Identifying and Refusing Trouble Situations

Student Learning Objectives:

<table>
<thead>
<tr>
<th>National Health Education Standards:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Analyze behaviors and situations that may result in increased risk for HIV and other sexually transmitted infections (STIs).</td>
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<tr>
<td>• Self Management</td>
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<tr>
<td>• Analyze situations where assertive communication and refusal skills can be used to avoid and escape risky situations.</td>
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<tr>
<td>• Self Management</td>
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<tr>
<td>• Demonstrate the ability to use verbal and non-verbal ways to refuse participation in sexual behavior.</td>
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<tr>
<td>• Interpersonal Communication</td>
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Lesson Synopsis

Connect this lesson on identifying trouble and using refusal skills with the previous lesson by reviewing how to communicate personal boundaries. Describe the three steps for identifying trouble. Review effective refusal skills by asking students to recall previous learning and give examples of five refusal strategies. Identify potential risk situations. Practice identifying trouble and using refusal skills by writing responses to hypothetical situations. Practice verbal responses in pairs. Review the steps for identifying trouble and refusal skills. Illustrate how to use a combination of skills in a risk situation.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Materials Needed</th>
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</thead>
</table>
| Introduction | 3 minutes | Teacher Manual Resources  
  Slide Master: "What to Communicate" (from Lesson 5)  
 Supplied by the Teacher  
 Slide  
 Projector |
| Input | 15 minutes | Teacher Manual Resources  
 Teacher Reference: "Refusal Skills Review"  
 Slide Master: "Identifying Trouble"  
 Slide Master: "Effective Refusal Skills"  
 Slide Master: "How to Communicate" (from Lesson 5)  
 Supplied by the Teacher  
 Slide  
 Projector |
| Application | 24 minutes | Teacher Manual Resources  
 Set of Slide Masters: "Potentially Risky Situations" (optional)  
 Set of Slide Masters: "Come On Over: Part 1, Part 2, and Part 3"  
 Set of Slide Masters: "Getting to Know You: Part 1, Part 2, and Part 3"  
 Set of Slide Masters: "See You Tomorrow: Part 1, Part 2, and Part 3"  
 Teacher Reference–Assessment: "Assessment Rubric: Come on Over!"  
 Student Self-Assessment Rubric: "Come on Over!"  
 Student Self-Assessment Checklist: "Getting to Know You or See You Tomorrow"  
 Peer Assessment Checklist: "Getting to Know You or See You Tomorrow" |
### Preparation

#### Prior to the Lesson
- **Decide if you want to assess** student progress. A rubric is provided for your use at the end of this lesson, “Assessment Rubric: Come on Over!”
- **Decide if you want students to assess** their own progress. **Duplicate** the rubric, “Come on Over!” for students if you plan to have them use it. There are also two checklists you can **duplicate** for students to use. One is a self-assessment checklist and the other is designed for peer assessment. They are both titled, “Getting to Know You or See You Tomorrow.”

#### For Introduction
- **Prepare a slide** of the slide master, “What to Communicate,” from Lesson 5.

#### For Input
- **Prepare slides** of the slide masters, “Identifying Trouble,” “Effective Refusal Skills,” and “How to Communicate.” “How to Communicate” can be found in Lesson 5.

#### For Application
- **Decide** how to have the students form pairs to practice skills.
- **Prepare a chart** by writing “Potentially Risky Situations” as a title.
- **Prepare slides** of the optional slide master set, “Potentially Risky Situations,” if you plan to use them.
**Introduction**: Connect this lesson on identifying trouble and using refusal skills with the previous lesson on communicating personal boundaries.

**Instructional Steps**

<table>
<thead>
<tr>
<th>Step</th>
<th>Script and Detailed Directions</th>
</tr>
</thead>
</table>
| Review what to say to communicate personal boundaries using the slide “What to Communicate,” from Lesson 5. | What can you say to share information and make sure you are heard as you communicate your personal boundaries regarding sexual behaviors? 

Answers:
- Address the person by name.
- State your plan clearly and simply.
  - Say what you will do.
  - Say what you won’t do.
  - Use one sentence each.
- Repeat your message.
- Say something that shows you are serious.
- If interrupted, continue from where you were interrupted. |
| Introduce this lesson on identifying trouble. | Today, we will add two more skills you need to protect yourself. We will learn to identify trouble before we get into it. We will also review our refusal skills and practice using both sets of skills to avoid trouble. |

**Input**: Describe how to identify trouble. Review effective refusal skills.

**Instructional Steps**

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| Explain the steps for identifying trouble using the slide, “Identifying Trouble.” | Knowing how to tell others what we will and won’t do is important, but not enough to protect ourselves. We also need to know when situations are safe and when they might be heading for trouble. Let’s learn how to identify possible trouble or potential risk. 

Show the slide, “Identifying Trouble,” and discuss the following three steps.

1. Ask questions. 
   Find out exactly what you are being invited to do.
2. Name the trouble. 
   Say what is wrong with the situation that might cause trouble or become a problem. 
3. State the consequences. 
   List the negative outcomes that could result if you went along with the invitation. |
| | The word “trouble” is not intended to be punitive or assign blame; it means potential risk. This skill is intended to teach students fact-finding so they can make informed decisions. |
| | If your students have not had the Michigan Model for Health® in grades 5 and 6, you may need to spend additional time on the skills needed for identifying trouble. |
Let’s go through an example for identifying trouble. Pretend Sam asks you to go with him or her to Alex’s house after school. **What would you do?**

Answer:
Ask questions to identify possible trouble.

**What questions might you ask to gather information that will alert you to possible trouble?**

Possible Answers:
• “What are we going to do there?”
• “Are Alex’s parents going to be home?”
• “Did Alex’s parents say it was okay if we come over?”
• “Who else is going to be there?”
• “Is anyone there going to be using drugs or alcohol?”
• “How long will we be there?”
• “How will we get there and back?”
• “Are we going anywhere else from there?”

Sam answers, “We’re going to listen to Alex’s new music. We’ll have the whole house to ourselves until 6:00. You know Alex thinks you’re hot!” **What would you say now to name the trouble?**

Answer:
“There aren’t any adults home.”

**What might be the consequences, and what could you say?**

Answers:
• “I could get in trouble for going to someone’s house when no adults are home.”
• “My dad will worry if I don’t come home after school.”
• “I would feel uncomfortable being at Alex’s house without adults there.”

Once you’ve pointed out the trouble and possible consequences, your friend might agree with you and might want to avoid the trouble you have pointed out.

On the other hand, your friend might continue to push you to do something that could get you into trouble. In this case, it is time to use another skill: refusal.

Review refusal skills using the slides, “Effective Refusal Skills,” and “How to Communicate” from Lesson 5.

There will probably be times when people will pressure you to do things you don’t want to do—even though you have communicated what you will and won’t do and have identified the trouble. **When this happens, it is important for you to know how to avoid these situations. Avoiding risky situations that you are being pressured into requires the use of refusal skills. What are some of the refusal skills that you have already learned?**

Call on students to share their ideas. Record them on the board.

Display the slide, “Effective Refusal Skills.” Draw from the students’ list to review the skills.

These are some effective ways to refuse:
• Say a direct “no.” This is the simplest and often the most effective way.
• Suggest another activity.
• Repeat the same phrase over and over again.
• Give a reason. State a fact, your feelings, or your opinion.
• Walk away.
These are the refusal skills that are most effective against pressure to do things that are unsafe, unhealthy, wrong, or that you don’t want to do. It doesn’t work to make up excuses or to yell or use put-downs. Those techniques only aggravate the situation. Of course, you can always blame your parents, too. Using our good communication skills to say “no” will make your message loud and clear.

Display the slide, “How to Communicate,” from Lesson 5.

If your students have not had the Michigan Model for Health® in grades 5 and 6, you may need to spend additional time on teaching refusal skills. Refer to the teacher reference, “Refusal Skills Review,” for tips.

Share an example to demonstrate how to use effective refusal skills.

Let’s use these skills in a situation. Pretend your boyfriend or girlfriend just asked you to sneak out of the house at midnight and meet him or her alone in his or her parent’s car. How could you refuse?

Call on students to share their ideas.

Answers:
- Say a direct “no”: “No.”
- Suggest another activity: “Let’s talk on the phone instead.”
- Repeat the same phrase over and over again. “I don’t want to. I don’t want to. I don’t want to....”
- Give a reason: “I want to sleep.” or “I don’t feel safe sneaking around in the middle of the night.”
- Walk away.

Application: Identify potential risk situations. Practice identifying trouble and using refusal skills.

24 minutes

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<thead>
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| Identify situations where there is potential for getting into trouble and engaging in risk behaviors. Record the ideas on the chart you prepared with the title, “Potentially Risky Situations.” An optional set of slides is provided for you use, “Potentially Risky Situations.” | What are some situations where the potential for getting into trouble and risk behaviors exists? Write their ideas on the prepared chart titled “Potentially Risky Situations.” Supplement the list with the following as needed:  
- Being alone with a person you are attracted to and/or who is attracted to you  
- Going out with someone you don’t know very well  
- Going to parties where alcohol and other drugs are being used  
- Going to houses where no parents or other adults are supervising  
- Going out with someone who is much older than you  
- Sending or receiving inappropriate photos by phone (“sexting”) or Internet  
- Posting or sending mean or insulting sex-related, messages using email, social networking sites, or other methods (“cyber-bullying”) |
Using alcohol or other drugs
Going someplace to hook up

It’s best to use their ideas if possible. Let students know that it is okay to talk about situations that are “off limits.” Assure them that they will be better prepared to protect themselves if they discuss real situations, even if they are not easy to talk about. However, if your students have difficulty suggesting situations, a slide set with ideas is provided for your use, “Potentially Risky Situations.”

Save the list on the chart for Lesson 7.

You will probably face situations where you could be at risk for getting into trouble or becoming infected with HIV or other STIs or getting pregnant. The more you practice these skills, the more prepared you will be if and when you find yourself in such a situation.

Form pairs and write responses for identifying trouble in a hypothetical situation using the slides, “Come On Over: Part 1,” and “Come On Over: Part 2.”

Divide the class into pairs of students. Assign the group roles: recorder and spokesperson. Have each pair get out paper and a pen or pencil.

Use the teacher assessment rubric or have students use the self-assessment rubric provided at the end of the lesson if you want to assess students’ progress.

Let’s try identifying trouble in a hypothetical situation. You and your partner are a team. I will show you a situation on the overhead, and your team will record the questions you could ask to find out what is going on. I will call on several of you to share your ideas. Then, I will show the next part of the situation, and give your team time to write your ideas for naming the trouble and stating the consequences. Again, I will call on several of you to share your ideas.

Display the slide, “Come On Over: Part 1.” Read it aloud; then, pause to allow the students to record the questions they would ask. Call on several pairs to share the questions they could ask. Supplement their ideas as needed.

If you have time, record student ideas on the board.

Display the slide, “Come On Over: Part 2.” Read it aloud; then, pause to allow the students to name the trouble and state the consequences. Call on several pairs to share their ideas. Supplement their ideas as needed.

Write refusals in a hypothetical situation using the slide, “Come On Over: Part 3.”

In this same hypothetical situation, you might need to use your refusal skills if your friend continues to pressure you to participate after you’ve identified trouble. I will show you what happens next in this situation, and give your team time to record the refusal strategy or a couple strategies you might use. I will call on several of you to share your ideas.

Display the slide, “Come On Over: Part 3.” Read it aloud; then, pause to allow the students to record the refusal strategies they might use. Call on several pairs to share their ideas. Supplement their ideas as needed.
<table>
<thead>
<tr>
<th>Practice in pairs identifying trouble and refusing pressure verbally in a hypothetical situation using the slides, “Getting to Know You: Part 1,” “Getting to Know You: Part 2,” and “Getting to Know You: Part 3.”</th>
<th>Have students continue working in pairs.</th>
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<td>Use the student self-assessment checklist or the peer assessment checklist provided at the end of the lesson if you want to have students assess their progress.</td>
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<td></td>
<td>This time, you will practice identifying trouble by verbally responding to a hypothetical situation. The person whose birthday is closest to January 1st in each pair will go first this time. I will show you a situation on the overhead, and the person going first will respond by asking questions. Then, I will show the next part of the situation, and give the person time to name the trouble and state the consequences. This is not a role play. But your partner has an important job. Your partner will listen carefully and tell you what you did well to identify the trouble and what you might want to improve.</td>
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<tr>
<td></td>
<td>Display the slide, “Getting to Know You: Part 1.” Read it aloud; then, pause to allow the students to ask questions.</td>
</tr>
<tr>
<td></td>
<td>Display the slide, “Getting to Know You: Part 2.” Read it aloud; then, pause to allow the students to name the trouble and state the consequences.</td>
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<td>Remind the listeners to give their partners feedback.</td>
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<td>Call on volunteers or select one or two pairs to share ideas for effective responses to this hypothetical situation.</td>
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<tr>
<td></td>
<td>In this same hypothetical situation, you might need to use your refusal skills if your friend continues to pressure you to participate. I will show you what happens next in this situation, and the person who is responding on your team will refuse the pressure. I will call on several of you to share your ideas.</td>
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<tr>
<td></td>
<td>Display the slide, “Getting to Know You: Part 3.” Read it aloud; then, pause to allow the students to say and act out the refusal strategies they might use.</td>
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<td></td>
<td>Call on volunteers to share ideas for effective refusals for this hypothetical situation. Supplement their ideas as needed.</td>
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<tr>
<td></td>
<td>This time, the person who has been listening in each pair will practice identifying trouble and refusing pressure.</td>
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<tr>
<td></td>
<td>Call on volunteers to share ideas for effective responses to this hypothetical situation. Supplement their ideas as needed.</td>
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</table>
### Closure: Review the steps for identifying trouble and refusal skills.

8 minutes

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</table>
| **Summarize the lesson, reviewing the steps for identifying trouble and refusal skills.** | *Let’s review the skills learned today. What are the three steps for identifying trouble?*  
Answers:  
• Ask questions to identify possible trouble.  
• Name the trouble.  
• State the consequences.  

**What are some ways to refuse pressure?**  
Answers:  
• Say a direct “no.” This is the simplest and often the most effective way.  
• Suggest another activity.  
• Repeat the same phrase over and over again.  
• Give a reason. State a fact, your feelings, or your opinion.  
• Walk away.  

**What did you see that made these communication skills most effective during our practice situations?**  
Answers:  
• Use a firm voice.  
• Maintain eye contact.  
• Stand or sit tall.  
• State what you will do and what you won’t do.  

**Share an example to demonstrate how to use a combination of the skills learned.** | *Let’s see how we can use the skills we learned in this lesson and the previous lesson together. Remember Sam and Alex? Pretend Sam asks you to go with him or her to Alex’s house after school. What would you do first?*  
Answer: Ask questions to identify trouble: “What are we going to do there? Are Alex’s parents home?”  
Sam answers, “We’re going to listen to Alex’s new music. We’ll have the whole house to ourselves until 6:00. You know Alex thinks you’re hot!” *What would you do next?*  
Answer:  
• Name the trouble: “There aren’t any adults home.”  
• State the consequences: “I could get in trouble for going to someone’s house when no adults are home. My dad will worry if I don’t come home after school.”  

At this point, you would communicate what you will and won’t do. *What could you say to express your boundaries?*  
Answer: “Sam, I would like to hear Alex’s music sometime when an adult is home, but I will not go to Alex’s house now.”  

At this point, Sam might stop asking you to go, but it is also possible that Sam might answer, “Alex is planning on us! Let’s go.” *If a person keeps pressuring you after you have stated what you will or won’t do, what skill would you use?*  
Answer: refusal skills
What could you say or do now to refuse this pressure?

Answers:
- Say, “No, I’m not going.”
- Step away and say, “I’d really like to hear Alex’s music, and I hope you will both call me tonight and let me know if you can come over tomorrow. Talk to you later!”
- Leave.

<table>
<thead>
<tr>
<th>Give credit for signed homework slips.</th>
<th>Ask students to turn in their homework assignments from lessons 2, 4, and 5.</th>
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<tbody>
<tr>
<td></td>
<td>Show me your signed worksheets to receive credit for your homework assignments. Then place them in your student folders.</td>
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<tr>
<td>Introduce the next lesson on avoiding and escaping risky situations.</td>
<td>Display the chart titled “Potential Risky Situations” with the list generated during the Application segment of this lesson.</td>
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<td></td>
<td>During our next health lesson, we will practice setting boundaries, identifying trouble, and refusing pressure to avoid or escape situations such as these...situations that may be risky.</td>
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</table>
In previous grade levels within the *Michigan Model for Health*®, students have been taught these five ways they can resist pressure:

- Say a direct “no.”
- Suggest another activity.
- Repeat the same phrase over and over again.
- Give a reason.
- Walk away.

Emphasize saying a direct “no” as the preferred technique. Students have reported that they feel strong and good about themselves when saying a firm “no.”

In addition, emphasize their right to walk away if they say “no” and the pressurer will not accept their stand.

As students are learning to say “no,” they may need more options than the direct “no” and walking away, so three additional verbal techniques are included in this lesson. The additional strategies communicate desire to continue the friendship, so they appeal to students’ desire to belong. Some research indicates that these other three strategies do not produce the same result inside the person as saying a direct “no” does. When giving a reason, some students feel less secure because they feel like they are trying to justify themselves.

In addition, the pressurer may get the impression that the resister is insecure and is more likely to argue with the refuser’s reason and continue the pressure. However, giving a reason will probably come naturally to many students. As students are learning to resist pressure, this may be a good place for many to begin. We want students to know that this is a strategy option, but that they are under no obligation to ever give a pressurer a reason. They have the right to say “no” without having to explain themselves.

Help students phrase reasons that do not become excuses. The pressurer, upon hearing an excuse, may decide to exert a higher level of pressure. Sometimes it is difficult to tell the difference between a reason and an excuse, and difficult to provide examples for students. An excuse is a weak, made-up way out that may invite argument. A reason is a personal fact or conviction that makes a strong statement about why a person is refusing.

For example, if a student says, “I won’t go to your house because it’s my dog’s birthday, and I want to go home and play with him.” the pressurer will probably argue with the student. However, the pressurer will probably realize the student is serious if the student says, “I won’t go to your house because my parents are expecting me home now, and they will ground me if I go to your house when your parents aren’t home.”
1. Ask questions.
   Find out exactly what you are being invited to do.

2. Name the trouble.
   Say what is wrong with the situation that might cause trouble or become a problem or a potential risk.

3. State the consequences.
   List the negative outcomes that could result if you went along with the invitation.
Effective Refusal Skills

- Say a direct “no.”
- Suggest another activity.
- Repeat the same phrase over and over again.
- Give a reason.
- Walk away.

“NO”
Potentially Risky Situations

- Being alone with a person you are attracted to and/or who is attracted to you
- Going out with someone you don’t know very well
- Going to parties where alcohol and other drugs are being used
- Going to houses where no parents or other adults are supervising
Potentially **RISKY** Situations

- Going out with someone who is much older than you
- Sending or receiving inappropriate photos by phone ("sexting") or Internet
- Posting or sending mean or insulting sex-related, messages using email, texting, social networking sites, or other methods ("cyber-bullying")
- Using alcohol or other drugs
- Going someplace to hook up
David’s teammates like to hang out. Jay calls him up and says, “I’m having people over tonight, you should come.”

If you were David, what would you ask Jay to find out what they are doing tonight?
Jay answers, “We’re doing piercings, and it’s your turn to get one.”

David knows that the person who does the piercings reuses the needle. He also knows his parents do not want him to get a piercing.

If you were David, what would you say to name the trouble?

What would you say to state the consequences?
Jay sounds mad and says, “Chill out! Stop being such a wimp. Be at my house at 7.”

If you were David, what would you say and do to refuse this pressure?
Sonya has a crush on her neighbor Joe. He is three years older, and has been flirting with and giving her rides home from school. Yesterday, when he dropped her off, he kissed her and said, “Let’s hang out tomorrow after school.”

If you were Sonya, what would you ask to find out what Joe wants to do?
Joe answers, “I’ll have the house to myself tomorrow, and we can have some alone time. I’ll get some beer, and we can have some fun.”

If you were Sonya, what would you say to name the trouble?

What would you say to state the consequences?
Joe puts his arms around Sonya, and says, “My friends think you’re too young and you don’t know what you’re doing. That’s not true, is it?”

If you were Sonya, what would you say and do to refuse this pressure?
See You Tomorrow

Jordan’s older sister and her friends hang out at their house. Most of the time they just ignore Jordan, but lately, Maria, one of his sister’s friends, has been flirting with him. Today, Maria comes into Jordan’s room to talk. When she leaves, she gives Jordan a quick kiss and says, “I can’t wait to see you tomorrow,” and smiles.

If you were Jordan, what would you ask to find out what Maria wants to do when you see each other tomorrow?
Maria says, “I think you’re cute. We should hang out...just the two of us. We could listen to music in your room and see what happens.”

If you were Jordan, what would you say to name the trouble?

What would you say to state the consequences?
Maria smiles and winks at Jordan, “Aw, you know you want to. I’ll be here tomorrow if you change your mind.”

If you were Jordan, what would you say and do to refuse this pressure?
Assessment Rubric: Come on Over!

Elements in the Lesson

- **Identifying trouble:**
  - Ask questions: Find out exactly what you are being asked to do or where you are being asked to go.
  - Name the trouble: Say what is wrong with the situation that might cause trouble or become a problem.
  - State the consequences: List the negative outcome that could result if you went along or did what you are being asked to do.

- **Effective refusal skills:**
  - Say a direct “no.”
  - Suggest another activity.
  - Repeat the same phrase over and over again.
  - Give a reason.
  - Walk away.

Students are asked to respond to these questions:

- **Part 1:** What would you ask to find out what the person wants to do?
- **Part 2:** What would you say to name the trouble? What would you say to state the consequences?
- **Part 3:** What would you say and do to refuse?

The following holistic rubric can be used for assessing student ability to identify trouble and use refusal skills. The student has demonstrated the elements listed above through a written assignment.

To access an analytic rubric for this assignment or a generic, holistic rubric that can be used for any assignment, check the resources for Lesson 6 on the CD-ROM that came with your manual.
<table>
<thead>
<tr>
<th>Elements</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Part 1: What would you ask?</strong></td>
<td>Questions are identified. They may be unclear or inappropriate and do not clarify what the person wants to do.</td>
</tr>
<tr>
<td><strong>Part 2: Name the trouble and consequences</strong></td>
<td>The trouble is clearly named. A few consequences are described, but may be brief or slightly unclear.</td>
</tr>
<tr>
<td><strong>Part 3: Use refusal skills</strong></td>
<td>Several refusal strategies are used effectively.</td>
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</tbody>
</table>

**Part 1:**
Numerous appropriate questions are identified. The questions will clarify what the person wants to do.

**Part 2:**
Several refusal strategies are used effectively.

**Part 3:**
Several refusal strategies are used effectively.
### Student Self-Assessment Rubric

**Come On Over!**

This rubric can be used for assessing your ability to identify trouble and use refusal skills.

Review the rubric and circle the number with the statements that best represents your work for this assignment. Record any comments you have about your assessment in the “Comments” column.

**Elements**

<table>
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<tr>
<td><strong>Exceeds Expectations</strong></td>
<td>We identified numerous appropriate questions. The questions will clarify what the person wants to do.</td>
<td>We used several refusal strategies effectively.</td>
</tr>
<tr>
<td><strong>Meets Expectations</strong></td>
<td>We identified clear and appropriate questions. The questions will clarify what the person wants to do.</td>
<td>We used one refusal strategy effectively.</td>
</tr>
<tr>
<td><strong>Progressing Toward Expectations</strong></td>
<td>We identified several clear and appropriate questions. The questions will clarify some details of what the person wants to do.</td>
<td>We used a refusal strategy weakly.</td>
</tr>
<tr>
<td><strong>Does Not Meet Expectations</strong></td>
<td>We identified clear and appropriate questions. The questions will clarify what the person wants to do.</td>
<td>We used a refusal strategy weakly.</td>
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**Comments**

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**Part 1: What would you ask?**

We identified numerous appropriate questions. The questions will clarify what the person wants to do.

**Part 2: Name the trouble and consequences**

We clearly named the trouble and described numerous consequences in detail, showing a depth of understanding.

**Part 3: Use refusal skills**

We used several refusal strategies effectively.
Getting to Know You or See You Tomorrow

Directions:
- Use the following checklist to identify strategies you used to identify trouble and refuse. Place an “x” next to each strategy used.
- Record in the “Comments” column what you did well or could do differently to effectively use these skills.

<table>
<thead>
<tr>
<th>Skill Strategies</th>
<th>I did this strategy.</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Identifying Trouble</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I asked questions like:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“What are we going to do there?”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“Are your parents going to be home?”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“Did your parents say it was okay if we come over?”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“Who else is going to be there?”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“Is anyone there going to be using drugs or alcohol?”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“How long will we be there?”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“How will we get there and back?”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“Are we going anywhere else from there?”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I named the trouble.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I stated the consequences.</td>
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<td></td>
</tr>
<tr>
<td><strong>Effective Refusal Skills</strong></td>
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</tr>
<tr>
<td>I said a direct “no.”</td>
<td></td>
<td></td>
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<tr>
<td>I suggested another activity.</td>
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<tr>
<td>I repeated the same phrase over and over again.</td>
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<tr>
<td>I gave a reason.</td>
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<td></td>
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<tr>
<td>I walked away.</td>
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**Getting to Know You or See You Tomorrow**

**Directions:**
- Use the following checklist to identify strategies your partner used to identify trouble and refuse. Place an “x” next to each strategy used.
- Record in the “Comments” column what your partner did well or could do differently to effectively use these skills.

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<td>My partner gave a reason.</td>
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<tr>
<td>Name ____________________</td>
</tr>
<tr>
<td>Partner’s Name ___________</td>
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</table>

**I observed my partner doing this strategy.**