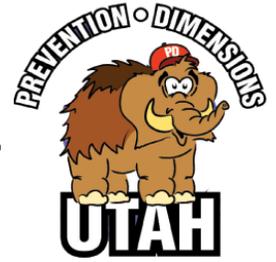


Refusal Skills

More Practice With Smart Choices and 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/nicotine or other drugs.

Preparation

Copies

Worksheets: "Ways of Saying 'No!'" (see page 91)

Music

"Hot to Not" from the CD *Take a Stand* (see page 107)

Vocabulary

peer (fear) pressure	assertive	aggressive
Refusal Skills	passive	

Lesson at a Glance

Introduction

1. Resistance is Not Futile

Strategies

2. Ways to Say "No!"
3. Styles of Communication
4. Refusal Skills
5. Practice Smart Choices With Scenarios

Conclusion

6. Hot to Not

Core Curriculum Objectives and Standards

Objectives

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 is the same as the Refusal Skill lesson in the 5th grade. It is suggested as a refresher lesson to reinforce these important skills.

This lesson is probably too long to teach in one session. Please consider breaking the lesson into smaller time segments over several days.

Introduction

Discussion

Tie in the 3 Cs

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

Strategies Worksheet

1. Resistance is Not Futile

- What kinds of things might make it difficult to say no to something you don't want to do?
 - friends pressure you
 - media and advertising
 - personal curiosity
 - looking for fun
 - fitting in
 - impress others
- 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.
- I have a right to live in a healthy and peaceful place.
- I have a responsibility to contribute to the health and peace of the place I am in.
- I have a right to be in an environment where I feel safe.
- I have a responsibility to treat others with kindness.

2. Ways to Say "No!"

- There are many ways to say "No" to things that are unhealthy, self-defeating or just plain wrong.
- Distribute the worksheet, "Ways to Say 'No!'"
- Have students complete the worksheet and review some of the statements and ideas they write.

3. Styles of Communication

- As we get older and more mature, we are able to understand that people communicate by using several different attitudes or styles.
- Three common styles are: assertive, passive and aggressive.
- Here are some key words that will help you understand these three styles.
- Assertive – don't yell or call names; clearly restate; state exactly what you want; friendly, pay attention to the feelings of others; ask people to clarify if you don't understand; use "I" messages; speak in short, direct sentences; respect other's rights'; use "please," and "thank you"
- Passive – let others choose; is the victim; often manipulated; avoid conflicts; inhibited; believes in pleasing others at his or her own expense; considers others better than self
- Aggressive – hostile; likes to get his or her own way; controlling; dishonest; defensive; insecure; self serving; achieve goals at others' expense
- We'll use a "Looks Like/Sounds Like/Feels Like to Me/ What Are They Thinking" chart to better understand these three attitudes.
- Draw a chart like the example.



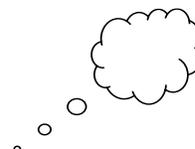
Looks Like



Sounds Like



What if Feels
Like to Me



What They
Might be
Thinking



Role Plays

- Discuss the three styles by having the class comment on what someone would look like, sound like (the words, voice and volume) and is thinking when using the style. Also, talk about what kinds of things a person might be thinking who is using one of the styles.
- We are going to role-play a few scenarios and you can demonstrate an assertive, passive or aggressive communication style.
- Choose two or three of the following scenarios.
- Explain the following instructions in your own voice.
- Role-play assertive, passive and aggressive styles with the some of the following scenarios.
- Divide students into groups of three. One student is the “youth;” one student is the person the youth is interacting with (parent, friend, older sibling); one student is a coach. The youth plays themselves, using his or her choice of style assertive, aggressive, or passive. The person with whom they are interacting plays a parent, a friend, or some other person.
- The coach’s job is to listen to the interaction and make observations about what they saw. The coach then asks the three process questions to the youth.
- Write these questions on the board for class reference.
 - How did that work?
 - How did it feel?
 - Was it effective?
- Rotate group members between roles after each role-play.
- Rotate groups as needed,.

Scenario one.

- You bring your report card home to your parents and one of the grades is missing.
- Youth = self
- Other = parent
- Coach makes observations and asks the process questions.

Scenario two.

- A friends wants you to hang out with him, but your parents want you home.
- Youth = self
- Other = friend
- Coach makes observations and asks the process questions.

Scenario three

Friends want you to help them shoplift.

- Youth = self
- Other = friend
- Coach makes observations and asks the process questions

Scenario four

- An older sibling offers you tobacco/nicotine. Your parents are not home.
- Youth = self
- Other = older sibling
- Coach makes observations and asks the process questions

Scenario five

- You are at a friends house, and his or her older brother offers you tobacco/nicotine. You don’t want any.
- Youth = self
- Other = friend’s older brother or sister
- Coach makes observations and asks the process questions

Scenario six

- Your parents expect you at a school concert, but your friends want you to leave early and go with them to the mall.
- Youth = self



- Other = friends
- Coach makes observations and asks the process questions

Scenario seven

- You're waiting for a ride and see some smokeless tobacco/nicotine. Part of you wants to try it. Part of you doesn't.
- Youth = the part of you that doesn't want to try it.
- Other = the part of you that does want to try it.
- Coach makes observations and asks the process questions.

Scenario eight.

- There is a new tobacco/nicotine product. You're curious to know what it's like. Part of you wants to try it and part of you doesn't.
- Youth = the part of you that doesn't want to try it.
- Other = the part of you that does want to try it.
- Coach makes observations and asks the process questions.

Sample Questions for Scenarios

- What happened when your communication style was _____?
- How did the other person respond?
- How effective did you think you were?
- Did you feel like you were heard?
- What would be a more effective style for you?

4. Refusal Skills

- Another way to make smart choices is to use the Refusal Skills learned in the fourth grade. (See fourth grade Prevention Dimensions "Tobacco/Nicotine on Trial, Refusal Skills.")
- I'll review each step to help you remember how the Refusal Skills work.
- After we talk about the skills, we will practice them with some role-plays.

Discuss Each Step

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

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

Step #1

Ask questions. ("What?" "Why....?")

- If you are not certain what is going to happen or what the person is thinking, ask questions in an assertive style. Be polite but insist on honest answers.
- Sometimes you will find that there is no trouble; sometime there could be trouble.
- 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.

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 . . .”)

- Take a few minutes, and brainstorm activities that won’t have legal consequences or bring on trouble.
- 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.

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**

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 . . .”)

- 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.

5. Practice Smart Choices, Refusal Skills and Styles

- Practice making smart choices with the following scenarios by using the Refusal Skills, and ways to say, “No” coupled with styles.
- Continue in the same pattern with groups of three.
- The coach uses the same processing questions as before.
- Use the following scenarios or make up some of your own to practice various ways of making smart choices

Scenario one

- Your friends want you to throw toilet paper wads at the mirror.

Scenario two.

- Your seat partner wants the answers to the test.

Scenario three.

- Your brother or sister wants you to try a tobacco/nicotine delivery device.

Scenario four.

- Your friends want you to steal some smokes from your big sister.

Scenario five.

- At recess your friend wants you to ignore the new kid.

Scenario six.

- At recess your friend is passing around some shoe and wants you to try it.

Scenario seven.

- At lunch, your friend wants you to trip the nerd.
- 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.

6. Hot to Not

- Listen to and sing the song, “Hot to Not.”
- Use the song to introduce another practice session with Refusal Skills and other ways to say “No!”.

Have students practice a role-playing and then video them.

Show the videos to the class.

Use the videos for reflection or just for entertainment.

Learning with
Role Plays

Conclusion

Optional
Activity



Ways of Saying “No!”

Peer pressure can be a barrier to staying out of trouble or not using tobacco/nicotine or alcohol. Use the following prompts and fill in the blanks to practice how to say “No” in a variety of ways.

“No, Thanks” technique

Simply say, “No.” (Write the words you would use to simply say, “No.”)

Broken Record

Repeat the same phrase over and over again.

(Write the words you would use in the “broken record” technique.)



Giving a Reason or Excuse

“No, I want to keep my brain cell.”

(Write your own words you would use in the “giving a reason or excuse” technique)

Cold Shoulder

Ignore the person and walk away.

Changing the Subject

“Ya, right. Let’s get started with a ball practice.”

(Write your own words you would use in the “changing the subject” technique.)

Reversing the Pressure

“No, I thought you were my friend.”

(Write your own words you would use in the “reversing the pressure” technique.)



Other cool ways to say, “No.”

Avoiding the Situation

Strength in Numbers



