



## Assessing Stage 2: Refusal Skills & Boundary Setting

Students in grades 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.

**4.12.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.**

- I can explain why personal boundaries are important for health.
- I can identify personal boundaries that enhance and maintain health.
- I can identify when someone is persuading me to change my boundary.
- I can communicate my boundary directly and assertively.
- I can use a variety of refusal/boundary setting strategies to uphold my personal boundaries.
- I can reflect on my boundaries in order to foster healthy relationships with others.

### ASSESSMENT TOOL #1 (4.12.2)

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 three 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 (4.12.2)

Ask students to create a script for a skit that shows someone being pressured to change their boundary. The skit must present the boundary and use a variety of refusal/boundary setting strategies to uphold the boundary.

On the script for the skit, ask students to annotate for the following:

- What is the main character's boundary and why is it important?
- Who is trying to cross the main character's boundary and what is the relationship with the main character?
- What persuasive strategies is the person trying to use to cross the main character's boundary?
- What refusal/boundary setting strategies does the main character use and why?
- What happens to the relationship at the end of the scene? Why?



## 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, in Science if 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 boundary is being crossed in *this moment*?
- Who is crossing *this boundary*?
- Why is your relationship with *this person* important?
- How could you communicate your boundary about *this* with your friend?
- How does your relationship with *this person* need to adjust to uphold *this boundary*?
- What personal 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, refuse, uphold, communicate, consent,  
permission, safe, values, peer pressure*



# Resource Bank

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## RMC Health

- [Health Education Skills Model](#)

## National Health Education Standards

- [Standards & Performance Indicators](#)

## Values Sort

- <https://www.therapistaid.com/therapy-worksheet/values-clarification/values/none>

## 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>

## Setting Boundaries Worksheet with Scenarios

- <https://www.therapistaid.com/worksheets/setting-boundaries.pdf>

## High School Video Scenario

- <https://www.youtube.com/watch?v=nMked5EqeXc>