

Handout 3.13: Boundaries Practice and Performance Task Cards

Name: _____ Date: _____ Partner: _____

Directions: Day 1: Parts 1 to 4 (friendship, boundaries, saying no, group chat rules). Day 2: Part 5 (the twelve scenario cards, printed once per class and cut apart by the teacher), Part 6 (the planning sheet), and Part 7 (the four-criterion checklist and your self-score). Exit card for Day 1 is at the end of Part 4.

Part 1: Friendship at this age

	One way
Making a friend	
Keeping a friend	
Letting a friend drift, kindly	

Drifting is not a fight. It is what happens when two people grow.

This class is about what a good relationship of any kind looks like, how to draw a line, and how to say no and be heard. Questions about the body go to health class. Anything that worries you goes to the counselor ([Sal: name], room ____).

Part 2: Boundaries

A boundary is a line about what is okay with you. It is about you, not a rule for the other person.

The three-part boundary:

I am okay with _____. **I am not okay with _____.** **If it happens, I will _____.**

Example: “I am okay with you borrowing my notes. I am not okay with you posting my notes in the chat. If it happens, I will stop sharing them.”

Two traps: a boundary with no “I will” (nothing changes) and a boundary that is really a demand (“you have to stop being friends with them”).

How to respect a boundary someone gives you: say “okay.” Do not argue. Do not make them explain.

Scenario A. A friend keeps taking food off your tray at lunch without asking. Write a boundary.

I am okay with _____. I am not okay with _____. If it happens, I will _____.

Sentence frames in other languages *[check with a native speaker before printing]:*

English	Turkish	Portuguese	Spanish
I am okay with ____.	____ benim için sorun değil.	Eu não me importo com ____.	No me molesta ____.
I am not okay with ____.	____ benim için sorun.	Eu não aceito ____.	No estoy de acuerdo con ____.
If it happens, I will ____.	Olursa, ____ yapacağım.	Se acontecer, eu vou ____.	Si pasa, voy a ____.
No, I am not doing that.	Hayır, bunu yapmayacağım.	Não, eu não vou fazer isso.	No, no voy a hacer eso.

Part 3: Saying no and being heard

The three-part no: **say it** (a plain, short no), **say why once** (one reason, not a speech), **offer what you will do instead**.

Example: “No, I am not skipping practice. Coach benches anyone who skips. But I will come to the game after.”

What makes a no hard to hear: laughing while you say it, saying “maybe” when you mean no, saying it to the floor.

Practice: Partner A pushes twice (only twice). Partner B says the three-part no. Partner A says “okay.” Three each way.

Push scenario	Was the no plain?	One reason?	Offered something?
1. “Come on, let me copy your homework, just this once.”	☐	☐	☐
2. “Skip the club meeting and come to my house.”	☐	☐	☐
3. “Send me a picture of the test when you get it back.”	☐	☐	☐
4. “Add my cousin to our chat, everyone will be fine with it.”	☐	☐	☐
5. “Tell your parents you are at my house and go to the park instead.”	☐	☐	☐

6. "Let me borrow your jacket, I will give it back next week."	[]	[]	[]
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A third push after two clear nos is what Lesson 3.12 called pressure.

Part 4: Group chat rules

Rule	Why
1. Nothing you would not say to the face.	
2. No screenshots shared outside the chat.	
3. Leaving the chat is allowed and is not an insult.	
4. If someone is being put down, say something or tell an adult. Do not just watch.	
5. Our class rule:	

Exit card, Day 1: 3-2-1

3 parts of a boundary: _____

2 parts of a clear no: _____

1 group chat rule I would add to a chat I am in: _____

Part 5: Performance Task scenario cards

(Teacher: print once per class, cut apart, draw face down on Day 2. Cards 1 to 6 name the conflict step. Cards 7 to 12 are the stretch; the pair chooses the step.)

1. The tray. Person A keeps taking food off Person B's tray. Person B opens with an I-message. Conflict step: agree on one step.

2. The borrowed thing. Person A borrowed Person B's calculator a week ago and has not returned it. Person B opens. Conflict step: find the shared want.

3. The seat. Person A saved a seat for Person B every day; today B sat with someone else without saying anything. Person A opens. Conflict step: cool down.

4. The game. Person A always wants to pick the game at recess. Person B opens. Conflict step: agree on one step.

5. The joke. Person A made a joke about Person B's accent. Person B opens. Conflict step: find the shared want.

6. The chat. Person A added someone to the chat without asking. Person B opens. Conflict step: agree on one step.

7. The rumor. Person A heard that Person B told someone a secret. Person A does not know if it is true. Person A opens. Conflict step: your choice.

8. The screenshot. Person A screenshotted something Person B wrote in the chat and sent it to another person. Person B opens. Conflict step: your choice.

9. The drift. Person A and Person B used to be best friends. Person A has new friends from a team and has not texted in two weeks. Person B opens. Conflict step: your choice.

10. The password. Person A wants Person B's phone password "so we can trust each other." Person B opens with a boundary. Conflict step: your choice.

11. The project. Person A did nothing on the group project and Person B did all of it. Person B opens. Conflict step: your choice.

12. The plan. Person A wants Person B to skip a family dinner for a hangout. Person B opens with a no. Conflict step: your choice.

Part 6: Planning sheet (Day 2)

Card number: ____ Person A: _____ Person B: _____ Who opens: _____

The I-message (four parts): I feel _____ when _____ because _____, and I need _____.

The listener's restate line: "So you are saying _____."

The listener's question: "_____?"

The conflict step we will use out loud (cool down / find the shared want / agree on one step): _____

How it will sound: "_____"

The boundary or the no: "I am okay with . ***I am not okay with*** . If it happens, I will . " ***or*** "No, . Because . ***But I will*** ."

How the other person respects it: "_____"

Who says what, in order:











Part 7: The four-criterion checklist (teacher scores live; you self-score after)

Criterion	0 Missing	1 Attempted, incomplete	2 Done	3 Done, and it changed what happened next
1. The I- message has all four parts and names a feeling				
2. The listener uses eyes, body, restate, and ask				
3. One conflict step is used out loud and fits the scenario				
4. A boundary or a no is stated clearly and the other person respects it				

Total: ____ / 12

My self-score: 1: ____ 2: ____ 3: ____ 4: ____ Total: ____ / 12

The one criterion I would improve: ____ How: _____

Stretch: The other person's shared want was _____. We found it / did not find it because _____.

Teacher key

- Part 2, scenario A, a strong boundary: “I am okay with sharing a fry if you ask. I am not okay with food taken off my tray without asking. If it happens, I will move my tray.” A trap answer: “You have to stop taking my food” (a demand, not a boundary).
- Part 3: a strong no for push 1: “No, I am not giving you my homework. If I do, we both get a zero. But I will show you how I did number 3 at lunch.” Check “plain” only if the no is a no (not “I do not know,” not “maybe later”).
- Part 4 “why” column, strong answers: 1 (a screen makes people braver and meaner); 2 (a screenshot turns a private thing into a weapon); 3 (nobody owes a chat their time); 4 (watching is a choice too).
- Part 7 scoring: criterion 1 is a 3 when the feeling word is real and the need is specific and the other person responds to the need; a 1 when “I feel like you.” Criterion 2 is a 1 if nobody restates. Criterion 3 is a 2 when the step is said out loud (“okay, one thing I will do is...” or “what do we both want here?” or “give me a second, I need to cool down”); a 3 when the step changes the exchange. Criterion 4 is a 3 when the other person says “okay” and does not argue.
- Self-score check: a self-score within one point on every criterion of the teacher’s is accurate self-assessment; note it in the folder.