

## I KNOW HOW TO SAY “NO!” I SAY “NO”! I KNOW THE CONSEQUENCES

*Note: With slight modifications, each of these lessons may be used as a single activity. They are “bundled” because of their inter-relatedness. In addition, the Student Thinking Papers and PSC Resources may be used to supplement other lessons teaching related MCGP Concepts.*

**Purpose:** The Lessons provide rehearsal in the art of saying “no”; offer encouragement for students to trust their own judgment and avoid negative peer pressure and an opportunity to explore the consequences of saying “NO”, especially the consequences students may perceive as negative. Students hypothesize how they will cope with consequences that may change their relationships with friends.

Through open discussion of the personal costs of consequences, students are empowered to use their innate sense of “right and wrong” to make safe, healthy and wise decisions. While harassment is directly addressed in other resources, underlying themes of this series of lessons are: reinforcement of the power to say “I do not want to do that” in situations where harassment may be the purpose of the peer pressure and reporting harassment when it is happening to self and/or others. *PSC: You are urged to use your professional judgment and knowledge of students to decide when to expand an activity to emphasize saying “NO” to harassment.*

**Lesson 1: I Can Say “No”**—Students learn to evaluate situations in which pressure is exerted by another person and rehearse a phrase for saying “NO”.

**Materials:** Several pictures (magazine/internet pictures, actual photographs) of 2 year-olds saying “NO” in words or actions, *How to Say “No”* Student Thinking Paper, writing paper and pencils

**Lesson 2: I Say “NO!” To My Friends!** This is an opportunity for students to review a situation in which they said “yes” and got into trouble. They examine their feelings as well as consequences and have an opportunity to re-play the situation and create a new decision and consequence.

**Materials:** drawing paper, crayons/markers, pencils

**Lesson 3: I Said “No” To a Friend! Now What Do I Do?** Saying “NO” has consequences. This Lesson provides the opportunity to discuss potential consequences of saying “NO” to friends. During Lesson 4, continue the discussion.

**Materials:** *Potential Consequences of Saying “No”* Student Thinking Paper (Part I), pencils, group of 4 or 5 older-student-leaders to participate in this and the following class Lessons; nametags for older students.

**Lesson 4: The Consequences of the Consequences: How do I Cope?** After saying “NO” the consequences may be difficult for students to handle. They many wish they had said “YES” instead of “NO”! Students explore ways to cope with the consequences—to make the consequence of the consequence a positive in their lives and to continue to make safe, healthy and wise decisions for positive consequences.

**Materials:** (group of older-student-leaders [see Lesson 3] return for this lesson) Part II of *Potential Consequences of Saying “No”* Student Thinking Paper (see Lesson 3), *Pocket Guide for “How to Say ‘NO’”* Student Resource pencils, certificate/other token of appreciation for older-student-leaders.

**Advance Preparation for Lessons 3 & 4:** arrange for 4 or 5 older-student-leaders to participate in Lessons 3 & 4. If possible, invite students who you know said “NO” in difficult situations and in doing so risked losing friends. Meet with selected students prior to Lesson 3 to explain their roles: facilitators/encouragers; caution them NOT to do the thinking for younger students; remind them to convey “You can do it!” to younger students.

**Time:** Four (4) 45-minute Lessons      **Group Size:** whole class      **Grade Level:** 3-5

**Missouri Comprehensive Guidance Program (MCGP) Strand/Big Idea/Concept:**

**Strand:** Personal And Social Development (PS)

**Big Idea:** PS 3 Applying Personal Safety Skills and Coping Strategies

**Concept:** PS.3.A. Safe and healthy choices

**American School Counselor Association (ASCA) Domain/Standard:**

**Personal/Social Domain (PS)**

**PS Standard B:** Students will make decisions set goals, and take necessary action to achieve goals.

**PS Standard C:** Students will understand safety and survival skills.

**Link to Sample MCGP Units/Lessons** (Note: this listing does not include all possible related Units/Lessons—they are merely examples of how the activity fits with the MCGP Guidance eLearning Units/Lessons)

2 <sup>nd</sup> Grade	PS.2	Unit: <a href="#">Individual And Group Differences</a>	 
3 <sup>rd</sup> Grade	PS.2	Unit: <a href="#">Respecting Individual And Group Differences</a>	 
4 <sup>th</sup> Grade	PS.2	Unit: <a href="#">What Does It Take To Get Along W/Others?</a>	 
5 <sup>th</sup> Grade	PS.2	Unit: <a href="#">Respecting Differences In Others</a>	 
3 <sup>rd</sup> Grade	PS.3.A/B	Unit: <a href="#">What Are Safe And Healthy Choices, And How Do I Keep Myself Safe?</a>	 
4 <sup>th</sup> Grade	PS.3.A/B	Unit: <a href="#">Keeping Myself Safe By Making Safe And Healthy Choices</a>	 

**Show Me Standards: Performance Goals (check one or more that apply)**

	Goal 1: gather, analyze and apply information and ideas
X	Goal 2: communicate effectively within and beyond the classroom
X	Goal 3: recognize and solve problems
X	Goal 4: make decisions and act as responsible members of society

**This lesson supports the development of skills in the following academic content areas.**

Academic Content Area(s)	Specific Skill(s)	
X	Communication Arts	CA6: Participating in...discussions of ideas & issues
	Mathematics	
	Social Studies	
	Science	
X	Health/Physical Education	HPE2: Principles/practices of...mental health
	Fine Arts	

**Enduring Life Skill(s)**

	Perseverance	X	Integrity	X	Problem Solving
X	Courage		Compassion		Tolerance
X	Respect	X	Goal Setting		

**Assessment: acceptable evidence of what learners will know/be able to do as a result of this lesson:**

<p><b>Lesson 1:</b> Students complete (in writing) the sentence: “When I have to make a hard decision, I...” Responses include, at minimum, one of the following elements: an indication of personal responsibility; asking self the three (3) questions or repeating “I do not want to do that!”</p> <p><b>Lesson 2:</b> Students will “re-do” situation in which a decision had negative consequences by drawing themselves making a safe, healthy and wise decision <b>in the same situation</b> and writing or drawing the consequence of the safe, healthy and wise decision.</p> <p><b>Lesson 3:</b> To assess students’ ability to predict consequences, they identify potential consequences of several situations.</p> <p><b>Lesson 4:</b> Each student identifies his or her idea of the worst consequence of saying “NO.” Students develop a course of action to courageously cope with the consequence.</p>
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**Lesson Preparation/Motivation**

**Essential Questions:** Why was it easier to say “NO!” when you were 2 years old than it is now that you are older? Why do some people ask their friends to do things that are unsafe, unhealthy and unwise and that might be hurtful to people or property? Is there ANY way to stop them from doing unsafe/unhealthy/unwise things?  
**Engagement (Hook):** See individual lessons

**Procedures**

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p><b>LESSON 1: I CAN SAY "NO"</b>  <b>Materials:</b> pictures of 2 year-olds saying “NO” in words or actions, <a href="#">How to Say “No”</a> Student Thinking Paper, writing paper and pencils</p> <p><i>PSC Note: Throughout these lessons listen specifically for student comments that indicate misconceptions about saying “NO”. Use observations to gain more information about how students’ thinking developed and, as appropriate, to correct misconceptions.</i></p> <p><b>HOOK:</b> Distribute pictures of 2 year-olds saying “NO” with words or actions...lead into Step 1...</p> <ol style="list-style-type: none"> <li>1. Introduce Lesson: Ask students to think of a 2-year-old whom they know. What is his or her favorite word? (NO!) Why is “NO” important to the development of all 2 year-olds? <ul style="list-style-type: none"> <li>• 2-year-olds learn to say no to prove to big folks that they (2-year-olds) know what they want and can make their own decisions.</li> <li>• Saying “NO” is harder when you get older than it was when you were 2.</li> <li>• Remember why 2-year-olds say “NO!” (To exert independence)</li> </ul> </li> <li>2. When to say “NO:” Discuss how they (students) must sometimes say "no" to avoid doing something that is unsafe, unhealthy, unwise or against the law (of the home, the school or the community). Stress taking personal responsibility for behavior even when it is difficult.</li> <li>3. Ask for two aspiring actors/actresses to participate in a role-play activity: <i>A friend wants to borrow your new skateboard and you don't want to share it just yet.</i></li> </ol> <p>Thank volunteers for their courage! Decide who will play each role: owner of skateboard or potential borrower of skateboard. Encourage the persuading borrower <b>not</b> to take “NO” for an answer and to beg!</p> <p>Use your professional judgment to stop the role play when both have had a chance to experience the</p>	<p><b>LESSON 1: I CAN SAY “NO”</b>  Students: During each lesson, courageously volunteer and be sure to speak loudly and clearly enough for everyone to hear your great ideas. Use complete sentences and conventions of standard English in speaking and writing.</p> <p><b>HOOK:</b> Study the pictures your school counselor distributes. What do you observe? What do you suppose happened just before the picture was snapped?</p> <ol style="list-style-type: none"> <li>1. Students look at pictures and respond to question in unison “NO!” Provide hypotheses for the reasons all 2 year-olds say “NO” so frequently.</li> <li>2. Listen to school counselor’s comments with intentionality—the intention to learn as much as you can about when and why it’s important for you to say “no” as quickly and easily as a two (2) year old. Contribute content-relevant comments.</li> <li>3. 2 students volunteer to role play and use dramatic ability to the fullest in respective roles.</li> </ol> <p>Observers listen and watch as role-play(s) play-out; consider consequences of each player’s actions.</p> <p>When school counselor stops play action, actors/actresses describe thoughts and feelings as they</p>

Professional School Counselor Procedures:	Student Involvement:
<p>tension of the situation but before the tension creates embarrassment or anger:</p> <ul style="list-style-type: none"> <li>• “De-brief” the players—ask each to describe what it was like to play their respective parts.</li> <li>• After the de-briefing, reverse roles and re-play situation.</li> <li>• Stop play and de-brief as in the first role play. De-brief with observers, giving everyone an opportunity to comment and/or ask questions about the role play.</li> <li>• Applaud the actors/actresses for volunteering and participating in role-play. They return to their roles as students.</li> </ul> <p>Engage class in a whole class conversation comparing and contrasting reactions.</p> <p>4. Say “NO” and mean it! Ask the brave volunteers, “Would it be helpful to know when to say ‘NO’ <b>and</b> to have a broken-record power phrase to say to let others know you mean it?”</p> <p>5. Magical Questions: Distribute and discuss the <i>How to Say “No!”</i> Student Thinking Paper. Practice saying “<b>I do not want to do that!</b>” in unison several times.</p> <p>6. Re-read the <b>when-to-say-no magical questions</b> and the meaning of each:</p> <ul style="list-style-type: none"> <li>• Would this make someone angry or disappointed?</li> <li>• Would this hurt someone’s sense of worth or his or her body?</li> <li>• Would this damage something?</li> </ul> <p>7. Role-play (with new players) as many of the following situations as time and attention allow. Procedure:</p> <ul style="list-style-type: none"> <li>• Provide an opportunity for role reversal so both can know what it is like in each role.</li> <li>• Encourage all students to think about the situation by asking themselves the questions on the handout:</li> <li>• For each situation ask, “Would be easy or hard to make a safe, healthy and wise decision in this situation?” Practice saying “I do not want to do that” before asking for volunteers. Situations: <ul style="list-style-type: none"> <li>◇ A friend offers you some pills that look like candy.</li> <li>◇ A stranger tells you there has been an emergency with your parents and asks you to get into his or her car.</li> <li>◇ A friend wants you to agree not to play with another student at school.</li> <li>◇ A friend is calling someone bad names and</li> </ul> </li> </ul>	<p>were playing their roles.</p> <p>Players reverse roles and again use their most convincing dramatic ability.</p> <p>After re-play, actors/actresses describe their thoughts and feelings in the reversed role.</p> <p>After de-briefings, actors/actresses return to their roles as students.</p> <p>Participate in class conversation: what did you observe as similarities and differences in the reactions of each player?</p> <p>4. Players agree that it <b>WOULD</b> be helpful to know when to say “NO” and to know how to convince others they mean “NO”!</p> <p>5. Follow along and comment as your school counselor guide you through the thinking paper. Repeat “I do not want to do that” several times with classmates.</p> <p>6. Volunteer to contribute to whole class conversation about the meaning of the three magical questions.</p> <p>7. New volunteers enact each situation and describe their thoughts and feelings after playing each role.</p>

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<p>wants you to say something bad also.</p> <p>◇ An older-student-leader asks you to drink a can of beer with him or her.</p> <p><b>ASSESSMENT: Content:</b> SHOW-ME...SHOUT-OUT (all together; inside shouts): Name the first of the three magical questions for determining when to say “NO!” Name the second... And the third....</p> <p><b>ASSESSMENT: Personalization of Content:</b> (On a piece of notebook paper—8½ x 11) Students complete the sentence: “When I have to make a hard decision, I...” Responses include, at minimum, one of the following elements: an indication of personal responsibility; asking self the three (3) questions or repeating the phrase “I do not want to do that!”</p> <p>Collect papers.</p> <p><b>CLOSURE:</b> Point out that saying “I do not want to do that!” is <b>not</b> an appropriate response to parents or other adults who ask them to do something—even if students do think it would be harmful to stop playing their video games.</p> <p>Ask students to ask themselves the 3 magical questions about the decisions they make between now and your next meeting. Tell them they will report back to the class.</p> <p><i>Before next lesson, review students’ responses to sentence stem for (age appropriate) level of awareness of saying “NO” in a difficult situation. Review responses for: 1) age-appropriate command of conventions of standard written English; 2) ability to articulate thoughts and feelings in 1<sup>st</sup> person language.</i></p> <p><i>Return papers to students during next lesson.</i></p> <p><b>LESSON 2: I SAY “NO!” TO MY FRIENDS</b> <b>Materials:</b> drawing paper, crayons/markers, pencils</p> <p><i>Take students’ “When I Have a Hard Decision” papers completed during the last lesson to class. Distribute during Step 2)</i></p> <p><i>During this lesson observe systematically as students respond to role-play situations. Make note of those students whose ability to articulate/demonstrate saying “NO” might make them become role-models in for others in small groups as well as those who appear</i></p>	<p><b>ASSESSMENT: Content:</b> Participate in SHOW-ME...SHOUT-OUT (all together; inside shouts): name the three magical questions.</p> <p><b>ASSESSMENT: Personalization of Content:</b> Respond to the prompt “When I have to make a hard decision, I...” Remember to use the conventions of standard written English...AND to put name, class and date on paper.</p> <p>Give your paper to school counselor.</p> <p><b>CLOSURE:</b> Students agree to use the 3 magical questions and to remember decision-making situation during the next week.</p> <p><b>LESSON 2: I SAY “NO!” TO MY FRIENDS</b> <b>Reminder:</b> Speak loudly and clearly enough for all to hear your thoughts.</p>

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<p><i>to have difficulty understanding how and when it is important to say “NO.” Continue to systematically listen for indications of misconceptions about saying “NO” e.g., it’s easy to say “NO”, I’m never tempted to say “YES” to an unwise choice.</i></p> <p><i>Hook:</i> Open the Lesson by saying “I do not want to do that” several times until students join in.</p> <ol style="list-style-type: none"> <li>1. Transition to lesson: ask “Who taught you to say that?” When they say, “YOU!” ask what else they learned from you during the previous Lesson. List responses on board; listen for their versions of the following points and add any they miss to the list: <ul style="list-style-type: none"> <li>• 2 year-olds say no to let others know they are “big enough” to make their own decisions.</li> <li>• Saying “NO” is a way to let other people know you can make your own decisions—no matter how old you are.</li> <li>• You can say assertively “I do not want to do that!”</li> <li>• You can use <b>3 magical questions</b> to help you decide what to do: <ul style="list-style-type: none"> <li>◊ Would this make someone angry or disappointed?</li> <li>◊ Would this hurt someone’s sense of worth or his or her body?</li> <li>◊ Would this damage something?</li> </ul> </li> </ul> </li> <li>2. Distribute papers completed during last lesson. Comment in general about responses and transition to this lesson by linking their responses to the unfinished sentence of the last lesson (“When I have to make a hard decision, I...”) to the assigned task of keeping track of their decisions. <p>Ask students to reflect on their decisions since the last meeting. Invite 2 or 3 to tell about their successful and not so successful experiences using the three magical questions (and do what they said they would do in the sentences they wrote during last lesson).</p> </li> <li>3. Acknowledge the difficulty of saying “NO”—especially to our friends. Ask: “What makes it so difficult to say “NO” to friends/peers?”</li> <li>4. Students discuss experiences: Ask students to think of a time their friends tried to get them to do something that they didn't want to do; they will discuss their thoughts and feelings <b>not</b> the details of the incident. <ul style="list-style-type: none"> <li>• “How did you feel and what did you think about the way your friends were treating you? How did you feel and what did you think about yourself?”</li> <li>• Pose the following questions:</li> </ul> </li> </ol>	<p><i>Hook:</i> Join in with “I do not want to do that.”</p> <ol style="list-style-type: none"> <li>1. Respond to your school counselor’s question. Volunteer to contribute ideas you remember from the previous meeting. Ask clarifying questions as necessary.</li> <li>2. Listen thoughtfully for: your school counselor’s comments about strategies others use to make hard decisions. <p>Volunteer to tell about your decision-making experiences since the last meeting. Include successful as well as not so successful experiences.</p> </li> <li>3. Provide ideas about why it is difficult to say “NO” to friends/peers.</li> <li>4. Participate in the conversation by contributing own ideas as well as encouraging classmates to share their ideas, too. During the conversation, talk conversationally with each other and your school counselor.</li> </ol>

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<p>◇ Which is easier: to say “NO” to one friend or to say “NO” to a group of friends?</p> <p>◇ Which is easier: to convince a friend to do something when you are alone or when you are with a group of friends?</p> <p>◇ Do you have to do what your friends want you to do?</p> <p>◇ Do your friends have to do what you want them to do?</p> <p><b>ASSESSMENT: Content:</b> Instruct students to get out and re-read their <i>How to Say “No!”</i> resource. Ask volunteers to either comment on one idea or tell how they will use the guidelines.</p> <p>Remind students to keep <i>How to Say “No!”</i> paper somewhere so they can re-read it when they need courage to say “I DON’T WANT TO DO THAT!” in difficult decision-making situations.</p> <p><b>ASSESSMENT: Personalization of Content:</b> Instruct students to remember a time they were with a friend or a group of friends and were pressured into <b>deciding</b> to do something wrong and got into trouble.</p> <ul style="list-style-type: none"> <li>• Ask students to remember what they were thinking and feeling when they were being punished. Invite several to share their experiences with classmates.</li> <li>• As you distribute drawing paper, tell students to continue thinking about the same situation and decision to do something wrong.</li> <li>• Instruct students to fold the paper in half (short side to short side).</li> <li>• In the space on the left, they are to write or draw them making a safe, healthy and wise decision <b>in the same situation</b>; in the space on the right, write or draw the consequence of the safe, healthy and wise decision. On the back of the paper, write a brief description of the “old decision,” the consequences, their thoughts and feelings about the situation and the thoughts and feeling they would have if they had made a healthier, safer, wiser decision.</li> </ul> <p><b>CLOSURE:</b> Invite 2 or 3 students to proudly describe their new decisions and consequences. (<i>Collect students’ drawings to review before next lesson</i>)</p> <ul style="list-style-type: none"> <li>• Stress to students that they can avoid peer pressure by trusting and listening to their own good judgment to make safe, healthy and wise decisions.</li> <li>• Tell students to be researchers of themselves and observe their decisions until the next meeting and</li> </ul>	<p><b>ASSESSMENT: Content:</b> Review your <i>How to Say “No!”</i> Student Resource. Volunteer; respond to one of the prompts your school counselor provides.</p> <p>Decide where to keep your <i>How to Say “No!”</i> resource.</p> <p><b>ASSESSMENT: Personalization of Content:</b> Remember and think about a situation in which you made an unsafe, unhealthy or unwise decision because someone else urged you to do so.</p> <p>Following classroom conversation, re-do the situation by drawing yourself making new decisions and the positive consequences of your new decisions.</p> <p><b>CLOSURE:</b> Volunteer to proudly describe new decisions and consequences—with congratulations from classmates. If you don’t volunteer, listen to others’ pride and congratulate them for smart thinking!</p> <p>Give your drawing/writing to your school counselor.</p>

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<p>be prepared to talk about times they used <b>the three magical questions</b>:</p> <ul style="list-style-type: none"> <li>◇ Would this make someone angry or disappointed?</li> <li>◇ Would this hurt someone’s sense of worth or his or her body?</li> <li>◇ Would this damage something?</li> <li>● Ask students to remember what it was like—easy or difficult—to say “NO” when they knew they were asked to do something “wrong”</li> </ul> <p><i>Prior to next lesson review student drawings/writings: assess students’ ability to re-think a decision and to change their action in order to create a positive consequence and to illustrate their thoughts/feelings.</i></p> <p><i>PSC Note: Prior to Lesson 3, arrange for 4 or 5 older-student-leaders to participate in this and the following class lessons. If possible, invite students who you know said “NO” in difficult situations and in doing so risked losing friends.</i></p> <p><b>LESSON 3: I SAID "NO" TO A FRIEND—NOW WHAT DO I DO?</b></p> <p><i>Take completed writings/drawings from previous lesson to class with you; distribute in Step 2.</i></p> <p><b>Materials:</b> <a href="#"><i>Potential Consequences of Saying “No”</i></a> Student Thinking Paper (Part I), pencils, a group of 4 or 5 older-student-leaders (see <i>PSC Note</i> above); make nametags for older students.</p> <p><i>Continue systematic observations, making note of students who continue to have difficulty discussing the importance of saying “NO” or those students who verbalize a clear knowledge of “saying ‘NO’” but actions contradict their words. Listen for misconceptions that may influence their thinking about saying “NO”.</i></p> <p><b>Note:</b> <i>This lesson and the next help students learn to concretely confront the issue of saying “no” to their friends AND to cope with the “consequences of the consequences”, e.g., saying “NO” to a friend might mean that friend doesn’t want to be friends anymore and may say mean things about the one who said “NO” (consequence). What can/will the person who said “NO” do then? (consequence of consequence)</i></p> <p><b>Hook:</b> Enter class with older-student-leaders chanting: “I do not want to do that” until students in class join in.</p> <p>Introduce older-student-leaders as a group (individual introductions occur in Step 2).</p>	<p>Commit to observing and keeping track of their own decisions, their use of the 3 magical questions and the ease or difficulty of saying “NO”.</p> <p><b>LESSON 3: I SAID “NO” TO A FRIEND—NOW WHAT DO I DO?</b></p> <p>Reminder: Speak loudly and clearly enough for everyone to hear your great ideas.</p> <p><b>Hook:</b> Join in with “I do not want to do that” and respond to your school counselor’s question.</p> <p>Welcome group of older-student-leaders to your classroom.</p> <ol style="list-style-type: none"> <li>1. Contribute ideas you remember from the previous</li> </ol>

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p>1. Transition from <i>Hook</i> to lesson--ask “Who taught you to say that?” When they say, “YOU!” ask what else they learned from you during the previous lesson. List responses on board; listen for their versions of the following points and add any they miss to the list. Invite individual student volunteers to explain the ideas:</p> <ul style="list-style-type: none"> <li>• 2 year-olds say no to let others know they are “big enough” to make their own decisions.</li> <li>• Saying “NO” is a way to let other people know you can make your own decisions—no matter how old you are.</li> <li>• You can say assertively “I do not want to do that!”</li> <li>• You can use 3 magical questions to help you decide what to do:               <ul style="list-style-type: none"> <li>○ Would this make someone angry or disappointed?</li> <li>○ Would this hurt someone’s sense of worth or his or her body?</li> <li>○ Would this damage something?</li> </ul> </li> <li>• Your good judgment and internal compass can guide you to make safe, healthy and wise decisions—listen!</li> <li>• DO THE RIGHT THING—YOU KNOW WHAT THAT IS!</li> </ul> <p>2. Distribute students’ drawings/writings from last lesson. Comment (in general—no names or specifics) on their ability to change.</p> <p>Introduce the older-student-leaders. Ask one of the older-student-leaders to tell a brief story about a student (ideally, himself or herself) who <b>said “no”</b> to friends and <b>lost those friends</b>. Ask another older-student-leader to tell a story about a student who <b>said “no”</b> and the <b>friends respected</b> their friend’s decision to say “NO!” (If it is not feasible for older-student-leaders to tell stories, you tell the stories)</p> <p>3. Brainstorm the consequences of saying “No!” Write all responses on the board—encourage many and varied responses.</p> <p>4. Ask students to look over the list and draw a summary conclusion about consequences. Guide students to recognize that many different things might happen as a result of saying “NO!” and you want to help them prepare for consequences.</p> <p><b>ASSESSMENT: Content:</b> Divide class into groups of no more than 5. Assign an older-student-leader to</p>	<p>meeting. Listen with intentionality—the intention to learn/recall as much as possible; ask clarifying questions as necessary.</p> <p>2. Look over the work you did during the last lesson. Think about the courage you used to change your decision...and the consequences.</p> <p>Greet each older-student-leader as he or she is introduced. Listen with eyes and ears as older-student-leaders tell the stories. How do stories apply to your life and decisions you have made?</p> <p>3. Follow rules of brainstorming: generate as many consequences as possible of saying “NO”; no judgment of ideas; think as fast as you can.</p> <p>4. Review list and draw a summary conclusion about consequences, e.g., “Saying ‘NO’ may be difficult.” “Saying ‘NO’ might mean we lose a friend or make someone mad at us.”</p> <p><b>ASSESSMENT: Content:</b> In small groups:</p>

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<p>each group. Younger students make nametags for themselves so everyone can use each other's name as they talk.</p> <ul style="list-style-type: none"> <li>• Distribute, explain and discuss Part I of the Student Thinking Paper, <i>Potential Consequences of Saying No</i>.</li> <li>• Read/explain the list of consequences; invite clarifying questions.</li> <li>• <i>Older-student-leaders</i> read the situations; each younger student writes the letter of the most likely consequence FOR HIM OR HER next to each situation as it is read (they may use the same consequence more than once).</li> <li>• Older-student-leaders assist and encourage students in their groups (emphasize to older-student-leaders that they are NOT to tell students how to respond, nor are they to write answers for students).</li> <li>• Invite volunteers to explain their answers.</li> </ul> <p>Collect thinking papers; save for the next meeting.</p> <p><b>ASSESSMENT: Personalization of Content:</b> Instruct older-student-leaders to conduct a quick “whip-around” in groups:</p> <ul style="list-style-type: none"> <li>• Each student repeats and completes the sentence “I learned I...” (Allow option for individuals to pass; however, they must take responsibility and say “I pass”.)</li> <li>• Invite 2 or 3 students to repeat their “I learned I...” for the whole class.</li> </ul> <p><b>CLOSURE:</b> Tell students to continue acting as researchers of their own decisions, consequences and observe/take notes of their decisions and the consequences when they say “NO!”</p> <p>Remind students to review their <i>How to Say No</i> student resource when they need extra courage to say “NO” in a vulnerable situation.</p> <p>Suggest they make a special note if they said “I don’t want to do that!” when a friend asked them to do something they did not want to do.</p> <p><i>Before next lesson, review Part I of Potential Consequences of Saying “No” thinking papers. Assess student’s ability to predict a consequence for each situation.</i></p> <p><i>Tell older-student-leaders to identify situations in</i></p>	<p>Listen and follow explanation of Part I of handout; ask clarifying questions.</p> <p>As your <i>older-student-leader</i> reads each situation, identify the most likely <b>consequence from your perspective</b>.</p> <p>Do your own thinking!</p> <p>Volunteer to explain a situation, the consequences chosen and why the consequence was chosen for that situation.</p> <p>Give thinking paper to school counselor.</p> <p><b>ASSESSMENT: Personalization of Content:</b> In groups:</p> <p>Complete the sentence “I learned I...” or say “I Pass” if you choose not to complete the sentence.</p> <p>Volunteers repeat their “I learned I...” for the class to hear.</p> <p><b>CLOSURE:</b> Commit to being diligent researchers of your own decision-making.</p> <p>Keep <i>How to Say No</i> resource somewhere it will be easy to review when you need extra courage.</p> <p>Agree to make a special note of using “I don’t want to do that.”</p>

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<p><i>which they made a hard decision, the consequence of the decision and the consequence of the consequence. Prepare to share the experience with their small group during the next lesson.</i></p> <p><b>LESSON 4: THE CONSEQUENCES OF THE CONSEQUENCES: HOW DO I COPE?</b></p> <p>Take partially completed <a href="#">Potential Consequences of Saying “No”</a> thinking papers to class (see Lesson 3)—distribute during <b>ASSESSMENT of content</b>;</p> <p><b>Materials:</b> (older-student-leaders [see Lesson 3] return for this lesson) pencils, <a href="#">Pocket Guide for “How to Say NO”</a> (optional), certificate/other token of appreciation for older-student-leaders.</p> <p><i>Hook:</i> Enter class with older-student-leaders; together chant: “I do not want to do that!” entrance; students join in. Re-introduce older-student-leaders.</p> <ol style="list-style-type: none"> <li>1. Invite 2 or 3 students to report on their experiences with decision-making in hard situations—especially those in which they said “I don’t want to do that!”</li> <li>2. Review the prior lessons: add a new twist by asking volunteers to either act-out key points OR identify the key point someone else demonstrates. Remind students of key points they do not mention. Listen for: <ul style="list-style-type: none"> <li>• 2 year-olds say no to let others know they are “big enough” to make their own decisions.</li> <li>• Saying “NO” is a way to let other people know you can make your own decisions—no matter how old you are.</li> <li>• You can say assertively “I do not want to do that!”</li> <li>• You can use <b>3 magical questions</b> to help you decide the safe, healthy, wise choice to make:: <ol style="list-style-type: none"> <li>1. Would this make someone angry or disappointed?</li> <li>2. Would this hurt someone’s sense of worth or his or her body?</li> <li>3. Would this damage something?</li> </ol> </li> <li>• Your good judgment and internal compass can guide you to make safe, healthy and wise decisions—listen!</li> <li>• Even if you make the safe, healthy and wise choice, saying “NO” may have temporary undesirable consequences and you might even wish you had said “yes.”</li> <li>• With your brains, you can make an undesirable consequence into a desirable consequence (e.g., making new friends who do not ask you to do things that are wrong or hurtful).</li> </ul> </li> </ol>	<p><b>LESSON 4: THE CONSEQUENCES OF THE CONSEQUENCES: HOW DO I COPE?</b></p> <p><i>Hook:</i> Students join in with “I do not want to do that.”</p> <ol style="list-style-type: none"> <li>1. Volunteer to report about your self-observations.</li> <li>2. Volunteer to demonstrate (act out) ideas you remember from previous meeting OR identify the key point someone else demonstrates.</li> </ol> <p>Ask clarifying questions as necessary.</p>

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p>3. Ask students to consider all of the ideas presented—which ideas will be the most difficult to use in REALLY difficult (for individuals) decision-making situations.</p> <p><b>ASSESSMENT: Content:</b> Place students into groups they were in during the previous lesson. Distribute the partially completed <i>Potential Consequences of Saying No</i> Student Thinking Papers from Lesson 3. Make general comments about your overall thoughts about responses</p> <ul style="list-style-type: none"> <li>• Review Part I of the thinking paper; explain Part II.</li> <li>• The older-student-leaders help each group member identify his or her “worst-of-the-worst” consequence.</li> <li>• When the younger students have identified their “worst-of-the-worst”: <ul style="list-style-type: none"> <li>◇ <i>Older-student-leaders</i> talk about their own experiences making hard decisions; identify their own “worst-of-the-worst” consequences and tell about times they had to be brave and courageously say “NO” even though the “worst-of-the-worst” happened. Older-student-leaders tell about the consequences of their “worst-of-the-worst” consequence—i.e., what they did to cope with the consequence of saying “no” (emphasize that it might mean making new friends).</li> <li>◇ Through the experiences of the older-student-leaders, the younger students will realize that REAL people really do say “NO” when it is hard!</li> <li>◇ In the small groups, students talk about what they can/will do if the worst consequence happens;</li> <li>◇ Complete Part II of the handout with the guidance of the older-student-leaders (emphasize to older-student-leaders that they are NOT to tell any student how to respond, nor are they to write answers for students).</li> </ul> </li> </ul> <p>Monitor groups to answer questions/clarify expectations.</p> <p><b>CLOSURE:</b> Say “I do not want to do that” several times until students join in.</p> <ul style="list-style-type: none"> <li>• “Who taught you to say that?” When they say, “YOU!” ask them to tell you what else they will</li> </ul>	<p>3. Review the list, think of own areas of vulnerability (when are you the most likely to be tempted to make an unwise choice) and identify the ideas that will be the most difficult for you, as an individual, to implement.</p> <p><b>ASSESSMENT: Content:</b> In small groups</p> <p>Review Part I of your thinking paper, listen and ask clarifying questions about <i>Potential Consequences of Saying No</i> Part II;</p> <p>Identify which consequence you consider the “worst-of-the-worst.” Talk together about the reasons for it being the “worst-of-the-worst”.</p> <p>Listen with eyes and ears as <i>older-student-leader</i> tells about his or her “worst-of-the-worst” consequences and how the <i>consequence of the consequence</i> was made positive.</p> <p>Talk with other group members about how you would handle the worst-of-the-worst consequence.</p> <p>Independently complete Part II of <i>Potential Consequences of Saying No</i>.</p> <p><b>CLOSURE:</b> Join in with “I do not want to do that” and respond to your school counselor’s question.</p>



## HOW TO SAY "NO"

There are times when you need to say "NO."  
When you know it is the right thing to do,  
Saying "NO" can make you feel good.  
Saying "NO" is something we must learn.

Stand or sit up straight,  
Look directly at the other person  
Talk in a normal voice.

Be firm.

Do not say things to hurt the other person's feelings.  
Simply say,

***"I do not want to do that."***

To know **WHEN** saying "NO" is the right thing to do,  
Ask yourself three magical questions:

- Would this make someone angry or disappointed?
- Would this hurt someone's body or sense of worth?
  - Would this damage something?

If you answer "maybe" or "yes" to any of the questions,  
You know it is the wrong thing to do!

For example

If your friend wanted to copy your homework, ask yourself:

- Would someone be angry or disappointed? Yes: Your teacher.
- Would this hurt someone's sense of worth or his or her body?  
Yes: YOURS—You are being dishonest.
- Would this damage something? Yes: YOUR REPUTATION as an honest person.

**POTENTIAL CONSEQUENCES OF SAYING "NO"**

**PART I:** As the *older-student-leader* of your group reads the situations, choose the most likely consequence(s). Be realistic when you choose the consequence(s). There might be more than one consequence that fits each situation for you.

- A. Lose all of your friends
- B. One friend says you aren't friends anymore.
- C. Some friends don't like you anymore
- D. Friends get mad at you for a short time and then are friends again
- E. Some friends decide your opinion is right and agree with you
- F. Everyone likes you better and respects you more
- G. You know you did the right thing and don't care about what others think.
- H. Other \_\_\_\_\_

- \_\_\_\_\_ 1. You are taking a spelling test. You realize your friend is copying from your paper. You cover up your answers so no one can see them.
- \_\_\_\_\_ 2. Almost every day, you see several students (one of them your good friend) knock the books out of another student's hands, push her into the lockers and call her a wicked witch (she's Wiccan). Finally, you decide to tell your school counselor.
- \_\_\_\_\_ 3. Your friends want to meet at the convenience store after school. You know they get rowdy and may steal things. You don't have permission to go and you say "no".
- \_\_\_\_\_ 4. Your best friend wants you to sneak away from the playground at recess. You know it's wrong and you say "no."
- \_\_\_\_\_ 5. A classmate stole another classmate's lunch money and you were a witness. Your classmate tells you to keep quiet about it. You know this is wrong so you say "no" and tell the teacher.
- \_\_\_\_\_ 6. A friend asks you to take a pill she took from her grandmother's medicine cabinet. You are afraid you will get sick so you say "no" and tell her grandmother what happened.

**PART II:** Choose the consequence that you think is the worst of all. Consider the "consequences of the consequence"; that is, what will you do next? It hurts to lose friends—or does it?

Of the 7 or 8 consequences listed above, the worst consequence for me would be \_\_\_\_\_.

If that happened, I would: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Saying "NO" to friends or to something that would be exciting (and unhealthy, unsafe or unwise)

is **easy**----**difficult** for me because \_\_\_\_\_

\_\_\_\_\_

## Lesson 4: Student Resource: Pocket Guide for How to Say "NO"

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Simply say,

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3. *Would this damage something?*

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*If your friend wanted to copy your homework, ask:*

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To know **WHEN** saying "NO" is the right thing to do,

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5. *Would this hurt someone's body/sense of worth?*
6. *Would this damage something?*

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