

Core Counseling Lesson Plan: Body Boundaries/ **Limites Corporales**

Topic: Personal Safety/ **Seguridad Personal**

Grade(s): PK-1, Life Skills

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».

Life Skills modification: Offer the two choices on your hands by asking "Do you want to say 'hello' (and hold out your right hand) or 'good morning' (and hold out your left hand)?" The student can indicate what their choice is by touching your hand. Allow students to use their Communication Device or wave.

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](#)

Life Skills modification: Ask students to point to their Zone or emotion on the handout or tell you on their Communication Device.

Materials Needed/ **Materiales Requeridos:**

- My Body's Mine book by Kayla J.W. Marnach (**Spanish read aloud coming soon!*)**
- Hula Hoops/ **aro hula**
- Paper/ **papel**
- Crayons/ **crayones**

Step(s):

1. Introduce personal space/ body boundary concept using hula hoops.
2. Have volunteers stand in the center of hula hoops.
3. Discuss how it feels to be in their circle(hula hoop) with others respecting their space and body (ex: comfortable, safe, secure).
4. Discuss how it may feel safe for others to be in their hula hoop also - parents, siblings, best friends and 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.
5. 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 (hula hoop circle) depending on what feels safe and unsafe to them.
6. Read My Body's Mine. (**[Spanish Video here](#)**)*
7. 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?
Life Skills modification: Ask yes/no questions ex. Do high fives feel safe? Does hitting feel safe?
 - b. What can you do if someone touches you and you feel unsafe? (Ex: tell trusted adult, say "no", move away)
¿Qué puedes hacer si alguien te toca y te sientes inseguro? (Ej: decírselo a un adulto de confianza, decir «no», salir corriendo)
Life Skills modification: Model the [ASL Sign for Stop](#) or find the icon on the students Communication Device.
 - 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
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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?

Life Skills modification: Use Communication Device to find the "People" page or folder and ask students to tell who their trusted adults are.

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

a. Sing Head Shoulders Knees and Toes at the end of the song have students give themselves a "hug" and say, "My body belongs to me!"

Canta Head Shoulders Knees and Toes (Spanish video [here](#)) al final de la canción haz que los alumnos se den un «abrazo» y digan: «¡Mi cuerpo me pertenece!».

b. Draw a picture of trusted/ safe adults in your life. Share with the class.

Haz un dibujo de adultos de confianza/seguros en tu vida. Comparte con la clase



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.

LS modification: Show visual to allow students to point to their choice, or offer two choices on your hands ex. "Do you want a fist bump (and hold out your right hand) or a hug (and hold out your left hand)?"

Lesson Provided by Connie Thomas & Denise Solis, Baranoff Elementary Counselors 2025

Life Skills modifications provided by Ellie Herrmann 2025

Below are the standards associated with the lesson above.

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 | |



Be Strong



Be Well



Be Kind

Responsibility, Perseverance, Courage

Gratitude, Honesty, Creativity

Respect, Empathy, and Cooperation