



Setting Boundaries

Group Juggle and Honest Feedback

Activity Description: Students will pass objects of varied sizes through an established pattern of individuals.

6.6

Group Size: 8 – 12

Time Frame: 45 Minutes

Objectives: The students will be able to:

- Establish a pattern to pass one or more objects successfully around the circle
- Modify actions based on instruction changes while maintaining the same pattern
- Give specific, observable feedback to fellow participants and receive specific, observable feedback from fellow participants

Multiple Intelligence(s) Addressed:

- Interpersonal
- Intrapersonal
- Verbal-Linguistic
- Musical-Rhythmic
- Bodily-Kinesthetic
- Visual-Spatial

Standard(s) Addressed:

- 16.1.8.C Analyze adverse situations and identify appropriate protective factors and coping skills.
- 16.2.8.A Analyze internal and external factors that influence relationships.
- 16.2.8.B Explain individual, social and cultural differences, which increase vulnerability to bullying and abuse and strategies for prevention.

6.6

Materials: 3 toss-able objects of varied shapes, sizes, and weights per group

Directions:

- Divide students into groups of 8 - 12.
- Instruct groups to stand in circles, with several feet between groups. Each group must select a group leader.
- Gather group leaders around the tossable objects.
- Instruct leaders to choose one object from the pile that will be the easiest to lightly underhand toss and catch. Leaders should keep this item in their possession.
- Instruct leaders to choose one object from the pile that will be the most difficult to lightly underhand toss and catch. Leaders should keep this object, along with the first object, in their possession.
- Instruct leaders to choose one object from the pile that is different from the two previous objects. Leaders should keep this object, along with the previous two objects, in their possession.

6.6

- Provide the following instructions for the activity only to the group leaders. Group leaders must communicate these instructions back to their groups.
 - Upon returning to his/her group, each leader should place the second and third objects aside and hold on to the first item.
 - The leader should look across the circle, make eye contact with that individual, say that individual's name, and gently and respectfully toss the object underhand across to that individual.
 - The receiver of the object should look across the circle to someone new, make eye contact, say that individual's name, and gently and respectfully toss the object underhand across to that individual.
 - This process should continue until everyone has received the object. The final toss should return to the leader. This is the group's pattern. The pattern will never be changed.
 - The group should reinforce this pattern by completing it three more times.
- When all groups have completed formation of a pattern and have reinforced that pattern three times, gain the attention of all groups and provide the next set of instructions.
- Leaders should keep the first object in their hands. They should also pick up the second object. Leaders will send the first object into the pattern, wait three seconds, and then start the second object into the pattern. The task is to complete three full cycles of both objects moving through the pattern with no drops. If any object falls, both objects must be returned to the leader, and the group must begin again.

- After opportunities to experiment, instruct the groups to have the following conversation:
 - Each group member is asked to give specific, observable feedback to the person from whom he/she is receiving the objects and to the person to whom he/she is sending the objects. The purpose of this feedback is to inform one another what each group member needs to feel safe and successful. The teacher should model what this conversation might look and sound like (Ex. “The object is being thrown at me too quickly. To feel safe, I need you to throw it lightly.”)
- Leaders should keep the first and second objects in their hands. They should pick up the third object. Leaders will send the first object into the pattern, wait three seconds, send the second object into the pattern, wait three seconds, and then send the third object into the pattern. The task is to complete two full cycles of all three objects moving through the pattern with no drops. If any object falls, all objects must be returned to the leader, and the group must begin again. Groups should pay specific attention to incorporating the feedback they received from one another.
- The Processing Questions should be completed in the student groups, with the teacher monitoring conversation.

6.6

Processing Questions:

- Focus on the first object that was tossed among the group. What actions did your group need to take so that this object was “protected” (i.e. didn’t fall) and so that group members were able to send and receive it safely? (NOTE: Feel free to introduce the term “boundaries” at this time, as in “What boundaries were created for this object?”)
- Focus on the second object that was tossed among the group. What actions did your group need to take so that the object was “protected” (i.e. didn’t fall) and so that group members were able to send and receive it safely? How was this different from the actions you took with the first object?
- Focus on the third object that was tossed among the group. What actions did your group need to take so that the object was “protected” (i.e. didn’t fall) and so that group members were able to send and receive it safely? How was this different from the actions you took with the first and second object?
- When you communicated specific, observable feedback to one another, you set boundaries with them regarding how you wanted to be treated and how you would treat others. Did you find that your boundaries were respected? Did you respect other group members’ boundaries?
- In life, just like in this activity, the only two things we can control is what we send into the world and how we choose to receive what is sent to us. Something we can send into the world is a message about what we need to receive to feel safe and respected. In other words, we communicate our personal boundaries. What is one thing you need from others to feel safe and respected?
- How does it feel when our personal boundaries are respected? How does it feel when our personal boundaries are violated?
- What are our responsibilities, as members of a school community, regarding others’ personal boundaries? Do our responsibilities change even if the individual looks or acts differently (like the objects in the activity)? Why or why not?

Integration Grid:

English Language Arts	Ask students to draw parallels to this activity and a movie of his/her choice. Think in terms of personal responsibility to protect others, locus of control, and personal boundaries being challenged. Share with a partner. Consider books and stories that have similar parallels.
Mathematics	Write math equations on the tossable objects. During the course of the activity stop the game and if a student has an object they must solve the equation.
Science	Ask each group to count the number of drops and successful attempts as they add objects to the circle. For three total tossable objects, they should have three charts: Chart 1 for tossing one object; Chart 2 for tossing two objects; Chart 3 for tossing three objects. Each chart lists the number of people in the group, the number of times the object was successfully passed, and the number of times it was dropped until the goal was reached. The teacher posts the data for all groups and the class devises ratios to describe their success vs. dropped rate for each number of objects tossed. Consider analyzing the data taking into account the number of group members.
Social Studies	Relate boundaries in activity to country, state, and local defense systems. Compare and contrast man-made defenses (i.e. trenches, walls, gates, immigration buildings) with natural boundaries (i.e. mountains, bodies of water). When in history have individual's personal boundaries been violated in the name of protecting the greater good?
Encore	Business: Lead the students in a discussion on what boundaries must be respected in the business world in order to gain respect and success. Possibly expand the conversation to include how to respond when others do not act in a respectful or integrous manner.

6.6