

TEEN LIVING – REFUSAL SKILLS

OBJECTIVE: Explore various types of refusal skills.	STANDARD: Students will discuss the dynamics of peers and friends.
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MOTIVATOR	DESCRIPTION: Bell Ringer Question	MATERIALS: Bell Ringer Cards
TIME: 5 min.		
CONTENT:		
<ol style="list-style-type: none"> 1. Have the students answer the following question on their bell ringer cards, “Is it easy for you to say no?” 2. When done, have the students return their cards to the class basket. 		

ACTIVITY 1 (Individualistic)	DESCRIPTION: Refusal Skills	MATERIALS: <i>REFUSAL SKILLS STUDY GUIDE</i> Refusal Skills PowerPoint (slide 2-5)
TIME: 10 min.		
CONTENT:		
<ol style="list-style-type: none"> 1. Discuss the goals of refusal. 2. Discuss the steps for refusal. 3. Discuss what to do under pressure. 		
PROCESS QUESTIONS:		
<ol style="list-style-type: none"> 1. What are the three goals of refusal? 2. What are the five steps for refusal? 3. What are some options you can do if under pressure? 		
REFERENCES:		
Information found in the Teen Living Curriculum – Utah State Office of Education		

ACTIVITY 2 (Cooperative & Competitive)	DESCRIPTION: Right Choice Activity	MATERIALS: None
TIME: 20 min.		
CONTENT:		
<ol style="list-style-type: none"> 1. Instruct the class to stand in a circle. Choose one person to be in the middle. Explain 		

that the game is played just like the traditional “Rocks, Paper and Scissors” game except that everyone in the circle is playing against the person in the middle. Remind the students how to make the three symbols with their hands.

2. Have everyone in the circle turn around and face out of the circle. Count “one, two, three, go!” At the word “go” everyone in the circle turns and does one of the three hand signals. The person in the middle also chooses one of the three hand signals. Everyone in the circle checks to see how they did against the person in the middle.
3. Play a few rounds just to get the feel of the game. Each round or two, change the person in the middle by choosing someone at random to replace them.
4. Part two of the activity: If you are beaten by the person in the middle, you have to sit down or step back out of the circle. If you have the same hand sign as the person in the middle, nothing happens. Play a few rounds until most people are sitting. Continue to change the person in the middle after each round or two by randomly choosing someone who is still left standing.
5. Part three of the activity: Get everyone back into the circle, except for one person in the middle. This time have the person in the middle announce what hand motion they are going to do before you start counting. You will probably only have to do this part of the activity once to get the message across that if you know what they are going to do, then your own choice will be easy.
6. Discussion:
 - a. How well did you do against the person in the middle?
 - b. Did you always use the same hand signal for each round? Why or why not?
 - c. Which person in the game was it the best to be, the person in the circle or the person in the middle? Why?
 - d. How hard was the game when you knew what the person in the middle was going to do?
 - e. Do different situations where you are being pressured to use drugs require different types of responses?
 - f. What would happen if you used the same response in all situations?
 - g. How would you tell your best friend “No”?
 - h. How would you tell a close friend “No”?
 - i. How would you tell someone you sort of knew “No”?
 - j. How would you tell a stranger “No”?
 - k. Does it really matter how well you know the person?
 - l. Would the situation you are in determine how you said “No”?
 - m. Give some examples. If you knew in advance what the situation might be and planned ahead, would it be easier to say “No”?

PROCESS QUESTIONS:

1. How do you say “No” to different people in your life?

REFERENCES:

“Right Choice” activity by Tom Jackson. Found in the book, “More Activities That Teach” pp. 246-248.

ACTIVITY 3 (Cooperative & Competitive)	DESCRIPTION: Gorilla Game	MATERIALS: None
TIME: 10 min.		

CONTENT:

1. Have each student choose a partner. Have them stand back to back with their partners. Once everyone has a partner, have them all turn towards you so that you can teach them four hand motions. Show them the following motions and have them repeat them before you go on to the next one.
2. In the first motion they are to put both hands on top of their head as if they were making rabbit ears. This hand motion is called the “rabbit”.
3. Next have them bring their hands down to their ears and put their thumbs in their ears with their palms facing forward. This hand motion is called the “moose”.
4. Next have them put both hands under their chin. Have them wiggle their fingers. This represents the hair on the chin of the “buffalo”.
5. Last, have them bring their hands down to their sides and flex them like they are a weight lifter. As they do this motion, they need to make a growling sound. This hand motion is called the “gorilla”.
6. Have the students stand back to back with their partner. Explain that you are going to count to three, and then they are to turn around and do one of those four hand motions to their partner.
7. After they have done this, tell them that if they matched hand motions with their partner they may sit down. Have those that did not match got back to back with their partners again. Tell those that are sitting down to help you watch for matching pairs. After the second round, once again have those that match sit down. Do a third and final round for any of the pairs that are left. If they don’t match on the third round, you can stop the activity.
8. Discussion:
 - a. Why did you choose the hand motion that you did for the first round?
 - b. Why did you choose the hand motion that you did for the second and third rounds?
 - c. Since all of the hand motions were just made up without any real significance to any one of them, did it really matter which one you chose?
 - d. How many of you on the first round chose the one that just felt right for you without a whole lot of other thoughts entering into your mind?
 - e. What changes did you make when you needed to make a choice on the second or third round?
 - f. What can this activity tell us about saying “no” when we are in a harmful or dangerous situation?
 - g. List some of the different ways that you can say “no”.
 - h. Would you use the same method in every situation? Why or why not?
 - i. Describe some situations and tell how you would say “no”.

PROCESS QUESTIONS:

1. List some different ways you can say “no”.
2. Would you use the same method in every situation?
3. Describe some situations and tell how you would say “no”.

REFERENCES:

“Gorilla Game” activity by Tom Jackson. Found in the book, “Activities That Teach” pp. 129-131.

ACTIVITY 4 (Cooperative & Competitive)	DESCRIPTION: Pressure Point Activity	MATERIALS: Wooden clothespin – 1 per student
TIME: 20 min.		
CONTENT: <ol style="list-style-type: none"> 1. Give each student in the class a clothespin. Tell them to hold the clothespin between their thumb and index finger. Have them use the hand that they do not write with. The clothespin would be held so that it is pointing away from the index finger and thumb in a direct line with the finger and the thumb. Just the tip of the finger and the tip of the thumb should be holding onto the clothespin. They are to hold the clothespin away from the body and not use any other part of their body to help with the activity. 2. Now, have them open and close the clothespin as many times as they can during a sixty second time period. You can keep track to see who can do this the most times. 3. Now have them open the clothespin and keep it help open. The object being to see who can hold their clothespin open for the longest period of time. What you will find is that their fingers, hand and arm start to hurt after a period of time. 4. Read the time out loud as they are doing this activity. It is best done with the kids standing up. When they can no longer hold their clothespin open, then they are to sit back down in their seats. 5. Discussion: <ol style="list-style-type: none"> a. How did you feel when you opened and closed the clothespin for sixty seconds? b. How much pain did you feel in your hand and arm? c. How did you feel when you had to hold the clothespin open for as long as possible? d. How much pain did you feel in your hand and arm? e. Did everyone sit down at the same time? Why not? f. Could you have held on for a longer period of time if you practiced a few times? g. How many of you still feel pain in your arm? h. When you first enter a questionable situation you need to remove yourself from it. That is demonstrated by the opening and closing of the clothespin which doesn't cause the same pain as holding the clothespin open. i. Holding it open shows how it is much harder and more painful to stay in a questionable situation and try to resist the pressure to engage in an activity that 		

might be harmful.

- j. People did not sit down at the same rate. It is true that some people can resist pressure better than others. With practice you can hold out against pressure for a longer period of time, but even with practice you might still give in at some point.
- k. The bottom line is to say “no” to the pressure and remove yourself from the situation.

PROCESS QUESTIONS:

1. What is the benefit of leaving a questionable situation earlier than later?
2. Describe why some people can resist peer pressure better than others.

REFERENCES:

“Pressure Point” activity by Tom Jackson. Found in the book, “Activities That Teach” pp. 185-187

SUMMARY:

Having the ability to refuse or stand out alone when peer pressure is strong is often very difficult, but a person can resist if he/she really wants to. If he/she doesn't really want to, it is easy to give in. Remember, everyone has the power to resist, but everyone doesn't sincerely want to.

STUDENT EVALUATION:

Have the students take notes on their study guide and participate in the activities throughout the lesson. There will be no homework for today.

TEACHER EVALUATION:

OPTIONAL ACTIVITY:

1. “Magic Cup” activity by Tom Jackson. Found in the book, “Activities That Teach” pp. 160-161.
2. “The Push Is On” activity by Tom Jackson. Found in the book, “Activities That Teach” pp. 210-212.