SESSION 9
REFUSAL SKILLS

OVERVIEW:

To develop healthy, positive techniques in which to effectively deal with peer pressure. To enhance each individual's refusal skills. To understand the difference between passive and aggressive behavior. To help parents increase communication with their children, in order to empower them. These skills & techniques will help form a positive response to peer pressure.

Note: Remember to plan the end of group party during this session. The party will take place during session 10.

WORKSHEETS:

* Self Assertion 4th grade - Parent
* Peer Pressure 7th grade - Parent
* Saying No 4th grade - Parent
* Role Play Situation Cards - Assertive Refusals 4th grade - Parent
* Assertive, Passive/Aggressive Behaviors 4th grade - Parent
* How Do People Pressure Others Kindergarten - Parent
* Most Critical Human Needs Parent
* Family Meetings Parent
* Family Rules & Understandings Parent

ART:

* A Good Friend Looks Like Kindergarten - Parent

STORY:

* A Friend Looks Like Kindergarten - Parent
* The Miracle of Friendship Kindergarten - Parent

GAMES:

* Start A Rumor Kindergarten - Parent
* Where Do I Stand 4th grade - Parent

Building Awareness (BATS)
REMEMBER!
Have The Group Plan
The Ending of Group

PARTY

Each member can decide
what they want to bring
SELF ASSERTION

Many people use aggression to make others do as they want or to solve problems. Self-assertion is a more positive way of dealing with situations. Self-assertion does not make others do what we want; it only helps us feel satisfied that we have made known who we are and what we need.

These are some of the rights that form the basis for self-assertion (use as handout for discussion):

- The right to make and refuse requests.
- The right to express your opinions.
- The right not to justify.
- The right to be treated fairly.
- The right to make your own decisions.
- The right to initiate conversation.
- The right to express affection and love.
- The right to give compliments and to express appreciation.
- The right to express annoyance, displeasure, and anger (in appropriate ways).
- The right to judge your own actions and to take any consequences for them.
- The right to say I don’t know.
- The right to make mistakes.

OPTION: Pass out slips of paper. Have group write about situations when they were angry or disagreed with someone else. Discuss ways they could have solved or dealt with their feelings using self-assertion.

4th grade - Parent
PEER PRESSURE

DIRECTIONS: Define and discuss the impact of peer pressure. Hand out a ditto to each participant. Pair off group members to work on ditto, allow approximately 10 minutes. Resume group circle. Continue discussion about peer pressure with the entire group.

What does peer pressure mean?

List examples of the peer pressure you expect to feel or felt in:

ELEMENTARY SCHOOL

1. 
2. 
3. 

MIDDLE SCHOOL

1. 
2. 
3. 

HIGH SCHOOL

1. 
2. 
3. 

Do you think peer pressure is different now from what it was for your parents? Why or why not?

What are some good ways to resist peer pressure?

1. 
2. 
3. 

7th grade - Parent
SAYING NO

DIRECTIONS: Learning to say no takes practice. It comes most easily when you feel good about yourself and confident that your feelings count just as much as the other person's. Saying no means being assertive.

Discuss the example situation and the 7 techniques of saying, "no" below. Role play the 7 techniques for saying, "no."

A friend of yours offers you a ride home after school, but you smell alcohol on his/her breath and see a can of beer in the front seat of his/her car.

Also use the scenario of being high on drugs.

1. **Just Say, "No"**: "No, thanks."
2. **Delay**: "No, not today. Maybe tomorrow."
3. **The Broken Record**: "Say no," several times if necessary.
4. **Plan B**: "OK, but how about if I drive?"
5. **Say It the Way it is**: "No, I can't ride with you because you've been drinking."
6. **Avoid**: "I can't. I have to go back and get something I forgot in my locker."
7. **Leave the Scene**: "Say no," and leave.

Now create your own situation or use a situation that actually happened to someone in your group. Practice using these techniques. Have the group guess the technique being used.

4th grade - Parent
**ROLE PLAY SITUATION CARDS - ASSERTIVE REFUSALS**

**DIRECTIONS:** 4th grade - High School

2. Discuss differences in these behaviors.
3. Cut & hand out a card to each group member.
4. Have them answer. "You say."

<table>
<thead>
<tr>
<th>Scenarios</th>
<th>You say</th>
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<tbody>
<tr>
<td>A teacher accuses you of cheating on a test. You know you didn't.</td>
<td>You say</td>
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<tr>
<td>Your dad wants you to join the soccer team. You aren't interested in joining.</td>
<td>You say</td>
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<tr>
<td>You are in a store and a friend asks you to help steal something.</td>
<td>You say</td>
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<tr>
<td>Your best friend invites you to go to the movies. You are on restriction and you know your parents won't let you go.</td>
<td>You say</td>
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<tr>
<td>A friend asks you to play at recess. You don't want to play.</td>
<td>You say</td>
</tr>
<tr>
<td>A stranger offers you a ride home. You feel uncomfortable.</td>
<td>You say</td>
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<tr>
<td>A neighbor who is going on vacation asks you to feed his/her pets.</td>
<td>You say</td>
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<tr>
<td>A friend asks you to go bike riding. Your parents aren't home. You have to have their permission before you can go.</td>
<td>You say</td>
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<tr>
<td>A friend asks to copy your homework. You worked hard on yours.</td>
<td>You say</td>
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<tr>
<td>An instructor accuses you of cheating on a test.</td>
<td>You say</td>
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<tr>
<td>Scenario</td>
<td>Response</td>
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<td>-------------------------------------------------------------------------</td>
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<tr>
<td>A friend asks to look at your answers on a test. <strong>You say,</strong></td>
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<tr>
<td>A friend offers you a ride in his dad's car. You know he doesn't have a driver's license. <strong>You say,</strong></td>
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<tr>
<td>You are asked out by someone you don't want to date. <strong>You say,</strong></td>
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<tr>
<td>The person who is giving you a ride home, smells like alcohol. <strong>You say,</strong></td>
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<tr>
<td>Your best friend offers you a ticket to a great rock concert. You'd love to go. Your parents require chaperones. <strong>You say,</strong></td>
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<td>A neighbor asks if you can baby-sit Friday night, but you already have plans. <strong>You say,</strong></td>
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<tr>
<td>Your dad was on his high school football team. He wants you to sign up and you're not interested. <strong>You say,</strong></td>
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<tr>
<td>You are at a party and a friend offers you drugs. <strong>You say,</strong></td>
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<td>A friend asks you to cut class together. <strong>You say,</strong></td>
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<td>A friend wants to start a fight. <strong>You say,</strong></td>
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<td>A group of kids you admire are smoking cigarettes. <strong>You say,</strong></td>
<td></td>
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<tr>
<td>Everyone is going to a party. There will be alcohol. <strong>You say,</strong></td>
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<tr>
<td>Assertive</td>
<td>Passive</td>
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<tr>
<td><strong>Results</strong></td>
<td>You get what you want without guilt. Usually doesn't upset others by using I messages. I see, I feel, I want.</td>
</tr>
<tr>
<td><strong>Examples</strong></td>
<td>&quot;I am sorry you don't like my shirt, but I do.&quot; &quot;If you raise your voice again you will have to leave.&quot;</td>
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<td><strong>Hands</strong></td>
<td>May use them to talk &amp; express feeling, but not threaten.</td>
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<td><strong>Eyes</strong></td>
<td>Looking with interest. Not staring but not looking away.</td>
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<tr>
<td><strong>Verbal/Speech</strong></td>
<td>Speech is clear &amp; in control. Not too loud or soft. Tells the truth about what they want.</td>
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<td><strong>Assertive</strong></td>
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<td><strong>Passive</strong></td>
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<td><strong>Aggressive</strong></td>
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HOW DO PEOPLE PRESSURE OTHERS?

Handout for discussion: Kindergarten - Parents

Below are common methods used as a means of persuasion, known as peer pressure. How many of these do you recognize?

GUilt: People often try to make a person feel guilty if he or she doesn't do what they want. They might say, "We thought you were our friend", or "You will let everybody down."

PUT-DOWNS: Put-downs are statements that ridicule a person and can harm his or her self-esteem. For example, people who are pressuring someone might tease make fun of the person or call him or her names such as "chicken" or "stupid."

COLD SHOULDER: People who are pressuring someone might ignore or reject that person. They might leave the person out of activities. Sometimes they get others to reject the person also.

PROMISES OR THREATS: Sometimes promises are used to try to pressure a person. People might say, "If you do this with us, we will do that with you," On the other hand, they might use threats in the same way, "If you don't do this with us, we will do something to you." They might threaten to leave the person out of a group or activity.

PHYSICAL HARM: Occasionally, someone will destroy property or harm another person as a way of pressuring that person. The only way to deal with this kind of pressure is to get help immediately from an adult you trust. Tell a family member, teacher, law officer, counselor, church leader, or other adult. Tell someone if anyone ever threatens such harm.

QUESTIONS (use the following questions after each segment):

1. Have you experienced this type of pressure?
2. How did you feel during this experience?
3. How did you handle the pressure?
4. If you could go back, how would you handle the situation differently?
5. Suggestions from the group.

SOURCE: Discover, Skills for Life
MOST CRITICAL HUMAN NEEDS

In order to find meaning, purpose, significance, relevance and/or status in any relationship people must perceive themselves as being:

UNDERSTOOD:
- Listened to, not just heard.

ACCEPTED
- Taken seriously for what they feel and perceive as a person.

AFFIRMED
- Genuinely needed to play an important contributing role in the lives of others.

These needs should be met in childhood, they are extremely important to most teens. They remain major issues throughout adulthood. In helping our children deal and cope with peer pressures: It is important to feel understood by parents through attentive listening. To feel accepted that their ideas and opinions are respected by their parents. To feel affirmed they have an important role and place in the family.

Handout for discussion in Parents Group
FAMILY MEETINGS

Statistics show that significant adults in a child's life have more influence on them than peers. In helping kids cope with peer pressure it is important communication between parent and child are established. Family meetings are an invaluable tool. During a family meeting, issues such as family values, rules, consequences, concerns, etc. can be discussed. The material below will help increase a balanced relationship between parents & children. When balance occurs, family meetings become more productive.

DIRECTIONS:
1. Read and discuss information.
2. Ask parents to take the family meeting format home (on the next page), have a meeting and report back next group.

BALANCED PARENTING

<table>
<thead>
<tr>
<th>Permissive</th>
<th>Authoritative</th>
<th>Authoritarian</th>
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<tr>
<td>&quot;Buddy&quot;</td>
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<td>&quot;Boss&quot;</td>
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1. A child &/or adolescent needs clear, firmly established rules.
2. A flexible stance, blended with good judgment is important.
3. Consistency in defining & applying discipline is essential.
4. Discipline must be a private affair.
5. The use of sarcasm or "rubbing it in" brings negative results.
6. Conflict can be handled in a positive way.

CONFLICT RESOLUTION (How to handle a disagreement):

Don't...
1. Overreact.
2. Jump to conclusions.

Do...
1. Listen carefully.
2. Use the golden rule.
3. Define & discuss the conflict.
4. Identify & own your contributions to the problem.
5. Discuss possible solutions.
6. Decide on a solution.
7. Evaluate the solution.

What Do You Think? (Discuss these statements in group):
1. It is immature to be angry with another person.
2. Parents aren't always right.
3. An argument is a harmful force in a parent/child relationship?
4. When an argument is beginning to develop, the best thing to do is silently leave the room.
5. Children should have a say in the rules they are expected to follow.

Source: Cries of Parents by Merlton & Irene Strommen
<table>
<thead>
<tr>
<th>Rule/Understanding</th>
<th>The Reason For The Rule</th>
<th>Changes I Would Like To Suggest</th>
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A Good Friend

1. Discuss the qualities of a good friend.
2. Have each group member draw their version of a good friend.
3. Resume the group circle and have members share their drawings.

Kindergarten - Parent
A FRIEND

IS:
Someone who you can share your inner feelings with...
Knowing you won't be judged or rejected...

Someone who gives freely...
Without expectation or motivation...

Someone who lets you be who you are...
If you want change, it's up to you...

Someone who is there when you're hurting...
Offering true tenderness...

Someone who sees your beauty...
Your true beauty...

Someone who gives you space when it's needed...

Someone who listens to what you're really saying...

Someone who will consider your different beliefs...
Without judgment...

Someone who is comfortable to be with...
Anytime, anywhere, doing anything...

A friend is a special gift...
To be cherished forever...
The Miracle of Friendship

There's a Miracle called Friendship, that dwells within the heart...
And you don't know how it happens, or when it gets its start...

But the happiness it brings you, always gives a special lift...

And you realize that, Friendship is a most precious gift!

DIRECTIONS:
1. Read the poem to the group.
2. Facilitate a group discussion: "What is a good friend"
3. Talk about peer pressure at your site.
DIRECTIONS: Facilitator has the group sit in a circle, he/she whispers in the ear of one of the group members "a rumor" (it can be about anything). Then the group member whispers the rumor to the member on their right (making sure no one else can hear). The process continues until all of the group members have an opportunity to whisper the rumor. Each group member then tells what they heard out loud.

The facilitator will then explain to the group how information changes as it is passed among several people. By the time they hear it, the information may have changed dramatically. It is important to check information out with the original source.

Kindergarten - Parent
Where Do I Stand?

DIRECTIONS: 4th grade - High School

• The facilitator will read a statement from the list below.
• The group members that agree are instructed to form a line to the right of the facilitator, the members that disagree will form a line to the left.
• Ask each group member to explain their decision.

The exercise is designed to help group members clarify their values and opinions. They will listen to other’s opinions. It is important that each group member explains their answer. When similar answers occur, the facilitator might point out that peer pressure can influence decisions.

1. I’d drink alcohol rather than be called a chicken.
2. I’d tell the coach if a fellow team member was abusing drugs.
3. I’d take a friend’s prescription pain pill if my tooth hurt a lot.
4. I think marijuana should be legalized.
5. I think all public buildings should be smoke-free.
6. I think people who smoke in non-smoking areas should be fined.
7. I think the legal drinking age should be 21 years old.
8. I’d tell on someone who’s selling marijuana in my school.
9. I’d report someone who’s selling cocaine in my school.
10. I think drinking at weekend parties is OK.
11. I’d tell my parents if my brother or sister were abusing tobacco, alcohol and/or drugs.
12. I think you can have just as much fun without tobacco, alcohol and/or other drugs.