



International Center
for Leadership
in Education



Gold Seal:

Copernicus Education Gateway

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Grade Span			ICLE Application Model			
K-4 x	5-8	9-12	A	B x	C	D

Instructional Focus:

Listening – Students listen for a variety of purposes appropriate to the grade level.

Speaking – Students speak for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.

Performance Task

This lesson will provide rehearsals in the art of saying “no” and provide positive reinforcement.

1. Discuss how students sometimes are required to say no to avoid doing something that is harmful or against the rules.
2. Stress that students are responsible for their own behavior and cannot blame their actions on others.
3. Distribute the worksheet (I Can Say No Chart). Read aloud the introduction.
4. Group students into teams of 2-3. Summarize and review the role playing exercises. Assign each group one of the numbered items to role play.

ICLE Essential Skills

Follow oral or written directions. (ela 4)

Express opinions clearly and forcefully without interrupting or insulting others. (ela 16)

Use brainstorming, role playing, and standard problem solving strategies to define a problems and suggest solutions. (ela 19)

Participate, sometimes leading, in group meetings by contributing, taking turns speaking, and working toward a common goal. (ela 20)

Analyze and evaluate a speaker’s persuasive techniques. (ela 95)

Scoring Guide:

Team Role Playing

4 Points = The role playing is clear, concise, and logical. The student truly tries to place him/her self in the other person’s role and perceive the situation from his/her position.

3 Points = The role playing is clear, concise and logical. The student tries with moderate success to place him/her self in the other person's role and perceive the situation from his/her position.

2 Points = The role playing lacks clarity, conciseness and logic. The student tries with little success to place him/her self in the other person's role and perceive the situation from his/her position.

1 Point = The role playing is confusing and largely incomplete. There is no indication that the student attempted to place him/her self in the other person's role and perceive the situation from his/her position.

Keywords

English Language Arts	Mathematics	Science
Reading	Algebra	Earth Science
Writing	Geometry	Life Science
Communications Role Play Discussion Listening	Statistics	Chemistry
Literature	Calculus	Physics
Other	Trigonometry	Other
	Other	

I Can Say No ... continued

Chart

HOW TO SAY NO

Introduction:

There are times when you need to say “no”. Saying “no” can make you feel good when you know it is the right thing to do. To know when it is the right thing to do, ask yourself:

1. Would this make someone angry?
2. Would this hurt someone?
3. Would this damage something?

If the answer to any of these is “maybe” or “yes”, then you know it is not the right thing to do.

For example, if your friend wanted to copy your school work:

1. Would this make someone angry? Yes – the teacher.
2. Would this hurt someone? Yes – you. You are being dishonest.
3. Would this damage something? Yes – your idea about yourself being an honest person.

How to say “no” is something we must learn. Begin with standing or sitting up straight. Look directly at the other person and talk in a normal voice. Be firm, but do not say things to hurt their feelings. Simply say “I do not want to do that”. Repeat this as many times as you need to in order to stop them from asking again.

Activity: Role play the following situations with two students.

1. A friend wants to borrow your new skateboard and you don't want to share it just yet.
2. A friend wants a candy bar from your lunch box.
3. A friend wants to throw rocks at passing cars.
4. A friend wants you to agree not to play with another student in your classroom.
5. A friend is calling another student bad names and wants you to say something bad too.
6. You see a friend take something from another student's backpack and he/she asks you not tell on them.

Process each situation by asking the three questions as well as asking for other comments and discussion.