



**Gold Seal:**

Copernicus Education Gateway

<b>Author(s):</b> Marsha Kucker			<b>Lesson Title:</b> Just Say No			
<b>Grade Span</b>			<b>ICLE Application Model</b>			
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**

Students need practice in using their refusal skills in situations that are potentially dangerous for them. This activity will provide the students with an opportunity to observe others saying “no” and to practice saying “no” themselves in front of classmates.

1. Introduce the activity by telling the class that they are going to play a game. Ask for two volunteers.
2. Take one child aside and give him/her a piece of candy. Instruct the child that his/her job will be to get the other child to take the piece of candy. If this job is accomplished, he/she will become the “winner” and win the opportunity to select the next two players.
3. Take the other student aside and instruct him/her not to take the candy for any reason, because in the game it is ‘poison’. Make sure the student understands that if he/she does not take the candy for the duration of the game, he/she will be the “winner” and win the opportunity to select the next two players.
4. Begin the game and stop after it has been going on for one minute. Discuss with the class what they saw happening. Begin a list on the board of ways they could think of to say “no”.
5. Request that the winner of the game select two other students to play the game. Select which of the students will practice refusing and which will be persuading. This decision should be made on the facilitator’s awareness of the student’s abilities. Time for the game is one minute.
6. Continue the discussion after every two students. Ask the students what harmful things could happen if this were a real-life situation where someone was offering alcohol, pills, medicine or cigarettes.
7. Finish the activity by looking at the list of ways to say “no” with each student identifying their favorite way.

**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 problem and suggest solutions. (ela 19)
Participate, sometimes leading, in group meetings by contributing, taking turns speaking, and working toward a common goal. (ela 20)
Make informed judgments about the content, organization, and delivery of spoken communication. (ela 32)
Gather information such as data, facts, ideas, concepts, and generalizations from oral sources. (ela 51)
Participate in a one-on-one conference by relating essential information, asking questions on the topic, and using language to clarify information. (ela 69)
Analyze and evaluate a speaker’s persuasive techniques. (ela 95)

**Scoring Guide:**

	<b>4 Exceptional</b>	<b>3 Admirable</b>	<b>2 Acceptable</b>	<b>1 Amateur</b>
<b>Group Participation</b>	All students enthusiastically participate	At least ¾ of students actively participate	At least half the students confer or present ideas	Only one or two persons actively participate
<b>Shared Responsibility</b>	Responsibility for task is shared evenly	Responsibility is shared by most group members	Responsibility is shared by ½ the group members	Exclusive reliance on one person
<b>Quality of Interaction</b>	Excellent listening and leadership skills exhibited; students reflect awareness of others' views and opinions in their discussions	Students show adeptness in interacting; lively discussion centers on the task	Some ability to interact; attentive listening; some evidence of discussion or alternatives	Little interaction; very brief conversation some students were disinterested or distracted
<b>Roles Within Group</b>	Each student assigned a clearly defined role; group members perform roles effectively	Each student assigned a role but roles not clearly defined or consistently adhered to	Students assigned roles but roles were not consistently adhered to	No effort made to assign roles to group members

**Keywords**

<b>English Language Arts</b>	<b>Mathematics</b>	<b>Science</b>
<b>Reading</b>	<b>Algebra</b>	<b>Earth Science</b>
<b>Writing</b>	<b>Geometry</b>	<b>Life Science</b>
<b>Communications Discussion Listening Communication Role play</b>	<b>Statistics</b>	<b>Chemistry</b>
<b>Literature</b>	<b>Calculus</b>	<b>Physics</b>
<b>Other</b>	<b>Trigonometry</b>	<b>Other</b>
	<b>Other</b>	