



## Using Refusal Skills in Pressure Situations

### Kentucky Health Education Standards

Standard 4: Use interpersonal communication skills to enhance health and avoid or reduce health risks.

HS.4.1. Compare and contrast effective communication skills to improve healthy relationships and/or reduce engaging in risky behaviors.

### Situation

You and your friends are freshmen at Tates Creek High School, and you have been invited to a field party in the country. The host is a junior at Tates Creek and informs you that adults will be supervising the party. When you and your friends arrive at the party with your friends, you realize by adults, the junior meant his older siblings who are in their 20s. There is a giant bonfire with peers sitting around hanging out and drinking alcohol. When your group goes inside the house, there are people smoking marijuana in the living room, and some peers pop some pills. As you and your friends turn around to go back outside, a peer asks you guys to join in the “fun”.

### Task

You and your friends’ goal is to create a book using Book Creator that shows teens/tweens how to use refusal skills when in pressure situations like the one above. Your book must include:

- The difference between internal and external pressures
- All six refusal skills
- 2 tips for how to handle pressures
- An explanation for “Leaving the door open”

### Scoring Rubric for Refusal Skills

Students will use interpersonal communication skills to enhance health and avoid or reduce health risks.

Rating		Skill Criteria	Rating		Content Criteria
Above Mastery	4 (100-95)	<ul style="list-style-type: none"> <li>-Uses appropriate verbal/nonverbal refusal skills strategies in a highly effective manner (in a given situation with a particular audience) to enhance health or avoid/reduce risk for the health of self and others.</li> <li>-Correctly demonstrates all six refusal skills</li> </ul>	Above Mastery	4 (100-95)	<ul style="list-style-type: none"> <li>-Clearly and correctly explains the difference between internal and external pressures</li> <li>-Has all 6 refusal skills in book</li> <li>-Gives 2 tips for how to handle pressures in detail</li> <li>-Clearly and correctly explains how to “leave the door open” in a pressure situation</li> </ul>
Mastery	3 (94-83)	<ul style="list-style-type: none"> <li>-Uses appropriate verbal/nonverbal refusal skills strategies in a generally effective manner (in a given situation with a particular audience) to enhance health or avoid/reduce risk for the health of self and others.</li> <li>-Correctly demonstrates 4-5 refusal skills</li> </ul>	Mastery	3 (94-83)	<ul style="list-style-type: none"> <li>-Correctly explains the difference between internal and external pressures</li> <li>-Has all 4-5 refusal skills in book</li> <li>-Gives 1 tip for how to handle pressures in detail</li> <li>-Correctly explains how to “leave the door open” in a pressure situation</li> </ul>

Approaching Mastery	2 (82-74)	-Uses verbal/nonverbal refusal skill strategies effectively, but the strategies may be inappropriate for a given situation or a particular audience, OR the use of the selected strategy may be ineffective. In either case, the effect may not enhance health or avoid/reduce risk for the health of self and others. -Demonstrates all 2-3 refusal skills correctly	Approaching Mastery	2 (82-74)	-Vaguely explains the difference between internal and external pressures -Has all 2-3 refusal skills in book -Gives 1 tip for how to handle pressures in detail -Vaguely explains how to “leave the door open” in a pressure situation
Novice	1 (73-0)	-Uses inappropriate verbal/nonverbal refusal skills strategies to the given situation and particular audience, OR the refusal skill strategies are used ineffectively. In either case, the effect will not enhance health or avoid/reduce risk for the health of self and others. -Demonstrates 0-2 refusal skills correctly	Novice	1 (73-0)	-Does not explain the difference between internal and external pressures -Has 0-2 refusal skills in book -Gives zero tips for how to handle pressures in detail -Does not explains how to “leave the door open” in a pressure situation
Skill Criteria Grade			Content Criteria Grade		

My Using Refusal Skills in Pressure Situations Performance Assessment Score is: \_\_\_\_\_ (Average of Content and Skill Criteria Rubric).

Book Creator  
<https://bookcreator.com>

Group Members' Names and Roles:

- 1.
- 2.
- 3.
- 4.

Roles

**Team Lead**--Responsible for pages 1, 2, reads finished book to class and middle school students, keeps group on task, submits final product to Mrs. Geddes.

**Member 2**--Responsible for pages 3, 4, and 5

**Member 3**--Responsible for pages 6, 7, 8

**Member 4**--Responsible for pages 9, 10, 11

Schedule

November 15th--Assign project and choose groups

November 18th--Work on project for 45 minutes.

November 20th--Work on project for 45 minutes.

November 26th--Work on project for 45 minutes

December 3rd--Work on project for 45 minutes. Turn in the finalized project at the end of class.

December 6th--Presentations

**NOTE: THE STORYBOARD MUST BE REVIEWED BY MRS. GEDDES BEFORE YOU CAN START BOOK CREATOR.**