



#3667

STUDENT WORKSHOP: YOU CAN SAY NO

Grade Levels: 3-5
19 minutes

SUNBURST COMMUNICATIONS 1998

DESCRIPTION

Saying "no" to friends or adults sometimes isn't easy. Four vignettes dramatize assertiveness skills for student, emphasizing that it's never too late to change responses. The skills include: repeatedly saying "no," walking away from a situation, doing what's best for you, and changing your mind. Pauses between segments for discussion and role-play.

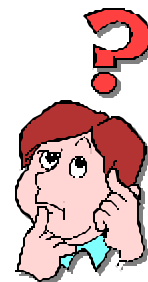
ACADEMIC STANDARDS

Subject: Health

- ◆ Standard: Understands the relationship of family health to individual health
 - Benchmark: Knows characteristics needed to be a responsible friend and family member (e.g., participating in family activities, assuming more responsibility for household tasks)
 - Benchmark: Knows how to maintain mental and emotional health

INSTRUCTIONAL GOALS

1. To recognize the value of doing what their conscience tells them is best for them.
2. To understand that they don't always have to do things that are asked of them by their friends.
3. To understand that they also can say no to an adult if it is appropriate.
4. To realize that it's never too late to say no, even if you said yes first.
5. To learn different strategies for saying no politely, but firmly.



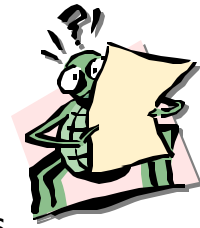
AFTER SHOWING

Discussion Items and Questions

1. **Scene 1**
 - a. Has a friend, or friends, ever asked you to do something that you did not feel was right? How did you handle the situation? What did you tell your friend(s)?
 - b. How do you think Lynn broke the news to her father that Justin had lost his prized Hank Aaron card? What would you have done?
 - c. Who was more to blame for the card being lost--Lynn or Justin? Why do you think so?

2. Scene 2

- a. Do you think Nathan's idea of stuffing up the lavatory sinks was funny? Can you think of any real problems this might have caused?
- b. Have you ever been asked to take part in a silly prank like this one? What did you do? Now that you've seen the video, do you think you would do things differently?
- c. How can you tell when it's best to keep saying no, and when it's best to walk away from the situation?



3. Scene 3

- a. Why is it often harder to say no to an adult than to one of your friends?
- b. When is it really wrong to say no to an adult? Give some examples.
- c. What did Erica and Mrs. Ryan learn about each other? Do you think they will remain friends? Why or why not?



4. Scene 4

- a. Why do you think Kathy went along with the mean trick her friends played on Angela? How did Kathy feel afterward?
- b. Why is it hard to change schools in the middle of the year? How do you think the new students feel? Why does that make this prank especially mean?
- c. Do you think what Kathy did was enough to make Angela forget about how hurt she was? Do you think Kathy's friends learned a lesson from this?



Applications and Activities

1. Language Arts

Divide students into groups and ask them to make a list of all the words they can think of that have the small word "no" hidden inside them. Words like "snow," "nobody," "not," and others are acceptable, but limit the number of letters to 6 or 8. Set a time limit for this exercise. When time is up, compare lists to see which group came up with the most words.

2. Language Arts, Art

Discuss the concepts of negative and positive. Give students examples such as "plus" and "minus" in math, a positive outlook as opposed to a negative one, the words yes and no, etc.

Have students show their understanding of the concept by cutting pictures out of old magazines and pasting them onto poster board to make "negative" and "positive" collages.

3. Language Arts

Ask students to write a poem, short story or essay about a boy or girl who always said "yes" when they wanted to say "no." Encourage them to put some humor into their work, if possible, and to draw a picture that illustrates the piece.

4. Language Arts

Ask each student to choose one character from the How to Say No video and write a biographical profile of that character. Encourage students to use their imaginations and write about such things as how the character gets along with family members, what kinds of hobbies and pastimes he/she enjoys, etc. The profiles can also include a description of the kind of day the character had been having up to the point where they appeared in the video.

5. Language Arts

Ask each student to make up a situation in which a friend or an adult asks a student to do something that he does not feel is right. Have the student exchange papers. Call on volunteers to read the situation they have been given and tell how they would handle it.

6. Creative Expression, Language Arts

Divide the class into teams. Ask each team to make up a little skit in which one student is asked to do something that they do not want to do. The student who does not want to stand up in front of the class to perform their skits may do so while sitting at their desks. You may wish to videotape the skits.

7. Art

Ask each student to make a poster on the theme, How to Say No.

SUMMARY

Scene 1



Lynn and her friends are discussing baseball cards. Lynn says that her father has a lot of famous baseball cards and shows them a valuable Hank Aaron card. Justin asks to borrow it so he can take it to school and tell the kids it belongs to him. Lynn says no at first, but Justin keeps arguing with her until she gives in and lets him borrow the card. As soon as her friends leave, Lynn regrets her decision and thinks to herself, "I should have said no. Why didn't I say no?" The next day Justin sees Lynn after school. Reluctantly, he tells Lynn that he lost the baseball card. Lynn is extremely upset and wishes she had said no in the first place. Deep down she knows she should have. The host appears and explains that this program will help viewers learn to do what's right for them by learning how to say no. The host explains that there are different ways to say

no, and goes back to the story of Lynn and the valuable baseball card. One way that Lynn could have handled the situation was to keep saying no, repeatedly, instead of arguing with Justin. The scene is replayed and this time Lynn ignores each of Justin's arguments and just says no to each one. Finally, she says, "No matter how many times you ask, I'm still going to say no," and Justin gives up. The host summarizes the point of this scene—just keep saying no.

Scene 2



The host introduces a scene in which Nathan, Adam and Chris are walking down a school hallway and decide to stop at the lavatory. Inside, Nathan suggests to the others that they have some fun by stuffing paper towels into the sink drains, turning on the water and flooding the lavatory. Adam thinks it will be fun, but Chris doesn't want to go along with it. He keeps refusing to participate even when Nathan puts some paper towels in his hands. Finally, the other boys run out of towels and grab some old sheet music that is sticking out of Chris' book bag. When the principal sees the flooded floor and checks the sink, he sees the sheet music with Chris' name on it. Chris finds himself in the principal's office trying to explain.

The host suggests that when Chris' friends wouldn't take no for an answer, that there was something else he could have done—he could have just walked away from the situation.

The scene is replayed with Chris saying no to the plan and the other boys ignoring him. At the point where they put some paper towels into Chris' hands, he throws them down, picks up his book bag and walks out of the lavatory.

The host reiterates the point that walking away is a great way to say no and to show that you mean it.

Scene 3



Erica's neighbor, Mrs. Ryan, offers Erica the job of feeding her cat every Monday and Tuesday while she is out of town on business. She says she will pay Erica five dollars. Erica thinks it's a great idea and quickly agrees. At first she is very happy with her job; but then Mrs. Ryan begins to add other jobs: bringing in the mail, watering the plants, and cleaning the cat's litter box. Erica isn't happy with this plan and hesitates before answering. Mrs. Ryan says she'll pay her more, and counters each of Erica's arguments with a reason why it won't be a problem for her. Erica reluctantly gives in but wishes she could tell Mrs. Ryan she doesn't want the expanded responsibilities.

The host explains that it's all right to say no to an adult if you think it's best for you as long as you do it politely and stick to your principles.

The scene is replayed, and this time Erica tells Mrs. Ryan very politely but firmly that the extra work is too much for her. Mrs. Ryan admits she didn't understand how much she was asking of Erica. She thanks Erica for being honest with her and they agree that Erica will be taking care of the cat and bringing in the mail.

Scene 4



Kathy, Pamela, Debbie and Maureen are at recess watching Angela, the new girl, sitting by herself. Maureen suggests to the others that they play a trick on Angela—they'll ask her to get the ball to play Four Square. Angela will think they are going to play with her, but they'll tell her they already have enough players and thank her for bringing the ball out. Everyone thinks the idea is funny except Kathy, who thinks it's mean. Reluctantly, she agrees to go along with the plan. Angela is deeply hurt and Kathy feels sad and ashamed of herself.

The host appears and says Kathy realizes what they did was not right and that she needs to say no to the others. She points out that you can change your mind.

The scene continues with the girls playing ball, but when the ball comes to Kathy she stops the game. She tells the girls that she doesn't feel right about what they just did and that she is going to play with Angela. She takes the ball to where Angela is standing and apologizes to her, then she asks her to play.

The host points out that it's never too late to say no—Kathy realized she made a mistake, changed her mind and said no. Now she feels better because she knows that she did the right thing.

The host summarizes the ideas presented in the video.

RELATED RESOURCES



Captioned Media Program

- It's OK to Say No #3484
- When I Feel Afraid #3421
- You Can Count on Me! Building Character #3541

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.

- **CHARACTER BUILDING**

<http://www.pbs.org/adventures/>

From the "Book of Virtues" site by PBS which accompanies the winning series. Covers honesty, kindness, compassion, and more with the familiar characters Annie and Zach. Teacher pages, parent information, a store, and the usual menu items from a video/TV production site.

- **ONGOING TALES**

<http://www.teleport.com/~writers/kidserials.html>

Many of the classics online from Antelope Publishing. Jack and the Beanstalk, Cinderella, Rumpelstiltskin, Beauty and the Beast, and others, along with poems and other surprises.

- **CHILDREN'S LITERATURE**

<http://www.acs.ucalgary.ca/~dkbrown/index.html>

Excellent resource links to suggestions for teaching with stories, Authors on the Web, Reader's Theater, Resource Links for Parents.

- **KIDSHEALTH AT THE AMA**

http://www.ama-assn.org/insight/h_focus/nemours/

Locate teacher and parent information under the heading of "Behavior & Emotions" at this site developed by two trusted authorities to provide reliable children's health information. From The American Medical Association and The Nemours Foundation.