

Lesson 4- Communicating Our Boundaries and Avoiding Risky Situations

- Objective: Students will be able communicate their boundaries using the scenarios on the worksheet.
- Objective: Students will be able to analyze situations where assertive communication and refusal skills can be used to avoid and escape risky situations.
- Procedure- To be lectured on
 - What to Communicate?
 - To communicate your plan for your personal boundaries, you need to know what to communicate. The first thing to do is simply share information. However, there may be times when your listener doesn't seem to be listening or hearing what you are saying to them. You may need to repeat yourself. Respect your boundaries. Just as you want others to listen and respect your boundaries, it is important that you do the same for them. If someone tell you "no" or communicate a boundary, listen and support their limit
 - Time to Communicate
 - Have students work on their worksheets in groups of two.
 - When/if students finish their worksheet-have groups come together and talk about what they would do.
- Assessment 1: Use the worksheet as the assessment. If students do not finish, they will complete it for homework. Remind them to complete the bottom part of the assignment.
 - Michigan State Laws
 - Explain what the laws are regarding sexual misconduct.
 - Using Skills to Avoid a Risky Situation
 - Students will reenact a skit to point out what refusal skills have been used.
 - Group Work
 - Have students form groups of 2 and pass out the worksheet Cut.
 - Explain the procedure of the assignment and give them time to work on it.
 - When/if the worksheet is completed have groups come together what they did.
- Assessment 2: Students will be able to analyze situations where assertive communication and refusal skills can be used to avoid and escape risky situations by completing the worksheet Cut.