

*Don't Say Yes
When You
Really Mean No!*

A LIVE-ACTION MUSICAL

DRUG, ALCOHOL EDUCATION

AND

REFUSAL SKILLS

DISCUSSION GUIDE

INCLUDES STUDENT HANDOUT

Don't Say Yes When You Really Mean No! is the story of 12-year-old Jodie, who is invited to attend a party she knows will involve alcohol and other drugs. Throughout the video, she *literally* wrestles with her conscience over what to do!

Presented in music-video style format — the style teens prefer most, Jodie and her friends learn how to deal with the peer pressure that teens face.

Teens will learn how to listen to their “Bodytalk” when in a tough social situation, and how every choice you make results in a consequence — whether you like it or not, and if you do not make a choice, sometimes someone else may make one for you.

WHO WE ARE

We create award winning educational videos that weave interesting stories, dramatic images and exciting songs together to help viewers *experience* — and *feel*, difficult and challenging social situations *emotionally*.

Why *emotionally*?

We believe you learn *best* through your feelings. When you FEEL it, you GET it.

We've been creating our award-winning educational videos since 1986.

Don't Say Yes When You Really Mean No!

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More Youth-At-Risk video kits available.

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Introduction

Don't Say Yes When You Really Mean No! is the official and exclusive drug, alcohol and peer-pressure educational video produced in association with "Just Say No" International in 1989.

Since 1989, more than 8,000 schools, libraries and youth groups around the World have purchased it. We estimate well over eight million schoolchildren have viewed it!

Don't Say Yes When You Really Mean No! focuses on helping children recognize when they are in a peer pressure, difficult choice situation and how to stop and *respond* to that situation — rather than *react*.

Who should view this video?

Don't Say Yes When You Really Mean No! is appropriate for students ranging from upper Elementary (5th) through lower High School (9-10th grades).

It's easy to get started

We recommend discussing the themes in this video both before and after viewing to help students explore all the video's lessons. This guide will take you through the discussion beginning to end.

You can help your students see that they have within themselves the strength to make the right decisions when they have to.

This guide gives suggested methods for presenting the video and questions to help you lead a discussion. We recommend you watch the video and review this guide before presenting it to your students.

In the center of this guide is a **handout** which can easily be removed for duplicating. One side has questions for students to answer on their own. The other side has questions for group discussion. All of these questions are listed in this guide; discussion questions are left open ended so that students may explore their own ideas and feelings.

Important points of the video

- *Don't Say Yes When You Really Mean No!* dramatically shows how decisions and choices have natural consequences; you must think before you act in order to be in control of your own life.
- Jodie first decides to go to Mario's party because she thinks he likes her. She is also pressured to go by her older friend, Candi.
- You will be pressured by friends; be prepared with more than one way to refuse.
- There are many ways to refuse drugs, alcohol and peer pressure. For instance, you can: grab a soda instead, say you don't take drugs or drink alcohol, or leave the situation.

Before you show the video . . .

Discuss or write the questions below on the board. Ask the students to think about these **THEMES** as they watch the video:

- Think about the **CHOICES** Jodie has to make and why it's so hard for her to choose. What might you do in her place?
- Jodie has to deal with **PEER PRESSURE** — when people your own age try to influence you to do something.
- Sooner or later most kids are pressured to use **DRUGS** and **ALCOHOL**. Watch how Jodie's friends react to the characters who use drugs.

Pass out the handout. Tell the students they will be completing the questions after they watch the video.

- ✓ Give students about a minute to quickly look over the questions, if desired.

After the video . . .

Have the students take about ten minutes to answer the questions on **Side One** of the handout. Then, have them break into groups. Assign each group one or two questions to discuss from **Side Two**. Give them about ten minutes, then have each group share their written answers with the class.

- ✓ To save time, have the students pick their group members and group spokesperson the day before you show the video.

Helpful Tips

You might find that some teens may not be comfortable talking about these issues. These **Do's** and **Don'ts** can help set their fears at ease, and promote an open discussion.

Do

- ✓ **Help everyone feel comfortable.** “This is an open discussion. No one is right or wrong. No one has to talk if they don’t want to.”
- ✓ **Create a safe environment.** “This discussion should stay in this room. These means you can’t discuss what someone says here outside of this class. You can talk about the video and the subject but keep what’s said right here in this room.” This fosters trust and mutual respect.
- ✓ **Be an observer.** You are there as a guide; try to give advice only when asked.

Don't

- ✗ **Lecture.** If you lecture, adolescents close up. They may be more receptive if they don’t feel as though they’re in a classroom.
- ✗ **Force anyone to participate.** Forcing participation will make everyone uncomfortable. Encourage rather than press.
- ✗ **Belittle or criticize anyone’s views.** Everyone has a right to disagree; everyone’s opinion is valid. Be respectful of each others’ feelings. This helps maintain a safe atmosphere.
Tip: Remind teens disagreements are really with the *opinion* not the *person*.
- ✗ **Overreact to what you hear.** You might hear some shocking things — who may be drinking alcohol or taking drugs. Try not to show your own personal feelings; this might dispel the open discussion you’re trying to foster.

Discussion Questions

The discussion questions that follow are also printed on the handout. The questions are grouped by the themes presented in the video.

Throughout this guide you'll find open-ended questions in boxes like this one. These questions are also on side two of the handout.

Choices

What was the choice Jodie had to make?

Whether to attend Mario's party or Kimme's.

What was the big difference between the two parties?

Kids at Mario's party would probably drink or use drugs.

Did Jodie really want to go to Mario's party, or was there another reason for her to say she'd go?

No. She thought Mario liked her and wanted her to be his date. She wanted to impress the older kids (Candi) and make them like her. She wanted to try to "look older" and "act more grown up."

Why would it have been wrong for Jodie to go to Mario's party?

Mario shouldn't have been having the party in the first place — he was only doing it because his parents were away. She would have to lie to her parents. Kids there would be drinking alcohol and maybe using other drugs.

Did Mario have a choice to make?

Yes — whether to have his own party or go to Kimme's instead.

What was the bigger choice he had to make?

Whether to have fun without drugs and alcohol at Kimme's party, or to drink and take drugs at his own party.

Did Mario's girlfriend Jennifer have a choice to make?

Yes, the same one as Jodie — whether to go to Mario's party or Kimme's.

Was the choice as hard for her as it was for Jodie?

No, she said from the beginning she wouldn't go to Mario's party.

Why do you think the choice was easier for her than for Jodie?

She was older and more mature.
She was more confident and didn't feel like she had to impress anyone.

If you had the same decision to make as Jodie, do you think you would be more like Jodie or Jennifer? Why?

What happens in the "game show"?

The game show was how Jodie worked out the confusion in her mind about her choices.

What did Albert — the “game show” host, represent?

Albert was her conscience, the “voice” we all have in our minds.

Do you have a “voice” in your mind that helps you decide tough things? Can you think of a time it helped you?

Albert tells Jodie that if she doesn’t make a choice, she’s really choosing to let someone else decide for her. When did that happen to her?

When she gave in to the pressure Candi and Mario put on her to go to Mario’s party. When she didn’t stand up to them and make her own decision, she let them decide for her.

Jodie let Candi make another decision for her. What was it?

Hint: It involved her hair.

Jodie couldn’t decide how to dress or fix her hair, so Candi decided for her.

What was the result of that?

Jodie ended up with a hairstyle and dress that was OK for Candi, but not for herself.

Did you ever decide not to do something after you realized it was the wrong thing to do? What made you realize that? How did you feel once you did the right thing?

The song “All You Gotta Do” points out that sometimes people make a choice and realize later that it was the wrong decision. What does the song say we can do when this happens?

It says you can always “change your mind.”

Who changed their minds in this video?

Jodie, Mario and Candi. They ended up going to Kimme’s party.

What is the song “Bodytalk” about?

It says the way your body feels can sometimes let you know if something is right or wrong.

Can you name some of the ways the song says our bodies “talk” to us when it doesn’t like what we’re doing or thinking about doing?

Your knees shake, your stomach feels queasy, there’s a lump in your throat, your heart pounds hard.

Have you ever heard your “bodytalk?” What are some of the ways your body lets you know when something you’re doing or thinking about is wrong?

At the end of the video, Albert “calls” to ask who the next “contestant” will be. Jodie hands the phone to the viewers and says, “I think this call is for *you*.” What did she mean by that?

That everybody has hard choices to make. Sometimes we all have to resist the temptation to say “Yes” when we really mean “No.”

Describe a difficult choice you once had to make? What made it hard? How did you decide? Do you think you made the right choice?

PEER PRESSURE

One of the themes of this video is peer pressure. Sometimes peer pressure can be good — or positive, and sometimes it can be bad — or negative.

Jodie gave in to peer pressure and told a lie. What was it?

What examples of negative peer pressure do kids face? That *you* face?

She told Candi’s mother that Candi would be staying at her house overnight.

Was it Candi’s fault that Jodie lied to Candi’s mother? Did Candi make her do it?

No, Jodie could have said, “No.”

Did you ever let your friends talk you into doing something you knew you shouldn’t do? How did that make you feel about yourself?

Why didn’t Jodie say, “No?”

Candi applied a lot of pressure on Jodie. Jodie was confused and found it too hard to say, “No.” And Jodie was afraid of losing Candi’s friendship, and decided to lie for her as a kind of bribe.

What was an example of positive peer pressure involving Jodie?

Her friends pressured her not to go to Mario’s party and to go with them to Kimme’s party instead.

Mario goes through a change at the end of the video. What role did peer pressure play in that change?

Jennifer and her friends let him know they didn’t approve of his drinking and drug use. They encouraged him to drop his “macho” act and be himself.

Was that positive or negative peer pressure?

Positive.

What are examples of positive peer pressure?

The song, “*Don’t Say Yes When You Really Mean No*” says that sometimes all kids say “Yes” when they really want to say “No.” Why does the song say people do that?

“Because we all want friends.”

What does that mean?

Sometimes kids are afraid that if they don’t go along with their friends, their friends might make fun of them or be mad at them or not like them anymore.

ALCOHOL AND DRUGS

What are some reasons some kids use alcohol and drugs?

They think it’s “cool.” They believe kids who say that “everybody does it.” They want to “fit in” with other kids. They think drinking will help them make new friends. They think it makes parties more fun. They think it will help them get over being shy. They cave in to boredom, loneliness, curiosity, peer pressure.

Are any of these good reasons for drinking or taking drugs? Why not?

Jennifer tells Mario, “You’re wrong if you think drinking and taking drugs is cool. Sooner or later, it’s gonna catch up with you.” What are some of the bad things that happen to people who use alcohol and drugs?

Sooner or later drinking and drug use will hurt him or get him into trouble. He might get into an accident. He could become a drug addict. He might lose his friends. His parents might catch him. He could be arrested.

RESOURCES:

National Clearinghouse for Alcohol and Drug Information —
health.org/gpower/index.htm

PREVLIN: Drugs, Alcohol, Drug Abuse, Prevention, Treatment, Education —
health.org

Tobacco Resolution — tobaccoresolution.com

Tobacco-Free Kids — tobaccofreekids.org

Dealing With Peer Pressure: the "Three Steps to Say No"

All kids sometimes feel pressure from others to do things they know are wrong. "Three Steps to Say No" is a simple recipe kids can follow when they feel they're being pressured by their peers. Discuss these steps with the children, or let them read this themselves.

STEP 1: Figure out if what your friends want to do is OK.

Sometimes you know right away, but sometimes you have to think it through by asking your friends questions. Ask them things like, "Are we allowed to be there?" Or ask yourself questions such as, "Would my parents let me to go there?"

STEP 2: If it's wrong, say "No."

As soon as your friend gives you an answer that lets you know that the suggestion is wrong, stop asking questions and say, "No thanks."

Then explain your reason for saying "No." Be nice about it — don't be mean or put anybody down — but let your friend know you're serious. Sometimes kids don't want to take "No" for an answer.

If your friend tries to argue with you, say, "I know you want me to go along with you, but it's not what I want to do."

STEP 3: Suggest other things to do instead.

After you make it clear that you won't do what your friend wants you to do, come up with some other activities you know are OK. You could say, "Let's ride our bikes instead," or "Why don't we go to a movie or the mall?" Or "Let's play a video game".

If your friend says "No" to your ideas and keeps trying to convince you to do something you know you shouldn't, walk away. It's not always easy to say "No." Other kids might call you names or say they're not going to be your friend anymore, and may hurt your feelings. But it's very important not to let people pressure you into doing something you know is wrong. No one can make you change your mind.

Name of Video: "Don't Say Yes When You Really Mean No!"

After watching the video answer the questions below.

Your Name: _____ Period: _____

1. We said we'd talk about choices. What was the choice Jodie had to make?
2. What was the big difference between the two parties?
3. Did Jodie really want to go to Mario's party, or was there another reason for her to say she'd go?
4. Why would it have been wrong for Jodie to go to Mario's party?
5. Did Mario have a choice to make? What was the bigger choice he had to make?
6. Did Mario's girlfriend Jennifer have a choice to make? Was the choice as hard for her as it was for Jodie? Why? Why do you think the choice was easier for her than for Jodie?
7. What happens in the "Game Show"? What did Albert — the "game show" host, represent?
8. Albert tells Jodie that if she doesn't make a choice, she's really choosing to let someone else decide for her. When did that happen to her?
9. Jodie let Candi make another decision for her. What was it? Hint: It involved her hair. What was the result?
10. The song "*All You Gotta Do*" points out that sometimes people make a choice and realize later that it was the wrong decision. What does the song say we can do when this happens?
11. Who changed their minds in this video?
12. What is the song "*Bodytalk*" about? Can you name some of the ways the song says our bodies tell us that we're wrong about something we're doing or thinking about doing?
13. At the end of the video, Albert "calls" to ask who the next contestant will be. Jodie hands the phone to the viewers and says, "I think this call is for *you*." What did she mean?
14. Jodie gave in to peer pressure and told a lie. What was it?
15. Was it Candi's fault that Jodie lied to Candi's mother? Did Candi make her do it? Why didn't Jodie say, "No?"
16. What was an example of positive peer pressure involving Jodie?
17. Mario goes through a change at the end of the video. What role did peer pressure play in that change? Was that positive or negative peer pressure?
18. The song, "*Don't Say Yes When You Really Mean No*" says that sometimes all kids say "Yes" when they really want to say "No." What does that mean?
19. What are some reasons some kids use alcohol and drugs? Are any of these good reasons for drinking or taking drugs? Why not?
20. Jennifer tells Mario, "You're wrong if you think drinking and taking drugs is cool. Sooner or later, it's gonna catch up with you." What are some of the bad things that happen to people who use alcohol and drugs?

Group Discussion Questions

Discuss the questions below with your group. Have a spokesperson write down your answers and comments on a separate sheet of paper and then share them with the rest of the class.

1. If you had the same decision to make as Jodie, do you think you would be more like Jodie or Jennifer? Why?
2. Do you have a “voice” in your mind that helps you decide tough things? Can you think of a time it helped you?
3. Did you ever decide not to do something after you realized it was the wrong thing to do? What made you realize that? How did you feel once you did the right thing?
4. Have you ever heard your “bodytalk?” What are some of the ways your body lets you know when something you’re doing or thinking about is wrong?
5. Describe a difficult choice you once had to make? What made it hard? How did you decide? Do you think you made the right choice?
6. Sometime peer pressure can be good — or positive, and sometimes it can be bad — or negative. Can you think of examples of negative peer pressure that kids face? That you face?
7. Did you ever let your friends talk you into doing something you knew you shouldn’t do? How did that make you feel about yourself?
8. What are examples of positive peer pressure?