

## Chapter 1 : ReCAPP: Skills for Youth: Refusal Skills

*The best treatment to help children struggling with school refusal includes a team approach. Social skills groups can help kids learn to relate to their peers and feel comfortable in larger.*

Not every kid finds it easy to say no, in other words, and the ability to refuse a drink, a pill, a toke, has been found to improve with practice. Research also shows that we can achieve some credible success in the classroom through role playing. Before class, type up a list of at least 30 drug-related scenarios for your students to role play. They should be situations that your students could actually find themselves facing. You only need to type the opening statements, like: I love the smell of gasoline. Hey, girl, I want you to try these pills. Get some fellow teachers to help you create these. The more minds, from more diverse backgrounds, the better. Run the list by some young people to make sure the wording will jibe with your students. Cut your typewritten sheet into individual slips and place them in a can. Select a student to pick a slip of paper and hand it to you. You start off the conversation by reading this sentence on the paper, in a "bad guy" tone of voice. I always make the "bad guy" sound a little bit stupid, not the kind of person they would want to emulate. The student then -- in his or her own words -- refuses the offer. If students find it relatively easy to say no, try pressuring them. Make it difficult for them to find a way out. Counter their arguments with counter-arguments to make it just as tough as any situation they might encounter in real life. Before they feel overwhelmed, however, it is important for you as bad guy to back off. Even acknowledge that their refusals worked. There are several keys to teach students about effective refusal. Most important is to say no and mean it. The next most important step is to say no and mean it again and again and again. That stuff burns out your brain cells. Cigarettes make your breath smell. Alcohol is full of empty calories and has been shown to make you fat. The important thing is for them to realize that they can say no, and still be absolutely cool. If the student is with a friend, he or she should suggest something fun to do. Some drug refusal professionals encourage students to lie, if they need to. I would not advise my students to lie. They might find themselves in an even more difficult spot when the truth comes out. When No Is Not Enough. Teach students what to do if the person continues to heckle them. Have them look the person in the eye, say the name of the person, and say "no" one more time loud and clear. Teach them, whenever possible, in every case, to get out of there and alert a trusted adult right away. Most drugs are illegal, and being caught with someone who possesses them can carry severe consequences. Let Students Take Over. After practicing several of these scenes, students may ask to take over the role of bad guy. If a student is having trouble, let him or her call on another student to help. Students will want to play the drug refusal role-playing game again and again, and if you have time, let them. Sometimes, when the class feels very confident in their ability to refuse drugs, I like to let the whole class join in at once. My life sucks anyway. At this point, explain that "sucks" is not considered good English, but it is the way that this person talks. Then let the class talk you out of taking drugs. Give them your hardest arguments. Gradually, let them see that their arguments are beginning to reach you, and at some point, make the decision to give up drugs. Students will feel the exhilaration of having won an important battle. You can extend the activity to include other ethical decision-making scenarios, such as those involving cheating, lying, or stealing. I like to tell students that if they get in the habit of making the right choice in small matters, they will also make the right choice when faced with big issues like drugs. She has taught in a one-room school one year, elementary gifted students K-6 10 years, and sixth grade 2 years. The views expressed in this column are those of the author and do not necessarily reflect the views of the NEA or its affiliates.

### Chapter 2 : Baltimore Sun - We are currently unavailable in your region

*Children who are taught refusal skills are more likely to make positive choices and refrain from engaging in high-risk behaviors. Helping children set limits for themselves and say "no" to outside pressures increases their self-confidence.*

**Role Plays** When using role plays with young children, the teacher or school counselor needs to be the one promoting the negative behavior. Make sure the children understand that you are pretending and would never want a child to do what you are asking. Choose two assertive children to come up front. **Role Play 1** Teacher giving background to students: I do not want you to smoke cigarettes. You two are friends and I am a child, too. I invited you over to play, but at the last minute my mom had to go to the store. Be thinking about what you will say or do. I found some of her cigarettes. Watch me pretend to light up a cigarette and smoke it. Call the children who refused the cigarette "smart," and have everyone clap for them. **Role Play 2** Teacher giving background to students: I need a helper. We are friends, and we are in the classroom alone while the other children and teacher are out on the playground. Jones put money in her desk? I was watching and she forgot to lock it. **Role Play 3** Teacher giving background to students: Teacher in character as a classmate: Invite the children to create other role plays involving choices such as: Character And Resiliency Education Skills Program that features children demonstrating these skills at [www](http://www). Used by permission of the author, Leah Davies, and selected from the Kelly Bear website [[www](http://www)].

### Chapter 3 : David J. Wilmes (Author of Parenting for Prevention)

*Kids learn CPR, fire survival and refusal skills at Level Fire Company open house A car was set on fire and quickly extinguished during an open house at the Level Volunteer Fire Company in Harford.*

This short module offers a recognize-avoid-cope approach commonly used in cognitive-behavioral therapy, which helps people to change unhelpful thinking patterns and reactions. It also provides links to worksheets to help you get started with your own plan to resist pressure to drink. Recognize two types of pressure The first step is to become aware of the two different types of social pressure to drink alcoholâ€”direct and indirect. Direct social pressure is when someone offers you a drink or an opportunity to drink. Indirect social pressure is when you feel tempted to drink just by being around others who are drinkingâ€”even if no one offers you a drink. Take a moment to think about situations where you feel direct or indirect pressure to drink or to drink too much. You can use the form below to write them down. Then, for each situation, choose some resistance strategies from below, or come up with your own. Avoid pressure when possible For some situations, your best strategy may be avoiding them altogether. If you feel guilty about avoiding an event or turning down an invitation, remind yourself that you are not necessarily talking about "forever. Avoid long explanations and vague excuses, as they tend to prolong the discussion and provide more of an opportunity to give in. Here are some other points to keep in mind: Consider a sequence like this: You can also try the "broken record" strategy. Each time the person makes a statement, you can simply repeat the same short, clear response. And if words fail, you can walk away. Script and practice your "no" Many people are surprised at how hard it can be to say no the first few times. You can build confidence by scripting and practicing your lines. Rehearse it aloud to get comfortable with your phrasing and delivery. Also, consider asking a supportive person to role-play with you, someone who would offer realistic pressure to drink and honest feedback about your responses. Keep at it, and your skills will grow over time. Try other strategies In addition to being prepared with your "no thanks," consider these strategies: Many people who decide to cut back or quit drinking think, "I am not allowed to drink," as if an external authority were imposing rules on them. Thoughts like this can breed resentment and make it easier to give in. Similarly, you may worry about how others will react or view you if you make a change. It can be used with counseling or therapy and is not meant as a substitute for professional help. If you choose to try it on your own and at any point feel you need more help, then seek support see Help Links. Take it with you.

## Chapter 4 : Building your drink refusal skills - Rethinking Drinking - NIAAA

*Hopefully, there is a trusted adult around who can help the teen learn that it is okay to say 'No'. Why Teach Refusal Skills Being able to say no is a problem at every stage of life, but, for.*

From babies to teens: Turn-taking games for babies Babies are capable of spontaneous acts of kindness, but they can be shy around new people. How can we teach them that a new person is a friend? One powerful method is to have young children engage in playful acts of reciprocity with the stranger. These might include taking turns pressing the buttons on a toy, rolling a ball back and forth, or handing toys to each other. When Rodolfo Barragan and Carol Dweck tested this simple tactic on 1- and 2-year-olds, the children seemed to flip a switch. The babies began to respond to their new playmates as people to help and share with. There was no such effect if children merely played alongside the stranger. To give kids a boost, they recommend this game for preschool groups: Have children sit in a circle, and give a ball to one of them. Then ask this child to name someone in the circle and roll the ball to him or her. Preschool games that reward attention and self-control To get along well with others, children need to develop focus, attention skills, and the ability to restrain their impulses. The preschool years are an important time to learn such self-control, and we can help them do it. Traditional games like "Simon Says" and "Red light, Green light" give youngsters practice in following directions and regulating their own behavior. For more information, see the research-tested games described in this article about teaching self-control. For additional advice about the socialization of young children, see this article about preschool social skills. Music-making and rhythm games for young children Young children are often inclined to help other people. How can we encourage this impulse? Research suggests that joint singing and music-making are effective social skills activities for fostering cooperative, supportive behavior. For example, consider this game of "waking up the frogs. Toy frogs sit on the lily pads. Then you tell the children the frogs are sleeping. So you give the children simple music instruments like maracas , and ask them to sing a little wake-up song while they walk around the pond in time with the music. Compared with children who had "awakened the frogs" with a non-musical version of the activity, the music-makers were more likely to help out a struggling peer Kirschner and Tomasello Group games of dramatic, pretend play To get along with others, kids need to be able to calm themselves down when something upsetting happens. They need to learn to keep their cool. And surprisingly, one promising way for kids to hone these skills is to engage in dramatic make-believe with others.

## Chapter 5 : Effective Drug Refusal Skills for Teenagers and Adults

*Refusal skills are essential tools for children and young adults to learn so that they have multiple coping options to choose from when they are inevitably confronted with peer pressure. When children are unprepared to tell their friends "no" in dangerous situations, it is not uncommon for them to cave to their friends' persuasions and engage.*

Check new design of our homepage! Chances are, you may bump into them someday. One of the tools that is taught in most addiction programs is learning to refuse drugs. This Buzzle article will shed some light on effective refusal skills for drugs. Many addicts tend to beg, and beg for what they want! They do not take "No" for an answer. Therefore, it is extremely important that the enabler has a clear understanding of the word "No" and when they use it, they need to stick to it. This is due to social pressure from their friends or family. Imagine the number of people you drank with, or smoked pot with, you will still end up running into them at some point in your life. Some of them might ask you to go for a drink, or do drugs, and the case at such times is: You may want to say yes. But, hold your thoughts there, this is not why you gave up on drugs, just to get back to your old, stinking habit. Many people start taking drugs or alcohol because of peer pressure, or to be accepted by that particular group. But honestly, think about it, do we need such friends in our life who will accept us because we are doing the same things as they are? Of course not, your life is more important than a bunch of people who are indulging in wrong things. Jordan is going through an addiction program, and she is almost out of her addiction. She meets Daniel who was her drug buddy, but Daniel still smokes weed and marijuana. The conversation goes like this: But if I smoke again, I will never be able to recover from that addiction. Come on, just take one puff. Besides, you still want to be my friend, right? I still want to be friends with you. You need to learn to firmly say no so that it does not open up doors for further discussion.

**Refusal Skills for Drugs**

**1. Humor** Humor and sarcasm can lighten a serious mood and divert attention. It is known to deflect pressure. I want to be healthy to play basketball. Chances are, they may have second thoughts as to why they are indulging in drugs. Use a strong and assertive tone while saying no; however, be polite. Your body language is enough to give them the idea, that you are confident about your decision. Maintain good eye contact and an upright body position. If a person pesters you to take drugs, you need to get out of the situation and make it clear to them that you are not comfortable with them. Change the Subject To divert their attention from that topic, try changing the subject by suggesting alternatives like: You want to go watch a movie? Do you want to go check out that new mall? Maybe they will pass, or tag along with you. They may stop bothering you, or think 10 times at least, before offering drugs to you again. State a Reason, Excuse, or a Fact You can say that you have given up on drugs and alcohol for good, or these things shorten your life. But, keep in mind, the excuse should be strong enough to get you away from the person, or out of the situation. Practice it in front of a mirror to get that confidence. Similarly, you can use code words with your friends or your family to call you when you signal them. Text them that code word, and the call will interrupt the conversation. My father just called, and he has some urgent work. Sorry, I gotta go. Ignore If you know that person will bother you, simply ignore them and talk to somebody else. It is true, if you surround yourself with friends who refrain from doing drugs, they will help you overcome this vice. You can always go in a group and confront these people when they offer you substance. Avoid the Place If a friend is throwing a party where you know people are going to drink or smoke, just avoid going there. Reject their Behavior If the person is constantly forcing you to try drugs, tell them you respect their decision to use it, but ask them to respect your decision too. You may feel obligated to give excuses, but sometimes, it is better to turn your back and walk away. Confide You can always talk to a trusted friend or a family member if somebody is pressurizing you, they will help you out. Each person is different. What works for you may not work for some other person. You have the liberty to review and choose those from the list that you are comfortable with. There are many drug refusal activities and roleplay which one can undertake to learn better on how to refuse taking drugs offered to you, effectively. Staying clean, healthy and completely off drugs can be a tad difficult with all the promotions and advertisements on alcohol and intense peer pressure. Young people want to stay cool and healthy, yet want to continue substance abuse. Always remember a determined mind and right support will get you

through anything in life!!

## Chapter 6 : refusal skills - In The Know Zone

*If someone is pressuring you to do anything that's not right or good for you, you have the right to resist. You have the right to say no, the right not to give a reason why, and the right to just walk away from a situation.*

**Role Plays** When using role plays with young children, the teacher or school counselor needs to be the one promoting the negative behavior. Make sure the children understand that you are pretending and would never want a child to do what you are asking. Choose two assertive children to come up front. **Role Play 1** Teacher giving background to students: I do not want you to smoke cigarettes. You two are friends and I am a child, too. I invited you over to play, but at the last minute my mom had to go to the store. Be thinking about what you will say or do. I found some of her cigarettes. Watch me pretend to light up a cigarette and smoke it. Call the children who refused the cigarette "smart," and have everyone clap for them. **Role Play 2** Teacher giving background to students: I need a helper. We are friends, and we are in the classroom alone while the other children and teacher are out on the playground. Jones put money in her desk? I was watching and she forgot to lock it. **Role Play 3** Teacher giving background to students: Teacher in character as a classmate: Invite the children to create other role plays involving choices such as: **Character And Resiliency Education Skills Program** that features children demonstrating these skills at [www](http://www). Used by permission of the author, Leah Davies, and selected from the Kelly Bear website [[www](http://www)]. She has been dedicated to the well-being of children for 44 years as a certified teacher, counselor, prevention specialist, parent, and grandparent. Her professional experience includes teaching, counseling, consulting, instructing at Auburn University, and directing educational and prevention services at a mental health agency. She has presented workshops at the following national professional meetings:

### Chapter 7 : Refusal Skills and Resisting Peer Pressure | The Cool Spot

*Refusal skills simply involve refusing peer pressure and standing alone on principle when a situation arises, states the Utah Education Network. Teach your child the first step in refusing something with peers - a simple "No thanks," according to the [blog.quintoapp.com](http://blog.quintoapp.com) website.*

Print You may be hoping your child will learn how to read and write in the first few months of preschool or kindergarten. But there are many other skills that she needs to master before an academic focus is appropriate. Studies show that the most important skills to learn in the beginning of the year are social: The First Basic Skills: This means helping her feel good about who she is, both individually and in relationship to others. This is a lifelong skill that will help her feel competent now and as she continues in her schooling. Games, stories, and songs help your child learn how to work with others – no small task at this age! This teaches him how to empathize and to get along with others. Perhaps one of the most important skills she needs to develop at this stage is a true thirst for learning. Expressing himself and representing his ideas, feelings, and knowledge about the world is a key skill for your child. It is at the core of all reading, writing, math, and science skills. What You Can Do Help your child develop essential social and emotional skills by making connections with school friends at home. Ask her whom she would like to invite for a playdate. It is often easier for children to make friends in their own space, one on one, than in school. Many teachers have found that a child who is having difficulties making friends or sharing in a large group often can make a close connection to a new friend on her "home turf. Once there is a connection to one child in the classroom, more are soon to follow! The Importance of Play For your young child, play is important work. He grows, learns, and investigates the world through play. This happens through complex play activities that invite him to think, problem-solve, and participate in fantasy. When your child engages in play, he has to plan , create a focus, and strive for a goal – all essential life and work skills. The experiences your child receives in the beginning of the year provide the foundation that will enable her to become an enthusiastic lifelong learner – enthusiastic because she has discovered that learning is fun as well as meaningful.

### Chapter 8 : Social skills activities for children and teens: Evidence-based tips

*Children who are taught refusal skills are more likely to make positive choices and refrain from engaging in high-risk behaviors. Helping children set limits for themselves and say "no" to outside pressures increases their self-confidence. When children learn to stop and consider the consequences.*

Parents, teachers, and health care workers all warn you against drugs, and everything they say on the subject seems right. In fact, they are right, and young people know it. So small kids go out in the world ready to "just say no. For example, the two drugs that kill the most people are legal! They are tobacco and alcohol. These two deadly substances are advertised everywhere, and used all around us. He might ask himself: Speaking of marijuana, it sends another confusing message. And yet, it can seem like "everyone" has tried it. Has "everyone" tried it? What gets confusing is it seems like the drug users have the biggest mouths. They like to talk a lot about their drug use - as if it were something to brag about! Drug users seem to want to drag others into their mess. They spend a lot of time offering the junk to everyone else. Staying clean and healthy and off drugs can be tricky with all of the advertising, the alcohol, the clouds of tobacco smoke, and the big talk about illegal drug use. The peer pressure can be intense. Young people want to stay cool, and they want to stay off drugs. It can be a challenge to think of what to say besides just "no" that will save your image as well as saving your health and life. Take some time and check out this site on refusal skills. You might be surprised at how well you do. Get In the Know!

**Chapter 9 : NEA - Practice Saying No**

*Why is it important to learn refusal skills? A. to protect yourself from risks B. to prevent social burnout C. to alleviate somatic pain D. to boost self-confidence.*

**Refusal Skills Description of the Skill** The purpose of refusal skills is to give youth the ability to say NO to unwanted sexual advances or risky situations. There are several essential components to an effective refusal or NO statement. Youth need to understand the components that make up an effective NO before they observe or practice the skills. Here are the four essential components of an effective NO: Use the word NO. There is no substitute. Everyone understands the meaning of the word NO. There are many body movements that can support a verbal NO message. Use hand or arm movements for emphasis. Sit or stand stiffly. Stomp away from the other person if you have to. Use an "I mean it" face. Cross arms and legs for emphasis. If all else fails, push the person away and protect yourself. The way you say something often gives a stronger message than the words you use. Eventually, the person will get the message or give up. Failing to repeat the message. Here are some suggestions for modeling the skill. Remember young people need to see many positive examples, not just poor examples of the skill. Review each of the components of the refusal skill as it is described above. Ask for volunteers to state and act out examples of an effective and ineffective use of each component. Use a video that demonstrates the refusal skill. Then have students describe how the skill was used and what made it effective. A checklist of components is helpful here. Using a scripted role play, demonstrate the refusal skill with a volunteer from the class or group. Be sure that the role play models each of the four components of a Refusal listed above. Have youth evaluate what they saw and what made the NO effective. Ask them to identify each of the four components. Scripted role plays can be developed by youth or found in already published curricula. Here are a few suggestions for behavioral practice. In pairs or small groups of three or four, use scripted role plays to conduct behavioral practice. Youth can make up the role plays or the educator can use ones found in already published curriculum like those described in the Evidence-Based Programs section. For more information about behavioral practice in small groups, see the Educator Skill "Role Play for Behavioral Practice. The group can give each youth feedback on how effectively they used the four components of the Refusal. Give youth a homework assignment, asking them to keep a record for several days of when they say no to different situations in their lives. They should write down notes about the situation and what parts of the Refusal Skill they used and whether the NO was effective or not. Remember, it is hard to get too much practice when learning a new skill. Some people think it takes about 29 times before a behavior becomes automatic. It is also important to practice in many contexts, especially at home in real life. **Tips** To maximize your effectiveness in teaching the Refusal Skill, we suggest you: Circulate among the pairs or small groups and coach individuals as they practice, giving them tips for how to use the four components of the Refusal Skill. Have youth use a checklist that outlines the four components so they can gently coach each other as they practice. See Sample Observer Checklist. Start with scripted role plays for practice so youth get used to using the words and non-verbal messages. As youth become comfortable, have them practice without scripts. Debrief after each practice session identifying what went well and provide coaching around the stumbling blocks or barriers. Connect the role plays to real life by making sure the situations and language used are relevant and realistic. Ask youth for feedback and make adjustments accordingly. The more they participate, the more they will learn and be able to apply the skill. Follow-up with the lesson several times over the next few months asking youth how they are using the Refusal Skill, what is working and what needs more practice. Provide additional practice as is necessary. You can download this free software at: The curriculum is one part of a larger, multi-component school-based HIV intervention found in a rigorous evaluation to be effective in reducing sexual risk-taking behavior Coyle, Basen-Engquist, Kirby, et al. For more information about the program, contact Karin Coyle , Director of Research, at , ext.