

Refusal responses

SPECIFIC OUTCOMES

Establish personal guidelines for expressing feelings

Analyze the influence of groups, cliques and alliances on self and others

Expand strategies for effective personal management

Identify and develop strategies to overcome possible challenges related to goal fulfillment

- identify a personal comfort zone and set boundaries in social situations and relationships
- acknowledge that various social situations require different responses that are dependant upon the relationship and environment
- learn and practice refusal strategies to decline drugs, alcohol and gambling

CONTENT AND TIME (45-MINUTE LESSON)

6.1 Opening activity: Expect the unexpected (5 minutes)

6.2 Declaration of decline (10 minutes)

6.3 Refusal role-plays (20 minutes)

6.4 Paired presentations (10 minutes)

REQUIRED MATERIALS

HANDOUT 6.2: Declaration of decline

HANDOUT 6.3: Refusal role-plays

Chart paper

Notebooks



6.1 Opening activity: Expect the unexpected (5 minutes)

Ask the students what would happen if today, out of the blue, you decided to take the whole class camping for a week. At first, everyone will most likely respond with enthusiasm. Before excitement builds, describe the following condition of the camping trip: you would have to leave right away, without any time to prepare.

Elicit from the students potential problems about this camping trip. Would you have the items necessary, like: tents, sleeping bags, proper clothing and footwear, rain gear, food, cooking supplies, water or a school bus to take you there? If you were not prepared, you might find yourselves in trouble.

Explain to the students that lesson six focuses on being prepared, but not for a camping trip. If the students can anticipate how they will respond when someone approaches them to try drugs, alcohol or gambling, they will be much better equipped to deal with the pressure. Today's lesson concentrates on learning and practicing refusal strategies, which are effective ways of declining offers to experiment with drugs.

6.2 Declaration of decline (10 minutes)

Read the example below to the class and ask the students to brainstorm ways that they would turn down such an offer. Emphasize the importance of recognizing a personal comfort zone. Each student must decide how he or she is comfortable saying "no." What works for one person, does not necessarily work for another. Remind the students of the importance to express themselves in a respectful manner. This will alleviate unnecessary conflict and help avoid a physical confrontation. Record responses on chart paper, entitled Refusal Strategies. Post this chart in the classroom, as you will be referring to these ideas again in lesson seven.

EXAMPLE: During your walk home after school, you see some grade eight students smoking. You know some of them from your neighbourhood. They offer you a cigarette.

Once the students have provided some examples of refusal strategies, distribute **HANDOUT 6.2: Declaration of decline**. Go over the ideas listed as a whole class. You may want to ask the students to raise their hands if they feel comfortable using the options, as you read through each. You will notice that space has been provided for the students to record their own ideas. Have them complete this if you have time during the lesson. If not, the students can complete this during the opening activity of lesson seven.

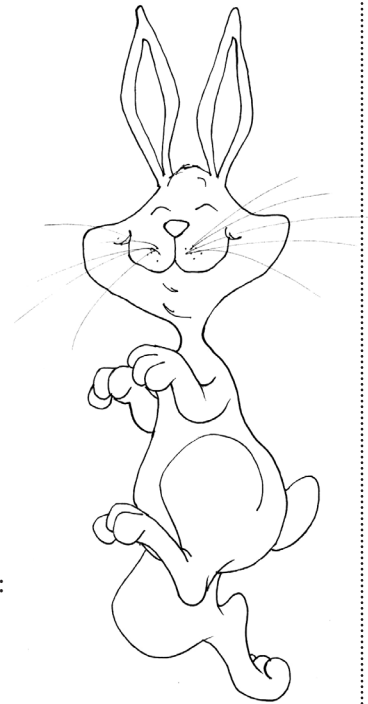
6.3 Refusal role-plays

(20 minutes)

Read through the following situations, provided on **HANDOUT 6.3: Refusal role-plays**.

1. A school-mate offers you a cigarette
2. A friend dares you to try his or her medicine
3. A friend's older brother has been drinking and offers you a ride home
4. An aunt invites you to take a sip of her wine

Explain that the students will work in pairs and begin with the first situation. Each student in a pair should be given the opportunity to role-play both characters: the person doing the pressuring and the person refusing. Encourage the students who are refusing to use **HANDOUT 6.2** and the class ideas listed on chart paper. Remind the students doing the pressuring to use influential tactics (for example: "Come on, don't be a baby about it!") Once a pair has completed the first situation, they may try role-playing the second situation, followed by the third and then the fourth. Stress the importance of role-playing a situation in full, rather than rushing to complete all four.



6.4 Paired presentations

(10 minutes)

Have willing volunteers briefly present one of their role-play situations for the class. If you have time to present two or three, ask the pairs to demonstrate different role-play situations.

After each presentation, review whether or not the character was

(1) prepared for the situation and (2) making use of a refusal strategy that worked in that situation.

Check the class envelope and respond to any questions asked.

Declaration of decline

1. Polite and to the point:
"No thanks"
2. Be honest about your feelings:
"I'm not comfortable doing that"
3. Repeat your answer:
"No thank you...No thanks...No...I'm not interested..."
4. Lighten up your answer:
"I like my lung/brain/health (whatever is appropriate) the way it is"
5. Turn the pressure around:
"Why do you need me to join you?"
6. Accept the person, but not the behaviour:
"I like you as a friend, but I don't like doing that"
7. Do not respond:
Simply walk away
8. Change the subject:
"I have a suggestion, let's go to a movie instead"
9. Lean on a friend nearby:
"I'm not interested, what about you?"
10. Lean on your parents:
"My parents trust me and that's important to me"
11. Prediction:
If you can see a difficult situation beginning to take place, avoid it
- 12.
- 13.
- 14.

Refusal role-plays

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