

# PROJECTALERT

● A DRUG PREVENTION PROGRAM FOR MIDDLE GRADES

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## **Acknowledgement**

For their contributions to curriculum development,  
we thank Isabel Burk, M.S., C.H.E.S.  
and Pam Luna, Dr. Ph.

This curriculum is published by the BEST Foundation For A Drug-Free Tomorrow, adapted from an original curriculum developed and tested by RAND with funding from the Conrad N. Hilton Foundation.

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# THE PROJECT ALERT PACKAGE

The Project ALERT lesson plans contained in this binder are just part of the Project ALERT package. They are supported by student videos, classroom posters, online teacher training modules, assessment tools, and ongoing technical assistance.

## **Lesson Plans**

You can download fresh copies of the lesson plans and updated resources at any time by visiting our website at [www.projectalert.com](http://www.projectalert.com)

Each lesson plan is organized into three sections: the core plan, teacher resources, and student handouts. And, each lesson is paginated using an internal decimal number system corresponding to the number of the lesson itself. For example, Lesson One is decimal series 1.0 through 1.24 to accommodate twenty-five pages of text.

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## WHAT YOU CAN FIND ONLINE – [WWW.PROJECTALERT.COM](http://WWW.PROJECTALERT.COM)

The Project ALERT web site features many resources Project ALERT teachers find helpful. You can download lesson plans, student handouts, and assessment tools. You can even receive your Project ALERT newsletter online.

A partial list of popular items include:

- The Project ALERT Logic Model
- A Fidelity Instrument
- A Knowledge Assessment Tool
- A Pre- and Post-Survey
- An Alignment of Project ALERT with National Health Standards
- A Curriculum Inventory
- The Parent Letter
- Home Learning Opportunities in both English and Spanish
- A Selection of Advertisements for Use in Lesson 4
- Prevalence of Use Statistics
- Drug Information Resources and Links
- Teen Leader Manuals
- The Research Behind Project ALERT
- Risk and Protective Factors
- A Scope and Sequence Chart
- Implementation Case Studies and Tips

**Contact Us** links you directly to our Faculty Advisor and your State Coordinator, two individuals who can help you address almost any scheduling or implementation issue.

# BINDER CONTENTS

## OVERVIEW

Provides the teacher with information on the program's fundamental underpinnings – its objectives and structure, the underlying pedagogy, and key teaching strategies.

## LESSON ONE

### INTRODUCTION TO PROJECT ALERT

Introduces Project ALERT to students, sets the tone for the program, clarifies reasons why people do and don't use drugs.

Lesson Plan	1.0 - 1.8
Teacher Reference	1.9 - 1.20
<a href="#">Student Handouts</a>	<a href="#">1.21 - 1.24</a>

## LESSON TWO

### CONSEQUENCES OF SMOKING CIGARETTES AND MARIJUANA

Motivates students to resist drug use by having them identify immediate and later consequences of smoking cigarettes and marijuana; increases students' perceptions that using cigarettes and marijuana impacts their daily lives and social relationships.

Lesson Plan	2.0 - 2.5
Teacher Reference	2.6 - 2.21
<a href="#">Student Handouts</a>	<a href="#">2.22 - 2.23</a>

## LESSON THREE

### DRINKING CONSEQUENCES AND ALTERNATIVES

Identifies reasons why people drink alcohol; discusses consequences of drinking; demonstrates similarities between drinking and marijuana; presents how alcohol is used to cover feelings; and brainstorms alternatives to drinking.

Lesson Plan	3.0 - 3.6
Teacher Reference	3.7 - 3.17
<a href="#">Student Handouts</a>	<a href="#">3.18 - 3.21</a>

**LESSON FOUR**  
**INTRODUCTION TO PRESSURES**

Marks the transition into the skill-building section of the curriculum; helps students resist pressures to use drugs by identifying what the different pressures are and where they come from; counters belief that “everyone uses” with survey information indicating that most teenagers do not use drugs.

Lesson Plan	4.0 - 4.7
Teacher Reference	4.8 - 4.10
<a href="#">Student Handouts</a>	4.11 - 4.13

**LESSON FIVE**  
**SOCIAL PRESSURES TO USE DRUGS**

Provides the first example of the modeling, practice, and feedback strategy used throughout the curriculum; identifies social pressures to use drugs; teaches resistance skills and facilitates saying “no” in social situations.

Lesson Plan	5.0 - 5.6
Teacher Reference	5.7 - 5.10
<a href="#">Student Handouts</a>	5.11 - 5.12

**LESSON SIX**  
**RESISTING INTERNAL AND EXTERNAL PRESSURES TO USE DRUGS**

Identifies internal pressures to use drugs; students discuss and practice resistance techniques for internal and external pressures.

Lesson Plan	6.0 - 6.6
Teacher Reference	6.7 - 6.11
<a href="#">Student Handouts</a>	6.12 - 6.15

**LESSON SEVEN**  
**PRACTICING RESISTANCE SKILLS**

Facilitates practice of resisting external pressures to use drugs; presents additional alternative ways to resist pressure; encourages students to openly express feelings of being capable of resisting internal pressures.

Lesson Plan	7.0 - 7.6
Teacher Reference	7.7
<a href="#">Student Handouts</a>	7.8 - 7.10

**LESSON EIGHT**  
**INHALANT ABUSE**

Introduces inhalants; shows students how to protect themselves from accidental inhalant poisoning; discusses physical consequences of inhalant abuse; identifies ways to resist pressure to try inhalants.

Lesson Plan	8.0 - 8.6
Teacher Reference	8.7 - 8.15
<a href="#">Student Handouts</a>	8.16

**LESSON NINE**  
**REVIEW AND PRACTICE RESISTANCE TECHNIQUES**

Reinforces earlier lessons by reviewing resistance techniques and facilitating resistance practice; introduces the concept of benefits from not using drugs.

Lesson Plan	9.0 - 9.6
Teacher Reference	9.7 - 9.12
<a href="#">Student Handouts</a>	9.13 - 9.18

**LESSON TEN**  
**SMOKING CESSATION**

Identifies why it is hard to quit smoking; offers techniques for quitting and changing general behavior.

Lesson Plan	10.0 - 10.5
Teacher Reference	10.6
<a href="#">Student Handouts</a>	10.7

**LESSON ELEVEN**  
**BENEFITS OF NOT USING DRUGS**

Reviews and reinforces negative consequences of using drugs; motivates resistance by reviewing benefits of not using drugs; elicits written commitments from students.

Lesson Plan	11.0 - 11.4
Teacher Reference	11.5 - 11.18
<a href="#">Student Handouts</a>	11.19 - 11.20

## **BOOSTER LESSONS**

### **BOOSTER LESSON ONE MOTIVATING RESISTANCE TO DRUGS**

Re-introduces Project ALERT; reviews consequences of using marijuana, alcohol, and cigarettes; reviews sources of pressure; introduces facts about crack and LSD and new prevalence rates.

Lesson Plan	1.0 - 1.10
Teacher Reference	1.11 - 1.39
<a href="#">Student Handouts</a>	1.40 - 1.47

### **BOOSTER LESSON TWO PRACTICE RESISTING EXTERNAL AND INTERNAL PRESSURES**

Reviews concept of external and internal pressures; students prepare and act out internal pressure skits.

Lesson Plan	2.0 - 2.7
Teacher Reference	2.8 - 2.14
<a href="#">Student Handouts</a>	2.15 - 2.22

### **BOOSTER LESSON THREE BENEFITS OF RESISTING DRUGS**

Reviews the benefits of resistance and discusses how friends can help each other resist pressure.

Lesson Plan	3.0 - 3.7
Teacher Reference	3.8 - 3.11

# THE PROJECT ALERT CURRICULUM

## CORE CURRICULUM

The Project ALERT Core Curriculum is organized into four parts, shown below. The lessons build on each other and should be taught in consecutive order. The concepts stressed in each lesson are:

1. Motivating nonuse (Lessons 1-3).
2. Identifying pressures to use drugs, learning to resist those pressures, and practicing resistance skills (Lessons 4-6).
3. Review of key concepts and resistance skills practice (Lessons 7, 9, 11).
4. Special issues: Inhalant Abuse (Lesson 8); Smoking Cessation (Lesson 10).

Starting in Lesson 5, and repeated in 6, 7 and 9, Project ALERT focuses on building resistance skills – how to say “no.” A proven method in skills building, the model-practice-feedback approach is employed in the curriculum. Modeling is accomplished through viewing videos of older teens demonstrating effective ways to say “no.” Students are given several practice sessions where they role play their own ways to say “no.” The curriculum asks teachers to provide feedback by giving “resistance self-efficacy statements” immediately following each role play (Teaching Strategies, pages 0.8-0.10).

In contrast to Project ALERT’s overall prevention focus, the lesson on smoking cessation is directed at a specific group - regular smokers. It helps motivate them to stop smoking and models successful quitting behavior. It also teaches nonsmokers how to help others quit and how to change unhealthy behavior.

## BOOSTER LESSONS

The Project ALERT Booster Lessons are designed to extend the Core Curriculum’s positive effects. Research has shown that Booster Lessons are critical for maintaining early prevention gains. The three Booster Lessons build on both the Core Curriculum and each other and should be taught in consecutive order. The concepts stressed in each lesson are:

1. Motivating resistance to drugs (Booster Lesson 1).
2. Practice resisting internal and external pressures to use drugs (Booster Lesson 2).
3. Benefits of resisting drugs (Booster Lesson 3).

Both the Core Curriculum and the Booster Lessons offer a variety of activities, audiovisual materials, student handouts, and homework assignments.

## LESSON PLAN FORMAT

Lesson plans begin in the next section, following this Introduction and Overview. Each lesson plan is organized into three sections: the lesson, Teacher Resources, and Student Handouts. And, each lesson is paginated using an internal decimal number system corresponding to the number of the lesson itself. On the first pages of each lesson, you will find an outline of goals and activities for that lesson, a summary description of what you hope to accomplish in the lesson, pre-class instruction on how to quickly prepare, and a checklist of materials needed.

Please note that the curriculum distinguishes between “posters” (produced as part of the curriculum package) and “visuals” (prepared by the teacher as instructed in the lesson plan).

### Lesson Activities

Each lesson begins with an introductory activity to communicate the goal of the lesson and concludes with a “wrap-up” activity to acknowledge that the goal has been accomplished. The varied activities are designed to move at a quick pace to sustain students’ interest, and accommodate limited teaching schedules. The time suggestions are based upon classroom observation.

Please note the following special features:

- 
- Information presented within two solid lines, as this text is, is essential to meeting the curriculum’s objectives. Concepts to be stressed are starred. It is important that you be familiar with those concepts and express them clearly to students.
- 
- Italicized blue text within quotes are your speaking parts; they are meant to suggest a tone and approach for what you say; you need not use those exact words.

The curriculum will stand on its own, but it is enhanced when used in partnership with resources found on the Project ALERT website. Throughout this curriculum you will be referred to the website as a source for expanded information and downloadable material.

## THE PROJECT ALERT VIDEOS

Eight classroom videos, averaging seven minutes in length each, support the lesson plans and are included with Project ALERT curriculum materials.

Trigger videos help set up role play opportunities. Candid interviews with older teens help seed discussion.

### Trigger Videos

*Pot: The Party Crasher*

Lesson 2: Consequences of Smoking Cigarettes and Marijuana

*Lindsey's Choice*

Lesson 5: Social Pressures to Use Drugs

*Pot or Not?*

Lesson 7: Practicing Resistance Skills

*Paul's Fix*

Booster Lesson 2: Practice Resisting External and Internal Pressures

### Documentary Comments from Older Teens

*Let's Talk About Marijuana*

Lesson 1: Introduction to Project ALERT

*Clearing the Air*

Lesson 10: Smoking Cessation

*Saying "No" to Drugs*

Lesson 11: Benefits of Not Using Drugs

*Resisting Peer Pressure*

Booster Lesson 3: Benefits of Resisting Drugs

### Other Project ALERT Videos

Two videos are available upon special order to assist you in sharing Project ALERT with colleagues, parents, and community groups.

*Project ALERT: A Guided Tour*

*Project ALERT: Substance Abuse Prevention That Works*

## THE PROJECT ALERT POSTERS

Twelve classroom posters are included with the Project ALERT training and curriculum package. They support the learning goals and reinforce visual learners.

- Poster 1 *Smoking Makes You Less Attractive*  
Lessons 2 and 11
- Poster 2 *Smoking Is Addicting*  
Lessons 2 and 11
- Poster 3 *Smoking Affects Your Heart and Lungs*  
Lessons 2 and 11
- Poster 4 *Marijuana Can Affect You Right Away*  
Lessons 2 and 11
- Poster 5 *Marijuana Can Damage You in the Long Run*  
Lessons 2 and 11
- Poster 6 *Alcohol Can Harm You Any Time You Drink*  
Lessons 3 and 11
- Poster 7 *Alcohol Can Damage You in the Long Run*  
Lessons 3 and 11
- Poster 8 *Drinking to Cover Feelings*  
Lesson 3
- Poster 9 *Ways to Say “No”*  
Lessons 5, 6, 7, 9 and Booster Lessons 2 and 3
- Poster 10 *Pressures From Inside Yourself*  
Lessons 6 and 9
- Poster 11 *Toxic Chemicals Affect Your Body Right Away*  
Lessons 8 and 11
- Poster 12 *Danger! Cocaine! Meth!*  
Booster Lesson 1

## PROGRAM PHILOSOPHY

Middle grade students are a group vulnerable to social influences but not yet heavy users of alcohol, cigarettes, marijuana, or other drugs. The goal of Project ALERT is to reduce the use of those dangerous substances by keeping nonusers from trying them and by preventing nonusers and experimenters from becoming regular users.

### Underlying Assumptions

Five assumptions undergird Project ALERT. Each is listed here, along with a description of how it is reflected in the curriculum.

**Assumption 1:** Adolescents start using drugs primarily because of social influences (peers, parents, siblings, media) and because they want to emulate behavior they view as mature and independent.

**Implementation:** The curriculum helps adolescents resist those social influences, by:

- a. countering arguments that drug use is widespread and desirable (most people don't smoke; drugs don't make you mature, independent), and
- b. teaching students specific resistance skills.

A unique feature of Project ALERT is its emphasis on helping students identify internal as well as external pressures to use drugs. Young adolescents frequently fail to recognize the subtle but powerful ways we put pressure on ourselves - even when no one is specifically trying to influence us (*"I'll be left out if I don't act like the others."*). Short psychodramas graphically portray these "pressures from inside ourselves," and role-playing exercises help students learn techniques for resisting them.

**Assumption 2:** Drug prevention programs must help students develop the motivation to resist using drugs. Teaching resistance skills alone is not enough.

**Implementation:** The curriculum motivates nonuse through appeals that:

- a. relate directly to adolescents (stress immediate and social consequences of use),
- b. make use of teenagers' vulnerability to social norms (most teens don't do it), and
- c. are presented by credible communicators (older teenagers and helpful teachers).

Research on adolescents indicates that teenagers tend to discount long-term risks and overestimate drug use among their peers. To provide greater motivation, therefore, Project ALERT stresses how drugs can affect students **now**, in their daily lives and social relationships. It also counters the belief that "everyone uses" with actual statistics showing that users are in the minority.

The structure of each lesson and the teaching process are designed to increase learning and motivation. Studies have shown that the following strategies help increase motivation and build resistance skills:

- a. providing discrete or proximal goals that can be achieved in a single class lesson;
- b. actively involving students in the learning process;
- c. developing skills through demonstration and practice; and,
- d. encouraging self-efficacy through positive and task-specific feedback.

These strategies are an integral part of the curriculum.

**Assumption 3:** Drug prevention programs should target substances that are used first and most widely by young people.

**Implementation:** Because adolescents typically start using alcohol, cigarettes, marijuana, and inhalants before they try other drugs, Project ALERT focuses on these four substances. It also provides material on cocaine, PCP, and other dangerous substances that middle grade students should be warned about.

**Assumption 4:** Much adolescent behavior stems from modeling the behavior of admired others - in particular, older teenagers who are close in age and, therefore, understand their concerns but have the authority of greater experience.

**Implementation:** Videos portray older teenagers discussing why they say “no” and displaying resistance skills. Teachers are encouraged to describe how they resist pressures to use.

**Assumption 5:** Adolescents are much more likely to absorb new information and learn new skills when they are actively involved in the learning process.

**Implementation:** The curriculum promotes student involvement by:

- a. eliciting students’ responses rather than didactically explaining facts and values to them, and
- b. using such techniques as role-playing, games, and small group discussion to foster student participation and reinforce skills.

## ADOLESCENT THINKING

Much psychological research indicates that adolescents think differently than adults. These differences make adolescents more vulnerable to taking risks with their health.

The following differences are most relevant to preventing substance use and promoting resistance self-efficacy.

1. Difficulty in considering the future consequences of current decisions.
2. Difficulty in applying information about risks and consequences to themselves; that is, they often believe themselves to be immune to negative events. Some psychologists refer to this belief as “the myth of personal immortality.”
3. Tendency to discount known risks (“*Everyone in my family smokes, but no one has gotten lung cancer.*”).
4. Difficulty in understanding probability and its meaning for their own lives and health.
5. Poor decision-making skills. Of particular note is the tendency to discount long-term consequences in making decisions and a general inability to weigh costs and benefits to produce rational decisions.

The Project ALERT curriculum is designed to be sensitive to these differences. For example, it stresses immediate and short-term consequences of substance use rather than long-term consequences whenever possible. It emphasizes the possibility of alcohol-related accidents and points out that some health consequences occur with certainty if a person smokes cigarettes or marijuana even when the dosage is small. Addiction/dependence is emphasized as a key health consequence of drug use because it may occur quickly and is quite likely to happen.

Among the short-term consequences, social consequences are of most concern to teenagers. Young people don’t want bad breath or yellow teeth, and they want very much to be in control. Indeed, the period of adolescence is in essence a struggle to gain such control. Physical and psychological addiction, as well as loss of control while high, are emotionally objectionable states to young people because they imply lack of control. Hence, these consequences are strongly emphasized in the curriculum.

## TEACHING STRATEGIES

*How Project ALERT is taught is as important as what is taught.* The following strategies, drawn from research on effective learning and behavior change, are critical to successful program delivery and have been incorporated into the curriculum:

### Resistance Self-Efficacy

Self-efficacy is an individual's belief that he or she is capable of accomplishing a particular task. It is considered a prerequisite to adopting new and difficult behavior. If we expect students to resist drugs, we must help them feel they can do so.

The curriculum offers a number of ways to increase resistance self-efficacy, including modeling, practice, and feedback. A key mechanism is the teacher's own belief that students are capable of resisting. This belief should be communicated clearly and honestly in the form of specific feedback after resistance practice. Some examples include:

*"You really know how to say 'no.'"*

*"That's a good way to resist."*

*"That sounded very convincing."*

*"You looked and sounded like you meant what you said!"*

*"You sounded in charge."*

*"I think you've got it!"*

*"You handled that well."*

*"I like the way you worded that; I would have stopped pressuring you."*

*"That sounded powerful."*

*"That was a mature way of responding."*

### Active Student Involvement and Practice

Student participation has been built into the curriculum whenever possible. Research indicates that people learn more, remember more, and feel more effective if they actually **do** something that involves them in the learning process. Project ALERT activities encourage **doing** – making lists of reasons, discussing videos, performing "saying 'no'" skits, rewriting ads, writing "saying 'no'" responses, and suggesting alternative behaviors.

### Modeling

Modeling is an important teaching device and means of increasing self-efficacy. In Project ALERT, the teacher models resistance skills, as do the older teens in the videos. By relating personal examples of saying "no," they illustrate effective ways of resisting.

## Reinforcement

Reinforcement is accomplished by several techniques. Verbal reinforcement methods include repeating correct responses and solutions, elaborating on a student's response and connecting it with other material, and directly reinforcing what the student said or did. Honest, direct praise can be motivating. Some examples are:

*"That's a terrific way to say 'no.'"*

*"That's an interesting observation/point."*

*"I like how you put that."*

*"I never thought of that!"*

*"I've learned a lot from you."* (to the class)

*"Good job!"*

Nonverbal methods include classroom applause, smiling, nodding, or a thumbs up sign. Reinforcement is specifically included in the curriculum as a teaching strategy.

## Validation

Validation means acknowledging students' feelings, sometimes before they express them and sometimes even when they deny them. Examples include acknowledging that (1) it is hard to identify and resist pressure, (2) advertising is powerful, and (3) students are not expected to know all the answers.

## Proximal Goals

Each lesson begins with a statement of proximal goals, or what students will accomplish *that* day. Although such a beginning may seem trivial, research indicates that stating proximal goals promotes learning and self-efficacy. These goals are listed first in each lesson and should guide each activity. At the end of each lesson, the teacher reinforces the students' abilities to achieve them.

## Respect

Students who are treated with respect are more receptive and motivated. Respectful treatment includes listening carefully and acknowledging what students say. It also includes responding gently to a wrong answer by acknowledging any truth in it, validating the students' feelings (*"Many people think that."*), and presenting the correct answer. Teachers increase their credibility and contribute to a climate of respect by avoiding preachy statements, acknowledging that the students ultimately make the decision about using drugs, and clarifying that no one can make them use drugs if they don't want to.

## **Enthusiasm**

Teacher enthusiasm sends students the message that the curriculum is great and they will like it. As teachers are well aware, enthusiasm is contagious and primes students for success.

## **Parent Involvement**

Research has demonstrated the importance of including parents as partners in prevention efforts. Therefore, nearly all of the core lessons include a homework assignment designed to be completed with a parent. These assignments are best viewed as “home learning opportunities” that make it easier for parents to engage in conversations with their children about drugs and reinforce the learning that occurs in the classroom. Translated homework assignments are available for Spanish-speaking homes on the Project ALERT web site.

Sometimes Project ALERT teachers express concern or skepticism about parents’ willingness to collaborate in the home assignments. In these cases, another trusted adult, such as an extended family member, adult friend, or school staff, may be enlisted to provide that support. Others worry that the home assignments might be viewed as intrusive to family privacy. Teachers can reassure parents that the information will not be shared in class. One way to encourage positive home learning experiences is to provide a letter explaining the curriculum at the beginning of the Project ALERT course. A sample parent letter is located on page 1.20 of Lesson One, and can be sent home to parents with the first homework assignment. This letter can be downloaded and adapted from the Project ALERT web site and is available in both English and Spanish.

Since the intent of the home assignments is to facilitate discussion about drugs with a parent, the assignments cannot be graded in the traditional way. Instead, many teachers provide participation points for completed assignments. A note signed by the parent verifies completion for those parents reluctant to return their responses to class.

## HANDLING DIFFICULT ISSUES

### What should I say if students ask me if I have ever used drugs?

What to say when students ask, “Do you use drugs?” or “Have you ever used them?”

This is a very touchy issue. How you answer these questions depends on several factors:

- your teaching style;
- how accustomed you are to revealing personal information about yourself to students (obviously, you should never feel pressured to reveal information about yourself when you are uncomfortable doing so); and,
- your history of drug use.

**Current use:** It is assumed that teachers will not be current users of illegal substances and, if asked, they can point out the illegality of using these substances and refer to the school’s drug-free workplace policy. If you are a current user of legal drugs (tobacco and alcohol) and you wish to disclose this information, it is recommended that a health-enhancing message also be added. For example, you might say, “Yes, unfortunately I do smoke, but I am trying to quit. If I had had a program like this at your age, I probably wouldn’t have even started” or, “Yes, I have a drink on occasion, but I never drive after drinking.”

**Past Use:** It is important to discourage lengthy discussions about anyone’s personal use of legal or illegal drugs, including your own. Self-disclosure should be determined by how comfortable you are in revealing sensitive information about yourself.

### What should I say when a student discloses drug use information about him or herself, a family member, or friend?

Occasionally, students want to tell war stories or talk about personal or other people’s drug use. Again, it is important to discourage lengthy discussion about anyone’s personal use of illegal drugs. You can refer to the confidentiality ground rule, which can be worded to prohibit the mentioning of anyone’s name when discussing sensitive issues.

### How can I reassure students that what they say in the classroom will be treated confidentially?

It is important for you to know that Project ALERT activities are specifically designed to avoid personal disclosure of sensitive information. The Ground Rules developed in Lesson 1 should include the following: “no names or identifying descriptions (‘my parents’) should be used.” This rule applies to both the teacher and students. Students can be encouraged to share their story or issue, if relevant, by saying “someone I know....”

You should be aware of state and district reporting and confidentiality policies and tell students about those requirements. A place to do this is written into the curriculum in Lesson 1. You should also be prepared to direct students to appropriate school staff with whom they can talk confidentially.

### **What if I think or discover that one of my students has a drug problem?**

First, remember that it is not a teacher's role to diagnose or treat students' behavioral problems. The teacher's role is to facilitate getting help for the student. Sometimes a student will be forthright in his/her expression of the problem; often teachers have to rely on more subtle signs.

Once it has been determined that the student needs help, you need to make a referral to counseling. Know your referral process. Familiarize yourself with this process before you begin teaching Project ALERT, both as information for you and a heads up to counseling staff.

If you are approaching the student out of concern (versus the student coming to you with a stated problem), approach him/her discreetly. Describe the behaviors you are concerned about in neutral, broad terms. (Example: *"I've noticed that you have had difficulty concentrating in class. And you haven't taken as much care with your appearance as you usually do. I'm concerned that you seem to be having some difficulty that may be affecting your school performance."*)

Ask if the student would like some confidential help. If the answer is "no," don't probe or pressure. Remain positive and keep the door open, but follow up with the counselor. Let the counselor know of your concerns, describing specific behaviors. If the answer is "yes," make prior contact with the counselor regarding the appropriate method for referral. Offer to accompany the student. Follow up with the student to see how he/she is doing. Make any positive observations you've noticed to reinforce the student's progress.

## **CAN'T FIND AN ANSWER TO YOUR QUESTION?**

Send an email

[info@projectalert.best.org](mailto:info@projectalert.best.org)

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Use the Contact Us link at  
the Project ALERT website

[www.projectalert.com](http://www.projectalert.com)

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Call toll-free Monday-Friday  
7:00 a.m. to 4:30 p.m. PST

**800-ALERT-10**  
**800-253-7810**

# TEACHING PROJECT ALERT WITH FIDELITY

## What Do We Mean By Fidelity?

The Project ALERT curriculum is like a recipe: to get the best results, you need to follow it. Teaching with fidelity means teaching Project ALERT as it is written – including all of the activities, and teaching them in the prescribed sequence.

The following Project ALERT teaching strategies, drawn from research on effective learning and behavior change, are described in detail in the introduction to the curriculum:

- Active student involvement and practice
- Modeling
- Resistance self-efficacy
- Proximal goals
- Reinforcement
- Respect
- Validation
- Enthusiasm

Using them is critical to maintaining fidelity and ensuring successful program delivery.

## How It's Taught is Very Important

Curriculum implementation research has shown that student outcomes are dependent on the quality of the curriculum and the way in which it is taught.

When Project ALERT was first evaluated, teachers were asked to teach the curriculum exactly as it was written. They were monitored for their appropriate use of the Project ALERT teaching strategies, so that any effects could be attributed to the curriculum itself and not to individual teaching methods. The evaluation demonstrated that Project ALERT, as it was taught in 30 different classrooms, was effective in preventing drug use.

Evaluation of other skills-based curricula has demonstrated that teachers who teach a high number of the curriculum activities as designed positively affect student health behaviors.<sup>1</sup> Other research emphasizes the importance of teacher training in teaching the curriculum with fidelity.<sup>2</sup> When teachers are asked why they fail to teach with fidelity, they attribute their implementation failures to lack of time and a greater emphasis on academic subject matters.<sup>3</sup>

<sup>1</sup> Connell, 1985; Resnicow, 1992

<sup>2</sup> Perry et. al, 1990

<sup>3</sup> Parcel et.al, 1989

## Guidelines for Teaching with Fidelity

- Make sure enough time is scheduled to complete the curriculum. This means blocking out eleven class periods during the first year of the program and three class periods in the booster year. A weekly interval – one lesson per week – is recommended. However, teachers have successfully taught Project ALERT on a more compressed schedule – twice per week.

A schedule of eleven consecutive days is not recommended because of time needed for students to understand, practice, and integrate resistance skills.

- When time limitations require modifying the curriculum, make decisions that are consistent with Project ALERT teaching strategies. Student participation has been built into the curriculum whenever possible. Research indicates that people learn more, remember more, and feel more effective if they actually do something that involves them in the process.

A teacher who is short of time but also understands the principle of active involvement would have the students write down fewer reasons in an activity before switching to a lecture format or omitting the activity altogether.

Learning is enhanced through systematic repetition of material. Project ALERT presents information and concepts more than once and in different ways. The six ways to say “no” are repeated in Lessons 5, 6, 7 and 9. In each lesson they are applied to different situations. The repeated material should not be left out. Teachers mind the repetition far more than the students, who need this repetition to learn.

- Make the most of your training experience by reviewing the *Guided Tour: Teacher Demonstrations* tape, networking with other Project ALERT teachers in your area, visiting [www.projectalert.com](http://www.projectalert.com) or calling 800-ALERT-10 whenever you have a question or need updated information.

## Room for Creativity and Diversity

Keep the curriculum fresh by taking advantage of opportunities with the Project ALERT framework to exhibit your creativity. Expand the concept of resisting peer pressure to use drugs to other forms of antisocial behavior, such as shoplifting or cheating on tests. Peer pressure is not always negative. Examine ways in which friends can put pressure on friends to stay drug-free, to get in shape, or to sell tickets for a school carnival.

If you are artistic, use your talent in preparing the many visuals used in the curriculum.

Teachers may expand the curriculum to include current events, discussions about local drug issues, or projects that involve students in community-wide drug prevention initiatives. It may also be possible for students to work with the school on alcohol and other drug prevention policy development.

In the broad variety of environments in which Project ALERT was tested, the curriculum adapted easily to the diverse backgrounds and cultures of the students. Take advantage of the fact that the activities are participatory, and that they draw upon students' experiences, concerns, and modes of expression.

## THE PROJECT ALERT LOGIC MODEL

The Project ALERT Logic Model links the program's theory and activities to its goals in a diagram that indicates the relationships among its parts. Understanding the program's logic model helps ensure that any adaptations you make to the curriculum will benefit your students. To view or download the model, visit [www.projectalert.com](http://www.projectalert.com)

## THE PROJECT ALERT ASSESSMENT TOOLS

Project ALERT offers several techniques for evaluating your implementation. Process, knowledge and outcome-based tools can be found at: [www.projectalert.com](http://www.projectalert.com)

### Fidelity Instrument

Project ALERT makes a downloadable Fidelity Instrument available to trained teachers. This tool allows them to see how well their implementation parallels the implementation proven effective in research.

### Knowledge Assessment Tool

Creating the right tool to test what students have learned from Project ALERT can be especially challenging. How do you formulate a question so it will reveal if students have increased their awareness of the dangers of substance abuse, or if they've changed their attitudes regarding drug usage, or have developed skills to resist peer pressure? What should you ask in weekly quizzes or on an exam at the end of the course? A downloadable "menu" of questions you can select from to create quizzes and tests suitable to your specific classroom needs is available on the Project ALERT web site.

### Pre- and Post-Surveys

Administering a meaningful student use survey requires parental consent, control groups, and anonymity. A downloadable survey is available to Project ALERT trained teachers. It contains questions regarding whether or not students have ever used various drugs, their current use patterns, and their attitudes and beliefs about drugs. This survey is essentially the instrument used during the initial validation of Project ALERT.