

LESSON SIX

● RESISTING INTERNAL AND EXTERNAL PRESSURES TO USE DRUGS

GOALS

1. To help students learn how to resist external pressures to use drugs
2. To help students understand the concept of internal pressures
3. To help students learn how to resist internal pressures

SUMMARY OF ACTIVITIES

1. Introduce Lesson (3 min.)
2. Review and Practice Saying “No” to External Pressures (13 min.)
3. Introduce Ways to Say “No” to Internal Pressures (10 min.)
4. Practice Saying “No” to Internal Pressures (11 min.)
5. Generalize Pressures and Resistance Techniques (5 min.)
6. Wrap-up (3 min.)

DESCRIPTION

A unique feature of the Project ALERT curriculum is that it not only addresses external pressures, it also addresses the internal pressures felt by adolescents. While teenagers are highly susceptible to pressures from inside themselves, middle grade students rarely recognize the ways in which they put pressure on themselves to use drugs.

In this lesson, you will first review external pressures and provide resistance practice by acting as a pressurer (Activity 2). You can use your own dialogue in this exercise, or use examples of pressure statements from the script on pages 6.7 and 6.8. The student being pressured responds with a way to say “no.”

When students are clear about what external pressure is, it is easier for them to grasp the concept of internal pressure. In Activity 3, you will use a script (Teacher Reference, *Teacher Script: Internal Pressure Scenarios*, pages 6.10-6.11) to model two settings where students might encounter internal pressure: first, in a social situation and second, alone. Students then practice saying “no” in Activity 4, using individual worksheets that ask for their personal responses to pressure scenarios in both types of settings.

Finally, in Activity 5 students are asked to think of other types of pressures they experience so they will recognize that pressure may be felt and successfully resisted in many situations.

PREPARATION

- Review Lesson Plan
- Be familiar with:

Direct Pressure Script (Teacher Reference, pages 6.7-6.8)

Dealing with Internal Pressures (Teacher Reference, page 6.9)

Teacher Script: Internal Pressure Scenarios (Teacher Reference, pages 6.10-6.11)

Internal Pressure Scenarios, Sheets A-D (Student Handout, pages 6.12-6.15)

- Collect and prepare materials, as indicated below

MATERIALS NEEDED

Assemble the following materials:

- Completed visual: *Ground Rules: Students* (saved from Lesson 1)
- Posters:

Poster 9: *Ways to Say “No”*

Poster 10: *Pressures From Inside Yourself*

- *Direct Pressure Script* (Teacher Reference, pages 6.7-6.8)

Prepare the following materials:

- 10 copies of *Internal Pressure Scenarios, Sheets A-D* (Student Handout, pages 6.12-6.15), each sheet duplicated on a different color of paper, if possible

ACTIVITIES

1. Introduce Lesson (3 min.)

- A. Display visual: *Ground Rules: Students.*
- B. *“Today we will focus more on pressure from friends. We’ll also learn to recognize pressure from inside ourselves. Then we’ll practice resisting these pressures.”*
- C. Collect homework: *Parent/Adult Interview: Peer Pressure.*

2. Review and Practice Saying “No” to External Pressures (13 min.)

- A. Display the *Ways to Say “No”* poster and review the categories.
- B. *“We always have a choice. We can always say ‘no.’ Practicing saying ‘no’ will help us resist pressures to use drugs.”*
- C. *“A lot of pressure to use drugs comes from other people, like if you’re at a party and someone offers you a joint.”*
- D. Give personal or typical student examples about direct-pressure situations.
- E. Refer to the *Ways to Say “No”* poster. Say, *“Now I’m going to give you a chance to feel these pressures and to practice saying ‘no’ in this kind of situation.”*
- F. *“I’m going to try to get you to agree to use drugs. Using the techniques on the poster, you are going to refuse my offer. Be realistic. Try to imagine you are really being offered a cigarette or a joint and respond in a way that feels right to you. Don’t give in if I put the pressure on.”*
- G. Pressure students to use marijuana, cigarettes, alcohol and other drugs (coke, crack, uppers). Using the script on pages 6.7 and 6.8, add details to make it realistic (*“I’m your best friend and...”*).
- H. After each student’s response, repeat what the student said. Give specific reinforcement (*“That was really strong. I wouldn’t try to pressure you again after that.”*).
- I. Remind students that they won’t have to resist forever. It won’t take long before others see them as nonusers and let up. Tell students who weren’t called on that they will have other chances to practice resisting pressures.

3. Introduce Ways to Say “No” to Internal Pressures (10 min.)

- A. *“We just practiced resisting pressures that you feel when someone offers you drugs - like a cigarette, a joint, or a beer.”*
- B. *“Sometimes no one says anything to you but you still feel pressure, like when people at a party are smoking marijuana or drinking. No one pressures you or even asks you if you want a joint or a drink, but you still feel like you should do it. Or, you are feeling out of it and you think, ‘Maybe I should have a beer - all the cool kids do.’”*
- C. *“In both these situations, you feel real pressure. Anyone would. It may seem as if there’s a voice inside your head telling you to smoke a cigarette, take a drink, or do drugs.”*
- D. *“Now I need two volunteers for a non-speaking role to help me demonstrate this kind of pressure. Each of you will be the ‘thinker’ who will feel the pressure from inside yourself. I will act as the thoughts that are pressuring you.”*
- E. Have a solitary situation in mind. (See Teacher Reference, *Teacher Script: Internal Pressure Scenarios*, pages 6.10-6.11, for ideas. If you adapt one of these scenarios for demonstration purposes, omit the question at the end of the scenario.) Ask for the first volunteer.

Stand behind the student and portray two sets of voices, one that urges use and one that urges nonuse (resistance). End the demonstration with a “resisting” voice. Alternate your position behind the student each time you switch from “pressuring” voice to “resisting” voice.

- F. Have a social situation in mind. Ask for a second volunteer (try to choose the opposite gender of the first volunteer). Repeat the above process, using social situation examples from pages 6.10 and 6.11.
- G. Display poster: *Pressures From Inside Yourself*.
- H. Point in turn to each quote and say, *“Suppose you feel this pressure. What could you say or do so that you wouldn’t use drugs?”*

- I. Elicit at least one student response for each pressure. Try to include the following categories, offering examples yourself, if necessary.
 1. Say “No, I won’t” to yourself.
 2. Say “no” to yourself and give a reason.
 3. Leave or avoid the scene.
 4. Do something else (exercise, listen to music, call a friend, watch television, read a book).
- J. Refer to the *Ways to Say “No”* poster. Explain how students may use the same ways to say “no” for internal pressures.

4. Practice Saying “No” to Internal Pressures (11 min.)

- A. *“Now you can practice resisting pressures from inside yourself.”*
- B. Hand out one sheet of *Internal Pressure Scenarios* to each student. Distribute equal numbers of *Sheets A, B, C, and D*. Use different colors of paper for each scenario, if possible.
- C. Instruct students:
 1. *“Look at the first situation on your sheet.”*
 2. *“Imagine that you feel this pressure.”*
 3. *“On the sheet write at least three things you could say to yourself or do to resist the pressure.”*
- D. Allow three to five minutes for students to write their responses.
- E. Read aloud the first pressure situation from *Teacher Script: Internal Pressure Scenarios* (Teacher Reference, pages 6.10-6.11). Read dramatically, use students’ names, and set the scene to increase interest.
- F. Ask students who have *Sheet A* to raise their hands.
- G. Have each student with *Sheet A* read or act out one answer to the first situation. Praise each student’s answers.
- H. Read aloud the first situation from the remaining scenario *Sheets B-D*. After each situation is read, ask for responses from students who have that situation sheet. Praise them.

- I. If time permits, have students fill out answers to the second situation on their sheets. Ask for responses from several students. (The third situation is for homework.)
- J. Summarize the exercise, using the *Ways to Say “No”* poster:
 1. *“You’ve come up with some really good ways to say ‘no’ to internal pressures.”*
 2. *“You really can resist pressures from inside yourself.”*
 3. *“These ways to say ‘no’ can be used to resist pressures from other people and pressures from inside yourself.”*
- K. Homework: Tell students to complete their *Internal Pressure Scenarios* sheets for homework and to show them to their parent(s) or other trusted adult.

5. Generalize Pressures and Resistance Techniques (5 min.)

- A. Discuss other pressures and how to resist them, using the questions below.

Discussion Goals

1. To help students recognize that pressures may be felt in many situations
2. To help students understand that such pressures may be resisted successfully

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- B. Discussion questions:

1. *“What other pressures do teenagers feel besides pressures to smoke, drink, and use other drugs?”* (cheating, stealing, lying, skipping school)
2. Use one situation mentioned to ask, *“What could you do if you feel these pressures?”*
3. If students say “Give in,” ask, *“How could you have said ‘no’?”* If students report successful resistance, praise them and ask, *“What are some other ways to say ‘no’ in that situation?”*

- C. Continue the discussion about pressures if time allows, using:

1. additional situations students mention,
2. personal examples of pressures, and
3. examples of successful resistance.

6. Wrap-up (3 min.)

A. *"We have talked about and practiced many ways to resist pressures to use drugs."*

* Point out that everyone experiences pressure, particularly at this age. If we want to resist pressures and to make our own choices, it is important to be able to recognize when we do feel pressure.

B. Reinforce students, using "I" and "you" statements. Examples:

1. *"I've really enjoyed this."*

2. *"You're really good at recognizing pressures."*

3. *"You really know how to say 'no' to pressures from others and from yourself."*

C. *"Next week we'll see another video like Lindsey's Choice, the video we saw last time."*

D. Homework:

1. Remind students to complete their *Internal Pressure Scenarios* sheets and to show them to their parent(s) or other trusted adult.

DIRECT PRESSURE SCRIPT

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

First offer

“Do you want some?”

“Would you like some?”

“Let’s party.”

“How about it?”

“Here, take a hit.”

“Here, have one.”

“Want one?”

“Have a beer.”

“Let’s do some (marijuana/coke/speed).”

“I’ve got some great (marijuana/coke/speed). Want to join us and do some?”

“Here!”

“Try one of these - it’s great stuff.”

“Want a hit?”

“Want to get high?”

“Want to get loaded?”

(Nonverbal offer: Just pass it.)

Follow-ups after a first refusal

“What’s the matter with you?”

“Don’t you use marijuana?”

“I thought you smoked.”

“Just one won’t hurt you.”

“Come on, have one.”

“What are you afraid of?”

“Don’t you drink?”

“Haven’t you ever tried marijuana?”

“What’s with you?”

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

“You’re not being very friendly.”

“Are you out of it?”

“Why are you here if you don’t want to drink?”

“Everyone is drinking!”

“Don’t you want to have a good time?”

“Don’t you know how?”

More pressure

In response to different resistance techniques, you may increase the pressure occasionally, using some of the following lines:

“Who told you that, your mom?”

“You’re not going to get cancer.”

“You’re not going to fit in if you don’t get loaded.”

“What’s wrong with a couple of beers?”

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

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

“Do you really think one joint will make any difference?”

“The girls will think you’re strange if you don’t drink.”

“Are you going to make me smoke alone?”

“Why don’t you just stop breathing if you’re so scared of hurting your lungs?”

“Don’t you know how to do it?”

“This party will be boring if you don’t get high.”

“Are you afraid to let go?”

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).

TEACHER SCRIPT:

INTERNAL PRESSURE SCENARIOS

Make 10 copies of the four *Internal Pressure Scenarios* sheets (Student Handout, pages 6.12-6.15). If possible, use four different colors of paper, one for each different scenario sheet.

A-1. ALCOHOL - PARTY

It's Friday night. You and your friends are planning to go to the movies. When you get to your best friend's house, the group has already decided to skip the movies and have a party instead.

Someone has brought beer, and several people are drinking. No one pressures you to drink or even offers you anything, but you feel like maybe you should drink.

What could you do, say, or think in order not to drink?

B-1. MARIJUANA - ALONE AND BORED

It's Saturday afternoon, and you're alone with nothing to do. Suddenly, you remember that your older brother, who is away at college, left a stash of marijuana in his room. You think, "*Getting high will certainly make the afternoon less boring.*"

What could you do, say, or think so that you won't smoke marijuana?

C-1. CIGARETTES - OLDER TEENS

You are at home alone with your older sister. There's a knock at the door. You open it and find two of your sister's friends standing there.

They come in and start talking to your sister. You want to be included but feel left out. One of them pulls out some cigarettes, and they all light up. No one offers you any. You think, "*Maybe if I smoked, they would include me in their conversation.*"

What could you do, say, or think so that you would not need to smoke?

D-1. ALCOHOL - FIGHT WITH PARENTS

It's Friday night, and there's a great party about to happen. You just had a fight with your parents. They have given you a really early curfew, and they won't let you stay out even an extra half hour. You are really angry!

When you get to the party, you think, "*Maybe I'll just get smashed and show them.*" No one pressures you to drink, but you are angry and hurt and you think, "*Getting smashed might make things better.*"

What could you do, say, or think in order not to drink?

A-2. CIGARETTES - CURIOSITY

It's a rainy day. You and your friend are both disappointed that the game you were going to was called off. You're bored and go into the kitchen to see what there is to eat. You notice some cigarettes in a drawer. You begin to wonder what it's like to smoke a cigarette.

What could you do, say, or think in order not to smoke?

B-2. CIGARETTES - ENCOUNTER

You are at an outdoor concert, looking around. You see a group of friends from school waving at you. When you get near, you see that they are smoking cigarettes. No one offers you a cigarette, but you begin to feel left out. You think, *"Maybe I should ask one of them for a cigarette so that I'll feel more a part of the group."*

What could you do, say, or think in order not to smoke?

C-2. ALCOHOL - ALONE AND BORED

It's the weekend; it's raining, and you're stuck in the house. Your parents and sister are out for the afternoon. You're bored.

You think, *"Maybe I should have a beer. Getting buzzed would make this day less boring."*

What could you do, say, or think so that you won't drink?

D-2. MARIJUANA - PARTY

You and your friends are at a picnic and ball game in the park. It's turning into a really good party. Suddenly, you notice out of the corner of your eye that a few in the group are smoking a joint.

You think that in a few minutes more of your friends will be smoking marijuana. No one has offered you any, but you think to yourself, *"Maybe I should try it."*

What could you do, say, or think to feel okay about not smoking marijuana?

Name _____

Date _____ Period _____

INTERNAL PRESSURE SCENARIOS A

CLASSWORK

A1. It's Friday night. You and your friends are planning to go to the movies. When you get to your best friend's house, the group has already decided to skip the movies and have a party instead.

Someone has brought beer, and several people are drinking. No one pressures you to drink or even offers you anything, but you feel like maybe you should drink.

What could you do, say, or think in order not to drink?

a.

b.

c.

A2. It's a rainy day. You and your friend are both disappointed that the game you were going to was called off. You're bored and go into the kitchen to see what there is to eat. You notice some cigarettes in a drawer. You begin to wonder what it's like to smoke a cigarette.

What could you do, say, or think in order not to smoke?

a.

b.

c.

HOMEWORK

A3. You and your friends are at a picnic and ball game in the park. It's turning into a really good party. Suddenly, you notice out of the corner of your eye that a few in the group are smoking a joint.

You think that in a few minutes more of your friends will be smoking marijuana. No one has offered you any, but you think to yourself, "*Maybe I should try it.*"

What could you do, say, or think to feel okay about not smoking marijuana?

a.

b.

c.

Name _____

Date _____ Period _____

INTERNAL PRESSURE SCENARIOS B

CLASSWORK

B1. It's Saturday afternoon, and you're alone with nothing to do. Suddenly, you remember that your older brother, who is away at college, left a stash of marijuana in his room. You think, *"Getting high will certainly make the afternoon less boring."*

What could you do, say, or think so that you won't smoke marijuana?

- a.
- b.
- c.

B2. You are at an outdoor concert, looking around. You see a group of friends from school waving at you. When you get near, you see that they are smoking cigarettes. No one offers you a cigarette, but you begin to feel left out. You think, *"Maybe I should ask one of them for a cigarette so that I'll feel more a part of the group."*

What could you do, say, or think in order not to smoke?

- a.
- b.
- c.

HOMEWORK

B3. It's Friday night. You and your friends are planning to go to the movies. When you get to your best friend's house, the group has already decided to skip the movies and have a party instead.

Someone has brought beer, and several people are drinking. No one pressures you to drink or even offers you anything, but you feel like maybe you should drink.

What could you do, say, or think in order not to drink?

- a.
- b.
- c.

Name _____

Date _____ Period _____

INTERNAL PRESSURE SCENARIOS C

CLASSWORK

C1. You are at home alone with your older sister. There's a knock at the door. You open it and find two of your sister's friends standing there.

They come in and start talking to your sister. You want to be included but feel left out. One of them pulls out some cigarettes, and they all light up. No one offers you any. You think, *"Maybe if I smoked, they would include me in their conversation."*

What could you do, say, or think so that you would not need to smoke?

- a.
- b.
- c.

C2. It's the weekend; it's raining, and you're stuck in the house. Your parents and sister are out for the afternoon. You're bored.

You think, *"Maybe I should have a beer. Getting buzzed would make this day less boring."*

What could you do, say, or think so that you won't drink?

- a.
- b.
- c.

HOMEWORK

C3. You and your friends are at a picnic and ball game in the park. It's turning into a really good party. Suddenly, you notice out of the corner of your eye that a few in the group are smoking a joint.

You think that in a few minutes more of your friends will be smoking marijuana. No one has offered you any, but you think to yourself, *"Maybe I should try it."*

What could you do, say, or think to feel okay about not smoking marijuana?

- a.
- b.
- c.

Name _____

Date _____ Period _____

INTERNAL PRESSURE SCENARIOS D

CLASSWORK

D1. It's Friday night, and there's a great party about to happen. You just had a fight with your parents. They have given you a really early curfew, and they won't let you stay out even an extra half hour. You are really angry!

When you get to the party, you think, "*Maybe I'll just get smashed and show them.*" No one pressures you to drink, but you are angry and hurt and you think, "*Getting smashed might make things better.*"

What could you do, say, or think in order not to drink?

- a.

- b.

- c.

D2. You and your friends are having a picnic and ball game at the park. It's turning into a really good party. Suddenly, you notice out of the corner of your eye that a few in the group are smoking a joint.

You think that in a few minutes more of your friends will be smoking marijuana. No one has offered you any, but you think to yourself, "*Maybe I should try it.*"

What could you do, say, or think to feel okay about not smoking marijuana?

- a.

- b.

- c.

HOMEWORK

D3. You are at home alone with your older sister. There's a knock at the door. You open it and find two of your sister's friends standing there.

They come in and start talking to your sister. You want to be included but feel left out. One of them pulls out some cigarettes, and they all light up. No one offers you any. You think, "*Maybe if I smoked, they would include me in their conversation.*"

What could you do, say, or think so that you would not need to smoke?

- a.

- b.

- c.