



Teaching Progression:

Step 3: Use an Appropriate Refusal/Boundary Setting Strategy



SUB SKILLS(S):

- Communicate your boundary
- Use a refusal / boundary setting strategy
 - Say *no* firmly and loudly. Stand tall and be clear
 - Avoid or leave the situation
 - Ask a question
 - 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"
 - Acknowledge the other person's feelings and explain your decision
 - 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:

(4.12.2) Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.

Step 3: Use an Appropriate Refusal/Boundary Setting Strategy | Sub Skill: Communicate Your Boundary



SUGGESTED LEARNING ACTIVITY 1:

Explain to students that when they know they want to say *no* or they aren't comfortable doing something, they should first try to communicate the boundary clearly. Tell students this may not be enough for every situation, but by the end of Step 3, they will have multiple strategies to choose from.

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. Instruct students to practice using the *Language of Health Literacy* to communicate 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 | Use an Appropriate Refusal/Boundary Setting Strategy (Cont.)

Step 3: Use an Appropriate Refusal/Boundary Setting Strategy
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.

Provide students with a handout outlining the refusal strategies and examples on the following page:

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."
Ask a question.	"Why is it important to you that I _____?"	"Why is it important to you that I skip class with you?"
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."
Acknowledge the other person's feelings and explain your decision.	"I know you want to _____ because _____ But when you ask me to do that I feel _____ because _____"	"I know you want to kiss because you like me. But when you pressure me in public I feel guilty and uncomfortable because I feel that kissing should be private, and I want to be able to say no."

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



Teaching Progression: Step 3 | Use an Appropriate Refusal/Boundary Setting Strategy (Cont.)



SUGGESTED LEARNING ACTIVITY 2:

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

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.
- See *Resource Bank* below for more detailed lesson ideas to practice saying no.



SUGGESTED LEARNING ACTIVITY 3:

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 their 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.