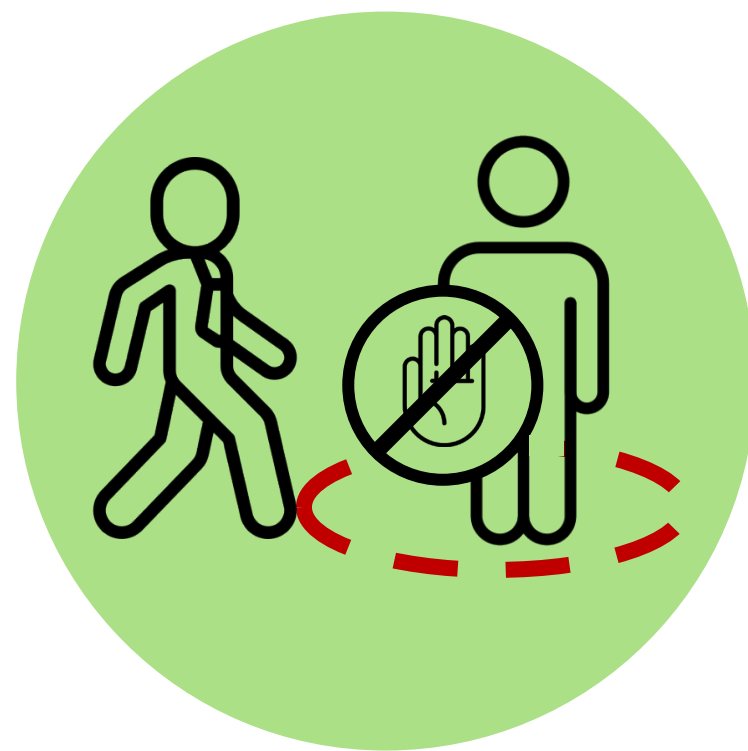


# BOUNDARIES OF PERSONAL SPACE:





# “STOP! THIS IS VIOLATING MY BOUNDARIES!”



IF PEOPLE AROUND YOU CAUSE YOU PHYSICAL OR EMOTIONAL DISCOMFORT WITH THEIR WORDS OR ACTIONS, THEY ARE VIOLATING YOUR PERSONAL BOUNDARIES.

IF THIS HAPPENS, YOU CAN SAY: “STOP, THIS IS VIOLATING MY BOUNDARIES AND MAKING ME FEEL UNCOMFORTABLE!”



# LETTER EXERCISE

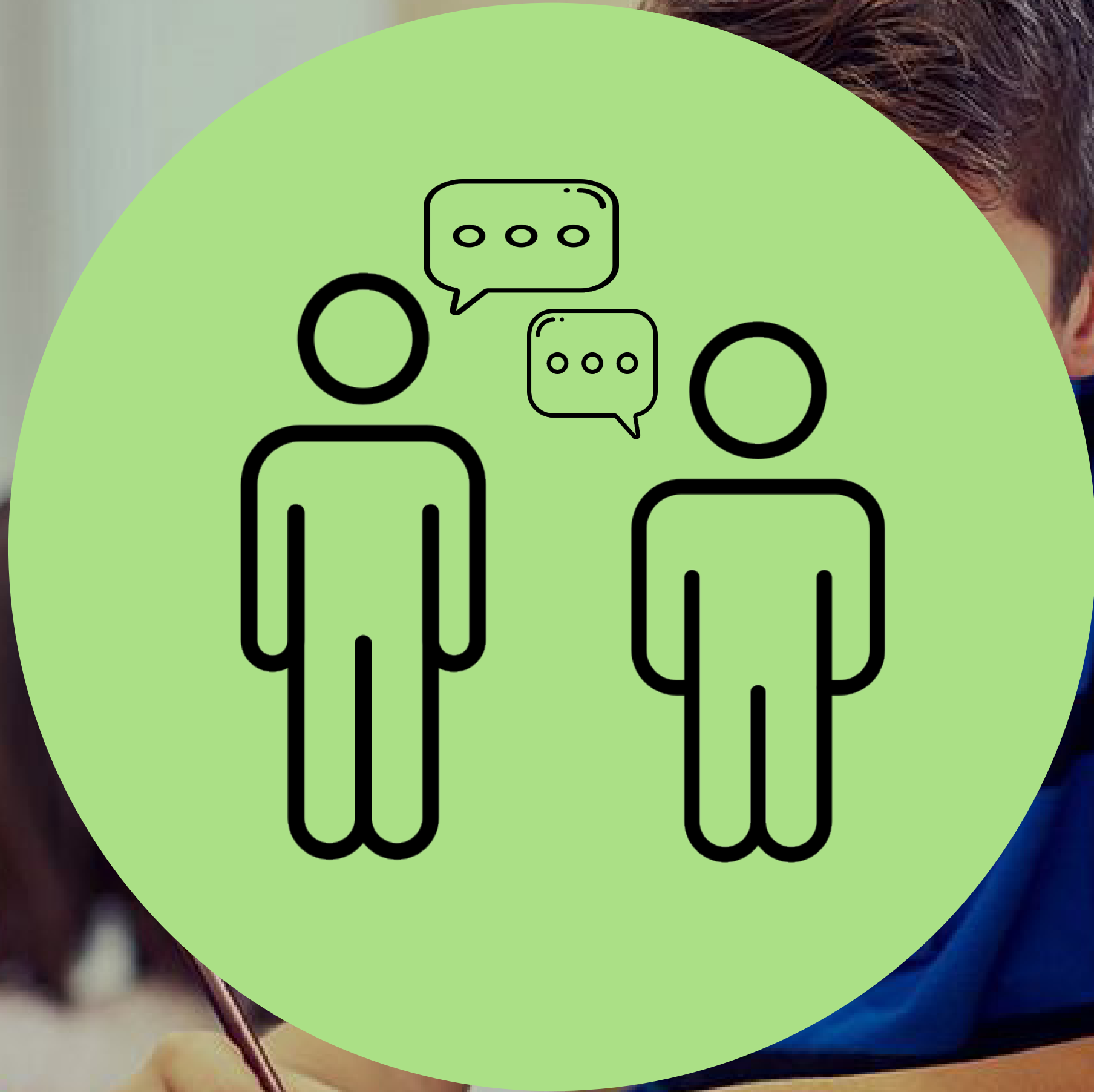
WRITE A LETTER TO YOUR BULLY.  
TELL THEM HOW THEY HURT YOU AND HOW  
YOU WANTED TO BE TREATED INSTEAD.





# SHARE YOUR FEELINGS

## EXERCISE





# LETTER EXERCISE



**WRITE A LETTER TO SOMEONE  
YOU HAVE HURT.**  
EXPLAIN WHY YOU DID IT. IF YOU REGRET IT,  
YOU CAN APOLOGIZE. WRITE  
HOW DIFFERENTLY YOU WOULD ACT NOW.





# SHARE YOUR FEELINGS

## EXERCISE





# WHAT TO SAY WHEN YOUR BOUNDARIES ARE BEING VIOLATED

WHY ARE YOU DOING THIS?  
WHAT DO YOU WANT FROM ME?  
I DON'T LIKE IT!

IT HURTS WHEN YOU SAY THAT ABOUT ME.

PLEASE, STOP DOING THIS, I DON'T LIKE IT.

I SEE THAT YOU DON'T LIKE MY HAIRSTYLE, BUT IT SUITS ME. I LIKE IT.

SORRY, I CAN'T HELP YOU, IT'S NOT CONVENIENT FOR ME RIGHT NOW.

NO, THIS DOESN'T WORK FOR ME, I WON'T DO IT.

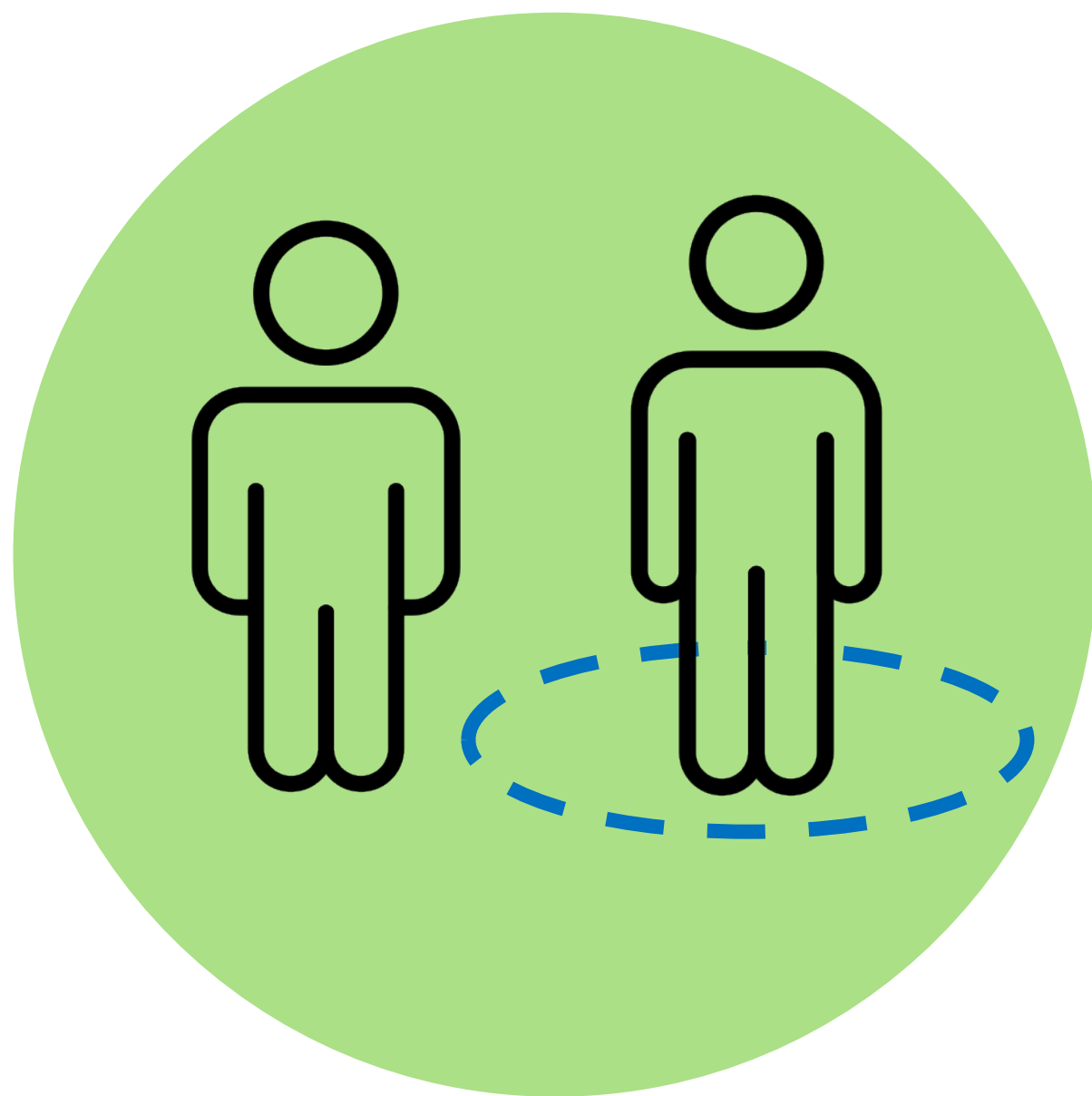
I FEEL UNCOMFORTABLE WHEN YOU COME SO CLOSE, IT VIOLATES MY PERSONAL SPACE.

I WAS HURT WHEN YOU DID THIS. CAN YOU PLEASE STOP DOING IT?

THIS IS MINE. I DON'T LIKE MY THINGS TO BE TOUCHED WITHOUT PERMISSION.

ARE YOU SAYING THIS TO HURT ME? BUT I HAVE A DIFFERENT OPINION.

# LET'S SUMMARIZE



- WHAT DID YOU FIND THE MOST INTERESTING?
- WHAT WAS DIFFICULT?
- WHAT HAVE YOU LEARNED ABOUT PERSONAL BOUNDARIES?
- DO YOU THINK IT'LL BE EASIER FOR YOU TO PROTECT THEM NOW?
- WHAT PHRASES ABOUT PROTECTING BOUNDARIES DID YOU LIKE THE MOST?
- DO YOU WANT TO PRACTICE SAYING THESE PHRASES?
- WOULD YOU LIKE TO ATTEND SUCH A LESSON AGAIN?

# CONTACT INFO

PSYCHOLOGICAL SUPPORT HOTLINES FOR CHILDREN AND  
ADULTS IN BULLYING SITUATIONS

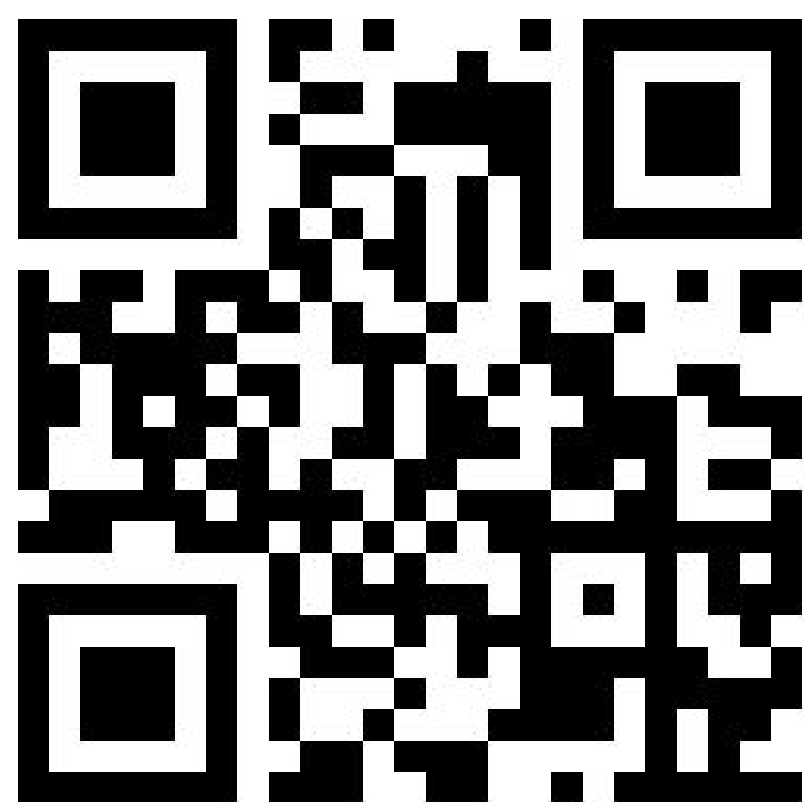
**8 (800) 500-44-14**

(MON-FRI 10:00-20:00 MOSCOW TIME)

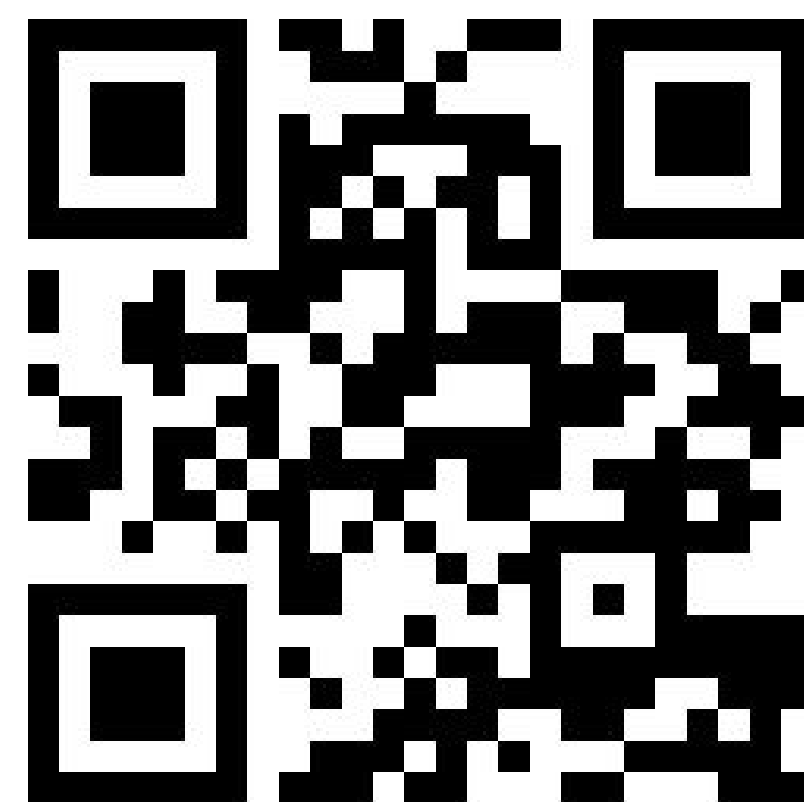
PSYCHOLOGICAL CONSULTATIONS (IF YOU CAN'T CALL)

**[psy@zhuravlik.org](mailto:psy@zhuravlik.org)**

# «ТРАВЛИ НЕТ» SOCIAL MEDIA



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TELEGRAM

SEE YOU SOON!



*Grains of Good Foundation*



## Form 7-8

Topic of the lesson:

# Personal boundaries, how to protect them and prevent bullying.

Expected results:

### Students will learn about:

1. personal boundaries
2. the responsibility of respecting boundaries (both their own and other people's)

### Students will know how to:

1. set their boundaries
2. protect their boundaries

### Materials:

1. Roadmap
2. Lesson plan outline
3. Presentation
4. Additional aids:
  - A5 size printed tip sheets for every student
  - A4 size sheets of blank paper for every student

### Roadmap

Stage of the lesson	On the screen	What the teacher is doing	What students are doing
1. Greeting, setting up the topic			
1-2 min	Slide 1	Greeting the students	Listening
	Slide 2	Setting up intriguing questions, eliciting answers	Giving oral answers to questions
2. Task 1: Discussion to update ideas about personal boundaries			
6-8 min	Slide 3	Leading the discussion of boundaries. Motivating students for the lesson	Listening. Giving oral answers to questions



- pens and bright markers for every student

	Slide 4	Leading the discussion of personal boundaries	Participating in discussion
	Slide 5	Defining personal boundaries	Listening
	Slide 6	Problematic issue	Participating in discussion
	Slide 7	Explaining new material. Talking about types of personal boundaries	Listening
3. Task 2: An exercise to define one's own boundaries and situations where they can be violated			
20 min	Slide 8	Task explanation	Work in pairs
	Slide 9	Survey of the results of the task. Leading the discussion	Participating in discussion
	Slide 10	Summarizing this task. Explaining the new material	Participating in discussion. Listening
	Slide 11	Explaining new material	Listening
4. Task 3: Discussion and individual work, discussion in pairs			
10-12 min	Slide 12	Setting the task of the exercise	Listening, individual work
	Slide 13	Organizing work in pairs	Work in pairs
	Slide 14	Telling the students what phrases will help them in defending personal boundaries	Listening
5. Closing			
3-5 min	Slide 15	Closing ideas	Oral answers to questions
	Slide 16	The end of class	Listening





## Lesson Plan (Grades 7-8)

Topic of the lesson:

# Personal boundaries, how to protect them and prevent bullying.

**Grade level:** 7-8 (13-14 years old)

**Length:** 45 minutes

**Aim:** to teach students in grades 7-8 to set and respect personal boundaries of others and their own.

### Objectives:

- define personal boundaries;
- teach students to recognize their physical boundaries and when they are violated;
- increase the students' personal responsibility for respecting their own and other people's boundaries.

### Outcomes:

By the end of the lesson, the students will have

1. learned to set their personal boundaries and protect them;
2. learned to take responsibility for respecting their own and other people's boundaries.

### Materials and equipment:

- classroom, tables and chairs;
- a screen and a projector;
- A5 cheat sheets printouts for each student;
- a sheet of blank A4 paper for each student;
- pens, colorful markers for each student.

### Preparation:

1. For the activity in Task 2 the students are going to need free space (at least 3 meters long and 1.5-2 meters wide) to move around the room. We recommend freeing up most of the classroom space by putting the desks against the walls. Depending on the space available, decide how many pairs of students will be doing the activity at the same time.
2. For Task 3 we recommend to print out cheat sheets with phrases for protecting one's boundaries for each student beforehand. A5 paper is a good option.



## Step-by-step lesson plan

### **Greeting, introduction to the topic – 1 minute**

### **Task 1: Discussing the concept of personal boundaries – 10 minutes**

Aim: define the concept of personal boundaries and what it involves.

*Teacher (to the students):* When you hear the word “border”, what comes to mind? What kinds of borders are there? What do they look like?

*Students’ response*

*It is expected that students mention state borders first; this idea can be developed.*

*Teacher:* Are borders always visible lines or can they be abstract, imagined?

*Students’ response*

*After everyone’s had a chance to speak, the teacher continues:* What do you think will happen if a border is crossed, violated without permission?

*Students’ response (possible responses: «sanctions, consequences, punishment»)*

*The teacher summarizes the responses and defines boundaries:* Therefore, a border is a real or an imagined line dividing things or places. It marks the limit beyond which one shouldn’t go. Crossing a border without permission has negative consequences for the intruder.

Now, if we think about personal boundaries, they are just like invisible borders surrounding every person. Today we’re going to talk about personal boundaries and respecting them, since they are what’s violated in cases of school bullying.

*To the students:* What do personal boundaries protect? What lies within them?

*Students give their responses*

*The teacher keeps the discussion going, asks leading questions:* What else is a part of personal boundaries? Someone’s name (nationality, eye color)? Personal thoughts, feelings? Words and actions? Opinions, attitudes to things and people? What other people think of the person, their attitude to him/her? and so on.

*Then the teacher summarizes responses and defines the concept of personal boundaries:* A personal boundary is an imagined line that is drawn between people, marking their personal space. You can’t see or touch it, but you can learn to feel and respect it. My personal boundaries outline what belongs to me and what I can control. Another person’s boundaries define their personal space, something that is out of my control, something that I can’t change even if I want to. For example, I cannot control what others think of me.



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*To the students:* “Psychologists distinguish between different types of personal boundaries. What do you think these types are?”

*Students respond*

*Then the teacher summarizes the responses:*

Personal boundaries can be physical or psychological. Physical boundaries are more obvious to others, they are related to one’s body shape, appearance, clothes style and personal belongings. Psychological boundaries are harder to see because they are connected with the inner world, things like thoughts, feelings, views, interests, values, beliefs, religion. In other words, anyone can look, think and feel in any way they want, it is their right. But words and actions are a different story. They come from one person and reach the boundary of another. They can hurt and cause pain, as in the case of school bullying. This must be kept in mind.

### **Task 2: Activity on recognizing one’s own boundaries and situations in which they are violated - 20 minutes**

Aim: learn to set personal boundaries, recognize physical boundaries and when they are violated.

*The teacher estimates the free space in the classroom and decides how many pairs can engage in the activity at the same time, based on the comfortable distance between pairs (0.5 m). Then the teacher announces the number of pairs for the activity. The other students watch their classmates and wait for their turn.*

*Teacher:* Everyone has personal boundaries, but where they lie is a matter of personal choice. Let’s do an exercise that will help you find and define your boundaries. First, split into pairs.

*The students split into pairs. They can be allowed to do it on their own, but it’s better if students with a neutral or cool attitude towards each other are paired up. To achieve this the teacher may interfere and suggest forming pairs by counting around the class (1, 2, 1, 2) or in another way. This activity works better if close friends do not pair up. If there is an odd number of students, the teacher can be someone’s partner.*

*When the students are divided into pairs, the teacher continues:*

In each pair, one student is Student A, the other is Student B. Student A stands still in their place, Student B walks away as far as possible. When you hear “GO,” Student B begins to approach Student A. Student A has to say “STOP” as soon as B comes so close that it causes discomfort. When you hear “STOP,” Student B has to stop. Student A must determine the comfortable distance between them by asking Student B to step closer or farther. Next, switch roles and repeat the exercise. Try to pay attention to what you feel and think during the activity, we will discuss it later.

*The teacher can model the activity for better understanding. They may invite any student (preferably unpopular) to act as Student B. As soon as the student comes*



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*up close enough (but not closer than an arm's length), the teacher calmly says "STOP" and comments: "I said STOP at the moment when N. (student's name) was at a comfortable distance. If he (or she) stepped any closer, I would feel uncomfortable.*

*If there's an odd number of students, the activity can be completed after switching roles. If there's an even number, the student can return to their partner.*

*After all students have completed the activity, discuss it.*

*Teacher: You have probably guessed that the distance between you and another person is your personal space, and your personal boundary lies at the point where you said "STOP".*

*Possible questions for discussion:*

1. Did you have an idea of where your personal boundary was before?
2. Is your personal boundary different from your partner's? Is it closer or further away?
3. Did it surprise you to find where your and your partner's boundaries were?
4. What did you feel when someone came too close to your boundary?
5. What would you feel if Student B kept coming closer, crossing your boundary when you said "STOP"?
6. What did you feel when you were Student B? Did you want to move closer or further away?
7. Would your boundary move if your partner was a person very close to you (a loved one)? How?
8. And where would your boundary be if there was an unknown person in your partner's place, or someone you didn't like?
9. If your partner said something hurtful and unpleasant from a distance, would it be a violation of your personal boundary? What would you feel?

*Teacher summarizes the discussion:* Indeed, boundaries of personal space can differ from person to person. The intimate zone is within arm's length, around 15-45 cm. It's reserved for the close people in our lives, our friends and family members. The personal zone is from 0.5 to 1.5 m, it outlines the space which our other acquaintances have access to. Beyond 1.5 m is the social zone. This is a comfortable distance when we're with strangers. If they seem dangerous, the zone can stretch to 4 meters and more.

Remember: the main sign that your boundaries aren't violated is your comfort. If the people around you make you uncomfortable - physically or emotionally - with their words or actions, it is a violation of your personal boundaries. In such situations, you can say: "STOP, this violates my personal boundaries, and it's making me uncomfortable".



## **Task 3: Discussion and individual work, pair discussion - 10-12 minutes**

Aim: increase students' awareness and responsibility for respecting their own and other people's boundaries.

*Teacher:* As we said before, not only your physical boundaries can be violated, but also the psychological ones. It happens when someone speaks of you negatively, mocks you, criticizes your appearance, character or behavior. This is what happens with bullying. Have any of you ever found yourself in such a situation? Raise your hands.

*Students respond*

*Teacher:* Can you share your story? How did it make you feel? What did you do? What would you have done differently now?

*Students respond*

*Teacher:* Have any of you intentionally or accidentally violated someone's boundaries? Raise your hands. Who regrets doing it?

*Students respond*

*Teacher:* I know, it's not easy to admit our mistakes. It takes courage.

I suggest each one of you writes a message to their bully. Tell them how they hurt you and how you wish you were treated.

Write a second message to someone you have hurt. Explain why you did it. If you regret it, apologize. Write what you would have done now. You have 3 minutes to do this task.

*The students work independently.*

*Teacher:* Now split into pairs and talk about what you've written. It's up to you to discuss both situations or just one. Empathize with your partner. Be compassionate to the victim, commend the bully for the courage to accept their mistake. Give each other advice on what should be done in a similar situation in the future.

To help you with that, I'm going to give you a list of useful phrases to protect your boundaries. You can use them or come up with new ideas. You can take these cheat sheets home with you.

*(The teacher points to the list of phrases on the slide and hands out cheat sheets)*

What to say when your boundary is violated:

1. Why are you doing this? What do you want from me? I don't like this!
2. It hurts my feelings when someone says that about me.
3. Please stop doing that. I'm not comfortable with that.
4. I see that you don't like my hair (clothes, body, etc.), but I'm fine with it. I like myself.
5. I'm sorry, I can't help you. Now is not a good time.



6. No, that doesn't work for me, I'm not doing it.
7. I'm uncomfortable when you stand so close to me, you're invading my personal space.
8. This is mine. I don't like it when people take my things without my permission.
9. Are you saying this to hurt me? I have a different point of view.
10. I was hurt (upset, sad, in pain, offended) when you did that. Can you please not do that anymore?

### **Closing discussion - 3-5 minutes**

*The teacher asks the class:*

1. Did you like today's lesson?
2. What did you find the most interesting?
3. What was difficult?
4. What have you learned about personal boundaries?
5. Do you think you can better protect your personal boundaries?
6. Which phrases for protecting your boundaries did you like best?
7. Would you like to practice saying these phrases?
8. Would you like to take part in another lesson like this?