

PROJECT **ALERT**

- AN EVIDENCE-BASED DRUG PREVENTION PROGRAM

TRAINER'S MANUAL FOR THE TEEN LEADER PROGRAM

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I. INTRODUCTION

The Teen Leader Training Manual is divided into two parts. Pages 1-72 include background information on the benefits of using Teen Leaders and on the characteristics that make an effective Teen Leader. It discusses what it takes to work with teens and offers a schedule for recruitment and training activities. Teen Leader recruitment and selection techniques are described, with special attention devoted to interviewing prospective Teen Leaders. It concludes with the training program itself.

The second part is the Teen Leader Notebook, which is to be reproduced and distributed in its entirety to each Teen Leader trainee at the first training session. The Notebook includes a welcome and a meeting schedule, and Sections A and B. Section A (pages 1-42) contains the twelve training sessions, and Section B, the five Teen Leader-led Project ALERT curriculum lessons (Lessons 5, 6, 7, 9 and 11). These five lessons have been adapted to the Teen Leader role in the classroom. Page numbering for each curriculum lesson follows the format of the teacher-led Project ALERT lessons (example: Lesson 5, pages 5.0-5.13).

In addition to the above material, you will need to access your Project ALERT curriculum materials, including the videos and posters for some of the lessons.

OVERVIEW OF PROJECT ALERT

Project ALERT is an innovative school-based drug prevention program for adolescents. It teaches young people to identify and resist the social pressures that lead to experimentation with drugs. Students participate in discussion groups, view specially produced videos, and play out solutions to various pressure situations. These activities are designed to help students:

- understand the physical and emotional costs of using drugs;
- identify the social pressures that encourage their use;
- develop counter arguments to those pressures;
- learn resistance skills - ways to say “no;” and
- understand the benefits of resisting.

Two versions of the Project ALERT curriculum have been developed - one that uses older teens as role models in the classroom along with a Project ALERT teacher, and one that is taught by the Project ALERT teacher alone. This manual accompanies the Teen Leader version and is meant to help in recruiting, selecting, and training Teen Leaders.

The original Project ALERT curriculum was tested in thirty schools throughout California and Oregon, with over 7,000 students. It effectively prevented or reduced marijuana, cigarette, and alcohol use among young adolescents from widely different community and school environments. It helped students in both high- and low-risk contexts and proved successful in schools with both high and low minority populations. Equally important, Project ALERT offered the prospect of preventing or delaying progression to harder drugs.

BACKGROUND

Why Teen Leaders?

Peer influence has been identified as the most important precursor of adolescent drug use. Peer groups can affect teenage attitudes and behavior in both positive and negative ways, either by providing support for healthy adolescent development or by encouraging problem behavior. The Project ALERT Teen Leader provides a positive peer influence in the classroom. By using real-life examples of how to resist pro-drug pressures, Project ALERT Teen Leaders show seventh graders that it is possible to be both successful and drug free.

Research has shown that using Teen Leaders as positive role models for nonuse and as facilitators of classroom activities contributes to the effectiveness of drug prevention programs. Students in schools that involved Teen Leaders in Project ALERT Core Curriculum lessons had lower scores on several drug use risk factors than students taught solely by adults. These differences lasted through the tenth grade.

The use of Teen Leaders derives from social learning and communication theory. Social learning theory posits that adolescents learn from others both through direct modeling (imitation) and reinforcement of beliefs, attitudes, and behavior through social approval or disapproval. Communication theory stresses the persuasiveness of credible communicators. Factors that increase credibility include expertise and familiarity (the ability to relate to someone). Both theories support the use of nonsmoking, non-drug-using older teens as role models.

Teen Leader Involvement in Project ALERT

In the Project ALERT Teen Leader program, high school teenagers have been chosen as optimal communicators with seventh graders. Same-age peers lack life experience in responding to drug-use pressures because seventh graders are just entering the age when there is social pressure to use drugs. Project ALERT involves Teen Leaders as credible role models for successfully resisting pro-drug pressures, as group facilitators, and as discussion leaders in five of the eleven Core Curriculum lessons. They are also used to model key processes on which the curriculum rests: reinforcement and validation, resistance, self-efficacy, modeling, respect, and enthusiasm. For example, Project ALERT Teen Leaders validate the seventh grade students' concerns, reinforce appropriate adolescent behavior and skills, and help them feel capable of resisting pressure situations. The teens generally are involved in the affective and skill-learning parts of the curriculum, while the informational parts are reserved for the teacher. Both the teacher and Teen Leaders serve as positive, drug-free role models for students.

Teen Leaders work in pairs so that they, rather than the teacher, become the focal point for students. Moreover, two teens may appeal to a wider spectrum of seventh grade backgrounds and interests. If possible, each pair should contain a male and a female and represent different ethnic or social groups (studious, athletic).

To minimize the time the teens will be absent from class, each team of Teen Leaders teaches only one day per each of the five lessons. They assist the classroom teacher in all the Project ALERT classes being taught on their day. They return to the same groups of students in subsequent weeks for the next Project ALERT lessons. In this way, valuable rapport is established between students and their Teen Leaders, and Teen Leaders need to be released from only five days of school.

Who Makes an Effective Teen Leader?

Teen Leaders who are credible role models have positive self-images, communicate well, have leadership abilities, and are team players. Specific characteristics relating to each of these four qualities are:

Positive self-image: confident, engaging, friendly, caring, personable;

Effective communicator: articulate, good nonverbal skills, sincere, diplomatic, good listener, enthusiastic;

Leadership abilities: independent thought, dependable, organized; and

Team player: respectful of others, empathetic, open-minded.

Finally and importantly, all Teen Leaders should be current nonusers of alcohol, tobacco, and other drugs.

To obtain a cross section of students, it is not advisable to require excellent grades. However, school policy may require a certain grade point average for participating in such extracurricular activities as Project ALERT. If Teen Leaders have problems with their grades *after* they are selected, making it clear that their continuation in Project ALERT is contingent upon their grades improving usually provides the motivation needed to raise grades.

II. WORKING WITH TEEN LEADERS: AN OVERVIEW

Involving Teen Leaders in Project ALERT requires three steps:

- recruitment and selection,
- training, and
- working with them in the classroom.

Where it is possible, the Core Curriculum teacher should be involved in all three steps. This process creates a natural bond and facilitates the ability of teachers and Teen Leaders to work together in the classroom.

School districts may choose to distribute these functions among a variety of people. However, if different personnel fulfill the various roles (teacher, counselor, Student Assistance Program (SAP) coordinator), they need to coordinate their activities. All must agree on recruitment criteria so that appropriate teens are selected. The teachers need to know how the Teen Leaders were trained so that they know what the teens are prepared to contribute. The trainers need to know what is expected of the teens in the classroom so that they can train them effectively. If the Teen Leader trainers will not be working with the Teen Leaders in the classroom, it is highly recommended that the teachers meet with trainers and their teens on a regular basis for rehearsal and feedback on performance.

Working effectively with teens requires time, skill, and energy. Extra duty pay may not be feasible in your system, but other types of rewards are possible. For example, individuals could be recognized or acknowledged for working with the teens by compensatory time off, a letter of recommendation or other acknowledgement in the teacher's file, or an award certificate or plaque.

RECRUITING TEEN LEADERS

Many schools have peer counseling or other types of SAPs already in place. The students who are involved in such programs often fulfill the criteria for an effective Teen Leader (see *Who Makes an Effective Teen Leader?*, page 3). Project ALERT provides a specific task for the group, and the peer counselors constitute a ready-made group for Project ALERT teachers to work with. Often, a school counselor serves as advisor to the peer counseling group. Therefore, he or she can become an important team member in the Teen leader recruitment and training process.

TRAINING TEEN LEADERS

Training Teen Leaders requires considerable time. There are twelve training sessions, which run concurrently with the Project ALERT curriculum as it is being taught in the classroom. The first three training sessions should be held during the first few weeks of Project ALERT (they can be combined into one session, if necessary). Lesson 5 will be the first classroom experience for Teen Leaders, and training for that lesson (Training Sessions IV and V) should be completed just before the Project ALERT teacher conducts that class.

This same format applies to all subsequent training sessions and classroom lessons. In addition, trainers must schedule time for planning training sessions, obtaining training materials, and supervising Teen Leaders outside the classroom. Ideally, both a Project ALERT teacher and the peer counseling/SAP advisor would comprise the Teen Leader training team. Each trainer needs to know how to apply some basics in group dynamics, how to build teamwork among trainees and the teachers they will be working with in the classroom, how to facilitate discussions, and how to motivate the group.

WORKING WITH TEEN LEADERS IN THE CLASSROOM

Working effectively with Teen Leaders in the classroom also takes a special kind of individual. Teachers working with Teen Leaders must be able to share the teaching tasks with them, to function as a team. Often the teacher is supporting the teens or is providing an authoritative or cognitive balance that the teens are unable to provide. Both in and out of the classroom, it means balancing firm direction with the ability to allow the teens to assume responsibility for their performance.

Working with Teen Leaders in the classroom can be extremely liberating. Having two additional team members to stimulate students facilitates work in both small and large groups and gives the teacher the opportunity to stand back and observe student progress or special problems. However, working with teens in the classroom also requires time outside the classroom to meet with the teens in order to rehearse, analyze, and improve upon classroom performance and to lend ongoing support and counsel.

Upcoming sections in this manual describe in greater detail the activities required for implementing the Project ALERT Teen Leader program.

III. RECRUITMENT AND SELECTION

Integrating Teen Leaders into the Project ALERT Core Curriculum is a time consuming - albeit highly gratifying - endeavor. Keep in mind when planning a Teen Leader program that you must complete the Recruitment and Selection process several weeks before the Project ALERT teacher begins teaching the curriculum in his/her class, and that you will need to have your full training calendar set before the first training session.

Involving an already-formed group with a complementary function, such as a peer counseling or SAP, can greatly reduce the amount of effort required to get a Teen Leader program up and running. Students who are involved in such programs are more likely to fit Teen Leader criteria. The advisor of such a group, often a school counselor, can offer valuable skills and support to the Project ALERT teacher who is involved in training and working with the Teen Leaders in the classroom.

However, not all peer counselors and SAP members will make effective Teen Leaders, nor will all of them want to be involved. For that reason, it is important to specifically recruit students from within the peer counseling or SAP group who can be effective Teen Leaders (see *Who Makes an Effective Teen Leader?*, page 3). When making decisions about which candidates to include, you should also take into account characteristics that help create a more balanced group. These include gender, ethnicity, and appeal to different middle school groups.

The following steps will help you in your Recruitment and Selection process:

1. Begin Recruitment and Selection

- Set a date and place for your Recruitment Meeting.
- Contact the high school's Health Education or Counseling office to identify a high school liaison who will help you with recruitment if there is no existing SAP in place.
- If you do not have the option of recruiting through an existing counseling or SAP program, or have not identified enough teens through such a program, you could use flyers (see *Sample Flyer* on page 13), posters, or bulletin announcements to publicize the Recruitment Meeting. At this meeting you will explain the curriculum, the Teen Leader's role in it, and the application process.

2. Prepare for Recruitment Meeting

- Obtain the video, *Project ALERT: A Guided Tour*
- Be familiar with *Guidelines for Teen Leader Group Interview* (page 16)

- Make the appropriate number of copies of the following handouts (number depends on size of your group):
 - *Teen Leader Role Description* (page 12), one *per applicant
 - *Teen Leader Application Forms* (pages 14-15), one *per applicant
 - *Teen Leader Group Interview Rating Form* (page 17), one for each group of 4-6
 - *Teen Leader Statement of Drug Nonuse* (page 18), one per applicant

(*plus extra for candidates to distribute to friends they think might make good Teen Leaders)

AT THE RECRUITMENT MEETING:

1. Present and discuss the Teen Leader program with the group

- Show the video *Project ALERT: A Guided Tour* as an overview of the Project ALERT curriculum.
- Distribute the *Teen Leader Role Description* and discuss scope of Teen Leader involvement, including training and team teaching in Project ALERT classrooms.
- Distribute *Teen Leader Application Forms* to interested students. Students within the group may know of others who would make effective Teen Leaders. They should be encouraged to apply.

2. Interview interested students

- Review application forms.
- Conduct a group interview, including about 4 to 6 candidates per group (be familiar with *Guidelines for Teen Leader Group Interview*, page 16, and *Teen Leader Group Interview Rating Form*, page 17). In an already established group, the advisor will be familiar with the students. Nevertheless, it is a good idea to conduct a group interview, perhaps led by the Project ALERT teacher who will be co-training with the advisor, to ensure that students who will be most effective in the classroom are selected, and to allow the teacher to become familiar with the potential Teen Leaders.

In the interview, it is important that the candidates do the majority of the talking, and for no one candidate to dominate. Both outgoing and reserved candidates have gone on to become very effective Teen Leaders. Reticence may simply reflect a cultural norm of not speaking until spoken to. For this reason, it is particularly important for interviewers to be aware of the more reserved students and encourage their participation in the interview.

- Using the *Teen Leader Group Interview Rating Form*, rate each candidate according to how closely he or she matches the characteristics of an effective Teen Leader: positive self-image, communication skills, leadership abilities, and team player.

The following indicators favor selection:

- Including others within the group
- Using personal statements
- Demonstrating good communication skills, including nonverbal skills
- Validating others in the group
- Showing empathy with seventh graders
- Being open to new ideas

The following indicators suggest rejection:

- Aggressive tone or words
- Immaturity, or lack of a serious attitude
- Overzealousness
- Overidentification with one group at school
- Preachiness

3. Teen Leader Statements of Drug Nonuse

- Teen Leaders should be drug-free (not currently using drugs). Several strategies can help ensure this fact. Have each applicant sign the *Teen Leader Statement of Drug Nonuse* (page 18). Stress the importance of this qualification during the presentation and group interview.

AFTER THE RECRUITMENT MEETING:

1. Select Teen Leader Trainees

- Review the names of those selected with school personnel who know them (this may be the school counselor who is the co-trainer). Teens are eligible who have experimented with drugs but are not current drug users. However, trainers should remember that we are not looking for reformed users. The focus of Project ALERT is on prevention, and the Teen Leaders' primary function is to provide role models for nonuse. The reformed user who brings a message, "*I did it, but I'm okay now,*" is more appropriate for programs aimed at users who want to quit.

2. Notify students of acceptance or rejection and obtain parent/guardian consent

- Personal letters notifying candidates of their acceptance or rejection reinforce both the program's importance and your commitment to treat Teen Leaders with respect. Sample selection and rejection letters are provided on pages 19 and 20. Notice that the selection letter includes information about the first training session. You can include the full schedule, if it has been decided.
- A sample letter to parents/guardians (page 21) and a sample parent/guardian consent form (page 22) should be sent to the parents or guardians of all selected trainees. Additionally, there is a sample letter to parents/guardians inviting them to the first training session to hear about the program (page 23). This is optional, but recommended. Since Project ALERT deals with sensitive topics and the time required of trainees is considerable, the required parental consent and invitation to an informational meeting help encourage support for their teen's involvement.

Other Teen Leader materials include a sample *Teen Leader Letter of Recommendation* (page 25). A record of involvement in the Teen Leader program is an important addition to a student's file. Selection, training, and classroom involvement are all noteworthy.

IV. SAMPLE LETTERS AND FORMS

This section provides samples of the following forms or letters that may be used for the recruitment and selection of Teen Leaders:

- Sample Role Description
- Sample Flyer
- Teen Leader Application Form
- Guidelines for Teen Leader Group Interview
- Teen Leader Group Interview Rating Form
- Teen Leader Statement of Drug Nonuse
- Sample Teen Leader Selection Letter
- Sample Teen Leader Rejection Letter
- Teen Leader Parent/Guardian Consent Letter
- Parent/Guardian Consent Form
- Sample Invitation to Parents/Guardians of Teen Leaders
- Sample Letter to High School Teachers of Teen Leaders
- Teen Leader Letter of Recommendation

Use the following Sample Forms and Letters as models, to be printed on your school letterhead, or to copy as form letters.

SAMPLE ROLE DESCRIPTION: TEEN LEADER FOR PROJECT ALERT

What is Project ALERT?

Project ALERT is a drug prevention program for middle grade students at _____ (school).

Project ALERT uses Teen Leaders to present selected lessons on peer pressure, ways to say “no,” and the benefits of being drug-free.

Do you qualify to become a Teen Leader?

A Teen Leader must:

- be drug-free
- be able to discuss peer pressure in the seventh grade classroom from personal experiences
- have the potential to develop leadership skills
- be interested in and have the desire to work with seventh graders
- serve as a positive role model for others
- be able to work with a team of other Teen Leaders
- be responsible and dependable
- be willing to commit time and energy to complete the program
- participate in a general skills training course and regular afterschool meetings throughout the semester

Why Become a Teen Leader?

This program provides training and practice in leadership and communication skills. A Project ALERT Teen Leader certificate will serve as a statement to potential employers and to prospective colleges and universities attesting to the Teen Leader’s performance, training and experience. A Teen Leader learns how to be a team player. One of the most gratifying rewards is the sense of satisfaction each Teen Leader feels by helping younger teenagers make healthy choices and avoid problems with drugs. It is an important job.

Training:

General Skills Training consists of three 55-minute meetings during the weeks of _____. The best qualified trainees will be selected as Teen Leaders at the end of these first three meetings. Teen Leader training meetings will be held once or twice a week for the following ten weeks.

Important dates and times:

- Fill out the application and return it to _____ by _____.
- Students meeting the requirements will be interviewed during the weeks of _____.
- Selected Teen Leader trainees will begin core training on _____.

Questions? See your high school counselor or the SAP group advisor.

ATTENTION! SOPHOMORES, JUNIORS AND SENIORS!

The _____ (school) has adopted Project ALERT, a drug prevention program that involves Teen Leaders as group facilitators, discussion leaders, and credible role models for successfully resisting pro-drug pressures.

DO YOU WANT TO BECOME A TEEN LEADER?

A Teen Leader must:

- be drug-free
- be able to discuss peer pressure in the seventh grade classroom from personal experience
- have the potential to develop leadership skills
- be interested in and have the desire to work with seventh graders
- serve as a positive role model for others
- be able to work with a team of other Teen Leaders
- be responsible and dependable
- be willing to commit time and energy to complete the program
- participate in a general skills training course and regular afterschool meetings throughout the semester

WHY BECOME A TEEN LEADER?

This program provides training and practice in leadership and communication skills. A Project ALERT Teen Leader certificate will serve as a statement to potential employers and to prospective colleges and universities attesting to the Teen Leader's performance, training and experience.

If you would like to learn more about this leadership experience, come to a recruitment meeting on

_____ (Date) at _____ (Place) at _____ (Time).

Here's what some past Teen Leaders have to say about their experience:

"I really enjoyed it! I felt as if I was actually helping people and that made me feel good."

"I had a great time teaching kids about peer pressure. It was fun to be a teacher rather than a student for a change. It taught me to have respect for my own teachers."

TEEN LEADER APPLICATION FORM

Date: _____

1. Name _____

2. Address _____

3. Telephone

Home _____

Message or Alternate Phone _____

4. Name of School _____

5. Grade _____

6. Please fill in your current class schedule and teachers' names in Column 1. If you have a different schedule on different days, fill in that schedule with teachers' names in Column 2.

Column 1			Column 2		
Subject	Teacher	Rm. #	Subject	Teacher	Rm. #
Period 1	_____	_____			
Period 2	_____	_____			
Period 3	_____	_____			
Period 4	_____	_____			
Period 5	_____	_____			
Period 6	_____	_____			

7. Please list all current extracurricular activities and interests, and list the days and hours you attend these activities (sports, clubs, hobbies).

Activity _____ Day _____ Hours From _____ To _____

Activity _____ Day _____ Hours From _____ To _____

Activity _____ Day _____ Hours From _____ To _____

8. Check the day and list the time that you most prefer for a regular weekly meeting.

Monday ___ Tuesday ___ Wednesday ___ Thursday ___ Friday _____

9. Please describe any experience you have had with young people between ages 11 and 14 (counseling, coaching).

10. Please list your paid and volunteer experiences. If you currently hold a paid or volunteer position, list the days and hours.

11. Have you ever experienced peer pressure of any kind? Explain.

12. Are you fluent in any languages other than English? If so, which ones?

13. Please explain your reason(s) for wanting to participate in Project ALERT.

GUIDELINES FOR TEEN LEADER GROUP INTERVIEW

Interview Goal

Remember, the goal of the interview is to find out enough about each candidate so that by the end of the interview you know which ones you would choose.

Procedures

1. Interview a group of four to six candidates for about twenty minutes.
2. Provide name tags for everyone - interviewers and students.
3. Be gently directive to encourage shy candidates and to discourage talkative ones.
4. Use silence effectively. It allows more reticent types to speak up.

Conducting the Interview

1. Welcome and introduce everyone. Do not explain Project ALERT or the training at this time.
2. Key questions to ask:
 - a. What interested you in Project ALERT?
 - b. What experience with kids have you had? (Follow up on response to the same question on application.)
 - c. Have you ever experienced peer pressure of any kind? Explain.
3. If time permits, ask additional questions:
 - a. What would you do if your Teen Leader partner kept interrupting you and taking over in class?
 - b. What would you do if a student asked you in front of the class if you ever used drugs or use them now?
 - c. Project ALERT uses Teen Leaders as positive role models for seventh grade students. What does being a positive role model mean to you?
4. Explain the recruitment, selection, and training processes:
 - a. Explain the selection process (trainee until successful completion of general skills training, then selected as Teen Leader or alternate).
 - b. Explain the drug-free commitment.
 - c. Explain the parent/guardian consent requirement and the application.
 - d. Discuss training, teaching and feedback, meeting schedule, and transportation.
5. Thank each candidate for coming, and explain when he or she will hear from you about the outcome.

TEEN LEADER GROUP INTERVIEW RATING FORM

Rate each candidate from high to low according to the following criteria:

- High** = Exhibits all effective Teen Leader qualities
- Medium** = Exhibits most effective Teen Leader qualities
- Low** = Exhibits few effective Teen Leader qualities

Indicate (by number) which of the following characteristics each candidate exhibits in the interview:

Effective Teen Leader qualities:

- (1) Positive Self-Image (2) Communication Skills (3) Leadership (4) Team Player

Some things to watch out for:

- (5) Preachiness (6) Overzealousness (7) Overidentification with one group at school (8) Immaturity (9) Lack of serious attitude

Sample Rating:

Name	John Student		X		1, 2, 3, 5, 7
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Rating Form:

Group No. _____	High	Med	Low	Qualities
Name				

Group No. _____	High	Med	Low	Qualities
Name				

Comments:

TEEN LEADER STATEMENT OF DRUG NONUSE

Project ALERT Teen Leaders serve as positive role models for seventh grade students. Therefore, it is important that the Teen Leaders not use alcohol, tobacco, marijuana, or other drugs. By signing the certification below, you are assuring us of your commitment to remain drug-free.

I, _____, certify that I am currently a nonuser of alcohol, tobacco, marijuana, and other drugs, and that I will remain drug-free.

Signature of Applicant

Date

SAMPLE TEEN LEADER SELECTION LETTER

Date:

Dear _____:

We are happy to inform you that you have been selected as a Teen Leader trainee for Project ALERT. A letter has been sent to your parent or guardian describing the program and asking permission for you to participate.

Please return the parent/guardian permission form to _____ by _____.

The first training session for Project ALERT will be held on

_____ at _____ at _____,
(date) (time) (place)

which is located at _____.

If you have any questions or any difficulty in attending this meeting, please be sure to call _____ at _____
(person) (phone)

or _____ at _____.
(person) (phone)

We are looking forward to a successful and exciting project.

Sincerely,

(NAME AND POSITION)

SAMPLE TEEN LEADER REJECTION LETTER

Date:

Dear _____:

We enjoyed talking with you last week, and we are sorry that you have not been selected as a Teen Leader trainee for Project ALERT. Many students applied for the few openings we had. We tried to select students with a number of different qualities in order to get a varied group of Teen Leader trainees. The fact that you were not selected in no way reflects on your overall ability.

Thank you for taking the time to apply for the project. We wish you well.

Sincerely,

(NAME AND POSITION)

SAMPLE TEEN LEADER PARENT/GUARDIAN CONSENT LETTER

Date:

Dear Parent/Guardian:

Your son or daughter has expressed an interest in being a Teen Leader in the Project ALERT drug prevention program for middle grade students, and is among those students who have been asked to participate.

Project ALERT was adapted from a curriculum developed and tested by RAND, one of the nation's leading "think tanks" on drug policy. Longitudinal studies have proven the program effective at helping young people identify and resist pressures that lead to experimentation with drugs, and at preventing teenage experimenters from becoming regular users. Because of its proven effectiveness, Project ALERT has been selected for use in middle schools within this school district.

We believe that older teenagers are helpful in showing seventh graders that they can say "no" to alcohol, cigarettes, marijuana and other drugs and still feel good about themselves. For this reason, we have invited nonsmoking, non-drug-using high school students to participate in the program as positive role models.

You can be proud of your son or daughter, who meets the high standards of the selection criteria for a Teen Leader candidate, and demonstrates personal motivation by pursuing a training and leadership experience that will have value in the future. Completion of the program speaks to the student's motivation to work with others, to live as an example to younger teenagers, and to be a team player. The Project ALERT Teen Leader certificate these students receive can serve as a statement to potential employers, colleges and universities, attesting to the student's performance, training, experience and dependability.

To participate in this program, students must agree to take part in three general skills training sessions. The best-qualified trainees will be selected to be Teen Leaders at the end of the general training. Teen Leaders will receive additional training on the Project ALERT curriculum for a total of approximately twelve hours of training.

Teen Leaders will be excused from school for five days during one semester to help lead five of the eleven classroom lessons provided by Project ALERT. Our school has given permission for these absences. Students will not be penalized and will be able to make up work missed on these days.

The training will take place on _____ (date).

In order to participate, students must obtain permission from their parent or guardian. A consent form is attached. It must be signed and returned to the school no later than _____.

We hope you will allow your son or daughter to participate in Project ALERT. We believe that he or she can make an important contribution to the success of this program.

If you have any questions about Project ALERT, please feel free to call our school coordinator, _____, at _____.
We appreciate your cooperation.

Sincerely,

Principal

SAMPLE PARENT/GUARDIAN CONSENT FORM FOR PROJECT ALERT

My son/daughter's name is _____
(please print: first, middle, last)

I hereby give my permission for my son or daughter to participant as a Teen Leader in Project ALERT. I understand that the purpose of the Project ALERT classes is to teach middle-grade students how to resist pressures to use alcohol, cigarettes, marijuana, and other drugs.

To the best of my knowledge, my son or daughter is currently a nonuser of alcohol, tobacco, marijuana, and other drugs.

(signature of parent or guardian)

(date)

This signed form must be returned to the school before _____.
(date)

It is required for participation.

SAMPLE INVITATION TO PARENTS/GUARDIANS OF TEEN LEADERS

Date:

Dear Parent/Guardian:

You are cordially invited to attend a brief Project ALERT orientation meeting on

_____ at _____

(date)

(time)

preceding the Teen Leader training at

_____.

(place)

We would like to tell you more about Project ALERT and your son or daughter's involvement in this program. It will also be an opportunity to ask any questions you may have.

We hope to see you!

Sincerely,

(NAME AND POSITION)

SAMPLE LETTER TO HIGH SCHOOL TEACHERS OF TEEN LEADERS

Date:

Dear _____:

Our (junior high or middle) school is conducting a drug prevention program called Project ALERT. Students have been carefully selected to be Teen Leaders, positive role models who will participate in several lessons of the program. Their participation will provide them with valuable experience.

_____ (name of student) will need to be excused from class on the following dates: _____
_____ (list days and dates).

I hope you can make arrangements so that this student is in no way penalized for his or her absences. We are very proud of the fine job these young people are doing and thank you for your cooperation in excusing them from class.

If any conflict should arise, please contact _____ (name)
at _____ (phone).

Sincerely,

(NAME AND POSITION)

TEEN LEADER LETTER OF RECOMMENDATION

Date:

To Whom It May Concern:

_____ (student's name) was one of a group of students who participated as a Teen Leader for Project ALERT, a validated drug prevention program selected for use within this school district. Project ALERT's goal is to teach young people how to resist pressures to use alcohol, tobacco, marijuana and other drugs.

We were very pleased to have _____ (student's name) participate in this comprehensive and demanding program. Hes/he was invited to serve as a positive nonsmoking, non-drug-using role model for students at _____ (name of school).

His/her responsibilities included leading large and small group discussions with the students, demonstrating resistance skills, and guiding resistance practice sessions. Teen Leaders received twelve hours of training to prepare them with information on alcohol, tobacco, marijuana, and other drugs and with group leadership skills.

Project ALERT was very well received by participating seventh graders. Students particularly liked the Teen Leaders, who helped them see that it is possible to refuse drugs and still feel good about themselves. By providing personal examples, Teen Leaders also showed the students viable resistance techniques.

_____ (student's name) was very reliable about attending training sessions and extremely responsible in preparing for the classroom lessons. We were delighted with _____ (student's name) performance in Project ALERT and wish him/her equal success in future undertakings.

Sincerely,

(NAME AND POSITION)

V. THE TRAINING PROGRAM

The Project ALERT Teen Leader training program consists of three general skills sessions and nine additional training sessions that focus on the specific lessons in which Teen Leaders participate. Those lessons, which require the teacher or Teen Leader to have very little knowledge about specific drugs, are:

- 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

Each training session is fifty-five minutes (except for the final closing party) and may be held during a class period, after school, or in the evening.

The twelve-session training program represents the *minimum* amount of training that will equip students to fulfill their roles as Teen Leaders. If time permits, expand the training sessions to allow more practice time with the curriculum and more group building. If a session begins to drag, trainers can initiate an energizer activity. For particularly difficult sessions, a closure activity can be added to help validate difficult feelings. Trainers can make up their own activities or find suggestions in some of the available resource materials that deal with group dynamics (see listing on page 29 of this section).

Having more than one trainer divides the preparation burden and provides more opportunity to share reactions, to assess activities, and for Teen Leaders to practice with a teacher. It is especially effective to pair a classroom teacher who is using Teen Leaders with a counselor or other staff members who advise a peer counseling or SAP group.

If the seventh grade teachers are not involved in the training program, it is important that they be familiar with the training program and have realistic expectations about the use of Teen Leaders. The teacher and Teen Leaders should form a smoothly functioning team. Teen Leaders should meet with their respective seventh grade teachers before each classroom lesson.

TRAINING SCHEDULE

The first three training sessions can be delivered in as brief a period as is feasible. Ideally, combine these sessions and hold them on a weekend morning or afternoon. The first three general skills training sessions introduce Teen Leaders to each other, acquaint them with the typical behavior of seventh graders, and review material taught to seventh graders before Teen Leaders join the program. There are several advantages to combining the sessions into one:

1. The weekend meeting time marks Project ALERT as something special.
2. A non-school setting is more conducive to group building.

3. The longer format is more relaxed and may be adjusted to Teen Leader responses.
4. Less time must be set aside during school hours for training. With the addition of food, this retreat approach has been well received by Teen Leaders.

Two training sessions each are scheduled for Project ALERT Lessons 5, 6 and 9. These sessions focus on the curriculum and they may be held at separate meeting times or combined, if that is more convenient. It is recommended that they be held during the same week.

Teen Leader training must be coordinated with the Project ALERT curriculum so that Teen Leaders are prepared to enter the classroom for Project ALERT Lesson 5. A typical training schedule follows:

Project ALERT Lesson Week	Teen Leader Training Session	
1.		Parent/Guardian Information Meeting (optional)
	I	Introduce Project ALERT and Teen Leader Role
2.	II	Review Lesson 1
	III	Review Lessons 2 and 3
3.	IV	Review Lesson 4; begin Lesson 5
4.	V	Continue Lesson 5
5.	VI	Begin Lesson 6
6.	VII	Lesson 7
7.		Break
8.	VIII	Begin Lesson 9
	IX	Continue Lesson 9
9.	X	Lesson 11
10.		Break
11.	XI	Debriefing, Closing Celebration

Thursday has certain merits as a training day. Most Teen Leaders will have taught their lesson for that week and, therefore, can share experiences with each other. Thursday is also close enough to the beginning of the next week that Teen Leaders can retain information covered in the training.

TRAINING FORMAT

Project ALERT takes advantage of the positive role modeling capability of Teen Leaders. They are brought into close contact with seventh graders and are expected to manage small groups, hold discussions, use positive reinforcement in processing activities, and share resistance experiences. Class management tasks are performed more effectively by the teacher. Seventh graders are drawn to the older students and generally love having them in the classroom.

The training sessions proceed according to the following format:

1. *Introduction.* The day's goals are stated to organize Teen Leaders' thoughts for the learning to come.
2. *Check-in.* Teen Leaders share their classroom experiences. Positive experiences should be reinforced, and the group should problem-solve negative experiences.
3. *Trainer reviews the lessons.* Trainer briefly explains lesson activities and Teen Leaders' roles.
4. *Teen Leaders practice lesson activities.* Teen Leaders mark and review their parts with their partners. At least one team practices in front of the group, with the trainer acting as the teacher and the other Teen Leaders role-playing seventh graders. Feedback is given. Particular skills necessary for effective delivery of the curriculum are highlighted in short focus activities.
5. *Wrap up.* Accomplishment of goals is acknowledged, and positive behavior is reinforced. Homework is assigned.

The Teen Leader Notebook materials and the Teen Leader version of Lessons 5, 6, 7, 9 and 11 should be copied and placed securely in a binder for each Teen Leader. The Notebook contains skill development worksheets that will get Teen Leaders ready for many of the class activities and the Project ALERT curriculum. Teen Leaders will need to review the upcoming lesson before the appropriate training session. Other homework assignments relate to the specific activities in each lesson.

OTHER TRAINING COMPONENTS

Along with the specific training sessions, Teen Leaders are expected to rehearse with their partners and receive feedback about their classroom performance.

Rehearsal

Rehearsals are important to the smooth delivery of the sessions. Teen Leaders familiar with the material find it easier to relax and relate well to students.

There are two main types of rehearsals:

1. Teen Leaders meet with their partners after training sessions to assign parts and practice them. Encourage teens to commit to these rehearsal sessions by agreeing with their partners on a time.
2. Teen Leaders meet with the Project ALERT teacher immediately before the first class of a lesson to review parts and to clarify any misunderstandings. This final review assumes that the teacher has met with the Teen Leaders earlier and is familiar with the training program. Teen Leaders find this meeting helpful in reducing last minute jitters and facilitating teacher/Teen Leader teamwork.

Feedback

Teen Leaders want and need to hear feedback about their classroom performance. This feedback provides support and guidance to Teen Leaders, and it allows teachers to gather information about areas for which more training is needed.

Classroom performance feedback (see *Giving and Receiving Feedback*, pages 50-51) occurs informally between classes, if Teen Leaders are teaching more than one class. It also occurs formally after the last class of a session for each team, and during the check-in part of the training sessions.

- Feedback between classes. These informal meetings are particularly useful for morale boosting and problem solving. Allow for Teen Leader input by asking them first how they would like to solve a problem before offering suggestions.
- After the last class is taught. Feedback given here helps reinforce points made earlier and identifies skills needing further development in training.
- During check-in. Teen Leaders appreciate hearing about other Teen Leaders' experiences, problems encountered, and solutions tried. They learn from and support each other.

The Training Environment

The check-in and validation activities help trainers create a warm, open, and comfortable training climate - one in which trainees can develop new skills, take risks, and honestly evaluate their own performance and that of other trainees. The most important ingredient, however, is the trainer. The trainers' commitment, enthusiasm, positive attitudes, and sense of humor give the training environment its flavor.

The training environment plays an important part in the overall success of Teen Leaders' performance in the classroom. The best Teen Leaders are highly motivated and enthusiastic about training. Many Teen Leaders report looking forward to training because they enjoy the camaraderie of the other Teen Leaders and the trainers, the activities, and - whenever possible - the food!

Resources for Group Building Activities

The following books contain suggestions for activities that can be added to the Teen Leader sessions to address the particular needs of the group:

Team Building Activities for Every Group by Alanna Jones, Rec Room Publishers, 1999.

The Big Book of Team Building Games: Trust-Building Activities, Team Spirit Activities, and Other Fun Things to Do by Edward Scannell, McGraw-Hill, 1998.

The Big Book of Presentation Games: Wake-em-up Tricks, Icebreakers, and Other Fun Stuff, by Edward Scannell, McGraw-Hill, 1998.

Great Session Openers, Closers and Energizers: Quick Activities for Warming Up Your Audience and Ending on a High Note, by Marlene Caroselli, McGraw-Hill, 1998.

201 Icebreakers: Group Mixers, Warm-Ups, Energizers, and Playful Activities by Edie West, McGraw-Hill, 1996.

VI. TRAINING SESSIONS

Parent/Guardian Information Meeting	Overview of Teen Leader role in the program for parents
Training Session I:	Introduce Project ALERT and Teen Leader Role
Training Session II:	Review Lesson 1
Training Session III:	Review Lessons 2 and 3
Training Session IV:	Review Lesson 4; Begin Lesson 5
Training Session V:	Continue Lesson 5
Training Session VI:	Begin Lesson 6
Training Session VII:	Continue Lesson 6
Training Session VIII:	Lesson 7
Training Session IX:	Begin Lesson 9
Training Session X:	Continue Lesson 9
Training Session XI:	Lesson 11
Training Session XII:	Debriefing, Closing Celebration

PARENT/GUARDIAN INFORMATION MEETING

Optional Activity (30-40 minutes)

GOAL

Parents and guardians of Teen Leader trainees will understand and support their son or daughter's role in Project ALERT.

ACTIVITIES

1. Briefly welcome and introduce everyone.
2. Give an overview of Project ALERT and Teen Leader roles (Introduction and Overview of Program, Curriculum, and Introduction in this manual).
3. Explain the Teen Leader selection procedure and rationale. Explain that those not selected to work in the classroom as Teen Leaders after the third general skills training session are designated alternates. Alternates may be asked to replace Teen Leaders who are unable to complete the program, or to help out in large classes.
4. Review selection criteria.
 - a. Presentation skills
 - b. Leadership qualities
 - c. Dependability
 - d. Drug-free role model
 - e. Variety of students composing the Teen Leader group
5. Answer questions.

TRAINING SESSION I:

● INTRODUCE PROJECT ALERT AND TEEN LEADER ROLE

GOALS

1. Teen Leader trainees will begin to feel comfortable with other members of the group
2. Teen Leader trainees will understand their role in Project ALERT and how their personal qualities fit that role

SUMMARY OF ACTIVITIES

1. Set Up the Room (1 min.)
2. Welcome (2 min.)
3. Personal Introductions (12 min.)
4. Business (5 min.)
5. Show video: *Project ALERT: A Guided Tour* and Discuss How Teen Leaders Fit Into Curriculum
6. Brainstorm Teen Leader Qualities (20 min.)
7. Wrap-up (2 min.)

MATERIALS NEEDED

- Teen Leader Notebook (1 for each Teen Leader)
- Video player and video: *Project ALERT: A Guided Tour*
- Chart paper or board visual entitled *Qualities of Teen Leaders*
- Nontoxic markers and masking tape (if using chart paper visual)
- Extra pens or pencils

ACTIVITIES

1. Set Up the Room (1 min.)

Arrange chairs in a semi-circle.

2. Welcome (2 min.)

- A. Congratulate students on joining Project ALERT. Reiterate that after the third training session some students will be selected to work in Project ALERT classrooms and others will be designated as alternates. Alternates may be used to replace other Teen Leaders who are unable to complete the program, or may join teams in difficult or large classrooms.
- B. Describe this session's activities. *"Today we're going to spend some time learning about each other, see a video about Project ALERT, and decide what qualities are important for good Teen Leaders."*

3. Personal Introductions (12 min.)

Conduct a group-building activity. If students are not well acquainted with each other, conduct an activity that helps them get to know one another. For example, have students select partners and interview each other about basic interests, such as hobbies, things they like to do, things that annoy them, or their families. After interviewing each other, have students introduce their partners to the group.

If students are already well acquainted, conduct an activity that focuses directly on the Project ALERT experience. For example, each student could write down his or her biggest fear and biggest hope about serving as a Project ALERT Teen Leader. Record responses anonymously on chart paper, post the responses, and discuss them.

Save the list to use for a closing activity in Training Session XII.

4. Business (5 min.)

- A. Hand out the Teen Leader Notebooks.
- B. Set up a meeting schedule. Have students write dates and times on page 2 of their Notebooks.

5. Show video: *Project ALERT: A Guided Tour* and Discuss How Teens Fit Into Curriculum.

- A. Say, *"Now I want to show you a video about Project ALERT that will discuss the various teaching strategies that have been designed into the curriculum. It will also show segments of the actual classroom lessons."*
- B. Show the video. While the video is playing, tape up a blank sheet of chart paper entitled Qualities of Teen Leaders, or write it on the board.

6. Brainstorm Teen Leader Qualities† (20 min.)

- A. Ask, *“What are some qualities or characteristics a good Teen Leader should have?”* (If the first question doesn’t trigger a response, say *“Think about a friend you admire. What qualities does he or she have?”*)
- B. Record the trainees’ responses on the visual.
- C. Look at the list. Ask each person in the circle, *“Which qualities do you see in yourself?”*
- D. Ask each trainee to choose a positive quality he or she has and one that needs improvement. Model this first: *“One of my strong qualities is _____, and one of my qualities that needs improvement is _____.”* Go around the circle, asking each trainee to give responses.
- E. Process the activity (allows trainees to consider the quality of the activity and how it affected them personally). Tell students they do not have to answer aloud, just to think about the questions you are going to ask. Ask:
 1. *“Was it easier to see your strengths or your limitations?”*
 2. *“Are there others in the group with responses similar to yours?”*
 3. *“How do you feel about the strengths you have? Your limitations?”*
 4. *“How did it feel to share these with others?”*
 5. *“Would anyone like to share anything else?”*

7. Wrap-up (2 min.)

Praise students for their insights into the characteristics of a good Teen Leader, and tell them you know they have the qualities to be great Teen Leaders themselves. Remind them to bring their Teen Leader Notebooks to the next Teen Leader training session.

†Rules for brainstorming:

1. Defer judgment, do not discuss.
2. Accept off-beat and original ideas.
3. Repeats are okay.
4. Piggyback ideas (elaborations and expansions) are okay.

TRAINING SESSION II

● REVIEW LESSON 1

GOALS

1. Teen Leader trainees will understand relevant physical, emotional, and cognitive developmental characteristics of the seventh grade student.
2. Teen Leader trainees will understand the motivations to use tobacco, marijuana and alcohol, and the reasons not to use these drugs

SUMMARY OF ACTIVITIES

1. Introduction (2 min.)
2. Seventh Grader Guided Time Warp (25 min.)
3. Review Project ALERT Lesson 1 (20 min.)
4. Wrap-up (2 min.)

PREPARATION AND MATERIALS NEEDED

- Nontoxic markers (2 red, 2 blue)
- Project ALERT Lesson 1
 - You will be reviewing only Activities 3 and 5 with the Teen Leaders
 - You can quickly familiarize yourself and your Teen Leaders with this lesson by reading the Goals and Description for Lesson 1 in the Curriculum
- Be familiar with Teacher Reference Materials for Activity 3
 - Myths and Facts About Cigarettes*
 - Myths and Facts About Marijuana*
 - Myths and Facts About Alcohol*
 - Reasons Why People Use Drugs*
 - Reasons Not to Use Drugs*
- 4 pieces of chart paper, each titled with one of the following titles:
 - Reasons Why People Smoke Cigarettes* (blue marker)
 - Reasons Not to Smoke Cigarettes* (red marker)
 - Reasons Why People Use Marijuana* (blue marker)
 - Reasons Not to Use Marijuana* (red marker)
- Masking tape (to secure chart paper to board for students' lists)
- Video player and video: *Let's Talk About Marijuana* for Activity 5

ACTIVITIES

1. Introduction (2 min.)

Welcome the trainees, and tell them that today they will see some activities that have occurred already in the Project ALERT classes, including a video about marijuana. Say, *“The seventh graders have four Project ALERT lessons before Teen Leaders join the class. At the next few training sessions, we will look at the activities and videos that were presented to the seventh graders. Then when students refer to earlier activities, you’ll know what they’re talking about. Also, you will be able to refer to information they’ve already learned.”* They will also learn more about what seventh graders are like.

2. Seventh Grader Guided Time Warp (25 min.)

- A. Read very slowly so that trainees will have time to visualize and experience each question.
- B. Ask Teen Leaders to close their eyes and to relax.
- C. Tell them they are going to take a trip back in time. Say, *“Now you’re in ninth grade ...eighth grade ...seventh grade.”* (Go back to appropriate grade with which they will be working.) *“What do you look like? ...How do you act? ...Are you ever embarrassed in class? ...What embarrasses you? ...How do you act? ...What about your friends, what are they like? ...What do you do with your friends? ...Do they ever try to get you to do things you don’t want to do? ...What? ...What do you do? ...What about the adults in your life, like parents and teachers? ...What are they like? ...What is your relationship to authority like? ...Do you test it or go along with it? ...What about older brothers and sisters? ...Do you admire them? ...What do you admire? ...Are you jealous of them? ...About what? ...How much independence do you have? ...Is it enough? ...Too much? ...Okay, now come forward in time to the present. When you’re ready, open your eyes.”*
- D. Debrief. Include the following questions.
 1. *“Would anyone like to share anything he or she discovered?”*
 2. *“How are you different? How are you the same?”*
 3. *“What issues (physical appearance, self-consciousness, authority) were most important to you?”*
 4. *“What do these mean in terms of working with seventh graders in the classroom?”*

E. Summarize seventh grader characteristics and implications for Project ALERT.

1. Because seventh graders are so self-conscious and influenced by peers, they are embarrassed easily. Standing in front of a group or answering a personal question can be very threatening. Small groups are used for discussion, and any disciplining should be done in private.
2. The Project ALERT curriculum addresses seventh graders by stressing immediate, short-term consequences of smoking and using drugs. Seventh graders are not future oriented, and they have a tendency to discount long-term consequences in making decisions. For this reason, Project ALERT stresses addiction because it is likely to occur and occur quickly.
3. Of the short-term consequences, social consequences dealing with appearance and control are of the most concern to seventh graders.
4. Project ALERT stresses peer pressure to use drugs.

3. Review Project ALERT Lesson 1 (20 min.)

- A. Say, *“Now, I’d like you to role-play seventh graders while I demonstrate for you one of the activities from the first lesson. Everybody ready?”*
- B. Do Activity 3, *Make Reasons Lists*
- C. Do Activity 5, *Show and Discuss Video: Let’s Talk About Marijuana*

4. Wrap-up (2 min.)

- A. Thank students for role-playing seventh graders. Tell them they really seem to be tuned in to what seventh graders are like and they shouldn’t have too many surprises when they get into the classroom. Remind students of the next meeting date.

TRAINING SESSION III

● REVIEW LESSONS 2 AND 3

GOALS

1. Teen Leader trainees will have a basic understanding of the health consequences of using tobacco, marijuana, and alcohol
2. Teen Leader trainees will understand how alcohol is used to cover feelings

SUMMARY OF ACTIVITIES

1. Introduction (1 min.)
2. Review Project ALERT Lesson 2 (30 min.)
3. Review Project ALERT Lesson 3 (20 min.)
4. Wrap-up (3 min.)

PREPARATION AND MATERIALS NEEDED

- Chart paper, nontoxic markers and masking tape
- Project ALERT Lesson 2

- Activity 2

Be familiar with *Smoking Facts* (Curriculum, Lesson 2, pages 2.12-2.13)

Prepare partial visual on chart paper or on the board (title with headings): *What Can Happen to You When You Smoke Cigarettes?* and *What Can Happen to You When You Use Marijuana?* The headings under each title are: "First Time," "After a While," and "After a Long Time," with space between each.

- Activity 6

Video player and video: *Pot: The Party Crasher*

- Project ALERT Lesson 3

- Activity 3

Prepare partial visual on chart paper or on the board: *What Can Happen to You When You Drink Alcohol?* (title, with space to record students' responses)

Posters: *Alcohol Can Harm You Any Time You Drink* and *Alcohol Can Damage You in the Long Run*

- Activity 4

Poster: *Drinking to Cover Feelings*

ACTIVITIES

1. Introduction (1 min.)

- A. Welcome the trainees, and explain that today they will become familiar with two other lessons that are presented to the seventh graders before Teen Leaders join the class. These lessons deal with the consequences of drug use and also where the pressures come from to use drugs.

2. Review Project ALERT Lesson 2 (30 min.)

- A. Do Activity 2, *Discuss Immediate and Later Consequences of Smoking Cigarettes and Using Marijuana*, and Activity 3, *Compare Cigarettes and Smokeless Tobacco*. Trainees role-play seventh graders.
- B. Do Activity 6, Show Video: *Pot: The Party Crasher*. Introduce the video by saying, “*Now we’ll see a video that shows what happens when someone brings marijuana to a party. This video helps seventh graders really see what some of the consequences of using marijuana could be, and it also reinforces the idea that using marijuana just once may have serious consequences.*”

3. Review Project ALERT Lesson 3 (20 min.)

- A. Do Activity 3, *Make List of Consequences of Drinking*. Trainees role-play seventh graders.
- B. Do Activity 4, *Discuss How Alcohol is Used to Cover Feelings*. Trainees role-play seventh graders.
- C. Briefly describe Activities 5 and 6, *Discuss Alternatives to Drinking* and *Play the Alcohol Facts Game*.

4. Wrap-up (3 min.)

- A. Tell trainees that at the next session they will be up-to-date on the seventh graders’ Project ALERT classes.
- B. They will also be assigned their Teen Leader partner(s) and begin getting ready for their own roles. Alternates will also be named.
- C. Remind them that each team will be composed of at least one male and one female and that teams will spend one day a week in the classroom. Ask them to write their names on pieces of paper and identify anyone with whom they are uncomfortable working, and any day of the week they would prefer not to work, and why.
- D. Homework: Complete *Personal Introduction Worksheet* (Notebook, page 16). Read Lesson 5 (Notebook, pages 5.0-5.13).

TRAINING SESSION IV

● REVIEW LESSON 4; BEGIN LESSON 5

GOALS

1. Teen Leaders will feel comfortable with their role in the curriculum
2. Teen Leaders will be able to
 - give personal introductions
 - facilitate small group skit preparation

SUMMARY OF ACTIVITIES

1. Assign Teen Leader Teams (7 min.)
2. Review Project ALERT Lesson 4 (15 min.)
3. Review Project ALERT Lesson 5 (5 min.)
4. Listen to Teen Leaders' Personal Introductions (5 min.)
5. Teen Leaders Practice Curriculum Activities 2 through 3B, Lesson 5 (20 min.)
6. Wrap-up (2 min.)

PREPARATION AND MATERIALS NEEDED

- List of Teen Leader teams
- Notification letters for high school teachers (sample, page 24)
- Project ALERT Lesson 4
 - For Activity 2: Prepare partial chart paper visuals: *Where Does Pressure to Use Drugs Come From?* (Write title on top and draw illustration in center - see Notebook, page 20) Note: this visual must be done on paper and not on the board, as it will be saved to use again in Lesson 9, which is also a Teen Leader class.)
- Teen Leader version of Lesson 5 (Notebook, pages 5.0-5.13)
 - Poster 9: *Ways to Say "No"*
 - Completed visual: *Lindsey's Choice: Cast of Characters* (on board or chart paper)
 - Video player and video: *Lindsey's Choice*

- Copy *Skit Preparation Sheets* (Notebook, Student Handout, page 5.12), for each group
- Be familiar with *Role Play and Critique Tips* (Notebook, Teacher Reference, page 5.11)
- Be familiar with *Giving and Receiving Feedback* (pages 50-51 in this Manual)

ACTIVITIES

1. Assign Teen Leader Teams (7 min.)

- A. Announce the alternates and review their roles.
- B. Announce the Teen Leader teams and class assignments.
- C. Give each Teen Leader letters to give to their high school teachers, who must sign and return the letters to the Teen Leader for his or her parents or guardians. These letters, which explain Project ALERT and the Teen Leader teaching schedule, give permission for the Teen Leaders to miss classes that conflict with the Teen Leader training and classroom schedule. Teen Leaders should be sure to distribute these letters to all teachers whose classes they will miss on Project ALERT teaching days.
- D. Explain that Teen Leaders will be working with their partners in practice sessions to prepare for class work, meeting with partners at pre-designated times to rehearse *before* class, and meeting with partners and teacher for feedback at the end of each day they teach.
- E. Have Teen Leaders write their partners' names and phone numbers, teaching schedules, and rehearsal dates on page 2 of their Notebooks. Have them discuss rehearsal dates with their partners and show the trainer the dates written in the Notebook.

2. Review Project ALERT Lesson 4 (15 min.)

- A. Tell Teen Leaders that before beginning the lesson in which Teen Leaders appear, you want to briefly review Lesson 4, which helps seventh graders understand where the pressures to use drugs come from.
- B. Do Activity 2, *Introduce Pressures*. Teen Leaders role-play seventh graders.
- C. Briefly explain other activities in Lesson 4 - drug prevalence, pressure from advertising (see Goals and Description for Lesson 4 in the Curriculum).

3. Review Project ALERT Lesson 5 (5 min.)

- A. Ask trainees to turn to Project ALERT Lesson 5 in their Notebooks (page 5.0) and to follow along while you describe each activity, the rationale for it, and the Teen Leader role.

“You can read the Goals and Description for Lesson 5 in your Notebooks yourself, but if you follow along with me here, I’m going to add in some information that will tell you exactly how you’ll fit into this lesson.”

Lesson Summary: *“Lesson 5 begins with you (Teen Leaders) telling a little about yourselves so that the students will be able to relate to you. Next, students see a video about two girls shopping at the mall. One of the girls, Lindsey, is offered a cigarette by a boy she wants to get to know. The video stops with Lindsey faced with the problem of refusing the cigarette without alienating the boy.*

Students prepare skits showing how Lindsey can say “no” and still feel good. Participating in the skits gives students practice resisting the pressure to use drugs. Teen Leaders will introduce the skits, help the groups prepare, and reinforce the students’ performance.

After the students perform their solutions, they will see three taped solutions to better understand that there are different ways to say “no,” that saying “no” doesn’t always mean losing friends, and that standing up for yourself can make you feel good. The teacher and Teen Leaders will facilitate discussion groups to bring out these ideas.

The lesson concludes with the teacher and Teen Leaders summarizing some important points about saying ‘no.’”

B. Discuss the following points with Teen Leaders.

1. The lessons are highly structured, and Teen Leaders may feel rushed at times in an attempt to include all the activities. Good organization and knowledge of the lesson will help.
2. They may notice a certain amount of repetitiveness. This is intentional; repetition promotes learning.
3. Lines written for the Teen Leaders are meant as guidelines for what to say. It’s fine for Teen Leaders to put these lines into their own language just as long as the *content is maintained* and the Project ALERT *style* is used.

4. Listen to Teen Leaders’ Personal Introductions (5 min.)

Ask each student to read his or her personal introduction (Notebook, Lesson 5, Activity 1C). Reinforce Teen Leaders for appropriate statements. Correct inappropriate comments, using group feedback, if time permits.

5. Teen Leaders Practice Curriculum Activities 2 through 3B, Lesson 5 (20 min.)

- A. Ask Teen Leader teams to meet together, to plan who will say each part, and to practice their parts. The trainer should circulate, helping teams as necessary.
- B. Ask the teams to return to the circle.

- C. Call on volunteers to practice with you. Have as many teams as possible practice. (It is only necessary to show the video during the first practice.) Other group members role-play seventh graders for all practices.
- D. After each team practices with you, ask for feedback (see pages 50-51).
 - 1. Ask, “*What did you like about your performance? What do you think needs improvement?*”
 - 2. Ask for feedback from the group, and add your own comments.

6. Wrap-up (2 min.)

- A. Tell Teen Leaders that at the next training session they will practice commenting on students’ skits and disclosing some of their own experiences with pressure.
- B. Homework: Read *Personal Experience Statements* (Notebook, page 22). Complete *Personal Experience Statement Worksheet* (Notebook, page 23) and bring it to the next session.
- C. Thank Teen Leaders for their participation, and tell them they are doing a good job getting ready for the classroom.
- D. Students should note the next training session in their training schedules.

TRAINING SESSION V

● CONTINUE LESSON 5

GOALS

1. Teen Leaders will be comfortable and confident with their role in the curriculum
2. Teen Leaders will be able to facilitate small group skit preparation
3. Teen Leaders will be able to give positive reinforcement to students
4. Teen Leaders will be able to give positive personal experience statements about resisting

SUMMARY OF ACTIVITIES

1. Trainer Models and Discusses Positive Reinforcement (5 min.)
2. Trainer Reviews Procedures for Working with Small Groups (5 min.)
3. Teen Leaders Practice Helping Groups Prepare Skits (10 min.)
4. Teen Leaders Practice Positive Reinforcement (10 min.)
5. Trainer Explains How to Handle “Yes” Responses and Hostile Skit solutions (2 min.)
6. Teen Leaders Present *Personal Experience Statements* (5 min.)
7. Teen Leaders Practice Video Discussion, Curriculum Activity 6 (10 min.)
8. Wrap-up (3 min.)

PREPARATION/MATERIALS NEEDED

- Teen Leader version of Lesson 5 (Notebook, 5.0-5.13)

ACTIVITIES

1. Trainer Models and Discusses Positive Reinforcement (5 min.)

- A. Tell Teen Leaders that you want to give them some feedback on the last session. Ask them to sit in a circle, next to their partners.
- B. The trainer models positive reinforcement with several remarks directed to the whole group.

“I like it when you ...”

“I’m glad you ...”

“I appreciate it when you ...”

“Thank you for ...”

- C. Ask students what they expected to hear from you (probably negative remarks).
- D. Ask Teen Leaders how they felt about hearing positive remarks.
- E. Say, *“Reinforcing people on their good behavior and ideas is a technique that we often use in Project ALERT. Everyone feels better hearing good comments, and then they want to continue the good behavior that prompted the reinforcement. Positive reinforcement will help students learn the skills necessary to resist drug pressure. It tells them they have good ideas, are good at resisting, and are able to resist.”*
- F. Say, *“You will be using a lot of positive reinforcement in upcoming Project ALERT sessions. Let’s take a minute and try it. Each of you think about something positive you could say to your partner.”*
- G. Ask Teen Leaders to share positive remarks with their partners.

2. Trainer Reviews Procedures for Working with Small Groups (5 min.)

- A. Tell Teen Leaders they will be circulating among the skit groups. The groups should be moving through the steps in Activity 3D as follows:
 - 1. Assign parts.
 - 2. Try out different solutions.
 - 3. Decide on one and rehearse it.

B. As they approach a group, Teen Leaders should listen to find out how far the group has gone and then help the group progress through the steps to get their skit ready.

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, Teen Leaders should ask, “What could you say to refuse the cigarette and still feel okay?”

3. Teen Leaders Practice Helping Group Prepare Skits (10 min.)

A. Practice Activities 3C-E. Ask one pair to team with you to demonstrate Teen Leader roles, and have the rest of the teens divide into groups of four or five and roleplay students preparing skits.

B. Provide brief feedback:

1. Ask how Teen Leaders who practiced with you felt in the role.
2. Ask how Teen Leaders roleplaying students felt as students.
3. Ask what alternative approaches could be used.
4. Add your own comments.

4. Teen Leaders Practice Positive Reinforcement (10 min.)

A. Model several typical skit solutions. After each solution, ask several Teen Leaders to offer positive remarks, as they will be doing in the classroom. Tell Teen leaders that typical solutions are often very brief and that’s just fine, because often it’s all that’s really necessary in a pressure situation:

“No, thanks!” (a frequent solution because it’s comfortable)

“Let’s get a soda instead.”

“No, thanks, it’s bad for you.”

B. Try to give every Teen Leader an opportunity to process a skit solution with a positive reinforcing remark.

- C. Positive reinforcement should praise the realism of the resistance response whenever possible.

“That sounds like something you could use.”

“You could use that.”

“You sound strong.”

“You convinced me.”

“I wouldn’t mess around with you.”

5. Trainer Explains How to Handle “Yes” Responses and Hostile Skit Solutions (2 min.)

- A. “YES” response.

Say, “Sometimes a group will have Lindsey say, ‘Okay, I’ll have a 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.

Say, “Sometimes a group will have Lindsey get very hostile by stomping on the cigarette or becoming abusive. If this happens, ask the group, ‘What if you really answered that way? What would happen? How would your friends feel? Remember, you’re saying ‘no’ to the cigarette, not to the friend.”

6. Teen Leaders Present Personal Experience Statements (5 min.)

- A. Explain to Teen Leaders that after students perform their own solutions to the Lindsey video, they will see three taped solutions.
- B. These solutions give students a chance to see that:
1. there is more than one way to say “no” comfortably,
 2. saying “no” doesn’t always mean losing social opportunities or friends, and
 3. standing up for themselves can make them feel good.
- C. Students will be divided into three groups to discuss the solutions with either a Teen Leader or a teacher. Teen Leaders will be expected to add to the discussion by contributing comments about their own resistance experiences. Seventh grade students really admire the Teen Leaders, and it is very powerful for them to hear that the Teen Leaders have said “no” and still had a good time, are popular, and still feel like they’re part of the group.

- D. Ask several Teen leaders to read the statements from the *Personal Experience Statement Worksheets* they completed as their homework assignment. Offer positive reinforcement and constructive feedback. Check that all Teen Leaders have their statements prepared.

7. Teen Leaders Practice Video Discussion, Curriculum Activity 6 (10 min.)

- A. Divide the Teen Leaders into two groups of four or five. Ask group members to take turns, each serving as discussion leader for one video solution, while other group members role-play seventh grade students. Remind Teen Leaders to contribute their *Personal Experience Statements* to the discussion. Discussions should move quickly. The curriculum assumes about six minutes for the total discussion.
- B. Give periodic time reminders to the group. (“*You should be moving to Solution 2 now.*”)
- C. Reconvene the group, and ask for feedback. Ask how it felt being a leader, how it felt being a group member, and how it felt relating personal experiences. Reinforce Teen Leaders for their performance.

8. Wrap-up (3 min.)

- A. Validation activity: Ask Teen Leaders to give positive reinforcement to any other group member by using “I” statements. For example:

“(name), I liked it when you ...”

“(name), I appreciated it when you ...”

“(name), I’m glad you ...”

“(name), I think ...”

“(name), thanks for ...”

- B. Homework: Practice Lesson 5 with a partner. Watch your timing. Read Lesson 6 (Notebook, pages 6.0-6.15).
- C. Remind Teen Leaders of their classroom day and room number. They should plan to meet with teacher before the first class to go over who’s going to say what. Tell everybody “good luck” or “break a leg.”

GIVING AND RECEIVING FEEDBACK†

DEFINITION

Feedback provides information to Teen Leaders about what they are doing and how it affects other people. To be effective, feedback must

1. be heard and understood;
2. be helpful (improve performance), not harmful (inhibit performance); and,
3. be a positive experience that leads to growth or change.

GUIDELINES FOR GIVING FEEDBACK

1. Ask a Teen Leader to evaluate positive aspects of his or her performance first.

Example: “What did you like about your performance today?”

2. When providing feedback to Teen Leaders, consider the following:
 - a. Focus on behavior, not on personal attributes.

What to say: *“You used a lot of good examples.”*

What not to say: *“You are a good speaker.”*

- b. Give clear, specific examples.

What to say: *“I like the way you used clarifying statements when you facilitated the group discussion in Period 2.”*

What not to say: *“I like the way you facilitated the discussion.”*

- c. Give feedback in appropriate doses.

What to say: *“Could you try to speak up more? It’s difficult for students in the back to hear you.”*

What not to say: *“You need to speak up more, enunciate clearly, use more appropriate body language, and stop saying ‘um’ and ‘er’ so much.”*

†Adapted from the National Commission on Resources for Youth, Youth Empowerment: A Training Guide, June 1982, page 61.

- d. Be direct and honest.

What to say: *"I'm really anxious about speaking in public, too."*

What not to say: *"Speaking in public is no big deal. Stop worrying."*

- e. Give feedback that can be checked for accuracy and appropriateness.

What to do: Check out your opinion with your co-trainer to find out if your feedback is appropriate and useful.

What not to do: Spout off the first thing that comes to your mind.

3. Ask Teen Leaders in which areas (if any) they feel they need improvement. When they identify problems, ask them how they would like to solve them.

GUIDELINES FOR RECEIVING FEEDBACK

1. Ask Teen Leaders to evaluate honestly your performance as a team member. Honesty may be difficult if they perceive you as defensive or not open to hearing what they have to say. (*"How do you think we worked together as a team? How could we work better?"*)
2. Listen to what your Teen Leaders are saying, even if you don't agree. It is an important source of information about their perceptions. Ask for clarification and specificity, when appropriate.
3. Be honest with yourself. If you hear a criticism or compliment from a variety of sources, it probably has some validity.

TRAINING SESSION VI

● BEGIN LESSON 6

GOALS

1. Teen Leaders will be comfortable and confident with their role in the curriculum
2. Teen Leaders will be able to share personal experiences at appropriate places
3. Teen Leaders will be able to praise individual and group performance

SUMMARY OF ACTIVITIES

1. Check-in (10 min.)
2. Trainer Reviews Lesson 6 (5 min.)
3. Teen Leaders Plan and Practice Introduction, *Ways to Say “No”* Poster Review, and Curriculum Activities 1 and 2 (10 min.)
4. Teen Leaders Prepare *Personal Experience Statement Cards* (5 min.)
5. Trainer Models and Teen Leaders Plan and Practice Direct Pressure Exercise, Curriculum Activity 2C-K (20 min.)
6. Wrap-up (2 min.)

MATERIALS NEEDED

- Teen Leader version of Lesson 6 (Notebook, pages 6.0-6.15)
- Poster: *Ways to Say “No”*
- 3" x 5" index cards (1 per Teen Leader)

ACTIVITIES

1. Check-in (10 min.)

- A. The check-in activity allows Teen leaders to share classroom experiences.
- B. Tell Teen Leaders that today they will be practicing the first few activities in Lesson 6, but before beginning you'd like to have a check-in time. Say, *"Would anyone like to share feelings and/or thoughts about classroom experiences from Lesson 5? We have ten minutes to talk about this."*
- C. Point out similarities and differences.
- D. Reinforce positive experiences; problem-solve negative ones.

2. Trainer Reviews Lesson 6 (5 min.)

Ask trainees to turn to Project ALERT Lesson 6 in their Notebooks (pages 6.0-6.15) and to follow along while you describe each activity, the rationale for it, and the Teen Leader role. *"You can read the Goals and Description for Lesson 6 in your Notebooks yourself, but if you follow along with me here, I'm going to add in some information that will tell you exactly how you'll fit into this lesson."*

Lesson Summary: *"Teen Leaders begin by telling students that today's lesson focuses on pressures from friends and pressures we create ourselves. They review the Ways to Say "No" poster so students will be reminded of the many different ways there are to say "no." Each Teen leader gives an example of a situation in which he or she felt pressure to use drugs, and then describes how it was resisted. These examples provide a model of older teenagers wanting to resist and successfully doing so, and provide resistance examples for the pressure activity to follow.*

"Next, the teacher divides the class into three groups, with the teacher and Teen Leaders each in charge of one group. The group leader pressures each student in his or her group to take a joint, cigarette, drink, or other drug. Students give a resistance response. Experiencing a mock pressure situation helps prepare students for a real situation, giving them a chance to practice how they would respond. After their response, they should receive specific praise. This helps motivate them to want to resist.

"The next activities introduce the idea of internal pressures - pressures that we put on ourselves. Often students have remarked that no one pressures them to use drugs. It's hard for students to recognize the desire to be part of a group, or the feeling that they are "out of it" may be a pressure that they are putting on themselves. To introduce the idea of internal pressures, Teen Leaders act out two skits, one in a social situation and one in a solitary situation. They act out what the person feeling pressure is thinking by having one Teen leader be the thinker and the other be little voices in his or her head giving pressure and resistance messages. The teacher shows the class a poster detailing some internal pressure situations. With the Teen Leaders' help, the teacher asks students how they could resist the pressures shown on the poster.

“Then the class divides into groups again, and each student is given a sheet with an internal pressure situation. Each student writes three resistance responses to the situation. When everyone is finished, the group leader reads aloud a situation (in a dramatic fashion) and asks for students to give one of their responses. Students become familiar with internal pressure situations, practice responding, and hear a variety of other responses to these situations. Group Leaders conclude by discussing with their group some other kinds of pressures that young people feel. This discussion generalizes the idea of resistance to other pressure situations. It helps students recognize other situations in which they feel pressure and lets them know how these pressures can be resisted successfully.

“At the end of this lesson, Teen Leaders emphasize that everyone feels pressure and that it is important to be able to recognize when we feel pressured so that we can resist successfully. The teacher and Teen Leaders praise students’ earlier resistance responses.”

3. Teen Leaders Plan and Practice Introduction, Ways to Say “No” Poster Review, and Curriculum Activities 1 and 2 (10 min.)

- A. The trainer and Teen Leaders plan parts, and at least one team demonstrates Activities 1 and 2A-B with the trainer.
- B. Provide feedback (see Training Session V, Activity 3B).

4. Teen Leaders Prepare Personal Experience Statement Cards (5 min.)

- A. Have all Teen Leaders prepare *Personal Experience Statements* of personal pressures (Activity 2D) on 3" x 5" cards. They may use the cards in practice, but should not need them in the classroom.

5. Trainer Models and Teen Leaders Plan and Practice Direct Pressure Exercise, Curriculum Activity 2C-K (20 min.)

- A. Model the direct pressuring exercise (2C-K). Use details and props to make the pressuring more realistic (“I’m your best friend...”).
- B. Teen Leaders should divide into groups and take turns offering pressures while the other Teen Leaders role-play seventh grade students (*Direct Pressure Script*, Notebook, pages 6.7-6.8).
- C. Circulate, checking to see that Teen leaders trade off being the pressurer. Be sure that the pressurer gives positive reinforcement to resistance responses.
- D. Reassemble Teen Leaders, and ask for feedback on the activity.

6. Wrap-up (2 min.)

- A. Homework: Read *Group Discussion Guide - Problems and Solutions* (Notebook, pages 28-30).
- B. Tell Teen Leaders that during this session they've had a chance to become familiar with direct pressuring and at the next training session they will be focusing on internal pressures as they finish practicing Lesson 6.
- C. Students should note the next training session in their Notebooks.

TRAINING SESSION VII

● CONTINUE LESSON 6

GOALS

Teen Leaders will be comfortable and confident with their role in the curriculum. They will be able to:

1. Act out internal pressure situations
2. Facilitate student responses to internal pressures
3. Facilitate discussion of resistance techniques that work with other pressures, including alcohol

SUMMARY OF ACTIVITIES

1. Introduction (2 min.)
2. Teen Leaders Practice Curriculum Activity 3, Introduce Ways to Say “No” to Internal Pressures (18 min.)
3. Teen Leaders Practice Curriculum Activity 4, Practice Saying “No” to Internal Pressures (12 min.)
4. Teen Leaders Practice Facilitating a Discussion, Curriculum Activity 5 (20 min.)
5. Wrap-up (2 min.)

MATERIALS NEEDED

- Teen Leader version of Lesson 6 (Notebook, pages 6.0-6.15)
- Poster: *Pressures from Inside Yourself*
- *Teacher/Teen Leader Script* and *Internal Pressures Scenarios* sheets (Notebook, pages 6.10-6.15)
- 3" x 5" cards

ACTIVITIES

1. Introduction (2 min.)

- A. Tell Teen Leaders that this will be a very busy practice session. They will have time to work with their partners to prepare all activities having to do with internal pressures - their own skits, using the poster, using the internal pressure sheets, and the discussion.
- B. Remind Teen Leaders that seventh grade students may find it difficult to identify the pressures they are putting on themselves. This lesson will help them understand the concept of internal pressures and will help them feel capable of resisting these pressures by practice and discussion.

2. Teen Leaders Practice Curriculum Activity 3, Introduce Ways to Say “No” to Internal Pressures (18 min.)

- A. Teen Leader teams plan Activity 3. Have all Teen Leader teams prepare 3" x 5" script cards of both skits - solitary and in social situations. Instruct Teen Leaders to use their imaginations, but to steer clear of material that is emotional (rejection, depression). For the solitary skit, use such examples as a test tomorrow, being bored, it's a dreary day. (10 min.)
- B. Circulate among the teams during the planning time.
- C. Have a volunteer team demonstrate with you while the others in the group role-play seventh grade students.
- D. Provide feedback.

3. Teen Leaders Practice Curriculum Activity 4, Practice Saying “No” to Internal Pressures (12 min.)

- A. Introduce Activity 4. Divide Teen Leaders into several groups of four. Distribute a scenario sheet to each Teen Leader and have them complete the sheets.
- B. The trainer briefly models the dramatic reading and follow-up reinforcement response for one internal pressure scenario.
- C. Ask Teen Leaders to take turns practicing reading the scenarios and providing positive reinforcement while others in their group role-play seventh grade students.
- D. Reassemble the group and ask for feedback.

4. Teen Leaders Practice Facilitating a Discussion, Curriculum Activity 5 (20 min.)

- A. Ask Teen Leaders to look at *Group Discussion Guide - Problems and Solutions* in their Notebooks (pages 28-30).
- B. Briefly review the potential discussion problems listed.
- C. Tell Teen Leaders they will divide into groups of four or five and take turns leading other members of the group in discussion. Meanwhile, a group member will role-play a problem behavior.
- D. Divide Teen Leaders into groups. Ask one volunteer to lead the discussion on Discussion Question B1 (Lesson 6, Activity 5B, Notebook, page 6.5). Meanwhile, a group member will role-play a problem behavior.
- E. While Teen Leaders are in discussion groups, circulate, noting successful strategies.
- F. After three minutes, tell Teen Leaders to switch discussion leaders and to move on to Discussion Question B2. Meanwhile, the group should role-play Problem 1 (no one responds) (Notebook, *Group Discussion Guide - Problems and Solutions*, page 28).
- G. After three minutes, tell Teen Leaders to switch discussion leaders. They should continue with Discussion Question B3, but this time the group should select a problem behavior without the knowledge of the leader. Teen Leaders should continue the discussion, rotating leaders and choosing problems as long as time permits. (Allow five minutes for debriefing at the end of the activity.)
- H. Debrief the whole group together. Ask:

“How did you feel being the leader?”

“What worked well in your group?”

“Which suggestions did you use?”

“Did you think of any other suggestions we could add?”

The trainer may add successful strategies.

5. Wrap-up (2 min.)

- A. Homework: Practice Lesson 6. Read Lesson 7 (Notebook, pages 7.0-7.10). Set a time to practice Lesson 6 with a partner. Arrange a time to review parts with the seventh grade teacher.
- B. Thank Teen Leaders for their attention and good work in preparing for Lesson 6. Praise their understanding of direct and internal pressures. Wish them good luck in the classroom, and tell them you know the students will be eager to see them again.

TRAINING SESSION VIII

● LESSON 7

GOAL

Teen Leaders will be comfortable and confident with their role in the curriculum. The following behaviors should be encouraged:

1. Use *Personal Experience Statements*, where appropriate
2. Reinforce students for skit responses and during discussion
3. Be an active listener

SUMMARY OF ACTIVITIES

1. Check-in (10 min.)
2. Trainer Introduces Lesson 7 (5 min.)
3. Trainer Reviews Techniques for Skit Production and Processing, and for Discussion (10 min.)
4. Teen Leaders Practice Lesson 7 (25 min.)
5. Wrap-up (2 min.)

MATERIALS NEEDED

- Teen Leader version of Lesson 7 (pages 7.0-7.10)
- 3" x 5" cards
- Video player and video: *Pot or Not?*
- Prepared visual: *Pot or Not? Cast of Characters* (on board or chart paper)
- Prepared visual: *Pot or Not? Solutions* (on board or chart paper)

ACTIVITIES

1. Check-in (10 min.)

- A. Ask, *“Would anyone like to share feelings and/or thoughts about classroom experiences from the last lesson? We have ten minutes.”*
- B. Reinforce positive experiences; problem solve negative ones.

2. Trainer Introduces Lesson 7 (5 min.)

Ask students to turn to Project ALERT Lesson 7 in their Notebooks (pages 7.0-7.10) and to follow along while you describe each activity, the rationale for it, and the Teen Leader role.

“You can read the Goals and Description for Lesson 7 in your Notebooks yourself, but if you follow along with me here, I’m going to add in some information that will tell you exactly how you’ll fit into this lesson.”

Lesson Summary: *“Teen Leaders open Lesson 7 by asking students what they’ve learned so far in Project ALERT. Responses will summarize earlier lessons and give the class a chance to hear again some of the important points in the program. Then the Teen Leaders introduce the video, Pot or Not?. The video sets up the situation of two tenth grade boys, Tom and Jeff, being pressured to use marijuana by some older boys. The video stops and students prepare their own resistance solutions. This activity gives students the additional practice they need in developing resistance responses. The teacher and Teen leaders circulate, helping the groups come up with realistic solutions. The class is reassembled, and the Teen Leaders give instructions for skit performances. Each group does its skit, and then the Teen Leaders initiate applause, ask the audience to repeat the solution, and give specific positive reinforcement about the solution. Next, the teacher shows three taped solutions to Tom and Jeff’s dilemma. The class is divided into three groups, led by the teacher and Teen Leaders, to discuss the solutions. The discussion should help point out that:*

- 1. there are many ways to say “no,”*
- 2. help from a friend can make it easier to resist, and*
- 3. it’s possible to get what you want without using drugs.*

After the discussion, the class is reassembled. Teen Leaders praise students’ behavior.”

3. Trainer Reviews Techniques for Skit Production and Processing, and for Discussion (10 min.)

- A. The activities in Lesson 7 are meant to reinforce earlier ideas and skills that students have learned. Practice with these concepts and skills will

make them easier for students to use in pressure situations (just as an athlete repeatedly practices the same skill so that it will be perfected by game time).

B. Briefly review the contents of the following material in the Teen Leader Notebook:

1. Lesson 7, Activity 3, *Prepare Skits*. Refer Teen Leaders back to *Working with Small Groups* from Training Session V (Notebook, page 25). Review the instructions.
2. Lesson 7, Activity 4, *Act Out Skits*. Refer Teen Leaders to *Positive Reinforcement* (Notebook, page 26). Remind Teen Leaders of the importance of positive reinforcement for helping students feel that they can be successful when they resist.
3. Lesson 7, Activity 5, *Pot or Not? Solutions. Facilitation Skills* (Notebook, page 34) has helpful suggestions for group discussion leaders.

4. Teen Leaders Practice Lesson 7 (25 min.)

- A. Each team should plan and practice Activities 1 through 4 (Introduction, Video, Prepare Skits, Act Out Skits). The trainer and at least one team should demonstrate, while the rest of the group role-plays seventh grade students. Allow only a few minutes for skit preparation so that there will be enough time for Teen Leaders to practice commenting on the skits.
- B. Provide feedback.
- C. Each team should plan and practice Activity 5, Show rest of video: *Pot or Not? (Solutions)*. The trainer and at least one team should demonstrate, while the rest of the group role-plays seventh grade students.
- D. Provide feedback.

5. Wrap-up (2 min.)

- A. Homework: Practice Lesson 7 with a partner. Arrange to go over the parts with the classroom teacher. Read Lesson 9 (Notebook, pages 9.0-9.19).
- B. Praise Teen Leaders' ability to perform the activities in Lesson 7. Share any positive comments about the program that you have heard from the classroom teachers.

TRAINING SESSION IX

● BEGIN LESSON 9

GOALS

Teen Leaders will be comfortable and confident with their role in the curriculum. Teen Leaders should feel comfortable with the following behaviors:

1. Countering examples on “Pressures” visual, using their own *Personal Experience Statements*
2. Giving examples of internal pressures, using *Personal Experience Statements*

SUMMARY OF ACTIVITIES

1. Check-in (10 min.)
2. Trainer Reviews Lesson 9 (5 min.)
3. Teen Leaders Practice Curriculum Activities 1 and 2, Introduce Lesson and Review Pressures (15 min.)
4. Teen Leaders Practice Curriculum Activity 3, Prepare Resistance Skits (20 min.)
5. Wrap-up (10 min.)

MATERIALS NEEDED

- Teen Leader version of Lesson 9 (Notebook, pages 9.0-9.19)
- Visual saved from Lesson 4: *Where Does Pressure to Use Drugs Come From?*
- Posters:
 - *Pressures From Inside Yourself*
 - *Ways to Say “No”*
- Chart paper, tape, and nontoxic markers
- 3" x 5" cards

ACTIVITIES

1. Check-in (10 min)

- A. Ask, *“Would anyone like to share feelings and/or thoughts about classroom experiences from last session? We have ten minutes.”*
- B. Reinforce positive experiences; problem-solve negative ones.

2. Trainer Reviews Lesson 9 (5 min.)

Ask students to turn to Project ALERT Lesson 9 in their Notebooks (page 9.0) and to follow along while you describe each activity, the rationale for it, and the Teen Leader role.

“You can read the Goals and Description for Lesson 9 in your Notebooks yourself, but if you follow along with me here, I’m going to add in some information that will tell you exactly how you’ll fit into this lesson.”

Lesson Summary: *“Teen Leaders begin Lesson 9 by describing the day’s activities. Then they review where pressures come from, using the visual the class developed in Lesson 4. Teen leaders give counters to the pressure messages in several of the categories. Next, Teen Leaders review the Pressures From Inside Yourself poster, asking for resistance lines from students for several of the pressures. Reviewing these sources of pressure, internal pressures in particular, helps remind students of potential pressure situations and sets them up for the next activity - preparing their own skits.*

The teacher tells students they will have another opportunity to practice resisting, this time developing entire skits by themselves (not just the solution part). Teen Leaders brainstorm with students to generate a few pressure situations and possible solutions. Then Teen Leaders remind students they can use the Ways to Say “No” poster and the Pressures From Inside Yourself poster for ideas. Skits can be about any pressure situation (not just drugs). The class is divided into skit groups, and Teen Leaders and teachers circulate, helping the groups and encouraging students to develop realistic situations and solutions. After each skit is performed, Teen Leaders praise the group, trying to convey that they believe the group has really mastered resistance skills. If students believe they know how to resist, they will be more likely to try resisting in a pressure situation.

The last activity in this lesson is a game designed to help students become aware of the benefits of not using drugs and of resisting. Becoming aware of the benefits of drug resistance helps motivate students to resist. For this game, the class is divided into three groups. Each group will write eight benefits of not using cigarettes and then bring their list up to the front. Teen Leaders read the lists aloud, giving the groups positive reinforcements. The procedure is repeated with the benefits of not using marijuana and alcohol. Teen Leaders should help and encourage the groups with their lists. After all the lists are

completed, Teen Leaders review the lists, pointing out especially good items and adding benefits they have experienced.

The lesson concludes with Teen Leaders again reinforcing students for their knowledge, previewing the last lesson, and encouraging students to read the Ten Questions handout (Notebook, pages 9.15-9.17) because it will be used in Lesson 11.”

3. Teen Leaders Practice Curriculum Activities 1 and 2, Introduce Lesson and Review Pressures (15 min.)

- A. Teen Leaders plan Activities 1 and 2.
- B. Have all Teen Leaders prepare *Personal Experience Statements* on 3" x 5" cards with counters they feel comfortable using for each category's lines on the "Pressures" visual (Activity 2B, Notebook, page 9.2).
- C. At least one team demonstrates while the rest of the group role-plays a seventh grade class.
- D. Provide feedback.

4. Teen Leaders Practice Curriculum Activity 3, Resistance Skits (20 min.)

- A. The trainer and Teen Leader teams review and plan Activity 3A-F (resistance skits) (5 min.). Tell the group that at this session they will get the skits ready and at the next session they will perform the skits and finish the Lesson 9 activities. Ask one volunteer team to demonstrate Activities A-F with you while the rest of the group role-plays seventh grade students (10 min.). After introducing the skit activity, have each Teen Leader join with another team and prepare a skit.
- B. Reconvene the group.

5. Wrap-up (10 min.)

- A. Validation: Ask each Teen Leader to share a positive statement about the person sitting next to him or her. Suggest the group use the following forms:

(name), *"I like it when you ..."*

(name), *"I appreciate it when you ..."*

(name), *"I'm glad you ..."*

(name), *"I think ..."*

(name), *"Thank you for ..."*

- B. Have Teen Leaders note the next training session in their Notebook schedules.

TRAINING SESSION X

● CONTINUE LESSON 9

GOALS

Teen Leaders will be comfortable and confident with their role in the curriculum. They will be able to

1. Give self-efficacy reinforcement to each skit group
2. Praise groups for *Benefits Game* ideas and add additional benefits to students' lists

SUMMARY OF ACTIVITIES

1. Introduction (2 min.)
2. Trainer Models Self-Efficacy Reinforcement; Teen Leaders Brainstorm and Complete Self-Efficacy Reinforcement Worksheet (15 min.)
3. Teen Leaders Perform Skits and Give Self-Efficacy Reinforcement, Curriculum Activity 4A-D (15 min.)
4. Teen Leaders Practice *Benefits Game* and Wrap-up, Curriculum Activities 5 and 6, and Complete *Benefits Worksheet* (Notebook, page 40) (15 min.)
5. Wrap-up (2 min.)

MATERIALS NEEDED

- Teen Leader version of Lesson 9 (Notebook, pages 9.0-9.19)
- Chart paper or board visual entitled *Self-Efficacy Reinforcement*
- Tape
- Nontoxic markers
- 3" x 5" cards

ACTIVITIES

1. Introduction (2 min.)

- A. Remind Teen Leaders that at the last training session they practiced countering pressure statements and developed *Personal Experience Statements* to express their own responses to pressure situations. They then began preparing the skit activity.
- B. Tell Teen Leaders that today they will be finishing the skit activity they began in the last training session. Special attention will be paid to the kinds of remarks Teen Leaders should make at the conclusion of each skit. After the skits, Teen Leaders will practice an activity intended to help students recognize the benefits of resisting and not using drugs.

2. Trainer Models Self-Efficacy Reinforcement; Teen Leaders Brainstorm and Complete Self-Efficacy Reinforcement Worksheet (15 min.)

- A. Explain that in the next lesson activity students will prepare their own skits showing many kinds of pressures. Teen Leaders will be helping the groups and especially encouraging students to make up realistic skits. As each group presents its skit, Teen Leaders will praise some aspect of the skit and give students positive reinforcement for their efforts.
- B. Post a blank piece of chart paper entitled *Self-Efficacy Reinforcement*.
- C. Say, *“When you offer positive reinforcement, it is very important to communicate that students really know how to say ‘no.’ If students feel a sense of self-efficacy, if they feel they really can resist, then in a pressure situation they’ll be more likely to try resisting. Let’s brainstorm some responses you can make that let students know you think they can resist. What things could you say after a skit to help show that you know students can resist successfully?”*

“You might start off with ‘The way you said ‘no’ is really strong. I wouldn’t mess with you!’ What else could you say or do?” Note responses on the chart paper. Have Teen Leaders note on their *Self-Efficacy Reinforcement Worksheet* (Notebook, page 37) any responses they would feel comfortable using.

3. Teen Leaders Perform Skits and Give Self-Efficacy Reinforcement, Curriculum Activity 4A-D (15 min.)

- A. The trainer gives skit directions, and Teen Leaders perform their skits, Activity 4A-D. After each team performs its skit, ask a different set of Teen Leaders to offer self-efficacy remarks.
- B. Provide feedback. Focus particularly on how Teen Leaders felt giving their reinforcement remarks. Ask for suggestions and comments from the group, and add your own comments.

4. Teen Leaders Practice Benefits Game and Wrap-up, Curriculum Activities 5 and 6, and Complete Benefits Worksheet (15 min.)

- A. The trainer and Teen Leader teams plan Activities 5 and 6, Benefits Game and Wrap-up, deciding who will say what. Have all Teen Leaders complete Benefits Worksheet (Notebook, page 40), listing the starred benefits.
- B. Ask at least one Teen Leader team to demonstrate with you while the rest of the group role-plays seventh grade students. For the sake of time, divide Teen Leaders into two groups and assign one of the benefits of not using tobacco, and the other the benefits of not using marijuana and alcohol.
- C. Provide feedback.

5. Wrap-up (2 min.)

- A. Tell Teen Leaders they have practiced all of the activities for Lesson 9: Pressures Review, Skits and the Benefits Game. The seventh grade students will enjoy having their help.
- B. Homework: Practice Lesson 9 with partners and make arrangements to review parts with the classroom teacher before class. Read Lesson 11 (Notebook, pages 11.0-11.22). (Teen Leaders will have an extra week before Lesson 11.) Note the next meeting date.

TRAINING SESSION XI

● LESSON 11

GOALS

Teen Leaders will be comfortable and confident with their role in the curriculum. Stress the following behaviors:

1. Praising students for commitment not to use drugs
2. Discussing value of resisting pressures

SUMMARY OF ACTIVITIES

1. Check-in (10 min.)
2. Introduction; Trainer Reviews Lesson 11 (10 min.)
3. Teen Leaders Plan and Practice Benefits Skits, Curriculum Activity 3 (15 min.)
4. Teen Leaders Plan Curriculum Activity 4, Video and Discussion (7 min.)
5. Teen Leaders Plan and Practice Wrap-up, Curriculum Activity 6 (7 min.)
6. Wrap-up (5 min.)

MATERIAL NEEDED

- Teen Leader version of Lesson 11 (Notebook, pages 11.0-11.22)
- Example of Commitment Certificate
- Posters
 - *Smoking Makes You Less Attractive*
 - *Smoking is Addicting*
 - *Smoking Affects Your Heart and Lungs*
 - *Marijuana Can Affect You Right Away*
 - *Marijuana Can Damage You in the Long Run*
 - *Toxic Chemicals Affect Your Body Right Away*
 - *Alcohol Can Harm You Any Time You Drink*
 - *Alcohol Can Damage You in the Long Run*
- Video player and video: *Saying "No" to Drugs*
- 3" x 5" cards

ACTIVITIES

1. Check-in (10 min)

- A. Ask, *“Would anyone like to share feelings and/or thoughts about classroom experiences from the last session? We have ten minutes.”*
- B. Reinforce positive experiences; problem-solve negative ones.

2. Introduction: Trainer Reviews Lesson 11 (10 min.)

- A. Remind Teen Leaders that they are preparing for the last Project ALERT lesson. From past experience, the younger students will be sorry to see the end of the program. They especially miss having Teen Leaders in the class. In this lesson, Teen Leaders will be saying good-bye and really letting students know that they have the skills to resist pressures to use drugs.
- B. Since Teen Leaders will not be practicing all activities, carefully describe each activity, its rationale, and the Teen Leaders' role in it. Ask the group to turn to Project ALERT Lesson 11 (Notebook, pages 11.0-11.22) and to follow along.

“You can read the Goals and Description for Lesson 11 in your Notebooks yourself, but if you follow along with me here, I’m going to add in some information that will tell you exactly how you’ll fit into this lesson.”

Lesson Summary: *“The last Project ALERT lesson begins with Teen Leaders explaining the day’s activities. The first activity is a game that reviews information brought up in Project ALERT. The class is divided into four or five teams. Teen Leaders ask a question, and each team must write a single answer on its paper. The teacher keeps score on the board. Each team’s correct answer is worth one point. The game reinforces reasons not to use drugs.*

“The lesson continues with a skit by Teen Leaders, showing the benefits of nonuse. These skits should be imaginative and entertaining. It’s helpful for seventh graders to be reminded by Teen Leaders of the benefits of nonuse. When the skit is over, Teen Leaders introduce a video that shows high school students’ own concerns about drugs, clarifying the benefits of nonuse, and emphasizing that often nonusers don’t talk about not using. If appropriate, Teen Leaders should contribute their own examples.

“The teacher introduces the Commitment Certificates on which students may write why they have made the decision to choose a healthy lifestyle free from drugs. Research has shown that making a formal commitment often helps people stick to a decision. After the certificates are collected, Teen Leaders read several aloud.

“Before saying their good-byes, Teen Leaders, along with the teacher, make some final statements. Each tells students that they know how to say ‘no’ and that they can use their resistance skills in many other pressure situations. Teen Leaders acknowledge that it’s not easy to resist, but that it’s worth it and the students have the right to say ‘no.’ The Teen Leaders and the teacher reinforce students’ performance. They hand back the Commitment Certificates individually to each student. If time remains, the teacher and Teen Leaders ask volunteers to read their certificates.”

3. Teen Leaders Plan and Practice Benefits Skits, Curriculum Activity 3 (15 min.)

- A. Teen Leaders plan and practice Activity 3.
- B. Have one volunteer team model the entire activity, and then have each Teen Leader team present its skit.
- C. Provide feedback.

4. Teen Leaders Plan Curriculum Activity 4, Video and Discussion (7 min.)

- A. Show the video, *Saying “No” to Drugs*.
- B. Have Teen Leaders plan Activity 4. Each Teen Leader should complete a *Personal Experience Statement* that could be used during the discussion to validate students’ observations.

5. Teen Leaders Practice Wrap-up, Curriculum Activity 6 (7 min.)

- A. The trainer and Teen Leader teams plan Activity 6. At least one team demonstrates with the trainer, while the rest of the group role-plays seventh grade students.
- B. Provide feedback.

6. Wrap-up (5 min.)

- A. Homework: Teen Leaders review Lesson 11 thoroughly, practice with partners, and review the lesson with the teacher before class. This lesson is their swan song, and you know they will be prepared to do a great job!
- B. The next training session will be used to debrief Teen Leaders about the Project ALERT experience and to provide closure through a group celebration. Ask Teen Leaders for ideas on what they’d like to do, when, and where.

TRAINING SESSION XII

● DEBRIEFING, CLOSING CELEBRATION

GOALS

1. Teen Leaders will provide feedback on the training sessions and their work as Project ALERT Teen Leaders
2. Teen Leaders will receive positive feedback for their Project ALERT work
3. Teen Leaders will conclude Project ALERT with positive feelings

SUMMARY OF ACTIVITIES

1. Evaluation
2. Closing Celebration

MATERIALS NEEDED

- Evaluation Questionnaire (1 per Teen Leader)
- Party supplies

ACTIVITIES

1. Evaluation

- A. The purpose of the evaluation is to obtain information that will help improve the program the next time you offer it.
- B. Teen Leaders should feel free to express their opinions, and you should probe to get as much useful information as possible. The evaluation can be done orally or administered as a questionnaire. Sometimes Teen Leaders feel more open talking to someone not directly involved in the program. A familiar counselor or school administrator may be helpful in debriefing Teen Leaders.
- C. Teen Leaders probably will want to hear how the trainer and classroom teacher felt the program went. Positive reinforcement of Teen Leaders' appropriate behavior will be appreciated, and constructive criticism tied in with Teen Leaders' own remarks will be beneficial for future endeavors.

2. Closing Celebration

- A. Closure activities are very important as the group disbands. Teen Leaders may find separation difficult. Having them write positive comments to other Teen Leaders on thick sheets of paper taped to each Teen Leader's back helps them express feelings; the written comments serve as warm remembrances of the group.
- B. If, in Training Session I, Teen Leaders recorded their hopes and fears about being Project ALERT Teen Leaders, review the lists here and discuss which hopes and fears were realized, and which were not.