

Tobacco/Nicotine On Trial: Refusal Skills

More Practice With I STOP'D



3 Cs

- I care about myself.
- I care about others.
- I care about my community.

Help students to understand and invite them to state clearly:

- I have the right to care about myself.
- I have the responsibility to make smart choices when I care about myself.
- I show I care about myself when I make choices to live healthy and not use alcohol, tobacco or other drugs.

Preparation

Copies

From *Tobacco on Trial Student Workbook*:

- “Naming the Trouble” (see *Student Workbook* page 11)
- “Alternatives to Trouble” (see *Student Workbook* page 12)
- “Bee Smart – Make Smart Choices” (see *Student Workbook* page 13)
- “If Someone Keep Pressuring You” (see *Student Workbook* page 14)
- “Ways of Saying No” (see *Student Workbook* page 15)

Home Connection (see page 126)

Materials

Optional video: Duffy's Story (Available in many school media centers or call Utah State Office of Education [801-538-7713]).

Vocabulary

- peer (fear) pressure
- Refusal Skills

Lesson at a Glance

Introduction

1. Fear Pressure and Refusal Skills

Strategies

2. Naming the Trouble
3. Learning Refusal Skills and “Alternatives to Trouble”
4. “If Someone Keeps Pressuring You”

Conclusion

5. Practice Smart Choices With Scenarios

Core Curriculum Objectives and Standards

Objectives

Demonstrate the ability to identify potentially troublesome situations and use the steps of “Refusal Skills®.”

Standards

- 7050-0201 Explore how relationships can contribute to self-worth.
- 7050-0202 Use decision-making skills to increase the likelihood of positive outcomes.
- 7050-0301 Demonstrate qualities that help form healthy interpersonal relationships.

Teacher Notes

This lesson expands the I STOP'D decision model.

Introduction

Ask

1. Fear Pressure and Refusal Skills

- Remember a time when you got into trouble.
- How did it feel?
- Sometimes we get into trouble because we are with friends and they pressure us into doing something we would not usually do.
- This is called “peer pressure” or “fear pressure.” We fear going against the group or how others will feel or act toward us.
- One way to stay out of trouble is using a skills call the Refusal Skills®. Using these skills will help you –
 - Keep your friends.
 - Have fun.
 - Stay out of trouble.
 - Stay in control.

Explain

Strategies

Discussion

2. Naming the Trouble

Using “Naming the Trouble,” identify troublesome situations and their possible consequences.

Learning with
Role Plays

3. Learning Refusal Skills

- Turn to the “Bee Smart – Make Smart Choices” worksheet in the *Student Workbook*
- Discuss each step.

Become familiar
with each of these
steps and teach
them in your own
words.

Step #1

Ask questions. (“What?” “Why....?”)

- Use the troubles from the list to model Step #1 with a student assistant and illustrate asking questions.
- Once you’ve “discovered the trouble,” indicate the end of the role play by saying, “That’s trouble.”
- Emphasize that the person using the skill asks questions only until there is evidence of trouble. Continue this discussion, modeling, and role playing as long as necessary.

If appropriate, use
examples from
actual events
in your class or
community.

Step #2

Name the trouble. (“That’s . . .”)

- Explain that using legal terms like “vandalism,” “assault,” or “possession” often makes people think more seriously about the trouble. You may want to explore the definitions of some legal names with students.
- Tell students that many troubles don’t have legal terms, like making fun of someone or not telling parents where they are after school.
- Explain that people using “Refusal Skills” can always say: “That’s trouble,” “That’s wrong,” or “That’s mean,” etc.

Step #3

State the consequences. (“If I do that . . .”)

- Explain to students that troubles have different kinds of consequences (legal, school, family, health, and personal consequences, both for themselves and for others), and then briefly discuss them.
- Say that consequences may be different for each person.

Step #4

Suggest an alternative. (“Instead why don’t we . . .”)

- Give students the worksheet “Alternatives to Trouble.”
- Take a few minutes, and list 12 activities that won’t have legal consequences or bring on trouble.
- Students can share some of their thoughts with the class.



Role Play

- The smart choice would be to choose activities that will not bring trouble.
- Point out that suggesting an alternative lets the “troublemaker” know that the person using the skill is rejecting the activity, not the troublemaker.
- Point out also that alternatives work better if they’re specific to the situation. Add that they don’t have to be more exciting than the friend’s idea, but can be simple, like “going for a walk” or “sitting and talking.”
- Tell students that it’s good to have several alternative activities in mind that could relate to a variety of situations.
- Have students brainstorm some of these general alternatives.

Use the troubles from the list to model Steps #1 through #4 with your assistant:

Step #1: Ask questions.

(e.g., “What . . . ?” “Why . . . ?”)

Step #2: Name the trouble.

(“That’s . . .”)

Step #3: State the consequences.

(“If I do that . . .”)

Step #4: Suggest an alternative.

(“Instead why don’t we . . . “)

- Don’t use pressure; let students get used to the idea that the responses work.
- Continue to model the steps; you may want to “think out loud,” so students can hear the thought process behind the steps, or “ask for help” from different students so that you get an idea of how well they’re understanding the steps.
- Practice with a few students as the class watches; you can use key phrases, and your assistant can portray the “troublemaker.”
- Remember not to use pressure.

Learning with
Role Plays

Step #5: Move it, sell it, and leave the door open.

(“If you change your mind . . .”)

- Point out that moving away from the situation helps the person using the skill to stay out of trouble and it also lets the friend know that the person is serious.
- Moving away from a foolish choice and towards a smart choice shows others you are in control.
- Explain different ways of selling alternatives—making the alternative sound fun or challenging, mentioning other people who will be involved, and emphasizing the importance of the friendship.
- If students have trouble understanding the concept of “selling” an alternative, try to use other words to describe it (e.g., “persuading someone or talking someone into” going along with the alternative).
- Say that friends don’t always have to agree on everything and that sometimes students will just have to leave the situation, and then leave the door open for the other person to reconsider. Emphasize that students “leave the door open” only if, after selling their idea, they get a response from their friends that indicates their friends won’t be going with them.
- Point out to students that the purpose of leaving the door open is for them to let their friends know that they still want to be friends and do things together.



Learning with Role Plays

Use the troubles from the list to model Steps #4 and #5 with your assistant:

Step #4: Suggest an alternative.
 (“Instead why don’t we . . .”)

Step #5: Move it, sell it, and leave the door open.
 (“If you change your mind . . .”)

- Set the stage for students. For example, “Let’s say that your friend wants you to go down to the store and help steal some sneakers. You’ve told your friend that it’s wrong, and if you do that, you might get into trouble with the police as well as your family.” Now you want to suggest an alternative.
- Don’t pressure
- Continue to model the skill. You may want to “think out loud” so students can hear the thought process behind the steps, or “ask for help” from different students so that you get an idea of how well they’re understanding the skills.
- Practice with a few students as the class watches.
- You can cue key phrases, and your assistant can portray the “troublemaker.”
- Review all the steps and remember the following points when practicing Steps #4 and #5:
- Remind students that their alternatives should be specific, but they can be simple.
- Include situations in which students don’t have to “leave the door open,” because the troublemaker agrees to their alternative.
- Discourage students from omitting selling their alternative and jumping to the next step.
- Don’t pressure students, and don’t let them pressure each other.

Consider the following options as cues for “sell it”:

- Ask students for their alternative selling technique before beginning the role play, and cue key phrases to that information.
- Freeze the role play and help the student think of selling techniques.

Learning with Role Plays

Model the five steps of the skill, without pressure:

Step #1: Ask questions.
 (e.g., “What . . .?” “Why . . .?”)

Step #2: Name the trouble.
 (“That’s . . .”)

Step #3: State the consequences.
 (“If I do that . . .”)

Step #4: Suggest an alternative.
 (“Instead why don’t we . . .”)

Step #5: Move it, sell it, and leave the door open.
 (“If you change your mind . . .”)

- Practice with a few students. Continue to vary the endings of the role plays.
- Have students practice with a partner.



Worksheet

4. “If Someone Keeps Pressuring You”

Distribute and discuss with the handouts “If Someone Keeps Pressuring You” and “Ways of Saying ‘No!’”

- Go over the refusal dialogue with them.
- Tell them they can use these skills when other techniques are not working or when nothing comes to mind.

Practice

5. Practice Smart Choices With Scenarios

Practice making smart choices by using the Refusal Skills with the following scenarios.

Role Play

Scenario #1

While skateboarding at the park you and your friend find a pack of cigarettes. Your friend dares you to smoke one. What are you going to do?

Scenario #2

You and your friend go to the mall to hang out on a Saturday afternoon. While there, you see your friend’s older brother. He has a pack of cigarettes and offers you both one! Your friend takes the cigarette. What are you going to say?

Reassure students that they’re practicing the skills for later use, and they shouldn’t worry about memorizing steps or about sounding artificial. Explain that after practice, they will become more comfortable with the skill and make it their own, using their own words and mannerisms.

Home Connection

- Make a copy of the Home Connection for each student.
- Take a short amount of class time to explain the home assignment.
- Send the Home Connection paper home with each student and instruct students to share the information with their families.





Home Connection

Dear Family,

Today, I learned about an effective way of saying “No!” to problem behavior and still keep my friends. The five simple steps of the Refusal Skills are listed below. Help me teach them to you.

Another effective way to stay out of trouble is to have several alternatives to trouble that I can quickly use. Please discuss with me some alternatives to trouble that you, as a parent, can help me do. For example, let’s decide on on a secret phrase I can use when I call you that you know you I need your help.

The Five Steps of Refusal Skills

Step #1: Ask questions.
(e.g., “What . . .?” “Why . . .?”)

Step #4: Suggest an alternative.
(“Instead why don’t we . . .”)

Step #2: Name the trouble.
(“That’s . . .”)

Step #5: Move it, sell it, and leave the door open.
(“If you change your mind . . .”)

Step #3: State the consequences.
(“If I do that . . .”)



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Conexión en el Hogar

Querida familia,

Hoy, aprendí acerca de una manera efectiva de decir !No! a un problema de conducta y aún así conservar a mis amigos. Los cinco pasos sencillos que enseñan a desarrollar la Habilidad de Rechazar se encuentran listados en la parte de abajo. Ayúdame a enseñártelos.

Otra forma sencilla de estar alejado de los problemas es tener varias alternativas para resolver el problema las cuales puedan ser utilizadas rápidamente. Por favor discute conmigo algunas alternativas para resolver el problema, que tú, como padre, me puedas ayudar a poner en práctica. Por ejemplo, vamos a poner una frase secreta que yo pueda usar cuando te llame, con la que tu puedas determinar que necesito de tu ayuda

Cinco pasos que enseñan a desarrollar la Habilidad de Rechazar Hacer preguntas

Paso #1: hacer preguntas

("¿Qué?... ¿Porqué...?")

Paso #4 Sugerir una alternativa

("Si tu cambias tu forma de pensar...")

Paso #2 Nombrar el problema

("Esto...")

Paso #5 Cambiarlo, venderlo, y dejar la puerta abierta.

("Si tu cambias tu forma de pensar...")

Paso #3 Identificar las consecuencias

("Si hago eso...")



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