



Assessing Stage 2: Refusal Skills & Boundary Setting

Students in grades 3-5 will have mastered *Stage 2: Refusal Skills & Boundary Setting* by demonstrating their ability to showcase the performance indicators identified in Standard 4. Use the student friendly language below to support rubric creation and feedback to students.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

4.5.2 Demonstrate refusal skills that avoid or reduce health risks.

- I can listen to my feelings about things I don't want to do.
- I can recognize when someone tries to make me do something I don't want to do.
- I can say no clearly and assertively
- I can use refusal and boundary setting strategies to say *no*

ASSESSMENT TOOL #1 (4.5.2)

Assign each student a scenario in which they face peer pressure to do something potentially unhealthy.

Example: You are staying the night at your best friend's house. After her parents go to sleep, she tells you to get dressed because Sam is outside and he wants to walk around the neighborhood.

Have students respond to the following four questions to analyze the situation:

- Who is asking me to make a decision?
- How does this person affect me?
- What are the consequences if I say *yes* or *no*?
- How do I feel?

ASSESSMENT TOOL #2 (4.5.2)

Place students into small groups (3-4). Tell students that they will be creating their own skits to demonstrate to the class how to use appropriate refusal/boundary setting skills. Model and provide the *Language of Health Literacy* from Step 2 and 3 to support students in creating their skits.

After students have created their skits, have all or some groups perform for the class. While students are watching, have students complete a checklist of the refusal/boundary setting skills they observe.



Content Area Connections

Build content understanding through connections with other courses. Share suggestions with teachers to develop plans for content overlap and student language connections.

The use of effective refusal and boundary setting skills helps to create a safe and welcoming classroom. When planning for partner or group work, use the *Stage 2: Refusal Skills & Boundary Setting* to reinforce healthy ways of communicating. Explicitly teaching students how to say *no* when appropriate and voice their boundaries empowers students to advocate for themselves and ensures that students are set up for success and using common language.

Utilize content structures and topics in classrooms to reinforce student understanding and to support ongoing student development. *Stage 2: Refusal Skills & Boundary Setting* can be used across content areas when students feel uncomfortable with behavior around them. For example, if during story time, a peer is pressuring them to get off-task, they have the strategies they need to uphold the decision to do well in school and set this boundary with their friend. Teachers should also model healthy boundary setting with students by communicating their own boundaries and listening when students voice their own (e.g. participating in a learning activity makes them feel unsafe).

Reinforce the understanding that effective refusal skills and boundary setting can help in all areas of life by exploring the following questions with students across contents. Add specific content information in place of the italicized words as necessary. These questions are meant to be used when students are interacting with others, during partner or group work, or when reflecting on how their personal boundaries can help enhance and maintain their health. These questions are a guide for independent reflection when students are challenged to understand how best to communicate their boundaries and how others may be communicating to them.

- What does your body feel in *this moment*?
- What boundary is being crossed in *this moment*?
- How did you respect *this person's* boundary?
- Who is crossing *this boundary*?
- How could you state your boundary about *this* with *this person*?
- What boundary does *this person* have that might be coming up for them?

VOCABULARY REINFORCEMENT:

Utilize the vocabulary words below to reinforce student understanding and to showcase the ability to use words across content areas. For example, an entire grade-level team can decide to teach these words within the specific contexts of their classes to deepen understanding of vocabulary and language use.

*boundary, no, safe, comfortable, physical touch,
share, consent, refusal, personal space*



Resource Bank

RMC Health

- [Health Education Skills Model](#)

National Health Education Standards

- [Standards & Performance Indicators](#)

Practice Saying No Scenario Lesson

- <http://www.nea.org/tools/practice-saying-no.html>

Saying No and Sticking To It Lesson ideas

- <https://www.cmich.edu/colleges/se/Geography/Michigan%20Geographic%20Alliance/Environmental%20Education/Documents/GR%206-ATOD%20layout%207.pdf>