

Scenario 1: Peer Pressure and Vaping

Context: Jordan is hanging out with friends after school when one student pulls out a vape and encourages everyone to try it. Some students laugh and say, "It's not a big deal. Everyone does it at least once." Jordan knows vaping is harmful to breathing and health but worries friends might make fun of him if he refuses.

Refusal Skill Practice: How can Jordan use a clear, firm "No" and offer an alternative activity to the group?

Scenario 2: Correcting Classroom Myths

Context: During lunch, a student claims that people can contract HIV from sitting next to someone or sharing desks in class. A few classmates look worried and start talking about moving their seats. Avery knows this is medically inaccurate but isn't sure whether to speak up.

Refusal Skill Practice: What medically accurate fact can Avery share to reassure the group and stop the spread of misinformation?

Scenario 3: Questions About Puberty and Growth

Context: Maria has heard confusing and embarrassing rumors from classmates about puberty and body changes. Maria wants to find accurate, factual information but feels nervous and self-conscious about bringing up the topic.

Refusal Skill Practice: Who is a trusted adult Maria could talk to, and what is a respectful way to request safe, accurate information?

Scenario 4: Setting PE Locker Room Boundaries

Context: In the PE locker room, a group of students begins making loud, uncomfortable jokes about body changes and physical growth. Liam asks them to stop, but the jokes continue. Liam feels embarrassed and wants the behavior to end.

Refusal Skill Practice: How can Liam assertively state his boundary, and what should he do if the disrespectful jokes continue?

Scenario 5: Rumors and School Absences

Context: A student is out sick for a week. Rumors start spreading at school that the student has a "dangerous, contagious illness," and classmates begin saying they won't sit near the student when they return. Taylor feels uncomfortable listening to the rumors but isn't sure how to respond.

Refusal Skill Practice: What can Taylor say to classmates to encourage respectful communication and stop the rumors from causing unfair treatment?

Scenario 6: Dissecting Online Video Claims

Context: While scrolling through social media, Chris sees a dramatic video claiming that common bugs and mosquitoes can transmit HIV to humans. The video uses scary music and tells people to buy a special insect spray to stay safe. Chris wants to find out if this is true.

Refusal Skill Practice: How can Chris check if this claim is medically accurate? What trusted sources of health information should Chris consult?

Scenario 7: Group Chat Boundary Pressure

Context: In a school group chat, some classmates start asking Noah to share private information about why another student has been visiting the school nurse. One friend messages, "Come on, just tell us what you know, it's not a big deal." Noah feels uncomfortable sharing someone else's private details.

Refusal Skill Practice: What assertive refusal phrase can Noah use in the chat to protect student privacy and set a clear boundary?

Scenario 8: Respectful Peer Group Discussions

Context: During a class activity, some students begin making unkind jokes and assumptions about individuals who are living with long-term medical conditions. Sam notices a classmate become quiet and visibly uncomfortable during the conversation.

Refusal Skill Practice: How can Sam use respectful communication to stand up for others and change the subject to a more positive topic?