

Perceiving boundaries and setting boundaries(4.5)



What and why?

Setting boundaries and talking about them when they are exceeded is important in our professional and private everyday life in order to stay healthy. Boundaries can not only be visible and physically perceptible boundaries. Knowing our personal boundaries protects our feelings and thoughts. In this unit, we try to find out where our own limits lie. We'll also discuss why boundaries are important. Because when we know our limits, we feel better.

We learn tools on how to protect our personal boundaries. And how we can communicate clearly and appreciatively when someone crosses our personal boundaries.

The content helps to understand where people's personal boundaries are. We learn how to recognize these limitations and talk about them with others. In addition, we look at methods on how we can set appropriate boundaries in different areas of life.





Perceiving boundaries and setting boundaries



What is today's topic?

Introduction to the topic

Personal reflection on the topic



Identifying (one's own) boundaries

- Stop and go – practical exercise for setting boundaries
- Reflection on the practical exercise in order to better perceive, recognize and also be able to address one's own limits
- Group discussion to clarify the common understanding of personal boundaries (possibly with the use of simple examples and visual aids)
- Inclusion of personal stories or experiences of the participants in order to establish the personal connection



Why are boundaries important?

- Discussion about the importance of boundaries in different areas of life
- How boundaries differ in the following areas: relationships, work, school
- Presentation of case studies to illustrate the effects of boundary violations
- Collecting personal situations in which boundary violations have occurred
- Emphasizing the role of boundaries in promoting self-esteem and self-protection



Facts about setting boundaries (guided self-study phase)

Teilen Sie das interaktive LUMI-Lernmaterial für die angeleitete Selbstlernphase zu folgenden Themen:



- Fallbeispiel zum Thema Grenzen setzen
- Auswirkungen von Grenzüberschreitungen
- Tipps zum Setzen von gesunden Grenzen

Be a role model and set boundaries



- Group discussion on the importance of setting boundaries as a role model for others, especially children.
- Case studies to develop practical strategies for setting boundaries in different situations.
- Brainstorm situations where boundaries need to be set and develop concrete action plans.

Role-playing: Setting boundaries for children



Guided role play in partner work: Implementation of role plays on given situations, in which the participants alternately take on the role of the Digital Coach and the child.

- Reflection on the role plays in the plenary session with a focus on the implementation of concrete action plans
- Summary of key findings from the reflection
- Discussion about the personal learning processes of the participants



Personal relevance of the topic



Transfer personal learning to the personal portfolio. Reflection on the content of this module. Try to answer this question:

- What is important for me as a Digital Coach?
- How do I bring it to class?



Weiterführende Links und Materialien





Lesson Schedule (240 min in total)

Materials:

- Computer or iPad with internet access for each learner
- Projector or big screen for demonstrations
- Flip chart
- Role-Playing Cards
- LUMI interactive learning material
- Book Creator Portfolio (template to share)

Goals:

- Developing a common understanding of the term "conflict"
- Raising awareness of the importance of conflict management in personal relationships and in everyday life
- Promoting recognition and dealing with the feelings that arguments and conflict can trigger
- Develop conflict resolution and avoidance skills
- Introduction to the concept of door openers and door slams

Lesson Schedule

You can choose from the prepared activities, but you can also do all the activities. Please adapt the lessons to the individual needs of the Digital Coaches you are training.

The times assigned to each activity are rough estimates and may vary depending on the group.



Activity 1 (15 minutes)

Introduction and warm-up (15 min)

1. Introduce the topic to the group.
2. Discuss with the participants what they already know about the topic.
3. Collect key points from the discussion on moderation cards for later use.

Activity 2 (100 minutes)

Identifying (own) boundaries "stop and go" (practical exercise)(30 min)

1. In this exercise, the participants are supposed to perceive their own limits and those of their partners and set their own limits through clear stop signals. The pairs can initially be formed according to sympathy. Later, the couples can also find each other by chance.
2. The couples line up in the room in two rows at a distance of about five meters from each other. Each couple looks at each other. At a signal from the trainer, the people from one row first approach their respective counterpart. They should walk as slowly and consciously as possible. The person opposite decides with a loud "stop" how far the person will walk towards them. However, it is also possible that the person walking wants to stop rather than the partner says "stop".
3. After that, the roles are deliberately changed.
4. Possible variants for this exercise would be:
 - Increase your running speed
 - communicate non-verbally (facial expressions of the running person change to smiling, looking serious, looking angry/angry, appearing angry ...)

Reflection of the exercise (30 min)

1. After completing the various exercises, the following questions will be reflected on together:
 - Are gestures and facial expressions unambiguous?
 - Am I sure how close someone can get to me?
 - Does my limit change with changing people?
 - Why is that? What do I feel when someone gets too close to me?
2. The most important findings are recorded in keywords on a flipchart or digital whiteboard.

Group discussion about personal boundaries(40 min)

1. The participants form small groups of 2 to 4 people and discuss together what they mean by personal boundaries and what personal boundaries mean to them.
2. The most important findings from group discussions are recorded on moderation cards and then presented to the plenary.
3. On the basis of the presented results, a common understanding of personal boundaries will be formulated in the plenary, which can be accepted by all participants. Possible misunderstandings will be tried to be clarified within the framework of this round.
4. Personal stories and experiences of the participants can be included to create a personal connection. These stories can help deepen understanding of the importance of personal boundaries.

Activity 3 (100 minutes)

Why are boundaries important? (20 min)

1. Importance of boundaries in different areas of life: Participants will be asked to share their thoughts and experiences regarding personal boundaries in this group discussion.
2. In particular, I should try to find out whether there are differences in which personal setting I set boundaries (e.g. in relationships, at work, in training, in internships).
3. The aim is to develop an understanding that boundaries play an important role in all areas of life. Nevertheless, for various reasons, it is more difficult in some areas to pay close attention to one's own limits.

Processing of case studies (40 min)

1. In the following, the groups try to work out together on the basis of case studies why people do not dare to set boundaries in some situations. The case studies provided can be used for this purpose.
2. The participants form three groups.
3. Each group works on the case study and then presents it in plenary.
4. Together, the plenary will then reflect on why people behaved the way they did in this situation and how they could react differently. The plenary will consider what effects other reactions could have in this situation.

Identifying your own boundaries (25 min)

Participants look for situations in which they have felt uncomfortable, angry, upset or frustrated because their own boundaries have been exceeded. Ask participants to ask themselves the following questions (sample selection):

- When was the last time you had to defend yourself?
- In what situation did you say yes? Even if you actually wanted to say no? Why did you say yes?
- What upset you here?
- When were you convinced to do things you didn't want to do? Did you regret it?

Participants will be asked to write down the answers to these questions in their Book Creator Journal. To do this, simply insert a blank page and design it at your own discretion. This exercise can help you organize your thoughts and find out what is causing these emotions.

Emphasizing the role of boundaries in promoting self-esteem and self-protection (15 min)

1. In the group, the importance of self-respect and self-protection is explained. Participants should learn that setting and respecting healthy boundaries can help to strengthen self-esteem. Knowing their personal boundaries can help them protect themselves.
2. Participants are encouraged to look for initial ways in which they can actively protect their borders.
3. The proposed solutions are collected on a flipchart or digital whiteboard (if the participants agree) and can serve as a starting point for further discussions and activities.

Activity 4 (45 minutes)

Facts about setting boundaries (45 min)

1. Share the interactive LUMI exercise on this topic with your Digital Coaches for self-study.
2. The interactive exercise contains facts on the following topics: reflecting on and respecting one's own boundaries, the importance of respecting personal boundaries, strategies for setting boundaries
3. You can also provide a padlet to collect further links and questions on the topic.

Activity 5 (45 minutes)

Be a role model and set boundaries (45 min)

Participants will be led to a group discussion on the importance of setting boundaries as a role model for others, especially children. The following impulse questions can be used:

- Why is it important to set boundaries?
- How can we set a good example for others by setting boundaries?
- How can we help children understand and respect boundaries?

In the plenary, the participants consider together in which situations they have to set boundaries at school and how they can act concretely. The collected situations are recorded on posters or whiteboards.

2. The participants form small groups of 2 to max. 4 people. In the small group, a concrete action plan is developed for each situation on how to set appropriate boundaries in these situations. Each group presents its action plan to the group as a whole, and there will be room for discussion and feedback. These activities are designed to help workshop participants develop a deeper understanding of the importance of setting boundaries and provide them with practical strategies to implement this in their own lives.

Activity 6 (20 minutes)

What is important to me as a Digital Coach??(20 min)

1. The Digital Coaches reflect on important points for their future work as Digital Coaches of this lesson.
2. They transfer these important points into their personal portfolio.
3. The format for the documentation is freely selectable.