



Grade 10 Sample Lesson Plan: Fitting In & Setting Healthy Boundaries

SOLs

- Describe the health benefits of positive self-esteem, balance, flexibility, resilience and healthy relationships with others
- Explain the value of positive self-image, self-esteem, and self-control when faced with peer pressure

Objectives/Goals

- The student will demonstrate an understanding of health concepts, behaviors, and skills that reduce health risks and enhance the health and wellness of self.
- The student will analyze, synthesize, and evaluate the protective factors needed to make healthy decisions in terms of self-image and self-esteem.

Materials

- [Fitting In](#) slideshow
- [Setting Healthy Boundaries](#) slideshow
- Paper and Pen for students

Procedure

- This lesson has a series of mini sub-lessons you can use to have students demonstrate their understanding about positive self-esteem and self-image and how peer pressure influences these concepts.

Part 1- Fitting In

- Start with the [Fitting In](#) slideshow. Intro - Say to students...*The nagging, internal pressure to fit in is very real. Teens often base their self-worth on the opinions of their friends and peers. This social pressure can create feelings of fear, insecurity, and self-doubt and can cause teens to feel constant pressure to change who they are.*
- Hook - Read the following scenarios and ask if it sounds familiar to students
 - *All the kids in my school have it together. I'm a total mess but I can't let anyone know because I know I am the only one.*
 - *I showed up in class for a test and everyone was freaking out that they were going to fail because they didn't study and they didn't understand the material. I stayed up late and studied and felt really prepared but I joined in with the chorus anyways because I didn't want to be seen as a nerd.*
 - **Teaching Point** - After reading the scenarios and asking students to raise their hand if this sounds all too familiar, say to the students...*Fitting in might start out as something small. You say you agree with something you really don't agree with. Or maybe you pretend you like something you cannot stand. Or it may be something bigger: you wear clothes you don't really like or change your hair color, or talk badly about yourself to sound like the peers around you.*
- Next, ask students what they think the difference is between "Fitting In" vs. "Belonging". Write some of their ideas on the board. You could do a quick Think, Pair, Share.
 - *Fitting in = often changing yourself*
 - *Truly belonging = feel comfortable being yourself and are accepted for who you are*
- Now say to the students...*Think about a time when you felt pressure to change yourself to fit in. It might have been with your really good friends, a sports team, or a group of people you thought was cool and that you wanted to hang out with.*
- Reflect on/Answer the following questions by writing to yourself (you could share w/ a partner eventually).
 - Specifically, what part of yourself did you feel pressure to change?
 - Describe why you felt as though you needed to change.
 - What was happening around you that made you feel as if you could not be your true self?
 - What was happening inside you? What were the physical messages your body was sending?
- Then say...*Now honestly consider what would have happened if you had just been YOU.*
- Reflect on/Answer the following questions:
 - How do you think the situation would have been different if you had been your true self?
 - What would you have said or done differently?
 - What do you think the outcome would have been?
- Then say...*The desire to fit in and to try out different things is healthy. Fitting in becomes problematic when it requires you to change something you don't want to change or to do something you are really uncomfortable doing. You can't possibly know all that you want to be*

or do right this minute, but you probably know what feels right and what feels wrong.

- Encourage students to explore deeper and say...*Think about the different situations you just wrote about. Now write what you know felt right and what you know felt wrong. When you truly belong, you feel comfortable and safe; you are accepted for who you are, not what you are. Think about your life right now.*
 - Where do you fit in?
 - Where do you belong?

Part 2 - Setting Healthy Boundaries

- Depending on the length of your class period, you could do Part 2 the next day in class. You can use the [Setting Healthy Boundaries](#) slideshow to guide this lesson.
- Hook - Ask students...*Why do you think it is important to set boundaries in your life? How can setting boundaries impact your health in a positive way?* A suggestion would be to do a Think, Pair, Share and hear some ideas.
- After some ideas have been shared, say...*Personal boundaries are all about your own thoughts and feelings, and separating your needs from others' needs. Boundaries, like saying no and setting limits, are difficult to set but can be incredibly liberating and help you stay true to your values. When you set a healthy boundary, it means you value yourself - your whole entire self.*
- Setting a healthy boundary means speaking up for yourself and creating your own personal rules for your friendships and relationships.
- Ask the students...*Why can it be difficult to set boundaries for yourself?*
- It can be difficult to set boundaries if you:
 - Believe that you're not worth it
 - Think it's your job to make other people happy
 - Are afraid of someone else's reaction of if you say no or set a healthy boundary
 - Are trying to fit in with a certain group
 - Feel self-conscious and are really worried about what other people think about you.
- Another barrier to setting boundaries is the fear of how someone may react to having the boundary set, especially if they are used to you caving. Despite what other people think or how they react, boundaries are important in every aspect of your life. They keep you focused on what you want, instead of confused by others' expectations of you.
- Ask the students...*How might others react when you set firm boundaries?*
- Here are some common ways people might react...Someone else might:
 - Minimize your feelings: 'you are totally overreacting'
 - Try to make you feel guilty: 'I guess you don't care about me'
 - Hold your friendship hostage: 'Fine, don't go with us. We will never ask you again.'
 - Post photos or make comments on social media to try to make you jealous: 'We had the best night ever. Too bad a certain someone wasn't with us'

- Tell students...*Learning to set boundaries often starts with saying no to things you don't want to do.*
- Student Practice - Time to Explore - Read each situation, and practice saying no. Be firm, don't give a million excuses, and stick to your word.
 - Situation 1 - Your friends want to make a video of you all being silly and post it. You are up for being silly and having fun, but you don't want it online. Plus, you know your parents will be furious if they find out.
 - Situation 2 - All your friends are going to see a movie that you don't want to see, and they keep begging you to go. You have a ton of homework to do, plus you don't really feel well.
- You could have students come up with their own scenarios and role play those. Perhaps students create a comic strip depicting their ability to set boundaries explaining the value of positive self-image, self-esteem, and self-control when faced with peer pressure (10.2K). You could use the questions below to get students to reflect or create scenarios meaningful to them.
 - What situations have you been in where you said yes, when you really meant no?
 - Whom do you have the most trouble saying no to?
 - What are the benefits of saying no to something you don't want to do?

Assessments, References, & Sources

- Fitting In - Adapted from Taylor, J. (2014) *The Body Image Workbook for Teens*. New Harbinger, CA. Pp. 50-53.
- Setting Healthy Boundaries - Adapted from Taylor, J. (2014) *The Body Image Workbook for Teens*. New Harbinger, CA. Pp. 121-125.

Handout

The next page includes a handout for the lesson. The handout is designed for print use only.