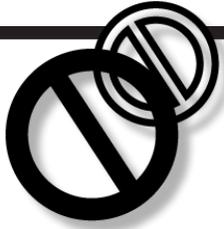




Refusal Skills



Did you know...

...Being able to say “no” shows self-respect because you are standing up for what you think and believe is the right thing to do or for what you want to do.

...Being able to say “no” is difficult for many teens and adults.

...Refusal skills improve with practice.

...You don’t have to lose friends by saying “no.”

Demonstrate these behaviors to master the ability to say “no.”

Nonverbal Behaviors

- Check your body and mind for clues about how you feel. Try to remain calm if you have strong feelings. Breathe normally without holding your breath.

Verbal Behaviors

- Say a direct “no.”
 - Try this: “No, I don’t want to.”
- Say the same phrase over and over again.
 - Try this: Other person: “You want to drink some beer?”
You: “No, that’s not for me.”
Other person: “Come on, it will be fun!”
You: “No, that’s not for me.”
Other person: “Really, just come for a few minutes.”
You: “No, really, that’s not for me.”
- Suggest another activity or change the subject.
 - Try this: “No, I’m heading home to play a game. Want to come along?”
- Give a reason.
 - Try this: “I feel differently about it than you do. I think it’s wrong to tease someone like that.”
- Walk away.
 - Try this: “Like I said, I don’t want to smoke any marijuana. Catch you later.” (Leave)

Tips

- Know the facts. Use the facts to state the reason you don’t want to do something.
- Name the problem. State what is wrong with doing what is being asked as your reason for refusing, such as “It’s stealing” or “That’s bullying.”
- Look at what might happen if the requested action is taken. The consequences can be powerful motivators for saying “no.”



Tips (continued)

- Recognize the positive and negative influences that pressure you.
- If you aren't clear about what you are being asked to do, ask questions to clarify.
- Keep the door open if you want to stay friends. You might say, "I'll call you later about the game."
- As a last resort, use your parents' expectations or rules as an excuse. You might say, "No, I can't go. I have to go home. My parents are pretty strict about what time I get home."
- Have a group of friends who encourage you to resist unhealthy choices and choices you are opposed to.

Your Assignment

- Create a teaching tool that explains and demonstrates your assigned skill.
- Your presentation will be evaluated on:
 - thorough and accurate explanation of the skill.
 - accurate and clear demonstration of the skill.
- You have up to five minutes to present your skill.
- Option: Research additional data on the skill and note the source.