

Core Counseling Lesson Plan: Body Boundaries/ [Limites Corporales](#)

Topic: Personal Safety/ [Seguridad Personal](#)

Grade(s): 2nd-3rd

Learning Objective(s)/Goal(s): Students will be able to understand the difference between safe and unsafe touches as well as identify trusted adults they can tell if they are experiencing unsafe touches or uncomfortable feelings.

[Objetivos de Aprendizaje/ Metas:](#) Los alumnos serán capaces de comprender la diferencia entre las caricias seguras y las inseguras, así como de identificar a los adultos de confianza a los que pueden avisar si experimentan caricias inseguras o sensaciones incómodas.

Corresponding TEK: Health 3-A, 9-A, B, C

ASCA Mindset/Behavior # M 1, B-SMS 9, B-SS 8

Warm Welcome: Stand in a circle. Have students take turns taking a step into the circle and say, "hello" or "good morning", then the class will greet that student all together "hello Denise".

[Cálida bienvenida:](#) Colóquense en círculo. Pida a los alumnos que, por turnos, den un paso dentro del círculo y digan «hola» o «buenos días»; a continuación, la clase saludará a ese alumno todos juntos «hola Denise».

Mindful Moment: Paired or Progressive Muscle Relaxation- Invite students to squeeze their toes and continue to squeeze different muscles up their body to their face.

[Momento de atención:](#) [Relajación muscular por parejas o progresiva:](#) Invite a los alumnos a apretar los dedos de los pies y a seguir apretando diferentes músculos del cuerpo hasta llegar a la cara.

Check in: [Zones](#) or [Emotion Elements](#) check in

[Spanish check in resources:](#) [Zonas](#) o [Elementos de emoción](#)

Materials Needed/ [Materiales Requeridos:](#)

- [Body Boundary handout](#)
- [Scenario Practice](#)

- Crayons or pencil/ **crayones o lapiz**

Step(s):

1. Introduce personal space/ body boundary concept using the boundary handout.
2. Discuss how it feels to be in their circle with others respecting their space and body (ex: comfortable, safe, secure).
3. Discuss how it may feel safe for others to be in their inner circle also- parents, siblings, best friends can be close to their body at times (hugging, tickling, cuddling). However, for others it may not feel safe/ comfortable to be that close like teachers, coaches, new friends.
4. We all show affection and receive affection differently and that is okay. Explain that it is their choice who is allowed close to them in their personal space (inner circle) depending on what feels safe and unsafe to them. Sometimes, certain touches or people that we were okay with being in our inner circle changes over time too and it may change because you get older and/or you don't like to show your affection that way anymore.
5. Have students write the names of people they feel safe allowing into their inner circle and types of people on the outside of their circle. Next, students will write different touches that they feel comfortable with (Ex: inner circle is mom-cuddling, outside circle is friends-fist bumps).
6. Discussion questions/ **Preguntas de Discusión:**
 - a. What touches feel safe? (ex: holding parent's hand, hug from friend, cuddling with parent, high fives) What might feel unsafe? (ex: hit, slap, push, hug without your permission) What touches are appropriate for school?
¿Qué caricias son seguras? (por ejemplo: coger la mano de los padres, abrazar a un amigo, acurrucarse con los padres, chocar los cinco) ¿Qué puede ser inseguro? (por ejemplo: pegar, abofetear, empujar, abrazar sin tu permiso) ¿Qué caricias son apropiadas para la escuela?
 - b. What can you do if someone touches you and you feel unsafe? (Ex: tell trusted adult, say "no", run away)
¿Qué puedes hacer si alguien te toca y te sientes inseguro? (Ej: decírselo a un adulto de confianza, decir «no», salir corriendo)
 - c. What is an "uh-oh" feeling? Sometimes we have a feeling where something doesn't feel right or we are unsure if something is safe. When this happens it is important that we tell a trusted adult right away.
¿Qué es una sensación de «uh-oh»? A veces tenemos la sensación de que algo no va bien o no estamos seguros de que sea seguro. Cuando esto ocurre, es importante que se lo digamos inmediatamente a un adulto de confianza.
 - d. Who are some trusted adults in your life?
¿Quiénes son algunos adultos de confianza en tu vida?
7. Optional Activities/ **Actividades Opcionales:**

Split the students into two groups, group A and group 1. Post the scenario practice or print enough for each pair of students to have one. Next, have students walk around the room until you ring a bell or use an attention signal. When they hear your attention signal they need to find a partner closest to them. The partners will take turns sharing how they would respond to the 1st scenario. When they are done sharing they will repeat the process again, finding a new partner and discussing the next scenario. Continue until the students practice responding to all of the scenarios.



Intentional Closing: Practice body boundaries-Students will choose how they say good-bye to you to end the lesson. Give the students some choices on how to say good-bye (hug, high-five, handshake). Walk around the class saying good-bye to the students.

Cierre intencionado: Práctica los límites corporales: los alumnos elegirán cómo despedirse de ti para terminar la lección.

Ofrezca a los alumnos algunas opciones sobre cómo despedirse (abrazo, chocar los cinco, apretón de manos).

Camina por la clase despidiéndote de los alumnos.

Lesson Provided by Denise Solis, Baranoff Elementary Counselors 2025

Below are Standards associated with the lesson

ASCA Mindsets and Behavior Standards

Learning Strategies	Self-Management Skills	Social Skills
B-LS 1. Demonstrate critical-thinking skills to make informed decisions	B-SMS 1. Demonstrate ability to assume responsibility	B-SS 1. Use effective oral and written communication skills and listening skills
B-LS 2. Demonstrate creativity	B-SMS 2. Demonstrate self-discipline and self-control	B-SS 2. Create positive supportive relationships with other students
B-LS 3. Use time-management, organizational and study skills	B-SMS 3. Demonstrate ability to work independently	B-SS 3. Create relationships with adults that support success
B-LS 4. Apply self-motivation and self-direction to learning	B-SMS 4. Demonstrate ability to delay immediate gratification for long-term rewards	B-SS 4. Demonstrate empathy
B-LS 5. Apply media and technology skills	B-SMS 5. Demonstrate perseverance to achieve long- and short-term goals	B-SS 5. Demonstrate ethical decision-making and social responsibility
B-LS 6. Set high standards of quality	B-SMS 6. Demonstrate ability to overcome barriers to learning	B-SS 6. Use effective collaboration and cooperation skills
B-LS 7. Identify long- and short-term, academic, career and social/emotional goals	B-SMS 7. Demonstrate effective coping skills when faced with a problem	B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams

B-LS 8. Actively engage in challenging coursework	B-SMS 8. Demonstrate the ability to balance school, home and community activities	B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary
B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions	B-SMS 9. Demonstrate personal safety skills	B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment
B-LS 10. Participate in enrichment and extracurricular activities	B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	

SEL Core Competencies

Self-Awareness & Self-Management	Social Awareness & Relationship Skills	Executive Function & Responsible Decision-Making
Recognizes emotions and thoughts and their influence on behavior	Takes the perspective of and empathize with others, recognizing and respecting differences	Exercises cognitive flexibility, switching gears from one mode of thinking to another
Understands own cultural and personal identity and how it may inform perceptions of others	Recognizes and critically assesses social and contextual norms for behavior	Plans effectively by creating, evaluating, and choosing the set of actions that will best serve goals
Assesses personal strengths and limitations, and recognizes that these are not fixed	Recognizes the family, school, and community resources available	Explores and pursues solutions to difficult or complex issues
Regulates attention, emotions, and desires in service to goals	Communicates clearly, listens attentively, and cooperates with others	Accurately defines the decision to be made, generates various options, anticipates the consequences of each, and chooses with intention
Accesses toolbox of healthy strategies to manage stress	Seeks to resolve conflicts peacefully	Considers the safety and well-being of self and others
	Cultivates and sustains healthy connection with others over time	Evaluates and learns from past decisions
	Understands when and how to ask for help and when and how to offer it	

Character Strong

 <p>Be Strong</p>	 <p>Be Well</p>	 <p>Be Kind</p>
Responsibility, Perseverance, Courage	Gratitude, Honesty, Creativity	Respect, Empathy, and Cooperation