

# Power NO: Pressures



**Bold Text:** suggested words to say to teach lesson  
*Italics:* suggested actions to take  
(Parenthesis): background information or suggested answers

After “Check First,” the remaining lessons may be covered in any order.

In the Power NO series of lessons, this one must be first.

### **Materials Needed for Lessons**

- Charlie Check-First poster
- 3 Steps poster
- Two balloons and pin (optional)
- Reinforcement Activities (optional)
- Letter to the Parents/Guardian

### **Objectives for Students**

- Identify two ways to apply pressure.
- Describe two sources of pressure.
- Explain the three steps to the Power NO.
- State four Refusal Skills.
- Apply these Refusal Skills to role-play situations.

☆ *Always start with a review of the Check First concept!*

☆ *You may teach this in 1 or 2 lessons.*

## Lesson A—Ways and Sources

### Reinforcement Activity # 1

*You may wish to use Reinforcement Activity # 1 as you teach Lesson A. Students write the answers as you discuss the issues. Or you may choose to use the worksheet as a separate lesson or reinforcement later.*

Write a large “NO!” on the board. Flex arms to show muscles and strength. Say NO in a strong, assertive voice. **This is the Power NO! The Power NO gives you the ability to be in charge of your body concerning what harms you and what is safe for you.**

**There are three steps for the Power NO:**

1. Say NO.
2. Get away from the situation.
3. Tell an adult.

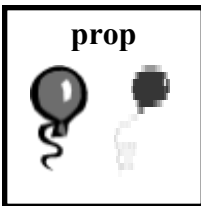
**An easy way to remember the steps is: NO! GO! TELL!**

**You have the power and ability to stop things that are happening to your body that you don’t like. I don’t mean that you say NO to Mom when she says to eat dinner or do your homework. That is not a good time to use the Power NO. But there are times that you may need to use it.**

**A great time to use the Power NO is when you feel pressured from someone or something.**

**What does the word *pressure* mean?** *Get some responses.* (Pressure is a force or influence on something. There is a result when pressure is applied.)

**For example, what happens when you apply the pressure of a pin to a balloon?** *Pop one balloon with the pin.*



**There is a result when you apply pressure. The result here is that the balloon popped. Sometimes pressure can have negative or bad results.**

**The pressure from my hand (or pin) caused a negative result: the balloon broke. Can you think of some pressures that you may face that can have negative results?** (pressure from friends to shoplift, to smoke, to drink, etc.)

**Pressure may also cause positive results.** *Twist the other balloon to begin the process of making a balloon animal. If you are not able to make an entire animal, twist a few segments and call it a caterpillar!*

**This pressure had a positive result: it makes a balloon animal. What are some examples of pressure that may have good results?** (pressure from friends to play a sport, to play a musical instrument, to study, etc.)

**Ways to Apply Pressure**

**We can apply pressure in different ways. There are generally three ways :**

- 1. Physically**
- 2. Verbally**
- 3. Non-verbally**

**PHYSICAL PRESSURE is easy to identify. The result is that something usually gives in. Give these as examples:**

The pressure of a tourniquet on an arm: the result is that the blood vessels give in or constrict and the blood stops flowing.

The pressure of a brick on top of a cake: the result is that the cake gives in and collapses.

The pressure of being repeatedly punched in the same spot if you do not do something that someone wants you to do: the result is that you might give in and do it, and your skin gives in and turns black and blue.

The pressure of someone grabbing your little brother or sister with the intent to harm him or her unless you do something for that person: the result may be that you give in and do what he or she wants.

**You may be pressured to do something that maybe you really do not want to do. This is a time to use the Power NO. NO! GO! TELL!**

★ ***Discuss** more examples of physical pressure that may apply to children.*

**Applying pressure VERBALLY (using words) can also be very strong and may force you to do something. What do you think the result might be if Dad threatens to ground you or give you some other kind of consequence if you do not clean your room?** (The result probably is that you will clean your room.)

**Maybe another kid verbally pressures you to force or threaten you to do something wrong. This is the time to use the Power NO. NO! GO! TELL!**

*Discuss examples of things another student may say in order to force someone to do something.*

**Verbal pressure can have positive effects.** (A teacher constantly praises and encourages you: the result may be that you will want to work hard for that teacher.)

**Verbal pressure can also have negative effects.** (A relative constantly tells you that you are stupid or clumsy: the result may be that you start to believe that it is true.)

★ ***Discuss** more examples of verbal pressure that may apply to children.*

**Pressure may also be applied NON-VERBALLY.**

Examples:

**All the really *cool* kids wear a certain type of clothing: the result is that you probably want to wear the same type.**

**The most popular girl or boy in the class uses a certain slang or talk: the result is that you may want to use it, also.**

**No one tells you to act or dress like that. No one twists your arm to do that. You just want to do it in order to be part of the crowd.**

**Looks and hand signs are also methods of non-verbally applying pressure.**

**Can you think of other examples** *Get responses.* (Allow for lots of discussion on types and ways to apply pressure.)

**Is it hard to resist the pressure if the person who is pressuring is someone you really want to be with or hang around with? Is it easy to say NO?** *Discuss.*

**Often times it is very hard to say NO! But protect yourself, be strong, use the Power NO!**

**Sometimes pressure can be good** (It can influence you to do something positive or good; such as getting involved with sports, doing your homework, etc.); **but it may also be negative, illegal, or harmful.**

## Sources of Pressure

### Media

**There are various sources of pressure. One is the media. What does the word media mean?** (a form of communication that influences a lot of people)

*Discuss how the media influences the way we think and act.* (Examples: what we eat, drink, wear, drive, do for fun)

**How did the media influence your selection of a toy when you were younger? What is something you buy now or want because of the media?**

*Discuss how media pressure can be positive* (encouraging you to use the right kind of medicine) *or negative* (implying beer-drinking is a great activity).

**Family**

**Your family is another source of pressure. Families set values and beliefs and want you to follow them. This can be both positive or negative for you, depending upon the situation. Maybe you want to follow those values to please your family or because you also believe in them. Or maybe you are forced to follow them and don't really want to do that. How do you handle this?** (Some parents or families may instill church values, honesty, compassion, or the importance of education. Others may model a lifestyle that accepts skipping school, drinking, or drug use. Others may be a mixture of both. There are many different values that can be part of your background. How does this influence affect you?) *Discuss.*

**Self**

**You can even apply pressure to yourself. Maybe you strive for perfection, you want better grades in school, you desire the perfect body, you want to be a star in sports.**

**What are some other ways that show how you can pressure yourself? Do these internal pressures have positive or negative results?**

**Peers**

**Your peers apply pressure to you in many different ways. What is a peer?** (someone who is about your age or associates with you)

**Peers are a very strong form of pressure. A lot of what we do and say is a result of peer pressure.**

*Discuss examples of how peers can apply physical, verbal, and non-verbal pressure.*

**If you are under pressure to do something, you will need to evaluate the whole situation and decide what is the best way to handle it. Your response may make things better or even worse for you. Think carefully and act responsibly (in a non-violent way). Use the Power NO. It is not always easy, but it is important.**

**You are a special person and your thoughts and feelings are important. Be strong and assertive.**

<b>Reinforcement Activity #2</b>
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*Use this activity as reinforcement for the concepts covered. Break the students into small groups; set a time limit; let the groups share their ads or commercials with the rest of the class.*

## Dares

**You may feel pressure in the form of a dare. What is a dare?** (It is a challenge for someone to do something; it is usually illegal, dangerous, or stupid.)

**Even though you may not want to take the dare, what are reasons why you might do it?**

- ◇ for friendship
- ◇ bribes (money, candy, etc.)
- ◇ to be part of a group
- ◇ fear (of being harmed, of being ridiculed)

*Discuss these reasons and also how they feel when they are dared. Are they frightened? Intimidated? Joking around?*

**Dares may be harmless (such as sticking your hand in a can of paint) or they may be dangerous or illegal. Dares rarely involve something that is right, good, or healthy for your body.**

**If someone dares you to do something, you need to follow the Safety Kids rules to keep yourself from getting hurt or into trouble.**

**When someone dares you to do something, this is when you should use the Power NO to help keep you safe.**

**If it is something you would not do by yourself, why would you do it in a group or in front of others?** *Discuss.* (Dares rarely involve something that is right, good, or healthy for your body.)

**A dare is a type of pressure that someone is putting on you. We will talk about how to use a Refusal Skills to help you get out of the situation.**

### Activity

#### Pair Dare

*Pair students up and have them create a dare and a Refusal skill to go with it. Let them act them out for the class and discuss.*

*This will help them practice positive, non-violent ways to resist dares that are relevant to them.*

*You may go on to Lesson B and/or the Closure.*

**Lesson B—Refusal Skills**

We talked about different types of pressure. Now that you know how to identify it, you will need to know what to do with it.

We said that the Power NO has three steps: **NO! GO! TELL!**

It is not always easy to use the Power NO. But it's important to remember that you are special, and you have the right to refuse pressure that has negative results.

In a pressure situation you may be afraid or confused, but try not to panic or worry. There are actions that you can take to resist pressure.

What does it mean to *refuse* something? *Discuss.*

**Refusal Skills**

*Discuss each of the following Refusal Skills and have the students give an example of each one. You may want to give a Hit Card after each one.*

**1. Say NO! Say it in a variety of ways. Repeat it. Mean it. Be strong!**

(cut it out, leave me alone, go away, etc.)

**2. Make up an excuse or give a reason why you cannot do something.**

(I'm sick and don't feel like doing it; I need to be home.)

**3. Offer an alternative activity. Suggest something else to do instead of the activity that you are being pressured into doing.**

(Let's go watch TV; I would rather play a game.)

**4. Ignore the pressure and change the subject. Act as if you did not hear, see, or feel the pressure. Begin discussing something else in order to avoid giving an answer to or giving in to the pressure.**

(Hey, I just got a new video game. Do you want to play it? Did you see that game on TV last night? I couldn't believe the score.)

**5. Leave the situation. Walk away.**

**6. Stay with a buddy! Two people are more powerful than one. Three are more powerful than two. It is much easier for you to refuse pressure if you are with others who also do not want to give in.**

**7. Avoid the pressure. Stay away from situations and people that you know will be hard to resist.**

**What other non-violent ways can you use to refuse pressure?**

*Get the students to brainstorm and offer other effective methods.*



You may even want to use a combination of Refusal Skills. *Discuss combinations that work easily together.*

**Reinforcement  
Activity  
# 3**

*Use this worksheet to reinforce Refusal Skills.*

*Role-play the situation on the worksheet. Have students make up additional scenarios that they feel are relevant to them.*

**Remember to use the Power NO in situations involving negative pressure. If you Check First, it may help you avoid pressure and negative circumstances.**

## Closure

**You may be young, but you can be very strong about what is good or not good for your body.**

**If you do not feel right about something, do not give in to the pressure!**

- ✓ **The safest thing to do is always Check First whenever you are in doubt about *anything*. Let an adult help you figure out what is best.**
- ✓ **If you absolutely cannot check, then *JUDGE, THINK, and ACT* wisely!**

*Review the 3 steps to take in the Power NO.  
NO! GO! TELL!*

*Review different types of Refusal Skills.*

**Be a Safety Kid!**



## Power NO: Pressures Reinforcement Activity #1

Unscramble the words below to learn more about pressure.

### Ways to apply pressure:

1. levbaryl \_\_\_\_\_
2. Onn-belyavlr \_\_\_\_\_
3. slyhicplay \_\_\_\_\_

### Sources of Pressure:

1. derfsin \_\_\_\_\_
2. yaifml \_\_\_\_\_
3. dimae \_\_\_\_\_
4. Fsle \_\_\_\_\_

### Types of Media:

1. oeviteilsn \_\_\_\_\_
2. simcu \_\_\_\_\_
3. rtietenn \_\_\_\_\_

### List the major Refusal Skills.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_



## Power NO: Pressures Reinforcement Activity #2

Media can be a source of pressure!



Create an ad or a commercial to promote one of the following subjects. Then explain how this ad or commercial applies pressure to students.

<b>Beer</b>	<b>Prescription drugs</b>
<b>Milk</b>	<b>Guns</b>
<b>Tobacco</b>	<b>Cereal</b>
<b>Alcohol</b>	<b>Games</b>
<b>Clothing</b>	<b>Sports</b>

Use the back of this paper to draw the ad or describe the commercial.  
What Refusal Skills can be used to avoid this pressure?



## Kind and Caring: Dares Reinforcement Activity #3

### Word Bank

Mike	store	climb
Heather	friends	run
Brian	steal	parents
Shauna	illegal	school
cigarette	gun	hide

**A.** Make up two possible dares that a person might use with someone your age. Write them in the spaces below. You may want to use the Word Bank for ideas.

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**B.** Using one or more of the 7 Refusal Skills, write a possible, effective response to each dare in part A above.

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_







## Power NO: Pressures Reinforcement Activity #6

Find the words from the word list and circle them. They may go across, down, diagonal, forward or backwards.



### Word List

alcohol  
cigarettes  
dares  
drugs  
excuse  
friends  
harmful

illegal  
no  
peer  
pills  
power  
pressure  
refuse

strong  
talk  
tell  
touch  
walk away  
words



## Power NO: Pressures Reinforcement Activity #6 answers

Find the words from the word list and circle them. They may go across, down, diagonal, forward or backwards.



### Word List

alcohol  
cigarettes  
dares  
drugs  
excuse  
friends  
harmful

illegal  
no  
peer  
pills  
power  
pressure  
refuse

strong  
talk  
tell  
touch  
walk away  
words





## Reinforcement Activities: Power NO

Choose one or more of these activities to use.



### **Power NO Acrostics**

Use the phrase *Power NO* as an acrostic. Starting with the letter P, write words or phrases to help reinforce the idea of saying NO, or write techniques to use to stay safe.

P= Peer pressure needs a Power NO.

O= Only go if you Check First.

W= etc.

E=

R=

N=

O=

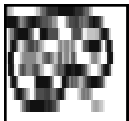
**Materials needed:** writing paper, pens, pencils



### **RAP Away**

Individually or in groups, students make up a rap song or other version of a song about the safety tips learned in the Power NO lesson. This may include using the NO for drugs, guns, dares, NOT OK Touch. Share these with the class.

**Materials needed:** none (optional: tape recorder to record the raps or songs)



### **Power NO Quilt**

This can be done with either paper or fabric.

**Paper:** Cut squares of construction paper in a variety of colors. Students decorate their square with a Power NO. Use crayons, markers, glitter, etc. Glue squares on poster board or a bulletin board in a quilt fashion.

**Fabric:** Cut squares from a variety of material. Use fabric paints to decorate squares. Sew the squares together as you would a quilt. This takes work, but it is beautiful project.

Explain to students that they are safe and warm with a quilt and the Power NO will also keep them safe. Hang paper or fabric quilt in the room to display

**Materials needed:** paper, fabric, crayons, markers, glue, fabric paint, decorating items