

# Refusal Strategies

## Learning Objectives

- I can analyze a variety of situations and apply refusal skills to avoid risk (8.3o)

## Teacher Notes

- This lesson will include pauses for student thinking and discussion. Pause the video as instructed for student input.
- Students will participate in a walkabout to provide refusal strategies for real life scenarios. Print the Refusal Strategies Scenarios, cut out the prompts and tape them to a paper. Place the papers throughout the room for students to respond to.

## Lesson Steps: Video Outline: [8.3o Refusal Strategies Video](#)

### Step 1 Introduction

- Pre-Assessment
  - What are refusal strategies? When is a time you may need refusal strategies?
- The video will discuss high risk activities and types of refusal skills.

### Step 2 Activity

- Refusal Skills Walkabout: Students will travel throughout the room in small groups to respond to each of the high risk situations posted throughout the room. Encourage students to provide a unique refusal skill for each scenario making sure to not repeat from the groups that already responded.

### Step 3 Closure

- Exit Ticket: What will be your “go to” refusal strategy to avoid risky situations?

## Assessments

- Pre: Lesson will introduce topic, engage learners, and access prior knowledge
- Post: In the refusal skills walkabout students will respond to real world scenarios and apply their knowledge of refusal strategies learned throughout the lesson. The teacher will observe student responses to determine their level of understanding.



### **Extensions/Connections/Applications**

- Extended learning opportunity: After the first round of refusal strategies have students return to each area and read their peers' responses. Students can place a star by the response that they think is most appropriate for the scenario. Read the strategy with the most stars outloud to the class.

### **Resources/References**

- [Health Smart VA](#)
- [McGrawHill Education: Glencoe Teen Health](#)
- [8.3o Refusal Strategies Slides](#)

### **Handouts**

- Refusal Skills Scenarios
  - Print the refusal skills scenarios, cut and attach them to paper large enough for students to write responses on. Tape the papers to the wall throughout the room so students can travel throughout the room and respond to the prompts using the refusal skills learned throughout the lesson.

## Refusal Skills Scenarios

1. It's mid-term week and you're studying with a friend. It's already 11:00pm but you don't feel prepared for the two exams you have tomorrow. You're complaining about being sleepy when your friend hands you a small white pill. He tells you that it's just like drinking a lot of soda, but it works faster. You're unsure, but decide to take it, for the sake of your grades. It seems to wake you up and makes you feel like you can concentrate better. The next day, however, you feel even more tired and lethargic. How are you going to study for your last exam of the week? Your friend once again offers you another pill. What do you do?
2. You don't smoke, drink, or do drugs and exercise regularly. You really enjoy working out with weights and improving your muscle tone. Recently you've been hearing some people at the gym talk about a powder supplement that helps build muscles faster. They buy it from a health food store at the mall. You're curious about whether it works or not. One day you start talking about it with one of the other gym members. He tells you that he has some in his locker and offers to let you try it. What do you do?
3. You are at the mall with your best friend shopping for a new outfit for the upcoming school dance. Your friend's mom dropped you off but when it is time to leave you meet at the food court and her sister is there to pick you up instead. You know that her sister got in a car accident recently and she is always texting and driving. You really need a ride home from the mall and they are both ready to go. What do you do?
4. You're at a party and one of your friends offers you a small cupful of liquid. "I know you don't like the taste of beer so this is perfect for you" he says. "It makes you feel like you're drunk and it doesn't taste like anything!". It's only a small amount of liquid, and it doesn't smell like anything. In fact, it looks like water. How harmful could it be? Everyone else looks like they are having a good time, and you feel a little left out like you are the only one not enjoying the party. What do you do?
5. Ian is your best friend since elementary school and you are so excited that you have science class together this year. Ian has really been struggling with his assignments and he isn't paying much attention in class. After lunch Ian suggests that you both skip science together today and go do something fun. It's been a while since you've had a good time together and your grade is



already really good in the class. You think that skipping one day isn't really that big of a deal, your friends do it all the time. What do you do?

6. Katherin has been obsessing about her weight lately. She never worried about it when she was in middle school, but since she's come to high school, she feels like all the other girls are much skinnier than she is. Her mom tells her that she's healthy, but Katherin is more self-conscious about her appearance. Katherin is especially envious of her new friend Madison, who Katherin thinks looks perfect. One night Katherin mentions her worries to Madison, and Madison replies "Don't worry, I'll show you the easy way to lose weight." She hands Katherin some of her pills and says, "These will totally kill your appetite." Katherin must look skeptical because Madison quickly says, "I use them all the time; they're fine. Besides, my mom gets them from her doctor." What do you do?
  
7. Brent has been having a hard time making friends in high school. He tries to be outgoing and include himself with others but he just doesn't feel like he fits in. One day Bryan introduces himself during chemistry and asks if he wants to be his lab partner. Brent is really starting to get along with Bryan and enjoys having someone to talk to during class; he even invited him to hang out after school this weekend. Brent passes Bryan in the hallway on the way to his first class and he tells Brent he forgot to do his chemistry homework. He asks Brent if he can copy his answers and return the paper before his next class. What do you do?
  
8. Isaiah and Marco love walking to the store together after the bus stop to get some exercise, catch up on their day and buy slushies. Neither of them have a job so they usually ask their parents for a few dollars so they can enjoy their time together after school. One day as they are walking around the store and getting their drinks Marco walks over to the candy aisle and puts a few candy bars in his pocket. Isaiah is shocked because he has never seen Marco steal anything before. He doesn't say anything when they are in the store because he doesn't want to get in trouble. After they leave Marco offers him one of the candy bars that he took without paying. What do you do?