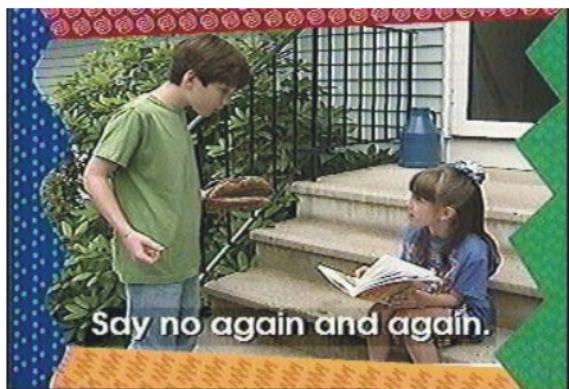


# IT'S OKAY TO SAY NO



**#3484**

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OPEN-CAPTIONED  
SUNBURST COMMUNICATIONS  
1996  
Grade Levels: 2-5  
14 minutes

## **DESCRIPTION**

Jess, Tanika, and Andrew learn how to say "no" in pressure situations from siblings or friends. Three scenarios and practical suggestions help students realize that children have the right to say "no" to behavior they feel is inappropriate or unfair. Includes questions and a practice vignette for viewer interaction.

## **ACADEMIC STANDARDS**

Subject Area: Behavioral Studies

- Standard: Understands that group and cultural influences contribute to human development, identity, and behavior
  - Benchmark: Understands that people are alike in many ways and different in many ways (See Instructional Goals #1 and #2)
  - Benchmark: Understands that different families and classrooms have different rules and patterns of behavior, but there are some behaviors that are not accepted in most families or schools (See Instructional Goal #1)
  - Benchmark: Understands that people often choose to do the same kinds of things that their friends do (e.g., dress, talk, act), but that people also often choose to do certain things their own ways (See Instructional Goal #3)

## **INSTRUCTIONAL GOALS**

1. To demonstrate that children have the right to say no to behavior they feel is inappropriate or unfair.
2. To illustrate the importance of expressing feelings without anger.
3. To study different strategies for standing up for oneself in an uncomfortable situation.

## **VOCABULARY**

1. chore
2. deal
3. feelings
4. guilty
5. need
6. pestering
7. pressuring
8. proud
9. reason

## **BEFORE SHOWING**

1. Discuss situations in which someone asked for something that made another person feel uncomfortable.
2. List and discuss situations in which one was afraid to say no.
3. Generate a list of remedies for those uncomfortable situations.

### **DURING SHOWING**

1. View the video more than once, with one showing uninterrupted.
2. Pause at the conclusion of each scenario and discuss the questions.

#### Discussion Items and Questions

1. "Say No Again and Again"
  - a. Explain why Jess didn't want to do a favor for her brother.
  - b. Discuss why it is hard to say no.
  - c. Describe Jess's feelings.
  - d. Discuss Jess's action and its results.
2. "Tell How You Feel"
  - a. Discuss how Tanika felt about trading sandwiches.
  - b. Discuss why Tanika and Susan stayed friends even after Tanika said no.
  - c. Explain reasons it is hard to say no to a friend.
3. "Walk Away"
  - a. Explain why Andrew had such a hard time saying no.
  - b. Describe feelings when someone is called a chicken or a baby.
  - c. Describe the feelings Andrew felt when he walked away.
  - d. Discuss Andrew's feelings about bringing the Goopy string in his bag.
  - e. List ways Andrew could tell Katie no.

### **AFTER SHOWING**

#### Discussion Items and Questions

1. List the three ways to say no.
2. Discuss some situations in which the way to say no was a challenge.
3. List everyday situations that require an answer of no. Applying the methods from the video, describe ways to respond to these situations appropriately.
4. Discuss feelings of guilt when saying no to someone.

#### Applications and Activities

1. Role-play everyday situations which might require a negative answer.
2. Create pictures to express feelings when no has been said successfully.
3. Create a collage from magazine pictures to express feelings of people on both sides of a situation in which someone has said no.

4. Write a paragraph explaining Tanika's feelings before and after saying no to Susan.
5. As a group activity, write a letter to someone explaining how to say no.

## **RELATED RESOURCES**

### Captioned Media Program

- Getting Better at Getting Along #3249

### World Wide Web

The following Web sites complement the contents of this guide; they were selected by professionals who have experience in teaching deaf and hard of hearing students. Every effort was made to select accurate, educationally relevant, and "kid-safe" sites. However, teachers should preview them before use. The U.S. Department of Education, the National Association of the Deaf, and the Captioned Media Program do not endorse the sites and are not responsible for their content.

- REFUSAL SKILLS ROLE PLAYS [http://www.uen.org/utahlink/lp\\_res/prev004.html](http://www.uen.org/utahlink/lp_res/prev004.html)

Practical refusal skills using these role plays. Allows viewers to work out trouble spots before they appear.

- KIDS KEEPING THE PEACE <http://www.esrnational.org/playgrd.html>

The Educators for Social Responsibility site offers teachers a variety of topics for discussion pertaining to possible situations and their positive handling.

- TAKING THE BULLY BY THE HORNS  
<http://hometown.aol.com/kthynoll/advice.htm>

Author of popular book offers advice for young children being bullied.

- CHARACTER COUNTS <http://www.charactercounts.org/guides.htm>

Coalition offers ethical values to young people. Carousel site provides cartoon characters to reinforce positive values.

- LIFE SKILLS <http://www.childs.mccsc.edu/lifeskills.html>

Childs Elementary school provides many great pictures and descriptions of meanings for skills such as leadership, friendship, and others.

- FIVE THEMES OF CITIZENSHIP [http://www.education-world.com/a\\_curr/curr008.shtml#sites](http://www.education-world.com/a_curr/curr008.shtml#sites)

Citizenship Education site offers lesson plan activities and ideas for K-5 teaching honesty, respect, responsibility, compassion and courage.



**PLEASE RETURN LESSON GUIDE  
WITH VIDEO**

**Lesson guide also available  
online at *www.cfv.org***

**National Initiatives Team**

**Research to Practice Division**

**Office of Special Education and  
Rehabilitative Services**

**U.S. Department of Education**

