

Purpose of the Lesson

The purpose of this lesson is for students to refine and practice existing refusal skills and gain additional strategies to say no to drugs. Students will analyze situations that could lead to substance abuse and examine different influences present to apply an effective refusal skill or strategy.

National Health Education Standards

Standard 1: Comprehending Concepts

Performance Indicator 1.8.5: Determine situations that could lead to the use of drugs.

Standard 2: Analyzing Influences

Performance Indicator 2.8.9: Analyze how relevant influences of peers affect other drug-use practices and behaviors.

Standard 4: Interpersonal Communication Skills

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 effective peer resistance skills to avoid or reduce exposure to other drug use.

Healthy Behavior Outcome (HBO)

Avoid experimentation with alcohol and other drugs.

Lesson Objectives

Students will be able to:

Objective	Assessment
1. Identify situations that could lead to substance abuse.	• Bell Ringer Question
2. Identify influences that are present in peer pressure situations.	• Bell Ringer Question
3. Apply various refusal skill strategies to avoid substance abuse through role playing different peer pressure scenarios.	• Strategies to Say No to Drugs and Role Play Scenarios
4. Identify elements of effective peer resistance skills when observing a role play.	• Role Plays and Observer Check Sheet

Time: 45-55 minutes

Materials

Assessments and Worksheets

- 12 Ways to Say No to Drugs Poster ([Attachment 1](#)); Refusal Skill Skit Practice Directions ([Attachment 2](#)); Refusal Skill Skit Practice Script ([Attachment 3](#)); Skit Evaluation ([Attachment 4](#)); Peer Observer Check Sheet ([Attachment 5](#));

Resources

- Refusal Skills PowerPoint
- Generation RX Scenarios (http://www.generationrx.org/wp-content/uploads/2015/06/4.PlotTwist_ScenesOnly-1.pdf)
- Generation RX Teacher Talking Points (https://generationrx.org/wp-content/uploads/2015/06/4.PlotTwist_FacilitatorTalkingPoints.pdf)

Introduction

Today, we are going to explore the pressure of fitting in with our peers. Our friends and peers can sometimes have the biggest influence over our daily decisions. Sometimes this can lead to positive outcomes, but other times it can lead to risky or negative outcomes. In Lesson 1, we learned about how media influences substance abuse. Today we are going to look at prescription medication misuse and abuse and ways peer pressure is impacting teenagers today. You will be practicing refusal skills so that, by the end of the lesson, you have confidence in using these strategies to make a drug-free choice.

Teaching Steps

Activity 1: Bell Ringer Questions (Attachment 1)

- What type of situations could lead to being pressured to use drugs?
 - o **Possible Answers:** At a party where no adult supervision is present; going to your friend's house with no parental supervision; meeting new friends who associate with substance abuse; older siblings of friends; dating people who are older than you; etc.
- What influences are present in a peer pressure situation?
 - o **Possible Answers:** Peers, the desire to fit in, wanting to feel good, enhance performance, the desire to look more grown up, curiosity, thrill seeking, etc.
- Have students report out answers to facilitate class discussion.
- Review Peer Pressure:
 - o **Peer Pressure** – the influence people your age have on you. How can peer pressure be a positive and a negative?
 - **Positive:** Encourage you to do good things.
 - **Negative:** Encourage you to do unhealthy or harmful things.
 - o Peer pressure can be verbal/direct or nonverbal/indirect. What does it look like?
 - **Verbal/Direct:** Put down, name calling, rejection, bullying (dares).
 - **Nonverbal/Indirect:** Whispers, huddles, dirty looks, body language.

Activity 2: 12 Ways to Say No to Drugs

- **Step 1:** Open the PowerPoint “12 Ways to Say No to Drugs” and **distribute this reference sheet** to the students as you review the following the 12 strategies to refuse drugs in peer pressure situations.
 - o Before we review the “Ways to Say No,” let’s review the fundamentals of STOP and the verbal and non-verbal elements that support a strong NO message:
 - **Verbal**
 - o Say “NO” in a firm voice.
 - o Assertive communication: Respectful and direct communication that advocates for their rights and needs without violating the rights of others.
 - o Example: “I said NO. Please respect my decision.”
 - **Non-Verbal**
 - o Strong body language
 - Stand tall
 - Head up
 - o Eye contact
 - o Volume of voice: Loud enough to hear, but not yelling.
 - o Tone of voice
 - Direct
 - Clear
 - o Tell why you will not use drugs.
 - **Reasons you are drug-free:**
 - o I don’t want to disappoint the people who care about me.
 - o I care about my health.
 - o I value my future.
 - I don’t want to disappoint the people who care about me.
 - I care about my health.
 - I value my future.
 - o Offer other alternatives or strategies to prevent substance abuse.
 - Here are the 12 ways to say **NO** (Introduce Attachment 1: 12 Ways to Say No to Drugs Poster):
 1. *Delay the decision: “No thanks, not today.”*
 2. *Blame your parents: “No way, my parents would kill me.”*

3. *Recruit a friend: Find someone else who does not use.*
 4. *Give it back: "No thanks, you have some."*
 5. *Make an excuse: "No thanks, I'm in training" or "No thanks, I'm allergic to smoke."*
 6. *Use humor or make a joke: "I don't need any, I'm crazy now."*
 7. *Suggest an alternative: "Let's go to the movies instead."*
 8. *Respect our friendship: "If you were a friend, you wouldn't ask me to do this."*
 9. *Use personal experience: "No thanks, I see what smoking has done to my dad."*
 10. *Highlight disadvantages: "No thanks, smoking can make your teeth yellow."*
 11. *Declare decision: "No thanks, I don't smoke."*
 12. *Broken Record: imply say no repeatedly. By doing so, you are a part of the majority of teens who avoid drugs.*
- Ask students, "Are there other ways to say no that we can add to the list?" If they do, add them; if they do not, continue with the lesson.
 - What strategies they think are effective to maintain their drug-free choice when faced with a peer pressure situation?
- o Promptly leave or state how you will exit the situation.
 - Have a plan to exit an unsafe situation.
 - Walk away if the situation becomes uncomfortable.
 - Have a family "code word" that let's them know you need help.
 - o Tell students if the situation is dangerous or they feel uncomfortable, leave the situation and call a trusted adult to pick them up. You should think ahead in case this situation would ever occur. Planning before the possibility of the situation happening will help keep you safe and that is why we are practicing today.
- **Step 2:** Divide group participants into teams of 2-6 individuals.
 - o **Distribute one** of the four **scenes** from the Generation Rx Scenario link (http://generationrx.org/wp-content/uploads/2015/06/4.PlotTwist_ScenesOnly-1.pdf) to each group. If you have more than four groups, ask two groups to perform the same scene.
 - o The teacher will also distribute one copy of the **Refusal Skill Skit Directions** (Attachment 3) with the **Refusal Skill Skit Script** (Attachment 4) copied on the back. EACH student in the group will need to have a copy of the **Skit Evaluation** (Attachment 5).
 - **Refusal Skill Set Directions** – Students will use to organize their response to the scenario.
 - **Refusal Skill Script** – Students write out their response to the situation and the possible outcome.

- **Skit Evaluation** – Groups use this form to evaluate other groups.
 - o Instruct each group to read their scene as well as the questions posed at the end. Their task is to write the ending of their script in three different ways. They will pick three different refusal skills to use and act out their responses.
- **Step 3:** Once students have written out the three possible endings to the scenarios using three different refusal skills, pair each group up with another group.
 - o Each group will have a chance to be a “presenter” and “evaluator.”
 - o One group will present their skits giving the three alternate endings. While they present, the other group will use the evaluation page to see if they can recognize the different refusal strategies used.
 - o After the first group presents, the evaluators will go over their performance feedback and see if they guessed the correct refusal skill strategies used.
 - o The groups will then switch roles as “presenter” and “evaluator” and continue with the same process.
- Recommendation: Keep skits to 2-3 minutes.
- Give students 15-20 minutes to work on their skits
- Allow 15-20 minutes for students to go through the “presenter” and “evaluator” roles with their paired group
- As you walk around and watch the skits, use the **Teacher Talking Points** sheet as a reference to offer any suggestions or guidance to students as they work

Closure

Students analyzed different situations where they may be faced with peer pressure and identified influences that may be present during a peer pressure situation. After learning 12 different ways to say no to drugs and practicing them through role playing, students will have gained confidence in saying no to help keep their choice to be drug-free.

Pose an exit ticket question:

What did you learn today about:

- Refusal skills, peer pressure, and making healthy choices.

Name: _____

REFUSAL SKILLS

Activity 1: Bell Ringer Questions

What type of situations could lead to being pressured to use drugs?

What influences are present in a peer pressure situation?

What is peer pressure?

What is an example of negative peer pressure?

What are key components of a strong VERBAL message?

What are key components of a strong NONVERBAL message?

Why is it important for you to be drug-free?

What are two refusal skills that you feel most comfortable using?

What would you do if you found yourself in a dangerous situation? Who could you call for help?



1. Delay the decision: “No thanks, not today.”
2. Blame your parents: “No way, my parents would kill me.”
3. Recruit a friend: Find someone else who does not use.
4. Give it back: “No thanks, you have some.”
5. Make an excuse: “No thanks, I’m in training” or “No thanks, I’m allergic to smoke.”
6. Use humor: “I don’t need any, I’m crazy now.”
7. Suggest an alternative: “Let’s go to the movies instead.”
8. Respect our friendship: “If you were a friend, you wouldn’t ask me to do this.”
9. Use personal experience: “No thanks, I see what smoking has done to my dad.”
10. Highlight disadvantages: “No thanks, smoking can make your teeth yellow.”
11. Declare decision: “No thanks, I don’t smoke.”
12. Broken Record: Simply say no repeatedly. By doing so, you are a part of the majority of teens who avoid drugs.

Group Member Names: _____



REFUSAL SKILL

Skit Practice Directions



As you work through your scenarios today, think about the refusal techniques we discussed earlier. For example:

- 1. Give a reason**
- 2. Use humor**
- 3. Make an excuse**
- 4. Blame your parents**
- 5. Broken record**

Directions:

1. Today you will be given a skit to act out with your group.
2. You should first read the skit as a group. You will then think of three possible refusal skills you could use in that situation to make a healthy choice and refuse the drug.
3. You need to write out the ending to your scene three different ways.
 - a. Each way should reflect one of the refusal skills mentioned above.
 - b. When you are finished, you will act these out for another group and they will evaluate your response and give you feedback.
4. See the planning sheet on the back of this document to help organize the thoughts of your group

Group Member Names: _____



REFUSAL SKILL

Skit Practice Script



Directions:

- In the first column, choose the refusal skill you will act out (humor, make an excuse, etc.).
- In the second column, write out the dialogue of the ending of the skit to demonstrate the refusal skill chosen in the first column.
- Pick different people in your group to act out the different responses

Refusal Skill #1:	Skit Response:
Refusal Skill #2:	Skit Response:
Refusal Skill #3:	Skit Response:

Name: _____



REFUSAL SKILL
Skit Evaluation



- Now you have the chance to practice recognizing these refusal skills in action. As you watch the different endings to the skits, write the refusal skill you observe in the table below and rate the presenter’s verbal and nonverbal communication. Use the *Observer Check Sheet* to help determine your rating for the verbal and nonverbal response.

	Refusal Skill Used <i>(ex. Broken Record, Make an Excuse, etc.)</i>	Verbal Response: Rate 1-5 <i>(5 being the most assertive to refuse drugs)</i>	Nonverbal Response: Rate 1-5 <i>(5 being the most assertive to refuse drugs)</i>	Other Comments
Ending #1				
Ending #2				
Ending #3				

- Which ending did you find the most effective? Why?

- Which of the 12 refusal skills do you feel most confident using in your own life? Why?

Name: _____

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 _____
Verbal	Required Elements				
Strong Tone of Voice					
Clear Voice					
Said "No!"					
Non-verbal					
Eye Contact					
Body Language said "No!"					
Refusal Skill Used					
Repeated Refusals	Check all that apply:				
Gave a Reason					
Blamed their Parents					
Used Humor					
Broken Record					
Made an Excuse					
Other					
HOPE					