

# LESSON SEVEN

---

## ● PRACTICING RESISTANCE SKILLS

### GOALS

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

### SUMMARY OF ACTIVITIES

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

### DESCRIPTION

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

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

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

## PREPARATION

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

## MATERIALS NEEDED

Assemble the following materials:

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

Prepare the following materials:

- Completed visual on chart paper or on the board: *Pot or Not?: Cast of Characters* (Activity 2B)
- Partial visual (title only) on chart paper or on the board: *Pot or Not?: Solutions* (Activity 5)
- Copy *Skit Preparation Sheet*, one for each group (Student Handout, page 7.8, two skits per page)
- Copy *What’s the Real Story? Teenagers Want the Truth About Marijuana* for each student (Student Handout, pages 7.9-7.10)

## ACTIVITIES

### 1. Introduce Lesson (3 min.)

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

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

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

---

#### ***Pot or Not?: Cast of Characters***

Tom, a tenth grader with a decision to make

Jeff, Tom’s friend who supports him

Dave, an older guy who pressures Tom and Jeff

Carl, Dave’s friend

Larry, Dave’s friend

---

### 3. Prepare Skits (10 min.)

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

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

B. Divide the class into four or five groups.

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

C. Circulate, helping the groups as needed. If a group is not making progress, suggest that they:

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

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

#### **4. Act Out Skits (10 min.)**

A. Reassemble the class and put up the partial visual *Pot or Not?: Solutions*.

B. Give specific skit instructions:

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

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

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

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

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

- A. *“Now we’ll see the solutions on the video and compare them with the ones we came up with.”*
- B. Show the rest of the video.

---

**Video Solutions**

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

- 
- C. Lead a discussion, using the solutions and questions that follow these discussion goals:

---

**Discussion Goals**

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

### **Solution 1: Simply say “no.”**

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

### **Solution 2: Give a reason.**

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

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

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

**Other questions:**

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

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

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

---

**Discussion Goals**

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

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

**7. Wrap-up (2 min.)**

- A. *“In Lesson 9 you will have a chance to review ways to say ‘no’ to cigarettes, marijuana, alcohol and other drugs. In next week’s lesson, we will be learning about the dangers of inhalants.”*
- B. Reinforce students’ enthusiasm, interest, and other appropriate behavior.
- C. Homework:
  1. Hand out *What’s the Real Story? Teenagers Want the Truth About Marijuana*. *“You will need the information in this handout for a game later in Project ALERT.”*

# ROLE PLAY AND CRITIQUE TIPS

Project ALERT uses role plays to model and give students practice in ways to say “no.” Lessons 5, 7 and 9 use this method, and the lesson plans give clear instructions on how to set up an effective role play. Here are a few extra tips:

## ROLE PLAY TIPS

- Give clear directions; write out if necessary.
- Choose a group that will set a good example to go first.
- Expect some noise.
- Float among groups during planning time to help groups focus.
- Encourage those who do not like to participate by suggesting they play a non-speaking role at first.
- Motivate with enthusiasm any reluctant students (*“You’ll be great,” “I’ve seen some really terrific skits in other classes, and I’m sure you can come up with some great ideas, too.”*).
- Simple responses are fine! Role-plays are often very short; a simple “no thanks” may be the solution. This is fine, since students should be encouraged to be as realistic as possible.
- The same students should not always play the pressuring roles.
- Remind students to put “themselves” (language, community) into skits.
- Listen to group discussion before intervening with help.

## CRITIQUE TIPS

- Your summary of the skit should be short and to the point. Its purpose is to highlight and reinforce the solution.
- If the solution is hostile, say, *“You’re saying ‘no’ to a cigarette/joint/drink, not to a friend. Could you try another take that won’t make your friend mad?”*
- Using a Hollywood movie theme for the skits helps keep it light. By saying *“Take two!”* teachers can re-do skits that are inappropriate (student says “yes,” response is silly or hostile) or not organized the first time around.
- Every skit should be generously praised, because even if it is simple, students need a lot of reinforcement and chances to build resistance self-efficacy.

# SKIT PREPARATION SHEET

## CAST

Lindsey \_\_\_\_\_

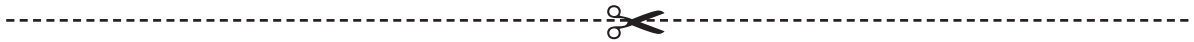
Eric \_\_\_\_\_

Mike \_\_\_\_\_

Diane \_\_\_\_\_

Director \_\_\_\_\_

Solution \_\_\_\_\_



## CAST

Lindsey \_\_\_\_\_

Eric \_\_\_\_\_

Mike \_\_\_\_\_

Diane \_\_\_\_\_

Director \_\_\_\_\_

Solution \_\_\_\_\_

# WHAT'S THE REAL STORY?

## TEENAGERS WANT THE TRUTH ABOUT MARIJUANA

### ★ MOST TEENAGERS ALREADY KNOW THAT:

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

### ★ BUT WHAT MANY TEENS DON'T KNOW IS:

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

### ★ IS IT DANGEROUS TO GET STONED JUST ONCE?

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

Here are some risks of getting stoned once:

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

## ★ CAN YOU BECOME DEPENDENT ON MARIJUANA?

Yes, both physically (addiction) and mentally.

Here are some signs of dependence:

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

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

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

## ★ CAN GETTING STONED HELP YOU FEEL BETTER ABOUT YOUR PROBLEMS?

- Sometimes, smoking marijuana blocks uncomfortable feelings such as nervousness, anger, or loneliness for a while, but the problem that caused those feelings is still there when the marijuana wears off
- When you feel nervous, angry, or lonely, smoking marijuana can make you feel worse

Using marijuana to cope with feelings *doesn't work*. It makes it harder, not easier, to handle your problems.