

SOCIO-EMOTIONAL WELL-BEING

Teacher's Guide: GRADE 9 - Lesson 6

A. Title of Card: Respecting boundaries

B. Competency (according to TLS), Element, and Performance Criteria

Competency: Respect personal boundaries, both their own and those of others, fostering a sense of safety and mutual respect in relationships, including responsible interactions in digital spaces

Element: Identify personal boundaries and understand their importance in maintaining healthy relationships

Performance Criteria: Negotiate and communicate their boundaries in more complex social situations

C. Purpose of Activity

To help learners explore the emotional and social impact of respecting or violating personal boundaries through interactive role-play.

D. Learning Outcomes

By the end of this activity, students will:

- Recognise different types of personal boundaries (emotional, physical, digital)
- Demonstrate respectful behaviour in social interactions
- Reflect on how respecting boundaries contributes to personal and social well-being

E. Resources and Materials

- Space for group performances
- Whiteboard or flipchart for group discussion

F. Teaching Trajectories/Implementation Guidelines

1. Introduce the concept of personal boundaries and why they matter. Explain that personal boundaries are the invisible lines that help us feel safe, respected, and in control of our own space, emotions, and choices. When we understand and respect each other's boundaries, we build trust and healthier relationships with friends, family, and even ourselves.

2. Divide learners into small groups and assign the following scenarios:

Scenario 1: Tina notices that her friend Maya left her phone unlocked on the desk. She is tempted to check her messages out of curiosity. What will you do if you were Tina?

Scenario 2: During lunch, Aisha shares that she's been feeling overwhelmed at home. Her friend Zara wants to help her. What will you do if you were Zara?

Scenario 3: At school, a group of friends is joking around and playfully pushing each other. One student, Billy asks them to stop because he does not like being touched. What will you do if you were one of the students in the group?

Scenario 4: Emma is invited to a party, but her friend Noah does not want to go and prefers to stay home. What will you do if you were Emma.

3. Each group performs the scenario to show how they would act in the given situation.
4. Facilitate a class discussion after each performance:
 - o How did the characters feel?
 - o What changed when boundaries were respected or not respected?
 - o How did it affect the relationship?
5. Learners complete a reflection sheet on what they learned.

G. Assessment

- Reflection sheet with prompts:
 - o What type of boundary was involved?
 - o How did the characters respond?
 - o What would you do differently in a similar situation?

H. Extension Activity

- Organise a "Respect in Action" day where students present skits or posters on boundary awareness.