

Don't Say Yes When You Really Mean No!

**FEATURING THE
“DRUG-FREE KIDS” PUPPETS**

Tobacco Education & Refusal Skills for Students K-4

INSTRUCTIONAL USE GUIDE

Don't Say Yes When You Really Mean No!

Featuring the “Drug-Free Kids” Puppets

Kids get tempted to do things they might not do if they just stopped and thought about it.

Sometimes, peer-pressure is okay — it can motivate a child to swing a little higher, or run a little faster.

But what about harmful peer-pressure?

How can we help young children to stop and think for themselves?

Enter the “Drug-Free Kids” Puppets.

A young puppet finds a cigarette on the playground and offers it to her friend. Now her friend must decide what to do.

Kids can watch as the “Drug-Free Kids”

Puppets — singing exciting, fast-paced music video style songs, teach her how to stop and listen to her “Bodytalk”, so she can choose what is best for herself.

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

We produced the original, official *Don't Say Yes When You Really Mean No!* drug, alcohol and peer-pressure educational video in association with “Just Say No” International in 1989.

Since then, 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!

This is the puppet version of the live-live action video. It's about 14 minutes long, very fast-paced and designed for pre-k thru 4th grades.

What's it about?

Two puppets find a cigarette on the playground. One picks it up and pretends she's smoking. She offers it to her friend, who must decide if she wants to go along. Through fast-paced, music video style songs, the friend — and the viewer — discover how to listen to your Bodytalk to know when something is right or wrong — and how to make your own choices.

Recent studies show that children in peer pressure situations need to know more than just *what* to say, or *why*; they need to know *how* to say “no”.

It is easy for children to succumb to indecision and “go along” with peer pressure. They need strong *internal voices* to help them know what is the right thing to do. One way they can develop this strength is to give them positive messages they can internalize and then rely on in challenging situations.

Fun, rhythmic songs — from *Don't Say Yes When You Really Mean No!* to *Bodytalk* to *All You Gotta Do* to *It's Okay* to “*Just Say No!*”— present a strong message that children can grab onto and remember easily.

The message is: “**stop, think and listen to your bodytalk**” before you make a decision. *Don't Say Yes When You Really Mean No! Featuring the “Drug-Free Kids” Puppets* focuses on teaching children how to cope with peer pressure. To provide a complete drug abuse educational presentation, we recommend including a discussion on the health risks of smoking.

How to use this video

Some or all of the discussion topics and questions below may be helpful, depending upon the age of the children.

Before showing this video . . .

Be sure to explain the health risks of smoking. Children need to understand why they should not smoke. Next, if you're comfortable doing so, share with the children how important they are to you, and how you want them to stay strong and healthy all of their lives. Tell them how much you care about them. (The final song of the video, *We Care About You*, reinforces this message.) Knowing an adult cares can be a powerful ally for compelling a young child to care about his or her own self. When a person cares about himself, he gains inner strength to say “no” to unhealthy or dangerous activities.

Some children may want to immediately share their feelings about people they know who smoke. You may want to ask questions such as these to stimulate a discussion:

- Do you know anyone who smokes?
- How do you feel about that person smoking?
- Why would someone choose to smoke knowing that it's harmful to their body?

Allow the children to express all of their feelings and knowledge about smoking and its health risks before moving on.

Bodytalk

Next, introduce the theme of “listening to your bodytalk”. You might say:

“This music video talks about listening to your “bodytalk”. “Bodytalk” is the signs and signals your body sends to you everytime something exciting or scary happens. Your body tells you things by making your heart pound or stomach feel funny. Listening to your “bodytalk” helps you know what is the right thing to do when someone asks you to try smoking — or anything else that is dangerous or harmful for you.”

You might ask: *“What signals have you felt from your body? What do you think they were trying to tell you?”*

Choices

Another message presented is: how to make your *own* choices when someone is pressuring you to do something harmful or dangerous. (Of course, this also applies to things other than cigarettes and drugs!)

Because young children are accustomed to being “told” what to do, they have limited experience with making choices for themselves. Therefore, it’s important to teach them how to make good choices on their own — *especially* when faced with peer pressure.

Don't Say Yes... teaches children to stop, think and listen to their “bodytalk”, and *then* make a decision — a choice, *based on what's right for them*.

You might say:

In this video, one of the puppets has to make a choice — a decision — about what to do. What are some of the things you don't have a choice about? (Chores, bedtime, eating, sleeping.) What are some of the things you do have choices about? (What to eat, what to wear, who to play with, etc.)”

Remember: children don't have a choice about using drugs and cigarettes — it's illegal! But children tend to be motivated by peer pressure, not what is legal or illegal.

They're just not aware that they do have a choice to act differently from their peers.

Because *knowing* you have a choice is *so* important, make sure you help them understand they can *always* make their *own* choices when faced with peer pressure.

Don't Say Yes When You Really Mean No!

When children are *very* young, they have no problem telling us exactly what they want; it seems like *all* they say is “no”! But not so when they are older and faced with peer pressure. Now they need to know it’s okay to say “no”, *especially* when someone pressures them. And, because it’s so easy to say “yes” *first* when you really mean “no”, it’s important to let children know *they can change their mind*. You might say:

“Did you know you can change your mind? Maybe you say “yes” to someone because you want to be their friend. Then you realize you want to say “no”. You can change your mind! Let’s watch what the “Drug-Free Kids” Puppets do when one of them finds a cigarette on the playground.”

After watching the video . . .

You might ask:

“What bodytalk signals did you see? Did you hear the phone ringing? Who was calling? What was he trying to tell the puppet? Why do you think she first said yes to her friend? Did her friend still want to play with her after she chose not to take the cigarette?”

Suggested Activities

Listen To Your Bodytalk

Ask the children to tell you the signs of bodytalk as listed in the song in the video. (Knees are shaking, stomach’s queasy, throat’s tight, heart’s pounding.) For fun, have the children act out the bodytalk signals while singing the song!

Ask them to share their own “bodytalk” experiences. Give suggestions to help prompt their memory:

- starting school the first time
- having a stranger talk to you
- sleeping in a big bed for the first time
- trying out for a sport
- arguing with a friend or parent
- performing in a play

You might ask: *“How did your body feel? How did you feel when the experience was over?”* Close the activity by saying we should listen to our bodytalk anytime we feel unsure about what to do. If saying “yes” to a friend makes our stomach queasy and our heart pound, we probably need to really say “no”!

It's Okay to "Just Say No!"

Roleplaying helps children gain confidence to say "no". Have children pair off in groups of two or more, if older. For the very young, do this as a large group activity.

In advance, prepare plates of at least two different foods, all delicious, but some more delicious than the other. Keep it simple! A marshmallow and an animal cookie. A grape and a cheese cracker. For older children, assign one child as the "chooser". This child randomly chooses which food each child in her group receives. The children must accept what they are given; they are not allowed to say "no". When ready, ask the children to share how it felt having someone else choose for them. Ask what "bodytalk" signals they felt. Allow plenty of time for expression.

Next, have the same "chooser" again randomly choose an item for each child. This time, if a child wants to, they can say "*No! It's not what I want!*" and then choose the item they want. When everyone has made their choice, ask those who said "no" how it felt. Once again, allow plenty of time for expression.

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 do this?" Or ask yourself questions such as, "Would my parents let me do this?"

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 play on the playground?"

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.