



Refusal Skills & Boundary Setting Grades 9-12

Language of Health Literacy:

Boundaries are ____.
I would not ____.
I would be ok with ____.
I would (allow/not allow) ____.
Because of ____ (value), I (won't/will) ____.

Step 1

When ____ (happened), I knew my boundary was crossed because ____.
I am feeling ____, so I know my boundary has been crossed.
If I say no, ____.
If I say yes, ____.
Because of my relationship with ____, it is (difficult/easy) to uphold this boundary because ____.
____'s opinion matters to me because ____.
____ tried to persuade me to ____ by ____.

Step 2

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?

Step 3



Step 1: Identify Boundaries

Sub Skills:

- Define boundaries
- Identify personal boundaries



Step 2: Analyze the Situation

Sub Skills:

- Determine your feelings
- Recognize when a boundary has been crossed
- Analyze the importance of the relationship



Step 3: Use an Appropriate Refusal/Boundary Setting Strategy

Sub Skills:

- Say *no* firmly and loudly
- 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
- Acknowledge the other person's feelings and explain your decision
- Seek help from trusted adult



Step 4: Reflect

Reflection Questions:

- Did I uphold my boundary? Why or why not?
- Who was trying to persuade me to do something I wasn't comfortable doing?
- Which refusal/boundary setting skill(s) did I use?
- Did the person respect my boundary? Based on how the situation resolved, how do I want the relationship with the person to change/stay the same?
- What do I want to remember next time I am pressured to do something unsafe or unhealthy?
- Do I need to seek help and support? If so, who should I go to?