

BOOSTER LESSON THREE

● BENEFITS OF RESISTING DRUGS

GOALS

1. To increase resistance self-efficacy by providing students with practice resisting pressures
2. To help students understand that resistance is easier if they support each other
3. To increase resistance motivation by discussing the benefits of nonuse

SUMMARY OF ACTIVITIES

1. Introduce Lesson and Review Homework (3 min.)
2. Introduce Direct Pressures (4 min.)
3. Discuss How Friends Can Help Each Other Resist Pressure (6 min.)
4. Discuss Benefits of Resistance (5 min.)
5. Show and Discuss Video: *Resisting Peer Pressure* (12 min.)
6. Review Benefits of Resistance (10 min.)
7. Wrap-up (5 min.)

DESCRIPTION

Booster Lesson three practices and reviews benefits of resistance, and discusses how friends can help each other resist pressure. In Activity 2, the class practices resisting you in the role of the “pressurer,” and in Activity 3 the class discusses how they might support a friend who is being pressured in that same way.

Activities 4, 5 and 6 review the benefits of resistance, with a video in Activity 5 that shows older teens - high school students - discussing their experiences with resistance.

Activity 7 wraps up the Project ALERT curriculum. You will have an opportunity to express your confidence in the students’ ability to make healthy choices and in their resistance self-efficacy.

PREPARATION

- Review the Lesson Plan
- Preview the video: *Resisting Peer Pressure*
- Be familiar with the following Teacher References:
 - Direct Pressure Exercise* (page 3.8) for use in Activity 2
 - Benefits of Not Using Drugs* (page 3.11) for use in Activity 6
- Collect and prepare materials, as indicated below

MATERIALS NEEDED

Assemble the following materials:

- Completed visual: *Ground Rules* (saved from Booster Lesson 1)
- Video player and video: *Resisting Peer Pressure*
- Poster 9: *Ways to Say “No”*
- 4 sheets of chart paper, and thick, felt-tip, nontoxic markers

Prepare the following materials:

- Completed visuals on chart paper or on the board
 - Saying “No” Can Make You Feel...*(Activity 4B)
 - Saying “No”* (Activity 5D)
- Partial visual on chart paper or on the board
 - Benefits of Not Using Drugs* (Activity 6C)

ACTIVITIES

1. Review Homework (3 min.)

- A. Display visual: *Ground Rules*.
- B. Ask students to take out their parent questionnaires.
- C. Read each situation, and call on several students to read their parents' responses.
- D. *"Did you get new ideas for resisting pressures to use drugs by doing this interview?"*
- E. Ask students to hand in their interviews for participation points.

2. Introduce Direct Pressures (4 min.)

- A. Display poster: *Ways to Say "No."*
- B. *"Today we'll practice how to say 'no' if someone actually pressures us to do things. We'll also see a video during which high school students discuss pressures, and we'll play a game about the benefits of not using drugs."*
- C. *"Remember, last year you practiced saying 'no' to the kind of pressure you feel when someone says, 'Come on, let's go smoke a joint.' Today, we're going to do something similar, only this time we'll be saying 'no' to many other things, too, like cheating and cutting school."*
- D. *"In a moment I'm going to offer you a cigarette, a marijuana joint, or a beer, or try to get you to do something else."*
- E. *"Try to imagine you are being pressured in a real-life situation, and say 'no' in a way that feels comfortable to you. Don't give in, even if I put pressure on you. You may use the Ways to Say 'No' poster for resistance ideas."*
- F. *"Even if you think you might want to say 'yes,' today we're going to practice saying 'no' because there may be a time when you do want to say 'no.'"*
- G. Go around the room, pressuring individual students to use cigarettes, marijuana, alcohol, cocaine, or chewing tobacco, or to cut class, shoplift, disobey, or cheat. To make situations more realistic, add details (*"I'm your best friend and ..."*)

- H. After each student's response, repeat what the student said. Give specific praise (*"That was really strong; I wouldn't try to pressure you again after that."*)
- I. Try to pressure about one-third of the students, as time permits.

3. Discuss How Friends Can Help Each Other Resist Pressure (6 min.)

- A. *"If your friend were being pressured to try marijuana, what could you say to your friend to help him or her resist?"* Solicit one or two responses. If there is no response, offer some lines yourself. For example, *"You could say 'That stuff can mess you up' or 'You don't need to use marijuana to be cool.'"*
- B. *"Now imagine that someone's asking your friend to cut class. What could you say to the person pressuring him or her to get them to leave your friend alone?"* Solicit one or two responses. If there are no responses, offer some lines yourself. For example, *"You could say, 'We have a test today,' 'We need the grade,' or 'We'll really get into trouble if we cut.' Sometimes having a friend back you up can make it easier to say 'no.'"*
- C. *"Now I'm going to pressure somebody, and I want the group near the person to help him or her resist. Say something to encourage the person to resist or to get me to leave the person alone."*
- D. Pressure students in groups, trying to reach class members not previously pressured. See page 3.8 for help in setting up a group quickly. Ask each group member how he or she could support the person being pressured. (*"What could you say to _____ to help him/her resist? What could you say to me to help take the pressure off him/her?"*)
- E. Be prepared to acknowledge that some of the pressuring may not feel real because it is in a classroom, but that the situation may be similar to real situations. (*"Some of these situations may not feel real because, for example, your teacher doesn't just come up and ask you to cut class. But, in real life, I wonder if any of you have ever been pressured to skip class."*)

F. Discuss the experience of being pressured.

1. *“How did it feel to be pressured?”*
2. *“Was it easier or harder to say ‘no’ when someone supported you? Why? Do you think that’s true in the real world?”*

Discussion Goals

1. To emphasize that although it is harder to say “no” in real life, the practice students get in Project ALERT will make saying “no” easier
2. To help students recognize that support from friends can make saying “no” easier

G. Validate feelings expressed by students and, if not previously stated during discussion, conclude by saying:

1. *“Although it is harder to say ‘no’ in real life, practicing here in class will make it easier.”*
2. *“Sometimes you can really help your friends and make resisting easier.”*

4. Discuss Benefits of Resistance (5 min.)

A. *“We’ve just been talking about how it feels to be pressured in the classroom. Now let’s talk about some of the feelings you might experience when you resist pressure in real life.”*

B. Display the completed visual or write on the board:

Saying “No” Can Make You Feel ...

Scared/nervous	Strong (will power)
Lonely	In control
Left out	True to yourself
Afraid of losing friends	Independent
	Respected (by others, by yourself)
	Good inside
	Relieved

C. Discuss the visual.

1. *“Why can saying ‘no’ make you feel lonely?”* Acknowledge the validity of students’ responses.
2. *“Why can saying ‘no’ make you feel independent?”*
3. *“Why can saying ‘no’ make you feel self-respect?”*

D. Summarize: *“Saying ‘no’ doesn’t always mean that you will feel good about it. It does mean that you have made your own decision and did what you felt was right.”*

E. If students disclose any personal examples of resistance, validate their remarks.

5. Show and Discuss Video: *Resisting Peer Pressure* (12 min.)

A. *“Now we’re going to see a video of high school students talking about their experiences of being pressured. See how these students felt when they said ‘no.’”*

B. Show the video: *Resisting Peer Pressure*

C. Discuss several specific examples from the video. (*“What were some of the pressures the students on the video discussed?”*) If necessary, give an example yourself.

Discussion Goals

1. To have students recount in their own words the resistance experiences in the video, thus reinforcing its messages
2. To elicit some health and personal benefits of not using drugs
3. To help students understand that often when they want to say ‘no,’ others do, too (If they take a chance and resist, others are likely to support them in their resistance.)

D. Summarize by displaying and reviewing the following visual or writing on the board:

Saying “No”

1. We have to say “no” sometimes if we want to feel good about ourselves
 2. We get good things from saying “no” and from not using drugs
 3. Others often want to say “no,” too
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6. Review Benefits of Resistance (10 min.)

- A. *"We just talked about the good things you get from saying 'no' and from not using drugs."*
- B. *"Now we're going to play a game about benefits. In a moment, I will divide the class into four teams. Each team will select a Recorder and a Reporter. I will give each Recorder a sheet of chart paper."*
- C. Display the *Benefits of Not Using Drugs* visual (see below), or write it on the board. Explain that each Recorder should divide the chart paper into thirds. Students need not copy the headings.

Benefits of Not Using Drugs

1. School and Sports
 2. Health and Appearance
 3. How You Act or Feel About Yourself
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- D. *"Each team will write down two benefits for each category. For example, think about a good thing you'd get in sports from not using drugs. The benefit may be from not using cigarettes, marijuana, alcohol, cocaine, or any other drug."* Ask for an example. (If students have trouble coming up with benefits, ask them to think about the people on the video or to look at the *Saying "No" Can Make You Feel...* visual.)
- E. Divide the class into four teams. Give each Recorder a sheet of chart paper.
- F. *"Let's see which team can finish first. Don't start yet."*
- G. *"Okay, ready? Begin!"*
- H. Circulate, offering help as needed.
- I. Have each Reporter bring the team's list to the front when the team is done.
- J. If time permits, have the Reporters read their benefits. Read all the responses under one heading, and then move on to the next heading. If one thing comes up consistently on the lists, note it as a consistent benefit.

- K. Praise the teams generously.
- L. Refer to the lists. Note that a lot of good reasons for not using drugs are listed.
- M. Reassemble the class.
- N. Summary: *“This is what Project ALERT is all about, helping you get the benefits of resisting drugs.”*

7. Wrap-up (5 min.)

- A. *“Today is the last lesson of Project ALERT. In the three Project ALERT classes this year, we’ve reviewed reasons not to use tobacco, alcohol, marijuana, and other drugs. We’ve talked about where pressures to use drugs come from and practiced ways to resist those pressures. We’ve also learned about the good things you get by resisting those pressures and not using drugs.”*
- B. *“You’re really good now at saying ‘no,’ and I know you can use these skills when you feel pressured to use drugs or to do other things you don’t want to.”*
- C. Give a personal example of your sense of students’ resistance self-efficacy. (*“I pressured you, and you really said ‘no.’ I heard you say ‘no’ in ways I could easily imagine you using in the real world. I think you will find it easier to resist all kinds of pressures in the future.”*)
- D. Refer to the benefits lists. Say, *“It’s not always easy to resist these pressures, but as your lists show, it does pay off.”*

DIRECT PRESSURE EXERCISE

GOALS

The purpose of the *Direct Pressure Exercise* is:

1. To give students an opportunity to resist direct pressure in front of others, and
2. To help students see that friends can help them resist direct pressures by offering social support. Such social support also helps students see that often they are not the only ones who want to say “no.”

To achieve these goals, you will be pressuring students - either individually or in groups. When pressuring students in groups, encourage group members to support each other in resisting pressure. The person being pressured will feel, and other students will see, that they can draw support from friends in resisting pressures to do things they may not want to do.

To establish a group quickly, gesture with your arm to indicate a set of three to six students sitting near each other. Then describe a pressure situation in a sentence or two. To encourage group support, ask other group members what they could say to help a friend in this situation. They may speak either to the friend or to the pressurer.

SAMPLE GROUP PRESSURE SITUATIONS

Below are two examples of group pressure situations. Be creative in coming up with additional pressure situations of your own.

- “*These three people are just about to change into their gym clothes. I come over to talk to them.*” Now use a line from the Teacher Reference, *Sample Direct Pressure Lines*, on pages 3.9-3.10, (“*Hey, _____, let’s cut PE, no one will notice.*”). Continue with other group members, asking, for example, “*How could you, as a friend of _____, help him or her out of this?*” Prompt with, “*What would you say to _____? What would you say to me (the pressurer)?*”
- “*These three people are at a party, drinking sodas and having a good time. I come up. I’m smoking a joint, and I say _____.*” Use a line from the samples on the following pages (“*Here, _____, take a hit.*”). Continue with other group members, asking, for example, “*How could you help _____ say ‘no’ to the joint? What could you say to _____ to encourage him or her to refuse the joint? What would you say to me (the pressurer) to help take the pressure off _____?*”

Try to reach all students so that the class has ample opportunity to see how teenagers can support each other in resisting pressures.

Encourage participation by group members. After the pressuring is over, reinforce the resister and any group members who have helped.

SAMPLE DIRECT PRESSURE LINES

Combine the statements below as you wish, or use your own.

Cigarettes

“Here, have a light.”

“Have a cigarette. You’re not going to get cancer.”

“How about a cigarette?”

“Just one won’t hurt you.”

“Do you want to smoke with me?”

“Does anyone here want to smoke?”

“You’re the only one who’s not smoking.”

“Are you going to make me smoke alone?”

“Do you girls want a cigarette?”

Marijuana

“Want to get high?”

“Here, take a hit.”

“Haven’t you ever tried marijuana?”

“You’re going to ruin it for the rest of us if you don’t smoke.”

“Let’s all go smoke a joint.”

“Part of one joint isn’t going to hurt you.”

“Let’s get high.”

“Don’t you smoke?”

“What did you come for if you weren’t going to smoke marijuana?”

“Let’s go outside and smoke a joint.”

Alcohol

“Let’s all go get some beer.”

“I can’t believe you’re saying ‘no’ to a beer.”

“Here, have a beer.”

“It’s not very friendly to refuse a drink.”

“You’re going to be the only sober one here.”

“Why don’t you leave if you’re going to stay sober?”

“Do you people want some wine?”

“Why not? What’s with you?”

Cocaine/Crack

“Let’s go smoke some crack.”

“This crack is so good. I can’t believe you’re saying ‘no.’”

“Just try it once. One time won’t hurt you.”

Cutting class

“Let’s all cut PE. No one will notice.”

“Let’s skip today. I need a break.”

“Everyone’s leaving after third period. We’ll meet you at the gym.”

“You’re not cutting? Don’t you want to have some fun?”

“The whole group is cutting - you’ll miss the fun.”

“If you’re not afraid of those teachers, why aren’t you going to cut?”

Shoplifting

“Let’s take that T-shirt.”

“Those earrings look great. Put them in your purse.”

“You’re stupid to pay for that CD.”

“I’m going to rip this off. Why don’t you take one, too?”

“You’re not going to pay for this food, are you?”

Cheating

“Tell me what was on the test last period - I can’t flunk it.”

“Sit so I can see your paper during the test.”

“Let me copy your homework.”

“You’ve got to let me copy. It’s not going to hurt your grade if I copy your answers.”

Disobeying parents

“I know you’re not allowed to go out on weeknights. Tell your mom you’re going to a friend’s to study.”

“Let’s sneak out tonight and go to the mall.”

“Let’s each take a few dollars from your mother’s purse so that we can get a pizza.”

“Your dad will never notice if you take just a few dollars from his wallet.”

BENEFITS OF NOT USING DRUGS*

SCHOOL AND SPORTS

- Remembering things
- Being able to communicate
- Being in control
- Better wind
- Get along with others
- Better reaction time
- Better judgment
- Do better in school
- Avoid trouble

HEALTH AND APPEARANCE

- Healthier
- Physically fit
- Whiter teeth
- Fewer wrinkles
- Fewer colds
- No cough
- No bad breath
- Live longer

HOW YOU ACT OR FEEL ABOUT YOURSELF

- Can experience and cope with emotions
- Don't have to lie
- Able to concentrate
- Able to communicate
- Can control your actions
- Make your own decisions
- Be your own person
- Able to stick to your own values
- Free from dependence on chemicals
- Proud

*Being drug-free cannot by itself guarantee good emotional and physical health.