

HOPE

Health and Opioid
Prevention Education

5th GRADE
LESSON 3

Don't Give in
to the Pressure:
Make Healthy Choices

Purpose of the Lesson

The third lesson will practice the “Three No’s and a Walk” refusal technique. Students will apply the refusal techniques in two different scenarios. The teacher will debrief the scenarios to reinforce positive influences on healthy choices, and being assertive to make healthy choices.

Background Knowledge (Talking Points)

- Refusal techniques are ways to say no in an unhealthy situation to make a healthy choice.
- Three No’s and a Walk: Say no and a reason three times, then walk away if they continue to ask to be healthy and safe.
- Refusal skills are more effective when delivered using assertive communication: Stand up straight; make eye contact; calmly and politely state your position; be confident in voice and body.

Lesson Objectives

Students will be able to:

Objective	Activity
1. Explain why it is important to resist peer pressure.	• Role Play 1
2. Write statements to demonstrate “Three No’s and a Walk” for a given situation.	• Unfinished Role Play 1
3. Demonstrate assertiveness communication while demonstrating the refusal technique of “Three No’s and a Walk.”	• Role Play 1
4. Analyze a peer’s refusal technique to determine if the communication was assertive.	• Role Play 1 & 2

Time: 20-30 minutes

Materials

Refusal Skill Steps ([Attachment 1](#)); Role Play 1 ([Attachment 2](#)); Peer Checklist for Three No’s and a Walk ([Attachment 3](#)); Role Play 2 ([Attachment 4](#)); Checklist for Role Play 2 ([Attachment 5](#)).

- o Small paper bag or balloon.

Introduction

- Write on board **“I will take control of my choices by using STOP, THINK, CHOOSE.”** As you point to the words, ask students to repeat the statement:
 - **STOP:** What's happening? Assess the situation.

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- **THINK:** Which choice is the right choice? Safe? Healthy? Respects what my parents and I believe is right?
- **CHOOSE:** Choose the healthy choice.
- Sometimes even if we use **STOP, THINK, CHOOSE**, we still can have others try to **pressure** us to choose a harmful or unhealthy choice.
- Using a small paper bag gathered together at the top, hold the gathered-up end to your mouth and begin blowing air into the bag. (*If there are NO latex allergies, you could use a balloon.*) As you blow air into bag, stop at intervals to ask students what they see happening.
 - As the bag nears its capacity, ask students what will happen if you continue to blow air into the bag. (It will burst.)
 - Pause at intervals while you blow up the bag and say one of the following statements often used to pressure someone into doing something they may not want to do: “Everyone is doing it,” “No one will know,” “Just try it once.”
 - Ask them to explain why the bag burst. (Lead them to conclude that the pressure of the air in the bag would eventually be too much ... and the bag would pop. It would “give in to the pressure.”)
- The same thing can happen if someone tries to pressure us. We won't pop open, but we might give in to the pressure and make a harmful or unhealthy decision.
- Today we will learn how to resist the pressure someone may use to try to convince us to make an unhealthy or unsafe decision.

Teaching Steps

Activity 1: “Three No’s and a Walk.”

- One way of resisting pressure and making healthy decisions is to use refusal skills. Refusal skills are ways to say NO to pressure.
- **ASK:** Why is it important to learn how to resist pressure and to learn refusal skills?
 - To tell others we don't want to make that unhealthy choice OR to make a healthy choice.
- There are several types of refusal skills. Today we will learn a specific type: “Three No’s and a Walk.”
- First, let's learn **Three No’s and a Walk** (Attachment 1). Each time we are pressured, we will say no and give a reason, and after the third no, we leave the situation.
 - **SAY:** “**No, I will not** (whatever other person is trying to pressure you to do) **because it is** (unsafe, not right, unhealthy, **or** not what my parents would want me to do).”
 - If the person or group continues to pressure you, you **repeat the exact same statement:** “**No, I will not** (whatever other person trying to pressure you to do) **because it is** (unsafe, not right, unhealthy, **or** not what my parents would want me to do).”

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- o If the person or group still continues to pressure you, you again **repeat the same statement: “No, I will not do (whatever other person is trying to pressure you to do) because it is (unsafe, not right, unhealthy, or not what my parents would want me to do).”**
- o Then you turn and leave the situation without saying anything else.
- **Step 1: Role Play.** Using the attached Role Play 1 (**Attachment 2**), the teacher will model this refusal skill for the students. You will need a student to play the role of the “Friend” who will act as the pressurer.
 - o **Teacher Note:** You will play the role of “Refuser.” Be certain to also use the assertiveness skills during the role-play. A student volunteer will play the role of “Friend 1.” (*Change the names to match the gender of the role players, if needed.*)
 - o During the role-play, the class will use their *Checklist for Three No’s and a Walk* (**Attachment 3**) to determine if “Refuser” was effective in this scenario.
 - o Discuss what occurred in the role-play.
 1. Did I say no?
 2. Did I say no three times?
 3. Did I walk away from the situation?
 4. How did “Three No’s and a Walk” help me communicate the healthy decision?
 - **ASK:** How can we make sure our refusal skills are effective?
 - o *We need to be sure we are assertive!*
 - Briefly review the assertiveness skills:
 1. Stand up straight.
 2. Look the other person in the eyes.
 3. Calmly and politely state your position.
 4. Be confident in voice and body.
- **Step 2:** Give students a copy of the *Role Play # 2* (**Attachment 4**). Ask them, with a partner, to complete this role-play using the *Three No’s and a Walk* (**Attachment 1**) steps. (*Project these steps on front board.*)
 1. Remind students: The exact same refusal statement will be written for each of their three refusal statements.
 2. Provide feedback to students as they work to develop their Three No’s and a Walk refusal skill.
 3. Process this role-play by asking volunteers to use assertiveness skills to act out their written role play # 2
 - o Have other students use the Checklist for Role Play #2 to determine the effectiveness of the role-play.
 - o Discuss the completed checklist and provide feedback to the volunteers.

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Closure

- Ask students to complete the Got This One in the Bag Activity Sheet (see bottom of [Attachment 3](#)).
- Ask volunteers to share their responses to the prompt.
- Ask students to take this activity sheet home to share with their parent/guardian.

National Health Education Standards

Standard 1: *Comprehending Concepts*

Standard 2: *Analyzing Influences*

Standard 4: *Interpersonal Communication Skills*

Standard 5: *Decision-Making*

Healthy Behavior Outcome (HBO)

Alcohol and Other Drugs HBOs:

HBO 1: *Avoid misuse and abuse of over-the-counter and prescription drugs.*

HBO 4: *Avoid the use of illegal drugs.*

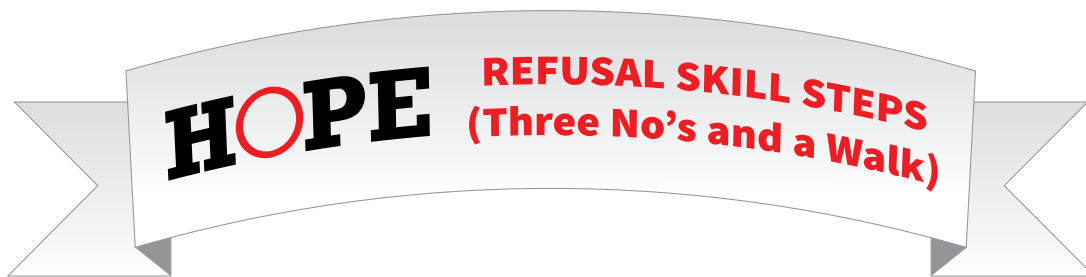
English Language Arts Standards

RF.5.4 Read with sufficient accuracy and fluency to support comprehension.

W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Follow-up Activities

- **Parents/Guardian Interaction Activity:** Take home and share *Got this One in the Bag* Activity.



HOPE REFUSAL SKILL STEPS
(Three No's and a Walk)

- 1** **SAY:** “**No, I will not** (whatever other person is trying to pressure you to do) **because it is** (unsafe, not right, unhealthy, **or** not what my parents would want me to do).”
- 2** If person continues to pressure you, you **repeat the exact same statement:** “**No, I will not** (whatever other person trying to pressure you to do) **because it is** (unsafe, not right, unhealthy, **or** not what my parents would want me to do).”
- 3** If person still continues to pressure you, you again repeat the same statement: “**No, I will not do** (whatever other person is trying to pressure you to do) **because it is** (unsafe, not right, unhealthy, **or** not what my parents would want me to do).”
- 4** Then you turn and walk away from the situation without saying anything else.

ROLE PLAY 1

Friend: *Hey, I've got some great stuff that will make you feel so good. Here take this.*

Refuser (Teacher): *No, I will not take that because it is unsafe.*

Friend: *You are such a baby. Grow up, this is great stuff. Here, just try one of these.*

Refuser (Teacher): *No, I will not take that because it is unsafe.*

Friend: *Oh, come on. You are being ridiculous.*

Refuser (Teacher): *No, I will not take that because it is unsafe.*

Friend: *You sound like a recording. I promise it will make you feel great.*

Refuser does NOT say anything else. Refuser turns and walks away,
does not respond to any more pressuring from Friend.

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After role play, ask these questions:

1. Did I say NO and give a reason?
2. How many times?
3. Did I turn and walk away after saying my NO statement the third time?
4. Did I give in to the pressure? Did I make a healthy choice?
5. How can “Three No’s and a Walk” help you?
6. Whom do you think I should tell about this pressuring situation? Why? (*A trusted adult because they have more experience dealing with situations like this and they also care about what happens to you.*)

CHECKLIST FOR THREE NO'S AND A WALK

_____ Person being pressured said, “**No, I will not** _____, **because it is** _____.”

[“**No, I will not** (whatever other person is trying to pressure him/her to do) **because it is** (unsafe, unhealthy, disrespectful **OR** not what my parents would want me to do).”]

_____ Person being pressured **said the exact same statement no more than three times.**

_____ After third time, the person being pressured **turned and walked away without saying anything else.**

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CHECKLIST FOR THREE NO'S AND A WALK

_____ Person being pressured said, “**No, I will not** _____, **because it is** _____.”

[“**No, I will not** (whatever other person is trying to pressure him/her to do) **because it is** (unsafe, unhealthy, disrespectful **OR** not what my parents would want me to do).”]

_____ Person being pressured **said the exact same statement no more than three times.**

_____ After third time, the person being pressured **turned and walked away without saying anything else.**

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ROLE PLAY 2

Using Three No's and a Walk

Pat: *Hi, Chris. It's been a long time since I've seen you.*

Chris: *Oh, hi Pat. What have you been up to since I last saw you?*

Pat: *Well, I have this new medicine. I take it all the time. It really helps me concentrate. Here, have one. I think it will help you.*

Chris: *No, Pat, I _____ because _____*

Pat: *Gee, Chris, when did you become so childish? Here, just take it.*

Chris: *No, Pat, I _____*

Pat: *Wow, I thought you were braver than this. Come on, it won't hurt you, silly!*

Chris: _____

Pat: *This is ridiculous. Just take it.*

What does Chris need to do now?

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WHAT IS ONE THING YOU
NEED TO REMEMBER
ABOUT TODAY'S LESSON?



CHECKLIST FOR ROLE PLAY 2: THREE NO'S AND A WALK

This checklist has an additional section to complete: Assertiveness.

_____ Person being pressured said, **“No, I will not _____, because it is _____.”**

[“No, I will not (whatever other person is trying to pressure him/her to do) because it is (unsafe, unhealthy, disrespectful OR not what my parents would want me to do).”]

_____ Person being pressured **said the exact same statement no more than three times.**

_____ After third time, the person being pressured **turned and walked away without saying anything else.**

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ASSERTIVENESS SKILLS	
<input type="checkbox"/>	Stood up straight when speaking.
<input type="checkbox"/>	Looked person in the eyes.
<input type="checkbox"/>	Calmly and politely stated the refusal.
<input type="checkbox"/>	Looked confident.
<input type="checkbox"/>	Sounded confident.

