

Health Skill:

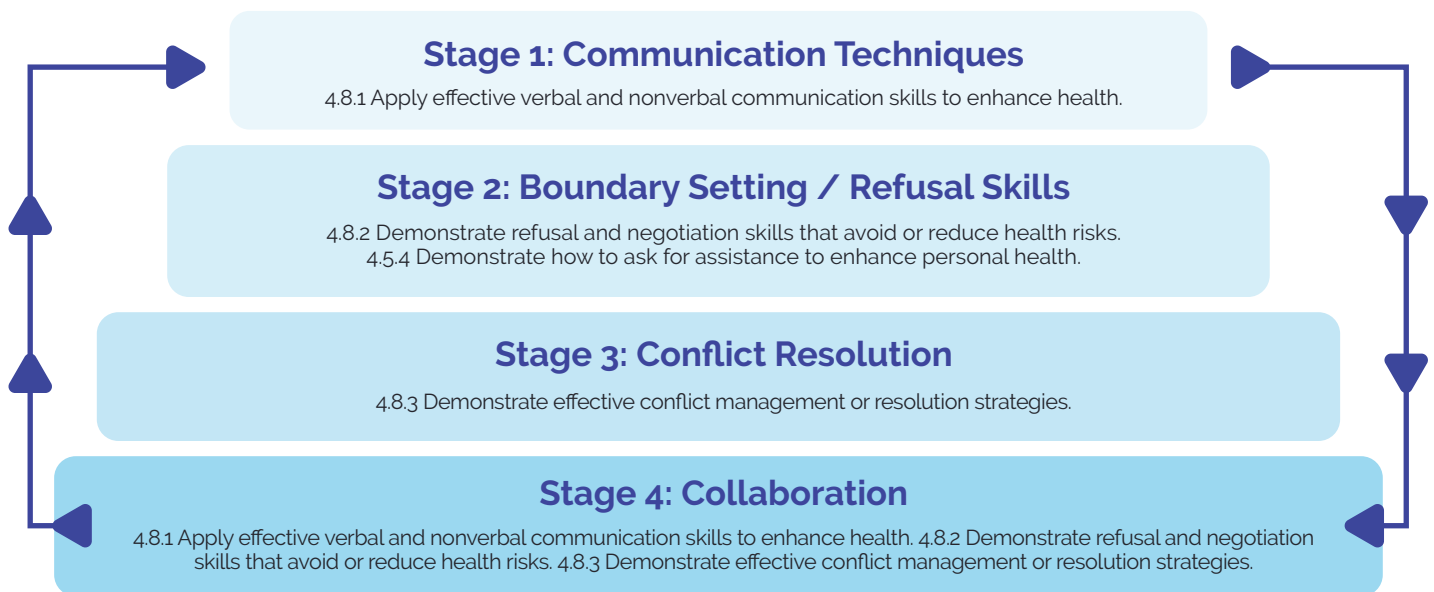
Interpersonal Communication



Background Information

The health skill, *Interpersonal Communication*, guides students to better understand, practice, and reflect on their interactions with others. By providing students with a safe space to practice strategies for healthy communication in school, students are more prepared to handle social situations throughout their life. The *Interpersonal Communication* health skill begins with practicing appropriate communication techniques, then explores healthy boundaries with strategies to uphold those boundaries, moving to examining the importance of productive conflict and conflict resolution, and ends with strategies to ensure effective collaboration. Each stage of *Interpersonal Communication* supports students to better understand themselves and their community, while working toward having more authentic, intentional communication with others.

The four stages of *Interpersonal Communication* are designed to support the growth of each student toward more complex levels of communication, beginning with the individual and ending with effective team work. The *Teaching Progression* for the four stages were developed in sequential order to ensure strategies build upon one another, leading to more inclusive, authentic, and collaborative teamwork. However, teachers can rearrange the stages as appropriate for their classroom.



NATIONAL HEALTH EDUCATION STANDARD (NHES) 4:

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

National Health Education Standard Rationale: Effective communication enhances personal, family, and community health. This standard focuses on how responsible individuals use verbal and non-verbal skills to develop and maintain healthy personal relationships. The ability to organize and to convey information and feelings is the basis for strengthening interpersonal interactions and reducing or avoiding conflict.



Grades 6-8 Framework

In grades 6-8, students learn a variety of strategies to effectively communicate in a variety of modes. The graphic below outlines the strategies learned in each stage, beginning with Stage 1: Communication Techniques and ending with Stage 4: Collaboration. Teachers should use the strategies listed as a starting point and add strategies to meet the needs of their students.



Notes on Grade Level Progression

Activities, vocabulary, and language throughout the models are vertically aligned and build upon one another. If students require scaffolding refer to previous grade levels for additional ideas for activities and instruction that address gaps in student skills. For enrichment activities, look at higher grade levels in order to provide additional practice opportunities or for ideas on how to deepen understanding.



Stage 2: Refusal Skills & Boundary Setting

The *Interpersonal Communication* health skill model continues with *Stage 2: Refusal Skills & Boundary Setting* to teach students to advocate for themselves and set appropriate, healthy boundaries in relationships. The strategies used in *Stage 2: Refusal Skills & Boundary Setting* are designed to help students practice using a strong voice and safe strategies when they face pressure to do things that feel unsafe or unhealthy for them. By the end of *Stage 2: Refusal Skills & Boundary Setting*, students in all grade-levels will have foundational strategies for saying **no** in high pressure social situations and maintain healthy boundaries. Students who master these techniques will be better equipped to follow through on healthy decisions in relationships and set appropriate boundaries to feel safe and comfortable with others.

The Steps:



Step 1
Identify My
Boundaries



Step 2
Analyze the
Situation



Step 3
Uphold My
Boundary



Step 4
Reflect

Grades 6-8 Framework

Students in grades 6-8 often face immense peer pressure that can lead to unhealthy decision-making. Learning strategies to uphold healthy decisions and set healthy boundaries are essential for middle school-aged students to thrive and live healthy, safe lives. There is a need to explicitly provide students with language, techniques, and effective refusal skills as well as provide a space for students to practice these strategies with others. The strategies provided in this model help students explore different options for saying **no** to their peers. By the end of *Stage 2: Refusal Skills and Boundary Setting*, students will be more confident in stating **no** and have effective strategies in high pressure situations to follow through on healthy choices. Throughout this stage, it is important for students to practice using strategies and verbalizing their boundaries in various role play scenarios. For more explicit instruction on decision-making, refer to *Decision-Making* for grades 6-8.

Mastery of *Stage 2: Refusal Skills & Boundary Setting* for grades 6-8 means students are able to analyze a situation where they are being pressured to cross a personal boundary, explain their boundaries to others, and use effective strategies for upholding their boundaries.



Stage 2: Refusal Skills and Boundary Setting

The Steps:



Step 1: Identify My Boundaries

Step Overview: The first step for *Stage 2: Refusal Skills & Boundary Setting* is to spend time identifying personal boundaries. First, students need to understand what a boundary is and the different types of boundaries they can have (e.g. physical, emotional, behavioral). Once students understand the different types of boundaries, they spend time identifying their own boundaries, so they are more prepared to uphold these boundaries and/or say *no* in higher stakes situations. Use the steps for *Decision-Making* to guide students in deciding on personal boundaries and behaviors in which they do not wish to engage.

Sub Skill(s):

- Define boundary
- Identify personal boundaries



Step 2: Analyze the Situation

Step Overview: After students identify their boundaries, they move to upholding those boundaries in different situations. This step allows students to be aware in the moment when someone is pressuring them to do something they do not want to do. To prepare for this step, students should explore the power of peer pressure. Then, students should be given questions they can ask themselves to better analyze the situation, which will help them select the appropriate refusal/boundary setting skill in Step 3.

Sub Skill(s):

- Explain the power of peer pressure
- Analyze the time, place, and people



Step 3: Uphold My Boundary

Step Overview: In Step 3, students learn how to communicate their boundary clearly in a situation where their boundary is being crossed. In addition to communicating their boundary, students should learn a variety of refusal/boundary setting skills to uphold the boundary in case they are not listened to or do not feel comfortable directly communicating their 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
 - Seek help from a trusted adult



Step 4: Reflect

Step Overview: Learning to reflect takes practice and intention. After an individual upholds a personal boundary, it is important to reflect on how they feel. It is possible that upon reflection, they will need to seek additional resources or help in case the situation comes up again in the future. Building time for students to reflect is crucial in developing metacognition, which supports health skills, *Self-Management and Advocacy for Self & Others*.

Reflection Question(s):

- Did I uphold my boundary? Why or why not?
- Who was trying to persuade me to do something I wasn't comfortable doing?
- What form of persuasion was hardest for me to resist?
- Which refusal/boundary setting skill(s) did I use?
- Which refusal/boundary setting skill(s) worked the best?
- Did the person respect my boundary? If not, how do I want to follow up?
- Based on how the situation resolved, how do I want the relationship with the person to change or 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?



Teaching Tips

- Provide students with different types of boundaries someone can have (e.g. personal space, physical, language, emotional, information you share with others) and allow them to decide their personal boundaries for each.
- Provide students with a list of refusal and boundary setting strategies they can use when facing peer pressure. Add to the list of strategies provided to meet the needs of your classroom.
- Use role play to give students an opportunity to practice communicating and upholding their boundaries.
- Be sure to include the following situations when learning about seeking help from a trusted adult when boundaries are crossed: sexual assault or harrassment, talk of self harm or suicide, threats toward others, etc.
- Teach *Stage 2: Refusal Skills & Boundary Setting* for different health contents, allowing students to decide on personal boundaries and plan for how they will uphold those boundaries. For example, when learning about sexual health, students can explore their personal boundaries with physical touch.
- Pair *Stage 2: Refusal Skills & Boundary Setting* with *Decision-Making* to help students follow through on healthy decisions as well as using the *Decision-Making* process to decide on their personal boundaries.

See *Teaching Progression* for suggested learning activities.



Teaching Progression:



Step 1: Identify My Boundaries

SUB SKILL(S):

- Define boundary
- Identify personal boundaries

GUIDING QUESTIONS:

What is a boundary? What are my boundaries? How do I know when my boundaries are crossed?

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.

VALUABLE VOCABULARY:

*boundaries,
physical boundaries,
emotional boundaries*

Step 1: Identify My Boundaries | Sub Skill: Define Boundary



SUGGESTED LEARNING ACTIVITY 1:

Tell students that *Stage 2: Refusal Skills & Boundary Setting* begins with exploring boundaries. Begin the stage by having students answer the following question: *What is a boundary?*

Have students turn and talk to share their answers then write out explanations on the board. Explain to students that they will explore their personal boundaries in relationships.

Language of Health Literacy:

A boundary is _____.

Personal boundaries are important because _____.

I have the right to set a boundary about _____.

TEACHING NOTES:

- Model and provide the *Language of Health Literacy* to support student discussion and understanding of the word boundary.
- Use a variety of discussion strategies to ensure all students are able to participate and share ideas.



Teaching Progression: Step 1 | Identify My Boundaries (Cont.)

Step 1: Identify My Boundaries | Sub Skill: Identify Personal Boundaries



SUGGESTED LEARNING ACTIVITY 1:

Define *personal boundaries* for students. *Personal Boundaries* are *limits, guidelines and rules we place on our relationships based on our values, comfort and needs*. Give students an example of a personal boundary you hold. Have students write down one personal boundary that they know they have. Tell students that these boundaries will be shared with others to help students feel more comfortable and encourage them not share personal boundaries if they are not ready.

Language of Health Literacy:

I value _____, so I set a boundary to _____.

I do not feel comfortable or safe doing _____, so I will make sure I set a boundary with someone who tries to get me to do that.

I have decided to _____ to stay safe/healthy. Therefore, I will set a boundary when someone tries to get me to do something that makes it difficult to _____.

TEACHING NOTES:

- Personal Boundary Example: I value time with my family, so I set a boundary to not stay at work past 5.
- Model and provide the *Language of Health Literacy* to students to create their statement.

SUGGESTED LEARNING ACTIVITY 2:



Have students share their personal boundaries statements with one another.

After students have shared with several peers, lead a student discussion using the following questions:

- How are our personal boundaries and values connected?
- What type of boundaries do people set in their lives?

SUGGESTED LEARNING ACTIVITY 3:



Have students share with the class different types of personal boundaries people could encounter. Write out different types of boundaries on the board. Tell students that because every person has different values, they also have different boundaries. Explain to students that they will start to think about their boundaries for different situations to be more prepared and confident to uphold their boundaries in the real world.

TEACHING NOTES:

- Different Types of Personal Boundaries: personal space, physical, language, emotional, information you share with others, etc.



Teaching Progression: Step 1 | Identify My Boundaries (Cont.)



SUGGESTED LEARNING ACTIVITY 4:

Give students 5-10 different personal boundary examples. Have students read each personal boundary example. For each example, they should choose if they strongly disagree, disagree, agree, or strongly agree.

In the classroom, mark areas of the room with signs to correspond with strongly agree, agree, disagree, and strongly disagree. Read each scenario and have students move to the appropriate area. Instruct students to explain why they chose to stand in the area that they did.

When the activity is complete, have students discuss the following questions:

- What did you notice about our class' boundaries?
- Why do we have different boundaries?
- If we all have different boundaries, how can this affect our relationships?

TEACHING NOTES:

- Personal Boundary Examples:
 - If I'm in a relationship with someone, I want to hold hands, hug and show physical affection.
 - If my friend needed me to lie to my parents about something, I would be ok doing that, as long as I knew I wasn't in danger or doing something against the rules.
 - If my friend wanted to borrow a piece of clothing, I would be ok with lending it to them.
- Have students use the steps to *Decision-Making* to decide on if they strongly disagree, disagree, agree, or strongly agree.



See *Decision-Making* to support students in deciding personal boundaries.



Teaching Progression:



Step 2: Analyze the Situation

SUB SKILL(S):

- Explain the power of peer pressure
- Analyze the time, place, and people

GUIDING QUESTIONS:

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

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.

VALUABLE VOCABULARY:

*social pressure,
persuasion,
boundaries, refusal*

Step 2: Analyze the Situation | Sub Skill: Explain The Power Of Peer Pressure



SUGGESTED LEARNING ACTIVITY 1:

Begin *Step 2: Analyze the Situation* by having students think about a time they faced a difficult decision with a friend. Have students write about this experience by using the following questions:

- Have you ever been asked to do something by a friend that didn't feel right?
- How did you respond?
- What were some of the obstacles you encountered during this situation?

After students reflect on the questions, have students turn to a partner to share their story.



SUGGESTED LEARNING ACTIVITY 2:

Share a narrative about a time you or a fictional person faced an uncomfortable decision. Ask students to discuss what they notice about the story and prompt them to make connections to their own life. When sharing this scenario, explain how it can be overwhelming and uncomfortable to deal with these situations. Also, explain that as we get older we are going to face more pressure from people to do things that can be unhealthy and dangerous.

Then, tell students that they will be practicing how to effectively handle these situations and have the confidence to say no when needed. Tell students that the ability to say *no* effectively is called a refusal skill. Tell students that they will learn key refusal skills and boundary setting techniques.

TEACHING NOTES:

- Make sure the story is an appropriate peer pressure situation that a student at your school could face.



Teaching Progression: Step 2 | Analyze the Situation (Cont.)

Step 2: Analyze the Situation | Sub Skill: Analyze Time, Place, and People



SUGGESTED LEARNING ACTIVITY 1:

Explain to students that they may be asked by others to do things that may be unhealthy, dangerous, or go against their values. Explain to students that people in their life may use persuasion to influence their decision-making.

Define *persuasion* for the class. *Persuasion* is the ability to move another person to action through argument, exploitation, or intrigue. Explain to students that when their close friends and people they trust use persuasion, it can be challenging to uphold personal boundaries and make decisions aligned with their personal values.

Explain to students that the second step in *Stage 2: Refusal Skills & Boundary Setting* is to analyze the situation by asking yourself questions to better understand the situation. Explain to students that who they are with, the consequences, and how they feel all matter when they are analyzing the situation.

Give students a hand out or post the following questions on the board:

- Who is asking me to make a decision? How does this person affect me?
- What are the consequences if I say yes or no?
- How do I feel?



SUGGESTED LEARNING ACTIVITY 2:

Have students practice answering the questions above by providing them with 4-6 scenarios. Each scenario should be clear enough for students to reflect on the three from Suggested Learning Activity 1.

Once students have independently worked through the scenarios, have students share their ideas with various peers. During the discussion, focus student attention on how they feel being asked to do something unhealthy. Have students think about the tension between trying to please other people and taking care of themselves. Tell students that this struggle is confusing and difficult and encourage them to listen to their gut feeling in the situation to make the right decision.

TEACHING NOTES:

- Before having students practice, model how to appropriately answer the questions with one scenario.
- Example Scenario: After school, your best friend shows you an e-cigarette. They tell you that they found them in their sister's room, and they want you to try it with them.
 - Example Response to Scenario: My best friend is asking me to vape, and we always do things together. I don't want to hurt their feelings or make them upset. If I say yes, I know it is unhealthy, smells gross, and I could get in trouble. If I say no, she could be upset with me or think I'm lame. I don't feel comfortable with the situation. My stomach hurts and I feel nervous.
- While students work, monitor student progress and provide appropriate feedback to direct student responses.
- See *Resource Bank* below for example scenario videos.
- Model and provide the *Language of Health Literacy* to support student responses.

Language of Health Literacy:

_____ is asking me to _____,
and they are _____.

This is a tough situation for me
because _____.

If I say no, _____.

If I say yes, _____.



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 harassment, 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.



Teaching Progression:



Step 4: Reflect

REFLECTION QUESTION(S):

- Did I uphold my boundary? Why or why not?
- Who was trying to persuade me to do something I wasn't comfortable doing?
- What form of persuasion was hardest for me to resist?
- Which refusal/boundary setting skill(s) did I use?
- Which refusal/boundary setting skill(s) worked the best?
- Did the person respect my boundary? If not, how do I want to follow up?
- Based on how the situation resolved, how do I want the relationship with the person to change or 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?

VALUABLE VOCABULARY:

reflection

GUIDING QUESTIONS:

How do I want to use these strategies in my own life?

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.



SUGGESTED LEARNING ACTIVITY 1:

Ask students questions that will help them understand the importance of looking back on the situation and reflecting on what they learned. For example ask the following questions:

- Did you uphold your boundary? Why or why not?
- Who was trying to persuade you to do something you weren't comfortable doing?
- What form of persuasion was hardest for you to resist?
- Which refusal/boundary setting skill(s) did you use?
- Which refusal/boundary setting skill worked the best?
- Did the person respect your boundary? If not, how do you want to follow up?
- Based on how the situation resolved, how do you want the relationship with the person to change or stay the same?
- What do you want to remember next time you are pressured to do something unsafe or unhealthy?
- Do you need to seek help and support? If so, who should you go to?

TEACHING NOTES:

- Model this reflection process by sharing with students a time when you upheld a boundary to enhance your health, or how using refusal/boundary setting strategies allowed you to uphold healthy decisions.
- Provide multiple opportunities for students to answer these questions.
- Allow students to reflect in a variety of modes, including: writing, partner discussion, whole-class discussion, and one-on-one conferencing.



Assessing Stage 2: Refusal Skills & Boundary Setting

Students in grades 6-8 will have mastered *Stage 2: Refusal Skills & Boundary Setting* by demonstrating their ability to showcase the performance indicators identified in Standard 4. Use the student friendly language below to support rubric creation and feedback to students.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

4.8.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks.

- I can explain why personal boundaries are important for health.
- I can identify personal boundaries that enhance and maintain health.
- I can communicate my boundary directly and assertively.
- I can use a variety of refusal/boundary setting strategies to uphold my personal boundaries.
- I can reflect on my boundaries in order to foster healthy relationships with others.

ASSESSMENT TOOL #1 (4.8.2)

Assign each student a scenario in which they face peer pressure to do something potentially unhealthy.

Example: You are staying the night at your best friend's house. After their parents go to sleep, they tell you to get dressed because Sam is outside and they want to walk around the neighborhood.

Have students respond to the three questions to analyze the situation.

- Who is asking me to make a decision? How does this person affect me?
- What are the consequences if I say *yes* or *no*?
- How do I feel?

Collect student responses to check for understanding and provide feedback.

ASSESSMENT TOOL #2 (4.8.2)

Provide students with different scenarios of someone pressuring them to do something they do not feel safe or comfortable doing. Have groups of students write a role play where they use at least three refusal/boundary setting strategies, annotating each strategy, and explaining why they chose each given the situation.

Then, have students perform their role play in front of the class.



Content Area Connections

Build content understanding through connections with other courses. Share suggestions with teachers to develop plans for content overlap and student language connections.

The use of effective refusal and boundary setting skills helps to create a safe and welcoming classroom. When planning for partner or group work, use the *Stage 2: Refusal Skills & Boundary Setting* to reinforce healthy ways of communicating. Explicitly teaching students how to say *no* when appropriate and voice their boundaries empowers students to advocate for themselves and ensures that students are set up for success and using common language.

Utilize content structures and topics in classrooms to reinforce student understanding and to support ongoing student development. *Stage 2: Refusal Skills & Boundary Setting* can be used across content areas when students feel uncomfortable with behavior around them. For example, in Science if a peer is pressuring them to get off-task, they have the strategies they need to uphold the decision to do well in school and set this boundary with their friend. Teachers should also model healthy boundary setting with students by communicating their own boundaries and listening when students voice their own (e.g. participating in a learning activity makes them feel unsafe).

Reinforce the understanding that effective refusal skills and boundary setting can help in all areas of life by exploring the following questions with students across contents. Add specific content information in place of the italicized words as necessary. These questions are meant to be used when students are interacting with others, during partner or group work, or when reflecting on how their personal boundaries can help enhance and maintain their health. These questions are a guide for independent reflection when students are challenged to understand how best to communicate their boundaries and how others may be communicating to them.

- What boundary is being crossed in *this moment*?
- Who is crossing *this boundary*?
- Why is your relationship with *this person* important?
- How could you communicate your boundary about *this* with your friend?
- How does your relationship with *this person* need to adjust to uphold *this boundary*?
- What personal boundary does *this person* have that might be coming up for them?

VOCABULARY REINFORCEMENT:

Utilize the vocabulary words below to reinforce student understanding and to showcase the ability to use words across content areas. For example, an entire grade-level team can decide to teach these words within the specific contexts of their classes to deepen understanding of vocabulary and language use.

*boundary, refuse, uphold, communicate, consent,
permission, safe, values, peer pressure*



Resource Bank

RMC Health

- [Health Education Skills Model](#)

National Health Education Standards

- [Standards & Performance Indicators](#)

Practice Saying No Scenario Lesson

- <http://www.nea.org/tools/practice-saying-no.html>

Refusal/Boundary Setting Video Scenario

- <https://www.youtube.com/watch?v=luQhJAPPfhU>

Saying No and Sticking To It Lesson ideas

- <https://www.cmich.edu/colleges/se/Geography/Michigan%20Geographic%20Alliance/Environmental%20Education/Documents/GR%206-ATOD%20layout%207.pdf>

Setting Boundaries Worksheet with Scenarios

- <https://www.therapistaid.com/worksheets/setting-boundaries.pdf>