



Teaching Progression:



Step 2: Say No

SUB SKILL(S):

- Identify situations that require saying *no* or getting help
- Use a refusal/boundary setting strategy
 - Say *no* firmly and loudly. Stand tall and be clear
 - Avoid or leave the situation
 - Politely decline - Thanks, but no thanks
 - Get help from a trusted adult

VALUABLE VOCABULARY:

boundaries, refusal, safety, help, assertive

GUIDING QUESTIONS:

Do I feel uncomfortable or comfortable? Should I say "No"?

NHES PERFORMANCE INDICATORS:

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

Step 2: Say No |

Sub Skill: Identify Situations That Require Saying No Or Getting Help



SUGGESTED LEARNING ACTIVITY 1:

Explain to students that there are situations when they will need to be very clear with their boundaries. Read out loud to students situations that would require them to say *no*. Tell students to stand if they hear a situation in which they would need to say "no" or "stop".

Language of Health Literacy:

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

I would seek help from a trusted adult if _____.

After scenarios are read, lead a discussion using the following guiding questions:

- How do you know when you need to say "no" or "stop"?
- What feelings do you get when you want to say "no" in a situation?
- How do you know when you need to get help from an adult?

Tell students if they feel they are not being listened to by others or if they do not feel safe, it is important to talk to a trusted adult immediately. Ask students to identify which scenarios they would seek help from a trusted adult.

See Next Page For Teaching Notes.



Teaching Progression: Step 2 | Say No (Cont.)

TEACHING NOTES:

- Example Scenarios:
 - You are walking home, and a person pulls their car over. They insist that they should give you a ride and ask you to get in their car.
 - Someone is touching you inappropriately.
 - Someone pushes you down and your elbow is bleeding.
- Remind students that when they are effectively communicating with others they should stand tall, use a clear voice, and make eye contact with the person they are speaking to. For more detailed lessons on effective communication strategies, see *Stage 1: Communication Techniques*.
- Keep in mind that some students may be triggered by this task. Offer personal conversations or drawing options as deemed appropriate for your classroom and the students in need of additional supports.



See *Access Valid & Reliable Resources* for guidance on supporting students on locating trusted adults.



See *Advocacy for Self & Others* for guidance on supporting students asking for help.

Step 2: Say No | Sub Skill: Say No Clearly And Assertively



SUGGESTED LEARNING ACTIVITY 1:

Explain to students that they should be comfortable saying *no* to adults and friends. Remind students that they are in control of their bodies and their possessions, and they have the right to say *no* if they do not want to be touched or share their belongings. Tell students that they will practice saying *no* to friends in a clear way to express their needs. Have students walk around the room and ask students for high fives or hugs. Tell each student that they need to practice saying *no* clearly and assertively using the *Language of Health Literacy*.

Language of Health Literacy:

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.*

When students finish, tell them that saying *no* is not mean or a way to punish their friends. It is a way to keep your boundaries, feel safe, and express yourself. Encourage them to say *no* when they feel uncomfortable, afraid, or sad.



Teaching Progression: Step 2 | Say No (Cont.)

Step 2: Say No | Sub Skill: Use A Refusal/Boundary Setting Strategy



SUGGESTED LEARNING ACTIVITY 1:

Explain to students that sometimes they may not feel safe or comfortable directly communicating their boundary, and therefore, they should be ready with 2-3 refusal strategies in addition to stating their personal boundary. Model for students how to use multiple strategies.

Place students in small groups (2-3 students) to practice using refusal strategies. Provide students with 4-6 scenarios to practice strategies.

Provide students with a handout outlining the following refusal strategies:

Refusal/Boundary Setting Strategy	Language of Health Literacy:	Example:
Say <i>no</i> firmly and loudly. Stand tall and be clear.	"No, I do not want to _____."	"No, I do not want to play on the swing right now."
Avoid or leave the situation.	"I need to leave. I have to _____."	"I need to leave. I have to help my sibling."
Politely decline	"Thanks for _____, but I can't _____."	"Thanks for asking me to ride bikes, but I can't today."

If the person will not accept your no or respect your boundary, **seek the help of a trusted adult.**