

## Purpose of the Lesson

The purpose of this lesson is for students to gain confidence in using refusal skills. Students will review communication skills and learn strategies to say no to drugs and put them into practice through role plays. Students will analyze the effectiveness of refusal skills by evaluating classmates' refusal skill performance through a peer evaluation.

## National Health Education Standards

**Standard 4:** Interpersonal Communication

*Performance Indicator 4.8.1:* Demonstrate the use of effective verbal and nonverbal communication to avoid misuse of prescription medication.

*Performance Indicator 4.8.2:* Demonstrate the use of effective verbal and nonverbal communication to avoid other drug use.

*Performance Indicator 4.8.4:* Demonstrate the use of effective peer resistance skills to avoid or reduce exposure to other drug use.

## Healthy Behavior Outcome (HBO)

*Refuse the pressures associated with drug abuse.*

## Lesson Objectives

*Students will be able to:*

Objective	Assessment
1. Use effective peer resistance skills when faced with the pressure to use drugs.	<ul style="list-style-type: none"><li>• Role Plays and Observer Check Sheet</li></ul>
2. Show how to reinforce their drug free choice both verbally and non-verbally.	<ul style="list-style-type: none"><li>• Role Plays and Observer Check Sheet</li></ul>

**Time:** 35 - 45 minutes

## Materials

Task Cards: Six different colors (groups) of cards with four cards labeled A, B, C, D; Observer Check Sheet ([Attachment 1](#)); Role Play Scenarios ([Attachment 2](#))

## Introduction

In the previous lesson, you learned different reasons why some teens abuse substances: *to fit in, to feel good, to feel better, to do better, and to experiment*. Today, you will practice keeping your decision to stay drug free by using refusal skills. You will have the opportunity to act out skits based on the criteria provided. The skits performed will be evaluated to determine what strategies were used to say no to drugs, the non-verbal message and the positive outcome.

## Teaching Steps

### Activity 1: Review verbal and non-verbal communication skills

- **Step 1:** Say “NO” in a firm voice. Review verbal and non-verbal communication skills:
  - o Verbal Communication Styles - aggressive, assertive, passive; tone of voice.
  - o Nonverbal communication - body language (gestures, posture, facial expressions), eye contact.
- **Step 2:** Tell why you will not use drugs
  - o Use I-statements for reasons you choose to stay drug-free:
    - I want to do well in school.
    - I want my family to be proud of me.
    - I want to perform well on my sports team.
- **Step 3:** Offer other alternatives to substance abuse. Review – Ways to Say No to Drugs.
  - o Ask students about statements or strategies they would use to say no to drugs.
  - o Provide examples:
    - **Blame Your Parents**
      - Example: “No. My parents said I have to come home.”
    - **Use Humor**
      - Example: “I don’t need any; I’d rather be bungee jumping.”
    - **Be a Broken Record**
      - Example: “No! No! No! No! No!”
    - **Make an Excuse**
      - Example: “No thanks, I’m in training.”
- **Step 4:** Promptly leave or state how you will exit the situation.
  - o Call for a ride to take you home.
  - o Walk away.
  - o Call an Uber.
  - o Change the subject.
- **Check for Understanding.** Show an example with a few incorrect aspects. (Talk in a passive, quiet voice, poor posture, look at the ground, and/or use aggressive language). Have students provide feedback for how to improve.

### Activity 2: Refusal Skills Skits

- Explain to the students that they will have the opportunity to put these skills into practice.
- Brainstorm peer pressure situations with the class that are common among groups: smoking, drinking, skipping school, etc.
- Take one of the brainstorm examples to demonstrate.

# HOPE

Health and Opioid  
Prevention Education

## 7th GRADE LESSON 2

## Refusal Skills

- Have three student volunteers demonstrate the activity the class will be participating in. The teacher and another student will be the two peer pressure people, one student will be the resistor and the final student will be the observer.
- Demonstrate the example to identify the roles of each volunteer. Ask students if they have any questions for clarification.
  - Remind peer pressure people to stay on topic, but continue to encourage resistor to say yes. Example, “Come on it won’t hurt you. It’s not a big deal just try it.”
- Separate students into six groups of four using task cards.
- The task cards will include six different colors and each card will have a letter A, B, C, or D.
  - If you have a large class, use a blank card for each color and this student can partner with another person in the small group as they go through each role together.
- Students will be grouped by color.
- Each student will practice being a resistor (they will use refusal skills to avoid using drugs in the scenario).
  - Two people will deliver the peer pressure
  - The other person in the group will use the observer check sheet ([Attachment 1](#)) to evaluate the resistor’s performance (Was their voice clear? Were they assertive in their drug free message? What strategies did they use to say no to drugs? Was their body language strong?).
    - Students will rotate roles for each round; there will be four rounds of role plays and all six role plays will be going on at the same time. This brings comfort to students who may be shy performing role plays in front of the entire class.

### Task Cards

*Directions: Place the letter A, B, C, D and the associated roles on the card.*

Round 1	Round 2	Round 3	Round 4
A – Resistor B – Peer Pressure C – Peer Pressure D – Observer	D – Resistor A – Peer Pressure B – Peer Pressure C – Observer	C – Resistor D – Peer Pressure A – Peer Pressure B – Observer	B – Resistor C – Peer Pressure D – Peer Pressure A – Observer

- Distribute scenario sheet and the observer check sheet for each group
- Students are given two minutes per round to perform the skit and one minute for the observer to give feedback to the resistor.
- The teacher will time each round and refer to the board for the next rotation. *It is suggested for the teacher to write out the rotation schedule prior to the activity.*
- After the final rotation, have the students go back to their seats and share with the class examples of good refusal skills that they observed.

### Lesson Summary

After this lesson, you should have strategies to say no to drugs and have built your confidence in delivering an assertive refusal skill to keep your drug-free decision.

Group Member Names: \_\_\_\_\_

## STOP: Observer Check Sheet

**Directions:** Place a check mark in the box when you observe the resistor demonstrate that refusal skill.  
Make sure you write the resistor's name for each round.

Communication Skills		Round 1 Resistor's Name	Round 2 Resistor's Name	Round 3 Resistor's Name	Round 4 Resistor's Name
Eye Contact	<b>Required Elements</b>				
Strong Tone of Voice					
Clear Voice					
Said "No!"					
Body Language said "No!"					
<b>Strategies Used to Say NO!</b>					
Repeated Refusals	<b>Check all that apply:</b>				
Gave a Reason					
Blamed their Parents					
Used Humor					
Broken Record					
Made an Excuse					
Exit Strategy to Leave Situation					
Other					
<b>HOPE</b>					

## ROLE PLAY SCENARIOS

**HOPE**

**ROUND 1:** Your friends offer you Adderall because you are having trouble staying focused and are worried about how you will perform on an upcoming test.

**HOPE**

**ROUND 2:** You are at a party and a couple people approach you and offer you Vicodin.

**HOPE**

**ROUND 3:** You are walking home and a couple kids you recognize from school approach you and offer you heroin; it's much cheaper than prescription drugs.

**HOPE**

**ROUND 4:** You are waiting for your mom to pick you up after practice. A couple teammates offer you some oxycodone because they notice you have been in pain due to an injury.

### ROTATION REMINDER

Round 1	Round 2	Round 3	Round 4
A – Resistor B – Peer Pressure C – Peer Pressure D – Observer	D – Resistor A – Peer Pressure B – Peer Pressure C – Observer	C – Resistor D – Peer Pressure A – Peer Pressure B – Observer	B – Resistor C – Peer Pressure D – Peer Pressure A – Observer

**HOPE**