



## LESSON 9.6 Refusal Skills

### Module #9: Safe & Healthy Decisions

High school is a time for many, many decisions – many having nothing to do with academics! And the decisions freshmen make can have an impact on them for the rest of their lives. It is crucial that honest conversations take place with ninth graders about stress management, peer pressure, sexual decision making, drug, alcohol, and tobacco use, and on-line behavior.

### Enduring Understandings

- I. **Decisions freshmen make today will influence the rest of their high school years and possibly even life after high school.**
- II. It is important to be a self advocate and take care of oneself both emotionally and physically to be successful in high school.

### Essential Questions

- I. How can students use a responsible decision making model to influence the choices they make in high school? (I)
- II. **What are refusal skills and how can students implement them to make better decisions?** (I)
- III. How can I be a self advocate and take care of myself emotionally and physically? (I, II)

### Lesson Objective(s)

Students will develop skills and strategies to refuse negative peer pressure so they can more easily follow through on a responsible decision.

Challenge 4.4

Lesson 9.5

**Lesson 9.6**

Challenge 4.5

Challenge 4.5

### Directions:

1. The faculty advisor should start this lesson by reminding students about the previous lesson's conversation on the power of negative peer pressure on responsible decision-making.
2. The faculty advisor should split students into groups of four students. The faculty advisor or student leaders should ask the groups to brainstorm the question: "Why do some teens give into negative peer pressure?"
3. After allowing 2-3 minutes for brainstorming on the question, the faculty advisor should record the ideas generated by the groups. To avoid repeats, the faculty advisor should ask each group, one at a time, to provide one of their ideas and then move on to another group. Encourage all groups to listen while the other groups are sharing so they do not repeat an idea that has already been given. The faculty advisor should continue to go from group to group until all new ideas have been shared.
4. Next, have the students again brainstorm with their groups; this time, they should list potential strategies for refusing or diffusing negative peer pressure.
5. After allowing 2-3 minutes for brainstorming, the faculty advisor should record the ideas generated by the groups on a piece of chart paper. The faculty advisor should follow the same process for having groups share to avoid repeated responses and insure all ideas are recorded. The faculty advisor should conclude by summarizing the list.
6. Tell the students they will practice using these refusal skills in future lessons. Keep the list of refusal skills for use in these lessons.

### Materials & Supplies

- Chart paper

FOCUS  
POINT

Sometimes just stopping to think about the reasons we make the decisions we do can help make better choices down the road. And having strategies to help us with these decisions will give freshmen an even better shot at making the healthy choice.

- Connect with Kids, Inc. is an excellent resource to supplement lessons about teenage safe and healthy decisions. To learn more information about its many resources, visit: [www.connectwithkids.com](http://www.connectwithkids.com)
- WILL Interactive also offers resources and interactive games dealing with many of the topics covered in Module #9. For more information, visit [www.willinteractive.com](http://www.willinteractive.com)

resources  
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extension