

# BOOSTER LESSON TWO

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## ● PRACTICE RESISTING EXTERNAL AND INTERNAL PRESSURES

### GOALS

1. To increase resistance self-efficacy by reviewing external and internal pressures and helping students understand them
2. To provide students with practice resisting external and internal pressures

### SUMMARY OF ACTIVITIES

1. Introduce Lesson and Review Saying “No” (2 min.)
2. Show Partial Video: *Paul’s Fix* (Problem) (5 min.)
3. Discuss Video (6 min.)
4. Write Ways of Saying “No” (5 min.)
5. Show and Discuss Rest of Video: *Paul’s Fix* (Solutions) (6 min.)
6. Review Internal Pressures (3 min.)
7. Prepare and Act Out Internal Pressure Skits (16 min.)
8. Wrap-up (2 min.)

### DESCRIPTION

This lesson reviews the concept of external and internal pressures. A stop action trigger video, *Paul’s Fix*, is used to stage a situation in Activity 2 and spark discussion in Activity 3. In Activity 4, students write out ways they might react if they were in the same situation as Paul. The video continues in Activity 5, and a discussion about internal pressures follows in Activity 6. In Activity 7, students prepare and act out internal pressure skits, gaining valuable experience and practice resisting external and internal pressures.

## PREPARATION

- Review the Lesson Plan
- Preview the video: *Paul's Fix*
- Be familiar with the following Teacher Reference material:
  - Dealing with Internal Pressures* (page 2.9)
  - Ways to Say "No"* (pages 2.10-2.12)
  - Summary of Internal Pressure Skit Situations* (pages 2.13-2.14)
- Collect and prepare materials, as indicated below

## MATERIALS NEEDED

Assemble the following materials:

- Completed visual: *Ground Rules* (saved from Booster Lesson 1)
- Video player and video: *Paul's Fix*
- Poster 9: *Ways to Say "No"*
- An index card (3" x 5") for each student (Activity 4B)
- *Answer Key to Test Your Drug IQ - Advanced Quiz*, copied and brought to class from Booster Lesson 1 homework

Prepare the following materials:

- Completed visuals on chart paper or on the board:
  - Paul's Fix: Cast of Characters* (Activity 2B)
  - Three Ways Paul Said "No"* (Activity 5C)
  - Dealing with Internal Pressure* (Activity 7B)
- Partial visual (title only) on chart paper or board: *Why It Is Hard/Not Hard to Say "No"*
- Copy *Internal Pressure Skit Sheet - Create a Situation* (Student Handout, page 2.15), one for each group (class divided into even groups)
- 1 copy of each *Internal Pressure Skit Sheet - Prepared Situation* (Student Handout, pages 2.16-2.21)
- Copy *Parent/Adult Interview: Resisting Pressures* (Student Handout, page 2.22) for each student (Homework, Activity 8D)

## ACTIVITIES

### 1. Introduce Lesson and Review Saying “No” (2 min.)

- A. Display visual: *Ground Rules*
- B. *“If you remember, last year in Project ALERT you practiced saying ‘no’ to drugs and sometimes to other things, like cheating and shoplifting. Today we will practice and get better at resisting pressures from others and pressures from inside ourselves. By practicing saying ‘no’ in class, you will find it easier to say ‘no’ in your own life.”*

### 2. Show Partial Video: *Paul’s Fix* (Problem) (5 min.)

- A. *“Now we’ll see a video called *Paul’s Fix*. It’s like the videos you saw last year in Project ALERT. You’ll be seeing some action, and then the action stops. This time it’s about a boy named Paul who seeks help from some older boys - and runs into pressure. It’ll be your job to come up with ways for Paul to deal with the pressure and still get some help.”*
- B. Display and read the visual:

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#### **Paul’s Fix: Cast of Characters**

- Paul, boy who wants help to get out of a fix
  - James, Paul’s brother
  - Rick, Paul’s friend
  - Andy, older boy who offers Paul a cigarette
  - Mike and Tyler, Andy’s friends
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- C. Show the video: *Paul’s Fix*. Stop before the solutions.

### 3. Discuss Video (6 min.)

- A. Display partial visual or write on the board: *Why It Is Hard/Not Hard to Say “No.”* Below the title, write two column headings: “Hard” and “Not Hard.”
- B. *“In a few minutes you’ll have a chance to help Paul say ‘no,’ but first I want to ask you about how Paul was feeling.”*
  1. *“Why might it be hard for Paul to say ‘no’ to the cigarette?”* List students’ responses on the visual/board. Reasons that might be mentioned:
    - Paul wants the other boys to like him.
    - Paul wants to be accepted.
    - Paul wants the other boys to help solve his problem.

2. *“Why might it not be hard for Paul to say ‘no’ to the cigarette?”* List students’ responses. Reasons that might be mentioned:

- Andy doesn’t care if Paul smokes or not.
- Andy was just being polite when he offered Paul a cigarette.
- Paul’s decision not to smoke is firm.

C. *“Is the pressure that Paul is feeling coming from inside or outside himself?”* Ask students to explain their answers. Help students understand that while Paul is responding to an external offer, some of the pressure he’s feeling is also coming from inside himself.

#### 4. Write Ways of Saying “No” (5 min.)

A. *“Paul wants help to get out of the fix he’s in, but he doesn’t want to smoke. You can help by thinking of two ways he can say ‘no.’”*

B. *“Each of you needs to think of two ways to say ‘no.’ Write your ways on the cards I’m going to hand out. Imagine you are Paul. Think of ways that you might really use if you were Paul. When you have completed your cards, turn them over. Remember, Paul really wants help with, but he doesn’t want to smoke.”*

C. Display poster: *Ways to Say “No.”* *“You may use the poster to help you.”* Point out one or two ways to say “no.”

D. Hand out one 3" x 5" card to each student.

E. When students have finished, and all cards are turned over, ask, *“Who would like to read their ways to say ‘no’?”* Call on several volunteers. Repeat and praise each response. If many of the responses are, *“No, thanks,”* acknowledge how well this answer works and how obviously comfortable it feels.

F. After hearing from three to five volunteers, say, *“Do you think you could say ‘no’ in about the same way to beer? Look at your cards. How many of you have answers that would work if Andy had offered Paul a beer? You may need to change the words ‘smoke’ or ‘cigarettes’ to ‘drink’ or ‘beer.’ Raise your hands.”*

G. *“How many of you have ways to say ‘no’ that would work if Andy had offered Paul a marijuana joint? Change the words ‘smoke’ or ‘cigarette’ on your card if you need to. Raise your hands.”*

H. Summarize: *“People can say ‘no’ pretty much the same way in many different pressure situations.”*

**5. Show and Discuss Rest of Video: *Paul's Fix (Solutions)* (6 min.)**

- A. *"Now let's see how Paul did say 'no.' As you watch the solutions, see what Paul says and how Mike, Tyler and Andy react."*
- B. Show the video solutions.
- C. Display the visual, *Three Ways Paul Said "No"*
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**Three Ways Paul Said "No"**

1. *"No, thanks."* (Simply say "no")
  2. *"No, if I start, I'll never stop."* (Give a reason)
  3. *"No, thanks, man."* After Andy pressures him, *"Yeah, well, my mom smoked for like twenty years and now she's got lung cancer."* (Stand up to pressure)
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- D. *"Raise your hand if you wrote similar ways for saying 'no.'"* Praise students' ability to think of ways to say "no." (*"Great. You're thinking of good, practical ways to say 'no.'"*)
- E. Discuss Paul's solutions.
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**Discussion Goals**

1. For students to express their feelings about Paul's solutions and have these feelings, both positive and negative, validated by the teacher
  2. For students to recognize that there are many ways to say "no" successfully
  3. For students to understand that a drug offer is often just a form of politeness and not very important to the person making the offer
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- F. The following questions may be used to stimulate discussion:

- *"Which solution did you like best? Why?"* If there is no response, take a vote or perhaps express your own opinion. Ask the next question if there are no student comments.
- *"How did Andy, Tyler and Mike react when Paul said 'no'?"* Cover all three solutions.

Probes: *"Were they angry? Were they less likely to help out?"*

If necessary, sum up by saying, *“It may not always happen, but in all the solutions, it looked like Paul would get help with his problem. Even though Andy pressured Paul more in the third solution, he backed off when Paul gave a reason and remained firm. In the first two solutions, Andy was pretty casual about Paul’s refusal. Maybe he was just being polite when he offered Paul a cigarette.”*

- *“If Andy or his friends had been smoking marijuana, how would that change this entire situation?”* They might mess things up; they could be high and do serious harm to themselves and others by operating vehicles and equipment. Paul might have refused Andy’s offer of help, or never asked him for help in the first place.

## 6. Review Internal Pressures (3 min.)

- “In Paul’s first two solutions, much of the pressure to accept the cigarette came from inside himself, his own need to be accepted and desire to get help.”*
- “Sometimes we feel pressures from inside ourselves when we’re alone. Sometimes we feel them when we’re with a group, as Paul was.”*
- “We’re going to talk more about pressures from inside ourselves because these pressures are often the hardest to recognize and the hardest to resist.”*
- Give a personal example of an internal pressure situation. (*“I was at a party where some people were drinking. No one was pressuring me, but I thought I might fit in better if I had a drink, too. But I said to myself, ‘I can’t drink and drive safely. I’ll go and talk to someone who’s not drinking alcohol.’”*)

## 7. Prepare and Act Out Internal Pressure Skits (16 min.)

- “In a moment we’re going to break into groups and develop skits that show a person feeling pressure from inside and how to say ‘no’ to that pressure.”*
- Display the visual (Teacher Reference, page 2.8) illustrating your internal pressure situation:
- Model the situation.
  1. Ask for a volunteer, and then say, *“With \_\_\_\_\_’s help, I’m going to show you how the skit should look.”*

2. Model the situation portrayed in the visual. Use the volunteer as the Thinker, who describes the situation and later the solution. You model the Pressurer and Resister voices yourself.

D. Introduce the skits.

1. *“Each group will get a sheet to fill out. You may figure out your own pressure situation or take a sheet that already has a situation on it. Choose a person to be the Thinker. You should chose a Recorder to fill out your Skit Sheet, and the other people in the group should divide up evenly between the Pressurer and Resister voices that the Thinker is hearing.”*
2. *“The Thinker, the person feeling the pressure, will tell the situation and later the solution.”* Mention some situations students might use (going to a party and wondering if you should have a beer; seeing some friends smoking and wondering if you should, too).
3. *“Each group needs to decide what the voices should say and how the person feeling pressure will resist. The Recorder for each group should write the thoughts and solutions on the sheet. Fill out your sheet, and then practice. You will have four minutes to get ready.”*
4. *“If you need some ideas, you can use the Ways to Say ‘No’ poster to help you.”*

E. Divide the class evenly into groups. Ask each group to take either a blank *Internal Pressure Skit Sheet* (Student Handout, page 2.15), or one of the *Prepared Situation Skit Sheets* (Student Handouts, pages 2.16-2.21). If a group is having trouble thinking up its own situation, offer the prepared sheet.

F. Circulate, helping groups as needed. Check that created situations demonstrate an internal pressure and that there are Thinker, Pressurer and Resister voices. Give a warning signal (*“You have two more minutes.”*).

G. Reassemble the class.

H. Remind the performers to face the audience and to speak loudly enough for all to hear. Remind the audience to listen, and thank the performers by applauding at the end.

I. Call on each group to present its skit to the class. The Thinker should begin by describing the situation. Initiate applause after each skit.

J. After each skit, review each solution, pointing out how it works, and praise some aspect of it. The key is to convey your belief that the group is really mastering resistance skills.

## 8. Wrap-up (2 min.)

- A. *“Today we’ve practiced resisting pressures from others and from inside ourselves. The more you practice saying ‘no,’ the easier it will be to say ‘no’ in your own life.”*
- B. Tell students that you are impressed with how well they can identify pressures and resist them.
- C. *“In the next lesson we’ll have a chance to see how it feels to be pressured by someone else. Then we’ll talk about some good things you get from resisting pressures and not using drugs.”*
- D. Homework:
  - 1. Hand out *Answer Key* to Booster Lesson One homework assignment: *Test Your Drug IQ - Advanced Quiz*.
  - 2. Hand out homework assignment: *Parent/Adult Interview: Resisting Pressures*.
  - 3. *“You can use this Answer Key to check your answers on the homework assignment we had in the last lesson.*

*I am also handing out Parent/Adult Interview: Resisting Pressures. This is a short interview that you are to give to your parent or other trusted adult. Read each situation, and then write down his or her answers.”*

# DEALING WITH INTERNAL PRESSURE

## (SAMPLE VISUAL FOR ACTIVITY 7B)

Explain that this is an example of the pressure inside yourself that you told them about earlier. The pressuring voices are the reasons to give in. The resisting voices are the reasons to resist the pressure. The solution is what you decided to do to resist the pressure successfully.

**Situation:** Party where people are drinking

### **Pressuring Voice**

*"Maybe if I drink, I'll fit in better."*

### **Resisting Voice**

*"I can have a good time without drinking."*

### **Pressuring Voice**

*"Maybe drinking will make the party more fun."*

### **Resisting Voice**

*"I don't want to make a fool of myself in front of my friends."*

**Solution:** *"I'll go over and talk with some people who are not drinking."*

# DEALING WITH INTERNAL PRESSURES

Material on internal pressures is included in the curriculum because students often say “*No one pressures me,*” yet they may still feel pressure to get involved with drugs.

The concept of internal pressures is important precisely *because* young people may not recognize or understand them. Although internal pressures are felt as coming from inside ourselves, they are not something we make up. They are a result of external experience and are felt by everyone at one time or another.

Internal pressures have three components:

1. They are generated by an environment created by other teenagers, teenage culture, the media, and a society that uses drugs.
2. They are nonverbal (teens feel these pressures without anyone saying anything).
3. They are powerful (the pressures we put on ourselves are subtle, but they are very real and very strong).

Objectives for internal pressure exercises:

1. To generate or increase awareness that internal pressures exist and are commonly experienced.
2. To help students identify situations in which they experience internal pressures.
3. To help students feel capable of resisting internal pressures.
4. To provide students with means of resisting internal pressures by being able to say “no” to themselves (“*I don’t have to smoke or drink to fit in.*”) and by doing something else (dancing instead of using marijuana).

# WAYS TO SAY “NO”

## GOALS

In helping students learn how to say “no,” Project ALERT

- validates their feelings that it’s hard to resist the pressures to use drugs.
- hopes to convince them they have the right to say “no.”
- helps them believe they can say “no” without suffering rejection or embarrassment.
- gives them several different ways of saying “no.”

Following are descriptions of six different ways to say “no,” and examples of responses. Most of these methods are dramatized in the video solutions and all are depicted on the *Ways to Say “No”* poster.

### 1. SIMPLY SAY “NO”

Often the easiest of the six resistance strategies, simply saying “no” helps avoid arguments. Students frequently believe, however, that such a brief reply won’t work and that the offerer will continue to pressure them. Thus, it’s very important to help them see the viability of this response.

*“No, I’d rather not.”*

*“No, thanks.”*

*“Thanks, but no thanks.”*

*“Not me.”*

*“No way.”*

*“Not now (today, tonight).”*

*“Nah.”*

*“Forget it.”*

### 2. GIVE A REASON

Stress the use of “I” statements (saying it for yourself) as an integral part of this technique. Such statements take the preachy or judgmental tone out of the refusal (*“I don’t like the taste”* rather than *“You jerk, how can you stand the way you smell?”*). Giving a reason may also include excuses (*“My dad’s picking me up soon.”*).

*“I don’t like the taste.”*

*“I don’t want to ruin my lungs.”*

*“I don’t feel like it.”*

*“I don’t do drugs (smoke, drink, use marijuana).”*

*“I don’t like the feeling of being high. I don’t want to lose control.”*

*“I want to know what’s happening.”*

*“I can get high without it.”*

*"I don't want to get dependent on it."*

*"It's illegal."*

*"I'll get red eyes and my parents will find out." (marijuana)*

*"We might get caught."*

*"My parents would ground me."*

*"Beer makes me feel sick."*

*"I'm on the (track) team, so I don't (smoke, drink)."*

*"It gives me the munchies, and I'm trying to lose weight."*

*"I don't want to forget stuff."*

*"It wipes me out."*

*"I don't want to feel out of it."*

### **3. GIVE AN ALTERNATIVE**

The approach of giving an alternative can be particularly effective when the other person offers the cigarette, drink, or joint as a way to make conversation, be friendly, or show that he or she is a good host. Young people who smoke, drink, or use marijuana may offer these substances simply to be friendly and to avoid excluding the other person. They often don't care if the offer is accepted or not. Others, particularly experimenters, may offer drugs to look cool. They may be relieved when the other person says "no." The alternatives listed below make it clear that the drug is being rejected, not the person who offered it. Hence, they are less likely to generate hostility.

*"No, but I'd sure like a soda."*

*"No, but let's go outside and talk."*

*"No, but I'm going to the mall if you want to come along."*

*"No, but I would like to spend some time/talk with you."*

*"No, but let's dance instead."*

### **4. STAND UP TO PRESSURE**

Students' concerns that a friend or acquaintance might really pressure them with taunts to make them feel they're spoiling things, out of it, a baby, or stupid, need to be validated. They also need help asking what they really think about a friend who acts that way. (*"What's wrong with them that they need to make someone else do what they do? Maybe they're insecure."*) To deal with this kind of pressure, students need to know that they don't have to give a reason if they don't want to. They may just repeat, *"I'd rather not, I really don't want to,"* like a broken record. Or students may use any of the other saying "no" strategies.

*"I already said 'no.'"*

*"I just don't feel like it."*

*"I really meant it when I said 'no.'"*

## 5. LEAVE THE SCENE

Sometimes the pressure is very difficult to resist. If so, it may be easier to leave the scene. This doesn't necessarily mean leaving the party or the game. Sometimes it's possible to join another group or to walk into another room. Other times it may be easier to get away from the whole scene even though it may make you feel lonely or isolated. It helps to have figured out whom to call or rely on for a ride home *before* the situation arises. One may leave gracefully by saying:

*"No."*

*"I've got to go now."*

*"I have to be home in fifteen minutes."*

## 6. AVOID THE SCENE

Sometimes the wisest strategy is to avoid situations in which resistance is likely to be needed. Young people almost always know where these places are (particular bathrooms at school, local restaurants, garages, alleys, certain parties). Avoiding such places saves them from pressures. However, such a strategy may again bring feelings of isolation that should be acknowledged in class. These negative feelings may be countered to some extent by reminding students that:

- a. resistance can make you feel good because you are showing that you're strong.
- b. people who reject you because you don't use drugs are not very good friends in the first place.

# SUMMARY OF PREPARED INTERNAL PRESSURE SKIT SITUATIONS

Following is a summary of the internal pressure skit situations you will give to your class on Student Handouts, pages 2.16-2.21.

## **ALCOHOL - PARTY**

I'm at my friend's house. A couple of other friends have opened the refrigerator and started handing out beers. No one has pressured me to drink or even offered me anything, but I wonder if I should have a beer, too.

What are the pressuring voices inside the thinker's head saying?

What are the resisting voices inside the thinker's head saying?

What is your solution?

## **ALCOHOL - MOVIES**

I'm at the movies with some friends. A can of beer is being passed down the row. No one has pressured me or even said anything, but I wonder if I should take a drink.

What are the pressuring voices inside the thinker's head saying?

What are the resisting voices inside the thinker's head saying?

What is your solution?

## **CIGARETTES - OLDER TEENS**

My older sister's friends are at our house. One of them takes out some cigarettes, and they all light up. No one offers me any, but I think about smoking, too.

What are the pressuring voices inside the thinker's head saying?

What are the resisting voices inside the thinker's head saying?

What is your solution?

## **CIGARETTES - ALONE AND BABYSITTING**

I'm babysitting, and there's nothing on television. In a magazine, I see a glamorous ad with a couple smoking. The people I am sitting for have left some cigarettes around, and I think about trying one.

What are the pressuring voices inside the thinker's head saying?

What are the resisting voices inside the thinker's head saying?

What is your solution?

## **MARIJUANA - AT THE PARK**

I am with a group of teenagers at the park. Two of them start smoking marijuana. A few more join in. No one has offered me any or pressured me, but I think about trying some marijuana.

What are the pressuring voices inside the thinker's head saying?

What are the resisting voices inside the thinker's head saying?

What is your solution?

## **MARIJUANA - ALONE AND BORED**

It's Saturday afternoon, and I'm home alone and bored. I remember that my older brother left a stash of marijuana in his room. I wonder what it's like to get high.

What are the pressuring voices inside the thinker's head saying?

What are the resisting voices inside the thinker's head saying?

What is your solution?

# INTERNAL PRESSURE SKIT SHEET

## CREATE A SITUATION

The Thinker describes the scene and the pressure that the Thinker feels. Remember, the Thinker is the person feeling pressure inside himself or herself.

Thinker Script:

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What are the Pressuring Voices inside the Thinker's head saying? What are the Resisting Voices inside the Thinker's head saying?

Pressuring Voice Script:

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**Resisting Voice Script:**

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Pressuring Voice Script:

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**Resisting Voice Script:**

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Pressuring Voice Script:

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**Resisting Voice Script:**

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What is the Thinker's resistance solution? (use back of paper, if necessary)

Script:

# INTERNAL PRESSURE SKIT SHEET

## PREPARED SITUATION: ALCOHOL - PARTY

**Thinker:** *"I'm at my friend's house. A couple of other friends have opened the refrigerator and started handing out beers. No one has pressured me to drink or even offered me anything, but I wonder if I should have a beer, too."*

What are the Pressuring Voices inside the Thinker's head saying? What are the Resisting Voices inside the Thinker's head saying?

Pressuring Voice Script:

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Resisting Voice Script:

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Pressuring Voice Script:

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Resisting Voice Script:

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Pressuring Voice Script:

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Resisting Voice Script:

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What is the Thinker's resistance solution? (use back of paper, if necessary)

Script:

# INTERNAL PRESSURE SKIT SHEET

## PREPARED SITUATION: ALCOHOL - MOVIES

**Thinker:** *"I'm at the movies with some friends. A can of beer is being passed down the row. No one has pressured me or even said anything, but I wonder if I should take a drink."*

What are the Pressuring Voices inside the Thinker's head saying? What are the Resisting Voices inside the Thinker's head saying?

Pressuring Voice Script:

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Resisting Voice Script:

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Pressuring Voice Script:

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Resisting Voice Script:

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Pressuring Voice Script:

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Resisting Voice Script:

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What is the Thinker's resistance solution? (use back of paper, if necessary)

Script:

# INTERNAL PRESSURE SKIT SHEET

## PREPARED SITUATION: CIGARETTES - OLDER TEENS

**Thinker:** *“My older sister’s friends are at our house. One of them takes out some cigarettes, and they all light up. No one offers me any, but I think about smoking, too.”*

What are the Pressuring Voices inside the Thinker’s head saying? What are the Resisting Voices inside the Thinker’s head saying?

Pressuring Voice Script:

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Resisting Voice Script:

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Resisting Voice Script:

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Pressuring Voice Script:

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Resisting Voice Script:

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What is the Thinker’s resistance solution? (use back of paper, if necessary)

Script:

# INTERNAL PRESSURE SKIT SHEET

## PREPARED SITUATION: CIGARETTES - ALONE AND BABYSITTING

**Thinker:** *"I'm babysitting, and there's nothing on television. In a magazine, I see a glamorous ad with a couple smoking. The people I am sitting for have left some cigarettes around, and I think about trying one."*

What are the Pressuring Voices inside the Thinker's head saying? What are the Resisting Voices inside the Thinker's head saying?

Pressuring Voice Script:

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Resisting Voice Script:

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Pressuring Voice Script:

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Resisting Voice Script:

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What is the Thinker's resistance solution? (use back of paper, if necessary)

Script:

# INTERNAL PRESSURE SKIT SHEET

## PREPARED SITUATION: MARIJUANA - PARK

**Thinker:** *"I am with a group of teenagers at the park. Two of them start smoking marijuana. A few more join in. No one has offered me any or pressured me, but I think about trying some marijuana."*

What are the Pressuring Voices inside the Thinker's head saying? What are the Resisting Voices inside the Thinker's head saying?

Pressuring Voice Script:

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Resisting Voice Script:

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Pressuring Voice Script:

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Resisting Voice Script:

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What is the Thinker's resistance solution? (use back of paper, if necessary)

Script:

# INTERNAL PRESSURE SKIT SHEET

## PREPARED SITUATION: ALONE AND BORED

**Thinker:** *“It’s Saturday afternoon, and I’m home alone and bored. I remember that my older brother left a stash of marijuana in his room. I wonder what it’s like to get high.”*

What are the Pressuring Voices inside the Thinker’s head saying? What are the Resisting Voices inside the Thinker’s head saying?

Pressuring Voice Script:

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Resisting Voice Script:

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Pressuring Voice Script:

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Resisting Voice Script:

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What is the Thinker’s resistance solution? (use back of paper, if necessary)

Script:

**Name** \_\_\_\_\_

**Date** \_\_\_\_\_ **Period** \_\_\_\_\_

## PARENT/ADULT INTERVIEW

### RESISTING PRESSURES

Read the following situations to your parent or other trusted adult. Write his or her answers in the spaces provided.

1. Imagine that you are fourteen years old. It's Saturday night and you are at a party with your friends. A few of them start to drink beer. A person you really like offers you one. You've decided you don't want to drink. What could you say or do to resist the offer?

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2. Again, imagine that you are fourteen years old. It's Sunday afternoon. Your parents are out, but you stayed home to study. You're getting bored, and you remember the free sample pack of cigarettes your parents got at the mall. You think maybe smoking one would be fun. What could you do or say to yourself to resist the temptation?

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