

PROJECTALERT

● AN EVIDENCE-BASED DRUG PREVENTION PROGRAM

TEEN LEADER NOTEBOOK

CONTENTS

Welcome

Meeting Schedule

A. TEEN LEADER TRAINING SESSIONS

Training Session I:	Introduction to Project ALERT
Training Session II:	Review Lesson 1
Training Session III:	Review Lessons 2 and 3
Training Session IV:	Review Lesson 4; Practice Lesson 5
Training Session V:	Continue Practicing Lesson 5
Training Session VI:	Practice Lesson 6
Training Session VII:	Continue Practicing Lesson 6
Training Session VIII:	Practice Lesson 7
Training Session IX:	Practice Lesson 9
Training Session X:	Continue Practicing Lesson 9
Training Session XI:	Practice Lesson 11
Training Session XII:	Debriefing, Closing Celebration

B. TEEN LEADER CURRICULUM LESSONS

Lesson 5	Social Pressures to Use Drugs
Lesson 6	Resisting Internal and External Pressures to Use Drugs
Lesson 7	Practicing Resistance Skills
Lesson 9	Review and Practice of Resistance Techniques
Lesson 11	Benefits of Not Using Drugs

WELCOME TO PROJECT ALERT

As a Teen Leader, you will be helping seventh graders discover where the pressures to use drugs come from and how to resist those pressures. They will see that they can say “no” to drugs, feel good about themselves, and still keep their friends.

Seventh graders enjoy having Teen Leaders in their classes. They admire your maturity and want to learn from your experience. This Teen Leader Notebook will help you prepare for your role in the classroom. It contains worksheets that will get you ready for many of the class activities and the Project ALERT curriculum. You will need to bring your Notebook with you to the training sessions.

You were selected as a Teen Leader because you are a friendly, enthusiastic, caring and dependable person. When the seventh graders see that you are committed to saying “no” to drugs, it will encourage their resistance.

Thank you for participating in Project ALERT. The program takes a serious commitment, but in return it will give you valuable training in communication skills, working with small groups, and the reward of guiding younger students in resistance skills practice. We hope you enjoy the experience.

MEETING SCHEDULE

Training Session	Date	Time	Place
I.	_____	_____	_____
II.	_____	_____	_____
III.	_____	_____	_____
IV.	_____	_____	_____
V.	_____	_____	_____
VI.	_____	_____	_____
VII.	_____	_____	_____
VIII.	_____	_____	_____
IX.	_____	_____	_____
X.	_____	_____	_____
XI.	_____	_____	_____
XII.	_____	_____	_____

SEVENTH GRADE CLASSROOM TEACHER:

Name Room # Rehearsal Day and Time

TEEN LEADER PARTNER:

Name _____

Address _____

Phone _____

REHEARSAL SCHEDULE:

Lesson	Date	Time	Place
5	_____	_____	_____
6	_____	_____	_____
7	_____	_____	_____
9	_____	_____	_____
11	_____	_____	_____

TRAINING SESSION I

● INTRODUCTION TO PROJECT ALERT

In each Project ALERT training session there will be a set of activities to help you get ready for your role in the classroom. Your Teen Leader Notebook always lists the session's activities and at the session the trainer will explain what you will be doing. Today's session helps you get to know the other members of the group, see what an actual Project ALERT class looks like, and focus on how you think Teen Leaders should act.

SUMMARY OF TRAINING ACTIVITIES

1. Set Up the Room
2. Welcome
3. Personal Introductions

You will learn about the other members of the group.

4. Business

Fill out the meeting schedule on page 2 of this Notebook.

5. Video and Discussion

After viewing *Project ALERT: A Guided Tour*, which is an overview of Project ALERT, you will discuss how Teen Leaders fit into the curriculum.

6. Brainstorm Teen Leader Qualities

As a group, you will decide what qualities will be most helpful for Teen Leaders in the classroom.

TRAINING SESSION II

● REVIEW LESSON 1

SUMMARY OF TRAINING ACTIVITIES

1. Introduction

Take a trip back in time to remember how it felt to be a seventh grader.

2. Seventh Grader Guided Time Warp

Trainer reviews Project ALERT Lesson 1, *Introduction to Project ALERT*. In the next few training sessions, the trainer will review the activities that occur before Teen Leaders join the class. This review lets you know what the seventh grade students have already done by the time you join them in the curriculum, and what you can expect them to have learned. The seventh grade students have four Project ALERT lessons before Teen Leaders begin their work in the fifth Project ALERT lesson.

3. Review Project ALERT Lesson 1

A. Do Activity 3, *Make Reasons Lists*

In Project ALERT Lesson 1, students give their own opinions about why people use cigarettes, marijuana, and alcohol, and reasons not to do so. Usually seventh grade students are concerned about *peer pressure* – looking cool, being part of the group, feeling comfortable. Pages 8-11 in this Notebook list some typical opinions that appear on students' *Reasons Lists*.

Myths: Seventh grade students also have some *misinformation* about drug use. On pages 5-7 in this Notebook you'll find some common student myths about tobacco, marijuana, and alcohol.

B. Do Activity 5, *Show and Discuss Video: Let's Talk About Marijuana*

You will watch the video *Let's Talk about Marijuana*. Seventh grade students see this video during their first Project ALERT lesson.

MYTHS AND FACTS ABOUT CIGARETTES

1. **Myth:** Cigarettes help you think clearly.

Fact: It may seem like you are thinking more clearly, but smoking has no effect on the reasoning process. Nicotine is the substance in tobacco that is highly addictive. It is both a stimulant and a sedative to the central nervous system. The initial nicotine "kick," which stimulates the central nervous system and causes a sudden release of glucose, is followed by depression and fatigue, leading the smoker to seek more nicotine.

2. **Myth:** Cigarettes calm you down.

Fact: Many people believe this, but they really feel better only because they are addicted to nicotine. As with other addictive drugs, you begin to feel jittery if the level of nicotine in your body drops. If you are not addicted, cigarettes actually make you feel nervous.

3. **Myth:** Smoking keeps you thin.

Fact: Smoking stimulates the central nervous system, which can suppress appetite, but it doesn't change eating habits. Overall, this is not an effective way to lose weight.

4. **Myth:** It's easy to quit later.

Fact: Only 3% of daily smokers in high school think they will be smoking in 5 years. But over 60% are still regular smokers up to 9 years later. Usually people make three or more attempts before finally being able to quit.

MYTHS AND FACTS ABOUT MARIJUANA

1. **Myth:** Marijuana makes uncomfortable feelings go away (fear, anger, depression).

Fact: You may feel less scared, angry, or depressed because marijuana temporarily covers up feelings; it doesn't make them go away. Some people actually get more depressed or anxious when they have used marijuana.

2. **Myth:** Marijuana makes you creative.

Fact: Sometimes marijuana makes a person feel creative while high, but actual performance is not better and is often worse. Marijuana can't make you become something you aren't. After the marijuana wears off, people often say that what seemed creative when they were high no longer makes sense.

3. **Myth:** Marijuana makes your problems go away (trouble with parents, school, or friends).

Fact: You may feel you have escaped your problems by getting high, but when the marijuana wears off, the problems are still there.

4. **Myth:** You can't get addicted to marijuana.

Fact: Increasingly, research is showing that long-term use of marijuana produces changes in the brain similar to those seen after long-term use of cocaine, heroin and alcohol. Chronic users can experience "withdrawal" symptoms (agitation, sleep problems) after stopping heavy use suddenly, as well as "tolerance" (needing larger doses of a drug to get the same desired effects once produced by smaller amounts).

5. **Myth:** Marijuana makes you a better dancer, talker.

Fact: Marijuana can create this illusion, which has been termed "magical thinking," but it can't make you be anything you aren't. If anything, you become less competent because marijuana interferes with memory, perception and coordination.

6. **Myth:** It is safe to drive after using marijuana.

Fact: Marijuana use makes driving more dangerous. It affects important skills needed for safe driving. The ability to concentrate diminishes and reflexes slow down, making it hard to respond to sudden, unexpected events. It also impairs coordination and the ability to judge distances and react to signals and sounds.

7. **Myth:** Since marijuana is "natural," it is much safer than other drugs.

Fact: Many "natural" substances also have toxic properties (poisonous mushrooms, mistletoe, tobacco). Heavy use of marijuana can adversely affect hormones in both males and females. Young men can have delayed puberty and young women can find that the drug disturbs their monthly cycle (ovulation and menstrual period). It can also damage the immune system causing greater risk of disease.

MYTHS AND FACTS ABOUT ALCOHOL

1. **Myth:** A can of beer will not have as much effect as a mixed drink (or a shot of liquor).

Fact: A can of beer, a glass of wine, a mixed drink, and a shot of liquor all have about the same amount of alcohol and will have about the same effect.

2. **Myth:** Alcohol is not a drug.

Fact: Alcohol is a drug that affects the brain. It slows down the brain area that controls judgment, thought, and muscular coordination.

3. **Myth:** Alcohol is not as dangerous as other drugs.

Fact: Alcohol can be deadly. Drinking a quart of vodka in one sitting can kill you. Even one drink can affect your judgment and cause you to lose control. Auto crashes are the leading cause of death among teenagers, and of these fatalities, over one third are alcohol-related.

4. **Myth:** Black coffee and a cold shower can sober you up quickly.

Fact: Only time sobers you. The liver needs one hour to burn up one ounce of pure alcohol (the amount contained in a can of beer, glass of wine, or mixed drink). Coffee and cold water may make a person less sleepy, but neither improves judgment or coordination.

5. **Myth:** Drinking makes your problems disappear.

Fact: You may feel you have escaped your problems by drinking, but when you get sober, the problems are still there.

6. **Myth:** Drinking makes uncomfortable feelings go away (anger, shyness, loneliness, frustration).

Fact: Alcohol may cover up uncomfortable feelings for a while, but they come back when you are sober again. Drinking isn't always a reprieve from uncomfortable feelings. The fact is that alcohol just as often has the opposite effect and intensifies feelings with sometimes catastrophic results: sadness (poor choices, crying jags, suicide) or anger (domestic violence, rage).

REASONS WHY PEOPLE USE DRUGS

(Typical Student Answers, 2 pages)

ALL DRUGS

1. Friends do it (peer pressure).
 - You don't want to be different than your friends.
 - Others at a party are smoking or drinking.
2. To look cool, older, sophisticated.
 - To be more independent.
 - To be more mature.
 - To impress someone.
3. Parents say "Don't do it" (rebellion).
4. Parents do it.
5. To relax.
 - To relieve stress.
 - To have fun.
6. Curiosity.
 - Because you're bored.
 - Because it's there.

CIGARETTES

- †1. To think clearly.
2. You feel bad when you stop (addiction).
3. Something to do with your hands (nervous).
- †4. They calm you down.

MARIJUANA

- †1. It makes uncomfortable feelings go away (fear, anger, depression).
- †2. It makes you creative.
- †3. It makes problems go away.
- †4. It makes you a better dancer, talker.
5. It makes you high.
6. It makes things seem funny.
7. It helps you sleep.

ALCOHOL

- †1. To make uncomfortable feelings go away (anger, shyness, loneliness, frustration).
2. To get high/drunk.
- †3. To make problems go away.
4. Advertisements make drinking look cool, glamorous.
5. It's more accessible, seems more acceptable.

†A widely held myth. The statement is untrue. See *Myths and Facts about Cigarettes, Marijuana, and Alcohol* (Notebook, pages 5-7).

REASONS NOT TO USE DRUGS

(Typical Student Answers, 2 pages)

ALL DRUGS

1. It's bad for your health.
2. You can't play sports as well (cigarettes shorten breath, marijuana slows you down, alcohol interferes with coordination).
3. You can get into trouble.
4. It will hurt your parents (upset them).
5. It's a bad habit.
6. It might get you into the wrong crowd.
7. It's expensive.

CIGARETTES

1. Your breath (clothes, hair) smells bad.
2. Smoking causes cancer.
3. It's hard to stop once you start (cigarettes are addicting).
4. Smoking causes heart attack, heart disease.
5. Your teeth get yellow.
6. Your skin gets wrinkled.
7. Smoking harms others (secondhand smoke).
8. It's illegal for minors.

MARIJUANA

1. It interferes with your ability to learn (makes it hard to remember something you just read or heard; reduces your ability to think clearly and concentrate).
2. It can make you do things you wouldn't do if you weren't high (lose control).
3. It slows you down, distorts your perceptions, and reduces your coordination (bad for driving; bad for sports).
4. It can make you feel anxious or panicked.
5. It's illegal.
6. It can harm your reproductive health.
7. You can become dependent or addicted.
8. You don't really solve your problems (depression, anxiety) when you smoke. As soon as the marijuana wears off, you're back where you started.

ALCOHOL

1. You can't think clearly, might do something you don't want to do.
2. You lose control, are out of it.
3. It slows driving reaction time and distorts perceptions.
4. You can become addicted.
5. It interferes with communication.
6. It doesn't help solve your problems.
7. It's illegal for minors.
8. You can overdose.

FACTS ON OTHER FORMS OF TOBACCO AND SMOKING BLENDS

CIGARS

- People who smoke cigars regularly get serious diseases and die from them. In fact, long term cigar smoking doubles your chance of dying from heart disease. The risk of lung cancer and death from cancer of the esophagus is 2-5 times higher in cigar smokers than in nonsmokers; death from cancer of the oral cavity is 3-8 times more likely, and the risk of death from cancer of the larynx is 10 times higher.
- Consumption of cigars has jumped 92% since 1993 after declining steadily for the previous 30 years, according to the U.S. Department of Agriculture. A *Youth Risk Behavior Survey* released by the Centers for Disease Control reported that 15% of middle grade students and 42% of high school students have smoked cigars. Boys were more likely to use cigars than girls.
- Cigar smoke contains more carbon monoxide, ammonia and nitrogen oxides than cigarette smoke. And, a stogie has as much nicotine as several cigarettes. (Nicotine is the drug found in tobacco that causes addiction.) When cigar smokers inhale, nicotine is absorbed as rapidly as it is with cigarettes. For those who don't inhale, it is absorbed more rapidly through the lining of the mouth.

SECONDHAND SMOKE

- Secondhand smoke, also known as passive smoking or environmental tobacco smoke, comes from two places: smoke breathed out by the person who smokes, and smoke from the end of a burning cigarette, cigar or pipe.
- More than 4,000 chemical compounds have been identified in tobacco and tobacco smoke. Tobacco smoke includes at least 43 different carcinogenic substances. Some of these compounds are tar, carbon monoxide, hydrogen cyanide, ammonia, benzene, formaldehyde, phenols and nicotine.
- Nonsmokers who are exposed to secondhand smoke absorb all of these chemicals just as smokers do. Because they are unfiltered, the concentrations of carcinogens in secondhand smoke are up to 100 times higher than in smoke inhaled directly through cigarettes and cigars.
- Exposure to secondhand smoke causes over 3,000 deaths from lung cancer among nonsmokers in the United States each year, and is linked to as many as 60,000 fatal heart attacks annually.

- Compared with the children of nonsmoking parents, those children of parents who smoke have more respiratory infections (bronchitis and pneumonia), increased respiratory irritation, cough, phlegm production, wheezing, and middle ear infections; increased episodes and severity of asthma in children who already have the disease and increased numbers of new cases of asthma.
- Secondhand smoke exposure in utero and in infancy can alter lung functions and structure and create other changes that are known to expose children to long-term pulmonary risks. Low birth weight and low gestational age are associated with exposure to secondhand smoke. And, there is growing evidence that secondhand smoke exposure is an independent risk factor in Sudden Infant Death Syndrome (SIDS).
- Cigars are a major source of secondhand smoke and because of the kind of tobacco and the manufacturing process of cigars, many of the concentrations of carcinogens are higher than for cigarette smoke.
- Consider that it can take as long as forty-five minutes to an hour to smoke a cigar, compared with just a few minutes for a cigarette. Now, the exposure to secondhand smoke both for the smoker and those around the smoker becomes very significant.

SMOKELESS TOBACCO

- Smokeless tobacco is chewed or sucked on. Its four primary forms are plug tobacco, loose-leaf tobacco, twist tobacco, and snuff.
- Smokeless tobacco users face an increased risk of cancers of the mouth, esophagus, lung, liver, and pancreas.
- Nicotine is the drug in smokeless tobacco that causes addiction.
- All forms of smokeless tobacco are addictive.
- The physiological and psychological processes that determine nicotine addiction are similar to those that determine addiction to such drugs as heroin or cocaine.
- Smokeless tobacco products are not a safe alternative to cigarettes.
- Smokeless tobacco users experience higher rates of such dental problems as receding gums, tooth enamel erosion and discoloration, tooth decay, and loss of both the senses of taste and smell.
- Smokeless tobacco manufacturers are actively and aggressively promoting starters, products that feature pouches and cherry flavoring, in order to expand the use of and addiction to products that used to be used only by older men. Nearly 16% of high school boys are current smokeless tobacco users.

HERBAL CIGARETTES AND SMOKING BLENDS

- Alternatives to cigarettes have become popular among teens and adults who are trying to quit cigarettes.
- Herbal cigarettes have been marketed since 1997 and are gaining in sales. Instead of tobacco and nicotine they contain catnip, wild lettuce, damiana, passion flower and marshmallow.
- Herbal cigarettes are often promoted as a safe alternative to tobacco smoking. However, a 2000 ruling by the Federal Trade Commission required makers of tobacco-free herbal cigarettes to stop making claims that “no additives” means a safer cigarette unless they had scientific proof that it was true. Manufacturers are required to prominently disclose on packages and ads that: “Herbal cigarettes are dangerous to your health. They produce tar and carbon monoxide.”
- Bidis are unfiltered, flavored (strawberry, vanilla, chocolate, cherry, raspberry and mango) cigarettes from India. They look like marijuana joints and contain higher levels of tar, nicotine and carbon monoxide than regular cigarettes.
- Bidis are hand-rolled by women and children and, according to a report by Human Rights Watch of New York, Indian bidi manufacturers employ several hundred thousand children as underpaid “bondage slaves,” some earning as little as 15 cents a day to roll 1,000 bidis.
- Kreteks are Indonesian cigarettes containing approximately 60% tobacco and 40% shredded clove buds. Exposure to tar, nicotine, and carbon monoxide is higher from clove cigarettes than from regular cigarettes.
- Eugenol, the major active ingredient in cloves, has been used as a dental anesthetic for years. It has been associated with severe illnesses of the lungs and symptoms related to the respiratory tract. Because the backs of smokers’ throats may be anesthetized by eugenol, smokers may inhale more deeply and may not feel the harshness.

TRAINING SESSION III

● REVIEW LESSONS 2 AND 3

SUMMARY OF TRAINING ACTIVITIES

1. Introduction of Training Session.

In Lessons 2 and 3, students describe some social and health consequences of using tobacco, marijuana, and alcohol. Project ALERT emphasizes the short-term and social consequences of using drugs. Seventh grade students don't worry much about getting cancer or heart disease when they're 50. They do worry about having ashtray breath, yellow teeth, and losing control of themselves. Becoming familiar with the consequences of drug use helps motivate students to resist pressures to use drugs (see sample visuals on pages 17-19).

2. Review Project ALERT Lesson 2, *Consequences of Smoking Cigarettes*.

A. Do Activity 2, *Discuss Immediate and Later Consequences of Smoking Cigarettes*, and Activity 3, *Compare Cigarettes and Smokeless Tobacco*

B. Do Activity 6, *Show Video: Pot: The Party Crasher*

3. Review Lesson 3, *Drinking Consequences and Alternatives*.

A. Do Activity 3, *Make List of Consequences of Drinking*

B. Do Activity 4, *Discuss How Alcohol is Used to Cover Feelings*

C. Trainer will describe Activities 5 and 6

4. At the next session, Teen Leader partners and alternates will be assigned, and Teen Leaders will begin work on their own roles.

HOMEWORK

1. Complete *Personal Introduction Worksheet* (page 16).
2. Read Project ALERT Lesson 5 (Notebook, pages 5.0-5.13).

PERSONAL INTRODUCTION WORKSHEET

At your first Project ALERT classroom lesson, the teacher will introduce you and then ask you to say a few words about yourself.

Your introduction should include the following information:

1. Where you go to school: _____

2. Your age: _____

3. Why you think Project ALERT is important:

4. A statement that tells how you feel about being a Teen Leader:

Fill in the blanks honestly and sincerely. You will be practicing your personal introduction at Training Session IV.

WHAT CAN HAPPEN TO YOU WHEN YOU SMOKE CIGARETTES? (SAMPLE VISUAL)

	Smokeless Tobacco
First Time	
* Heart beats faster/works harder	✓
* Breath smells	✓
Coughing	
Dizziness	✓
Trouble at home or school	✓
After a While	
* Addicted	✓
* Harder to breathe	
* Yellow teeth	✓
Less money	✓
After a Long Time	
* Death	✓
- As long as you smoke, each cigarette takes ten minutes off your life.	
* Lung cancer, other cancers	
- Smoking is associated with cancers of the mouth, larynx, esophagus, pancreas, cervix, kidney and bladder.	
- Over 85% of lung cancers are caused by smoking.	
* Heart disease	✓
- Smokers risk of heart attack is more than twice that of nonsmokers, and they are more likely to die as a result of the heart attack within the hour.	
* Chronic Obstructive Pulmonary (Lung) Disease (COPD) Primarily emphysema and chronic bronchitis	
- Approximately 80-90% of COPD is caused by smoking. A smoker is 10 times more likely than a non-smoker to die of COPD.	
Wrinkles	
Can hurt others	

*Should be included on students' lists.

WHAT CAN HAPPEN TO YOU WHEN YOU USE MARIJUANA? (SAMPLE VISUAL)

First Time

- * **Can't concentrate, think**
- * **Can't remember** (loss of short-term memory)
- * **Slow down**
- * **Can't drive safely** (it's as dangerous as alcohol)
- * **Do something you might regret**
- * **Feel anxious or panicked**
- * **Hard to communicate**
- * **Feel out of control**

Sick, dizzy

Get in trouble with the law/parents

Appetite increases

Red eyes

Nothing

After a While

- * **Dependence** (need marijuana to feel okay)
- * **Don't experience emotions or solve problems**
Trouble with parents
Have less money
Trouble at school (grades go down, sent out of class)

After a Long Time

- * **Loss of interest in activities except drug use**
- * **Severe dependence and addiction**
- * **Possible lung damage** (marijuana has many of the same lung-damaging substances as tobacco, and more of some of them)
- * **Possible damage to reproductive health** (delay the onset of puberty and lower sperm production for males; disrupt menstrual cycle and affect ovulation for females)
Damage to the immune system (cells that protect people from disease)

*Should be included on students' lists.

WHAT CAN HAPPEN TO YOU WHEN YOU DRINK ALCOHOL? (SAMPLE VISUAL)

Any Time

- *1. **Do something you might regret** (loss of judgment, ride with driver who has been drinking, sex, vandalism, violence)
- *2. **Can't drive safely** (Car crashes are the leading cause of death among teenagers, and of these fatalities, one-third are alcohol related.)
- *3. **Lose control** (poor coordination, dizzy, bump into things, fall down)
 - 4. Get into other accidents (drown, fall off roof)
 - 5. Drunk, act silly
 - 6. Slurred speech (can't speak clearly)
 - 7. Throw up
 - 8. Pass out
 - 9. Hangover

Regular or Heavy Drinking

- *1. **Addiction, alcoholism** (Body needs alcohol to feel "normal;" 10% of all drinkers become alcoholics.)
- *2. **Lose interest in school/life**
- *3. **Suicidal feelings/depression** (More than half of teenagers who attempt or commit suicide are involved with alcohol or other drugs.)
- *4. **Death**
 - 5. Brain damage (wet brain)
 - 6. Nerve damage
 - 7. Liver damage

*Should be included on students' lists.

TRAINING SESSION IV

● REVIEW LESSON 4; PRACTICE LESSON 5

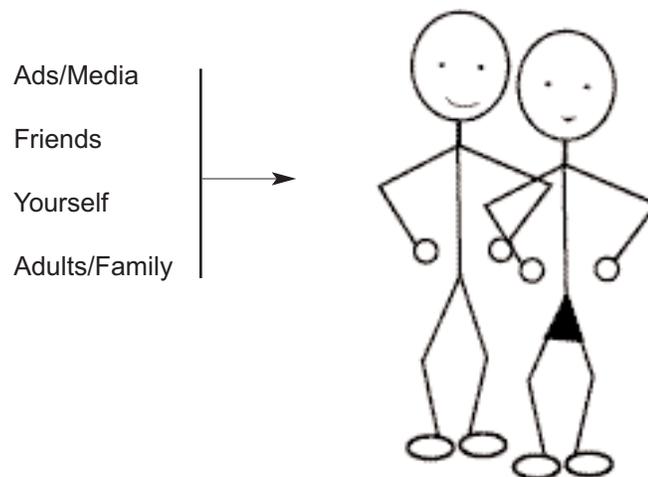
SUMMARY OF TRAINING ACTIVITIES

1. Assign Teen Leader Teams.

Teen Leader teams are assigned. On page 2 of your Notebook, write your partner's address and phone number and the rehearsal dates that your team selects.

2. The trainer reviews Lesson 4, *Introduction to Pressures*.

In Lesson 4, students are asked to identify four sources of pressure to use drugs, and to give examples of how these pressures might sound. Knowing where the pressure is coming from helps prepare students to resist those pressures. The following sample "Pressures" visual shows four sources of pressure, and page 21 shows what each pressure sounds like:



3. Trainer introduces Lesson 5, *Social Pressures to Use Drugs*.
4. Practice personal introductions.
5. Read Lesson 5, Activities 2-3B. Next, view video *Lindsey's Choice*. Plan parts, and practice with your partner.
6. At the next session, you will finish practicing your role in Lesson 5.

HOMEWORK

1. Read *Personal Experience Statements* (page 22).
2. Complete *Personal Experience Statement Worksheet* (page 23).

WHERE DOES PRESSURE TO USE DRUGS COME FROM? (TYPICAL STUDENT RESPONSES)

FRIENDS/STUDENTS AT SCHOOL

1. *"Come on. It won't hurt you to try."*
2. *"I got these drugs just for us."*
3. *"All the kids are drinking."*
4. *"The coolest kids smoke."*

ADULTS/FAMILY

1. *"We forbid you to smoke marijuana."* (rebellion)
2. When parents use drugs (smoke, drink), teens may feel it's okay to do it, too. (parental modeling)
3. *"Do you want a sip?"*

ADS/MEDIA

1. *"Drinking will make you look sexy."*
2. *"Smoking is glamorous."*
3. *"Smoking makes you tougher."* (macho, empowered, independent)

YOURSELF

1. *"I'll feel out of it if I don't smoke."*
2. *"I'm bored. Maybe I'll get drunk."*

PERSONAL EXPERIENCE STATEMENTS

In Project ALERT, Teen Leaders play an important part as role models for younger students. One way to model your belief that you can say “no” to drugs and still feel good about yourself is through a *Personal Experience Statement*. The curriculum identifies specific times when Teen Leaders make *Personal Experience Statements* for this purpose.

You may find this process confusing and/or overwhelming at first. The following suggestions and guidelines are offered to help encourage you to make a *Personal Experience Statement* that is both appropriate to the aims of Project ALERT, and interesting to students.

A *Personal Experience Statement* has three parts:

1. a brief description of a time when you felt pressured to use a drug,
2. the outcome of feeling/being pressured (did you resist or not?), and
3. your feelings about resisting (“*I felt good about being able to say ‘no’ and still have fun at the party.*”) or not resisting (“*I felt I had let myself down by not saying ‘no.’*”).

Some general rules regarding your *Personal Experience Statement*:

- They are true experiences. You should not make up a *Personal Experience Statement*; students spot phoniness quickly.
- They are often simple. An excellent *Personal Experience Statement* can be as simple as “*My friend offered me a beer. I said ‘no, thanks,’ and when my friend didn’t get upset, I saw how easy it was to say ‘no.’*”
- You should use positive personal experiences in which you were successful in resisting pressure. If you absolutely cannot think of any, you may use a negative *Personal Experience Statement* – an experience in which you were unsuccessful in resisting pressure. In such a case, you should emphasize your negative feelings about not resisting.
- They are meant to be brief. You should think of your *Personal Experience Statement* ahead of time. You may wish to keep a journal of pressure situations during Project ALERT. You also may jog your memory by asking yourself what you did in the past week. Think about events such as parties or athletic competitions and whether any alcohol or drugs were present that might have contributed to a pressure situation.
- *Personal Experience Statements* are not opportunities to preach to students. The tone is one of “*Here’s what happened to me, and this is how I feel,*” not “*Here’s what happened to me and this is what you should/shouldn’t do.*”

PERSONAL EXPERIENCE STATEMENT WORKSHEET

Read the information about developing a *Personal Experience Statement* on page 22, and then complete the following worksheet.

You will be making *Personal Experience Statements* in many Project ALERT lessons.

1. Briefly describe a time you felt pressured to use a drug (try to choose a time when you resisted):

2. Tell what happened (did you resist or not?):

3. Tell how you felt about resisting:

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

- The teacher’s 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, 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.

TRAINING SESSION V

● CONTINUE PRACTICING LESSON 5

SUMMARY OF TRAINING ACTIVITIES

1. While the seventh grade students are preparing skits to show how Lindsey can say “no” and still feel good about herself, Teen Leaders will be circulating around the room, seeing how the groups are doing and helping any group having trouble.

Working with Small Groups

When you approach a group, listen to find out how far along they are in planning and practice. To help the group get organized, Teen Leaders may

1. Ask, “Who’s doing which part?”
2. Ask, “What solution are you doing?”
3. Suggest that the group rehearse.
4. Have the Recorder write the solution on their *Skit Preparation Sheet*.

If a group is having trouble choosing a solution, you can ask, “*What could you say and still feel okay?*”

-
2. Read Lesson 5, Activities 3C-4E (preparing and performing skits). Plan parts with your partner. Join with another team to prepare a skit.
 3. Practice using positive reinforcement in processing skit solutions. After each group performs its skit showing Lindsey saying “no,” Teen Leaders will reinforce students on their performance. Positive reinforcement of their saying “no” helps students want to say “no” and believe that they can say “no.” At the top of page 26 are some phrases you might use and some room to add any other phrases you would feel comfortable using.

Positive Reinforcement

"That was great/terrific/wonderful!"

"That sounds like something you could really use."

"You could use that."

"You sound strong."

"You convinced me."

"I wouldn't mess around with you."

4. Here's how to handle two kinds of negative skit solutions.

a. "YES" response

Sometimes a group will have Lindsey accept the cigarette. The easiest way to handle this situation is to respond, *"We're here to practice saying 'no.' Can you think of a way for Lindsey to say 'no'?" Let's have another take!"*

b. HOSTILE solution

If a group has a hostile solution - for example, stomping on the offered cigarette, punching Eric, or saying something abusive - you could ask the group: *"What would happen if you really answered that way? How would your friend feel?"* Remind students that they are saying "no" to the cigarette, not to the friend.

5. Practice *Personal Experience Statements*.
6. Read Activity 6, video discussion. Volunteers will practice leading a discussion group while other Teen Leaders role play seventh grade students.
7. Validation.

HOMEWORK

1. Practice Lesson 5 with your partner (Notebook, pages 5.0-5.13).
2. Arrange a meeting with the Project ALERT teacher to review the lesson together.
3. Read Project ALERT Lesson 6 (Notebook, pages 6.0-6.15).

TRAINING SESSION VI

● PRACTICE LESSON 6

SUMMARY OF TRAINING ACTIVITIES

1. Check-in.
 2. Trainer introduces Lesson 6, *Resisting Internal and External Pressures to Use Drugs*.
 3. Read Lesson 6, Activities 1 and 2A-B (*Introduction; Ways to Say "No" poster*). Plan parts, and practice with your partner.
 4. Read Activity 2C-F (*Direct Pressure Exercise*), and prepare a *Personal Experience Statement* card for use in Activity 2D.
-

PERSONAL EXPERIENCE STATEMENT

1. Briefly describe a social situation in which you felt pressured to use a drug:

2. Tell what you said or did to resist:

3. Tell how you felt about resisting:

-
5. Watch how the trainer conducts Activity 2, and then plan parts and practice with your partner.
 6. At the next training session, you will resume practicing Lesson 6.

HOMEWORK

1. Read Lesson 6, Activities 3-5.
2. Read *Group Discussion Guide - Problems and Solutions* (pages 28-30).

GROUP DISCUSSION GUIDE – PROBLEMS AND SOLUTIONS

1. No one responds	<ul style="list-style-type: none">• Ask for any comments.• Ask someone directly.• Suggest an answer, and ask who agrees or disagrees.
2. Someone does not talk or participate.	<ul style="list-style-type: none">• Say, <i>“It can be fun to do this all together.”</i>• Skip the person, and go back later.• Pay a lot of attention to the person when he or she does answer or participate.• If all else fails, let the person sit this one out, but ask him or her to listen closely. Try to get the person involved next time.
3. Someone is not paying attention.	<ul style="list-style-type: none">• Tell the person the group is interested in his or her comments.• Ask the person politely to pay attention.• Use a little humor to make the discussion livelier.

<p>4. Someone gives a silly answer.</p>	<ul style="list-style-type: none"> • Find something in the answer that is close to a serious answer and in a serious tone repeat it back to the group. Don't laugh. • Ask the person to think of another answer.
<p>5. Someone gives an incompetent answer.</p>	<ul style="list-style-type: none"> • Reinforce the person when he or she gives a serious answer. • Get more information by asking why. • Ask the person to explain what he or she means. • Ask the person to describe in more detail. • Give a good answer yourself, and explain (demonstrate).
<p>6. Someone monopolizes the discussion.</p>	<ul style="list-style-type: none"> • Say <i>"Good, let's see who else has an answer."</i> • Ask someone else a question just as soon as the other person pauses. • Call on the person last. • If all else fails, explain that you appreciate his or her comments but that it's important for everyone to have a chance to talk.

<p>7. Someone keeps changing the subject.</p>	<ul style="list-style-type: none"> • Suggest that the person discuss the subject at another time or that he or she stick to the topic. Say <i>“In order to finish the activity, we need to stay on the subject.”</i> • Refocus his or her attention by restating any relevant points, and move on.
<p>8. People get into an argument.</p>	<ul style="list-style-type: none"> • Stay calm. Don’t take sides. Tell them they both made some good points. Ask for their cooperation, since arguing distracts the group.
<p>9. Someone puts down another student.</p>	<ul style="list-style-type: none"> • Remind the person of the Ground Rules (from Lesson 1). • Remind the group that no answer is wrong. Everyone has a right to his or her own opinion.
<p>10. You are running out of time.</p>	<ul style="list-style-type: none"> • Don’t panic. Get as far as you can. • Prioritize questions. Ask only the most important ones.

TRAINING SESSION VII

● CONTINUE PRACTICING LESSON 6

SUMMARY OF TRAINING ACTIVITIES

1. Read Lesson 6, Activity 3, *Introduce Ways to Say “No” to Internal Pressures*. Plan skit parts and practice with your partner. Prepare 3" x 5" cards with internal pressure skits.

Internal Pressure Skit

Each Teen Leader team should prepare two skits: one showing an internal pressure felt with a group of people (at a party, a ball game, the movies, the mall), the other showing an internal pressure felt when alone (test the next day, home alone and bored, walking home feeling depressed). To show students how it sounds when we are pressuring ourselves, act out the pressure and resistance messages we might be giving ourselves.

SOCIAL SITUATION:

Thinker: Describe the situation

Pressure Voice:

Resistance Voice:

Pressure Voice:

Resistance Voice:

Thinker: Say the resistance solution

SOLITARY SITUATION:

Thinker: Describe the situation

Pressure Voice:

Resistance Voice:

Pressure Voice:

Resistance Voice:

Thinker: Say the resistance solution

2. Watch how the trainer conducts Activity 4 (*Practice Saying “No” to Internal Pressures*), and then plan parts and practice with your partner.
3. Review potential group discussion problems. Take turns leading the discussion for the general questions in Activity 5 while the other Teen Leaders role play seventh grade students.

HOMEWORK

1. Practice Lesson 6 with your partner.
2. Arrange a meeting with the Project ALERT teacher to review the lesson together.
3. Read Lesson 7 (Notebook, pages 7.0-7.10).

TRAINING SESSION VIII

● PRACTICE LESSON 7

SUMMARY OF TRAINING ACTIVITIES

1. Check-in.
2. The trainer introduces Lesson 7, *Practicing Resistance Skills*.
3. Look over *Working with Small Groups* (page 25), *Positive Reinforcement Comments* (page 26), and *Facilitation Skills* (page 34).
4. Read Lesson 7, Activities 1-4 (*Introduce Lesson; Show Partial Video; Prepare Skits; Act Out Skits*). Plan and practice parts with your partner.

HOMEWORK

1. Rehearse Lesson 7 with your partner (Notebook, pages 7.0-7.10).
2. Arrange to go over parts with the classroom teacher.
3. Read Project ALERT Lesson 9 (Notebook, pages 9.0-9.19).

FACILITATION SKILLS

1. **Ask Open-Ended Questions.** They allow the student to develop the answer.

Example of a closed question: *“Do you like your sisters?”* Student answers either “yes” or “no” and discussion ends there.

Example of an open-ended question: *“What can you tell me about your sisters?”* Student will be able to choose information to discuss.

Another example of a closed question: *“Do you feel pressured to smoke?”*

Example of an open-ended question: *“What can you tell me about how people feel pressured to smoke?”* Note use of the word “people” here and not the word “you.” “You” assumes the student feels pressure, where using “people” allows the student to tell you or not tell you about himself or herself.

2. **Steer Clear of “Why” Questions.** There is a reason behind every behavior, but a “why” question probably will not help the person discover that reason. It tends to make students defensive. Examples:

“Why do you take drugs?”

“Why did you decide to not smoke?”

“Why” questions are often perceived as criticism or advice. If you really want to know about motivation, it’s better to ask what, when, where, how, or who. Instead of *“Why were you pressured?”* ask:

“What happened that caused you to feel pressured?” or

“How did you feel when you were pressured to smoke?”

3. **Use Active Listening Skills.** Active listening is the process of giving nonjudgmental feedback to the speaker to check whether the listener has heard correctly. It validates the speaker and encourages more open communication.

“If I hear you correctly, you are telling me that ...”

“You seem to be saying that ...”

“Correct me if I’m wrong, but you’re thinking ...”

“In other words ...”

“Let’s see if I’m following you ...”

“It sounds to me like ...”

“You feel ...”

“Tell me more about ...”

4. **Use Silence When Appropriate.** Sometimes students need time to think. A little silence can encourage the shy students to participate.

5. **Use Positive Reinforcement.** Nothing succeeds like success! Both verbal (“*That’s an interesting point.*”) and nonverbal reinforcement (smiles, nods) should be used frequently and individually (directed toward each student rather than toward the group).

6. **Be Animated and Energetic.** The more you are having fun and appear interested in what you are doing, the more students will be, too. It’s contagious! Be aware of voice tone, facial expressions, and body language.

7. **Use “I” Statements.** As a group leader, you are a role model for seventh grade students. What you think and feel are of intense interest to them. Self-disclosure builds trust and creates an open, honest atmosphere. Students will feel more comfortable about expressing their own feelings and thoughts.

8. **Use Humor Cautiously.** Humor is a wonderful facilitation tool if it is spontaneous and springs from a genuine liking of the group. Avoid sarcastic humor!

9. **Be Yourself.** Genuine, sincere expression of your thoughts and feelings builds trust and encourages students to do the same.

TRAINING SESSION IX

● PRACTICE LESSON 9

SUMMARY OF TRAINING ACTIVITIES

1. Check-in.
2. The trainer introduces Lesson 9, *Review and Practice of Resistance Techniques*. Teen Leaders play a much bigger role in Lesson 9. Since you have so much to do in the lesson, this training session will cover half of the lesson, and the other half will be covered at the training session.
3. Read Lesson 9, Activities 1 and 2 (*Introduction; Review of Pressures*). Plan parts, and prepare replies that counter pressure lines on a 3" x 5" card in each of the four categories of the *Where Does Pressure to Use Drugs Come From?* visual. The teacher will use the visual that was done by the seventh grade class during Lesson 4. Practice the activities with your partner.

Where Does Pressure to Use Drugs Come From? - Replies

Friends/group at school:

Parents/Adults:

Ads/Media:

Yourself:

4. Read Lesson 9, Activity 3A-F (resistance skits). Plan parts, and practice with your partner. Join with another team, and prepare a skit.
5. Validation.

HOMework

1. Read Lesson 9, Activities 4-6 (Notebook, pages 9.3-9.6).

TRAINING SESSION X

● CONTINUE PRACTICING LESSON 9

SUMMARY OF TRAINING ACTIVITIES

1. Complete the following *Self-Efficacy Reinforcement Worksheet*.

Self-Efficacy Reinforcement Worksheet

Research has proven that when people feel they are *able* to accomplish an action (self-efficacy), they are much more likely to try that action. Project ALERT wants students to feel they are *able* to resist drugs so that when they get into a pressure situation, they will resist. Showing their resistance skills in skits helps students see that they have resistance skills. After each skit, Teen Leaders should praise students and emphasize that they know the students are able to resist. The positive comments from Teen Leaders reinforces students' feelings that they are able to resist.

List below some comments you could make at the conclusion of students' skits that would convey that you know the students are really able to resist drug pressures. These comments help increase students' sense of self-efficacy.

Below are some self-efficacy reinforcement comments other Teen Leaders have used. Check any that you would feel comfortable using.

- "I think you've got it."*
- "That's a good/interesting/new way to resist."*
- "That sounded very convincing."*
- "You're really good at saying 'no.'"*
- "You really sounded in charge."*
- "I'll bet you're feeling good about learning to say 'no.'"*
- "You seemed to be very comfortable with saying 'no.'"*
- "I'm really impressed with your ability to ..."*

2. Read Lesson 9, Activity 4A-D. Teen Leader groups will take turns performing skits. A different team of Teen Leaders should offer self-efficacy reinforcement at the conclusion of each skit.

3. Read Lesson 9, Activities 5 and 6 (*Benefits Game; Wrap-up*). Plan parts, and practice with your partner. Read *Benefits of Not Using Drugs* (page 39). Then complete the *Benefits Worksheet* (page 40), listing the starred benefits on page 39. Add any personal benefits you have experienced that are not on the list. As you review students' benefits lists, you may use your own list to highlight students' responses and to add personal benefits.
4. Practice the *Benefits Game* and *Wrap-up*. One team should practice with the trainer while the other Teen Leaders role-play seventh grade students.

HOMEWORK

1. Practice Lesson 9 with your partner.
2. Review Lesson 9 with classroom teacher.
3. Read Project ALERT Lesson 11 (Notebook, pages 11.0-11.22).

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

BENEFITS WORKSHEET

Cigarettes

Looking Good:

Feeling Good, Staying Healthy:

Feeling Good About Yourself:

Saving Money

Marijuana and Alcohol

Doing Your Best:

Feeling Good, Staying Healthy:

Feeling Good About Yourself:

Saving Money

TRAINING SESSION XI

● LESSON 11

SUMMARY OF TRAINING ACTIVITIES

1. Check-in.
2. Teen leaders will not be practicing all the activities. Listen carefully as the trainer reviews Lesson 11, *Benefits of Not Using Drugs*.
3. Read Lesson 11, Activity 3 (*Teen Leaders Perform Benefit Skit*). Prepare a skit with your partner.

Skit Guidelines

1. Your skit should get across, in a creative way, the benefits of not using cigarettes or marijuana.
2. Use props, costumes, use your imagination!
3. Decide on a skit idea and practice with your partner. See Lesson 11, Activity 3, for some skit ideas.
4. Watch the video, *Saying “No” to Drugs*. Read Lesson 11, Activity 4 (*Show Video*), plan parts, and practice with your partner. Prepare a *Personal Experience Statement* for use during the discussion.

Personal Experience Statement

A *Personal Experience Statement* that could fit into the video discussion might

- a. describe a time when you thought about using drugs but didn't, and why you're glad you didn't, or
 - b. describe why you don't want to use drugs.
5. Read Activity 6 (*Wrap-up*). Plan parts, and practice with your partner.
 6. Plan the final party.

HOMEWORK

1. Practice all of Lesson 11 with your partner. Some parts were not reviewed during the training session.
2. Review Lesson 11 with the classroom teacher.
3. Complete the final party preparations.

TRAINING SESSION XII

● DEBRIEFING, CLOSING CELEBRATION

Congratulations! You're a Project ALERT Teen Leader graduate!

Your commitment to seventh grade students will help them resist the difficult pressures to use drugs. You have set the tone for saying "no" and given students a model they can look up to and remember when they are feeling pressured. Today's session is a big "thank you" for your work in Project ALERT.

In addition to celebrating, the Project ALERT staff would like your input on what went well and what needs improvement, so that next time Project ALERT can be even more effective. A few minutes of this session will be devoted to getting your comments.

PROJECT ALERT CURRICULUM LESSONS 5, 6, 7, 9 AND 11

Teen Leaders:

These Curriculum lessons appear in their entirety, although in some lessons you will only participate in selected activities. Each lesson is preceded by instructions on how to prepare, make copies and gather materials for that lesson; unless you've made arrangements with your teacher to assist him/her in those preparations, you can disregard those instructions and any of the activities for which you have not been trained.

Because the lessons in this Notebook have been modified to show Teen Leader speaking parts and the Teen Leader role, page numbers and placement will be different than the same lesson in your Project ALERT teacher's curriculum.

LESSON FIVE - TEEN LEADER NOTEBOOK

● SOCIAL PRESSURES TO USE DRUGS

GOALS

1. To help students understand and identify social pressures to use drugs
2. To provide examples of how to resist social pressures to use drugs
3. To give students practice in resisting social pressures

SUMMARY OF ACTIVITIES

1. Review Homework and Introduce Lesson (3 min.)
2. Show Partial Video: *Lindsey's Choice (Problem)* (7 min.)
3. Prepare Skits (10 min.)
4. Act Out Skits (10 min.)
5. Show Rest of Video: *Lindsey's Choice (Solutions)* (2 min.)
6. Discuss Video Solutions (8 min.)
7. Wrap-up (5 min.)

DESCRIPTION

This is the first in a series of lessons designed to give students practice in saying “no.” The theory behind this is that people who have rehearsed a particular behavior will be more likely to successfully engage in that behavior at a later time.

Project ALERT uses “trigger” videos that set up problem situations in which students can role play. In Activity 2, groups of students are asked to role play ways to say “no” after viewing the first part of the video *Lindsey's Choice*. After all groups have prepared and performed skits in Activities 3 and 4, the trigger video resumes in Activity 5, where it reinforces student responses by modeling three possible ways to say “no.” When teachers recap each skit in Activity 6, they build student self-efficacy by highlighting and reinforcing students’ resistance methods. The *Role Play and Critique Tips* on page 5.11 may be helpful in these activities.

The homework assignment in Lesson 5 asks students to interview their parents or other trusted adults about peer pressure. The purpose of this activity is to stimulate home discussion of peer pressure to use drugs, and to involve parents or an adult who might be a guardian or mentor for students receiving Project ALERT.

PREPARATION

- Review Lesson Plan
- Preview video: *Lindsey's Choice*
- Be familiar with *Ways to Say "No"* (pages 5.8-5.10)
- Collect and prepare materials, as indicated below
- Optional: you may want to prepare in advance some 3" x 5" cards listing discussion questions for Activity 6
- Optional: you may want to make a chart paper or board visual to reinforce the important starred points in Activity 7

MATERIALS NEEDED

Assemble the following materials:

- Completed visual: *Ground Rules: Students* (saved from Lesson 1)
- Video player and video: *Lindsey's Choice*
- Poster 9: *Ways to Say "No"*
- Chart paper, 2 thick, felt-tip, nontoxic markers (different colors), and masking tape (if you choose to put your visuals on the board, you'll still need tape to display the *Ground Rules*)

Prepare the following materials:

- Completed visual on chart paper or on the board: *Lindsey's Choice: Cast of Characters* (See Activity 3A.)
- Partial visual (title only) on chart paper or on the board: *Lindsey's Choice: Solutions*
- Copy *Skit Preparation Sheet* (Student Handout, page 5.12) for each group
- Copy *Parent/Adult Interview: Peer Pressure* (Student Handout, page 5.13) for each student

ACTIVITIES

1. Review Homework and Introduce Lesson (3 min.)

- A. Display visual: *Ground Rules: Students*.
- B. The teacher introduces Teen Leaders by name.
- C. Teen Leaders introduce themselves:
 - 1. Where he or she goes to school
 - 2. Age
 - 3. Why he or she thinks Project ALERT is important.
 - 4. A self-disclosure statement about being an ALERT Teen Leader - positive and negative (nervous and excited)
- D. Teacher asks about homework:
 - 1. *“How many ads did you notice for beer, wine or cigarettes?”*
 - 2. *“What were they trying to get you to believe?”*
- E. The teacher has students hand in their ad lists.

2. Show Partial Video: *Lindsey’s Choice (Problem)* (7 min.)

- A. Teen Leader: *“Today we will learn how to identify pressures from friends. We’ll also learn some ways to resist these pressures. In order to resist pressures, we need to know how to say ‘no.’”*
- B. Teacher: *“Now we’ll see a video situation with no ending. It’s about a girl, Lindsey, who has a decision to make. Watch carefully. You’ll be coming up with endings yourselves - ways that Lindsey can say ‘no.’”*
- C. Show video: *Lindsey’s Choice*. Stop before the solutions. (During the video, you can review *Role Play and Critique Tips* on page 5.11 for the next activity.)

3. Prepare Skits (10 min.)

A. Display the completed chart paper or board visual:

Lindsey's Choice: Cast of Characters

Lindsey, girl with a decision to make

Diane, Lindsey's friend

Eric, boy Lindsey likes

Mike, Eric's friend

B. Introduce the skits.

1. Teen Leader: *"We'll be doing skits called One Way Lindsey Can Say 'No.' In a minute we'll divide into groups to develop the skits."*
 2. Teen Leader: *"Each group's job is to come up with a skit that shows Lindsey saying 'no' and feeling okay about herself. Try different ways in your group before deciding on one for your skit."*
 3. Teen Leaders display and read the Ways to Say "No" poster. *"These are some ways to say 'no' that you may use in your skits."*
 4. Teacher: *"After we break into groups, each group should choose a Director, who will assign parts and be responsible for getting people to work together. There is one Lindsey, Diane, Eric and Mike for each skit. Each group should also assign a Recorder to write down your group's solution and who plays each part."*
 5. Teen Leader: *"You will have five minutes to plan and rehearse your skit."*
- C. The teacher has the class divide into four or five groups. Students may self-select or be assigned groupings. Gender grouping is okay. The teacher and Teen Leaders hand each Recorder a *Skit Preparation Sheet* on which to note roles and solution.
- D. The teacher and Teen Leaders circulate, helping groups as needed. If a group is not making progress, suggest that they do the following:
1. Assign parts.
 2. Try out different solutions.
 3. Decide on one and rehearse it.
- E. Give a warning signal (*"You have two more minutes."*). Collect the *Skit Preparation Sheet* from each group, and confirm the group's solution.

4. Act Out Skits (10 min.)

- A. The teacher reassembles the class and puts up the partial visual *Lindsey's Choice: Solutions*.
- B. The teacher gives specific skit instructions:
 - 1. Speak up.
 - 2. Face the class.
 - 3. Director introduces skit and characters.
 - 4. Audience is quiet - no more planning.
- C. A Teen Leader hands the *Skit Preparation Sheet* to the Director of the group that is acting. Each director announces the parts, and then the group presents its skit to the class.
- D. After each skit, the teacher leads applause and Teen Leaders praise students. Repeat the solution. Using students' words, the teacher writes a three- to five-word summary of each solution on the chart paper or board visual: *Lindsey's Choice: Solutions*. If the solution is complex, try to capture some of the complexity in your summary.
- E. Teacher comments on how the student playing Lindsey appeared when she said "no." Give a resistance self-efficacy statement. Note the importance of body language and voice tone in communicating resistance.
- F. A Teen Leader refers to the *Ways to Say "No"* poster and says, "*You came up with many of these ways to say 'no.'*" Teen Leader notes how students' solutions fit with the *Ways to Say "No"* poster.

5. Show Rest of Video: *Lindsey's Choice (Solutions)* (2 min.)

- A. Teen Leader: "*Now we'll see the solutions on the video and compare them with the ones we came up with.*"
- B. Show the rest of the video.

Video Solutions

- 1. "No, thanks, why don't we get something to drink, instead?" (Give an alternative.)
 - 2. "No, thanks, I'm on the track team, so I don't smoke." (Give a reason.)
 - 3. "I really don't want a cigarette." (Stand up to pressure.)
-

6. Discuss Video Solutions (8 min.)

- A. The teacher organizes the class into three groups.
 - B. The teacher and Teen Leaders each lead one group.
 - C. The group leaders discuss Lindsey's solutions, using the discussion questions below.
-

Discussion Goals

- 1. To help students understand different ways to say "no"
 - 2. To help students understand that they can say "no" without losing social opportunities or friends
 - 3. To help students understand that standing up for yourself can feel good
-

Discussion Questions:

Solution 1: Give an alternative.

- a. *"What did Lindsey do in the first solution?"*
- b. *"How many of you thought this solution was a good one?"*
(show of hands)
- c. Ask a student who has a raised hand, *"What did you like about it?"*
- d. *"How do you think Lindsey felt about saying 'no'?"*
- e. *"How did Eric feel when Lindsey said, 'No, thanks, why don't we get something to drink instead'?"* (He felt okay, put his arm around her and was not angry. If students think Eric will feel angry, note that simply saying "no" usually does not make the other person feel angry.)

Solution 2: Give a reason.

- a. *"What did Lindsey do in the second solution?"*
- b. *"How many of you thought this solution was a good one?"*
(show of hands)
- c. Ask a student who has a raised hand, *"What did you like about it?"*
- d. *"What did Eric say after Lindsey said she was on the track team?"* (He was thinking about quitting, too, because he's on the soccer team. He was not at all hostile.)
- e. *"If Lindsey had taken the cigarette, how would she have felt?"*

Solution 3: Stand up to pressure.

- a. *“What did Lindsey do in the third solution?”*
- b. *“How many of you thought this solution was a good one?”*
(show of hands)
- c. Ask a student who has a raised hand, *“What did you like about it?”*
- d. *“How did Lindsey feel when she said, ‘I really don’t want a cigarette?’”* Be sure to elicit some positive feelings or deliver them yourself. (She felt good about sticking to her values.) Give positive personal or student example. Teen Leaders may use previously prepared *Personal Experience Statements*, but should state them, not read them.
- e. *“How did Lindsey feel about Eric after he pressured her to smoke?”* (She was less certain about whether she liked him.)

7. Wrap-up (5 min.)

- A. The teacher reinforces the class.
- B. Reinforce the benefits of resistance. (Students may want to discuss the issue of Eric pressuring Lindsey and what that says about respect, or the possibility of other types of pressure.)
 1. Teen Leader: *“In this lesson we have seen, talked about, and tried out different ways to handle a pressure situation without agreeing to smoke. But saying ‘no’ isn’t always easy.”*
 2. Review the following points:

 - * Remember that you have a right to say “no.”
 - * You can say “no” in many different ways.
 - * Sticking to your own values makes you feel better about yourself.

 3. Teen Leader: *“In the next lesson we’ll see and try out more ways to resist pressures.”*
- C. Teen Leaders note that they will return next time.
- D. The teacher praises students for their skit efforts and knowledge. Teen Leaders tell them how well they have learned to resist pressures from friends.

E. Homework:

1. The teacher hands out *Parent/Adult Interview: Peer Pressure*
2. *“This is a short interview that you are to conduct with your parent or other trusted adult.”*
3. *“Ask the questions, just like a reporter, and write the answers in the spaces provided.”*
4. *“Do not have your parent or other adult write in the answers. You must ask the questions and write what he or she says.”*
5. *“Your answers do not have to be in complete sentences.”*
6. *“Try not to let your parent or other adult get away with ‘I can’t remember.’”*

Note: you will not be reviewing this assignment in the next lesson. The homework is designed to provide another opportunity for home discussion.

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.

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, 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

CAST

Lindsey _____

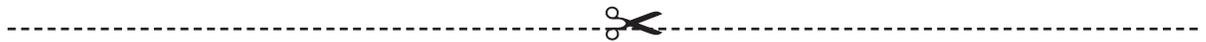
Eric _____

Mike _____

Diane _____

Director _____

Solution _____



CAST

Lindsey _____

Eric _____

Mike _____

Diane _____

Director _____

Solution _____

LESSON SIX - TEEN LEADER NOTEBOOK

● 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/Teen Leader 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/Teen Leader Script: Internal Pressure Scenarios* (Teacher Reference, pages 6.10-6.11)
 - Internal Pressure Scenarios, Sheets A-D* (Student Handout, pages 6.12-6.15)
- Prepare ahead of time some *Personal Experience Statements* on 3" x 5" cards
- 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. The teacher collects the homework: *Parent/Guardian Interview: Peer Pressure.*
- C. The teacher introduces Teen Leaders and turns the class over to them.
- D. Teen Leader: *"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."*

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

- A. Teen Leaders display the *Ways to Say "No"* poster and review the categories.
- B. Teen Leader: *"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. Each Teen Leader gives a personal example of a direct-pressure situation.
- E. Referring to the *Ways to Say "No"* poster, a Teen Leader says, *"Now I'm going to give you a chance to feel these pressures and to practice saying 'no' in this kind of situation."*
- F. Teacher: *"I'm going to divide you into three groups. _____ and _____ (Teen Leaders) or I will try to get you to agree to use drugs. Using the techniques on the poster, you are going to refuse our 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 we put the pressure on."*
- G. The teacher divides the class into three groups.
- H. The teacher and Teen Leaders each lead one group.
- I. 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...."*).

- J. 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. Students remain in their groups.
- B. The teacher and Teen Leaders go to the front of the room. Each briefly summarizes what went on in his or her group and praises students.
- C. Teacher: *"We just practiced resisting pressures that you feel when someone offers you drugs - like a cigarette, a joint, or a beer."*
- D. Teen Leader: *"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.' 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."*
- E. Teacher: *"Now _____ and _____ (Teen Leaders) will demonstrate some examples of this kind of pressure."*
- F. In Activities G and H, Teen Leaders will act out two internal pressures skits (one solitary, one in a social situation), using 3" x 5" cards, if desired. Teen Leaders take turns being the "thinker" and pressure/resistance "voices." End the skits with successful resistance solutions.
- G. Have a solitary situation in mind. (See Teacher Reference, *Teacher/Teen Leader 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.)

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.

- H. Have a social situation in mind. Repeat the above process, using social situation examples from pages 6.10-6.11.
- I. The teacher displays the poster: *Pressures From Inside Yourself*.

- J. The teacher points in turn to each quote and says, *“Suppose you feel this pressure. What could you say or do so that you wouldn’t use drugs?”*
- K. Teen Leaders 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).
- L. Teen Leaders add their personal response (*“I would say...”*) after students respond to each voice.
- M. Teen Leaders refer to the *Ways to Say “No”* poster. They explain how students may use the same ways to say “no” for internal pressures.
- N. Teen Leaders and teachers switch groups and return to them.

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

- A. Teen Leaders and teacher tell students: *“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. The group leaders 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 to your group the first pressure situation from *Teacher/Teen Leader 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. The group leaders 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 parents.

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

- A. The group leaders 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

-
- 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
 - 3. Examples of successful resistance. Work out a signal among group leaders so that you'll all break at the same time.
- D. The teacher reconvenes the class.

6. Wrap-up (3 min.)

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

B. Teen Leaders discuss the important points below:

* 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.

C. The teacher and Teen Leaders 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."*

D. Teacher: *"Teen Leaders will be back next week, and we'll see another video like Lindsey's Choice, the video we saw last time."*

E. Homework:

- 1. The teacher reminds 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/TEEN LEADER 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.

LESSON SEVEN - TEEN LEADER NOTEBOOK

● PRACTICING RESISTANCE SKILLS

GOALS

1. To provide students with practice resisting pressures from others
2. To present alternative ways of resisting pressures
3. To help students feel capable of resisting internal pressures through discussion and practice

SUMMARY OF ACTIVITIES

1. Introduce Lesson (3 min.)
2. Show Partial Video: *Pot or Not?* (Problem) (6 min.)
3. Prepare Skits (10 min.)
4. Act Out Skits (10 min.)
5. Show and Discuss Rest of Video: *Pot or Not?* (Solutions) (9 min.)
6. Review *Parent/Adult Interviews: Peer Pressure* (5 min.)
7. Wrap-up (2 min.)

DESCRIPTION

The structure of this lesson is similar to that of Lesson 5, and similar teaching strategies apply. Whereas in the Lesson 5 video a girl resists cigarettes, in Lesson 7 a boy resists marijuana.

In Activities 2 and 3 of this lesson, students first watch the trigger video and then develop skits. Acting out those skits in Activity 4 gives them an opportunity to practice the resistance skills they've been learning in Project ALERT classes.

When you recap each skit in Activity 4, highlighting and reinforcing the students' resistance method, they will build student self-efficacy. The *Role Play and Critique Tips* you used in Lesson 5 are available again on page 7.7.

PREPARATION

- Review Lesson Plan
- Preview video: *Pot or Not?*
- Collect and prepare materials, as indicated below

MATERIALS NEEDED

Assemble the following materials:

- Completed visual: *Ground Rules: Students* (saved from Lesson 1)
- Video player and video: *Pot or Not?*
- Poster 9: *Ways to Say “No”*
- Chart paper, masking tape, thick, felt-tip, nontoxic marker (if using chart paper visuals)

Prepare the following materials:

- Completed visual on chart paper or on the board: *Pot or Not?: Cast of Characters* (See Activity 2B.)
- Partial visual (title only) on chart paper or on the board: *Pot or Not?: Solutions* (See Activity 4.)
- Copy *Skit Preparation Sheet*, one for each group (Student Handout, page 7.8, two skits per page)
- Copy *What’s the Real Story?* for each student (Student Handout, pages 7.9-7.10)

ACTIVITIES

1. Introduce Lesson (3 min.)

- A. Display visual: *Ground Rules: Students*
- B. The teacher introduces Teen Leaders and turns the class over to them.
- C. Teen Leader: *“We’ve covered quite a bit of material in Project ALERT, and you’ve been learning a lot. Can someone tell me what you’ve learned in Project ALERT so far?”*
 1. Reinforce responses.
 2. If saying “no” comes up, go directly to Activity 1D. If it does not, bring it up yourself as a lead-in to Activity 1D.
- D. Teen Leader: *“Today we’re going to learn more about saying ‘no.’ First, we’ll see a video like Lindsey’s Choice, the video you saw in Lesson 5. This video is called Pot or Not? It’s about two tenth-grade boys, Tom and Jeff, who are forced by some older teens to make a decision. As in Lindsey’s Choice, you will get a chance to act out your own solutions for Tom and Jeff. Then we’ll see what Tom and Jeff do in the video.”*

2. Show Partial Video: *Pot or Not?* (Problem) (6 min.)

- A. Show the video: *Pot or Not?* Stop before the solutions.
- B. While the video is playing, Teen Leaders set up the visual, *Pot or Not?: Cast of Characters*, and, if necessary, review *Role Play and Critique Tips* (Teacher Reference, page 7.7).

Pot or Not?: Cast of Characters

Tom, a tenth grader with a decision to make

Jeff, Tom’s friend who supports him

Dave, an older guy who pressures Tom and Jeff

Carl, Dave’s friend

Larry, Dave’s friend

3. Prepare Skits (10 min.)

- A. Introduce the skits.
 1. Teacher: *“Now we’ll be doing skits called One Way Tom and Jeff Can Say ‘No.’ In a minute we’ll divide into groups to develop the skits.”*
 2. Teen Leaders display the *Ways to Say “No”* poster, and tell students they may refer to it when planning their skits.

3. Teen Leader: *“Each group’s job will be to come up with a skit that shows Tom and Jeff saying ‘no’ to the joint and not feeling uncomfortable. In coming up with a skit, try different solutions.”*
4. Teacher: *“After we break into groups, each group will choose a Director, who will assign parts. There is one Tom, Jeff, Dave, Carl, and Larry for each skit. Each group also should assign a Recorder, who will write down who plays what parts and your group’s solution on a Skit Preparation Sheet.”*
5. *“You will have six minutes to plan and rehearse your group’s skit.”*
6. Teen Leader: *“Pick realistic solutions, ones you would really use.”*

B. Divide the class into four or five groups.

1. Provide each Recorder with a *Skit Preparation Sheet*. Ask each Recorder to note assignments and solution on the sheet.
2. The teacher tells one or two of the groups to pretend that Tom and Jeff are offered a beer instead of marijuana, and have them resist the offer.

C. Teen Leaders and the teacher circulate, helping the groups as needed. If a group is not making progress, suggest that they:

1. Assign parts.
2. Try different solutions.
3. Decide on one solution and rehearse it.

D. Give a warning signal (*“You have two more minutes.”*). Collect the *Skit Preparation Sheets* from each group, and confirm the group’s solution.

4. Act Out Skits (10 min.)

A. The teacher reassembles the class and puts up the partial visual *Pot or Not?: Solutions*.

B. Teen Leaders give specific skit instructions:

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

C. The Director announces the parts, and then the group acts out its solution before the class.

D. When each skit is finished, Teen Leaders initiate applause and praise students. Repeat the solution, or ask the audience to describe the solution. Emphasize the resistance part of each skit. If the solution is complex, try to capture some of the complexity in your summary.

- E. Teacher comments on how the students playing Tom and Jeff appeared when they said “no.” Give a resistance self-efficacy statement. Note the importance of body language and voice tone in communicating resistance.
- F. Teen Leaders use students’ words to write a three- to five-word summary of each solution on the visual *Pot or Not?: Solutions* .

5. Show and Discuss Rest of Video: *Pot or Not? (Solutions)* (9 min.)

- A. Teacher: *“Now we’ll see the solutions on the video and compare them with the ones we came up with.”*
- B. Show the rest of the video. While the video is playing, teacher writes a summary of each video solution next to students’ solutions on the visual.

Video Solutions

1. *“Nah.”* Conversation continues with no comment on refusal. (Simply say “no.”)
2. *“I don’t like the way it makes me feel.”* (Give a reason.)
3. *“Naw, I’m not into that. This stuff can really get you messed up.”*
When pressured: *“Man, I just don’t need to smoke pot to have a good time! Come on, Jeff, let’s go.”* (Stand up to pressure/leave the scene.)

-
- C. The Teacher divides the class into three groups.
 - D. The teacher and Teen Leaders each lead one group.
 - E. Group leaders lead a discussion, using the solutions and questions that follow these discussion goals:

Discussion Goals

1. To help students see that there are many different ways to say “no”
 2. To help students understand that offers of a drug are not necessarily meant to put pressure on them
 3. To introduce students to the idea that support from friends can make resistance easier
 4. To help students understand that there are nonviolent and nonhostile ways to say “no” firmly
 5. To help students understand that a person can say “no” and not feel like a jerk
-

Solution 1: Simply say “no.”

- a. *“What did Tom do in Solution 1? What did Jeff do?”*
- b. *“Did anyone create a scene when Tom just passed the joint?”*
(No, the conversation simply continued.)
- c. *“How do you think Tom felt about refusing the joint?”*
- d. *“How did Jeff feel when he passed the joint on without smoking? How did Tom’s refusal affect him?”* (It probably made it easier to say “no.”)
- e. *“If you had been one of the older boys (Dave, Larry, or Carl), how would you have felt when Tom said ‘no’?”*

Solution 2: Give a reason.

- a. *“What did Tom and Jeff do to say ‘no’ in the second solution?”*
- b. *“Did anyone notice Carl in that solution? What did he do? What did he say?”* (He passed the joint on - said he’d been smoking too much.)
- c. *“What do you think caused Carl to refuse the joint?”*
- d. *“How do you think the older boys felt about Carl when he said ‘no’?”*

Solution 3: Stand up to pressure/leave the scene.

- a. *“How about the third solution; what happened there?”*
(pressure from older boys)
- b. *“How did Tom and Jeff stand up to the pressure?”*
- c. *“How did they feel when they stood up to the pressure?”*
(felt good, strong; felt in control)
- d. Be sure to elicit some positive feelings from the class or deliver them yourself. (*“They felt good about standing up to Dave.” “Tom, Jeff and Carl supported each others’ decision to say ‘no.’”*)

Other questions:

- a. If wimps are mentioned: *“Can you say ‘no’ and not be a wimp? How would you do it?”*
- b. If tough or violent ways come up: *“Do you have to act really tough to resist successfully?”*
- c. *“Have any of you ever had to deal with pressures like the ones experienced by Tom and Jeff? What did you do? Were you with a friend? If so, did that make it easier?”* Give a concrete example of someone helping a friend resist pressure.

6. Review Parent/Adult Interviews: Peer Pressure (5 min.)

- A. The teacher reassembles the class.
- B. Have students take out their *Parent/Adult Interview* homework assignments from Lesson 5. Discuss the homework, focusing on the goals shown below.

Discussion Goals

1. To help students recognize that parents/adults faced similar pressures when they were growing up
2. To help students identify successful techniques that parents/adults used to resist pressures

-
- C. Teen Leader: *“When you interviewed your parent or other trusted adult, what did they tell you about resisting peer pressure? What kind of pressure experiences did they have?”*
 - D. *“How did they resist peer pressure?”*
 - E. *“Did you like doing this interview? Why or why not?”*

7. Wrap-up (2 min.)

- A. Teacher: *“In Lesson 9 you will have a chance to review ways to say ‘no’ to cigarettes, marijuana, alcohol and other drugs. In next week’s lesson, we will be learning about the dangers of inhalants.”*
- B. The teacher tells students that _____ and _____ (Teen Leaders) will be back next week.
- C. Teen Leaders reinforce students’ enthusiasm, interest, and other appropriate behavior.
- D. Homework: Teen Leaders hand out *What’s the Real Story? Teenagers Want the Truth About Marijuana*. Say, *“You will need the information in this handout for a game later in Project ALERT.”*

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 marijuana/a joint, 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

CAST

Tom _____

Jeff _____

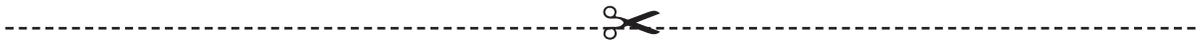
Dave _____

Carl _____

Larry _____

Director _____

Solution _____



CAST

Tom _____

Jeff _____

Dave _____

Carl _____

Larry _____

Director _____

Solution _____

WHAT'S THE REAL STORY?

TEENAGERS WANT THE TRUTH ABOUT MARIJUANA

MOST TEENAGERS ALREADY KNOW THAT:

- Marijuana (pot) is illegal
- Marijuana comes from the dried cannabis plant
- Pot is smoked in a marijuana cigarette called a joint
- Smoking marijuana can make you stoned or high

BUT WHAT MANY TEENS DON'T KNOW IS:

- Marijuana is much stronger today - and more dangerous - than it was in the sixties. Today, there is much more THC (the chemical that makes you high) in marijuana.
- Smoking marijuana makes it hard to concentrate and remember
- People who are stoned may remember their names, but not what their friends just said
- It is just as dangerous to drive a car stoned as it is to drive when you have been drinking
- Smoking marijuana slows down your reaction time and interferes with your coordination

IS IT DANGEROUS TO GET STONED JUST ONCE?

There is no way to predict exactly what will happen if you get high on marijuana. It depends on the kind of person you are, where you are, and the strength of the marijuana.

Here are some risks of getting stoned once:

- Unsafe driving
- Other accidents (drowning, falling, causing a fire)
- Doing things you might regret (taking dangerous risks)
- Feeling anxious
- Getting panicky
- Losing control of yourself

CAN YOU BECOME DEPENDENT ON MARIJUANA?

Yes, both physically (addiction) and mentally.

Here are some signs of dependence:

- Needing to get stoned before going out with friends
- Feeling like the party is not fun unless you are stoned
- Getting stoned if you feel nervous, angry, lonely, or depressed
- Using more marijuana than you intended to
- Needing more marijuana to get the same effect
- Inability to stop or reduce marijuana use
- Giving up or cutting down on important activities because of marijuana use
- Spending a lot of time getting marijuana, using it, or recovering from using it

WHAT CAN HAPPEN TO PEOPLE WHO SMOKE MARIJUANA FOR A LONG TIME?

- Single Focus: Losing interest in everything (school, grades, friends, family), except getting stoned
- Dependence: Feeling that you must smoke marijuana to feel okay
- Lung Damage: Marijuana has many of the same cancer-causing tars that cigarettes do
- Changes in the reproductive system

CAN GETTING STONED HELP YOU FEEL BETTER ABOUT YOUR PROBLEMS?

- Sometimes, smoking marijuana blocks uncomfortable feelings such as nervousness, anger, or loneliness for a while, but the problem that caused those feelings is still there when the marijuana wears off
- When you feel nervous, angry, or lonely, smoking marijuana can make you feel worse
- Using marijuana to cope with feelings *doesn't work*. It makes it harder, not easier, to handle your problems.

LESSON NINE - TEEN LEADER NOTEBOOK

● 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 (Activity 5, *Benefits Game*), 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)
 - Club Drug Facts* (page 9.13)
- 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:

- Teen Leaders prepare counter arguments on 3” x 5” cards for Activity 2 (have cards on hand, but do not read from cards in class)
- Copy *Skit Preparation Sheet* (Student Handout, page 9.14, 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 9.15-9.17) for each student, on colored paper
- Copy *Oral Report on Drugs* (Student Handout, page 9.18) for each student
- Copy *Oral Report on Drugs: Family Response Form* (Student Handout, page 9.19) for each student

ACTIVITIES

1. Introduce Lesson (2 min.)

- A. Display visual: *Ground Rules: Students*
- B. The teacher introduces Teen Leaders.
- C. Teen Leader: *"Today we will be reviewing pressures to use drugs. Then we will act out our own solutions to pressure situations."*
- D. *"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. Teen Leader: *"First, let's review where pressures come from."* Teen Leaders display chart paper visual saved from Lesson 4: *Where Does Pressure to Use Drugs Come From?* Briefly review the pressures to use drugs. End with the "Yourself" category.
- B. Teen Leader: *"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. Teen Leaders 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. Teacher: *"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. Teen Leader: *"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. Teen Leaders 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. Teen Leaders introduce the skits.

1. *“In a minute _____ (the teacher) will 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. The teacher divides the class into four or five groups.

G. The teacher and Teen Leaders circulate, offering help as needed. Try to steer skits away from hostile or indecisive solutions.

H. The teacher reassembles the class.

4. Act Out Resistance Skits (10 min.)

A. The teacher gives 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. Teen Leaders lead the applause.

- C. After each skit, Teen Leaders ask the audience to describe the solution. The teacher or Teen Leaders 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. Teen Leader: *"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. Teacher: *"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. Teen Leader: *"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. The teacher divides the class into three groups, and hands 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. Teen Leaders 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. Teacher: *"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. Teen Leader: *"Ready? Begin!"*
- J. The teacher and Teen Leaders circulate and 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. Teen Leaders 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. The teacher tells 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, Teen Leaders ask the Recorders to read each list.
- Q. Reinforce the groups' ideas.

Review the Lists

- R. The teacher reassembles the class.
- S. Teen Leaders 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. Teen Leaders tell students they are impressed with how well they have learned to resist pressures to use drugs.
- B. Teen Leaders remind students that they will be back one more time this year.
- C. A Teen Leader says, *"In the next lesson we'll be talking about ways to help people quit smoking."*

D. Homework:

1. Teen Leaders 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. The teacher tells 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.

CLUB DRUG FACTS

Club Drugs get their name by use at dance clubs and “raves.” They do not fall into one drug category, but have a mixture of depressant, hallucinogenic, stimulant, and amnesiac (causing memory loss) properties.

- **Ecstasy** (“X,” “Adam,” or “MDMA”) is a stimulant and a hallucinogen. People may use Ecstasy to improve their moods or get energy to keep dancing; however, chronic abuse of Ecstasy appears to damage the brain’s ability to think and regulate emotion, memory, sleep, and pain. In high doses it can cause a sharp increase in body temperature, leading to muscle breakdown and kidney and cardiovascular system failure.
- **GHB** (“G,” “Liquid Ecstasy,” “Georgia Home Boy,” or Gamma-hydroxybutyrate) has been used for body building and as a “date rape drug.” Coma and seizures can occur following abuse of GHB and, when combined with methamphetamine, there appears to be an increased risk of seizure. Combining use with other drugs such as alcohol can result in nausea and difficulty breathing.
- **Rohypnol** (“Roofie” or “Roche”) is tasteless and odorless. It mixes easily in carbonated beverages. Rohypnol can cause individuals under the influence of the drug to forget what happened, hence its nickname “date rape drug.” Rohypnol can be lethal when mixed with alcohol and/or other depressants.
- **Ketamine** (“Special K” or “K”) is an anesthetic. Use of a small amount of Ketamine results in loss of attention span, learning ability, and memory. At higher doses, Ketamine can cause delirium, amnesia, high blood pressure, depression, and severe breathing problems.
- **Methamphetamine** (“Speed,” “Ice,” “Chalk,” or “Meth”) use can cause serious health concerns, including memory loss, aggression, violence, psychotic behavior, and heart problems.
- **LSD** (“Acid” or Lysergic Acid Diethylamide) is a hallucinogen with sometimes serious and generally unpredictable side effects, including delusions, confusion and flashbacks. Its effects don’t start wearing off for nearly 12 hours.

SKIT PREPARATION SHEET

SCENARIO

Situation _____

Pressurer _____

Resister _____

Director _____

Solution _____



SCENARIO

Situation _____

Pressurer _____

Resister _____

Director _____

Solution _____

TEN QUESTIONS TEENAGERS ASK MOST ABOUT DRUGS — AND THEIR ANSWERS

1. How Can You Be Sure That a Drug Is Pure?

You can't. That's what is scary. One drug may be mixed with another drug; that is called lacing. Lacing of street drugs is common, and the person taking the drug never knows whether the drug is laced. Cocaine is often laced with speed or other stimulants. Sometimes marijuana is laced with PCP.

2. Can You Die From Cocaine or Crack?

Yes. Cocaine and crack constrict blood vessels and increase the heart rate, breathing rate, and blood pressure. People may die because cocaine and crack force the heart and respiratory system to overwork. A single dose of cocaine or crack 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 illicit 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 or Depressants?

Any time you mix two drugs together, it is dangerous. The most dangerous combination is alcohol and sleeping pills or other depressants, such as heroin, codeine, and some tranquilizers. A person taking these drugs may stop breathing or have heart failure. When alcohol and marijuana are taken together, it 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 LSD? Shrooms?

LSD is a hallucinogen with sometimes serious and generally unpredictable side effects, including delusions, confusion and flashbacks. Its effects don't start wearing off for nearly 12 hours.

Shrooms is a slang term for psychedelic mushrooms. When people take shrooms, their brain chemistry is altered and they hallucinate.

6. Which Drugs are the Most Dangerous?

Drugs are dangerous in different ways:

- Marijuana is dangerous because it is psychologically addictive, distorts perceptions, and contributes to memory loss.

[†]National Household Survey on Drug Abuse, conducted by the National Institute on Drug Abuse (NIDA).

- Nicotine is dangerous because it is addictive. Smoking cigarettes may result in cancer, heart attack, or death.
- Alcohol is dangerous because it impairs judgment and can cause alcohol poisoning. Drinking and driving don't mix. Even one drink can affect your ability to drive safely.
- Depressants (alcohol, barbiturates, heroin, opium, sleeping pills, and tranquilizers) are dangerous because too much of any of these drugs may cause coma or death.
- Stimulants (methamphetamine, diet pills and cocaine) are dangerous because they can cause stroke, seizure, heart attack, or death. Over time, people who take stimulants can suffer from malnutrition and become paranoid.
- Hallucinogens are dangerous because they distort reality. A person taking LSD or shrooms 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. Many people have been hurt or have died accidentally after taking a hallucinogen.
- PCP is dangerous because it numbs the body and can alter your mind and your sense of reality. PCP users often become violent, do self-destructive things, and can't feel pain. People on PCP have walked through windows, burned themselves, and even cut off parts of their bodies.

7. What Are Club Drugs?

Club Drugs get their name by use at dance clubs and "raves." They do not fall into one drug category, but have a mixture of depressant, hallucinogenic, stimulant, and amnesiac (causing memory loss) properties.

- **Ecstasy** ("X," "Adam," or "MDMA") is a stimulant and a hallucinogen. People may use Ecstasy to improve their moods or get energy to keep dancing; however, chronic abuse of Ecstasy appears to damage the brain's ability to think and regulate emotion, memory, sleep, and pain. In high doses it can cause a sharp increase in body temperature, leading to muscle breakdown and kidney and cardiovascular system failure.
- **GHB** ("G," "Liquid Ecstasy," "Georgia Home Boy," or Gamma-hydroxybutyrate) has been used for body building and as a "date rape drug." Coma and seizures can occur following abuse of GHB and, when combined with methamphetamine, there appears to be an increased risk of seizure. Combining use with other drugs such as alcohol can result in nausea and difficulty breathing.
- **Rohypnol** ("Roofie" or "Roche") is tasteless and odorless. It mixes easily in carbonated beverages. Rohypnol can cause individuals under the influence of the drug to forget what happened, hence its nickname "date rape drug." Rohypnol can be lethal when mixed with alcohol and/or other depressants.
- **Ketamine** ("Special K" or "K") is an anesthetic. Use of a small amount of Ketamine results in loss of attention span, learning ability, and memory. At higher doses, Ketamine can cause delirium, amnesia, high blood pressure, depression, and severe breathing problems.

- **Methamphetamine** (“Speed,” “Ice,” “Chalk,” or “Meth”) use can cause serious health concerns, including memory loss, aggression, violence, psychotic behavior, and heart problems.
- **LSD** (“Acid” or Lysergic Acid Diethylamide) See Question 5 (Student Handout, page 9.15).

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, including alcohol, cigarettes and marijuana, are illegal for teenagers. 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. Except for medical purposes, it is illegal for anyone to buy marijuana in all states. It is illegal for anyone to possess heroin, opium, cocaine, methamphetamine, ecstasy, LSD or PCP.

Sleeping pills, steroids, amphetamines, and tranquilizers are legal by prescription only. They are not generally prescribed for teenagers.

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.

LESSON ELEVEN - TEEN LEADER NOTEBOOK

● BENEFITS OF NOT USING DRUGS

GOALS

1. To review and reinforce negative consequences of using drugs, particularly cigarettes, marijuana, inhalants and alcohol
2. To motivate and reinforce resistance by reminding students of the benefits of nonuse
3. To reinforce resistance by eliciting a written commitment

SUMMARY OF ACTIVITIES

1. Introduce Lesson (2 min.)
2. Play the *Information Review Game* (15 min.)
3. Teen Leaders Perform Benefits Skit (4 min.)
4. Show and Discuss Video: *Saying "No" to Drugs* (8 min.)
5. Write and Discuss Commitments to Choose a Healthy Lifestyle Free From Drugs (15 min.)
6. Wrap-up (5 min.)

DESCRIPTION

Lesson 11 reviews the drug information you taught in Lessons 1 through 10. In Activity 2, you will once again display the graphic posters from those lessons as you review students' answers in the *Information Review Game*. Emphasis is placed on information from the Lesson 2 and 3 posters.

In Activity 3, the video *Saying "No" to Drugs* provides additional modeling of non-drug-use behavior by older teens. After viewing the video, students are asked in Activity 4 to make a written commitment to choose a healthy lifestyle free from drugs. Several of these written statements are read aloud (anonymously). Such public commitments help students express their feelings through writing, increase behavior change, and provide an appropriate closure activity for the curriculum.

PREPARATION

- Review Lesson Plan
- Preview video: *Saying “No” to Drugs*
- Be familiar with *Information Review Game* (Activity 2, and Teacher Reference, pages 11.6-11.10)
- Review the following Teacher Reference material:
 - Myths and Facts about Cigarettes* (page 11.11)
 - Myths and Facts about Marijuana* (page 11.12)
 - Myths and Facts about Alcohol* (page 11.13)
 - Alcohol Facts* (pages 11.14-11.15)
 - Smoking Facts* (pages 11.16-11.17)
 - Marijuana Facts* (pages 11.18-11.19)
 - Club Drug Facts* (page 11.20)
- To save time, hang posters for Activity 2 in sequence at the beginning of class with a cover (chart paper) over the front until it’s time to display them.
- Collect and prepare materials, as indicated below

MATERIALS NEEDED

Assemble the following materials:

- Completed visual: *Ground Rules: Students* (saved from Lesson 1)
- Video player and video: *Saying “No” to Drugs*
- Posters:
 - Poster 1: Smoking Makes You Less Attractive
 - Poster 2: Smoking Is Addicting
 - Poster 3: Smoking Affects Your Heart and Lungs
 - Poster 4: Marijuana Can Affect You Right Away
 - Poster 5: Marijuana Can Damage You in the Long Run
 - Poster 6: Alcohol Can Harm You Any Time You Drink
 - Poster 7: Alcohol Can Damage You in the Long Run
 - Poster 11: Toxic Chemicals Affect Your Body Right Away

Prepare the following materials:

- Copy *Answer Sheet for Information Review Game* (Student Handout, page 11.21), one set (4 sheets) per group (class is divided in equal groups) - or just have 4 sheets of blank 8 1/2" x 11" paper per group (you can use page 21 as an example if you have students draw their own)
- *Commitment Certificate* (page 11.22), copied on colored paper for each student

ACTIVITIES

1. Introduce Lesson (2 min.)

- A. The teacher displays visual: *Ground Rules: Students*.
- B. The teacher collects the homework from Lesson 9: *Oral Report on Drugs and Family Response Form*.
- C. The teacher reminds students that this is the last lesson of Project ALERT.
- D. Teen Leaders outline the day's activities:
 - 1. *"First we're going to play a game that reviews what we've learned in Project ALERT."*
 - 2. *"Then we'll learn about what some high school students think about using drugs."*
 - 3. *"After that, you'll have a chance to write how you feel about drugs."*

2. Play the *Information Review Game* (15 min.)

- A. Teen Leader: *"Now we're going to play the game. The answers come from the earlier lessons and from some of the handouts I've given you. Let's see how much you remember."* (Remind students not to confer with members of other teams or to look at others' answers.)
- B. Teen Leaders introduce the game.
 - 1. *"We will have four (five) teams."*
 - 2. *"I'll ask a question. Each team has to come up with a single answer to each question. The answer has to be written down. If it isn't, the team is disqualified on that round."*
 - 3. *"Teams must work quickly and hold up the answer when I say, 'Time's up.'"*
 - 4. *"Any team that gives a correct answer gets one point."*
 - 5. *"Each team must pick one person to give the answer."*
- C. Divide the class into four or five groups.
- D. Ask each team to select a Recorder. You select a Scorekeeper. Students may alternate being Recorders.
- E. Provide each Recorder with one set (4) of answer sheets.

- F. Teen Leaders tell the teams to number 1 to 16 in the small box of each quadrant (and to draw the lines if given blank paper). The Recorder should write the team's answer in the square with the same question number.
- G. Teen Leaders ask game questions #1 - 16 (Teacher Reference, pages 11.6-11.8). At the end of each series of questions, display and review the relevant poster, as indicated.
- H. Ask more questions from the list if there is time. At the end of the game, have the Scorekeeper add up the scores. Announce that all teams did a great job.

3. Teen Leaders Perform Benefit Skit (4 min.)

- A. Teen Leader: *"The last time we were here you wrote down benefits - good things you get from not using tobacco or marijuana. We looked at what you came up with and decided to do a skit for you about some of these good things."*
- B. Teen Leaders do a skit that shows one or more benefits of nonuse. Suggestions for the skit:
 - 1. A television commercial advertising how great it is not to smoke (show teens winning a whitest-teeth contest or someone winning a marathon).
 - 2. A reunion for Project ALERT in the year 2020. Teen Leaders point out students in the class that they "remember" as nonusers and remark how white their teeth are and how unwrinkled their skin is.
 - 3. Discussion between a cigarette and a joint (use identifying signs) about why they've been neglected and what's happened to the people who rejected them (*"I've been in the bottom of Michelle's purse for months, all she wants to do is run track and lead a healthy life. And she's not the only one."*).
 - 4. Any other ideas that demonstrate benefits of nonuse.

4. Show and Discuss Video: **Saying "No" to Drugs** (8 min.)

- A. Teen Leader: *"Now we'll learn what some high school students have to say about using drugs. Look for reasons they had for resisting."*
- B. The teacher shows the video.
- C. Teen Leaders, with support from the teacher, lead a discussion of the video. Teen Leaders may use personal examples to validate.

Discussion Goals

1. To validate students' own concerns about drugs
 2. To clarify the benefits of nonuse
 3. To emphasize that nonusers often don't talk about not using
-

1. *"What did the high school students on the video say that is similar to some of the things you think about drugs?"*
2. *"What are some other things those high school students said about not using drugs?"*
3. *"Have you ever heard older students say things like what was said on the video?"*
4. If students say they have not heard such talk, ask if they have any idea why not.

4. Write and Discuss Commitments to Choose a Healthy Lifestyle Free From Drugs (15 min.)

- A. Teacher: *"One thing that helps people stick to their decisions is to write them down as commitments. How do you think commitments help you?"* (Some prompts to elicit discussion are *"Is it ever tough sticking to a decision?"* or *"How may a written commitment help you if you're trying to stick to a decision and it gets tough?"*) *"The certificates that _____ and _____ (Teen Leaders) will be handing out are a chance for you to write, in your own words, why you have made the decision to choose a healthy lifestyle free from drugs. I want to remind you that tobacco, alcohol, and marijuana are drugs."*
- B. Teen Leaders hand out the blank certificates.
- C. Teacher: *"Take a few minutes now to write down your own thoughts. Be honest. There are no right or wrong commitments. Your statement may be long or short."*
- D. Tell students you want to collect the certificates so that Teen Leaders can read some of their statements. No names will be read aloud. Ask, *"How might it help to share our commitments with others?"*
- E. Allow five minutes for students to write. Ask students to raise their hands as they finish. Collect the certificates and quickly skim for content.
- F. Teen Leaders select six to eight examples and summarize the responses without identifying students.

- G. Teen Leaders and the teacher praise students generously for their statements.
- H. Keep the certificates with you at the front of the class. Some teachers like to keep certificates until the end of the semester. At that time they distribute them to students as a reminder of their commitment to stay drug-free.

5. Wrap-up (5 min.)

- A. The teacher and Teen Leaders say, *“We’ve noticed some things about you and saying ‘no.’”*
 - 1. *“You now know how to resist pressures to use drugs. I hope you will use these skills.”*
 - 2. *“You can use these skills in other pressure situations (skipping school, dating, cheating on exams).”*
 - 3. *“It’s not easy to resist these pressures, but it does pay off. It also gets easier the more you do it.”*
 - 4. *“You can always choose to say ‘no’ when you feel pressured.”*
- B. The teacher and Teen Leaders reinforce students’ achievements. *“You were great. You really learned a lot. I think you will find it easier to resist all kinds of pressures in the future.”*
- C. *“We all hope you remember ways to say ‘no’ and what you learned during Project ALERT. (If you will be handing out certificates now, proceed; otherwise, let them know you’ll be returning the certificate at the end of the semester as a reminder of their commitment.) When your name is called, please come forward. I will return your commitment statement, which is a kind of Project ALERT graduation certificate.”*
- D. Read off each name. Shake hands. Lead applause.
- E. Encourage students to share their certificates with their parents/guardians.

INFORMATION REVIEW GAME

QUESTIONS AND ANSWERS

Smoking Cigarettes - Immediate Effects

1. *True or False: Teenagers who smoke can't have yellow teeth or smoker's breath because they're too young.*

False.

2. *How does smoking affect your athletic performance?*

Reduces stamina, shortens breath.

Display Posters and Review Answers:

Smoking Makes You Less Attractive

Smoking Affects Your Heart and Lungs

Marijuana - Immediate Effects

3. *An emotion is a feeling people have inside, like happiness or sadness. Name two emotions or feelings teenagers may have when they have a bad "high" on marijuana.*

Fear, anxiety, stress, terror.

4. *If you go to school "high," there is a good possibility you will forget which of the following: (a) your birth date, or (b) the answers to a history test.*

Choice (b) is correct. Marijuana impairs short-term memory.

Display Poster:

Marijuana Can Affect You Right Away

Alcohol Effects - Any Time You Drink

5. *When you drink, what is affected? Your judgment, your coordination, or both?*

Both.

6. *How many drinks can you have and still drive safely?*

None. Even one drink can put you at risk for an accident.

Display Poster:

Alcohol Can Harm You Any Time You Drink

Smoking Cigarettes - Physical Effects

7. *What does smoking do to your lungs each time you smoke?*

Destroys lung tissue and diminishes lung capacity.

8. *True or False: It takes at least a year or two after you start smoking to become addicted to cigarettes.*

False. If you smoke a few cigarettes a day for four or five days in a row, you can become addicted.

Display Poster:

Smoking Is Addicting

Marijuana - Long-Term Effects

9. *Name one consequence of smoking marijuana for a long time.*

Addiction, dependence, loss of interest in activities except drug use, possible damage to lungs, immune system and reproductive system.

10. *True or False: People can become addicted to marijuana.*

True. When a user begins to feel that he or she needs to take the drug to cope with everyday life, that person is said to be dependent on the drug. Addicted users are physically, as well as mentally, dependent on marijuana, which means that they need more marijuana to experience the same effects they used to feel with less marijuana or that they have withdrawal symptoms (sleeping problems, agitation) if they stop using suddenly.

Display Poster:

Marijuana Can Damage You in the Long Run

Alcohol - Long-Term Effects

11. *If you're an alcoholic, whom do you hurt (two examples)?*

Yourself, your family, people at work or at school, friends.

12. *List two ways that alcohol can hurt you in the long run.*

Liver damage, nerve/brain damage, heart damage, stomach damage, and death.

Display Poster:

Alcohol Can Damage You in the Long Run

General Drug Questions

13. *What are the most commonly abused drugs in the United States?*

Alcohol and cigarettes - more people die from using these drugs than from all the others combined.

14. *True or False: Breathing in toxic chemicals pollutes the body by reducing the amount of hydrogen in the bloodstream.*

False.

15. *Name two ways the body is harmed when toxic chemicals are inhaled.*

Heart stops, suffocation, liver damage, permanent brain damage.

16. *True or False: Even if it is the first time you try them, it is possible to die from sniffing inhalants.*

True.

Display poster:

Toxic Chemicals Can Affect Your Body Right Away

17. *Name two reasons why people use drugs.*

Peer pressure
Belonging/acceptance
Escape problems
Pleasure
Relaxation
Medical need
Curiosity/experimentation
Rebellion
Parents do it
Addiction

18. *Can you die from crack?*

Yes. Crack can cause heart attack, seizure, and stroke.

19. *True or False: LSD is a hallucinogen with sometimes serious and generally unpredictable side effects, including delusions, confusion and flashbacks.*

True.

20. *Name three sources of pressure to smoke or drink.*

Parents, friends or peers, siblings, media, yourself.

21. *How can you be sure a street drug is pure?*

You can't. Street drugs often are laced with other substances.

22. *True or False: Club drugs do not fall into one drug category, but have a mixture of depressant, hallucinogenic, stimulant and memory loss effects.*

True.

23. *True or False: Regular use of marijuana can delay the onset of puberty in males and disrupt the menstrual cycle in women.*

True. Regular use can reduce sperm production in males and inhibit ovulation in women.

24. *In every state you must be how old to drink legally?*

Twenty-one years.

25. *True or False. Crack is a form of cocaine that is smoked. It is very easy to get addicted to crack.*

True.

26. *True or False. Alcohol is not as dangerous as marijuana.*

False.

27. *What is the problem with teenagers always using drugs to cover emotions?*

They don't learn how to cope with the emotions without drugs.

28. *True or False: Smoking a cigar is not as harmful as smoking a cigarette.*

False. As with cigarette smoking, cigar smoking can cause cancer of the lungs, esophagus, oral cavity and larynx. Cigars are also addictive.

29. *How long can marijuana stay in the body after being smoked?*

Up to a month.

30. *Name one health problem associated with tobacco chewing.*

Cancer of the mouth, gums, esophagus.

31. *What can cigarettes do to your heart if you smoke for a long time?*

Heart disease, heart attack, irregular heart rhythm.

32. *What can cigarettes do to your lungs if you smoke for a long time?*

Emphysema, lung cancer, respiratory diseases, chronic bronchitis.

33. *Is there any health risk for pregnant women and their babies if the mother smokes?*

Yes. Pregnant women who smoke have a higher rate of spontaneous abortion (miscarriage) and babies weighing below average at birth. Because low birth weight increases the risk of disease or death, more of their babies die soon after birth than do those of nonsmoking mothers.

34. *What are secondhand smoke and passive smoking?*

Secondhand smoke is smoke from other people's cigarettes, pipes or cigars. Passive smoking is inhaling smoke from other people's cigarettes, pipes or cigars.

35. *Are secondhand smoke and passive smoking hazardous?*

Yes. The Surgeon General has concluded that involuntary smoking, or second-hand smoking, is a significant health danger. It can cause cancer and respiratory illnesses.

36. *True or False: Giving up cigarettes reduces the risk of dying early.*

True.

MYTHS AND FACTS ABOUT CIGARETTES

1. **Myth:** Cigarettes help you think clearly.

Fact: It may seem like you are thinking more clearly, but smoking has no effect on the reasoning process. Nicotine is the substance in tobacco that is highly addictive. It is both a stimulant and a sedative to the central nervous system. The initial nicotine "kick," which stimulates the central nervous system and causes a sudden release of glucose, is followed by depression and fatigue, leading the smoker to seek more nicotine.

2. **Myth:** Cigarettes calm you down.

Fact: Many people believe this, but they really feel better only because they are addicted to nicotine. As with other addictive drugs, you begin to feel jittery if the level of nicotine in your body drops. If you are not addicted, cigarettes actually make you feel nervous.

3. **Myth:** Smoking keeps you thin.

Fact: Smoking stimulates the central nervous system, which can suppress appetite, but it doesn't change eating habits. Overall, this is not an effective way to lose weight.

4. **Myth:** It's easy to quit later.

Fact: Only 3% of daily smokers in high school think they will be smoking in 5 years. But over 60% are still regular smokers up to 9 years later. Usually people make three or more attempts before finally being able to quit.

MYTHS AND FACTS ABOUT MARIJUANA

1. **Myth:** Marijuana makes uncomfortable feelings go away (fear, anger, depression).

Fact: You may feel less scared, angry, or depressed because marijuana temporarily covers up feelings; it doesn't make them go away. Some people actually get more depressed or anxious when they have used marijuana.

2. **Myth:** Marijuana makes you creative.

Fact: Sometimes marijuana makes a person feel creative while high, but actual performance is not better and is often worse. Marijuana can't make you become something you aren't. After the marijuana wears off, people often say that what seemed creative when they were high no longer makes sense.

3. **Myth:** Marijuana makes your problems go away (trouble with parents, school, or friends).

Fact: You may feel you have escaped your problems by getting high, but when the marijuana wears off, the problems are still there.

4. **Myth:** You can't get addicted to marijuana.

Fact: Increasingly, research is showing that long-term use of marijuana produces changes in the brain similar to those seen after long-term use of cocaine, heroin and alcohol. Chronic users can experience "withdrawal" symptoms (agitation, sleep problems) after stopping heavy use suddenly, as well as "tolerance" (needing larger doses of a drug to get the same desired effects once produced by smaller amounts).

5. **Myth:** Marijuana makes you a better dancer, talker.

Fact: Marijuana can create this illusion, which has been termed "magical thinking," but it can't make you be anything you aren't. If anything, you become less competent because marijuana interferes with memory, perception and coordination.

6. **Myth:** It is safe to drive after using marijuana.

Fact: Marijuana use makes driving more dangerous. It affects important skills needed for safe driving. The ability to concentrate diminishes and reflexes slow down, making it hard to respond to sudden, unexpected events. It also impairs coordination and the ability to judge distances and react to signals and sounds.

7. **Myth:** Since marijuana is "natural," it is much safer than other drugs.

Fact: Many "natural" substances also have toxic properties (poisonous mushrooms, mistletoe, tobacco). Heavy use of marijuana can adversely affect hormones in both males and females. Young men can have delayed puberty and young women can find that the drug disturbs their monthly cycle (ovulation and menstrual period). It can also damage the immune system causing greater risk of disease.

MYTHS AND FACTS ABOUT ALCOHOL

1. **Myth:** A can of beer will not have as much effect as a mixed drink (or a shot of liquor).

Fact: A can of beer, a glass of wine, a mixed drink, and a shot of liquor all have about the same amount of alcohol and will have about the same effect.

2. **Myth:** Alcohol is not a drug.

Fact: Alcohol is a drug that affects the brain. It slows down the brain area that controls judgment, thought, and muscular coordination.

3. **Myth:** Alcohol is not as dangerous as other drugs.

Fact: Alcohol can be deadly. Drinking a quart of vodka in one sitting can kill you. Even one drink can affect your judgment and cause you to lose control. Auto crashes are the leading cause of death among teenagers, and of these fatalities, over one third are alcohol-related.

4. **Myth:** Black coffee and a cold shower can sober you up quickly.

Fact: Only time sobers you. The liver needs one hour to burn up one ounce of pure alcohol (the amount contained in a can of beer, glass of wine, or mixed drink). Coffee and cold water may make a person less sleepy, but neither improves judgment or coordination.

5. **Myth:** Drinking makes your problems disappear.

Fact: You may feel you have escaped your problems by drinking, but when you get sober, the problems are still there.

6. **Myth:** Drinking makes uncomfortable feelings go away (anger, shyness, loneliness, frustration).

Fact: Alcohol may cover up uncomfortable feelings for a while, but they come back when you are sober again. Drinking isn't always a reprieve from uncomfortable feelings. The fact is that alcohol just as often has the opposite effect and intensifies feelings with sometimes catastrophic results: sadness (poor choices, crying jags, suicide) or anger (domestic violence, rage).

ALCOHOL FACTS

ALCOHOL IS ADDICTIVE AND DAMAGING

- Alcohol abuse contributes to 95,000 deaths annually in the United States.
- Alcohol is addictive. Alcoholics are psychologically and physically addicted to alcohol, cannot control their drinking, and depend on alcohol to function.
- If you use alcohol before the age of 15, you are more likely to have problems with heavy alcohol and other drug use later in life than someone who doesn't.
- Many people (about one-third of the population) won't drink at all. About 10 percent of the people who drink will become alcoholics. Another 10 percent will become alcohol abusers whose health or social relationships suffer because of drinking.
- Alcohol is lethal. It can maim and eventually kill brain cells.
- It is against the law in all fifty states to purchase alcohol for use by persons under age twenty-one.

ALCOHOL AFFECTS YOUR BRAIN AND BODY RIGHT AWAY

- Alcohol use can be more dangerous for teenagers than for adults because a teenager's body and brain are still growing and developing.
- Alcohol is absorbed directly into the bloodstream and is carried throughout the body, affecting body systems immediately. It is **not** digested by the body, as food and non-alcoholic beverages are.
- When alcohol first reaches the brain, it begins to depress brain cell activity. The drinker tends to feel relaxed and uninhibited.
- As more alcohol reaches the brain, brain cell function is altered further. The drinker exhibits clumsiness, slurred speech, numbness, blurred vision, dizziness, and lack of motor control. The result may be loss of balance and coordination.
- Heavy drinking may bring loss of memory - a blackout about what happened the night before.
- When alcohol is consumed in heavy doses, it can cause unconsciousness and even death.

DRINKING AND DRIVING IS DANGEROUS

- Drinking impairs judgment and slows your reflexes. If you drink and drive, you are at risk of getting into a car crash.
- Motor vehicle crashes are the leading single cause of death for teenagers. Alcohol is involved in 40-45 percent of all fatal auto crashes, resulting in 17,000 lost lives and over 1 million injuries every year.
- About two in every five Americans will be in an alcohol-related car crash at some time during their lifetime.

DRINKING MAY DAMAGE YOUR BODY OVER TIME

- Too much drinking may do irreversible damage to the brain, the central nervous system, the heart, lungs, pancreas, and liver.
- Too much drinking may lead to malnutrition, lowered resistance to infections, and the increased risk of cancers of the mouth, throat, and liver.
- Prolonged alcohol abuse may shorten your life by ten or more years. The average life expectancy for alcoholics is fifty-two years.
- About one quarter of the patients in hospitals are there because of problems caused in some way by alcohol.
- Although there has been some research into the possibility that drinking a glass of red wine a day decreases risk of heart attack for adults, doctors do not generally advise adult patients to drink wine for this purpose, and red wine does nothing to reduce the risk of heart attack for youth. Teenagers rarely have heart attacks that are not induced by inhalants or cocaine. And even for adults, more than one ounce of alcohol daily - wine, beer, or distilled liquor - raises blood pressure and can produce arrhythmias (irregular heart beat), leading to stroke and heart attack.

ALCOHOL ABUSE IS ONE OF OUR MOST SERIOUS SOCIAL AND HEALTH PROBLEMS

- The cost of alcohol abuse to the nation is estimated at nearly \$100 billion a year.
- Homicide is the second leading cause of death among fifteen- to twenty-four-year-olds. Motor vehicle crashes are the first. Alcohol is involved in 42 percent of all homicides.
- Suicide is the third leading cause of death among fifteen- to twenty-four-year-olds. In over 50 percent of suicides and attempted suicides, alcohol or drugs were consumed by victims.
- Excessive drinking damages friendships, family life, and work life.
- In one out of every four homes in the United States, there is an alcohol-related family problem.
- When a pregnant woman drinks, her fetus drinks, too. Many babies born to mothers who drink frequently or heavily have lower birth weights. Fetal alcohol syndrome (FAS) is one of the top three causes of birth defects and a major cause of mental retardation.
- The divorce rate is seven times higher among alcoholics.
- Children in families with alcoholic parents are three to five times more likely to become alcoholics themselves.

SMOKING FACTS

SMOKING IS ADDICTIVE AND DAMAGING

- Eighty-five percent of teenagers who smoke two or more cigarettes completely - and overcome the initial discomfort of smoking - will become regular smokers.
- The American Heart Association found that only 5 percent of high school seniors believed they would still be smoking years after graduation when, in fact, 75 percent were still smoking eight years later.
- Each year nearly 20 million people try to quit smoking in the United States, but only about 3 percent have long-term success.
- Nearly 70% of adults who smoke want to quit.
- Cigarette smoke is a collection of over 4,000 chemicals, including fingernail polish remover, cyanide (a poisonous gas), formaldehyde (a chemical preservative), 401 poisons, and 43 known carcinogens (cancer causing substances). It also contains tar, a conglomeration of solid particles that combine to form a sticky brown substance that can stain teeth and clog lungs.

SMOKERS DIE YOUNGER

- Smoking is the single most important preventable cause of death in the United States.
- Smoking is responsible for one out of every five deaths in the United States.
- At every age, the death rate of smokers is higher than that for nonsmokers.
- Each cigarette you smoke takes about ten minutes off your life. Smokers lose an average of 15 years of life.

SMOKERS DIE FROM CANCER, HEART ATTACK, AND RESPIRATORY DISEASES

- More than 85 percent of lung cancers are caused by smoking - the 5-year survival rate for lung cancer is only 13 percent.
- Smoking accounts for 30 percent of all cancer deaths.
- Smoking is the main cause of chronic bronchitis and emphysema, and is responsible for one out of six deaths from those chronic lung diseases.
- Smoking is also associated with cancers of the mouth, pharynx, larynx, esophagus, pancreas, uterine cervix, kidney and bladder.

SMOKING HAS IMMEDIATE EFFECTS ON YOUR BODY

- It increases your pulse rate and makes your blood pressure rise.
- It lowers your skin temperature.
- It lowers your physical endurance.

SMOKERS' BABIES WEIGH LESS AND MORE OF THEM DIE

- Pregnant women who smoke have a greater number of stillbirths than do nonsmoking women, and their infants are more likely to die within the first month.
- Smokers' babies typically weigh about six ounces less than do nonsmokers' babies. They are also more likely to weigh less than five and one-half pounds. Smoking is known to be the most frequent cause of low birthweight.

SMOKERS BECOME DISABLED MORE OFTEN THAN DO NONSMOKERS

- Smokers become ill more often and lose more days from work than do nonsmokers.
- Smokers are more apt than nonsmokers to suffer from chronic conditions that limit their activity.

ADVERTISERS SPEND MILLIONS TO GET YOU TO SMOKE

- Advertisers spend more than \$5 billion a year on cigarette advertisements and promotions, more than ten times what was spent in 1970, when they were allowed to advertise on radio and television.

SMOKERS WHO QUIT GET IMMEDIATE HEALTH BENEFITS

- The carbon monoxide level in the bloodstream declines within twelve hours.
- Headaches and stomach aches caused by smoking disappear.
- Stamina and vigor improve. Food tastes and smells better.

SMOKERS WHO QUIT GET LONG-TERM HEALTH BENEFITS

- Giving up cigarettes reduces the excess risk of dying prematurely.
- Twenty years after stopping, the ex-smoker's risk of dying prematurely from lung cancer is close to that of someone who has never smoked.
- Three years after quitting, the risk of death from heart attack is about the same as someone who has never smoked.
- Women who stop smoking before pregnancy or during the first three to four months of pregnancy reduce their risk of having low birthweight babies to that of women who never smoked.

MARIJUANA FACTS

MARIJUANA USE AFFECTS YOUR BEHAVIOR

Right Away

- It interferes with your ability to drive safely.
- Driving under the influence of marijuana is especially dangerous. Marijuana impairs driving skills for at least four to six hours after smoking a single cigarette. When marijuana is used in combination with alcohol, driving skills become even more impaired.
- It interferes with your performance in sports (affects coordination, timing, and heart function).
- It slows down your reaction time.
- It impairs tracking ability (ability to follow a moving stimulus), which is important for driving, bike-riding, and flying.
- It impairs muscle coordination (decreases hand steadiness, increases body sway, and inhibits accuracy when executing movements).

Over Time

- Regular use of marijuana may lead to lower achievement, increased tolerance of deviance, more deviant behavior, and greater rebelliousness.
- When people withdraw from heavy marijuana smoking, they may experience sleep problems, irritability, and anxiety that may verge on panic.

MARIJUANA USE AFFECTS YOUR MIND

Right Away

- It makes it hard to concentrate and to remember (impairs short-term memory).
- It makes learning more difficult (impairs logical thinking, reading comprehension, and verbal and math skills).
- It interferes with communication. People who are high on marijuana often do not remember what they said a few minutes ago.
- It causes some users to panic and feel paranoid and other users to feel euphoric.
- It distorts the sense of time, making it seem to slow down.
- It reduces alertness (so that a person pays less attention and has a slower reaction time).

Over Time

- People may become psychologically dependent upon marijuana.
- Heavy marijuana use may lead to a loss of interest in all activities except drug use. Heavy users may become unmotivated, slow moving, and apathetic.

MARIJUANA USE AFFECTS YOUR BODY

Right Away

- It increases the heart rate by as much as 50 percent. Making the heart work harder is a threat to individuals with high blood pressure, coronary vessel disease, and cerebrovascular disease.
- It causes a feeling of hunger and stimulates the appetite, especially for sweets.
- It causes a decrease in peak exercise performance.
- It causes reddening of the eyes. (This is not an effect of the smoke.)

Over Time

- Heavy marijuana smoking can cause addiction or create physical dependence (increased tolerance, withdrawal symptoms if use stops suddenly).
- Heavy marijuana smoking - like heavy tobacco smoking - harms the lungs and respiratory system. Smoking three to four marijuana cigarettes a day is associated with the same type of bronchitis and cell damage to the lungs as smoking twenty tobacco cigarettes.
- Regular marijuana use can obstruct both the large and small airways in the lungs.
- Its use by pregnant females may result in smaller and lower weight babies.
- In males, its use contributes to a decline in sperm concentration, count, and movement, and to lower testosterone levels (male sex hormone).
- In females, its use can lead to decreased hormone levels, which can disrupt the monthly ovulatory and menstrual cycle. However, these effects cannot be considered reliable birth control methods.

CLUB DRUG FACTS

Club Drugs get their name by use at dance clubs and “raves.” They do not fall into one drug category, but have a mixture of depressant, hallucinogenic, stimulant, and amnesiac (causing memory loss) properties.

- **Ecstasy** (“X,” “Adam,” or “MDMA”) is a stimulant and a hallucinogen. People may use Ecstasy to improve their moods or get energy to keep dancing; however, chronic abuse of Ecstasy appears to damage the brain’s ability to think and regulate emotion, memory, sleep, and pain. In high doses it can cause a sharp increase in body temperature, leading to muscle breakdown and kidney and cardiovascular system failure.
- **GHB** (“G,” “Liquid Ecstasy,” “Georgia Home Boy,” or Gamma-hydroxybutyrate) has been used for body building and as a “date rape drug.” Coma and seizures can occur following abuse of GHB and, when combined with methamphetamine, there appears to be an increased risk of seizure. Combining use with other drugs such as alcohol can result in nausea and difficulty breathing.
- **Rohypnol** (“Roofie” or “Roche”) is tasteless and odorless. It mixes easily in carbonated beverages. Rohypnol can cause individuals under the influence of the drug to forget what happened, hence its nickname “date rape drug.” Rohypnol can be lethal when mixed with alcohol and/or other depressants.
- **Ketamine** (“Special K” or “K”) is an anesthetic. Use of a small amount of Ketamine results in loss of attention span, learning ability, and memory. At higher doses, Ketamine can cause delirium, amnesia, high blood pressure, depression, and severe breathing problems.
- **Methamphetamine** (“Speed,” “Ice,” “Chalk,” or “Meth”) use can cause serious health concerns, including memory loss, aggression, violence, psychotic behavior, and heart problems.
- **LSD** (“Acid” or Lysergic Acid Diethylamide) is a hallucinogen with sometimes serious and generally unpredictable side effects, including delusions, confusion and flashbacks. Its effects don’t start wearing off for nearly 12 hours.

INFORMATION REVIEW GAME - ANSWER SHEET

**Why I have made the decision to choose
a healthy lifestyle free from drugs:**

Name

Date

Period

PROJECTALERT