



Teaching Progression:



Step 2: State My Boundary

SUB SKILL(S):

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

GUIDING QUESTIONS:

Is this a healthy choice? Do I feel comfortable with the situation?

NHES PERFORMANCE INDICATORS:

4.5.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.

VALUABLE VOCABULARY:

boundaries, refusal, safety, help, assertive

Step 2: State My Boundary | 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. Provide students with a list of situations that would require them to say *no* or set a boundary. Give students several more serious boundary setting scenarios. Then, have students create a list of situations when they would need to give a firm, clear *no* to another person or if they need to get help.

Language of Health Literacy:

_____ 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 _____.

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 is trying to give you drugs, someone is hurting you physically.
- Keep in mind that some students may be triggered by this task or ask not to complete it in written form. Offer personal conversations or drawing options as deemed appropriate for your classroom and the students in need of additional supports.



Teaching Progression: Step 2 | State My Boundary (Cont.)



SUGGESTED LEARNING ACTIVITY 2:

Tell students that if they feel that 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.

TEACHING NOTES:

- Keep in mind that some students may be triggered by this task or ask not to complete it in written form. 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: State My Boundary | Sub Skill: Say No Clearly And Assertively



SUGGESTED LEARNING ACTIVITY 1:

Explain to students that in serious situations like the ones they identified in the learning activity above, they will need to say *no* clearly and assertively. Demonstrate using the *Language of Health Literacy* for the class, and have students practice in small groups how they would verbalize saying *no* for each scenario.

Language of Health Literacy:

No, I will not _____ . Please leave me alone.

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

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



See *Stage 1: Communication Techniques* to reinforce verbal and non-verbal speaking strategies.



Teaching Progression: Step 2 | State My Boundary (Cont.)

Step 2: State My Boundary

Sub Skill: State My Boundaries Clearly And Assertively



SUGGESTED LEARNING ACTIVITY 1:

Explain to students that sometimes stating boundaries is more than saying *no*. For situations when their boundaries are crossed and they feel safe enough to do so, they need to state their boundary clearly. Demonstrate for students how a person would appropriately state their boundaries to a peer using the *Language of Health Literacy*. Ask students to share what they notice about how you are stating your boundaries.

Language of Health Literacy:

_____ (name), when you _____ it made me feel _____. Can you please/ I think you should/ I need you to _____.



SUGGESTED LEARNING ACTIVITY 2:

Provide students with different categories of boundaries and examples of each. Prompt students to decide if the situation allows them to state their boundary clearly and assertively. If so, have students name the boundary that is being crossed. Finally, instruct students to practice stating the boundary to a partner.

TEACHING NOTES:

- Model and provide the *Language of Health Literacy* to support students in stating their boundaries.
- 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*.
- Example Scenarios and Responses:
 - You were waiting in line for the swing when another student cut in front of you and took your spot.
 - Response: I have been waiting in line for the next swing. When you cut in front of me and took my spot, it made me feel upset and sad. I think you should give me the swing and wait your turn.
 - You are drawing a picture and a classmate takes one of your markers without asking.
 - Response: That is my marker. When you took my marker without asking, it made me mad. Can you please give me my marker back, and ask next time you want to borrow something of mine?
- See *Resource Bank* below for additional scenarios.