

# LESSON NINE

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## ● REVIEW AND PRACTICE OF RESISTANCE TECHNIQUES

### GOALS

1. To review and practice ways of resisting pressures to use drugs
2. To help students feel capable of resisting when faced with a real-life pressure situation
3. To help students become aware of the benefits of not using drugs

### SUMMARY OF ACTIVITIES

1. Introduce Lesson (2 min.)
2. Review Pressures (4 min.)
3. Prepare Resistance Skits (10 min.)
4. Act Out Resistance Skits (10 min.)
5. Play the *Benefits Game* (16 min.)
6. Wrap-up (3 min.)

### DESCRIPTION

Lesson 9 is a resistance practice lesson and provides important reinforcement. Instead of responding to a trigger video, as in previous lessons, students produce original skits based on their own concerns and what they've learned in Project ALERT.

After reviewing the visual about where pressures come from (Activity 2), students are instructed to prepare and then act out a skit that shows resistance to any type of drug or other common pressure (Activities 3 and 4). Teachers should encourage a wide variety of skits.

The benefits of not using alcohol and marijuana are linked in this lesson (*Benefits Game*, Activity 5) in contrast to Lesson 2 where the negative consequences of alcohol and marijuana are linked. The focus on benefits strikes a positive note and is a critical part of the learning and review process.

## PREPARATION

- Review Lesson Plan
- Review the following Teacher Reference material:
  - Ways to Say “No”* (pages 9.7-9.9)
  - Dealing with Internal Pressures* (page 9.10)
  - Benefits of Not Using Drugs* (page 9.11)
    - Optional: you may want to keep a copy of the benefits close at hand for Activity 5
  - Role Play and Critique Tips* (page 9.12)
- Collect and prepare materials, as indicated below

## MATERIALS NEEDED

Assemble the following materials:

- Completed visual: *Ground Rules: Students* (saved from Lesson 1)
- Completed visual: *Where Does Pressure to Use Drugs Come From?* (saved from Lesson 4)
- Posters:
  - Poster 9: *Ways to Say “No”*
  - Poster 10: *Pressures From Inside Yourself*
- Chart paper, masking tape, 5 thick, felt-tip, nontoxic markers

Prepare the following materials:

- Copy *Skit Preparation Sheet* (Student Handout, page 9.13, two skits per page) for each group
- Chart paper for the *Benefits Game* (Activity 5). You may want to pre-title three newsprint sheets “Tobacco” and three sheets “Marijuana and Alcohol,” listing numbers 1-8 on each
- Copy *Ten Questions Teenagers Ask Most About Drugs - and Their Answers* (Student Handout, pages 9.14-9.16) for each student, on colored paper
- Copy *Oral Report on Drugs* (Student Handout, page 9.17) for each student
- Copy *Oral Report on Drugs: Family Response Form* (Student Handout, page 9.18) for each student

## ACTIVITIES

### 1. Introduce Lesson (2 min.)

- A. Display visual: *Ground Rules: Students.*
- B. *“Today we will be reviewing pressures to use drugs. Then we will act out our own solutions to pressure situations.”*
- C. *“After that, we will talk a little about some of the good things we get from saying ‘no’ to drugs.”*

### 2. Review Pressures (4 min.)

- A. *“First, let’s review where pressures come from.”* Display visual: *Where Does Pressure to Use Drugs Come From?* Briefly review the pressures to use drugs. End with the “Yourself” category.
- B. *“The pressures inside yourself are often hard to identify, but they are important because, in the end, it all comes down to you. You make the decision to use drugs or not. Let’s see how you can resist these internal pressures.”*
- C. Display the *Pressures From Inside Yourself* poster. Elicit resistance responses from students for two or more of the pressures. *“What could you say, think, or do if you were feeling bored and you didn’t want to drink?”*

### 3. Prepare Resistance Skits (10 min.)

- A. *“We’ve been learning how to spot pressures and how to avoid using drugs by resisting these pressures. Today we’ll get more practice resisting pressure. The more we practice, the easier it will be to say ‘no’ in a real situation.”*
- B. *“To practice, we’ll be doing skits in which you make up the pressure situation and the solution.”*
- C. *“What are some situations in which you sometimes feel pressure from yourself or others to do something you’re not sure you want to do?”* Elicit three or four examples - get students thinking about cocaine, inhalants, LSD and nondrug pressure situations (to skip class, to shoplift). For each example, ask *“What could you do to resist?”*

D. Show the *Ways to Say “No”* poster and note that these are some good ways to say “no.” Reinforce students’ responses during the discussion by referring to the poster.

E. Introduce the skits.

1. *“In a minute I’m going to divide the class into groups. Each group’s job will be to come up with a pressure situation and a saying ‘no’ solution, rehearse the whole skit, and act it out.”*
2. *“Remember that your skits may be about internal or external pressures.”*
3. *“You may use the Ways to Say ‘No’ poster and your own ideas to come up with a solution.”*
4. *“Remember, the people who say ‘no’ are the main characters in the skit, so really emphasize their parts.”* Acknowledge that it may be fun to act out the pressurer’s part but that the resister’s part is the most important.
5. *“Each group will have six minutes to come up with and rehearse its skit.”*
6. *“Each group will select a Director, who will be responsible for getting everyone to work together. Each group will select a Recorder, who will write on their Skit Preparation Sheet the pressure situation and solutions and who plays what part.”*
7. Encourage students to make up realistic skits, situations that might really happen at their school or in their neighborhood.

F. Divide the class into four or five groups.

G. Circulate, offering help as needed. Try to steer skits away from hostile or indecisive solutions.

H. Reassemble the class.

#### **4. Act Out Resistance Skits (10 min.)**

A. Give specific skit instructions:

1. Speak up.
2. Face the class.
3. Director introduces skit and characters.
4. Audience is quiet - no more planning.

B. Each Director announces the parts, and then each group presents its skit to the class. Lead the applause.

- C. After each skit, ask the audience to describe the solution. Point out how it works, and praise some aspect of it. The key is to convey your belief that the group has really mastered resistance skills. (*"The way you said 'no' sounded very strong. I wouldn't want to mess with you."*)
- D. Note that these or similar solutions could be used in other kinds of pressure situations. Mention shoplifting, skipping school, and cheating, if appropriate.

#### 5. Play the *Benefits Game* (16 min.)

- A. *"Today we've talked about some of the pressures to use drugs, and we've practiced resisting them. Now let's talk about the good things you get from resisting - from not using tobacco, alcohol, or marijuana."*
- B. *"In a minute we're going to divide into three groups. I'll give each group two sheets of chart paper and one marker. Each group will select a Recorder."*

#### Tobacco

- C. *"We're going to see which group can be the first to come up with eight benefits of not using tobacco – cigarettes, smokeless tobacco, cigars."*
- D. Divide the class into three groups, and hand out a sheet of paper and a marker to each group. If the answer sheets are not already prepared, ask each Recorder to list the numbers 1 to 8 on one sheet and to title it "Tobacco." (If time is short, have each group come up with 4-6 benefits for each sheet.)
- E. Remind students that not using tobacco results in good things in terms of health, how we feel about ourselves, what people think of us, and what we don't have to worry about.
- F. Tell the groups not to start yet: *"Hold your markers in the air."*
- G. Tell the groups they are to write one benefit of not using tobacco by each number on the list.
- H. *"Let's see which group can complete its list first. When your group is done, the Recorder should bring the list up front and tape it to the board. You're not done until your list is taped up and the rest of your group is seated and quiet."*
- I. *"Ready? Begin!"*
- J. Circulate. Encourage varied benefits. You can make this a game by assigning points to teams finishing first, second, etc.

- K. When all groups have finished, have the Recorders read each list.
- L. Reinforce the groups' ideas. *"You really know what good things you get from not using tobacco."*

### **Marijuana and Alcohol**

- M. Distribute a second sheet of paper. If the answer sheets are not already prepared, ask each Recorder to list the numbers 1 to 8 on the sheet and to title it "Marijuana and Alcohol."
- N. Tell the groups they are to write by each number on the list one benefit of not using marijuana or alcohol. *"Let's see which group can finish first. When your group is done, the Recorder should bring your list up front and tape it to the board."*
- O. *"Ready? Begin!"*
- P. When all the groups have finished, have the Recorders read each list.
- Q. Reinforce the groups' ideas.

### **Review the Lists**

- R. Reassemble the class.
- S. Review each set of lists, and praise students for coming up with so many benefits of resisting.
- T. If students have not listed any benefits that describe feeling good about yourself, elicit them. (*"When you resist drug pressures, how do you feel about yourself?"*)

### **6. Wrap-up (3 min.)**

- A. Tell students you are impressed with how well they have learned to resist pressures to use drugs.
- B. Say, *"In the next lesson we'll be talking about ways to help people quit smoking."*

C. Homework:

1. Hand out one copy of the following sheets to each student (if time permits, review the handouts briefly):
  - *Ten Questions Teenagers Ask Most About Drugs - And Their Answers*
  - *Oral Report on Drugs*
  - *Oral Report on Drugs: Family Response Form*
2. Tell students to use the information from the *Ten Questions* handout to complete the oral report sheet and to make oral reports to their families. In addition to encouraging family discussion, it prepares them for the *Information Review Game* in Lesson 11. One member of their family should complete the *Family Response Form*.

# WAYS TO SAY “NO”

## GOALS

In helping students learn how to say “no,” Project ALERT

- validates their feelings that it’s hard to resist the pressures to use drugs.
- hopes to convince them they have the right to say “no.”
- helps them believe they can say “no” without suffering rejection or embarrassment.
- gives them several different ways of saying “no.”

Following are descriptions of six different ways to say “no,” and examples of responses. Most of these methods are dramatized in the video solutions and all are depicted on the *Ways to Say “No”* poster.

### 1. SIMPLY SAY “NO”

Often the easiest of the six resistance strategies, simply saying “no” helps avoid arguments. Students frequently believe, however, that such a brief reply won’t work and that the offerer will continue to pressure them. Thus, it’s very important to help them see the viability of this response.

*“No, I’d rather not.”*

*“No, thanks.”*

*“Thanks, but no thanks.”*

*“Not me.”*

*“No way.”*

*“Not now (today, tonight).”*

*“Nah.”*

*“Forget it.”*

### 2. GIVE A REASON

Stress the use of “I” statements (saying it for yourself) as an integral part of this technique. Such statements take the preachy or judgmental tone out of the refusal (*“I don’t like the taste”* rather than *“You jerk, how can you stand the way you smell?”*). Giving a reason may also include excuses (*“My dad’s picking me up soon.”*).

*“I don’t like the taste.”*

*“I don’t want to ruin my lungs.”*

*“I don’t feel like it.”*

*“I don’t do drugs (smoke, drink, use marijuana).”*

*“I don’t like the feeling of being high. I don’t want to lose control.”*

*“I want to know what’s happening.”*

*“I can get high without it.”*

*"I don't want to get dependent on it."  
"It's illegal."  
"I'll get red eyes and my parents will find out." (marijuana)  
"We might get caught."  
"My parents would ground me."  
"Beer makes me feel sick."  
"I'm on the (track) team, so I don't (smoke, drink)."  
"It gives me the munchies, and I'm trying to lose weight."  
"I don't want to forget stuff."  
"It wipes me out."  
"I don't want to feel out of it."*

### **3. GIVE AN ALTERNATIVE**

The approach of giving an alternative can be particularly effective when the other person offers the cigarette, drink, or joint as a way to make conversation, be friendly, or show that he or she is a good host. Young people who smoke, drink, or use marijuana may offer these substances simply to be friendly and to avoid excluding the other person. They often don't care if the offer is accepted or not. Others, particularly experimenters, may offer drugs to look cool. They may be relieved when the other person says "no." The alternatives listed below make it clear that the drug is being rejected, not the person who offered it. Hence, they are less likely to generate hostility.

*"No, but I'd sure like a soda."  
"No, but let's go outside and talk."  
"No, but I'm going to the mall if you want to come along."  
"No, but I would like to spend some time/talk with you."  
"No, but let's dance instead."*

### **4. STAND UP TO PRESSURE**

Students' concerns that a friend or acquaintance might really pressure them with taunts to make them feel they're spoiling things, out of it, a baby, or stupid, need to be validated. They also need help asking what they really think about a friend who acts that way. (*"What's wrong with them that they need to make someone else do what they do? Maybe they're insecure."*) To deal with this kind of pressure, students need to know that they don't have to give a reason if they don't want to. They may just repeat, *"I'd rather not, I really don't want to,"* like a broken record. Or students may use any of the other saying "no" strategies.

*"I already said 'no.'"  
"I just don't feel like it."  
"I really meant it when I said 'no.'"*

## 5. LEAVE THE SCENE

Sometimes the pressure is very difficult to resist. If so, it may be easier to leave the scene. This doesn't necessarily mean leaving the party or the game. Sometimes it's possible to join another group or to walk into another room. Other times it may be easier to get away from the whole scene even though it may make you feel lonely or isolated. It helps to have figured out whom to call or rely on for a ride home *before* the situation arises. One may leave gracefully by saying:

*"No."*

*"I've got to go now."*

*"I have to be home in fifteen minutes."*

## 6. AVOID THE SCENE

Sometimes the wisest strategy is to avoid situations in which resistance is likely to be needed. Young people almost always know where these places are (particular bathrooms at school, local restaurants, garages, alleys, certain parties). Avoiding such places saves them from pressures. However, such a strategy may again bring feelings of isolation that should be acknowledged in class. These negative feelings may be countered to some extent by reminding students that:

- a. resistance can make you feel good because you are showing that you're strong.
- b. people who reject you because you don't use drugs are not very good friends in the first place.

# DEALING WITH INTERNAL PRESSURES

Material on internal pressures is included in the curriculum because students often say “*No one pressures me,*” yet they may still feel pressure to get involved with drugs.

The concept of internal pressures is important precisely *because* young people may not recognize or understand them. Although internal pressures are felt as coming from inside ourselves, they are not something we make up. They are a result of external experience and are felt by everyone at one time or another.

Internal pressures have three components:

1. They are generated by an environment created by other teenagers, teenage culture, the media, and a society that uses drugs.
2. They are nonverbal (teens feel these pressures without anyone saying anything).
3. They are powerful (the pressures we put on ourselves are subtle, but they are very real and very strong).

Objectives for the internal pressure exercises in Lessons 6 and 9:

1. To generate or increase awareness that internal pressures exist and are commonly experienced.
2. To help students identify situations in which they experience internal pressures.
3. To help students feel capable of resisting internal pressures.
4. To provide students with means of resisting internal pressures by being able to say “no” to themselves (“*I don’t have to smoke or drink to fit in.*”), and by doing something else (dancing instead of using marijuana).

# BENEFITS OF NOT USING DRUGS

## Tobacco

### Looking good

- \*Whiter teeth
- \*Fewer wrinkles

### Feeling good, staying healthy

- \*Healthier
- \*Physically fit
- Fewer colds
- Better breathing
- No cough
- No bad breath
- Live longer
- Healthier gums and teeth

### Feeling good about yourself

- \*Making your own decisions
- Being your own person
- \*Sticking to your values
- Being in control
- \*Free from dependence on chemicals
- \*Don't have to lie
- \*Respect from others

### Saving money

## Marijuana and Alcohol

### Doing your best

- \*Remembering things
- \*Being able to communicate
- \*Being in control
- \*No trouble from drugs (problems in school, at home, at work)
- \*Fewer regrets about poor judgment

### Feeling good, staying healthy

- \*Healthier
- \*Physically fit
- Better breathing
- No bad trips or passing out
- Less chance of an accident

### Feeling good about yourself

- \*Experiencing and coping with emotions
- \*Making your own decisions
- Being your own person
- \*Sticking to your values
- Being in control
- \*Free from dependence on chemicals
- \*Don't have to lie
- \*Respect from others

### Saving money

\*Most important points

# ROLE PLAY AND CRITIQUE TIPS

Project ALERT uses role plays to model and give students practice in ways to say “no.” Lessons 5, 7 and 9 use this method, and the lesson plans give clear instructions on how to set up an effective role play. Here are a few extra tips:

## ROLE PLAY TIPS

- Give clear directions; write out if necessary.
- Choose a group that will set a good example to go first.
- Expect some noise.
- Float among groups during planning time to help groups focus.
- Encourage those who do not like to participate by suggesting they play a non-speaking role at first.
- Motivate with enthusiasm any reluctant students (*“You’ll be great,” “I’ve seen some really terrific skits in other classes, and I’m sure you can come up with some great ideas, too.”*).
- Simple responses are fine! Role-plays are often very short; a simple “no thanks” may be the solution. This is fine, since students should be encouraged to be as realistic as possible.
- The same students should not always play the pressuring roles.
- Remind students to put “themselves” (language, community) into skits.
- Listen to group discussion before intervening with help.

## CRITIQUE TIPS

- Your summary of the skit should be short and to the point. Its purpose is to highlight and reinforce the solution.
- If the solution is hostile, say, *“You’re saying ‘no’ to a cigarette/joint/drink, not to a friend. Could you try another take that won’t make your friend mad?”*
- Using a Hollywood movie theme for the skits helps keep it light. By saying *“Take two!”* teachers can re-do skits that are inappropriate (student says “yes,” response is silly or hostile) or not organized the first time around.
- Every skit should be generously praised, because even if it is simple, students need a lot of reinforcement and chances to build resistance self-efficacy.

# SKIT PREPARATION SHEET

## SCENARIO

Situation

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Pressurer

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Resister

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Director

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Solution

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## SCENARIO

Situation

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Pressurer

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Resister

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Director

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Solution

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# TEN QUESTIONS TEENAGERS ASK MOST ABOUT DRUGS — AND THEIR ANSWERS

## 1. How can you be sure that an illegal drug is pure?

You can't. That's what is scary. One drug may be mixed with another drug or even with things like Ajax or rat poison. You have no way of knowing what might have been added or how it was made.

## 2. Can you die from cocaine, crack or meth?

Yes. Each of these drugs constricts blood vessels and increases the heart rate, breathing rate, and blood pressure. People may die because cocaine, crack and meth force the heart and respiratory system to overwork. A single dose can cause a heart attack, stroke, or seizure.

## 3. Do most teenagers use drugs?

Most teenagers really don't use drugs. A nationwide study of middle grade through tenth grade students shows that most do not use tobacco, alcohol, marijuana or any form of illegal drugs.\*

Teenagers say the reason they don't use alcohol and other drugs is because these substances are hard on their health. Teens say they can't perform in sports or school as well when they do drugs regularly - or even once in a while.

## 4. What happens when you mix alcohol with marijuana, sedatives or prescription painkillers?

Any time you mix two drugs, it is dangerous. The most dangerous combination is alcohol and sleeping pills or prescription painkillers. A person taking these drugs may stop breathing or have heart failure, or may choke to death on his or her own vomit. Alcohol and marijuana taken together can cause a person to become very disoriented and to have an even slower reaction time than if either drug were taken alone.

## 5. What is ecstasy?

Ecstasy is both a stimulant and a mild hallucinogen. Because ecstasy provides a surge of energy and suppresses thirst, it can raise body temperature and put a person at risk for seriously overheating their body (called hyperthermia), especially when using ecstasy at a dance club or all-night dance party. Body temperatures higher than 105° are a medical emergency and can cause death.

\**National Household Survey on Drug Abuse*, conducted by the National Institute on Drug Abuse (NIDA).

## 6. Which drugs are the most dangerous?

Drugs are dangerous in different ways:

- **Alcohol** is dangerous because it makes your judgment poor and can cause alcohol poisoning. Drinking and driving don't mix. Even one drink can affect your ability to drive safely.
- **Marijuana** is dangerous because it is psychologically addictive, distorts perceptions, and contributes to memory loss.
- **Nicotine** is dangerous because it is addictive. Smoking cigarettes can cause cancer, heart attack, or death.
- **Hallucinogens** are dangerous because they distort reality. A person taking LSD or shrooms (psychedelic mushrooms) may decide to step out of a third-story window because the ground looks so close or because the person thinks he or she can fly. LSD users may have flashbacks (re-experiencing hallucinations) months and even a year later. Ecstasy damages your judgment, making you vulnerable to sexual attack or other violence.
- **Sedatives** (prescription painkillers, sleeping pills, tranquilizers, heroin and opium) are dangerous because too much of any of these drugs may cause coma or death. Mixing sedatives with each other or with alcohol is particularly deadly.
- **Steroids** are dangerous because they can lead to depression and even suicide when people stop using them.
- **Stimulants** (methamphetamine, cocaine, ecstasy and prescription stimulants like Ritalin) are dangerous because they can cause stroke, seizure, heart attack, or death. Over time, people who take stimulants that weren't prescribed for them can suffer from malnutrition and become paranoid.

## 7. What can happen when you use drugs at a dance club or all-night dance party?

- **Overheating:** Because ecstasy both raises body temperature and suppresses thirst, it can cause your body to overheat (hyperthermia). Overheating destroys the body's temperature sensor. As a result, users' bodies don't recognize they are overheated and do not "turn on" ways to keep cool, such as sweating. A body temperature higher than 105° is a medical emergency.
- **Over-hydration:** Ecstasy users often drink a lot of liquids to prevent dehydration. However, they can drink too much, causing over-hydration, which dilutes the salt in the body to dangerous levels. This can cause brain failure, paralysis, and death.
- **Impaired judgment:** Ecstasy and meth can make you feel powerful and less inhibited. But these feelings can make you vulnerable to sexual attack.
- **Deadly combinations:** Illegal drugs often contain other ingredients such as rat poison or additional drugs. Users can't know exactly what they're taking, even if they get the pills from their "regular" dealer or use the "same" brand. Not knowing exactly what's in a club drug makes mixing them with alcohol or other drugs especially dangerous – it's random chemistry.

## 8. Why are toxic fumes so dangerous to inhale?

The fumes from toxic chemicals can kill you fast (heart stops, suffocation, accidents) or slowly (brain damage). They can also cause permanent injuries such as nerve or kidney damage, permanent paralysis or shaking, brain damage and loss of bladder control.

## 9. How can you tell whether a person is an alcoholic?

Alcoholism is a disease. A person who has it must have alcohol to feel mentally and physically okay. A person is an alcoholic if drinking interferes with his or her family, school, or social life. Of all the people who drink alcohol, one out of every ten will become an alcoholic.

No one knows for sure who is likely to become an alcoholic, but studies show that if you have a family member who is an alcoholic, you are more likely to become one yourself. Following are some signs that a person is addicted to alcohol:

- Drinking regularly to relieve shyness, fear, or anger.
- Drinking first thing in the morning.
- Drinking alone regularly.
- Having problems with school or work due to drinking.
- Needing a drink at a definite time every day.
- Having a loss of memory during or after drinking.
- Becoming more moody or irritable after drinking.

## 10. Are any drugs legal?

Almost all drugs that are not prescribed by doctors or available over the counter are illegal for teenagers. This includes alcohol, cigarettes and marijuana. In all states, alcohol is illegal for anyone under twenty-one years of age. It is also illegal in all states for teenagers under the age of 18 to buy cigarettes. With some exceptions, it is illegal for anyone to buy marijuana in all states. It is also illegal to possess cocaine, methamphetamine, ecstasy, LSD, heroin or opium.

Sleeping pills, steroids, stimulants and painkillers are legal by prescription only. Using drugs that are prescribed for someone else is like flipping a chemical coin. You don't know how much of the drug is in them or how your body and mind will react.

Smoking cigarettes or taking drugs violates rules in most schools.

Inhalants are not drugs. They are toxic substances that are legal when used for the purposes for which they were intended. When toxic chemicals are put up to your nose or mouth and inhaled to get high, they act like drugs, but are poisonous.



