

Essential Standard	Clarifying Objective
6.ICR.2 Apply strategies and skills for developing and maintaining healthy relationships.	6.ICR.2.3 Use effective refusal skills to avoid negative peer pressure, sexual behaviors and sexual harassment.

## Materials Needed:

Computer, LCD projector or SMART board/Promethean Board  
 Effective Refusal Skills PowerPoint  
 Appendix 1 – copies of Communication Styles  
 Appendix 2 – copies of Communication Role-Plays (cut apart)  
 Appendix 3 – copies of Ways to Say NO  
 Appendix 4 – copies of Can of Squirms, cut apart  
 Can, with Can of Squirms label  
 Appendix 5 – copies of Refusal Skills Practice

## Review:

Place students in pairs or groups of three.

*Many times when we hear peer pressure, we think about negative peer pressure. It's important to know that there is positive peer pressure, even though we are going to focus on negative peer pressure in today's lesson. In your group, I want you to brainstorm a list of situations that a young person may be pressured into by their peers. Remember when we do brainstorming all answers are accepted. Write all answers given in your group's list. You will have 5 minutes to do this activity.*

Once groups are finished with their list, you will create a Wordle, <http://www.wordle.net/>. Wordle will create a poster that displays all the peer pressure situations given and make the ones that are most frequently given larger. This will tell you the peer pressure situations that most of your students are aware of. For this brainstorming activity, you want students to share all their situations, even if the situation has already been given by another student.

Directions for Wordle: select create. As students give you a situation, you will type it into the box. To separate student answers, either use a comma or hit return/enter. For answers that have more than one word, "using drugs", type those without a space between words. Once all situations have been given, select go and it will create a Wordle. (The layout, colors and font can be changed once the Wordle is created. Wordles can't be saved, but they can be printed.) Print each class's list of peer pressure situations and post them in the classroom.

*Now that you have written your list of peer pressure situations, we are going to put them all together by creating a Wordle. I am going to ask you to give me one situation that your group wrote down. To give every group a chance to share, I am going around the room in order. When it is your turn, tell me one peer pressure situation. As you share I am going to type them into Wordle. I will keep going around the class until all situations*

*have been given. It is okay to give me an answer that has already been given, that's the idea behind Wordle.*

Once all peer pressure situations have been given, create the Wordle and display for the class to see using an LCD projector or SMART board/Promethean Board. Point out the situations that most students thought of, (the ones that got the most responses), and the ones that got the least responses.

If the class hasn't included sexual risk taking behaviors or sexual harassment, ask students:

- *Are there any other behaviors that a peer may pressure a friend to do?*
- *What about pressuring a peer to engage in a sexual behavior? (forcing someone to kiss them; touching under clothing)*
- *Do peers sometimes pressure friends to bully another student?*

*We have talked about sexual harassment.*

- *What is sexual harassment? Give me examples of sexual harassment.*
- *Do peers sometimes pressure friends to exhibit a behavior that is considered sexual harassment?*

## Focus:

### Forced Choice Activity

Ask the students to take out a blank sheet of paper and number from 1 to 11.

*I am going to read 11 options to you and you must decide which item you identify with most.*

Read the following statements asking, "Are you more like . . ." before each question...

- |                               |                          |
|-------------------------------|--------------------------|
| 1. The country or the city    | 7. Day or night          |
| 2. Summer or winter           | 8. Vanilla or chocolate  |
| 3. The mountains or the beach | 9. A book or a movie     |
| 4. A jeep or a mustang        | 10. Pen or pencil        |
| 5. A cat or a dog             | 11. Color black or white |
| 6. Steak or chicken           |                          |

After each question, ask a couple of students what they chose and why. When all 11 questions have been read, ask students how it felt to have to choose between the options. Ask students to describe situations you might encounter in which you are forced to make a choice between two or more options (such as whether to use drugs/alcohol/tobacco).

## Statement of Objectives:

*Today, we will demonstrate using effective refusal skills. By the end of today's class you should be able to demonstrate effective refusal skills to avoid negative peer pressure, sexual behaviors and sexual harassment.*

## Teacher Input:

Make two copies of Communication Role-Plays (Appendix 1) and cut apart the three role-plays. Select three pairs of students and tell them they are going to do a quick role-play to demonstrate different communication styles. Distribute copies of each role-play to the three pairs of students and ask each pair to act out their assigned role-play using the actions and body language that are consistent with the communication style on their card:

Role Play 1 = AGGRESSIVE

Role Play 2 = PASSIVE

Role Play 3 = ASSERTIVE

Do the role-plays in the order listed above. After each pair of students have demonstrated their role-play, ask students:

- *Is this an effective type of communication? Why or why not?*

After each pair does their role-play, use the Effective Refusal Skills PowerPoint to explain the type of communication demonstrated in each role-play.

Once all three role-plays are demonstrated, ask students:

- Which communication style is the most effective form of communication?
- Why is assertive communication the most effective?
- *How might the characters have changed the aggressive communication in Role-Play 1 into assertive communication?*
- *How might the characters have changed the passive communication in Role-Play 2 into assertive communication?*

Give students copies of Communication Styles (Appendix 2) and discuss the different modes of communication and the effectiveness of each.

Ask students:

- *What is “body language”?*

Use the slide that describes what body language is.

*Did you know that approximately 60% of our communication is through our body language?*

- *Is body language important when a person is saying no?*

*When someone is saying no to a risky behavior, it is important that their body language matches the no. If our body language sends the message that we are unsure about saying no then the person will continue to pressure us.*

Demonstrate to the class an example of saying no with weak body language so the students understand the importance of using body language that is consistent with the no message.

Use the Effective Refusal Skills PowerPoint to discuss The Keys to Assertive Refusal. Give examples and discuss the importance of each key. After discussing the various components of assertive refusal skills, give students a copy of Ways to Say NO (Appendix 3) and discuss the different methods of saying “no.”

*It is important to know multiple refusal skill methods because peers will continue to pressure even though you have told them no. You need to communicate assertively and make sure your body language matches the strong “no” message. However, if others will not accept “no”, remember the last points on the handout: Leave or remove yourself from the situation.*

### Guided Practice:

Place students in groups of three to four. Make several copies of Can of Squirms (Appendix 4) and cut apart. Put these strips in a can. Allow each group to select 2 strips from the can.

*Many times when we experience the pressure to engage in a risky behavior, we are not sure how to respond. Your group has chosen two peer pressure situations. Discuss each situation and decide what would be the best way to use effective refusal skills to say no in this situation.*

Once all the groups are finished, go over each situation. Be sure to include all groups in the discussion because there will be multiple groups that have the same situation.

*Now, we are going to practice using effective refusal skills to respond to negative peer pressure. Your group will keep the two situations I gave you. You need to look at the Ways to Say No handout I gave you earlier for more examples of how to say no. Pick the situation you would like to use. Then select two methods from the Ways to Say No handout. You can't use the last three (avoid the situation, get help or leave the situation). On the back of this handout, write your response using the two methods you selected.*

Once all students are finished, pair them up within their group. If a group has three, they will take turns being the person who pressures, responds and the observer.

*Decide which one of you is going to go first. The student pressuring will read the strip aloud, then you will practice your refusal. You can use both of your refusal statements if you want to respond to the negative peer pressure.*

Once the first group has practiced, have the students change roles. Continue until all students have practiced refusal skills.

Ask students:

- *Was your refusal effective in saying no?*
- *What could you do to make it more effective?*
- *Did you use strong body language?*

- *What could you do to make your body language more effective?*

*It is important to practice refusal skills so when a negative peer pressure situation happens, we know how to say no effectively.*

## Independent Practice:

### Option 1

Give students a copy of Refusal Skills Practice (Appendix 5). Read the situation aloud to the class.

*I want you to practice using all of the different refusal skills methods. For this situation, I want you to write a response using each one of these methods. It is important to know more than one method. We will discuss how these can be effective against negative peer pressure in the next class.*

### Option 2

Instruct students to write a letter to a teenager, named Kendra, who is feeling pressured by her friends to try marijuana. In your letter to Kendra offer support for resisting pressure to use marijuana and recommend suggestions for using assertive refusal skills and techniques when refusing her friends.

## Closure:

*Today we have practiced techniques to refuse negative peer pressure. You have demonstrated excellent assertive communication skills and refusal skills to avoid negative peer pressure.*

# Communication Styles

	PASSIVE	ASSERTIVE	AGGRESSIVE
<b>What the communicator says</b>	Unknown or unsaid Not to the point	Detailed Easily understood Oriented around the problem and not at the person Recommend a solution	Targets the other person and not the problem Aims to hurt
<b>Tone of voice</b>	Soft Lowers at the end of a sentence	Clear Not too loud, not too soft, just right	Loud May be yelling Strict Severe
<b>Eye Contact/Facial Expressions</b>	Avoid eye contact Look downward	Make eye contact Relaxed	Staring Frowning Tense face
<b>Posture/body language</b>	Can't stand still Unconsciously doing something like playing with hair or biting fingers	Standing up straight At ease	Uptight Muscles tense In your personal space Threatening
<b>Communicator's attitude/feelings</b>	Timid Worried Scared	Self-confident High self-esteem Content	Only thinking of themselves Hostile Bullying
<b>Other's attitude or feelings</b>	Puzzled Uncertain Frustrated	Admiring Attentive Non-threatened Receptive	Sad Unhappy Angry Aggravated Feelings are hurt
<b>Intention</b>	Escape conflict	Alter the situation Come to an agreement	Hurt the other person's feelings

## Communication Role-Plays (cut apart)

### Role-Play 1: Aggressive

Character A – “Here’s your DVD back. The cheap thing got scratched up in my DVD player.”

Character B - “You make me so mad. I’m so tired of you breaking my stuff. I ought to break your neck.”

### Role-Play 2: Passive

Character A – “Here’s your DVD back. The cheap thing got scratched up in my DVD player.”

Character B – “Oh. That’s okay. It was an old DVD and I never watched it anyway. I’m sorry it caused you problems.”

### Role-Play 3: Assertive

Character A – “Here’s your DVD back. The cheap thing got scratched up in my DVD player.”

Character B – “When you break things that belong to me, I feel angry. I think you are taking our friendship for granted. You should replace my DVD.”

# Ways To Say NO

Simply Say No	“No thanks.”
Give a reason	“No thanks. I have to be home after school by 4:00.”
Give a consequence	“Smoking will give me bad breath.”
Give an alternative	“No thanks, but I’ll go play video games or go to a movie with you.”
Be a broken record	“No, no, and no.”
Delay	“No, not this time.”
Change the subject	“I really need to talk to you about something that happened with my parents/guardians.”
Reverse the pressure	“Why do you want me to do this so much?”
Strength in numbers	“We don’t smoke cigarettes.”
Self Statement	“I don’t bully others and you shouldn’t either.”
Ignore the offer	Say nothing and pretend you don’t hear.
Avoid the situation	Make plans with another friend rather than going where you know others are going to pressure you to engage in a risky behavior.
Get help	Ask for help. If a situation is risky call an adult or the police.
Leave the situation	Walk away or leave the situation completely.



# Can of Squirms

(cut apart)

<p>A friend wants you to join in when they make fun of the girl that is going out with her ex-boyfriend. What could you do or say?</p>
<p>One of your friends wants you to pop a girl's bra. What could you do or say?</p>
<p>Some friends want you to meet them after school in the woods and smoke cigarettes. What could you do or say?</p>
<p>The boyfriend you've had all school year asks you to go to the movie. Every other time the two of you have gone to the movie, he's only held your hand. Now he wants to sit in the very back and when you do he starts trying to kiss you. What could you do or say?</p>
<p>You are picking teams in P.E. It's getting down to the end and your best friend says, "Don't pick Jamal, he's gay." What could you do or say?</p>
<p>You are spending the night with a friend. His/her parents have gone to bed and he/she says, "Let's go to the garage. My Dad has some paint thinner that we can huff to get high." What could you do or say?</p>
<p>Your P.E. class is jogging around the gym after warm-ups. One of your friends tells you to "shank" (pull down the shorts) of someone running in front of you. What could you do or say?</p>
<p>A group of your friends decide they are going to rate girls' looks and body as they walk by in the hall. As each girl walks by your friends talk, decide and shout out each girl's score. What could you do or say?</p>
<p>Your friends in high school want you to skip school with them. They tell you to go around the end of the building after your parents drop you off and hide until they come to pick you up. What could you do or say?</p>
<p>During lunch, your friend says "Coach ____ never checks roll during P.E., so let's go to the woods and skip gym class today. He will never find out." What could you do or say?</p>

# Refusal Skills Practice

Situation:

You are spending the night with a friend. After his/her parents go to bed, your friend says, "I've texted our girl/boy friends earlier and told them we were going to sneak out after my parents went to bed and meet them. I'm going to text them and let them know we are leaving my house now. Get ready so we can leave."

Simply say No	
Give a reason	
Give a consequence	
Give an alternative	
Be a broken record	
Delay	
Change the subject	
Reverse the pressure	
Strength in numbers	
Self-statement	