

About Refusal Skills - Level 1

Staff Activity Guide



What's Included:

The purpose of this guide is to support teachers in empowering students to make positive choices even when faced with high-risk situations. In this guide you will find a Student Video Viewing Guide, Student Activity options, and a Brain Quiz with an answer guide. Each of these resources can be used independently or in conjunction with one another as time allows. For your planning purposes, please find the estimated time needed for each activity below.

- **Viewing the Video**

Without Student Video Viewing
Guide - 4 minutes

With Student Video Viewing
Guide - 10-15 minutes

- **Student Activities -**

Write About It Prompt - 5-10 minutes
Group Activity - 15-20 minutes
Independent Practice - 15-30 minutes
Extended Learning - 10-20 minutes

- **Brain Quiz - 5-10 minutes**

Student Video Viewing Guide Strategies:

- **Before the video (3-5 min) -**

Have students complete the **Do Now** question box to get the wheels turning

Ask students to "**pair and share**" with a classmate, and/or have a brief class discussion

Remind students to "**preview**" the Video Viewing Guide so that they know what they are listening for

- **During the video (2-3 min) -** Pause the video to talk about Check for Understanding (CFU). You can call out a few students to answer, and/or have them pair and share.

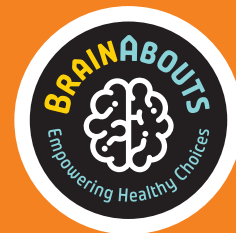
Pause the video to talk about for CFU Question 1 - Describe a time when you set a boundary with someone.

Pause the video to talk about for CFU Question 2 - Why is it good to have strong refusal skills?

Continued On Back

About Refusal Skills - Level 1

Staff Activity Guide



Student Activity Options:

- **Write About It Prompt (5-10 minutes) -**

- a. Why is it important to understand that your "gas pedal" in your brain develops long before your "brakes" develop? Give examples in your response.

- **Independent Practice Activity (10-20 minutes) -**

- a. **Materials needed:** Student guide, or just paper and pen
- b. **Directions for Students:** Create a cartoon strip where a character sets good boundaries and demonstrates strong refusal skills.
- c. **Criteria for Success:** Students demonstrate knowledge of what setting boundaries means, and how to use refusal skills

- **Group Lesson Activity (30-50 minutes) -**

- a. **Materials needed:** Student guide, or none
- b. **Directions for Students:** In your group, brainstorm 3-5 situations that might require you to set a boundary with someone, then come up with creative ways to refuse that person. As a class, share your ideas.
 - Put students in pairs or groups of 3-5, have all groups or just a few present to the class.
- c. **Criteria for Success:** Students demonstrate knowledge of what setting boundaries means, and how to use refusal skills

- **Extended Learning Activity (15-30 minutes) -**

- a. **Materials needed:** Paper and pencil/pen
- b. **Student Directions:** Connect with Family - Chat with a trusted family member about a time that they had to refuse a tempting situation. List the strategies your family member used on your paper. Be prepared to discuss.
- c. **Criteria for Success:** Students demonstrate knowledge of refusal skills

- **Brain Quiz Answer Key (5-10 minutes)**

1. True
2. A
3. B
4. Free response
5. Free response