

Booster Lesson 3

Benefits of Resisting Pressures to Use Drugs



Lesson Overview

Lesson Goals

1. Increase resistance self-efficacy by providing students with opportunities to practice resisting pressures
2. Help students understand that resistance is easier if they support each other
3. Increase resistance motivation by discussing the benefits of nonuse

Scope and Sequence with Pacing Guidance

1. Introduce Lesson (3 min.)
2. Direct Pressure Scenarios (4 min.)
3. Discuss How Friends Can Help Each Other Resist Pressure (6 min.)
4. Discuss Benefits of Resistance (5 min.)
5. Show Video: *Resisting Peer Pressure* (8 min.)
6. Discuss Video (10 minutes)
7. Review Benefits of Resistance (10 min.)
8. Wrap-up (5 min.)

Brief Lesson Description

Booster Lesson three practices and reviews benefits of resistance and discusses how friends can help each other resist pressure. In the Introducing Direct Pressures activity, the class will resist you as you apply pressure. The class will then discuss how they might support a friend who is being pressured to use substances in the same way.

The class will then review the benefits of resisting drugs, which includes a video of high school students discussing their experiences with resistance.

In the wrap up of the curriculum, you will have the opportunity to express your confidence in the students' ability to make healthy choices and in their resistance self-efficacy.

Background Knowledge: Pre-Reading

Internal pressure is addressed in the curriculum because students often say, “*No one pressures me,*” yet they may still feel pressure to get involved with substances.

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:

- They are generated by an environment created by other teens, teen culture and social media, the advertising media, and a society that uses substances.
- They are nonverbal (teens feel these pressures without anyone saying anything).
- They are powerful (the pressures we put on ourselves are subtle, but they are very real and very strong).

Direct Pressure Scenarios Activity

The purpose of the Direct Pressure Scenarios activity is to:

- Give students an opportunity to resist direct pressure in front of others, and
- Help students see that friends can help them resist direct pressures by offering social support. Social support also helps students see that often they are not the only ones who want to say “no.”

To achieve these goals, you will be pressuring students - either individually or in groups. When pressuring students in groups, encourage group members to support each other in resisting pressure. The person being pressured will feel, and other students will see, that they can draw support from friends in resisting pressures to do things they may not want to do.

Video: Resisting Peer Pressure

We recommend watching the *Resisting Peer Pressure* video before showing it to the class.

Materials and Supplies to Prepare

- **Visual** – Ground Rules: Students (from lesson 1)
- **Visual** – *Ways to Say “No”* poster
- **Visual** – Create a three-column chart *Benefits of Not Using Drugs*

<i>Benefits of Not Using Drugs</i>		
School and Sports	Health and Appearance	How You Act or Feel About Yourself

- **Materials** - *Resisting Peer Pressure* video

Legend

We use the icons below to indicate what to say during the lesson, what to keep in mind as you facilitate the lesson, and what to display in the classroom throughout the lesson.

What to display	What to say	What to keep in mind
		

Lesson Plan

1. Introduce Lesson



Today we'll practice how to say 'no' when someone actually pressures us to do things. We'll also see a video during which older teens discuss pressures, and we'll play a game about the benefits of not using substances.

2. Direct Pressure Scenarios



Display visual *Ways to Say "No"*



Remember, last year you practiced saying 'no' to the kind of pressure you feel when someone says, 'Come on, let's go smoke a joint.' Today, we're going to do something similar, only this time we'll be saying 'no' to many other things, too, like cheating and skipping school.

In a moment I'm going to offer you to vape or to drink alcohol, or try to get you to do something else.

Try to imagine you are being pressured in a real-life situation and say 'no' in a way that feels comfortable to you. Don't give in, even if I put keep putting pressure you.

You may use the *Ways to Say 'No'* poster for ideas on how to resist my pressure.

Go around the room, pressuring individual students to use nicotine, marijuana, or alcohol, or to skip school or class, shoplift, disobey their family, or cheat on a test.



To make situations more realistic, add details (*"I'm your best friend and ..."*). Example pressure statements follow:

Nicotine

- *"Here, have a hit."*
- *"Do you want to check out my new vape?"*
- *"Have a cigarette. You're not going to get cancer."*
- *"How about a cigarette?"*
- *"Just one hit won't hurt you."*
- *"Vaping is totally safe."*

- *"Do you want to smoke with me?"*
- *"Does anyone here want to vape?"*
- *"You're the only one who's not vaping."*
- *"Are you going to make me smoke alone?"*

Marijuana

- *"Want to get high?"*
- *"Here, take a hit."*
- *"Haven't you ever tried marijuana?"*
- *"Check it out - I just put some weed in my vape."*
- *"You're going to ruin it for the rest of us if you don't smoke."*
- *"Let's all go smoke a joint."*
- *"A hit from one joint isn't going to hurt you."*
- *"Let's get high."*
- *"Don't you smoke?"*
- *"What did you come for if you weren't going to smoke marijuana?"*
- *"Let's go outside and smoke a joint."*

Alcohol

- *"Let's all go get some beer."*
- *"I can't believe you're saying 'no' to a beer."*
- *"Here, have a beer."*
- *"Here, have a shot."*
- *"It's not very friendly to refuse a drink."*
- *"You're going to be the only sober one here."*
- *"Why don't you leave if you're going to stay sober?"*
- *"Do you people want some wine?"*
- *"Why not? What's with you?"*

Skipping school or class

- *"Let's all cut this class. No one will notice."*
- *"Let's skip today. I need a break."*
- *"Everyone's leaving after third period. We'll meet you outside of the gym."*
- *"You're not cutting? Don't you want to have some fun?"*
- *"The whole group is cutting - you'll miss the fun."*
- *"If you're not afraid of the teachers, why aren't you going to cut?"*

Shoplifting

- *"Let's take that T-shirt."*
- *"That looks great on you - put it in your bag."*

- *"You're stupid to pay for that."*
- *"I'm going to take this. Why don't you take one, too?"*
- *"You're not going to pay for that, are you?"*

Cheating

- *"Tell me what was on the test - I can't fail it."*
- *"Sit so I can see your paper during the test."*
- *"Let me copy your homework."*
- *"There are websites that will write your paper for you."*

Disobeying parents

- *"I know you're not allowed to go out on weeknights. Tell your mom you're staying at a friend's to study."*
- *"Let's sneak out tonight and go to the party."*
- *"Your dad will never notice if you take just a few dollars from his wallet."*

Try to pressure about one-third of the students, as time permits.



After each student's response, repeat what the student said. Give specific praise: **That was really strong; I wouldn't try to pressure you again after that.**

We've practiced ways that we can independently say "no" when faced with pressures from our peers.

3. Discuss How Friends Can Help Each Other Resist Pressures



It's also important to help our friends make safe and healthy choices, meaning finding ways to support our friends when they are faced with pressure.

If your friend were being pressured to try marijuana, what could you say to your friend to help him or her resist?

Solicit one or two responses.

Now imagine that someone's asking your friend to skip class. What could you say to the person pressuring him or her to get them to leave your friend alone?

Sometimes having a friend back you up can make it easier to say "no."



If there is no response, offer some lines yourself.
Marijuana:

- We have other plans
- We don't use marijuana. Do you want to go get some food instead?
- That stuff can mess you up.
- We don't need to use marijuana to have fun.

Skipping class:

- We have a test today
- We need the grade
- We'll really get into trouble if we cut -- the teacher calls home



Now I'm going to pressure somebody, and I want the group near the person to help him or her resist. Say something to encourage the person to resist or to get me to leave the person alone.

What could you say to help him/her resist? What could you say to me to help take the pressure off?



Pressure students in groups, trying to reach class members not previously pressured.



Some of these situations may not feel real because, for example, your teacher doesn't just come up and ask you to skip class. But, in real life, have you ever been pressured to skip class?

When you have been pressured to do something, how did it feel to be pressured?

Was it easier or harder to say "no" when someone supported you? Why?

Sometimes it's easier to say "no" if your friends are supporting you. Although it is harder to say 'no' in real life, practicing here in class will make it easier.

4. Discuss Benefits of Resistance



We've just been talking about how it feels to be pressured in the classroom. Now let's talk about some of the feelings you might experience when you resist pressure in real life.

How have you felt when you've resisted pressures?



Example student responses:

- Scared/nervous
- Lonely
- Left out
- Afraid of losing friends
- Strong (will power)
- Good inside
- In control
- True to yourself
- Independent
- Respected (by others or yourself)
- Relieved



Why can saying 'no' make you feel lonely?

Why can saying 'no' make you feel independent?

Why can saying 'no' make you feel self-respect?



Acknowledge the validity of students' responses.

If students disclose any personal examples of resistance, validate their remarks.



Saying 'no' doesn't always mean that you will feel good about it. It does mean that you have made your own decision and did what you felt was right.

5. Show Video: *Resisting Peer Pressure*



Display video *Resisting Peer Pressure*



Now we're going to see a video of high school students talking about their experiences being pressured. See how these students felt when they said "no."

State any other expectations while students watch the video.
Begin the video.

6. Discuss Video: *Resisting Peer Pressure*



What were some of the pressures the students on the video discussed?

What are some of the health and personal benefits the students in the video discussed?

Are there other pressures and benefits to resisting that you can think of?



Try to help students understand that often when they want to say “no” others do, too. If they take a chance and resist, others are likely to support them in their resistance.



Sometimes, we have to say no if we want to feel good about ourselves. We get good things from saying “no” and resisting pressures to use nicotine, marijuana, and alcohol, or misusing prescription drugs. Often, when we want to say “no” or say “no”, others want to say “no,” too. By saying no we do good things for ourselves and support others.

7. Review Benefits of Resistance



Display visual *Benefits of Not Using Drugs*



We just talked about the good things you get from saying ‘no’ and from not using drugs.

Now we’re going to play a game about benefits. In a moment, I will divide the class into teams. Each team will select a Recorder and a Reporter. Each team will need paper and writing utensils, so please take these supplies to your group.

Divide the class into teams.

Select the person who will serve as the Recorder. Recorders, please take a piece of paper and create three columns. When you have the three columns, please write the headings that you see on my chart: School and Sports, Health and Appearance, and How You Act or Feel About Yourself.

Each team will write down at least two benefits for each category. For example, think about a good thing you’d get in sports from not using drugs. The benefit may be from not using nicotine, marijuana, and alcohol, or misusing prescription medications.

You’ll have 7 minutes to write down as many benefits as you can for each heading. Let’s see which team can generate the most benefits for each column in the time allowed.

Ready, begin.



- Aim to create at least four teams.
- If students have trouble coming up with benefits, ask them to think about the people on the video or provide an example.
- Circulate, offering help as needed.

Possible responses include:

School and sports

- Remembering things
- Being able to communicate
- Being in control
- Better breathing
- Get along with others
- Better reaction time
- Better judgment
- Do better in school
- Avoid trouble

Health and appearance

- Healthier
- Physically fit
- Whiter teeth
- Fewer wrinkles
- Fewer colds
- No cough
- No bad breath
- Live longer

How you act or feel about yourself

- Can experience and cope with emotions
- Don't have to lie
- Able to concentrate
- Able to communicate
- Can control your actions
- Make your own decisions
- Be your own person
- Able to stick to your own values
- Free from dependence on chemicals
- Proud

Being drug-free cannot by itself guarantee good emotional and physical health.

After five minutes.

You have two more minutes.



After seven minutes.

Time is up. I'm going to ask the Reporter from each group to start by sharing the School and Sports benefits of resisting drugs. Each team will add on benefits the other teams did not mention. Which team's Reporter wants to go first?

Write the responses for School and Sports. Allow each team an opportunity to share their benefits.

Who would like to volunteer to start the Health and Appearance benefits list?

Write the responses; allow each team any opportunity to share their benefits.

Now, which team would like to volunteer to start the How You Act or Feel About Yourself benefits?

Write the responses; allow each team any opportunity to share their benefits.

Which group thought of the most benefits? Take a moment to count them up and share your total number?

Congratulations to team _____ for thinking of the most benefits.

Together, we created a lot of good reasons for not using drugs. This is what Project ALERT is all about, helping you get the benefits of resisting drugs.

8. Wrap-up



Today is the last lesson of Project ALERT. In the three Project ALERT classes this year, we've reviewed reasons not to use nicotine, marijuana, and alcohol, or misuse prescription medications.

We've talked about where pressures to use come from and practiced ways to resist those pressures. We've also learned about the good things you get by resisting those pressures and not using substances.

You're really good at saying "no," and I know you can use these skills when you feel pressured to use drugs or to do other things you don't want to. It's not always easy to resist these pressures, but it does pay off.



Give a personal example of your sense of students' resistance self-efficacy. For example,

- I pressured you, and you really said 'no.'
- I heard you say 'no' in ways I could easily imagine you using in the real world.
- I think you will find it easier to resist all kinds of pressures in the future.