



Assessing Stage 2: Refusal Skills & Boundary Setting

Students in grades PreK-2 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.

4.2.3 Demonstrate ways to respond in an unwanted, threatening, or dangerous situation.

- I can recognize when a physical touch boundary has been crossed.
- I can recognize when a boundary for my stuff has been crossed.
- I can say no firmly when my boundaries are crossed.
- I can recognize when I need to leave an unsafe situation.

4.2.4 Demonstrate ways to tell a trusted adult if threatened or harmed.

- I can recognize when I need help from a trusted adult when my boundaries are crossed.

ASSESSMENT TOOL #1 (4.2.3, 4.2.4)

Give students an outline of a person. Have students color in green parts of the body that would be okay for someone to touch and color in red parts of the body that are not okay for someone to touch. Then, have students practice saying *no* if someone tries to touch them in an area they colored red.

ASSESSMENT TOOL #2 (4.2.3)

Give students a sheet with two different columns. In the first column, instruct students to list belongings they care about, either writing or drawing pictures. In the second column, instruct students to identify whether or not they would share this belonging by writing a check mark or an x. Then, have students practice stating *yes* or *no* to sharing.



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



Resource Bank

RMC Health

- [Health Education Skills Model](#)

National Health Education Standards

- [Standards & Performance Indicators](#)

Name that emotion cards

- https://www.redlandsusd.net/cms/lib/CA01900901/Centricity/Domain/4821/1_feelings_and_actions_name_that_emotion.pdf

An Exceptional Children's Guide to Touch

- <https://www.amazon.com/Exceptional-Childrens-Guide-Touch-Boundaries/dp/1849058717>

Suggested Books about Sharing

- <https://www.edsys.in/story-books-teach-children-importance-sharing/>