Lesson 7
Saying “No” and Sticking to It

**Student Learning Objectives:**

<table>
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<tr>
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<th>National Health Education Standards:</th>
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<tr>
<td>1. Develop personal strategies to resist influences to use tobacco, alcohol and other drugs.</td>
<td>• Interpersonal Communication</td>
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<tr>
<td>2. Demonstrate verbal and non-verbal ways to refuse tobacco, alcohol and other drugs.</td>
<td>• Interpersonal Communication</td>
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**Lesson Synopsis**

Review the influences on a young person’s decision to use or not use drugs. Discuss whether or not some influences are more powerful than others. Present the strategies to resist influences to choose unhealthy behaviors. Discuss if any of the strategies are more basic, important, or necessary than the others. Review the verbal and non-verbal ways to say “no.” Prepare and practice using the refusal strategies with prepared role play situations. Discuss which refusal strategies are the easiest and which are the most difficult to use.

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<th>Activity</th>
<th>Time in Minutes</th>
<th>Materials Needed</th>
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<tr>
<td>Introduction</td>
<td>5</td>
<td>• None</td>
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<tr>
<td>Teacher Input</td>
<td>20</td>
<td>Teacher Manual Resources</td>
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<tr>
<td></td>
<td></td>
<td>• Slide Master: “Strategies to Resist Unhealthy Choices”</td>
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<td>• Slide Master: “Pyramid”</td>
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<td>• Slide Master: “Pyramid – Structure”</td>
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<td>• Slide Master: “Resistance Strategies Pyramid”</td>
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<td>• Student Worksheet: “Resistance Strategies Pyramid”</td>
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<td>• Student Handout: “Verbal and Non-Verbal Ways to Say ‘No’”</td>
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<td>Application or Skill Practice</td>
<td>17</td>
<td>Supplied by the Teacher</td>
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<tr>
<td></td>
<td></td>
<td>• Deck of playing cards</td>
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<td>• Pencils or pens</td>
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<td>• Projector</td>
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<td>• Slides</td>
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Teacher Manual Resources
- Slide Master: “Strategies to Resist Unhealthy Choices”
- Slide Master: “Pyramid”
- Slide Master: “Pyramid – Structure”
- Slide Master: “Resistance Strategies Pyramid”
- Student Worksheet: “Resistance Strategies Pyramid”
- Student Handout: “Verbal and Non-Verbal Ways to Say ‘No’”

Projector

Role Play Scenarios
- “Unopened Beer”
- “How Did It Go?”

Supplied by the Teacher

Deck of playing cards
Pencils or pens
Projector
Slides
**Preparation**

For Teacher Input:
- **Prepare slides** from the slide masters:
  - “Strategies to Resist Unhealthy Choices,”
  - “Pyramid,”
  - “Pyramid – Structure,” and
  - “Resistance Strategies Pyramid.”
- **Duplicate** the student worksheet, “Resistance Strategies Pyramid,” for each student.
- **Duplicate** the student handout, “Verbal and Non-Verbal Ways to Say ‘No’,” for each student.

For Application or Skill Practice:
- **Prepare a deck of cards** to assist with the pairing of students for the role play activity. Match cards with the same number and color. For example, select two red aces, two black kings, two red tens and so forth. You will need enough paired cards for each student to have one card. In other words, if you have 32 children, you will need 16 pairs of cards. If you have an odd number of students, form a group of three. Shuffle all of the cards mixing up the pairs.
- **Duplicate** the student worksheet, “Role Play Scenarios,” for each student.
- **Prepare slides** from the slide masters, “Unopened Beer” and “How Did It Go?”

For Closure:
- **Duplicate** the family resource sheet, “Strategies to Resist Drugs and Other Unhealthy Choices,” for each student to take home.
- **Prepare a slide** from the slide master, “What Do You Think?”

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**LESSON PROCEDURE**

**Introduction:** Review the influences on a young person’s decision to use or not use drugs. Discuss if some are more powerful than others. State the objective of the lesson which is to develop resistance strategies.

Approximately 5 minutes

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<th>Instructional Steps</th>
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<th>Extensions &amp; Suggestions</th>
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<tbody>
<tr>
<td>Review the influences on a young person’s decision to use or not use drugs.</td>
<td>What are some of the influences on a person’s decision whether or not to use drugs?</td>
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<td>Answers: adults, media, society and government, school, friends, self-control, church or religious organizations, law</td>
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</table>
Discuss if some influences are more powerful than others.

Raise your hand if you think some of the influences are more important than others when making decisions about drug use. If so, which ones and why?

Allow students to share their responses.

State the lesson’s objective.

Today’s health lesson will help us develop and demonstrate strategies for refusing to use alcohol, tobacco, and other drugs.

Teacher Input: Present the strategies used to resist influences to choose unhealthy behaviors. Discuss and illustrate if any of the strategies are more basic, important, or necessary than the others. Review the verbal and non-verbal ways to say “no.”

Approximately 20 minutes

Instructional Steps

Present the strategies using the slide master, “Strategies to Resist Unhealthy Choices.”

Display the slide, “Pyramid.”

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<tr>
<td>Present the strategies using the slide master, “Strategies to Resist Unhealthy Choices.”</td>
<td>I’m guessing you may have learned how to resist influences to make unhealthy choices in other health classes. Let’s review them. Show the slide, “Strategies to Resist Unhealthy Choices.” Read the list of strategies and ask the students if they need any of the strategies clarified. • Know the facts. • Look at what might happen if actions are taken. • Know the difference between what is “right” and what is “wrong.” • Recognize the positive and negative influences that pressure you. • Stand up to negative peer pressure. • Have a group of friends who encourage you to resist unhealthy choices. Read through the list again asking students to give an example of each strategy. For example: Know the facts. • Smoking cigarettes results in bad breath and stinky clothes. • Smoking tobacco can cause lung cancer for the user and people who inhale the secondary smoke. • Drinking alcohol can get in the way of making good choices.</td>
<td>The purpose of this discussion is to encourage students to think about and discuss the value and importance of resistance strategies.</td>
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<td>Discuss if any of the strategies are more basic, important, or necessary than the others using the slide masters related to the pyramid.</td>
<td>Display the slide, “Pyramid.” This is a pyramid. A pyramid is one of the strongest geometric shapes. The pyramids in Egypt have been there for thousands of years. And, even though they have been tunneled into by archeologists, climbed on by millions of tourists, and pillaged by thieves, they continue to stand almost exactly as they were originally built.</td>
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Create personal pyramids by placing the strategies at different levels. Use the student worksheet, “Resistance Strategies Pyramid,” and the slide, “Strategies to Resist Unhealthy Choices.”

Display slide, “Pyramid – Structure,” and explain the properties that give a pyramid its strength in structure.

- The base is very large.
- About 2/3 of the weight of the pyramid is in the bottom 1/3 of the structure.

Display slide, “Resistance Strategies Pyramid,” and explain how it might be helpful to place our strategies for resisting unhealthy choices into a pyramid shape.

We might want to layer the strategies with what we would consider the most important at the bottom, or base, and then work upward placing the least important strategy in the top section.

For example, I would put “Know the facts,” in the bottom, most basic, section while “Have a group of friends who encourage you to resist unhealthy choices” in the top section.

Distribute the student worksheet, “Resistance Strategies Pyramid,” and display the slide, “Strategies to Resist Unhealthy Choices.”

Create your own three level pyramid. All six strategies must be placed in your diagram.

Think about the six strategies and the three different levels before writing them on your worksheet. Put those that are the most important or basic to you in the bottom section. Work up to the top section. The top section would contain those strategies that are still important but not as important or essential as the ones below. Your finished diagram should reflect your thoughts about the ranking of the strategies and not what your neighbor or even I think is the correct placement.

Allow students time to create their pyramid.

During the rest of today’s lesson, we will focus on two of the resistance strategies.

- Stand up to negative peer pressure.
- Have a group of friends who encourage you to resist unhealthy choices.

In other health classes, you may have learned different ways to say “no” to drugs. Let’s review and practice using them.

Distribute the student handout, “Verbal and Non-Verbal Ways to Say ‘No’.” Ask students to read through it.

1. Say a direct “No.”
2. Say the same phrase over and over again.
3. Suggest another activity.
4. Give a reason.
5. Walk away.

Before we practice using these strategies, let’s demonstrate them.

These techniques are taught in previous grade levels of the Michigan Mode for Health®.

To avoid practice of a negative behavior, be sure the demonstration does not involve the student volunteer pressuring you to use drugs.
Ask for a volunteer to help you demonstrate the five strategies. The volunteer should try to pressure you to postpone an assignment or test. Clearly, demonstrate all five strategies.

Application or Skill Practice: Prepare and practice using the refusal strategies with prepared role play situations.

### Instructional Steps

- **Form pairs.**
- **Explain the practice activity on the refusal strategies using the student worksheet, “Role Play Scenarios.”**
- **Provide an example using the slide master, “Unopened Beer.”**

### Script & Detailed Directions

- **Divide the class into pairs using the deck of playing cards you have prepared. Give each student one of the playing cards.**
  
  *Take a pencil with you, and non-verbally find the person who has a card with the same number/face and color as you do. Stand or sit quietly together.*

- **Distribute the student worksheet, “Role Play Scenarios,” to each student. Have the students write their card color and number/face on the top of their handout. Collect the cards.**
  
  *With your partner, select two of the scenarios from the student handout to use for practice. Then, decide which three of the five verbal and non-verbal refusal strategies you will use with each scenario.*

  *Individually write some statements or key words after each bullet for your chosen scenarios to remind you of the three strategies you will use and how you will deliver them if selected to role-play that scenario with me.*

- **Provide an example for the students, using scenario #3.**
  
  *Imagine that my partner and I decided to use scenario #3. We also decided to practice these three strategies:*  
  - Say a direct “No.”
  - Suggest another activity.
  - Walk away.

- **Display the slide, “Unopened Beer,” and review the three statements.**
  
  *“No, that doesn’t sound good to me.” (Say a direct “No.”)*
  *“Let’s just keep walking over to your house like we planned to do.” (Suggest another activity.)*
  *“If you’re going to stop and drink that beer, I’ll see you tomorrow.” (Walk away.)*

- **Ask the students if they need any clarification on the assignment. If not, assign a time for the task and allow them to start their work.**

- **Monitor the groups providing assistance when needed.**
Role-play the scenarios.

Explain the process for role-playing the scenarios.

I will select the first student to role-play with me by drawing one of the playing cards. His or her partner will be his or her assistant who can give advice during the role play.

The student whose card I draw will choose the scenario number he or she wants to role-play. Make sure you choose one of the scenarios you have prepared.

I will read the scenario to the class. During the role play, I will be the person who is pressuring the student to use the drug. The student will use one of the strategies for saying “No.”

I will continue to pressure the student. The student will then use his or her second strategy.

I will continue to pressure the student and he or she will use his or her third strategy.

Remember the student’s partner can help, if needed, but should not take over the role play for the student. If you are the selected student, it is fine if you bring your handout with you to use as a prompt during the role-playing of the scenario.

Display the slide, “How Did It Go?”

After each role play, we will discuss these three questions:

- What do you think [student’s name] did that helped him or her refuse my pressure to use drugs?
- Was there one strategy he or she used that worked better than the others did? If so, which one and why?
- Is there anything [student’s name] could have done to improve resisting the offer of drug use?

When we are finished, I will select another playing card. The new student will select a different scenario, and we will repeat the process.

**Any questions before we begin?**

Answer any questions.

Do as many of the scenarios as possible given available instruction time and student energy level.
Closure: Discuss which refusal skills are the easiest and which are the most difficult to use.

Approximately 3 minutes

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<tr>
<td>Discuss the three questions on the slide master, “What Do You Think?”</td>
<td>With your partner, discuss the following three questions and be ready to share your thoughts with the entire class.</td>
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<td></td>
<td>• <strong>What makes resisting peer pressure hard to do?</strong></td>
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<td></td>
<td>• <strong>Do you think one of the strategies is more difficult than the others? If so, why?</strong></td>
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<td></td>
<td>• <strong>Which refusal skill would be the easiest for you to use? For what reasons?</strong></td>
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<td>Call on selected students to share their responses to the three questions with the entire class.</td>
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<td>Distribute copies of the family resource sheet, “Strategies to Resist Drugs and Other Unhealthy Choices.”</td>
<td><strong>Everyone needs to know how to resist unhealthy choices – young people and adults. Take this resource sheet home and share the ideas with your family.</strong></td>
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<tr>
<td>Preview the next lesson.</td>
<td><strong>In our next health lesson, we will discuss how to find help for alcohol and other drug problems.</strong></td>
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Strategies to Resist Unhealthy Choices

1. Know the facts.

2. Look at what might happen if actions are taken.

3. Know the difference between what is “right” and what is “wrong.”

4. Recognize the positive and negative influences that pressure you.

5. Stand up to negative peer pressure.

6. Have a group of friends who encourage you to resist unhealthy choices.
Pyramid
Pyramid - Structure

• The base is very large.

• About 2/3 of the weight of the pyramid is in the bottom 1/3 of the structure.

• A huge amount of force would be needed to tip over the pyramid.
Resistance Strategies Pyramid
Resistance Strategies Pyramid
Verbal and Non-Verbal Ways to Say “No”

1. **Say a direct “No.”**
   Example: “No, I don’t want to.”

2. **Say the same phrase over and over again.**
   Example:
   Other person: “You want to drink some beer?”
   You: “No, that’s not for me.”
   Other person: “No, come on, it will be fun!”
   You: “No, that’s not for me.”
   Other person: “Really, just come over for a few minutes.”
   You: “No, really, that’s not for me.”

3. **Suggest another activity.**
   Example: “No, I’m heading home to play a game. Want to come along?”

4. **Give a reason.**
   Example: “I don’t like the smell or taste of cigarettes.”

5. **Walk away.**
   Example: “Like I said, I don’t want to smoke any marijuana. Catch you later.” (Leave)
Role Play Scenarios

1. You are at another student’s house doing a class project together. His or her parents are not home. The other student shows you an unmarked bottle of pills. He or she suggests each of you take two or three pills. Your classmate says, “They will give you a nice high.” You have no idea what type of drug is in the pills and you don’t want to take any.

2. You are at a sleepover with other 6th grade kids that your church or school club sponsored. One of the activities involves going outside. A young person attending the sleepover asks you to skip the activity and go smoke a cigarette. You don’t want to.

3. You are walking around your neighborhood with a friend. You find an unopened can of beer on the side of the road. Your friend suggests you take the beer and drink it at the park down the road. You don’t want to.
4. You play on a soccer team and have a game later this afternoon. One of your teammates has six bottles of a highly caffeinated sports drink. He or she suggests that you each drink three bottles. He or she says, “This will really help improve our game!” You don’t like the idea.

5. You are leaving a mall after spending some time with friends. Another young person, who used to attend your school, stops you to say hi. After a couple of minutes of talking, he or she shows you a joint of marijuana and asks you to go out to the parking lot to get high. You really don’t want to.

6. An 8th grader, who lives down the street from you, calls to you from his or her garage motioning you to come over. When you get into the garage, he or she offers you a beer. You do not want to drink the beer.
Unopened Beer

Scenario #3

• Say a direct “No.”
  - “No, that doesn’t sound good to me.”

• Suggest another activity.
  - “Let’s just keep walking over to your house like we planned to do.”

• Walk away.
  - “If you’re going to stop and drink that beer, I’ll see you tomorrow.”
How Did It Go?

1. What do you think the student did that worked to help him or her refuse my pressure to use drugs?

2. Was there one strategy he or she used that worked better than the others did? If so, which one and why?

3. Is there anything the student could have done to improve resisting the offer of drug use?
What Do You Think?

1. What makes resisting peer pressure hard to do?

2. Do you think one of the strategies is more difficult than the others? If so, why?

3. Which refusal strategy would be the easiest for you to use? For what reasons?
Strategies to Resist Drugs and Other Unhealthy Choices

The people and environment around us influence the choices we make every day. The same is true for children. Knowing the difference between positive and negative influences is important. The next step is knowing how to resist the negative influences.

Your child has learned the following strategies for resisting unhealthy choices.

- Know the facts. Use the facts to state why you don’t want to do something.
- Look at what might happen if actions are taken. The consequences can be powerful motivators.
- Know the difference between what is “right” and what is “wrong.” Talk with your child about your family’s beliefs and values.
- Recognize the positive and negative influences that pressure you.
- Stand up to negative peer pressure. Use one of these skills to refuse:
  - Say a direct “No.”
  - Say the same phrase over and over again, such as “No thank you. I don’t want to.”
  - Suggest another activity.
  - Give a reason.
  - Walk away.
- Have a group of friends who encourage you to resist unhealthy choices.

The same strategies can be used if a person simply doesn’t want to do something.
Help Your Child Learn Resistance Strategies

“What Would You Do If...”
Ask your child how he or she might handle various situations. Then, share what you want him or her to do and how you feel about drug use. Children are less likely to use drugs if their parents have stated disapproval of illegal drug use and expect their children to refuse. Try some of these discussion starters when you are in the car or during a meal.

What would you do if...
...you are at a friend’s house for a party and the kids at the party begin drinking alcohol?
...you are walking home after soccer practice and a group of older students tries to get you to smoke a cigarette?
...you have made friends with a new student at school and he or she offers you some marijuana?

Act Out a Situation
If your child faces a situation where he or she wants to refuse to do something, act out how it might happen. You take the part of the person who is pressuring your child. Let your child tell you “no” using one of the ideas learned in health class. Give your child suggestions that will help him or her say “no” firmly and clearly. Tell your child what he or she did well during the practice.

Use Television and School Situations to Practice
As you watch television together, watch for situations where a person is being pressured to do something illegal, unhealthy, or wrong. Talk about ways the person could handle the situation. When your child talks about things that happen at school or with friends, ask him or her what he or she would have done to refuse the pressure.

Real Life Practice
If your child is invited to do something he or she doesn’t want to do, such as sleep over at a friend’s house or join a team, have him or her make the phone call refusing the invitation. Avoid saying “no” for your child. Give him or her opportunities to practice this skill.

Check out the Nemours Foundation website at www.kidshealthy.org. The website provides information on alcohol and refusal skills.

The Educational Materials Center website at www.emc.cmich.edu/links has a list of websites you can depend on for accurate and helpful information.