

Activity 3

(15 minutes)



Group practice



Refusal Skill Practice

1 After the review of the Refusal Skill, have the class practice as a large group. Tell students that you will be reading several situations. They should think of how they would respond to each situation using clear NO statements. Tell students to be ready to share their responses when called upon.

Read 2 of the following situations:

- The person who sits next to you in class wants to copy your homework and you're not willing to let him/her do it.
- The group you hang out with after school wants you to help them steal some CDs and you don't want to.
- Your partner wants to have sex but you're not ready.

Ask for volunteers or call on students to share their responses. Pressure students to give in a few times after their first responses so they can practice repeating clear NO statements.

Make sure students' words, body language and tone of voice confirm the NO message, but are not overly aggressive. Use praise and prompts to give feedback regarding students' responses. Praise characteristics that were done well, and prompt on characteristics that need improvement. For example, "Good use of a firm tone of voice. Be sure to think about the words you're using to say NO."

Students complete scripts



2 Tell students that they will now have a chance to practice using clear NO statements by working in pairs on a roleplay. Explain that only the pressure lines are written. Tell students they will work individually to write down responses to the pressure lines. Give each student a copy of the roleplay Two Hours Alone and allow 5 minutes for them to write their refusal lines.

(continued)

Students roleplay



3 Explain that in pairs students will take turns reading the pressure lines and responding with clear NO statements. Tell students to use column 3 on the Observer Checklist to keep track of which characteristics of a clear NO statement their partners use.

Explain that after both people have read both roles, they should assess their own NO statements by identifying 1 thing they felt they did well (e.g., “I felt like my tone of voice was firm.”) and 1 thing they think they could do better or differently (e.g., “I need to remember to repeat the NO message more often.”). Then they should ask their partners for suggestions on how to make their NO statements more clear. Remind students that the purpose of giving each other feedback is to *help* each other, *not* to make each other feel bad.

Have students pair up and begin the roleplays. Remind them to use the Observer Checklist when they are listening to their partner’s responses. Walk around to ensure students are on task, and to give feedback as necessary.

Observe roleplay

4 When pairs have finished, ask for 2 volunteers to act out the roleplay. Have other students identify the characteristics of a clear NO statement used.



Teacher Note: Students often list reasons they can’t do something instead of saying directly that they won’t do it (e.g., “I can’t today because…” versus “I don’t” or “I won’t.”) Address this issue as part of the roleplay debrief. Point out that offering excuses may seem to work at first, but leaves the door open for the other person to continue to pressure. Emphasize the importance and power of being direct and telling the other person NO clearly.

Large Group
Discussion

⑤ After the small groups have completed their practice, reconvene the whole group and lead a discussion using the following questions:

- a) What feelings did you experience as you used the skill?
- b) What words or behaviors made the skill effective? What took away from the effectiveness?
- c) How were the role plays similar or not similar to real life?
- d) Were there any barriers to using the skill? E.g. strong, aggressive behavior from the other role player, etc. Help youth identify ways to overcome any barriers that are identified.
- e) In what ways or situations might you use the skill in the next week or two?

Adapted from: *Safer Choices, Level 1*, © 1998 ETR Associates.