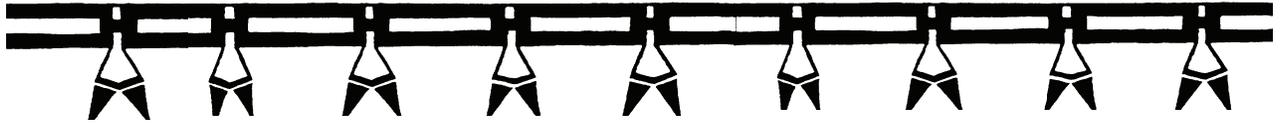


22: Negotiation & Refusal Skills



Purpose:

To encourage Native STAND members to be firm in their beliefs and to communicate their needs assertively when responding to peer pressure.

Stages of Change Process:

Using substitutes, making a commitment

Learning Objectives:

By the end of this session, Native STAND members will be able to:

1. Explain the difference between passive, assertive, and aggressive communication.
2. Explain the importance of using body language that matches your words.
3. Identify communication norms specific to your tribe.
4. Identify three effective refusal techniques.
5. Use the three refusal techniques effectively.
6. Respond assertively to peer pressure to engage in unwanted activities (gossip, cruelty, drinking, drugs, sex, etc.).
7. Provide effective “comebacks” to common sexual pressure lines.

Supplies/Materials:

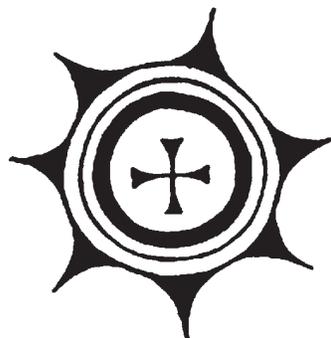
- None

Resources/Handouts:

	RM	PM	HO
Words of Wisdom	●		
Assertive, Aggressive & Passive Communication Styles	●	●	
Three Refusal Techniques	●	●	
Pressure Lines	●	●	
Pressure Lines with Assertive Responses	●		
Condom Negotiation Scenarios	●	●	

Preparation:

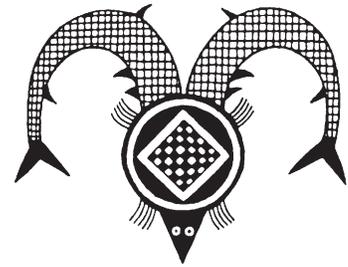
- Display Words of Wisdom



1. Welcome/Overview

5-8 minutes, large group, adult facilitator

- Review Session 22: Drugs & Alcohol – specifically review information in PM that wasn't covered in the actual session.
- Answer any questions in the Question Box.
- Read the WOW.



Those who know how to play can easily leap over the adversaries of life.

Igulik

- Introduce today's topic: Negotiation & Refusal Skills.
- Read this scenario:

You're hanging out at the park with some of your friends. A kid you know from school walks by. Your friends don't like this guy, and they start calling him names, making fun of his clothes, etc. You don't have anything against him.

- Ask for ideas about how students might respond.
- Explain that sometimes with friends and boyfriends/girlfriends it can be difficult to know how to respond when you are not comfortable with a situation.
- Explain that today they will learn ways to communicate to make these situations easier to deal with.

2. Communication Styles

10-12 minutes, large group lecture, adult facilitator

- Refer students to Assertive, Aggressive & Passive Communication Styles in the PM.
- Ask for volunteers to read the three styles.

Assertive, Aggressive & Passive Communication Styles

Assertive Speech and Behavior

- Speech and Voice
 - Honest statements, direct and to the point
 - Smooth, flowing speech pattern
 - Clear, firm, relaxed voice that is loud enough to hear but not too loud
 - Voice not monotonous
 - Eyes open, with direct, comfortable eye contact, but not staring
- Posture
 - Well-balanced, straight on; sitting or standing tall but relaxed
 - Hands relaxed motions; appropriate gestures
- Examples of Assertive Behavior
 - Giving compliments, accepting compliments
 - Asking for what you want, being willing and able to take "no" for an answer
 - Saying "yes" or "no" to requests, according to what you have decided is best
 - Controlling your temper when people get angry... so that you might yell, but you wouldn't use putdowns, threats, or violence to get your way



Aggressive Speech and Behavior

- Speech and Voice
 - Loaded words and generalizations that start fights (such as "always" and "never")
 - You messages (such as "You are so...")
 - Superior or putdown words (such as "prude," "wimp" or "stuck") etc.)
 - Sarcasm (such as "I guess you never stole anything!")
 - Tense, loud voice or cold, clearly quiet voice
 - Eyes narrowed, cold, staring, not really seeing you
 - Rolling the eyes, refusing to look at you
- Posture
 - Hands on hips; feet apart; back turned; stiff and rigid
 - Hands clenched; fist pounding; finger pointing; abrupt gestures
 - Violent (throwing, grabbing, poking, etc.)
- Examples of Aggressive Behavior
 - Putdowns, name calling, interrupting, demanding, giving orders
 - Just taking things (touch, etc.) without asking, violence
 - Ignoring you; hanging up the phone on you; walking away when you're talking

3. Non-Verbal Communication/Body Language

3-5 minutes, large group activity, adult or peer co-facilitator

- There are plenty of verbal ways to say “no”, but there are also skills you can develop that will help you show that you mean “no”.
- An important skill is knowing how to look when you say “no.” If you know how to look, you can become more effective whenever you say “no” in a situation where you are being asked to do something you don’t want to do.
- For example, avoid “nervous” gestures or mannerisms, such as: wringing hands or continuous shuffling of positions. (Demonstrate these mannerism as you talk.) These send the nonverbal message that you are insecure in your decision.
- Facial expressions, body movements, hand gestures, should all reflect your verbal message—firm and self-assured. Make eye contact—look directly at the person, do not stare at the floor or the ceiling.
- Questions for Discussion:
 - ◇ Why do you think it matters how you look when you say “no”?
 - ◇ Why do you think it would be important to avoid making excuses or trying to explain why you are saying “no”?

4. Communicating in Your Culture

3-5 minutes, small groups/large group activity, adult or peer co-facilitator

- Does your culture, family, or community have rules or expectations about communication—maybe for males or females—or for youth and elders?
- Can you think of any situations where it would be especially important (or hard) for you or a member of your community to stand up for yourself without being seen as disrespectful? If so, what could you do to communicate your thoughts and intentions more effectively?



5. Refusal Skills

3-5 minutes, large group, discussion, adult facilitator

- Explain: Refusing what you don’t want, or saying “no,” is sometimes really hard to do. Saying “no” can sometimes be easy if you don’t care about how the other person feels about you, but it can be tough with peers.
- Ask: What things can you think of that teens sometimes get pressured into by their friends or girlfriends/boyfriends that are REALLY hard to say “no” to? (Responses may include alcohol, drugs, sex.)
- Explain: Today we are going to learn effective ways to say “no” for things like that and not hurt the relationship with the other person.
- If you have decided you do not want to have sex, saying “no” to a boyfriend or girlfriend who wants to have sex can be really hard to do if you don’t want to break up—especially if you have some mixed feelings about it yourself!

6. Three Refusal Techniques¹

18-20 minutes, large group activity, three pairs of volunteers, adult or peer co-facilitator

- Refer students to Three Refusal Techniques in the PM.

1-Broken Record—say “NO” and just keep repeating

- Explain that the first technique is to say “NO” and to keep repeating it. Read this dialogue aloud to the students:

My mom’s not home. Wanna come over?

No.

C’mon, we won’t get another chance like this for a long time.

No, I’m not going to come.

But I really, really want you to. It means a lot to me.

No.

- If you keep saying “no” firmly enough, and clearly enough, the other person will usually get the message. Whatever you do, don’t get tricked into giving a list of reasons, and don’t give into threats.
- Read this situation to the students and let them know you are going to be coming back to this throughout the activity.

Jo invited Toni over after school.

They’re watching TV and having a snack when Jo’s mother comes in and says: “Jo, your brother called. He forgot his basketball shoes. I’m going to take his shoes to school and then stop at the store. I’ll be back in about an hour and a half.”

After Jo’s mother leaves, Toni starts to come on to Jo: “Now’s our chance. I’ve wanted to make it with you for so long.”

Toni moves closer to Jo.

Jo says “no.”

- Ask two volunteers to act out what happens when Toni keeps pressuring Jo and she uses the technique of saying “no” over and over again.

Three Refusal Techniques¹

1. Broken Record—say “NO” and just keep repeating it

My Parents aren’t home, how about coming over?

No.

C’mon, we won’t get another chance like this for a long time.

No, I’m not going to come.

But I really, really want you to. It means a lot to me.

No.

- If you keep saying “no” firmly enough, and clearly enough, the other person will usually get the message. Whatever you do, don’t get tricked into giving a list of reasons, and don’t give in threats.

2. Take the Offensive/Reverse the Pressure—tell the other person clearly what you think or how you feel

My parents aren’t home. Wanna come over?

Uh...no.

Please...

No, I don’t want to put myself in the position of being limited to do something I would later regret. So I am not going to come over.

- If they continue to pressure you, you can also simply tell the other person clearly how their continuous pressure makes you feel.

When you keep asking me to come over—after I already said no—it makes me feel like you don’t care about how I feel, just about what you want.

But I really want you to come over.

When you keep pressuring me like this, it makes me feel angry with you. You’re asking me to do something I don’t want to do. I already told you “no” and that makes me feel that you don’t respect my right to say “no”.

¹ Adapted from the Postponing Sexual Involvement Curriculum

2-Take the Offensive/Reverse the Pressure—tell the other person clearly what you think or how you feel. Read this dialogue aloud to the students:

My mom's not home. Wanna come over?

Uh...no.

Please . . .

No. I don't want to put myself in a position where I'll be tempted to do something I'll regret later. So I am not coming over.

- If they continue to pressure you, you can also simply tell the other person clearly how their continuous pressure makes you feel. Read this dialogue aloud to the students:

When you keep asking me to come over—after I already said no—it makes me feel like you don't care about how I feel, just about what you want.

But I really want you to come over.

When you keep pressuring me like this, I get really angry with you. You're asking me to do something I don't want to do. I already told you 'no' and you're making me feel like you don't respect my right to say 'no'.

- You can reverse the pressure by questioning them about why they continue to pressure you after you have told them what you think or how you feel. Read this dialogue aloud to the students:

But if you really cared about me, you'd come over.

You know, if you really cared about me, you'd stop pressuring me. I already told you 'no'. What are we really talking about here? Whether I care about you or whether I'll give in to what you want?

- Now tell students you are going to change the situation.

Remember that Jo and Toni are at her house listening to music and having a snack when Jo's mother tells them that she has to go out and won't be back for about an hour and a half.

Now let's say that after Jo's mother leaves, it's Jo that starts coming on to Toni.

Jo says, "This is what I've been waiting for—a chance to be alone with you and find out what you're like in bed. Come on, let's do it."

Toni says, "No, I really don't feel I should do that."

Jo keeps pressuring Toni and Toni keeps saying “no”.

Finally Toni tells Jo how her continued pressure makes him feel.

- Ask for two different volunteers to act out the situation. Tell them to act out what happens when Jo pressures Toni and Toni tells Jo how it makes Toni feel.

3-Walk Away—simply refuse to discuss the matter any further. Read this dialogue aloud to the students:

You keep saying ‘no’. Please come.

Look, I’m not going to talk about it anymore.

But ...

I’ve already told you I’m not going to come over. That’s all there is to it.

- If necessary, you can just remove yourself from the situation. Just walk away.
- Now tell students you are going to change the situation back to the way it was in the beginning.

Remember that Jo and Toni are at her house hanging out when Jo’s mother tells them that she has to go out and won’t be back for about an hour and a half.

After Jo’s mother leaves, Toni starts to come on to Jo.

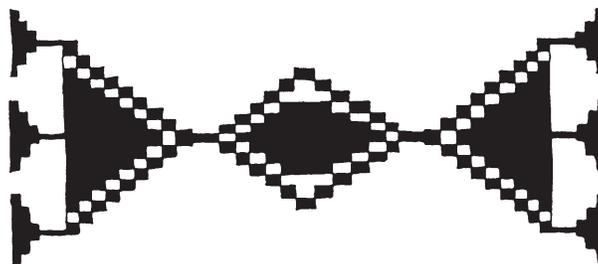
Toni says, “This is the chance we have been waiting for. I’ve wanted to make it with you for so long.”

Toni moves closer to Jo.

- Ask two new volunteers to act out what happens when Toni pressures Jo and when Jo doesn’t want to discuss the matter any further.

Putting It All Together

- Now let’s see how to use all three techniques together. Read this dialogue aloud to the students:



My mom's not home. Wanna come over?

No, I don't want to.

Oh, come on, please.

No.

Just for a little while.

This pressure is really making me uncomfortable.

If you really cared about me, you'd come over.

*If you really cared about me you'd back off. What are we talking about?
Whether I care about you or whether I will give in to you?*

Relax, don't be so uptight.

Look, I'm not going to talk about this anymore. I told you 'no' and that's all there is to it.

- Debrief with students. What do they think about those techniques? Can they see themselves using them?

7. Pressure Lines

15-20 minutes, small group then large group activity, adult or teen co-facilitator

- Direct students to Pressure Lines in the PM.
- Point out that these are lines that people sometimes use to pressure other people into doing what they want, like drinking, having sex, or having sex without a condom.
- Ask students to work individually to come up with assertive replies to each one (not aggressive). Remind them that you want to clearly state your position without hurting the other person's feelings or your relationship.
- Reconvene the large group and ask students to share some of their responses.
- Affirm assertive responses. If students come up with less appropriate responses, help them identify whether they are aggressive or passive and help them come up with assertive responses.
- Sample assertive responses are included in the RM.

Pressure Lines

1. Line: C'mon . . . everybody's doing it.
Reply:
2. Line: If you love me, you'll have sex with me.
Reply:
3. Line: If you won't have sex with me, then I don't want to see you anymore.

Pressure Lines With Assertive Responses

1. Line: Everybody's doing it.
Reply: Well, I'm not everybody, I'm me. Besides, I don't really believe everybody is doing it.
2. Line: If you love me, you'll have sex with me.
Reply: If you love me, you'll respect my feelings and not push me into doing something I'm not ready for.
3. Line: If you won't have sex with me, then I don't want to see you anymore.
Reply: Well, if that's the way you feel, I'm going to miss seeing you, but that's the way it's going to be.
4. Line: I know you want to do it, you're just afraid of what people will say.
Reply: If I wanted to, I wouldn't have said no.
5. Line: I just want to see how it feels without a condom on. Don't worry, I'll pull out.
Reply: I'm uncomfortable with that. I want to use a condom.
6. Line: I want to marry you someday.
Reply: Marriage is a long way off for me. There is a lot I want to see and do. I want to wait until I'm older to have sex.
7. Line: We had sex before, so what's the problem now?
Reply: I have the right to change my mind. I want to wait until I am older to have sex.
8. Line: You don't want people to think you're not a man (woman), do you?
Reply: Having sex does not prove that you are a man (woman). It's not for me right now.
9. Line: Don't you want to try it to see what it's like?
Reply: I think that is a pretty poor reason to have sex, pretending to care, just so that you can see what it is like. No thanks.
10. Line: But since you are on the pill, we really don't need to use a condom too.
Reply: I want to have the safest sex possible and for me that means using two types of contraception.

8. Negotiating Condom Use

22-25 minutes, small groups, adult facilitator

- Introduce this activity by saying that for some people and some situations, one liners like those in Pressure Lines won't work to negotiate a sensitive subject with a partner, like condom use.
- Note that negotiating for what you want—like using condoms—is sometimes even harder than refusing something you don't want. This is where you really have to practice your assertive communication skills.

- Remind the group that assertive communication skills include asking clearly for what you want—directly and firmly—without calling names, using put downs, or blaming.
- Divide the students into small groups and refer them to the Condom Negotiation Scenarios in the PM.
- Working in small groups, they should read through the four scenarios and choose one or two to act out among themselves.
- When the groups have had time to act out 1-2 scenarios, reconvene the large group.
- Ask how they felt doing this activity. Did they feel confident in their ability to bring up the issue of condoms and to negotiate using condoms with their partners? What were some especially good arguments that both sides came up with to use or not to use condoms? Were they able to use assertive statements without being aggressive or passive? What are some things people said that were especially good or effective?

Condom Negotiation Scenarios

Hot Babe

It's Friday night and you are at a party at your friend's house. You've been flirting with Hot Babe all night. Everyone is drinking and getting crazy. You are dancing up close with the Hot Babe and the temperature is starting to rise. The two of you decide to step outside and get some fresh air. You start to make out and before you know it, you are starting to get down to business. You have a condom in your pocket. How will you talk to Hot Babe about this?

Snookems

You have been with your partner, Snookems, for four months. You've been having sex for the past two months. You are in love with each other, so you really don't think there are other sex partners involved on the side. You haven't been using condoms, but now you learned in Native STAND that there are lots of STDs you can get from the other person without them even knowing they gave anything to you. You don't want to get an incurable STD or HIV, so you think you should start using condoms. How will you talk to Snookems about this?

Nice Guy

You are just starting to date this Nice Guy you met at school. You've gone to the movies a few times and held hands. He kissed you goodnight once. He seems like a really Nice Guy and everything is going nice and slow. Now he's asked you to go camping this weekend. You are excited, but nervous that something more might happen between you. You are very serious about protecting yourself and always use condoms. How will you talk to Nice Guy about this?

Overly Friendly

You got high at a party and ended up in the back seat of your car with Overly Friendly. Overly Friendly wants to give you oral sex. You tell Overly Friendly that you need a condom (or a dental dam) for that, but Overly Friendly insists you can't catch anything from oral sex. What will you tell Overly Friendly?



9. Closing

3-5 minutes, large group, adult facilitator

- Preview next session: Decision Making
- Direct the students' attention to the Words of Wisdom on the wall. Ask a volunteer to read the words and to share with the group what those words mean to him or her and how they relate to today's session and activities.
- Adjourn.



NOTES



