



Refusal Skills & Boundary Setting

Grades 3-5

Language of Health Literacy:

I feel ____ when ____ because ____.

I would feel ____ if _____. This situation would make me feel _____, so I know my boundaries were not crossed.

I would feel ____ if _____. This situation would make me feel _____, so I know my boundaries were crossed.

Boundaries are ____.

Boundaries help people to ____.

One of my boundaries is ____ because ____.

I feel ____ when ____, so I want/do not want ____.

Step 1

_____ is a situation that requires me to just say no.

I would say, "No," or "Stop," if _____.

I would seek help from a trusted adult if _____.

No, I will not _____. Leave me alone.

Stop _____ right now. You are making me feel uncomfortable.

No, you cannot _____. That makes me feel unsafe.

Step 2

Peer pressure is _____.

Peer pressure can make boundary-setting harder because _____.

Step 3



Step 1: Listen to My Feelings

Sub Skills:

- Notice my feelings
- Identify when boundaries are crossed
- Identify personal boundaries



Step 2: State My Boundary

Sub Skills:

- Identify situations that require saying no or getting help
- Say no clearly and assertively
- State my boundaries clearly and assertively



Step 3: Use a Refusal Skill to Defend My Boundary

Sub Skills:

- Explain effects of peer pressure
- Use a refusal/boundary setting strategy:
 - Say *no* firmly and loudly
 - Avoid or leave the situation
 - Suggested something different to do
 - Explain why it is a bad idea for you
 - Politely decline
 - Seek help from trusted adult



Step 4: Look Back & Learn

Reflection Questions:

- How did I feel when someone crossed my boundaries?
- Did the situation feel safe? Why or why not?
- Was it easy or hard to say no? Why?
- Was I able to communicate my boundary? Why or why not?
- Which refusal/boundary setting skill did I use that was the most helpful?
- How did it feel to uphold my boundary?
- Do I need to seek additional help? If so, what help do I need?
- Anything else I need to do?