

Grade 1

Health Objective 5.03

Demonstrate how to identify a harmful medicine or substance and how to respond when offered or discovering one of these substances.

Language Arts 1.02

Demonstrate decoding and word recognition strategies and skills.

Materials Needed:

Green Eggs and Ham by Dr. Seuss or the excerpt provided in Appendix 1
Appendix 1 - transparency of an excerpt from *Green Eggs and Ham* by Dr. Seuss
Appendix 2a, b - copy and cut apart pictures (one picture for each small group - more than one group may have the same picture)
Appendix 3 - Refusal Sentences - copies for each student

Focus:

Read an excerpt from *Green Eggs and Ham* by Dr. Seuss. Ask the students how the main character responded when being offered *Green Eggs and Ham*. The students will notice that the character did not want green eggs and ham and used many different words to say no to green eggs and ham. Have students notice that the main character even used Sam's name to emphasize that he did not want green eggs and ham. (Example: "I do not like them Sam-I-am.") Ask the students to share examples of ways they have been able to say no to something they did not like.

Teacher Input:

[Children may find or be offered illegal substances even at young ages. One of the most helpful protective factors for avoiding the use of illegal substances is the ability to say "No" and walk away from the situation. Children need to learn and practice refusal skills in a safe and supportive environment to be able to use them when needed. Assertive refusal skills can be used in multiple situations however this lesson will focus solely on refusing a harmful medicine or substance. At the end of the lesson, brainstorm a variety of situations in which you can use refusal skills so that students can see that this skill can be used in situations other than just refusing drugs.]

There are three steps that can be used when saying "No" or refusing something.

1. Identify the problem. Decide what is wrong with the situation.
2. Think about what could happen. Could someone get hurt, could you get in trouble, would you feel bad?
3. What could you do instead? Say "No" and suggest an alternative activity.

Remind students that there are lots of different ways to say no. Refresh their memory with some of the ways the Dr. Seuss character in *Green Eggs and Ham* said "No." We can use phrases, like no thank you, or I do not care for that, or I do not take medicine or drugs that do not belong to me. Sometimes for emphasis we can use the person's name for example, "No Jim; I do not want to try cigarettes."

Read the following scenario to students:

Derrick and Caleb are good friends. They live in the same neighborhood, ride the bus together, and play together every night. Today on the school bus, Derrick asks Caleb to try some of his brother's medicine. Derrick said that he tried it and it did not make him sick. What should Caleb do?

Ask the class to use the three steps to say "No" and help Caleb answer Derrick's question:

1. What is the problem? - Derrick offers Caleb medicine that was prescribed for Derrick's brother. You should NEVER take other people's medicine. The medicine was not intended for Derrick or Caleb and may hurt them.
2. What could happen? - The medicine might make them sick. They will both probably get in trouble if they take medicine that they are not supposed to take and Derrick's brother will be without medicine that he needs.
3. What could they do instead? - Caleb should explain that it is dangerous to take someone else's medicine and that neither of them should try the medicine. Caleb can ask Derrick to go to his house and play games instead.

Practice & Assessment:

Role Play - Divide the students into small groups and give each group a scenario to act out and practice refusing a harmful medicine or drug. Distribute copies of Appendix 2a, b - a picture of drugs or medicine to each small group and assign roles. Examples of roles might be:

Role Play 1 - Carrie finds cigarettes on the playground. Carrie's friends want to play with the cigarettes. The teacher is on the playground, what should Carrie do?

Role Play 2 - Yvonne offers Candice her inhaler. Candice does not want to use the inhaler because she knows that it is dangerous to use other people's medicine. How can Candice tell Yvonne how she feels?

Role Play 3 - Jeremy finds a bottle of pills in his kitchen and his sister asks him to try them. Jeremy knows how dangerous it is to use medicine that is not given to you by your parents or doctor. What should he tell his sister and what should he do with the medicine?

Distribute the handout from Refusal Sentences (Appendix 3) and ask the students to decode the sentences and find all of the words that mean no. Have students circle the words and discuss the importance of assertively refusing any medicine or drug that is not given to them with permission of their parents or their doctor.

Green Eggs and Ham

By: Dr. Seuss



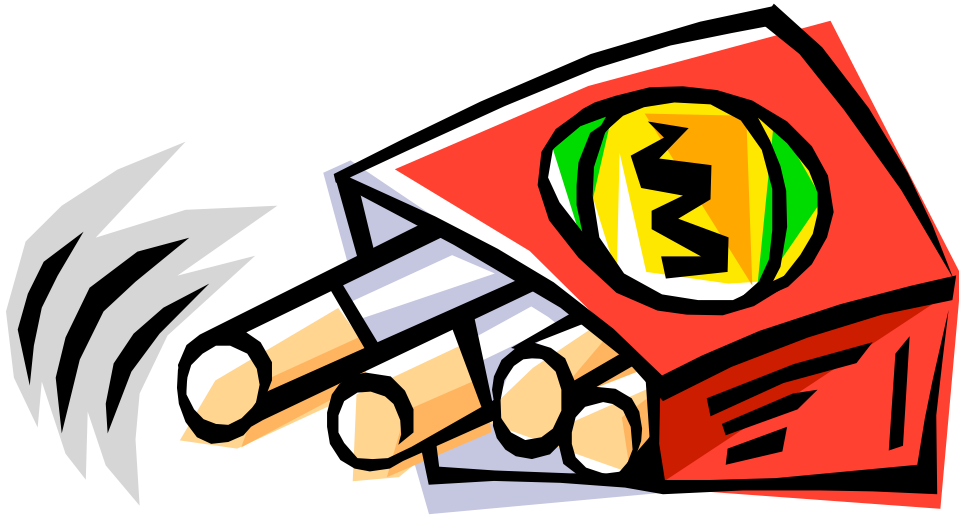
Do you like green eggs and ham?

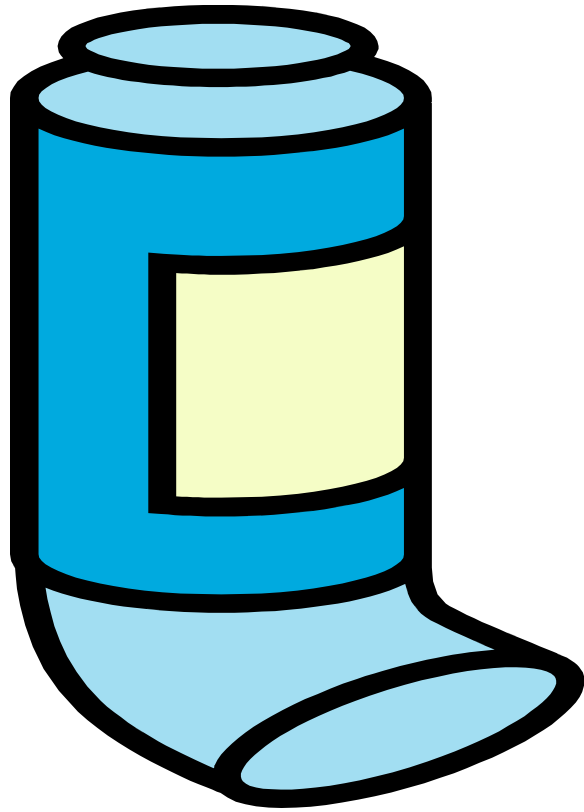
I do not like them, Sam-I-am. I do not like green eggs and ham. Would you like them here or there?

I would not like them here or there. I would not like them anywhere. I do not like green eggs and ham. I do not like them, Sam-I-am.

Would you like them in a house? Would you like them with a mouse?

I do not like them in a house. I do not like them with a mouse. I do not like them here or there. I do not like them anywhere. I do not like green eggs and ham. I do not like them, Sam-I-am.





Circle the words that mean “No.”

1. If I find medicine I will not take it. I will give it to an adult.
 2. If I am offered cigarettes, I will say “No.”
 3. If someone asks me to use his or her inhaler, I will say, “No, thank you. I only use medicine from my doctor.”
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Circle the word that best completes the sentence and write it on the blank.

I will _____ use harmful drugs.

Yes

Not

No