

Implementing Project ALERT with Fidelity

The Principles of Effectiveness, as mandated by United States Department of Education, say that school drug prevention programs need to be research-based. Project ALERT has been subjected to a rigorous evaluation effort and it passed with flying colors.

In the substance abuse prevention arena, our goal at the local campus is to minimize the impact of our community's substance abuse problem on the students we serve. From a national perspective, the philanthropic community, government agencies and others are interested in local communities using effective programs to maximize the potential positive impact on students.

Considerable research indicates that real world implementation that mirrors research models is likely to obtain results similar to those reported in the research. This idea, typically referred to as program fidelity, is important for school districts as well as classroom teachers to consider when using drug prevention curriculum. That is, programs implemented differently from their researched model will have a different impact on students. Therefore, it may be helpful to assess the program fidelity with which you implement Project ALERT.

However, we also know that teachers infuse their personality and style into every subject and lesson taught. In fact, a debate among educators has raged for decades about the relative importance of fidelity versus adaptation.

It is our position that both are important. There are certain Project ALERT core components that must be retained in order to achieve desired outcomes. But, there are also other program components where some modifications will improve the local implementation without adversely affecting outcomes.

It is for this reason that Project ALERT has developed the "Fidelity Instrument" posted on this site. It is our hope that it will prove to be a useful tool for individual teachers and school and LEA administrators, all of whom have a particular interest in replicating Project ALERT's positive results. An assessment of the curriculum implementation will help educators manage the program more effectively, ensure that staff are adequately trained, and ultimately make it possible for the school program to adhere to the Principles of Effectiveness.

Fidelity Instrument

In the following section related to site preparedness, the environmental indicators suggested in the original research-based Project ALERT model and recommended for replication of this model are stated on the left hand side of the page. On the right hand side of the page, space is available to indicate whether you employed ALL the recommended indicators, SOME of the recommended pre-cursors, or NONE of the recommended indicators.

Should you wish to make a quantitative determination of the fidelity of your project to the original model, numbers can be assigned (ALL=5, SOME=3, NONE=0). A score nearer to 5 would indicate higher fidelity; and nearer to 0 would indicate lower fidelity.

SITE PREPAREDNESS

INDICATOR	ALL	SOME	NONE
Support for Program Philosophy Local Educational Authority (LEA) and campus administration emphasize their support of Project ALERT philosophy.			
Investment in Program Methodology LEA and campus administrations specifically articulate the following teaching strategies for the project site(s): interactivity, self-efficacy, validation of student concerns, and reinforcement. Provision of information alone is not sufficient.			
Support for Prescribed Program Pace LEA and campus administration emphasize support of curriculum pacing as prescribed (once a week for 11 weeks for Core; once a week for 3 weeks for Booster).			
Second Year Booster LEA and Campus Administration provide support for implementation of all three Project ALERT Booster Sessions in the second year of the project.			
LEA/Campus Support for Teacher Training Costs LEA or campus administration provides ample support for teacher(s) implementing Project ALERT (registration fee, substitute teachers during release time, basic materials required for implementation).			
Teacher Selection Campus administration exercises care in choosing teachers for Project ALERT participation (chooses teachers who are: certified to teach, interested in the project, articulate, enthusiastic, have good rapport with the target age group, encourage active student involvement in the learning process, and have good classroom management skills). Experience in or knowledge about substances and their prevention is desirable, but not necessary.			
Teacher Participation in Adoption Decision LEA and/or campus decision to adopt and implement Project ALERT includes direct input and support from the teacher(s).			
Teacher Incentive(s) LEA or campus administration provides teacher incentives for participation in Project ALERT training (stipend for weekend training, CEUs) or other benefits (classroom supplies).			
Teacher Training Teacher(s) formally trained by Project ALERT trainer.			

SITE PREPAREDNESS (Cont'd)

INDICATOR	ALL	SOME	NONE
<p>Widespread Training Participation LEA administrators (superintendent, DFSC director, curriculum coordinator) participate in formal Project ALERT training along with campus administrators (principal) and/or some staff (school nurse, counselor) as well as the teachers who will be delivering Project ALERT curriculum.</p>			
<p>Availability of Formal Project ALERT Program Materials Teacher(s) has complete and current Project ALERT package of materials including all eleven training session materials, three booster session materials, twelve posters, and eight videotapes.</p>			
<p>Preparation of Students/Parents/Guardians for Project ALERT A letter is sent to all parents of children who will be participating in Project ALERT, advising them of the particulars of Project ALERT, and apprising them of the project's goals.</p>			

In the following section concerned with curricular issues, the manner of curriculum delivery suggested in the original research-based Project ALERT model, and recommended for replication of this model are stated on the left hand side of the page.

GENERAL CURRICULAR ISSUES

ISSUE	Usually	Some-times	Rarely or not at all
Classroom Size Classroom size of 20 - 30 students is observed.			
Curriculum Delivery Setting Curriculum is delivered in regular classroom space.			
Target Population (Grade Level) Project ALERT targets students at the grade level where the transition from elementary to middle or junior high occurs (7 th grade in many districts).			
Target Population Project targets regular students (as opposed to at-risk or other identified population).			
Booster Session Population Booster session targets 7 th or 8 th grade students to whom basic curriculum was delivered in 6 th or 7 th grade.			
Session Sequencing Each lesson (11 in basic curriculum; 3 in booster curriculum) is taught in sequence.			
Timing of Lesson Plan Delivery Sequence The estimated time suggestions for each lesson activity are closely followed.			
Teacher Preparation for Lesson Delivery (Drug Materials) Teacher reviews Drug Information Materials prior to first Project ALERT session.			
Teacher Preparation for Lesson Delivery (Lesson Plan) Teacher reads proposed lesson prior to the day of delivery.			
Teacher Preparation for Lesson Delivery (Materials and Supplies) Teacher gathers materials and supplies, including equipment, indicated in Materials Needed section of the day's lesson; makes copies and prepares visuals in advance of the day's lesson delivery period.			
Teacher Understanding of Reporting Policies and Community Resources Teacher researches district policies regarding reporting students and obtains a list of district-approved community resources.			
Student Homework Incentive Teacher devises incentive program of participation-points or some other kind of recognition for students who complete homework assignments.			

In the following section, which is concerned with curriculum delivery, the activities listed in the original research-based Project ALERT model, and recommended for replication of this model are stated on the left hand side of the page. On the right hand side of the page, space is available to indicate whether you employed **ALL** the recommended activities, **SOME** of the recommended activities or **NONE** of the recommended activities.

CURRICULUM DELIVERY

LESSON ONE—Introduction to Project ALERT

ACTIVITY	ALL	SOME	NONE
<p>Program/Lesson Introduction The teacher provides very brief overview of Project ALERT and explicitly articulates focus on (1) why some people use drugs and why most people do not, (2) how to recognize pressures on teenagers to use drugs, and (3) how to resist these pressures.</p>			
<p>Establishment of Project ALERT Ground Rules for Students Teacher works with students to articulate three specific ground rules for conducting the project and records them on chart paper for use throughout the project. Ground rules include: (1) treating each other with respect, (2) participation of all students and (3) student confidentiality.</p>			
<p>Articulation of Project ALERT Ground Rules for Teacher Teacher commits to the same three ground rules for her/his behavior treating everyone with respect, seeking inclusion of all students In project activities, and strict adherence to confidentiality).</p>			
<p>Group Preparation of Smoking/Non-smoking List Students split into four groups to prepare lists of (1) reasons for smoking cigarettes, (2) reasons for not smoking cigarettes, (3) reasons for using marijuana and (4) reasons for not using marijuana.</p>			
<p>Group Activity Each group selects or has an assigned recorder who lists reasons under the assigned topic (1 – 4 above) on chart paper.</p>			
<p>Facilitation of Group Process Teacher circulates among the groups to facilitate group progress.</p>			
<p>Breakout Group Presentation to Class Group recorders tape lists on front wall and orally present findings to assembled classmates.</p>			
<p>Teacher In-class Review of Group Summaries Teacher reinforces students’ good reasons for use and non-use of tobacco and marijuana, corrects factual errors or myths, adds “peer pressure” if that was not included in student generated lists, and inquires about and checks those reasons that also apply to alcohol.</p>			
<p>Video—Let’s Talk About Marijuana Teacher introduces Video: <i>Let’s Talk About Marijuana</i>, directing students to watch for reasons for use or non-use not already identified in the student-generated lists. Video shown.</p>			
<p>Post-Video Discussion Teacher directs post-video discussion to focus on how reasons given by teens in video parallel those in students’ lists.</p>			

LESSON ONE—Introduction to Project ALERT (cont'd)

ACTIVITY	ALL	SOME	NONE
<p>Discussion Includes Tobacco, Marijuana and Alcohol Teacher directs discussion to include reasons for tobacco use and non-use; teacher draws comparisons between marijuana and alcohol use and non-use.</p>			
<p>Teacher Reinforcement of Student Participation in Curriculum While delivering lesson, teacher encouraged and praised student participation, and treated students with respect.</p>			
<p>Lesson One Wrap-up Teacher introduces homework assignment <i>Test Your Drug IQ</i>, and asks students to also interview, record, and discuss responses from their parents to the same questions.</p>			

LESSON TWO—Consequences of Smoking Cigarettes and Marijuana

ACTIVITY	ALL	SOME	NONE
<p>Ground Rules Posted Prior to introduction of lesson, teacher posts ground rules developed by the class.</p>			
<p>Introduction Teacher introduces the lesson’s topic of the consequences of smoking cigarettes and marijuana.</p>			
<p>Discussion of Immediate and Later Consequences of Smoking Teacher records student suggestions about what can happen to you when you smoke cigarettes: (1) the first time, (2) after a while, and (3) after a long time; ensuring that the critical elements noted by asterisk in the curriculum are included in this list.</p>			
<p>Discussion of Parallel Consequences of Smokeless Tobacco Teacher leads discussion about the effects of smoking that are also true for smokeless tobacco and checks those items.</p>			
<p>Discuss Immediate and Later Consequences of Using Marijuana Teacher records student suggestions about what can happen to you when you use marijuana: (1) the first time, (2) after a while, and (3) after a long time; ensuring that the critical elements noted by asterisk in the curriculum are included in this list.</p>			
<p>Teacher Raises Additional Marijuana Questions Articulated in the Curriculum Teacher raises additional questions about the impact of using marijuana, ensuring that the asterisked items are discussed and reinforces knowledge displayed by students.</p>			
<p>Review of Smoking and Marijuana Consequences Teacher summarizes the consequences of smoking cigarettes and marijuana, incorporating the three smoking posters and the two marijuana posters included with the curriculum package.</p>			
<p>Video - Pot: The Party Crasher Teacher introduces <i>Pot: The Party Crasher</i> video, and encourages students to look for indications that using marijuana only once can have negative consequences.</p>			
<p>Post-Video Discussion Following the video presentation, the teacher leads a discussion that addresses consequences of use, including the potential for immediate impact and the potential for serious consequences of one-time use.</p>			
<p>Lesson Two Wrap-up Teacher reinforces what has been discussed in this session and introduces the next topic.</p>			
<p>Lesson Two Homework The teacher introduces the homework assignment and indicates that although there is not a product to hand-in, the information addressed in the homework assignment will be used in the next lesson’s activities.</p>			
<p>Teacher Reinforcement of Student Participation in Curriculum While delivering lesson, teacher encouraged and positively reinforced student participation, and treated students with respect.</p>			

LESSON THREE – Drinking Consequences and Alternatives

ACTIVITY	ALL	SOME	NONE
<p>Ground Rules Posted Prior to introduction of lesson, teacher posts ground rules developed by the class.</p>			
<p>Introduction Teacher introduces lesson topic about why people drink alcohol and the consequences of alcohol consumption.</p>			
<p>Lesson One Display Re-posted Teacher posts display from Lesson One about why people use marijuana, including checks on the items that also applied to alcohol.</p>			
<p>Class Discussion on Marijuana Use Teacher focuses discussion on including any additional items that should be added from the posted list, and ensures that the fact that “friends do it” and “to escape feelings” are on the final list.</p>			
<p>Teacher Directs Alcohol Use Discussion Teacher prepares a chart paper visual and directs discussion toward what can happen to you when you drink under headings of “any time” and “regular or heavy drinking.”</p>			
<p>Discussion of <i>What Can Happen... Alcohol Posters</i> Teacher displays the two required posters (Posters 6 and 7) and ensures that discussion includes references to the four consequences and asterisked items listed in the lesson plan.</p>			
<p>Discussion of <i>Drinking to Cover Feelings Poster</i> Teacher displays poster 8: Drinking to Cover Feelings and leads discussion relevant to poster, including discussion points.</p>			
<p>Teacher Directs “Alternatives to Drinking” Discussion Teacher distributes copies of the “Alternatives to Drinking” sheet, introduces the different feelings that may stimulate drinking, and asks students to record behaviors they could use instead of drinking in each circumstance.</p>			
<p>Alcohol Facts Game (Works on the same principle as the <i>Pictionary</i>™ game) Teacher introduces the alcohol facts game and breaks students into four to six equal sized groups of 3 to 6 members.</p>			
<p>Class Plays Alcohol Facts Game Each team selects one member to attempt to draw a picture of the fact and get team members to write down the alcohol fact. Team then selects another member to draw another fact. When time expires, teacher notes number of successful facts guessed by each team.</p>			
<p>Lesson Three Wrap-up Teacher reassembles class, summarizes day’s activities, reinforces students for their contributions, and introduces the week’s homework sheet (<i>Alternatives to Drinking</i>) to be completed with parent(s) or other trusted adult.</p>			
<p>Teacher Reinforcement of Student Participation in Curriculum While delivering lesson, teacher encouraged and positively reinforced student participation, and treated students with respect.</p>			

LESSON FOUR – Introduction to Pressures

ACTIVITY	ALL	SOME	NONE
<p>Ground Rules Posted Prior to introduction of lesson, teacher posts ground rules developed by the class.</p>			
<p>Introduction Teacher collects homework, introduces the lesson’s topic concerning pressures teens face to use drugs, and how to resist those pressures.</p>			
<p>Discussion of Pressures to Use Drugs Teacher posts prepared chart paper sheet for recording of lists of where pressures to use drugs come from. Note: this chart paper list is saved for Lesson Nine.</p>			
<p>Teacher Facilitates Drug Pressure Discussion Teacher facilitates discussion and records points raised by students, ensuring that the major categories of friends, media, family/adults and self are noted.</p>			
<p>Teacher Leads Discussion of Drug Use Visual Teacher posts prepared visual on drug use prevalence, recording student estimates and then factual rates; leading to discussion about the fact that <i>most teenagers do not use</i>, and that much information they may have is a substantial exaggeration of facts.</p>			
<p>Discussion of How Ads Work Teacher leads a discussion about the advertising industry, the amount spent to influence people’s choices, and the ways in which ads link cigarettes and alcohol with things people want.</p>			
<p>Identification of Ad Messages Teacher brings several ads to class and uses them to facilitate discussion about what advertisers want people to believe about their product.</p>			
<p>Rewrite of Substance Ads Students break into groups to rewrite ads telling the truth about the products. Group recorders then present the re-written ads to the class, stimulating discussion about how these products do not really lead to happiness, glamour.</p>			
<p>Lesson Four Wrap-up Teacher praises students for their work and introduces the Advertisement Count Sheet homework assignment (to be completed with parents or other significant adult).</p>			
<p>Teacher Reinforcement of Student Participation in Curriculum While delivering lesson, teacher encouraged and positively reinforced student participation and treated students with respect.</p>			

LESSON FIVE – Social Pressures to Use Drugs

ACTIVITY	ALL	SOME	NONE
<p>Ground Rules Posted Prior to introduction of lesson, teacher posts ground rules developed by the class.</p>			
<p>Introduction Teacher collects and reviews students’ homework (ads for tobacco or alcohol), and introduces the lesson’s topic of how to identify pressures to use drugs and ways to resist those pressures.</p>			
<p>Video: <i>Lindsey’s Choice</i> Teacher introduces and plays <i>Lindsey’s Choice</i> video, stopping just before the video solutions are played.</p>			
<p>Skit Activity Related to Video Teacher introduces group skit activity, including display of Poster 9: <i>Ways to Say No</i>.</p>			
<p>Group Assignments Groups select a director who assigns roles for their skit (Lindsey, Diane, Eric and Mike) plus someone to record their solution to the dilemma outlined in the video.</p>			
<p>Teacher Facilitates Group Activities Teacher circulates among the groups, helping ensure that each group gets parts assigned and reaches a decision on a skit to rehearse.</p>			
<p>Groups Perform Skits before Re-assembled Class Teacher reassembles class; each group director introduces the actors and the group plays out their skit. (all students should participate).</p>			
<p>Teacher Discusses Resistance Self-Efficacy Strategies Teacher highlights resistance self-efficacy strategies used by students and states specifically how each strategy would be effective.</p>			
<p>Video Solutions Shown and Discussed Teacher shows video solutions to <i>Lindsey’s Choice</i> and leads discussion about ways to say “no,” helping student understand that you can say “no” without losing social status and standing up for your position can feel good.</p>			
<p>Lesson Five Wrap-up Teacher summarizes the lesson by noting that students have a right to say “no,” that they can do so in many ways that support their values; introduces homework, <i>Parent/Trusted Adult Interview: Peer Pressure</i>.</p>			
<p>Teacher Reinforcement of Student Participation in Curriculum While delivering lesson, teacher encouraged and positively reinforced student participation, and treated students with respect.</p>			

LESSON SIX – Resisting Internal and External Pressures to Use Drugs

ACTIVITY	ALL	SOME	NONE
<p>Ground Rules Posted Prior to introduction of lesson, teacher posts ground rules developed by the class.</p>			
<p>Introduction Teacher introduces lesson topic of resisting pressure from outside and inside ourselves and collects parent/guardian interview homework assignment.</p>			
<p>Review Resistance to Pressures Teacher displays Poster 9: <i>Ways to Say No</i> and gives or gets examples of external pressures.</p>			
<p>Teacher Leads Role Play on Resisting Pressure Teacher stimulates discussion by role-playing with random students, presenting drug use scenarios to them, and asking them to use strategies from the poster to resist pressures applied by teacher.</p>			
<p>Teacher Demonstrates Internal Pressures Teacher selects two student volunteers and asks them to help to demonstrate internal pressures to class. Teacher demonstrates one solitary and one social situation using student volunteers.</p>			
<p>Teacher Leads Discussion of Poster 10: <i>Pressures from Inside Yourself</i> Teacher displays Poster 10: <i>Pressures from Inside Yourself</i>, and conducts general discussion of internal pressures and ways to resist them, referring to Poster 9: <i>Ways to Say No</i>.</p>			
<p>Practice Saying No to Internal Pressures – Class Exercise Teacher distributes <i>Internal Pressure Scenarios A-D</i> to students, assigning them the task of reading the situation scripts and then listing at least three strategies to resist internal pressures.</p>			
<p>Student Responses Teacher selects students to read their responses to the pressure scenarios in Sheets A-D.</p>			
<p>Teacher Summarizes Exercise Teacher summarizes this exercise by linking student responses to the points noted on Poster 9: <i>Ways to Say No</i>.</p>			
<p>Generalize Pressures and Resistance Techniques Teacher leads discussion of other pressures facing teenagers (skipping school, stealing) and notes how the responses to the pressures to use alcohol or tobacco can be used in these situations as well.</p>			
<p>Lesson Six Wrap-up Teacher summarizes lesson by noting, "<i>we all face pressures and can use various approaches to avoiding them,</i>" and reminds students to complete their internal pressure homework sheets with their parents or guardian.</p>			
<p>Teacher Reinforcement of Student Participation in Curriculum While delivering lesson, teacher highlighted the resistance self-efficacy strategies used by students and specifically stated how each strategy would be effective, encouraged and positively reinforced student participation, and treated students with respect.</p>			

LESSON SEVEN – Practicing Resistance Skills

ACTIVITY	ALL	SOME	NONE
Ground Rules Posted Prior to introduction of lesson, teacher posts ground rules developed by the class.			
Introduction Teacher collects students' homework (internal pressures sheets), and introduces the lesson's topic of getting more practice in saying "no."			
Video – Pot or Not? Teacher introduces and plays <i>Pot or Not?</i> video, stopping just before the video solutions are played.			
Teacher Introduces Cast of Characters Teacher displays visual of <i>Pot or Not?</i> Cast of Characters while video is in progress.			
Prepare Skits Groups select a director who assigns roles for their skit (Tom, Jeff, Dave, Carl and Larry) plus someone to record their solution to the dilemma outlined in the video.			
Teacher Facilitates Group Activities Teacher circulates among the groups, helping ensure that each group gets parts assigned and reaches a decision on a skit to rehearse.			
Groups Perform Skits before Re-assembled Class Teacher reassembles class. Each group director introduces their actors and the group plays out their skit.			
Teacher Discusses Resistance Self-Efficacy Strategies Teacher highlights resistance self-efficacy strategies used by students and states specifically how each strategy would be effective..			
Students View and Discuss Pot or Not? Video Solutions Teacher shows video solutions to <i>Pot or Not?</i> and leads discussion about ways to say no, helping students understand that there are many ways to say "no," that it can be done without being hostile, and that support from friends can make resistance easier.			
Review Parent/Trusted Adult Interviews: Peer Pressure Teacher leads discussion based on student homework assignment noting how parents faced similar pressures and used similar resistance strategies.			
Lesson Seven Wrap-up Teacher summarizes the lesson and reinforces students for their input.			
Teacher Provides Overview of Homework Assignment Teacher hands out homework assignment "What's the Real Story" and explains that students will need this information for a game to be played later in Project ALERT.			
Teacher Reinforcement of Student Participation in Curriculum While delivering lesson, teacher encouraged and positively reinforced student participation, and treated students with respect.			

LESSON EIGHT – Inhalant Abuse

ACTIVITY	ALL	SOME	NONE
<p>Ground Rules Posted Prior to introduction of lesson, teacher posts ground rules developed by the class.</p>			
<p>Lesson Eight: Inhalant Abuse Introduction Teacher introduces the lesson’s topic of protecting ourselves from toxic fumes.</p>			
<p>Introduce Topic of Body Pollution Teacher introduces concept of body pollution and relates it to other, more familiar types of pollution, such air or water pollution.</p>			
<p>Reinforce Oxygen’s Importance to the Body Teacher facilitates discussion of the role of oxygen in the body and the impact of other gasses, using analogies to show how other gasses have negative impacts on the body.</p>			
<p>Distinguish Between Inhaling Nonpoisonous Substances vs. Toxic Chemicals Teacher conducts brief discussion of examples of experiences with inhaling noxious fumes.</p>			
<p>Discuss Poisoning by Breathing Chemical Fumes Teacher displays Poster 11, <i>Toxic Chemicals Affect Your Body Right Away</i>. Students read the various entries on the poster, noting how inhaling toxic fumes affects the brain, heart and other vital body organs.</p>			
<p>Discuss Protection from Toxic Chemicals in Inhalants Teacher facilitates student discussion about ways to protect oneself from toxins, and records them on the chart paper.</p>			
<p>Discuss How Toxic Chemicals Can Harm the Body Teacher discusses the four ways that toxic chemicals can kill you or harm your body (heart stops, accidents, and suffocation).</p>			
<p>Reasons Not to Inhale Toxic Fumes Teacher presents a scenario where a student wants to convince his/her friends not to use inhalants and divides class into groups. Groups select a Recorder that lists group’s reasons not to use inhalants with friends.</p>			
<p>Groups Reassembled for Class Presentation of Lists Teacher reassembles class and each group’s recorder presents their list.</p>			
<p>Lesson Eight Wrap up Teacher summarizes inhalants session material, reinforces students for their participation and introduces the homework assignment., <i>Our Family’s Guidelines for Using Household Chemicals</i>.</p>			
<p>Teacher Reinforcement of Student Participation in Curriculum While delivering lesson, teacher encouraged and positively reinforced student participation, and treated students with respect.</p>			

LESSON NINE – Review and Practice of Resistance Techniques

ACTIVITY	ALL	SOME	NONE
<p>Ground Rules Posted Prior to introduction of lesson, teacher posts ground rules developed by the class.</p>			
<p>Introduction Teacher collects homework, and introduces the lesson goal to review and practice resistance techniques and review the benefits of resisting drugs.</p>			
<p>Review Pressures Teacher posts visual notes from Lesson Four: <i>Where Does Pressure to Use Drugs Come From</i>, concluding discussion with a focus on internal pressures. Teacher then displays Poster 10: <i>Pressures from Inside Yourself</i>, stimulating further student discussion.</p>			
<p>Review Prior to Resistance Skits Teacher leads discussion about pressure situations linked to substance use and other behaviors (shoplifting) and displays Poster 9: <i>Ways to Say No</i>, reinforcing appropriate student suggestions.</p>			
<p>Prepare Resistance Skits Teacher breaks class into groups to prepare skits that address internal or external pressure situations and develop an appropriate “way to say no” response.</p>			
<p>Teacher Facilitates Group Activity Teacher circulates among groups to facilitate skit development.</p>			
<p>Groups Perform and Discuss Skits Groups present skits; after each skit, teacher asks rest of class to describe the solution.</p>			
<p>Discussion of Generalizability Teacher leads discussion of how these resistance strategies apply to other, non-drug situations.</p>			
<p>Play the <i>Benefits Game</i> (Tobacco) Students are divided into three groups and asked to list eight reasons for not using tobacco. Students tape lists on board and read them aloud.</p>			
<p>Play the <i>Benefits Game</i> (Alcohol and Marijuana) Students conduct the same exercise focusing on reasons for not using alcohol and marijuana.</p>			
<p>Teacher Reinforces Group Efforts Teacher reassembles class and reviews lists, ensuring that students understand that resistance can make you feel good about yourself.</p>			
<p>Session Nine Wrap up Teacher reinforces student contributions to the lesson and introduces the homework assignment <i>Ten Questions Teens Ask About Drugs</i>. <i>Oral Report on Drugs Form</i> and the <i>Family Response Form</i> are distributed.</p>			
<p>Teacher Reinforcement of Student Participation in Curriculum While delivering lesson, teacher encouraged and positively reinforced student participation, and treated students with respect.</p>			

LESSON TEN – Smoking Cessation

ACTIVITY	ALL	SOME	NONE
<p>Ground Rules Posted Prior to introduction of lesson, teacher posts ground rules developed by the class.</p>			
<p>Introduction Teacher collects previous week’s homework and introduces the current lesson topic of smoking cessation.</p>			
<p>Complete Visual: <i>Why It’s Hard to Quit Smoking</i> Teacher guides discussion of the “why it’s hard to quit smoking” list, ensuring that any myths are corrected.</p>			
<p>Show and Discuss Video: <i>Clearing the Air</i> Teacher introduces and shows <i>Clearing the Air</i>. Post -video discussion centers on reasons students provided for quitting and how they quit.</p>			
<p>Making Quitting Lists Students split into four groups to discuss issues linked to quitting smoking. Group Recorders then post lists and present them to the class. Teacher solicits additional ideas from the class.</p>			
<p>Prepare “Making Changes in My Life” Cards Teacher presents general steps to making changes in your life; leads students in making personal plans to change something in their life by encouraging them to tailor these general steps to meet a personal goal.</p>			
<p>Lesson Ten Wrap-up. Teacher summarizes smoking cessation lesson and reminds students of the benefits of quitting.</p>			
<p>Teacher Reinforcement of Student Participation in Curriculum While delivering lesson, teacher encouraged and positively reinforced student participation, and treated students with respect.</p>			

LESSON ELEVEN – Benefits of Not Using Drugs

ACTIVITY	ALL	SOME	NONE
<p>Ground Rules Posted Prior to introduction of lesson, teacher posts ground rules developed by the class.</p>			
<p>Introduction Teacher collects previous week’s homework and introduces the current topic, the benefits of not using drugs, reminding students that this is the last Project ALERT lesson for this year and they will review what they learned.</p>			
<p>Play Information Review Game Teacher explains game, divides the class into four or five groups, with each team choosing a recorder who will write their answers.</p>			
<p>Teacher Leads Discussion of Questions Linked to Project ALERT Posters Teacher asks the game questions, and at the end of each series of questions, as indicated, displays and reviews the relevant poster.</p>			
<p>Video: <i>Saying No to Drugs</i> Teacher introduces video indicating that it will show reasons some students have for resisting drugs and then shows video.</p>			
<p>Teacher Leads Discussion of Video Teacher facilitates discussion of video, incorporating (1) validation of students’ own concerns about drugs, (2) clarification of the benefits of nonuse and (3) emphasizes that nonusers often don’t talk about their nonuse.</p>			
<p>Teacher Leads Discussion about Commitments to Choose a Healthy, Drug-Free Lifestyle Teacher discusses how writing down commitments assists people to keep them, and makes some appropriate comments to elicit ideas from students on what they might write.</p>			
<p>Participation Certificates Teacher distributes certificates on which students are instructed to write why they have chosen a healthy, drug-free lifestyle, and gives them five minutes to complete them.</p>			
<p>Teacher Collects Certificates and Summarizes Students’ Points Teacher collects the certificates as they are completed, skims them and summarizes the results for the students.</p>			
<p>Lesson Eleven Wrap-up Teacher summarizes what the students have learned in Project ALERT (how they can incorporate these resistance skills into everyday situations) and presents commitment certificates to students individually.</p>			
<p>Teacher Reinforcement of Student Participation in Curriculum While delivering lesson, teacher encourages and positively reinforces student participation, and treats students with respect.</p>			
<p>Graduation Ceremony Teacher leads small graduation ceremony reading off each student’s name, shaking individual hands, returning the certificates that they completed, and encourages them to share the certificate information with their parents.</p>			

BOOSTER LESSON ONE — Motivating Resistance to Drugs

ACTIVITY	ALL	SOME	NONE
<p>Introduction The teacher briefly introduces Project ALERT; going over ground rules, reviewing what students learned the previous year, discussing how eighth graders differ from seventh graders, and states lesson's topic of reviewing drug information.</p>			
<p>Discuss Problems with Cigarettes Teacher reviews (from previous year) problems with using tobacco, both early consequences and long-term consequences.</p>			
<p>Discuss Problems with Marijuana and Alcohol Teacher, using pre-prepared visual, leads discussion by asking students to talk about some of the consequences of using marijuana and writing their responses on the visual. Teacher asks which of these problems are also true for alcohol and checks those.</p>			
<p>Reinforcement of Student Contributions Teacher reinforces student responses, introducing additional facts and asking for additional problems, particularly emphasizing those in the Project ALERT curriculum, <i>Problems with Marijuana and Alcohol</i>.</p>			
<p>Review Sources of Pressure to Use Drugs Teacher displays chart paper visual or writes title on the chalkboard "Where Does Peer Pressure Come From" to lead discussion of pressure to use drugs.</p>			
<p>Play Resisting Pressure Lines Game Teacher divides class into teams (approximately 6 groups), gives them chart paper and a marker, and quotes a pressure line from the list provided in the curriculum in order for students to provide a counter response on their sheets of paper.</p>			
<p>Teacher Circulates Among Student Groups After students are divided into groups, the teacher circulates encouraging participation and praising responses.</p>			
<p>Discuss Other Drug Facts: Cocaine, Crack, Methamphetamine, LSD and Prevalence of Drug Use Teacher initiates and conducts classroom discussion by introducing some important drug facts that are stated in the Project ALERT curriculum, particularly emphasizing facts about youth prevalence rates.</p>			
<p>Booster Lesson One Wrap Up Teacher reviews and reinforces the lesson, discusses plans for the next booster lesson and passes out homework with instructions for completing it.</p>			
<p>Teacher Reinforcement of Student Participation in Curriculum While delivering lesson, teacher encouraged and positively reinforced student participation, and treated students with respect.</p>			

BOOSTER LESSON TWO—Practice Resisting External and Internal Pressures

ACTIVITY	ALL	SOME	NONE
<p>Ground Rules Posted Prior to introduction of lesson, teacher posts ground rules developed by the class.</p>			
<p>Introduction Teacher collects homework <i>Test Your Drug IQ, Advanced Quiz</i>, introduces lesson's topic of getting more practice resisting internal and external pressures.</p>			
<p>Video: Paul's Fix Teacher explains what will happen in the video and tells students what to look for in order to come up with solutions to the problems that will be shown. Teacher displays and reads the visual, depicted for this lesson in the curriculum, prior to playing video.</p>			
<p>Teacher Pauses Video to Solicit Student Reactions Prior to Viewing Solutions Teacher stops video prior to part displaying solutions in order to get groups input on solutions.</p>			
<p>Discuss Video Teacher employs a visual with two column headings (Why it is hard and Why is it not hard to say "no.") in order to facilitate class discussion of the video.</p>			
<p>Teacher Directly Raises Distinction Between Internal and External Pressures Teacher helps students to differentiate between Paul's internal and external pressures during the discussion process.</p>			
<p>Write Ways of Saying "No" Teacher hands out cards for each student to write two ways of saying "no" on his/her card, and circulates throughout the class.</p>			
<p>Students Read Some of Their Descriptions of How to Say "No" Teacher calls on students to volunteer to read some of their ways of saying "no," praising students for their responses.</p>			
<p>Show and Discuss Rest of Video Teacher re-starts video advising students to note what Paul says, and how Mike and Andy react.</p>			
<p>Teacher Leads Discussion of Video Teacher displays visual indicating the Three Ways Paul Said "No," and facilitates a discussion that allows students to express their feelings about his solutions, helps them to recognize there are many ways to say "no" and helps them to understand that an offer of drugs or alcohol may just be a form of politeness, and that their response is not necessarily important to the offerer.</p>			
<p>Introduce Internal Pressure Skits Teacher explains that the class will be breaking into groups to develop skits indicating how to deal with internal pressure.</p>			
<p>Teacher and Volunteer Model the Situation Displayed in the Visual Using a visual depicting a sample situation, teacher asks for a volunteer, and, with that person, models the situation displayed in the visual.</p>			
<p>Teacher Breaks Class into Groups to Prepare Skits Teacher introduces the skits and divides the class into four or five groups; giving each group either a <i>Create a Situation</i> or <i>Prepared Situation</i> skit sheet.</p>			
<p>Teacher Circulates Among Groups While Preparing Their Skits Teacher circulates among students while they are developing skits to assure that the created situations demonstrate an internal pressure and that there is a thinker and both "Do it" and "Don't do it" voices.</p>			

BOOSTER LESSON TWO—Practice Resisting External and Internal Pressures (cont'd)

<p>Teacher Reassembles Class Teacher reassembles class and calls on each group to present its skit, thanking the performers by applauding at the end of each skit.</p>			
<p>Booster Lesson Two Wrap up Teacher recaps what has been learned during this lesson, compliments students on their grasp of resistance pressures and describes what will occur in the next lesson.</p>			
<p>Teacher Passes Out Homework Assignments Teacher passes out and explains the homework assignment <i>Parent/Trusted Adult Questionnaire: Resisting Pressures</i>.</p>			
<p>Teacher Reinforcement of Student Participation in Curriculum While delivering lesson, teacher encouraged and positively reinforced student participation, and treated students with respect.</p>			

BOOSTER LESSON THREE — Benefits of Resisting Drugs

ACTIVITY	ALL	SOME	NONE
Ground Rules Posted Before lesson introduction, teacher posts ground rules developed by the class.			
Review Homework Teacher reviews previous lesson’s homework assignment by calling on several students to read their parents’ responses and introduces lesson’s topic of practicing ways to resist external pressures and discuss the benefits of not using drugs.			
Introduce Direct Pressures Teacher initiates discussion by displaying Poster 9, <i>Ways to Say No</i> and tells students that they will be acting out real life situations that involve saying “no.”			
Teacher Challenges Individual Students to Say “No” Teacher circulates through the class pressuring individual students to use alcohol, cocaine, and tobacco, cheat (or other undesirable activities), and after student’s response repeats what student said and gives specific praise for student comments.			
Discuss How Friends Can Help Each Other Resist Pressure Teacher facilitates discussion with goals (1) emphasizing that through the practice provided by Project ALERT, saying “no” will become easier and (2) helping students recognize that support from friends makes saying “no” easier.			
Discuss Benefits of Resistance Displaying the completed visual (<i>Saying “No” can make you feel...</i>), teacher facilitates discussion of how saying “no” can make you feel (scared, lonely, strong, in control, respected, etc.)			
Teacher Summarizes Discussion Teacher summarizes discussion, validating any student disclosures or personal examples that have arisen during the course of the discussion.			
Show and Discuss Video: <i>Resisting Peer Pressure</i> Teacher introduces video and ties it to the previous discussion (pointing out how students in the video feel when they say “no”).			
Teacher Leads Students in Summarizing What Was Depicted in Video Following the video, teacher facilitates discussion by having students recount in their own words the resistance experiences in the video, eliciting from the students some health and personal benefits of not using drugs and helping the students understand that often, when they want to say “no,” others do too.			
Teacher Leads Discussion of <i>Saying “No”</i> Visual Teacher summarizes video and discussion by displaying and reviewing the <i>Saying “No”</i> visual in the curriculum, or by writing the information on the board.			
Teacher Divides Class into Teams Teacher, using visual, explains how the game will be played, divides the class into four teams, and gives each team recorder a sheet of chart paper on which to write each teams choice of two benefits of not using drugs.			
Each Team Indicates Choice of Benefit Teacher has each Recorder read the team’s choices of benefit under one of the 3 headings (“School and Sports,” “Health/How You Look,” and “How You Act or Feel About Yourself”) and praises the teams generously for their input.			
Teacher Summarizes Project ALERT Message Teacher summarizes lesson (“ <i>This is what Project ALERT is all about, helping you get the benefits of resisting drugs</i> ”).			
Teacher Provides Personalized Sense of Self-Efficacy Teacher gives a personal example of his/her sense of students’ self efficacy (example in this Lesson’s section of curriculum) and encourages students.			