



Refusal Skills & Boundary Setting

Grades PreK-2

Language of Health Literacy:

I feel ____ when ____.

My body tells me I feel _____. I feel this ____ (area of body or way they know).

Boundaries are ____.

The boundary is ____.

This boundary helps keep me safe because ____.

I feel ____ and I would like a hug. Can we hug?

My boundary is ____.

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

I would like to share _____. Is that okay with you?

This is my ____, and I don't want to share it right now.

You can/cannot borrow ____ because ____.

Step 1

I would say, "no," or "stop," because ____.

I would seek help from a trusted adult if ____.

No thank you, I don't want to ____.

No, I will not _____. Leave me alone.

Stop ____ right now.

No, you can not _____. That makes me feel unsafe.

Step 2



Step 1: Listen to My Feelings

Sub Skills:

- Name my feelings
- Define boundary
- Know my boundaries for my body
- Know my boundaries for my stuff



Step 2: Say No

Sub Skills:

- Identify situations that require saying *no* or getting help
- Use a refusal/boundary setting strategy:

<ul style="list-style-type: none"> • Say <i>no</i> firmly and loudly • Avoid or leave the situation 	<ul style="list-style-type: none"> • Politely decline • Seek help from trusted adult
---	--



Step 3: Look Back & Learn

Reflection Questions:

- What is my boundary?
- What do I say if someone is crossing boundaries for my body?
- What do I say if someone wants me to share, but I don't want to?
- When should I get an adult to help?