



Workshop Name: **no No Nooooo**

Number of Classes: **1-4 dependent on students**

Name of Class: I can say no

Date:

Teacher:

Duration: Dependent on students and time frames for classes

**Development Key:** Practice saying no – through a variety of drama games

**Lesson Objective:** For students and or other participants to be able to aurally practice saying **No**. This allows students to practice saying no so that when an occasion rises where they want to stand their ground, they may be better able to do so, and to do so in a variety of situations.

**Materials Needed:** Space / white board / white-board markers / erasers

**Parts Methodology**

*Preparation of students, their motivation, context, coming from*

**Introduction** – The facilitator allows students to settle in and then points to the boundary sheets that students have created from the Boundaries lesson (previously) and reiterates that “boundaries are rules we set for how others treat us and in regard to our comfort.” The facilitator may give an example of one or two boundaries – such as personal space, or not wanting to listen to or take part in gossip. The facilitator then asks what do we say when someone crosses our boundaries? – Please don’t, No, Stop!, etc.

*For Facilitators who have not done the boundary lesson* they can ask what are boundaries, explain and give some examples, and then ask what do we say when someone crosses our boundaries? (5 – 12 minutes)

**Main hook** – The facilitator explains that sometimes being in a situation where someone has crossed our boundaries can make us so uncomfortable that we have a hard time saying no especially if the person who has crossed the boundaries is someone older or bigger than us, or a person who holds authority or power over us or within a group. The facilitator then explains that we can help our situation by practicing saying no, through games. And that this is what we are going to do today. (2-4 minutes)

*Presentation – main concept, lecture, discussion, presentation, activity, evaluation, revision*

**Game 1:** Students get up and are asked to jump around for 2 minutes to get their bodies and minds active. Students are then asked to come and sit in a circle and are given a few minutes to think about ways to say no either using language, and or tone. The teacher goes around the circle with students demonstrating, one by

## Conclusion

one, ways to say no – either until everyone in the circle has gone once, or until the ways of saying no are exhausted – examples of ways to say no – in a whisper, a shout, politely, using a different language, stop, please don't, etc. (15- 20 minutes)

**Game 2:** Students are asked to stand in a circle and pose showing different body postures of saying no – examples may include - curling up, arms crossed, angry eyes, hands on hips, closed off, etc. (15- 20 minutes)

**Game 3:** In this game students play a version of bus stop – where another student tries to get one students' personal space at a fake "bus stop" – and the student being harassed either gets the harasser to leave or themselves leave – **No actual touching, pushing, shoving, name calling, are allowed in playing this game. Rules and boundaries to play this game must be solid. This is a better game to play with middle school or high school students within a class that somewhat knows each other – not at beginning of the school year and perhaps not with elementary school children.** (20 minutes to 35 minutes)

**Game 4:** In this game, students walk around a space – and when the facilitator gives a word like "slow" students move slowly and say no slowly, if the word is "fast" – students move quickly and say no quickly, if the word is "happy" – then students move with a spring or skipping or big and say no happily – etc. Many other words can be used. (5-15 minutes)

**Game 5:** In this game students work in groups of 3-5 people to create a "no" dance – They must interpret ways of saying no – to creating a small dance that ultimately conveys saying no. **Again no touching, pushing, abuse allowed – going over rules is imperative to games running smoothly.** (20-30 minutes)

**Game 6:** The bystander effect. In playing the bus stop version of saying no again, this time – students who are watching the interaction taking place are able to join in to help students struggling to say no and defend their personal space – **again, no actual touching, pushing, shoving is allowed while playing this game. Rules and boundaries to play this game must be solid. This is a better game to play with middle school or high school students within a class that somewhat knows each other – Not at beginning of the school year and perhaps not with elementary school students.**

**Here students learn to ask for help and to stand up for each other.** (15- 30 minutes)

**Game 7:** The bystander effect part 2. In this activity, students work together to create a "flash mob" – but here the outcome is to create a flash mob that starts with one person saying no – and that grows. This is a good game to play with students in a high school social studies class perhaps as part of a civics lesson - when students are learning about political dissent, protests,

and standing up for the things they believe in, while helping those who are struggling to help themselves. (May take 2-6 classes)

**Analysis and Conclusion:** In playing games like these, and in participating in such activities, students are able to practice important boundary setting skills, stand up for their boundaries by saying no, and standing up for others. When they role play it is easier to put these actions into action when situations they encounter that cross their boundaries in the now and future, arise.

*Analysis - How did the class go and how will this inform the next class?*

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**Accommodations for students with difficulties**

**Games help students of all abilities to internalize learning and practice for good outcomes.**

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**Accommodations for advanced students**

Games help students of all abilities to internalize learning and practice for good outcomes.

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**Evaluation:**

Participation over time. Increase in confidence over time.