



Teaching Progression:

Step 3: Uphold My Boundary

SUB SKILL(S):

- Communicate boundary
- Use a refusal / boundary setting strategy
 - Say *no* firmly and loudly. Stand tall and be clear
 - Avoid or leave the situation
 - Suggest something different to do
 - Explain why it is a bad idea for you
 - Ignore the suggestion and change the subject
 - Make a joke or use humor
 - Politely decline - "Thanks but no thanks"
 - Seek help from a trusted adult

VALUABLE VOCABULARY:

*I-Statements,
refusal strategies,
personal boundaries*

GUIDING QUESTIONS:

What refusal strategies do I feel comfortable using? How do I set healthy boundaries with others?

NHES PERFORMANCE INDICATORS:

(4.8.1) Apply effective verbal and nonverbal communication skills to enhance health. (4.8.2) Demonstrate refusal and negotiation skills that avoid or reduce health risks.

Step 3: Uphold Your Boundary | Sub Skill: **Communicate Boundary**



SUGGESTED LEARNING ACTIVITY 1:

Explain to students that when they know they want to say *no*, they should first try to communicate the boundary clearly.

Tell students that not all refusal skills will work for every situation, but by the end of Step 3, they will have multiple strategies to choose from for different situations.

Tell students that once they have analyzed the situation they may need to communicate their decision to the person who is bringing up the risky or unhealthy behavior. Have students practice using the *Language of Health Literacy* to practice communicating one of the personal boundaries they identified in Step 1.

Language of Health Literacy:

*I feel _____ when you _____ because _____.
I would like you to _____.*

*When you _____ that crosses my
personal boundary. Can you please _____.*

*I feel uncomfortable when you _____. Will you
please _____ in the future?*



Teaching Progression: Step 3 | Uphold My Boundary (Cont.)

Step 3: Uphold My Boundary

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.

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 JUUL."
Avoid or leave the situation.	"I need to leave. I forgot I have _____ to do."	"I need to leave. I forgot I have a Chemistry test tomorrow. I need to study."
Suggest something different to do.	"I was thinking about going to _____. Anyone want to join me?"	"I was thinking about going to 7-11 to get a snack. Anyone want to join me?"
Explain why it is a bad idea for you.	"I really can't do that because _____"	"I really can't do that because my coaches would be upset with me if they found out."
Ignore the suggestion and change the subject.	"Have you heard about..."	"Have you heard about soccer try outs this week? Do you think you'll try out?"
Make a joke or use humor.	"You want me to do that?! Don't you know..."	"You want me to do that?! Don't you know that stuff stunts your growth and I want to be 6'8" and play for the NBA."
Politely decline.	"Thanks, but no thanks."	"Thanks for inviting me to the party, but I don't think I will go."

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

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

See Next Page For Teaching Notes.



Teaching Progression: Step 3 | Uphold My Boundary (Cont.)

TEACHING NOTES:

- While students practice each strategy, walk around and encourage students to engage with each strategy.
- Allow students to have fun and be silly.
- Provide additional refusal and boundary setting strategies to meet the needs of your classroom.
- See *Resource Bank* below for more detailed lesson ideas to practice saying *no*.



SUGGESTED LEARNING ACTIVITY 2:

After students complete practicing refusal and boundary setting strategies, explain that sometimes people will ignore their decision and continue to persuade them. Tell students that if this occurs, they need to either continue to use refusal strategies or state that their boundaries are being crossed, and they are going to seek the help of a trusted adult.

Explain to students that if they continue to feel pressure or they feel unsafe, they should reach out for support. Remind students of support structures within the school, the community, at home and with their friend groups. Have students create examples in groups of situations when they would need to reach out to gain additional support. Make a list of important situations that would need outside support on the board. Be sure to include the following situations: sexual assault or harrassment, talk of self harm or suicide, threats toward others, etc.



See *Access Valid & Reliable Resources* to support students locating help and resources from trusted adults.



See *Advocacy for Self & Others* to support students asking for the help of a trusted adult.