

Communication, Day 4: Hearing “NO”

Special Education: Secondary, Lesson # 11

Student Learning Objectives:

To be able to...

1. Determine a second choice if the first is rejected
2. Clearly state their second choice
3. Accept No gracefully

Materials Needed:

Transparencies - case study and starter statements
One set of rejection roleplay cards
One copy of the worksheet for each student

Agenda:

1. Case study
2. Worksheet
3. Debrief worksheet
4. The asking game

Handling rejection appropriately is an important social skill. No one likes to be turned down, to hear others say “No” - especially if the request prompting the “No” was reasonable in nature and clearly expressed.

Activities:

“This lesson is about what to do if someone says ‘No’ when you ask for something that you want.”

Roleplay the case study with a teaching assistant to make it more real for some of your students.

1. Case Study

- A. Begin by reviewing the “Asking For What You Want” lesson. Remind students of the roleplay exercises and the case studies they worked with. People used a three step approach to ask for something they wanted. Ask if anyone can remember what the three steps were. Remind students that the three steps covered were:
- 1) Decide what it is you want (be specific).
 - 2) State a fact or a feeling.
 - 3) Ask straight for what you want.
- B. Introduce today’s lesson by telling students that:
‘People don’t always say Yes’. Just as you have a right to ask for something that you want, others have a right to say yes or no. Getting rejected is a drag. Nobody likes to be turned down. In today’s lesson we are going to learn about how to handle the situation when someone says “No” to you.’
- C. Read the following case study to your class and project the transparency.
”John had a great idea. The kids at school were all talking about the rock concert coming up next Saturday. John’s folks had been encouraging him to make friends and he thought it would be fun to go to the concert. He used the three step process he had been practicing and went to find his parents - after all they would have to pay for his ticket and give him a ride - Right? He had made his decision about what he wanted - step 1. No problem. Then he decided to state a fact or feeling - step 2. ‘Hi Mom and Dad. You know, I was thinking. I’ve been working really hard at school so far this year and I think it’s time for a little break.’ “John’s parents smiled at him and his father said, “Yes John, I think you’re right. What did you have in mind?” John took a deep breath and then asked straight for what he wanted - step 3. “Dad, I’d really like to go to the rock concert next weekend. What do you think?” John’s mother and father looked at each other and then said, together, “No, John. Rock concerts are not safe places for young people. We don’t want you anywhere

near that concert.”

John was shocked. He had followed the three steps for asking for what you want, but his parents had said “No.”

“What happened? What should John do now?”

D. Ask the class “ **What should John do now?**”

Have the class brainstorm possible strategies John could use to deal with the situation. Explore the possible reactions his parents might have to each of the ideas students come up with. Discuss the term “aggressive” and what aggressiveness or pushiness can do to relationships. Then tell the class that there are ways of dealing with rejection that are inappropriate (like having a temper tantrum, or getting really mad and hitting or breaking something), and ways that are more appropriate - that show we are growing up.

Today we are going to learn about three steps for handling the situation when you hear “No” after “asking straight for what you want.”

1. decide on a second choice
2. clearly state your second choice
3. accept a second “no” gracefully

Write the steps on the blackboard or on butcher paper under the heading “Hearing NO”

E. Tell the class you’re going to let them see how things might go if John uses these three steps.

‘John had a back-up plan.’

Decide on a second choice.

‘He had decided that if he couldn’t go to the concert, then maybe his parents would let him go to a movie. That would be an okay second choice - not as great as the concerts, but not bad.

Clearly state your second choice.

John smiled at his folks and said “Ok, if not the concert, then could I go to a movie on Saturday night? It would be really fun!” John’s parents looked at each other again. His mother sighed and said “Gee John, I’m sorry, but we’ve already made plans to go to Grandma’s house Saturday. Maybe next weekend you can go to a movie.”

Accept a second “no” gracefully.

John felt frustrated and disappointed that his first two choices had been rejected. But he knew that his parents’ decision was final. He didn’t want to seem aggressive or pushy, so he took a deep breath and said, “Oh well, you can’t say I didn’t try!”

2. Worksheet

A. Hand out the worksheet. This exercise can be done

individually or in pairs.

Use a picture menu and have students look over and point to their choice. This time, though, have a waiter or waitress (played by a teaching assistant) come take the order and explain that the student's first choice is not available.

Discuss the three steps and have the student practice pointing to their second choice ("their next favorite" or "next best kind").

When this second choice too is unavailable, have them non-verbally accept this second refusal and gracefully deal with the situation - perhaps shrugging their shoulders and ordering the third choice.

- B. Review with students the worksheet from the previous lesson. Students were asked to choose and order their favorite beverage in a restaurant. Explain that, in today's worksheet exercise, they are at the same restaurant, they have just asked straight for what they wanted. Unfortunately, what they ordered is not available. The waiter or waitress has taken their order and returned to apologize and say, *"I'm sorry, we're out of _____ . Can I get you something else?"* On this worksheet you are going to practice the three steps for hearing "No", and fill in the blanks with words you might use.
- C. The first step is to decide what your second choice is. Have students check the box to indicate what they would like to drink as their second choice.
- D. The second step is, if you get a "no," to ask for your second choice. Sample starter statements may help students to come up with the words they want to use to ask for their second choice. Post or project the Starter Statements transparency.
- E. The third step is, if you get another "no," to accept it gracefully. Discuss what it means to be graceful, using terms students are comfortable with - "cool", "okay", etc. Discuss that being turned down doesn't mean you did anything wrong or bad, necessarily, just that this time, your request didn't work out. It is not grounds, necessarily, for ending friendships. Ask students for their ideas about step #4. Write their ideas on the board and augment the list with the following suggestions:
- Okay.
 - I understand.
 - Okay, maybe another time.
 - Oh well, I'll live.

Again post or project the sample starter statements to help students with language they can use in "Hearing No."

3. Debrief Worksheet.

- A. Ask for volunteers to share their responses with the rest of the class or to act out their steps as a short skit.
- B. Point out the three steps as they occur.

4. The Asking Game

- A. This time the game cards are all the same. Reuse the situations from the “Asking for what you want” Asking game or suggest new roleplays (see step 5c).
- B. Cut up the game cards worksheet. Hand out game cards to the whole class.
- C. Read the situations from previous game cards or use one of the situations suggested here:
- It’s Saturday and you really want to go roller skating with your friend. You call to see if he/she wants to go, and he/she says “No thanks”. What do you do?
 - You’re going to the movie theater, a ten-plex, to see a movie you’ve heard a lot about. You stand in line to get your tickets. When you get to the window you ask for tickets and the cashier says, “Sorry, that show is sold out.” What do you do?
 - You would like your mother to give you \$40.00 for a really great new pair of running shoes. She says “No”. What do you do?
 - You have been mowing your neighbors’ lawn for three years and you think you deserve a raise. You ask straight for what you want, and he says, “Sorry, money is really tight right now.” What do you say?
 - You ask to stay up late to watch a movie on TV. Your mom says “No, it’s too late on a school night.” What do you do?
- Give the class several minutes to discuss the game card or situation you give them. Have them write down their own ideas for asking for their second choice and accepting “No” gracefully.
- D. Ask for a pair of volunteers to roleplay hearing “No”. (You may want to model this with a teaching assistant first). Have other volunteers roleplay their response for the class. Point out that there are many different ways to hear “no” gracefully. Discuss strategies that seemed particularly effective. Discuss that the words you choose and the way you handle things depends on the situation.
- E. Repeat with the other game cards.
- F. Debrief the game.
Ask how people felt when they “Heard No”. Point out mature and appropriate responses that occurred.
Encourage students to continue to ask for what they want, because the worst that can happen is that someone will say “No” and now they know how to handle that, too.

Work individually with some students to help them determine a second choice that is acceptable to them.

Have students indicate their second choice nonverbally, by pointing to it or using a communication book with pictures in it.

Have students accept “No” gracefully by, perhaps shrugging shoulders, or smiling and shaking the other person’s hand.

Dear Trusted Adult,

In class we talked about the importance of being able to handle rejection gracefully and appropriately. Students learned about a three step approach they can use if someone says "No" to a request they have made.

The three steps are:

1. decide on a second choice
2. clearly state your second choice
3. accept a second "no" gracefully

These steps were learned through using case studies and worksheets and then practiced using a roleplay exercise.

Be prepared for students to make assertive (and hopefully reasonable) requests. Help them to handle necessary rejections or refusals gracefully. This is important learning - the social skills practiced in these lessons and at home are important survival skills in the community.

Try applying these steps in role-play to the following situations:

- you would like someone else to take out the garbage. You ask straight for what you want using the steps you practiced last time. The person says "No." What do you do?
- you would like to change the channel and watch a different show on television. You ask straight for what you want using the steps you practiced last time, but the person says "No, sorry. I want to finish this show." What do you do?
- you would like to go out for ice cream with your friend. You ask straight for what you want using the steps practiced last time, but the person says, "No thanks." What do you say?

If you have any questions or comments, please call me.

Sincerely,

Teacher, Principal or Nurse

NOTE: All Trusted Adult Exercises are Optional.

Starter Statements

If you get a “No,” ask for your second choice.

Well, could I...?

How about...?

If you don't want ...,how about...?

Okay, could we ...instead?

If you get another “No”, accept it gracefully.

Okay.

I understand.

Okay, maybe another time.

Oh well, I'll live.

Hearing "NO" Worksheet

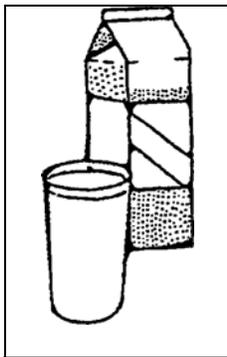
You are in a restaurant for breakfast.

You have ordered your favorite beverage.

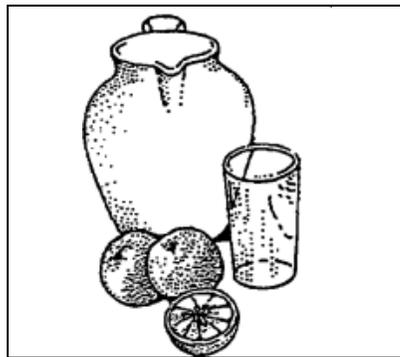
The waitress says, "Sorry, we're out of beverage. Can I get you something else?"

What do you want?

1. Decide on your second choice.



Milk



Orange juice



Tea

2. Ask for your second choice:

"Okay. In that case, I would like some_____."

3. If you get a second 'No", accept it gracefully. You could say:

Rejection Game Cards

<p>The person says 'No', or 'I don't want to', or 'No, sorry', or 'No, thanks.'</p> <ol style="list-style-type: none"> 1. What is your second choice?: 2. Ask for your second choice: 3. If you get another "NO," accept it gracefully: 	<p>The person says 'No', or 'I don't want to, or 'No, sorry', or 'No, thanks.'</p> <ol style="list-style-type: none"> 1. What is your second choice?: 2. Ask for your second choice: 3. If you get another "NO," accept it gracefully:
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