

### **GOALS of SAP:**

At SAP, C5 teens will have the opportunity to...

1. learn and become aware of social issues
2. share ideas, experiences and feelings with each other
3. appreciate one another's differences
4. think about pressures on each of us from
  - media
  - friends
  - society
5. develop tools to use in positive and constructive ways



## **SAP**

Year 2 Session 3

### **SAP Mission:**

The Social Awareness Program will increase participant's awareness of issues and how they impact their perception of themselves, of others and of the world.

Through the SAP program we strive to help participants understand themselves, appreciate those who are different from themselves and develop skills for dealing with issues related to peers, families, their communities and the world.

## **TAKING A STAND**

### **General Information**

#### **C5 Outcomes:**

- Respects human diversity and is capable of living in a diverse community.
- Forms and maintains positive relationships.
- Develops leadership and navigation skills in the areas of: self-awareness, communication and group effectiveness.

#### **Materials Needed:**

- \*Lesson Plan (9 copies-3 for Directors/9 for Small Group Facilitators)
- \*CD and Lyrics "Waitin' on the World to Change" by John Mayer  
CD and DVD Player and Screen
- \*Skits 1, 2 (3 copies of each one)
  - \* "Assertiveness Techniques: Refusal Skills" (6) attached to each copy of Skit #1 & Skit #2
- \*Skit 3 (5)
- Video Camera to record performances
- Large Group Discussion
- White Board and White Board Markers
  - \*DVD "Remember the Titans"
  - \*Activity 1: "Almost Always...Sometimes...Almost Never" (50 of each of the choices)
- \*Small Group Facilitator Activities (9)
  - Pens and pencils
  - \*Activity 1:
    - \*Small Group Skit A (18)
    - \*Small Group Skit B (18)
    - \* "Assertiveness Techniques: Refusal Skills" (36)
- Personal Journals/Paste/Pens/Pencils

\*Lesson Plan for Group Counselors (GC): Insight (6 copies)

**\*In File Box**

**Required Time:** 60-90 Minutes

**Definitions:**

**Assertiveness**-ability to declare firmly, state positively, defend, put oneself forward.

**Body Language**-gestures of the body as a form of communication: mannerisms, facial expressions, body positions, body and hand gestures.

**Learning Experiences**

**Introduction:**

**PREPARATION:**

- Group Counselors instruct teens to arrive quietly with journals and to pick up a pen at the door.
- Director and non-cabin staff have set up SAP YR 2 area before teens arrive.
- “Waitin’ on the World to Change” lyrics are placed face down on teens’ seats/areas. One copy is placed on Powerpoint or overhead projector.

All teens seated.

Instruct teens to turn over sheets and read along or sing (be respectful of others).

Play CD: “Waitin’ On the World to Change”. Selected staff performs the song.

**SKITS:** Copies of the skits below for the “actors” are attached to this document immediately following the Lesson Plan.

**SKIT 1: Assertiveness Techniques: Refusal Skills (performed by staff)**

**Performers:**

\_\_\_\_\_ is the Narrator (male or female)

\_\_\_\_\_ is Darryl

\_\_\_\_\_ is Gary

**Narrator:**

*Darryl is so glad school is over for the day. He had two tests today and is definitely ready to chill out and take it easy—he was up late last night watching that new show on cable. Besides, his girlfriend, Belinda, just bought the latest CD by \_\_\_\_\_ (name a popular group) and they have plans to listen to it this afternoon. He heads for the bus stop but runs right into Gary, who grabs him by the arm and starts pulling him back toward the gym.*

**Gary:** Man, you’ve got to stay and watch my little sister’s junior varsity game with me. I promised her I’d stay and make sure she gets home okay when it’s over. Come on! We’re gonna be late, and my Dad’ll kill me if I’m not there to keep an eye on her.

**Darryl:** Hey, no. I'm heading to Belinda's.

**Gary:** Wait, man. What kind of friend are you? If I've gotta stay, you can stay. I need some company. Or are you saying Belinda is more important than your friends?

**Darryl:** *Responds using one of the four (4) "Assertiveness Technique: Refusal Skills".*

Repeat the performance 4 times, each time using a different "Assertiveness Technique: Refusal Skills". (See next page.) You can use the "Ground Hog Day" alarm clock goes off...to indicate a repeat of the skit...or your own ideas to indicate you're starting the skit over again.

\*Skit from Wyman's "Teen Outreach Program"

## **Skit 2: Assertiveness Techniques: Refusal Skills (performed by staff)**

**Performers:**

\_\_\_\_\_ is Rhonda  
\_\_\_\_\_ is Winston  
\_\_\_\_\_ is Terrence

**Create a dialogue from the following story:**

*Rhonda's older brother, Winston, has gotten involved with a small-time drug dealer, and he's trying to persuade her boyfriend, Terrence, to get into the "business" too. He says the money is so easy. Winston comes into his family's apartment one evening while Terrence is over watching a video with Rhonda.*

*He shows Terrence his new jacket and starts telling him about the great money...feeling powerful...getting respect...and all the other reasons why Terrence should work something out with him.*

*Terrence says "NO" for the hundredth time, but Winston keeps badgering him.*

*Terrence responds using each of the other three "Assertiveness Technique: Refusal Skills".*

Repeat the performance three (3) times, each time using a different "Assertiveness Technique: Refusal Skills". (See next page.) You can use the "Ground Hog Day" alarm clock goes off...to indicate a repeat of the skit...or your own ideas to indicate you're starting the skit over again.

Note: For the technique "Walk Away": After just a few minutes, Terrence and Rhonda agree that they'll watch the rest of the movie later; they should leave and stay away while Winston is in the apartment.

\*Skit from Wyman's "Teen Outreach Program"

### **Skit 3: Communication Skills: Body Language (performed by staff)**

**Performers: (Male or Female)**

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**Five staff convey five different emotions to the group by all saying the same word “Hi.”**

**Staff uses as much body language as possible to convey the emotion that goes along with their “Hi.”**

**(Body language includes mannerisms, facial expressions, body positions, body and hand gestures...)**

**The FIVE emotions:**

**Happy**

**Angry**

**Nervous**

**Ecstatic**

**Miserably sad**

### **ASSERTIVENESS TECHNIQUES: REFUSAL SKILLS**

#### **CHOOSE YOUR RESPONSE:**

##### **#1. Use the “broken record” technique:**

Say “NO” and keep repeating the message until the other person runs out of arguments. Don’t offer reasons or excuses and watch your body language: be sure your body is also saying “NO.”

##### **#2. Reverse the pressure technique:**

Turn the conversation around and focus on the other person. Tell the other person how you feel about the pressure. Say that you don’t like it and then ask why he/she is pressuring you.

##### **#3. Offer a compromise if one is acceptable to you:**

Try to help the other person find another solution to the problem. This may involve your cooperation in some way, but only in a way that is in your own best interest too.

##### **#4. Refuse to discuss the subject any further:**

Walk away from the person if necessary, or simply refuse to talk about the issue any more at this time.

\*From Wyman's "Teen Outreach Program"

### **Large Group Discussion (led by a Director)**

Tonight's topic...Who can guess what it's about?... After seeing the skits the staff performed...

Last S.A.P. Session we talked about building healthy relationships in "No More Drama", where different people want different things from the same situation. We talked about creating our own strategies for *avoiding, neutralizing or resolving (compromising and negotiating)* recurring conflict that causes us drama and stress.

Tonight we are going to work on "Assertiveness Techniques: Refusal Skills" that are helpful to use specifically...when you are in a situation where you must say "NO" to:

1. Preserve your integrity
2. Keep you safe
3. Keep you from doing something you don't want to do.

We're also going to practice using non-verbal cues that correspond to the message we are trying to send.

Frequently, we wind up communicating a message that is somewhat different from the one we intend to send, because our body language is saying something different than our words--the words we are using do not match the way our body is behaving. For example, a teacher says, "I always have plenty of time to talk to my students after school." At the same time he glances at his watch and nervously begins packing his briefcase.

Many communication misunderstandings result when our words contradict our nonverbal behavior. Just like in the "Hi" skit, all five people said the same word, but the body language clearly showed five different kinds of emotions for each of those "Hi's".

To communicate effectively, the verbal messages (speech, music, writing and audiovisual material) should match the non-verbal messages.

**View Video:** "Remember the Titans." Use the section where the "newly-hired" coach is telling the "old" coach how it's going to be now that he is head coach.

#### After the Video:

65%-80% of our communication with others is accomplished non-verbally. That means that what you're saying doesn't matter much if your body language is saying something different. The body language messages will win out over the words you are saying.

For leaders, understanding the role body-language plays in communicating with others is crucial to becoming a successful leader.

Being able to say “NO” to avoid situations that compromise your integrity is crucial to being a successful leader, as well.

Our Goals for Tonight’s Program tonight are:

1. To learn to use the four (4) “Assertiveness Techniques: Refusal Skills”.
2. To understand that the body language we use can help to make people take us seriously; help other people understand our position on a certain issue.

### **Large Group Activity #1:** **Measuring Your Assertiveness!**

Pass out “Answer Cards”: Each student and staff get one of each of the following: Almost Always, Sometimes, Almost Never.

Ask the following 15 questions.

**Students and staff: Hold up your answer to each question that describes what you would do MOST of the time. Keep them up so we can count!**

Questions:

1. If I disagree with a friend, I say so even if it means we’ll argue.
2. I ask friends for help when I am hurting or confused.
3. I tell my friends what I really think about alcohol and other drugs, even if I know my ideas are not cool.
4. I let people know when they disappoint me.
5. If a friend is late repaying money, I remind him or her.
6. I tell classmates “NO” when they want to copy my homework or test answers.
7. If a friend is talking or noisy in a movie, I ask him/her to be quiet.
8. If I have a friend who is always late, I tell him or her I am angry about it.
9. I ask my friends for a favor when I need to.
10. When anyone asks me to do something unreasonable for him/her, I refuse.
11. I tell my friends my views on important things, even if their views are different.
12. I don’t do things with my friends that I really don’t want to do.
13. When I don’t understand what someone is telling me, I ask questions.
14. When I disagree with someone, I try not to make that person feel bad.
15. When people hurt me, I let them know how I feel.

After Activity #1: Tell the students that if they answered “Almost Never” or “Sometimes” then they should pay attention today! If they answered “Almost Always” then they should be teaching this SAP class!

Divide into small groups, consisting of four (4-6) students and one staff in each group.

## **Small Group Facilitator Activities**

Tonight we're going to be preparing some mini-skits just like the staff did for us. As you're preparing the skit, remember to include the body language you are going to use to convey what you are trying to say.

Help the students understand that when they are using "Assertiveness Techniques: Refusal Skills" their non-verbal language may need to be more formal at times (no arm around the neck, buddy-buddy posture) if they want to convey how serious they are about not wanting to do whatever it is the other person is asking.

### **ACTIVITY 1: Skits**

Have your group of students pair up.

Provide one pair with: Skit A and The Four (4) "Assertiveness Techniques: Refusal Skills" handout.

Provide the other pair with: Skit B and The Four (4) "Assertiveness Techniques: Refusal Skills" handout.

Ask them to prepare their skit just like the staff did at the beginning of the session, using a "Ground Hog Day" type of clue to indicate that they are repeating the skit. Each time they perform the skit they respond using a different "Assertiveness Technique".

Remind them to practice body language that says they want to be taken seriously; to help others understand their position on a certain issue.

(They need to change the names used in the skits to suit their gender!)

Attached to the Lesson Plan for Small Group Facilitator:

Two (2) copies of Small Group Skit A.

Two (2) copies of Small Group Skit B.

Four (4) copies of "Assertiveness Techniques: Refusal Skills."

## Small Group Skit A:

### Performers:

\_\_\_\_\_ is Monty (or girl's name)  
\_\_\_\_\_ is Geraldo (or girl's name)

*Monty runs into Geraldo in the hall just before math class.*

**Geraldo:** Man, I didn't do my assignment. I already got a C---give me your paper and I'll copy it. Quick, before Mr. Samson collects them.

**Monty:** No, way.

**Geraldo:** *Keeps bugging Monty all the way up the hall and into their class. (Create the dialogue for this part.)*

**Monty:** *Responds with one of the four "Assertiveness Techniques".*

Now repeat the skit using a "Ground Hog Day" type of clue to indicate that you are re-doing the skit. Each time you perform the skit "Monty" responds using a different "Assertiveness Technique".

\*From Wyman's "Teen Outreach Program"

## **Small Group Skit B:**

**Performers:**

\_\_\_\_\_ **Kanisha (or boy's name)**

\_\_\_\_\_ **Beverly (or boy's name)**

**Create a dialogue from the following story:**

*Kanisha gets a phone call from her best friend, Beverly, right after school on Monday. Beverly wants her to babysit her infant daughter Tuesday afternoon until her mom gets home so Bev can go to work early and make up some hours she missed last month.*

*Kanisha would like to help her out, but she has track practice Tuesday afternoon and the cross-country finals are coming up in just two week---an absence means she loses her place on the team.*

*Beverly pleads with Kanisha, telling her how much this job means and how much her boss has been on her case about the hours.*

*Kanisha really wants to help her friend out but she just can't do it on Tuesday.*

*Beverly gets an attitude and tells Kanisha she's through with her as a friend.*

**Repeat the skit four (4) times, each time Kanisha uses one of The Four "Assertiveness Techniques". See attached list.**

**For the technique "Offer a compromise if one is acceptable to you" use the following:**

**Kanisha offers to babysit if Beverly can change the day to Wednesday or Thursday.**

\*From Wyman's "Teen Outreach Program"

## **Reconvene for Large Group Discussion:**

Encourage students to share some of the skits they prepared.  
(While the students are in the small groups, observe each of the groups for potential “stars” who are willing to perform their skits in front of the large group.)

Ask them to think of other situations that they have experienced in their own lives where they could have used these four “Assertiveness Techniques”. Then ask them to share. Remember to use Michael Brandwein’s facilitator skills, i.e. WIBYT, TIBYT, and “It’s great hearing from so many different voices”.

Ask them to think of situations that may arise next school year where they could use these Four (4) “Assertiveness Techniques.” Remind them to write in their own personal journal any of the situations mentioned in the large group discussion that they think they may be facing next year, too. (They will use this list in their Insight Session with their Group Counselor.)

### **Conclusion:**

Our goals for tonight’s program were:

1. To learn to use The Four (4) “Assertiveness Techniques: Refusal Skills”.
2. To understand that the body language we use can help to make people take us seriously; help other people understand our position on a certain issue.

Write in your journal The Four (4) “Assertiveness Techniques: Refusal Skills.”

### **Session developed by:**

Adrienne Findley, Consultant to C5 National Office

### **Resources:**

Camp Fiver’s Whole Self Program

Marcia Tate’s Don’t Grow Dentrines

Michael Brandwein’s Learning Leadership

Life Lists

Life Skills

Media Education Foundation

Newspaper and Magazine Articles

Wyman’s Teen Outreach Program

Plus ideas we’ve begged, borrowed and copied wherever we thought someone had a brilliant idea!



## Take a Stand

### SAP Lesson Plan for Group Counselors

#### Journal:

Write in your journal The Four (4) “Assertiveness Techniques: Refusal Skills.”

#### Insight:

1. Here’s a situation you may find yourself in next year in high school...

*A friend asks you to help them cheat on a test OR wants to copy your homework assignment?*

What would you do?

1. Try to think of three (3) ways you would respond to your friend.
2. Put one idea on each of three (3) post-its.
3. Now with a partner, practice your 3 responses.

As you practice your responses, put each “post-it” on their shoulder, to reaffirm that you CAN say “NO” and feel comfortable saying “NO.”

2. *What do you think 9<sup>th</sup> Grade will look like? What situations do you think you will be facing that will require you to use the “Assertiveness Techniques: Refusal Skills”?*

Pick two situations that you know you will be facing in 9<sup>th</sup> grade where you could use the “Assertiveness Techniques: Refusal Skills”.

Write in your journal an actual dialogue for each situation and the “Assertiveness Techniques: Refusal Skills” you are going to use when these situations arise.

*What we’re doing here is making an individual commitment to be courageous: to protect ourselves from doing things that are unethical or keeping us from meeting our commitments. Once we have some tools to use (the Assertiveness Techniques: Refusal Skills”) and are comfortable using them, it will be easier for us to remove ourselves from situations that challenge our integrity and our beliefs.*

*If a situation at camp arises where you get to practice your “Assertiveness Techniques: Refusal Skills”, let me know. When your group meets again when we get back in our communities, you can tell us about what happened when you used these techniques at home/school.*

**SKIT 1: Assertiveness Techniques: Refusal Skills (performed by staff)**

**Performers:**

\_\_\_\_\_ is the Narrator (male or female)  
\_\_\_\_\_ is Darryl  
\_\_\_\_\_ is Gary

**Narrator:**

*Darryl is so glad school is over for the day. He had two tests today and is definitely ready to chill out and take it easy—he was up late last night watching that new show on cable. Besides, his girlfriend, Belinda, just bought the latest CD by \_\_\_\_\_ (name a popular group) and they have plans to listen to it this afternoon. He heads for the bus stop but runs right into Gary, who grabs him by the arm and starts pulling him back toward the gym.*

**Gary:** Man, you've got to stay and watch my little sister's junior varsity game with me. I promised her I'd stay and make sure she gets home okay when it's over. Come on! We're gonna be late, and my Dad'll kill me if I'm not there to keep an eye on her.

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**Darryl:** *Responds using one of the four (4) "Assertiveness Technique: Refusal Skills".*

Repeat the performance 4 times, each time using a different "Assertiveness Technique: Refusal Skills". (See next page.) You can use the "Ground Hog Day" alarm clock goes off...to indicate a repeat of the skit...or your own ideas to indicate you're starting the skit over again.

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**Skit 2: Assertiveness Techniques: Refusal Skills (performed by staff)**

**Performers:**

\_\_\_\_\_ is Rhonda  
\_\_\_\_\_ is Winston  
\_\_\_\_\_ is Terrence

**Create a dialogue from the following story:**

*Rhonda's older brother, Winston, has gotten involved with a small-time drug dealer, and he's trying to persuade her boyfriend, Terrence, to get into the "business" too. He says the money is so easy. Winston comes into his family's apartment one evening while Terrence is over watching a video with Rhonda.*

*He shows Terrence his new jacket and starts telling him about the great money...feeling powerful...getting respect...and all the other reasons why Terrence should work something out with him.*

*Terrence says "NO" for the hundredth time, but Winston keeps badgering him.*

*Terrence responds using each of the other three "Assertiveness Technique: Refusal Skills".*

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Note: For the technique "Walk Away": After just a few minutes, Terrence and Rhonda agree that they'll watch the rest of the movie later; they should leave and stay away while Winston is in the apartment.

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**Skit #3: Communication Skills: Body Language (performed by staff)**

**Performers: (Male or Female)**

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**Five staff convey five different emotions to the group by all saying the same word “Hi.”**

**Staff uses as much body language as possible to convey the emotion that goes along with their “Hi.”**

**(Body language includes mannerisms, facial expressions, body positions, body and hand gestures...)**

**The FIVE emotions:**

**Happy**

**Angry**

**Nervous**

**Ecstatic**

**Miserably sad**

## **ASSERTIVENESS TECHNIQUES: REFUSAL SKILLS**

### **CHOOSE YOUR RESPONSE:**

#### **1. Use the “broken record” technique:**

Say “NO” and keep repeating the message until the other person runs out of arguments. Don’t offer reasons or excuses and watch your body language: be sure your body is also saying “NO.”

#### **2. Reverse the pressure technique:**

Turn the conversation around and focus on the other person. Tell the other person how you feel about the pressure. Say that you don’t like it and then ask why he/she is pressuring you.

#### **3. Offer a compromise if one is acceptable to you:**

Try to help the other person find another solution to the problem. This may involve your cooperation in some way, but only in a way that is in your own best interest too.

#### **4. Refuse to discuss the subject any further:**

Walk away from the person if necessary, or simply refuse to talk about the issue any more at this time.

\*From Wyman’s “Teen Outreach Program”

**ALMOST ALWAYS**

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**Purple Paper**

**SOMETIMES**

**SOMETIMES**

**SOMETIMES**

**Green Paper**

**ALMOST NEVER**

**ALMOST NEVER**

**ALMOST NEVER**

Blue Paper