

## Purpose of the Lesson

Lesson 3 will introduce assertive skills, which will help students communicate their healthy decisions to others. Students will seek help from trusted adults for situations involving medicines or drugs.

## Background Knowledge

- **Basic How to Say No Steps:**
  1. Look at other person's eyes while speaking.
  2. Stand up straight.
  3. Speak loudly enough for person to hear you.
  4. Calmly say, "I do not want to do that."
  5. Calmly say, "It is unsafe and unhealthy."

## Lesson Objectives

*Students will be able to:*

Objective	Assessment
1. Explain assertive communication is important to standing up for what you know is right and for healthy decisions.	• Check for Understanding
2. Demonstrate assertive communication skills to refuse an unhealthy choice.	• Refusal Skill Checklist

**Time:** 20-30 minutes

## Materials

Basic How to Say NO! Steps ([Attachment 1](#)). How to Say No Checklist ([Attachment 2](#)), How to Say NO! Scenario and Activity Sheet ([Attachment 3](#)).

\* 1 copy per student.

## Introduction

- **SAY:** "I don't think so, absolutely not, never (shake your head no), not today, not really, negative, most certainly not, nah, no way, nope, it is not healthy or safe."
- **ASK:** What do you think I am trying to say?
  - o No
- There are so many ways to say, "NO," but it can be so hard to do. Today we are going to take a look at the word, "No."

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Health and Opioid  
Prevention Education

2nd GRADE  
LESSON 3

Being Assertive To  
Be Healthy

## Teaching Steps

- We have learned about how to make healthy decisions about medicines.
  - **STOP, THINK, CHOOSE**
  - **STOP** – *What* is happening? and do I need to make a decision? (Put hand out in a gesture for stop)
  - **THINK** – *What* is the safe and healthy choice? *Why* is this the safe choice? (Point to head) *Who* can help me?
  - **CHOOSE** – Make a healthy decision and get the help of a trusted adult (Thumbs up).
- Now we are going to practice standing up for yourself and your healthy decisions. We are going to learn how to tell someone we have chosen to make a healthy decision and say “NO” to unhealthy choices.
  - We have a right to make healthy decisions...decisions that are in our BEST interest.
    - Discuss that “Standing up for yourself helps keep you safe and healthy as well as happy that you can communicate your choices confidently.”
  - Is it sometimes difficult to say, “no” to a friend or sibling? Why?
    - We worry that our friends may not like us if we tell them “no,” but true friends want us to be safe and healthy.
- But we always need to remember one thing: Who is the person **always** affected by your choices? **YOU. You will be the one who has to live with the results of your choices.**

## Activity 1: Teach Basics of How to Say No

- *Note.* Use skill development process: 1. Explain importance of skill; 2. Teach steps to the skill; 3. Model skill for the students; 4. Practice skill and teacher provides feedback.
- **Step 1:** Explain importance of standing up for what you know is right.
  - **Ask:** Why is it important to be able to say, “no” to unsafe, unhealthy situations?
    - *(Unsafe, unhealthy choices can result in you getting hurt or sick, or in you or others [especially friends and family] becoming sad or disappointed about your unsafe, unhealthy choice)*
  - Use the **Think, Pair, Share process:** Have students think about their answer (THINK), then turn to a partner and tell each other their answers (PAIR), and, finally, ask several students to share their answers with the whole class (SHARE).
  - Make a list of why standing up for yourself is so important.
    - (This can be done during the sharing part described above.)
- **Step 2:** State and share the steps of “How to Say No!” using **Attachment 1**.
  1. Look at other person’s eyes while speaking.
  2. Stand up straight.

3. Speak loudly enough for person to hear you.
  4. Calmly say, “I do not want to do that.”
  5. Calmly say, “It is unsafe and unhealthy.”
- o **Step 3a:** Demonstrate the Basic How to Say No Steps (**Show Attachment 1**):
    1. Look at other person’s eyes while speaking.
    2. Stand up straight.
    3. Speak loudly enough for the person to hear you.
    4. Calmly say, “I do not want to do that.”
    5. Calmly say, “It is unsafe and unhealthy.”
  - o **Step 3b:** Teacher Demonstration: Model the steps using this situation and have your students watch for each step: You are playing over at your friend Joey’s house. You hurt your leg while playing soccer, and say, “Oh wow, that really hurts.” Joey goes inside, then returns with one of his parent’s pill bottles. He opens it and offers you two of the pain pills. What do you say?
    - Use all of the steps above to say: “I do not want those pills. I don’t take medicine that’s not for me because it isn’t good for my mind and body.”
    - Then ask: What do you need to do next? (Tell a trusted adult.)
    - Have student use the “How to Say NO Checklist” (**Attachment 2**).
  - o **Step 4a:** Student Practice and Teacher Feedback: After teaching and modeling the basic How to Say No Steps, give students (in groups of 2-3) the same situation as the teacher demonstration. Students use the “Basic How to Say NO Steps” (**Attachment 2**)
    - Provide feedback to students as you observe their “How to Say No” practice. Use the “How to Say NO Checklist” to provide your feedback. Encourage students to use the checklist to help their peer as well.
    - Remember:
      1. Look the person in the eyes, stand up straight and speak so the person can clearly hear you.
      2. Firmly but politely say, “I do not want to do that.”
  - o **Step 4b:** More Student Practice and Teacher Feedback:
    - I’m going to give you another situation.
    - Pass out **Attachment 3**. Student Practice Activity Sheet.
      - o READ: “Hey, I just found these at home. I am not sure if these are pills or candy. They look like they taste good. Want to try one?”
    - Students read the situation. Then complete the statement “I do not want to (take the pills or candy). That is (unhealthy) and (unsafe).”

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- After the students write their response. Have them practice with a partner using the *How to Say No Checklist* ([Attachment 2](#)).
- After everyone has practiced, facilitate a quick discussion. “What else can you do to help say NO to an unhealthy or unsafe situation?”
  1. Suggest a healthy alternative. “Instead, let’s \_.”

**If person still tries to pressure you, walk away. Do NOT argue with the person.**
  2. Tell a trusted adult or ask for help from a trusted adult.

## Closure

Ask for several volunteers to demonstrate their *How to Say NO*. While demonstrating, have the rest of the class, pay attention to the checklist. When finished, go over the checklist to make sure all parts were demonstrated and said using complete sentences.

## Recommendation and Reminders

- Connecting with parents: Send checklist home to share how can parents help practice this skill and get other tips from Start Talking!
  - o Tell students to share your new skill with your parents. Show them how you will make healthy choices about medicines.

## National Health Education Standards

**Standard 1:** *Comprehending Concepts*

**Standard 3:** *Analyzing Influences*

**Standard 5:** *Interpersonal Communication Skills*

## Healthy Behavior Outcome (HBO)

Alcohol and Other Drugs HBOs:

**HBO 1:** *Avoid misuse and abuse of over-the-counter and prescription drugs.*

**HBO 4:** *Avoid the use of illegal drugs.*

## ELA Standards

**SL 2.6** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

A red ribbon banner with the word 'HOPE' in large white letters, where the 'O' is a red circle. To the right of 'HOPE', the text 'BASIC HOW TO SAY "NO" STEPS' is written in white, slanted capital letters.

# HOPE

BASIC HOW TO  
SAY "NO" STEPS

**1**

*Look at other person's eyes while speaking.*

**2**

*Stand up straight.*

**3**

*Speak loudly enough for person to hear you.*

**4**

*Calmly say, "I do not want to do that."  
(What are they asking you to do?)*

**5**

*Calmly say, "It is unsafe and healthy."  
(Why it is unsafe/unhealthy?)*



# HOPE

## HOW TO SAY "NO" CHECKLIST

\_\_\_\_\_ *Looked at other person's eyes.*

\_\_\_\_\_ *Stood up straight.*

\_\_\_\_\_ *Spoke so everyone could hear.*

\_\_\_\_\_ *Used calm voice.*

\_\_\_\_\_ *Said, "I do not want to do that."*

\_\_\_\_\_ *Said "It is unsafe and unhealthy."*

## EXAMPLE FOR HOW TO SAY “NO”



**Situation:** You are playing over at your friend Joey’s house. You hurt your leg while playing soccer, and say, “Oh wow, that really hurts.” Joey goes inside, then returns with one of his parent’s pill bottles. He opens it and offers you two of the pain pills. **What do you say?**

**You say:** *“I do not want to take those pills. Taking someone else’s medicine is unsafe and unhealthy.”*

**Student Situation:** “Hey I just found these at home. I am not sure whether they are pills or candy. They look like they would taste good. Want one?”

**I will say:**

**I do NOT want to** \_\_\_\_\_

\_\_\_\_\_.

**It is** \_\_\_\_\_ **and** \_\_\_\_\_.