

SKILL 54

Accepting No

Elementary students are often told they can't do something. Activities for this skill assist students in understanding reasons for being told no and provide skill practice.

Objective

To accept being told no without becoming upset or angry

Skill Steps

1. Decide why you were told no.
2. Think about your choices:
 - a. Do something else.
 - b. Say how you feel in a friendly way.
 - c. Write about how you feel.
3. Act out your best choice.

*Before conducting the activities, be sure students are able to see the **Accepting No** skill poster. As you do the activities, refer to the steps on the poster as needed.*

Refining Skill Use

- **54.1 MATERIALS** — **Accepting No Situation Cards**; copies of the **Reasons Why Not** worksheet

Discuss with the entire group the idea that sometimes we are given a reason that we are being told no but other times we aren't. When we are given a reason, sometimes it makes it easier to accept being told no, but at other times, if we don't agree with the reason, we can get into an argument. Let students know that arguing about the reason for being told no is frustrating for adults but that students sometimes keep arguing because

sometimes the adult gives in. Ask students whether this has happened to them and briefly discuss their answers.

Have students form groups of three or four, and give each group four situation cards and a worksheet. Ask students if a reason for being told no is given in the situation: If so, group members should decide if they think this is a good reason. If no reason is given, they should discuss the situation and think of possible reasons the person is being told no. When the groups have finished discussing the situations, have them report their decisions to the class.

- ▶ **54.2 MATERIALS** — Copies of the **How Intense Is the Feeling?** worksheet; crayons or markers; **Accepting No Situation Cards** (*optional*)

Have students form groups of three or four, then ask them to think of situations in which they are told no. These can be situations related to school, home, or neighborhood. (If students have difficulty thinking of situations, provide situation cards for them to use instead.)

Ask the groups to write or draw their situations in the first box on the worksheet and, in the second, decide how they feel in each situation. Then ask students to evaluate the intensity of the feeling by coloring in a thermometer for each situation. When the groups have finished, encourage them to share their situations and related feelings, focusing on the intensity of the feeling in each situation.

Generalization

- ▶ **54.3 MATERIALS** — **Accepting No Cards**; an Accepting No Box (any box from which students can withdraw cards)

Put a number of Accepting No Cards in the Accepting No Box, and let your students know that, throughout the day, when they use the skill they may draw a card from the box. Each card lists a privilege. When a student draws a card, let him or her know when the card may be redeemed for the privilege shown. (Several cards are provided, along with blank cards for you to add your own privileges.)

- ▶ **54.4 MATERIALS** — **Accepting No Situation Cards**

When there is unplanned time during the day, ask for volunteers to select a situation card and role-play the skill within the context described. Provide feedback as appropriate. The more practice students have in performing these skill steps, the more likely they will actually be able to perform the skill when they need it.

Schoolwide Application

- ▶ **54.5 MATERIALS** — Bulletin board; construction paper in various colors; markers

Create a bulletin board featuring several construction-paper ice cream cones and, from the various colors of construction paper, several scoops of ice cream to put atop the cones. When a student reports using the skill of Accepting No in other classes, the hallways, cafeteria, library, or other areas of the school, write the student's name, the date, and the area of the building on a paper scoop of ice cream. Place the scoop on top of the ice cream cone on the bulletin board. When all the cones have several scoops of ice cream (you predetermine the number), serve real ice cream cones to the entire class.

School-Home Communication

- ▶ **54.6 MATERIALS** — **Accepting No School-Home Note**

As a large group, discuss situations in which students are told no at home. Ask them to practice the skill at home, writing or drawing the situations in which they use it. Ask students to return the note to school when they have used the skill. Explain that, although a parent's signature is desirable, you will accept the note without one.

Skill Sequence

Helpful skill sequences include Asking a Favor (Skill 19) and Accepting No; and Asking Permission (Skill 37) and Accepting No.

Skill 54: Accepting No

- 1. Decide why you were told no.**
- 2. Think about your choices:**
 - a. Do something else.**
 - b. Say how you feel in a friendly way.**
 - c. Write about how you feel.**
- 3. Act out your best choice.**

1. I want to go to a learning center, but the teacher says it isn't my turn.

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2. I want to stay up to watch a movie, but my mom says no.

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3. I want to use the basketball at recess, but the teacher says no.

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4. A friend promised to invite me over, but now he says I can't come.

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5. I didn't finish my work, but I ask to go out to recess anyway. The teacher says no.

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6. I ask to use the markers, but my teacher says no.

SKILL 54: ACCEPTING NO

7. I ask to work with a friend to do my assignment, but my teacher says I can't.

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8. I want a friend to spend the night at my house, but my parent says no.

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9. I ask a friend to play together at recess, but he says no. He's playing with other friends.

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10. I ask my brother if I can borrow a video to watch, and he says no.

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11. I want to stay in for recess, but my teacher says no.

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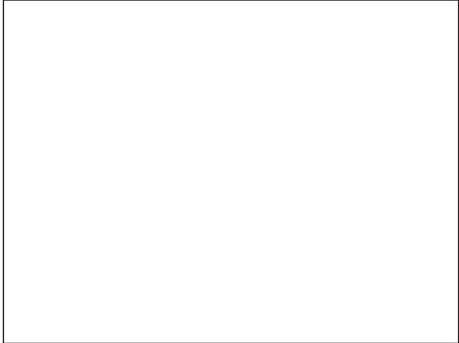
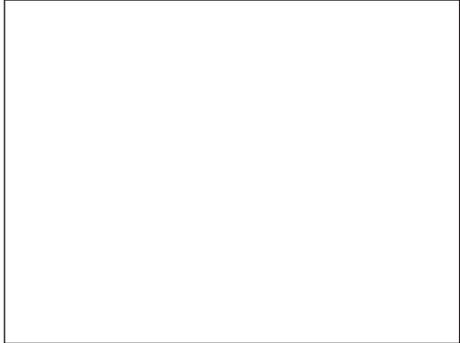
12. I want some money to buy a book at the school book fair, but my dad says no.

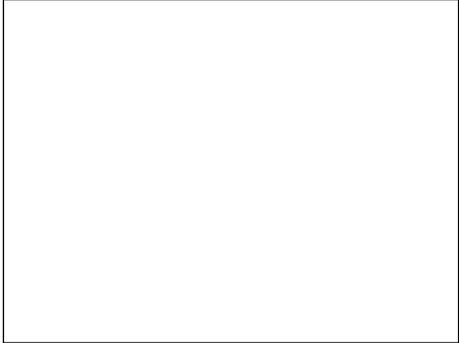
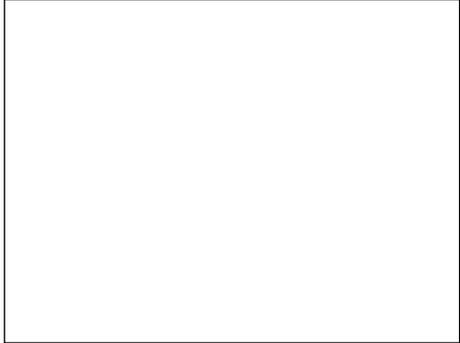
SKILL 54: ACCEPTING NO

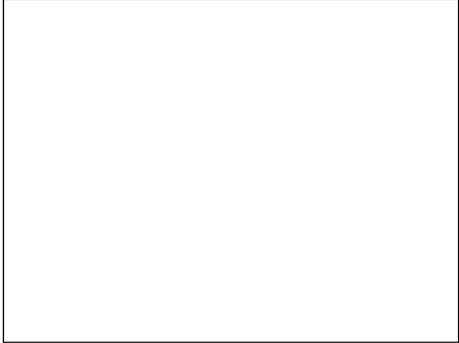
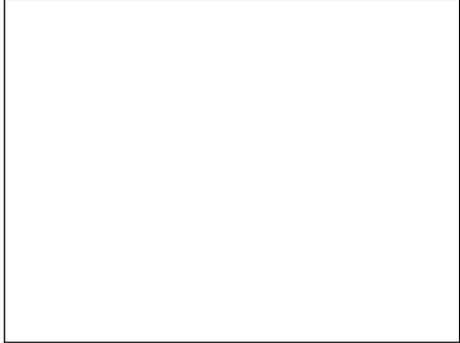
Students _____ Date _____

	Reason(s)	Is this a good reason?
Situation Card 1	_____ _____ _____	<input type="checkbox"/> Yes <input type="checkbox"/> No
Situation Card 2	_____ _____ _____	<input type="checkbox"/> Yes <input type="checkbox"/> No
Situation Card 3	_____ _____ _____	<input type="checkbox"/> Yes <input type="checkbox"/> No
Situation Card 4	_____ _____ _____	<input type="checkbox"/> Yes <input type="checkbox"/> No

How Intense Is the Feeling?

Situation	Feeling	Intensity
		

Situation	Feeling	Intensity
		

Situation	Feeling	Intensity
		

<p>Accepting No</p> <p>Two minutes of computer time</p>	<p>Accepting No</p> <p>Two minutes early to lunch</p>
<p>Accepting No</p> <p>Do an assignment at the teacher's desk.</p>	<p>Accepting No</p> <p>First in line for recess</p>
<p>Accepting No</p> <p>An extra visit to the library</p>	<p>Accepting No</p> <p>Skip two math problems.</p>
<p>Accepting No</p> <p>Choice of equipment for recess</p>	<p>Accepting No</p> <p>Five minutes to read in the beanbag chair.</p>
<p>Accepting No</p> <p>_____</p>	<p>Accepting No</p> <p>_____</p>
<p>Accepting No</p> <p>_____</p>	<p>Accepting No</p> <p>_____</p>

Student _____ Date _____

Your child's class has been working on the Skill of Accepting No. This skill has three steps.

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1. Decide why you were told no.
2. Think about your choices:
 - a. Do something else.
 - b. Say how you feel in a friendly way.
 - c. Write about how you feel.
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SKILL 54

Please help your child learn this skill by . . .

- ◆ Recognizing and responding positively when your child uses this skill. Say, "Good work" and "Keep on trying."
- ◆ Asking questions about when and with whom your child can use this skill.
- ◆ Reminding your child to use this skill when you think the skill could be helpful.
- ◆ Signing and returning this School-Home Note by _____ with any comments or questions you might have. Thank you!

Teacher signature

Parent/guardian signature

Comments
