

Purpose of the Lesson

The lesson focus is on standing up for yourself and the healthy decisions you make. Students will practice the four aspects of assertive communication including: looking at the person, stating the decision firmly but politely, walking away if pressured continuously, and telling a trusted adult about an unhealthy/unsafe situation.

Background Knowledge (Talking Points)

- Steps of Standing Up for Yourself:
 - Look the person in the **eyes**.
 - Firmly, but politely** say: “**I will not** (describe what other person wants you to do) **because I know it is NOT** (Choose one: safe, healthy, what my parents would want me to do).”
 - If person still **tries to pressure you, walk away** and find a trusted adult.
 - Do NOT argue** with the person.

Lesson Objectives

Students will be able to:

Objective	Activity
1. Apply the steps of “Standing Up for Yourself” to make healthy decisions about medicines.	Individual Checklist Standing Up for Yourself Checklist (Attachment 4)
2. Recall what to do if faced with an unhealthy situation or being pressured to make an unhealthy decision about medicines or drugs.	Standing Up for Yourself Checklist
3. Identify trusted adults and resources to support healthy choices about medicine.	Standing Up for Yourself Checklist

Time: 20-30 minutes

Materials

Stand up for Yourself Checklist ([Attachment 1](#)); Situation Card 1 ([Attachment 2](#)), Situation Card 2 ([Attachment 3](#)); Individual Checklists ([Attachment 4](#)).

Introduction

- I need for everyone to stand up.
 - What you just did was one meaning for “stand up,” the literal meaning. There is another meaning for stand up that is an example of figurative language. (*Students may sit down.*) In fact, we sometimes hear, “Stand up for yourself.”

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3rd GRADE
LESSON 3

Refuse to Use

- **ASK:** What does “stand up for yourself” mean?
 - Possible responses: *Speak up for what is going to help us stay healthy. If someone is not treating a friend nicely or is bullying we can tell them to stop. Asking someone to throw garbage in the trash, not on the ground.*
- **ASK:** Why is it important to stand up for yourself?
 - Examples include: to show confidence, stay safe, protect self and others, be respectful of rules and others.
- Have chart paper to hang in the room to remind students why it is important to stand up for themselves. Examples include: to show confidence, stay safe, protect self and others, be respectful to the rules put in place at school, in the community, and at home, etc.
- Standing up for yourself can be a challenge or sometimes hard to do.
 - **ASK:** Why is standing up for yourself sometimes difficult or hard to do? (*don't feel strong enough to do; afraid of what your friends may say; don't know how to “stand up for yourself,” etc.*)
 - One thing that will help you feel more comfortable about standing up for yourself is learning how to do it well. Today, we are going to learn how to do this, and how to do this well!
- We have already agreed that this is an important skill, so let's learn the steps of standing up for yourself.

Teaching Steps

Activity 1: Standing Up For Yourself

- 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. Have students make a class list of why standing up for themselves is important.
 - **Step 2:** State and share the steps of standing up for yourself. ([Attachment 1](#))
 - **Step 3A:** Demonstrate while showing the steps.
 1. Look the person in the eyes.
 2. Firmly, but politely say: “**I will not** (*describe what other person wants you to do*) **because I know it is NOT** (*choose one: safe, healthy, what my parents would want me to do*).”
 3. If person still tries to pressure you, walk away and find a trusted adult.
 4. Do NOT argue with the person.
 - **Step 3B:** Model the steps for the students by using this situation ([Attachment 2](#)): *Your friend has brought aspirin to school. You mention that you have a headache. Your friend reaches into his pocket, pulls out a bottle, opens it, and offers you two pills. (You will need to communicate your choice to a student volunteer.)*

- You used **STOP, THINK, CHOOSE** to decide you are not going to take the pills because you thought it was an unhealthy choice. Now I'm going to show you how I would tell your friend you made a healthy decision to not take the pills.
- **Teacher:** "I thought you were my friend, I will not take those pills. I know it is NOT safe."
- Go through each step of standing up for yourself (**See Attachment 1**), as you ask students:
 - "Did I use this step when standing up for myself with my friends? Tell me how you saw or heard me use it."
- **Explain:** School rules state that students may NOT carry medicine at school. All medicine must be kept in the nurse's office. You can get in trouble if you are carrying medicine around the school hallways and classrooms.
- Since John was breaking a school rule, you could also add: "Let's take the bottle to the nurse's office before you get in trouble."
- Who are other people who could help us make healthy choices with medicine?
 - Trusted adults, including parents, teachers, school staff, police officers, etc.
- **Step 4:** Practice the skill. Break students into **groups of three**. Explain that they will be acting out a role play in which one student will play the role of Marty, one will play the role of Sam and the third student will watch and mark the Individual Checklist during the acting out of the role play.
 - Review the basic situation with the students: You (**Marty**) are riding your bike at the local park. A friend (**Sam**), whom you have not seen in a long time, rides up to you. Sam reaches into his pocket and pulls out a pill. Sam says, "This pill will help you feel great while you ride your bike."
 - Give each group the **Situation 2 Role Play** (**Attachment 4**). Have them quickly decide who will play each role.
 - After the groups have read and practiced the **Situation 2 Role Play**, ask the groups to discuss how well they think Marty handled this situation and why.
 - Now, ask groups to act out the role play while the third person marks "Yes" or "No" for each step on the group's **Individual Checklist**. *NOTE: Briefly review the steps on the Checklist before they act out the role play.*
 - Teacher needs to walk around and provide helpful feedback to the groups.
 - Ask a few groups to volunteer to act out their role play in front of the class.
 - Teacher and rest of class need to use the **Individual Checklist** to provide feedback to the volunteer groups.

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Closure

- You are well on your way to being experts at standing up for yourselves.
- Write on board: **“I AM LEARNING HOW TO STAND UP FOR MYSELF AND FOR HEALTHY CHOICES!”**
 - Point to each word as student proudly say the statement.
 - Ask them to give themselves a round of applause!

Recommendation and Reminders

- Students could brainstorm other ways the word “stand” is used in idioms or other figures of speech. See <http://idioms.thefreedictionary.com/stand> for more examples.
- The teacher could model a non-example and ask the students to use the checklist to pinpoint how the teacher should change his or her model.
- Students could create and write their own scenarios to act out and share with the class.
- You can add your school’s rule and procedures about medicines to the situation box.
 - Add (2 per page) to the **Attachment 2: Situation**.

National Health Education Standards

Standard 1: *Comprehending Concepts*

Standard 3: *Accessing Health Resources*

Standard 4: *Interpersonal Communication Skills*

Standard 5: *Decision-Making*

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

L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.

SL.3.1 Engage effectively in a range of collaborative discussions with diverse partner on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.



- ✓ **Look directly at the person while you speak.**
- ✓ **Firmly, but politely say, “I will not _____, because I know it is not _____.**
- ✓ **Do **NOT** argue with the other person.**
- ✓ **Turn and leave if the other person continues to pressure you.**

SITUATION 1

(Teacher is Chris; Student is Kendall)

Kendall: *Hey Chris. How are you?*

Chris: *Oh, I have a headache.*

Kendall: *I have some aspirin I brought from home.
Here I will give you two for your headache.*

Chris: *No thanks, Kendall. I will not take the medicine
because I know it is not safe to take medicine
without a trusted adult.*

***Reminder:** *(Our school rule says students are NOT
allowed to have medicine at school. All medicines
have to be kept in the school nurse's office).*

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SITUATION 2

(Student 1 is Marty; Student 2 is Sam)

Marty: *Hey, Sam. I have not seen you in a long time.*

Sam: *Oh, hi, Marty. How have you been?*

Marty: *I am great. I started taking these pills, and I feel great. Here – take one of these pills, and you will feel really good while riding your bike.*

Sam: *No Marty. I will not take the pill because I know it is not safe to take someone else’s pills.*

Marty: *But this pill will not hurt you. Come on, just take it.*

Sam: *I’ve got to go home, Marty. See you.
(Turn and walk away)*

***THEN WHAT SHOULD YOU DO?**

HOPE

SITUATION 2

(Student 1 is Marty; Student 2 is Sam)

Marty: *Hey, Sam. I have not seen you in a long time.*

Sam: *Oh, hi, Marty. How have you been?*

Marty: *I am great. I started taking these pills, and I feel great. Here – take one of these pills, and you will feel really good while riding your bike.*

Sam: *No Marty. I will not take the pill because I know it is not safe to take someone else’s pills.*

Marty: *But this pill will not hurt you. Come on, just take it.*

Sam: *I’ve got to go home, Marty. See you.
(Turn and walk away)*

***THEN WHAT SHOULD YOU DO?**

HOPE



STANDING UP FOR YOURSELF CHECKLIST

HOPE

- _____ Looked directly at the other person.
- _____ Said firmly, but politely, “I will not _____ because I know it is not _____.”
- _____ Did not argue with the other person.
- _____ Turned and left if the other person continued to pressure them.

*Remember to **TELL** a trusted adult about the situation.*

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