

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

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

Grade(s): 4th-5th

Learning Objective(s)/Goal(s): Students will learn and practice the 4 Rules of Personal Safety. Students will practice safer behaviors and review safe, unsafe/uncomfortable touches, and identify trusted adults.

[Objetivos de aprendizaje/metas: Los alumnos aprenderán y practicarán las 4 Reglas de Seguridad Personal. Los estudiantes practicarán comportamientos más seguros y revisarán toques seguros, inseguros/incómodos, e identificarán adultos de confianza.](#)

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: Colóquese 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:](#)

- Hula Hoops
- [Slideshow](#)
- Practice/[Scenario Cards](#)

Step(s):

1. Introduce personal space/ body boundary concept by showing the students different sized Hula Hoops and using the discussion questions below.
2. Discussion questions slide 2/ **Preguntas de Discusión:**
  - a. What is Personal Space? **¿qué es el espacio personal?**
  - b. Why is it important? **¿Por qué es importante?**
  - c. How do you feel when people respect your space? **¿Cómo te sientes cuando la gente respeta tu espacio?**
  - d. How do you feel when they don't? **¿Cómo te sientes cuando no lo hacen?**
  - e. Who are you okay with entering your personal space? **¿A quién te parece bien que entre en tu espacio personal?**
  - f. Who do you not want entering your personal space? **¿A quién no quieres que entre en tu espacio personal?**
3. Slide 4- "The 4 safety rules we will learn about are: Check First, Take a Friend, Tell People "No", and Tell a Trusted Adult." **"Las 4 reglas de seguridad que aprenderemos son: Comprobar/Checa primero, Llevar a un amigo, Decir a la gente "No" y Avisa a un adulto de confianza".**
4. Slide 5- Show video. "In order to stay safe we need to make sure the adult in charge knows where you are and what you are doing." **"Para estar seguros, debemos asegurarnos de que el adulto responsable sabe dónde estás y qué estás haciendo".**
5. Slide 6- Show video. "It is smart to take a friend because if someone gets hurt the other person can get help. Tricky people are less likely to approach you if you are not alone." **"Es inteligente llevar a un amigo porque si alguien resulta herido la otra persona puede pedir ayuda. Es menos probable que la gente engañosa se te acerque si no estás solo".**
6. Discussion questions slide 7 (Turn and talk to a classmate then share out)/ **Preguntas de Discusión:**
  - a. What touches may feel uncomfortable to you? **¿Qué caricias pueden resultarte incómodas?**
  - b. Is it okay to tell adults "no"? Friends? Family or teachers? Why might this be hard to do? **¿Está bien decir "no" a los adultos? ¿A los amigos? ¿A la familia o a los maestros? ¿Por qué puede ser difícil hacerlo?**
7. Slide 8- 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.**
8. Slide 9- Who are some trusted adults in your life? What should you do if you tell an adult and it still happens or the adult doesn't seem to listen?

¿Quiénes son algunos adultos de confianza en tu vida? ¿Qué debes hacer si se lo dices a un adulto y sigue ocurriendo o el adulto no parece escucharte?

9. Optional Activities/ **Actividades Opcionales:**

- a. Split students into 6 groups. Print out scenario/practice cards, allow students to discuss practice cards for about 3 minutes then rotate to the next card.



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

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