

# LESSON FIVE

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## ● SOCIAL PRESSURES TO USE DRUGS

### GOALS

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

### SUMMARY OF ACTIVITIES

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

### DESCRIPTION

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

Project ALERT uses “trigger” videos that set up problem situations in which students can role play. In Activity 2, groups of students are asked to role play ways to say “no” after viewing the first part of the video *Lindsey's Choice*. After all groups have prepared and performed skits in Activities 3 and 4, the trigger video resumes in Activity 5, where it reinforces student responses by modeling three possible ways to say “no.” When teachers recap each skit in Activity 6, they build student self-efficacy by highlighting and reinforcing students’ resistance methods. The *Role Play and Critique Tips* on page 5.10 may be helpful in these activities.

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

## PREPARATION

- Review Lesson Plan
- Preview video: *Lindsey's Choice*
- Be familiar with *Ways to Say "No"* (Teacher Reference, pages 5.7-5.9)
- Collect and prepare materials, as indicated below
- Optional: you may want to prepare in advance some 3" x 5" cards listing discussion questions for Activity 6
- Optional: you may want to make a chart paper or board visual to reinforce the important starred points in Activity 7

## MATERIALS NEEDED

Assemble the following materials:

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

Prepare the following materials:

- Completed visual on chart paper or on the board: *Lindsey's Choice: Cast of Characters* (See Activity 3A)
- Partial visual (title only) on chart paper or on the board: *Lindsey's Choice: Solutions*
- Copy *Skit Preparation Sheet* (Student Handout, page 5.11) for each group
- Copy *Parent/Adult Interview: Peer Pressure* (Student Handout, page 5.12) for each student

## ACTIVITIES

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

- A. Display visual: *Ground Rules: Students*.
- B. Ask about homework:
  - 1. *“How many ads did you notice for beer, wine or cigarettes?”*
  - 2. *“What were they trying to get you to believe?”*
- C. Have students hand in their ad lists.

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

- A. *“Today we will learn how to identify pressures from friends. We’ll also learn some ways to resist these pressures. In order to resist pressures, we need to know how to say ‘no.’”*
- B. *“Now we’ll see a video situation with no ending. It’s about a girl, Lindsey, who has a decision to make. Watch carefully. You’ll be coming up with endings yourselves - ways that Lindsey can say ‘no.’”*
- C. Show video: *Lindsey’s Choice*. Stop before the solutions. (During the video, you can review *Role Play and Critique Tips* on page 5.10 for Activity 3.)

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

- A. Display the completed chart paper or board visual:

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#### ***Lindsey’s Choice: Cast of Characters***

Lindsey, girl with a decision to make

Diane, Lindsey’s friend

Eric, boy Lindsey likes

Mike, Eric’s friend

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- B. Introduce the skits.
  - 1. *“We’ll be doing skits called *One Way Lindsey Can Say ‘No.’* In a minute we’ll divide into groups to develop the skits.”*
  - 2. *“Each group’s job is to come up with a skit that shows Lindsey saying ‘no’ and feeling okay about herself. Try different ways in your group before deciding on one for your skit.”*

3. Display and read the *Ways to Say “No”* poster. *“These are some ways to say ‘no’ that you may use in your skits.”*
  4. *“After we break into groups, each group should choose a Director, who will assign parts and be responsible for getting people to work together. There is one Lindsey, Diane, Eric and Mike for each skit. Each group should also assign a Recorder to write down your group’s solution and who plays each part.”*
  5. *“You will have five minutes to plan and rehearse your skit.”*
- C. Have the class divide into four or five groups. Students may self-select or be assigned groupings. Gender grouping is okay. Hand each Recorder a *Skit Preparation Sheet* on which to note roles and solution.
  - D. Circulate, helping groups as needed. If a group is not making progress, suggest that they do the following:
    1. Assign parts.
    2. Try out different solutions.
    3. Decide on one and rehearse it.
  - E. Give a warning signal (*“You have two more minutes.”*). Collect the *Skit Preparation Sheet* from each group, and confirm the group’s solution.

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

- A. Reassemble the class and put up the partial visual *Lindsey’s Choice: Solutions*.
- B. Give specific skit instructions:
  1. Speak up.
  2. Face the class.
  3. Director introduces skit and characters.
  4. Audience is quiet - no more planning.
- C. Hand the *Skit Preparation Sheet* to the Director of the group that is acting. Each Director announces the parts, and then the group presents its skit to the class.
- D. After each skit, lead applause and praise students. Repeat the solution. Using students’ words, write a three- to five-word summary of each solution on the chart paper or board visual: *Lindsey’s Choice: Solutions*. If the solution is complex, try to capture some of the complexity in your summary.
- E. Comment on how the student playing Lindsey appeared when she said “no.” Give a resistance self-efficacy statement. Note the importance of body language and voice tone in communicating resistance.

- F. Refer to the *Ways to Say “No”* poster and say, *“You came up with many of these ways to say ‘no.’”* Note how students’ solutions fit with the *Ways to Say “No”* poster.

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

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**Video Solutions**

1. “Mmm, no thanks. Why don’t we get something to drink, instead?” (Give an alternative.)
  2. “No, thanks, I’m on the track team, so I don’t smoke.” (Give a reason.)
  3. “I really don’t want a cigarette.” (Stand up to pressure.)
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**6. Discuss Video Solutions (8 min.)**

- A. Discuss Lindsey’s solutions, using the discussion questions below.

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**Discussion Goals**

1. To help students understand different ways to say “no”
  2. To help students understand that they can say “no” without losing social opportunities or friends
  3. To help students understand that standing up for yourself can feel good
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**Discussion Questions:**

**Solution 1: Give an alternative.**

- a. *“What did Lindsey do in the first solution?”*
- b. *“How many of you thought this solution was a good one?”*  
(show of hands)
- c. Ask a student who has a raised hand, *“What did you like about it?”*
- d. *“How do you think Lindsey felt about saying ‘no’?”*

- e. *“How did Eric feel when Lindsey said, ‘No, thanks. Why don’t we get something to drink instead?’”* (He felt okay and was not angry. If students think Eric will feel angry, note that simply saying “no” usually does not make the other person feel angry. He said *“Sure, sounds great,”* and inquired if she was going to go to the game, as they continued their conversation.)

**Solution 2: Give a reason.**

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

**Solution 3: Stand up to pressure.**

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

**7. Wrap-up (5 min.)**

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

2. Review the following points:

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- \* Remember that you have a right to say “no.”
  - \* You can say “no” in many different ways.
  - \* Sticking to your own values makes you feel better about yourself.
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3. *“In the next lesson we’ll see and try out more ways to resist pressures.”*

B. Praise students for their skit efforts and knowledge. Tell them how well they have learned to resist pressures from friends.

C. Homework:

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

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

# WAYS TO SAY “NO”

## GOALS

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

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

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

### 1. SIMPLY SAY “NO”

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

*“No, I’d rather not.”*

*“No, thanks.”*

*“Thanks, but no thanks.”*

*“Not me.”*

*“No way.”*

*“Not now (today, tonight).”*

*“Nah.”*

*“Forget it.”*

### 2. GIVE A REASON

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

*“I don’t like the taste.”*

*“I don’t want to ruin my lungs.”*

*“I don’t feel like it.”*

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

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

*“I want to know what’s happening.”*

*“I can get high without it.”*

*"I don't want to get dependent on it."  
"It's illegal."  
"I'll get red eyes and my parents will find out." (marijuana)  
"We might get caught."  
"My parents would ground me."  
"Beer makes me feel sick."  
"I'm on the (track) team, so I don't (smoke, drink)."  
"It gives me the munchies, and I'm trying to lose weight."  
"I don't want to forget stuff."  
"It wipes me out."  
"I don't want to feel out of it."*

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

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

*"No, but I'd sure like a soda."  
"No, but let's go outside and talk."  
"No, but I'm going to the mall if you want to come along."  
"No, but I would like to spend some time/talk with you."  
"No, but let's dance instead."*

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

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

*"I already said 'no.'"  
"I just don't feel like it."  
"I really meant it when I said 'no.'"*

## 5. LEAVE THE SCENE

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

*"No."*

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

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

## 6. AVOID THE SCENE

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

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

# ROLE PLAY AND CRITIQUE TIPS

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

## ROLE PLAY TIPS

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

## CRITIQUE TIPS

- Your summary of the skit should be short and to the point. Its purpose is to highlight and reinforce the solution.
- If the solution is hostile, say, *“You’re saying ‘no’ to a cigarette/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 \_\_\_\_\_

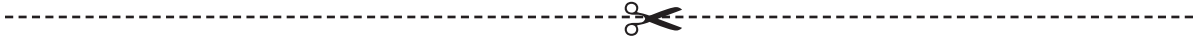
Eric \_\_\_\_\_

Mike \_\_\_\_\_

Diane \_\_\_\_\_

Director \_\_\_\_\_

Solution \_\_\_\_\_



## CAST

Lindsey \_\_\_\_\_

Eric \_\_\_\_\_

Mike \_\_\_\_\_

Diane \_\_\_\_\_

Director \_\_\_\_\_

Solution \_\_\_\_\_

