

SEA/MENT/129(A) (Rev.1)  
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# Adolescent Mental Health Promotion

## Trainers' Guide on Handling Peer Pressure



Health and Behaviour Unit  
Department of Sustainable Development and Healthy Environments  
World Health Organization  
Regional Office for South-East Asia  
New Delhi

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October 2003

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This document has been prepared by Dr Prema Sundara Rajan. It includes the work done by her for the South-East Asia Regional Office of the World Health Organization and the United Nations Inter-Agency Working Group on Mental Health of Adolescents. The views expressed in the document are solely the responsibility of the author.

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## PREFACE

Adolescence has frequently been called “the tumultuous teens”. As defined by the World Health Organization, adolescence is the period between 10 and 19 years. These are the formative as well as impressionable years when the maximum amount of physical, psychological and behavioural changes take place. Adolescence is the transition from a “child” into an “adult”. The “child” explores new ideas, widens his/her horizons, and finally assumes greater responsibility and an individual identity.

Healthy development of adolescents depends on several interactive and complex factors. They include the socioeconomic circumstances in which a person is born, the environment in which he/she grows up, his/her inter-personal relationships within the family, peer group pressure, values of the community in which he/she lives and the opportunities for education and employment.

Despite the multitude of factors which can influence the development of adolescents, their mental well-being is crucial. Adolescents must learn how to cope with psychological stress, handle peer pressure, deal with their emotions, resolve conflicts, build bridges with friends and family, develop self-confidence, safeguard themselves from high pressure marketing strategies, particularly of the alcohol industry, as well as cope with other stresses like academic competition and a hankering for material gains. However, rarely are these sensitive issues addressed in schools and within families.

As Dr Uton Muchtar Rafei, Regional Director, WHO South-East Asia Region, says: “It is thus vital to support all those interested in the health of the adolescents and young people, including young people themselves, to understand their problems and needs and to address them through effective partnerships of relevant sectors and constituencies.”

The programme on adolescent mental health, being developed by the Health and Behaviour Unit in the Regional Office for South-East Asia, attempts to meet the psychological needs of adolescents as they pass through “a difficult period” in their lives. The modules on adolescent mental health promotion developed by an expert on behalf of WHO, use the life skills education approach by which adolescents are taught to analyse situations, think of various options and make informed decisions

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which are in their best interest. These modules are not meant as a “self-learning” or “do-it-yourself” kit. They are meant to serve as resource material for trainers in conducting life skills sessions for adolescents.

We hope that these will serve as a valuable tool for Member Countries to translate and adapt them for their own use in promoting the well-being of adolescents.

Dr Vijay Chandra  
Regional Adviser, Health and Behaviour  
Regional Office for South-East Asia

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## FACT SHEET

Peers are individuals with whom a child or adolescent identifies, and who are usually, but not always, of the same age group. Peer pressure occurs when an individual is persuaded (sometimes forced) to adopt similar values, beliefs and goals, or to participate in the same activities as of those in his or her peer group.

There is a common perception that "peer pressure" is the reason for "all" negative behaviours in adolescents. However, peers are necessary and crucial for successful adolescent development. The peer group is a source of affection, sympathy and understanding, a place for experimentation, and a supportive setting for achieving the two primary developmental tasks of adolescence: (1) identity — finding the answer to the question "Who am I?" and (2) autonomy — discovering one's self as separate and independent from parents. While young people often find these needs being met within the family, the peer group provides unique and different opportunities to meet these needs. The peer group encourages autonomy, mutuality and experimentation with self-guided roles. The ability to make and keep friends is one of the most powerful indications of successful, positive peer group interactions. Some characteristics that peer groups offer and which families may be lacking are: (a) a strong belief structure; (b) a clear system of rules; and (c) communication and discussion about taboo subjects such as drugs, sex, and religion.

Adolescents spend much of their time away from home, whether at school, social gatherings, or homes of their friends. Thus a major source of security for teenagers is usually found in the approval of their peers. This desire to be accepted by their peers is perhaps a strong motivating force during adolescence and it is for this factor that peer pressure sometimes compels adolescents to engage in high-risk behaviour such as cigarette smoking, truancy, drug use, sexual activity, fighting, theft, daredevil stunts, and gender role conformity. The period of greatest risk is when adolescents enter high school. Just as their self-esteem drops (especially in girls) and their daily pressure increases, they are introduced to older peer groups who engage in new activities. Adolescent exploration of some sexual and substance-using activities can be circumvented by establishing policies of open communication between parents or caregivers and adolescents. It should be

made clear that the parent or teacher is willing to discuss any issue of concern to adolescents no matter how sensitive it is. Thus is not the equivalent of condoning or allowing the associated behaviours to occur.

The level of peer influence increases with passing years during the teens, and resistance to peer influence often declines as the child gains independence from the family or caretakers, yet has not fully formed an independent identity. Research findings confirm that the values of the peer group with whom the high school adolescent spends the maximum time are a stronger factor in the adolescent's level of academic success than the values, attitudes, and support provided by the family.

This session on handling peer pressure will empower adolescents to make decisions based on a combination of values internalized from the family, values derived from thinking independently, and values derived from friends and other role models. In order to achieve this goal, adolescents will be oriented with strong possible alternative beliefs and patterns of behaviour, and will be encouraged to form peer groups that engage in positive academic, athletic, artistic and social activities. The objective is NOT to remove or minimize peer influence.

## FREQUENTLY ASKED QUESTIONS

***1. My mother was brought up in a village, how could I make her understand how much things have changed and I need to have friends.***

Those who are brought up in village also have lots of friends. You need to talk to your mother, explain to her by giving clear purposes of having friendships and also create a trusting environment at home. May be you can introduce your friends and bring them home to talk to her so that she comes to know them. Expressing freely all emotions that are attached with friends needs to be told to her.

***2. My parents are far stricter than my friend's parents. My friends are allowed to go out late in the evening and wear short dresses too. How can I make my parents understand that I need to be like them?***

You have to make it easy for your parents to let go of the reins a little, but still feel that they are doing their job properly. One way to do this is to bring home the friends who are allowed extra freedom so that your parents can see, meet those friends and chat with them and also know what all freedom they are given at home by their parents.

Aim at small concessions at first. There is no point in demanding something you know they are bound to refuse, such as being allowed to come home whenever you like. Instead you may be able to negotiate an extra hour or two when there is no school next day. Once you have some concession, try as hard as you can always to keep your side of whatever bargain was made by coming home at an agreed time. For example, you give them less excuses to restrict your freedom if you do stick to the agreed limits. It is more likely they will agree to your next request.

Try to get them to say exactly what is worrying them rather than merely saying: "You are too young". There is nothing you can do suddenly to age yourself, but you may be able to reassure or explain to them about specific worries.

***3. I like to hang around only with younger age group of friends, is it not good? My parents always disagree if I go around with younger boys.***

If you prefer the company of younger children, it may be because you sometimes feel inadequate with people of the same age. Very shy teenagers cope better if

they are with others who are younger than they are, with whom they do not feel in direct competition. You do not have to stop friendships. They are useful “practice” relationships, and will help to give you the confidence that you need to make you feel more secure and at ease with people of your own age.

***4. I do not have fast and deep friends, they leave me and soon go, I feel disgusted. Why is it so?***

Adolescents change their minds, their rules, their expectations, and sometimes even their friends as often as they change moods. No matter how strong a friendship may seem or how well established, adolescent friendships may come and go. You may have only a few close friends, so you will find this difficult. You also try to have more number of friends, and just take their positives, learn to openly speak what you like in that friend instead of what you do not like in him/her.

***5. On one side, we know friends and friendships are important but on the other side they put pressure on us on certain things. So, do we just cut our friendships or continue doing all that our friends want so that they still be our friends?***

In order to get approval from the friend you are hanging out with, suppose your friend says: “Come on, smoke if you have to be my friend” but you know it is bad for you, since you have seen your uncle suffering but because you want to be liked, and not be called as an old tradition female, you smoke, will you be happy?

There are two kinds of people, some who like you for what you are and others who give conditional regard. The latter people will always be dissatisfied. Therefore you need to decide who is better for you, for what purpose do you need to hang on to a friend who just approves of you to be a friend only on some conditions. You have to critically analyse these and decide on friendship.

***6. My mother does not like any of my friends. She feels that I should just stay at home and be studying. How can I convince her that I am not in a bad company?***

- Bring your friends home and allow your mother to know your friends.
- Enable your parents to trust you or your friends, involve them in your planning.

- Make an effort to explain all good habits of your friends and also find out what is bothering your parents, their worries, concerns or anxiety about your friendship.
- If it is false worry, then explain the cause.

### **7. How do we deepen our friendships and how do we know who is good and who is bad?**

Learn to empathize with people around you, count on their positives more than the negatives.

Be open, frank and honest in talking.

Peer acceptance and approval are powerful forces that may influence us more than we care to admit.

When you are with your friends, you discover a new life and identity for yourself. Having good friends is a healthy part of growing up. On the other hand, peer pressure has a negative side - if your friends have some negative expectations from you which are not safe for you - then you need to be careful, otherwise you can generally sort out things by a frank discussion.

### **8. How can one be friendly as well as firm and not just accept anything what the friend is saying?**

If you have a dilemma, discuss with your other significant persons whom you trust.

If your friend pushes you to do something in which you are not interested, then give reasons, give alternatives - explain politely why you do not want to do or accept your friend for that particular thing.

### **9. I have no friend, is it abnormal? How to make one?**

There is no abnormality if you do not have any friend. If you wish to stay alone, it is fine but sometimes when you feel like sharing your feelings, then you would feel like having one.

Try to observe and talk to people who you come across daily, and also see if you have some liking for that person for some reason, or your views match with that person's or if there is some compatibility. It could be anything which attracts you in him - you can be nice to that person, move around, share common expressions etc. Slowly you will find he/she is your friend. In making friendship you may have to take all good qualities one possess and also empathize with that person. The understanding then becomes much easier.

**10. Does popularity play an important role in making friends? Are only popular people wanted for making friendship?**

It is nice to be popular, but popularity is not that important. Popular people whom everybody likes are not necessarily good at making close friendships. They may have lots of friends, but no special friends. You may discover that you have qualities that fits in a much-matured adult through being witty, or having an unusual talent or skill, you can develop on those and make many friends that way. You can also develop certain qualities which contribute to popularity and be cautious of getting rejected, such as:

- Cheerfulness
- Friendliness
- Likes jokes
- Suggest games and activities
- Attractiveness
- Some special ability.

Characteristics which contribute to rejection:

- Restlessness
- Over-talkativeness
- Too quiet
- Too shy
- Unattractive
- Being "different".

## INTRODUCTION

Tell the adolescents that we are going to have a session on handling peer pressure.

***Before proceeding, please reassure the adolescents that:***

- All responses will be kept completely confidential within the group.
- Only issues and not individuals will be discussed.
- All are encouraged to participate and to share their personal experiences, but they have the right not to respond.
- Under no circumstances should any adolescent be allowed to laugh at or pass comments on the response of another adolescent.
- Each adolescent should listen to others without interrupting.
- There are no right or wrong answers.

***Explain the objectives of the session, which are:***

- To understand what is acceptable and what is not when dealing with issues related to peer pressure.
- To learn how our own values influence decision-making under pressure.
- To learn different techniques of saying "No" when appropriate.

### ***Session structure***

The session is based on questions and answers, discussions and role-play activities. Role-play situations can be modified in keeping with the local culture.

The session is divided into two phases, Phase I and Phase II. Phase I deals with understanding and sharing experiences of being pressurized. In Phase II adolescents will focus on experiential learning by a practical demonstration of handling peer pressure.

The text is divided into five activities. Each activity has learning objectives, information for the trainer, the process to implement the activity, questions to the adolescents and possible responses. Each activity is linked to and leads to the next, so it is best to do them in order.

Annexes 1, 2, and 3 are to be given to the participants for use during indicated activities.

You will need 6"x3" index cards of at least three colours, two cards of each colour per adolescent, a board to paste the responses on, glue sticks, and markers. If index cards are not available, responses can be written on a black board.

## **ACTIVITY 1 - INTRODUCING FRIENDS**

### **Learning outcomes**

To share information about their friends. By sharing information about their friends, they will learn to share some of their personal experiences of being pushed into doing something by others.

This exercise will help to build up rapport between the trainer and adolescents and between the adolescents themselves. The adolescents will be more relaxed before the formal session begins.

### **Information for trainers**

Introducing a friend who they know well is easy for adolescents and they can do it spontaneously.

### **Process**

Ask each student to share some information about one of his/her friends.

### **Possible responses**

- I have a very good friend who gives me a lot of warmth.
- My friend has all the qualities of a good friend.
- My friend is very helpful to me.

### **Assessment of activity**

Assess if adolescents are comfortable with one another and whether they are able to speak freely and frankly. If so, proceed to the next activity; if not, spend some more time making them talk more about their friends.

## ACTIVITY 2 - DISCUSSING PEER PRESSURE

### Learning outcomes

Adolescents will share some experiences of being pushed by their friends to do something and discuss when it is "OK" and "Not OK". This activity will sensitize students to the kinds of choices their peers may present.

### Information for trainers

Adolescents are presented with a bewildering array of choices as they grow up, and it is important that they are able to appropriately say "No" to some of these options. At times these choices may include negative activities such as smoking. At other times, they may have to refuse positive activities that interfere with previous commitments because keeping promises and being responsible affects both their self-confidence and others' trust in them. When presented with these options by peers, it can be especially hard for adolescents to decide what to do. Guide adolescents to recognize that some activities support their goals and values, while others can make them uncomfortable and uneasy because they do not reflect how they see themselves or want to be seen by others.

### Process

- Ask the adolescents to share some experiences of being pushed into something by their friends against their wishes.
- Ask the adolescents to make two columns in their notebooks. One column should be titled "OK" and the other "Not OK".
- Ask the adolescents to describe situations under appropriate headings, "OK" and "Not OK" to go along with their friends.
- Once they have finished, have each adolescent read aloud one "OK" situation and one "Not OK" situation.
- Promote group discussion by asking adolescents why they put certain situations in one column instead of in the other.

## **Possible responses**

### ***OK responses***

- Going to a movie
- Studying for a test
- Working out at the gym.

### ***Not OK responses***

- Leaving out a friend
- Cheating
- Smoking.

## **Assessment of activity**

Assess whether the adolescents have learnt to identify peer pressure and what is "OK" and what is "Not OK" if they are pressurized by their peers. If they have understood it and are sensitized to it, move on to the next activity.

## ACTIVITY 3 - DECISION-MAKING IN THE FACE OF PEER PRESSURE

### Learning outcomes

Adolescents will recognize the role of their own values in the decision-making process and will be encouraged to think about possible changes in their values.

### Information for trainers

Explain to the adolescents that we all have to make many decisions, important ones as well as trivial ones. Some of our decisions will affect our whole life, others will have less of an effect. Our decisions reflect on our values. Thus, decision-making is a process that involves assessment of one's own values and beliefs. This activity will make adolescents explore their own values through the choices they make in a number of situations.

### Process

- Distribute Annex 1, "Alternatives and Decision-Making Exercise" to all adolescents.
- Ask them to carefully read each situation in the attachment and to consider their response before listing their choice as (a) or (b). Once the adolescents have responded to all the situations, have each one tally the number of (a) and (b) responses.
- Now divide the class into small groups.
- Ask them to discuss within their group about the responses to the various situations. Encourage them to discuss their reasons for making each choice. Give 15 minutes for discussion within the group.
- Reassemble the groups for a class discussion. Encourage discussion using the following questions:
  - (1) How did you find the task of making decisions in the situations given? Difficult? Easy? Why?
  - (2) Do you face similar situations in your life?
  - (3) Why do you think it is difficult to stand firm in some situations?
  - (4) What are the values involved in these situations?
  - (5) Did you find yourself altering your choices after the group discussion? Why? What does that indicate?

## **Possible responses**

Examples of responses to questions 1 to 5 are as follows:

- (1) It was difficult to make decisions in some situations because I felt uncertain.
- (2) Yes, we do face such similar situations in our life.
- (3) Sometimes we do get tempted because of friends.
- (4) The values involved are such that we have to be strong from within.
- (5) Yes, in some I changed my opinion as I found my friends were right. It indicates that we can be influenced by others.

## **Assessment of activity**

Assess if the adolescents are able to recognize the role of their own values in the decision-making process; also if they are able to make decisions after due consideration. If so, proceed to the next activity.

## ACTIVITY 4 - "JUST SAY NO"

### Learning outcomes

Adolescents will practise saying "No" in a variety of different ways during role-playing of a high-pressure situation.

### Information for trainers

Although adolescents are frequently told to "Just say No", in cases where they are confronted by a friend or peer, this can be very difficult. Tell the adolescents that they will learn a number of ways of refusing an unacceptable offer (e.g. of drugs or anything else undesirable). Allow them the opportunity to practise these techniques on each other.

### Process

- Distribute Annex 2, "Ways to say No" to all adolescents. Ask the adolescents to read it carefully.
- Tell them they are going to participate in a role play in which they will use techniques from Annex 2 to refuse an offer of drugs.

Split the class into groups of three adolescents each.

- Role 1 is the **persuader**, the person whose role is to try to get the decider to take the drug.
- Role 2 is the **decider**, the person who has to decide whether or not to take the drug.
- Role 3 is the **observer**, who makes notes about the techniques used by the persuader and the decider.

Tell each group that they should pick their roles and discuss role play for three minutes. After that, they should rotate roles and discuss role play for another three minutes. Rotate roles one last time, and again discuss role play for three minutes. This way, every adolescent within each group will get the chance of playing the role of Persuader, Decider and Observer.

Bring the groups back together and encourage group discussion with the following questions:

- (1) How did it feel to be the persuader?
- (2) Are you ever persuaded in real life (e.g. offering a cigarette or drink)?
- (3) How does that feel?
- (4) How would it have been different if the persuader had been your best friend?
- (5) Are your best friends persuaders in real life?
- (6) How did it feel to be the decider?
- (7) Did you feel a lot of pressure?
- (8) Was it easy or difficult to respond to the persuader?
- (9) Which was the easiest way to refuse the persuader?
- (10) Which method was most difficult?

### **Possible responses**

Examples of responses to questions 1 to 5 are as follows:

- (1) I felt uneasy being the persuader. I didn't want to do it.
- (2) I have persuaded some people in real life, but only for studies or to listen to their parents etc.
- (3) To persuade my friend for a good cause, I feel happy.
- (4) It would have been much harder if the persuader were my best friend.
- (5) Yes, my friends sometimes try to get me to drink when I don't want to.
- (6) It was not easy to decide as we do get tempted sometimes.
- (7) Yes, I felt a lot of pressure to decide.
- (8) Well, I had already decided to respond to the persuader by refusing. Therefore, it was easy for me to respond to the persuader.
- (9) The easiest way to refuse is to avoid the situation.
- (10) It was hard to just keep saying "No".

### **Assessment of activity**

Assess if the adolescents have understood the different ways of saying "No" and whether they are able to use these techniques for not yielding to peer pressure. If so, proceed to the next activity.

## ACTIVITY 5 - "NOT FOLLOWING FRIENDS"

### Learning outcomes

Adolescents will recognize the role of their values in the decision-making process and will learn not to blindly follow friends, particularly if they do not want to.

### Information for trainers

Refusing to do something is a basic right of all people. You can always refuse an offer from your friends if they invite you to do something you do not want to. Most adolescents dare not turn down a friend's invitation fearing that their friend might get angry. However, if you know the appropriate ways to refuse, you will not lose your friends. An effective denial should be expressed through gestures and voice.

### Process

- Distribute Annex 3.
- Ask them to develop a dialogue to say "No" to a friend according to the assigned situations as per the examples given in Annex 3.
- After the group work, ask them to form pairs and practise the refusal skills based on the dialogues written by them.
- After each pair has practised, reassemble as one group and ask them to collectively discuss what each one of them has said.

### Note to the trainer

- Please make sure that all pairs have completed all steps of practising according to the dialogue written by them.
- Comment on each step of practising and give suggestions to correct mistakes.

### Possible responses

#### *Give your feelings together with reasons*

"I feel uneasy to go home late as my mother would worry about me.

***Refuse clearly in words:***

"I am not going to do that."

"I hope you don't mind.....Thank you very much for your understanding".

***Ask for their opinion before you accept or refuse an offer.***

"Please tell me why you say so and then I will respond".

**Assessment of activity**

Assess if the adolescents have learnt how to refuse an offer from a friend which they do not wish to accept. Find out whether they will be able to use this when needed.

**CONCLUSION**

Have an open discussion about handling peer pressure and answer any question which adolescents may have. This concludes the activity.

## Annex 1

## ALTERNATIVES AND DECISION-MAKING EXERCISE

No.	Situation	(a)	(b)
1.	You are taking the entrance test for a professional course. You are very keen on scoring high marks. Suddenly you realize you have a chance to copy from the best student. You....	Resist the temptation to copy.	Copy the clever student's answer as much as you can.
2 .	Your parents disapprove of your friends. You...	Obey your parents and stop associating with them.	Say, "You keep off this. I'm old enough to choose my own friends."
3	Your friends ask you to miss a class and go to a movie with them. You....	Refuse to go with them.	Join the group and go.
4.	Your parents ask you to study harder. You...	Obey them and do it.	Refuse and say "Certainly, not!"
5.	Your friends invite you to drink or take drugs with them. You...	Say, "No".	Say, "OK" and join the party.
6	You returned home late after going to a party without your parents' permission. You....	Apologize and say that you will never do it again.	Lie about where you were.
7	Your friends crack dirty jokes in the presence of your younger brother/sister. Everyone laughs. You...	Express your disapproval and refuse to join the laughter.	Laugh with the crowd.

No.	Situation	(a)	(b)
8.	Your trainer shouts, "All of you shut up and sit down". You...	Settle down and listen.	Shout out a wisecrack and make everybody laugh.
9	Someone else has been falsely accused of something you have done. He or she is going to be punished undeservedly. You...	Own up your fault and accept the due punishment.	Keep quiet and let the innocent person receive the punishment.
10	You find a purse in the campus with lots of money in it. You.....	Hand it over to the authorities.	Take the money for yourself.
11.	Some adolescents unjustly accuse an unpopular adolescent in your presence. You...	Speak up in defence of the accused adolescent.	Keep silent.
12.	Some of your classmates win the school election, get a high rank or win a prize. You...	Congratulate them.	Resent their success and make nasty comments behind their back.
13	You overhear a group gossiping about one of your trainers. You...	Stand up for the trainer talked about.	Join the conversation and add your share to it.
14	You discover some people are spreading lies about you. You...	Ignore them.	Blow up and hold a grudge.
15.	You are with friends. Your parents are not at home. Your friends propose to screen an indecent video movie. You...	Refuse to join in.	Settle down and see the movie.
16.	Your family is at prayer. You...	Participate willingly.	Avoid prayer giving the excuse of studying for a test.

No.	Situation	(a)	(b)
17.	You haven't studied for a test. You...	Take the test anyway and face the consequences.	Skip class pretending to be sick.
18.	Some adolescents tease you and make fun of you in a hurting manner. You...	Ignore them.	Insult them and threaten to get even.
19	You are visiting a family and you accidentally break a valuable vase. You...	Own up and apologize.	Deny you broke it and put the blame on someone else.

## Annex 2

### WAYS TO SAY NO

Method	Persuader	Decider
Polite refusal	"Can I get you a drink?"	"No, thanks".
Give reason	"How about a beer?"	"I don't like beer"
Be firm	"Here, smoke this joint with me"	"No, thanks"
	"Come on!"	"No, thanks".
	"Just try it, chicken	"No, thanks".
Walk away	"Hey, do you want to buy some brown sugar"?	Say 'No' and walk away after you say it.
Cold shoulder	"Do you want some brown sugar"?	Keep going as if you did not hear the person. (Not the best to use with friends).
Give an alternative	"Let's go upstairs to my room"	"I'd rather stay here and watch T.V".
Reverse the pressure	"Come on, just upstairs with me"	"What did I just tell you? Were you listening?"
Avoid the situation		If you know of people or situation where people will pressurize you to do things you don't want to do, stay away from these situations.
Strength in numbers		Hang around with people who support your decision not to drink, use drugs, etc.
Own your feelings		"I am not comfortable doing this". "It makes me unhappy".

## Annex 3

### STEPS IN REFUSING

#### *Situations*

- An invitation to drink.
- An invitation to smoke.
- An invitation to skip class.
- An invitation to go out at night.
- An invitation to spend a night at a friend's house.

#### *Steps in refusing*

- Tell your friend what you feel and the reason why you feel so. Most friends would listen to your reasons.
- Refuse clearly.
- Ask your friend's opinion on his invitation to show that you have not rejected it outright. Thank your friend if he accepts your refusal.
- In case they insist and are insulting, you should try not to pay attention to their words. Instead, try to concentrate and think how to avoid going with him as follows:
  - Repeat your refusal, say good bye, and start walking away.
  - Negotiate with him, and invite him to do some other activities.
  - Postpone your answer in order to change your friend's intention.