

I Can Take A Stand

More Practice With Bugs and I STOP'D



3 Cs

- ☞ I care about myself.
- I care about you.
- 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

Home Connection (see page 132)

Materials

- Poster: "I Can Take a Stand" (see page 134)
- Chart of Step by Step "Refusal Skills" (see page 135)
- "Teacher's Guide to the Refusal Skills" (see page 136)

Music

"Take a Stand" from the CD Take a Stand (see page 161)

Vocabulary

resist	refuse
focus	refusal

Lesson at a Glance

Introduction

1. "Take a Stand"

Strategy

2. Making Choices
3. The Refusal Skills

Conclusion

4. Role-play refusal skills

Home Connection

5. "I Can Take a Stand"

Core Curriculum Objectives and Standards

Objectives

Practice refusal skills to make positive choices when identifying situations regarding health and safety.

Standards

7030-0101 Demonstrate responsibility for self and actions.

Teacher Notes

This is only an introductory Refusal Skills lesson. A more detailed lesson is presented in the 4th grade. If you would like to teach this lesson in more depth, please refer to the end of the lesson for a complete explanation of the Refusal Skills.

Introduction

Strategies

Discussion

1. “Take a Stand”

- Sing the song “Take a Stand.”
- Use the 5 Ws (see lesson 10) and review the importance of making wise choices.

2. Making Choices

- Imagine a picture that is out of focus.
- When we make foolish choices, our lives are out of focus like the picture.
- When we make smart choices, our lives become more focused.
- What are some positive choices that we make?
Get enough sleep.
Eat breakfast before school.
Listen for work directions.
Stop at the crosswalk and look both ways.
Eat healthy snacks.
- Sometimes people want us to do things we know are foolish choices,
- When that happens, the choices become harder to make and life gets cloudy and out of focus. We get bugged. What are some of the things that might bug us and make life difficult?
- How can those things make our life out-of-focus?
Dangerous things make our heart start to beat a little faster, or we get worried about what our friends might think.
We know it isn't right, but we don't know what to do.
- What are some things you can do when life is difficult?
- Decide now what you will do when someone wants you to make a foolish choice.

3. The Refusal Skills and ISTOP'D

Using the chart “Step by Step™,” introduce refusal skills that will help students “take a stand,” avoid danger and keep the bugs away..

Step by Step™

1. Ask questions. (Stop!)
(e.g., “What....?” “Why.....?”)
2. Name the trouble. (Think!)
(“That's....”)
3. Identify the consequences. (Think!)
(“If I do that.....”)
4. Suggest an alternative. (Select options!)
(“Instead, why don't we....”)
5. Move it, sell it, and leave the door open. (Do it!)
(“If you change your mind.....”)

Conclusion

Role Play

4. Role-play refusal skills.

Use these scenarios to role-play the refusal skill steps about making good choices.

- Your friend steals a candy bar and wants you to steal one also.
- Your sister finds a cigarette on the ground and tries to get you to light it and put it in your mouth.
- Your friends want to raid the refrigerator and steal some of the beer inside.
- Your best friend says he won't speak to you ever again if you don't steal money from your mom's purse.



Tie in the 3 Cs

I care about me.
I care about you.
I care about my community.

- Your friend wants you to go to the convenience store and steal something.
- A classmate wants you to take something out of the teacher's treat jar without asking.
- A bunch of kids are playing keep-away with Jonny's backpack and he feels threatened and bullied.

I care about me.

- 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.

I care about others.

- 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 care about the community

- I have a right to be in an environment where I feel safe.
- I have a responsibility to treat others with kindness.
- Violence is intent, by words, looks, signs, or acts, to hurt someone else's body, feelings, or possessions.

5. "I Can Take a Stand."

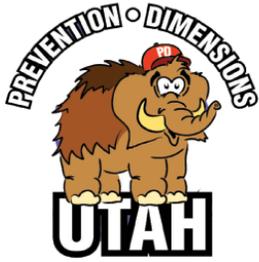
- Make a copy of the Home Connection for each student.
- Take a short amount of class time to explain the home assignment.
- Send the Home Connection paper home with each student and instruct students to share the information with their families.

Home Connection

Prepare

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Home Connection

Dear Family,
Today we learned some skills to help me take a stand and refuse things that are unhealthy or would get me into trouble. Please review the refusal skills with me.

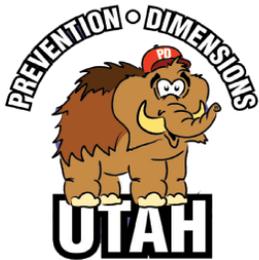
Help me practice the refusal skills by crossing out one PD the Mammoth every time I use a refusal skill.

Thanks.

The Refusal Skills

1. Ask questions.
(e.g., "What...?" "Why...?")
2. Name the trouble.
(“That's....”)
3. Identify the consequences.
(“If I do that....”)
4. Suggest an alternative.
(“Instead, why don't we....”)
5. Move it, sell it, and leave the door open.
(“If you change your mind.....”)





Conexión en el Hogar

Querida familia,
Hoy, aprendí algunas habilidades que me permiten tomar una decisión y rechazar cosas que no son saludables o que me pueden causar un problema. Por favor ayúdame a rechazar éstas habilidades.

Ayúdame a revisar esto que he aprendido al cruzar un mamut cada vez que yo use cada una de éstas habilidades..

Las habilidades son

1. Hacer preuntas
(¿qué? ¿Porqué?)
2. Nombrar el problema
(Esto...)
3. Identificar las consecuencias
(Si hago eso...)
4. Sugerir una alternativa
(En lugar de eso, porque no mejor nosotros...)
5. Cambiarlo, venderlo y dejar la puerta abierta
(Si tu cambias tu forma de pensar...)



I
CAN
TAKE A
STAND

"I Can Take a Stand" Poster



Refusal Skills

- 1. Ask questions.**
(e.g., “What...?” “Why...?”)

“Why do you want me to go there?”

- 2. Name the trouble.**
(“That’s...”)

“That’s called stealing.”

- 3. Identify the consequences.**
(“If I do that...”)

“If I do that, my mom will be mad.”

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

“Instead why don’t we jump on my trampoline.”

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

“If you change your mind, please come on over.”

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.

Teacher's Guide to the Refusal Skills

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.

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 list 12 activities that won't have legal consequences or bring on trouble.
- Students can share some of their thoughts with the class.
- 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.
- 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.



