

Lesson 7

Practicing Resistance Skills



PROJECT
ALERT

Lesson Overview

Lesson Goals

1. Demonstrate how to resist social pressures to use substances
2. Practice resisting social pressures to use substances

Scope and Sequence with Pacing Guidance

1. Introduce Lesson (3 min.)
2. Begin Video: *Pot or Not?* (7 min.)
3. Prepare Skits (10 min.)
4. Act Out Skits (10 min.)
5. Complete Video: *Pot or Not?* (2 min.)
6. Discuss Video Solutions (8 min.)
7. Wrap-up (2 min.)

Brief Lesson Description

This lesson is similar to Lesson 5 in which the featured video shows teens encountering pressures and resisting pressures. The class will discuss and practice resisting pressures and practice saying “no.” The theory employed is that people who have rehearsed a particular behavior will be more likely to successfully engage in that behavior later.

Students will first watch the video presenting the pressure and then develop skits. Acting out the skits will give students an opportunity to practice the resistance skills they’ve been learning in Project ALERT.

After the students watch the remainder of the video with the solutions for resisting pressure, the discussion will highlight and reinforce the students’ resistance methods, helping students build self-efficacy skills.

Background Knowledge: Pre-Reading

Most teens already know that:

- Marijuana is a regulated drug and is illegal for recreational use for people under age 21
- Marijuana comes from the dried cannabis plant, and the psychoactive (or mind-altering) component in marijuana is tetrahydro-cannabinol (or THC).
- Marijuana is smoked in a rolled form like a cigarette (called a *joint* or a *blunt*), in a vape device, in a pipe, bong, or hookah, or it can be eaten.
- Smoking, vaping, or consuming marijuana makes people feel high as THC, the psychoactive component, affects the brain.
- Many U.S. states have passed legislation allowing the regulated use of medical marijuana, as prescribed by a licensed physician.

But what many teens don't know is:

- Tetrahydro-cannabinol (THC) can stay in the body for days, weeks, or months after using it, depending on how fast the body breaks it down. This means someone can test positive even if it has been several weeks since using the drug.
- Marijuana is still illegal at the federal level and some employers have zero-tolerance policies for illegal drug use including marijuana (even in states where recreational use is legal for adults).
- Employers can require regular drug testing as a condition of employment. Keep in mind that posting drug-related references on social media sites like Facebook or Instagram, or posting photos where you appear to be using drugs, can affect an employer's decision to consider a job applicant, a coach's decision to put you on a team, or your chances of getting into a college.
- Marijuana is much stronger today than it was decades ago, and high-potency THC is dangerous. Today, there is several times more THC (the psychoactive chemical that makes a person high) in marijuana.
- Using marijuana makes it hard to concentrate and remember and slows down reaction time and interferes with coordination.
- It is very dangerous to drive a car under the influence of any marijuana, alcohol, or other drugs.
- Regular, long-term use of marijuana—starting in the teen years—may interfere with brain development (which isn't complete until around age 25) and may lower one's IQ, which means the brain may not reach its full potential.
- Marijuana carries the potential for dependency and addiction; regular users who try to quit using it can experience withdrawal symptoms.

Is it dangerous to use marijuana just once?

Using drugs is a serious decision and should not be done without careful consideration of the possible consequences. Even using it once comes with risks, and repeated use increases those risks. 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.

Risks of using marijuana just once include:

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

Can you become dependent on marijuana?

Yes, you can become both physically (cannabis use disorder, addiction) and mentally dependent on marijuana. 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

We recommend previewing the video *Pot or Not?* before delivering the lesson.

Materials and Supplies to Prepare

- **Visual** - *Ground Rules: Students* (saved from Lesson 1)
- **Visual** - Optional to create a Cast of Characters list
- **Visual** - Create brief written summary of solutions presented in group skits
- **Visual** – Poster: *Ways to Say “No”*
- **Materials** – Video: *Pot or Not?*

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



Display visual created in Lesson 1: *Student Ground Rules*



We've covered quite a bit of material in Project ALERT, and you've been learning a lot. Can some of you tell me what you've learned in Project ALERT so far?



Reinforce responses such as:

- Reasons why some people use substances,
- Risks of, or reasons why not to use substances,
- Most people don't use substances,
- How to recognize pressures,
- How to resist pressures, and
- How to say "no"

If saying "no" comes up, then you can go directly into describing today's lesson. If students do not respond with "say 'no'", then bring it up yourself.

2. Begin Video *Pot or Not?*



Display video *Pot or Not?*



Today we're going to practice more about saying 'no.' First, we'll see a video similar to Lindsey's Choice, the video you saw in an earlier lesson. Today's video is called *Pot or Not?* It's about teens who are pressured by some older teens to make a decision.

I'll pause the video after there is pressure to use pot. During the pause in the video, I'll break you into small where you can identify solutions for the characters then act them out. Then, we'll see how the characters solve the problem.

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

3. Prepare Skits



Optional to display the *Cast of Characters* list
Display *Ways to Say “No”* poster



Now we’ll be doing skits about ways to say “no.” In a minute we’ll divide into groups to develop the skits.

Remember, the ways to say “no” on this poster are just a few ways, and you can use them in your skits, or think of other ways that feel authentic to your group.

Pick realistic solutions; solutions you would really use. You should try a few different ways before you write the final script.

There are a few roles in your group:

- **Director who will assign parts and be responsible for getting people to work together.**
- **Actors who will assume the roles of the characters in your skit. It’s okay to change the name of your characters. The most important thing is a character with the choice to make – resister - and a character who makes the offer.**
- **Recorder who will write down the final version of the script and provide it for review. Everyone might want to have their own script for acting purposes.**

When you meet with your group, please take the appropriate script writing supplies with you.

Break students into groups and distribute one skit preparation sheet per group to the groups’ chosen Recorder.



Circulate as students work in groups. If a group is not making progress, suggest that they do the following:

- Assign parts
- Try out different solutions
- Decide on one solution and rehearse it



When students have been working for about 8 minutes, give them an alert about time.

You have two more minutes to complete your scripts.

After the next 2 minutes

Time is up – let’s see the solutions you came up with for this problem!

4. Act Out Skits



Create a visual to write a brief summary of solutions presented in group skits



Let's start with expectations for this activity:

1. **Actors should speak up so that everyone can hear you.**
2. **Face the class while you are acting.**
3. **Introduce characters. Director, this is your responsibility.**
4. **Attentive audience; quiet and focused on the actors. No more planning.**

After each skit, there will be brief applause. As an audience, you will try to come up with a brief summary of the skit solution. I'll write the solution for each skit for reference.

Volunteer for the first group of actors?



Praise students after each performance and, if necessary, lead applause.

Solutions can be displayed in some way that is most convenient in the *Pot or Not?: Solutions visual*. The goal is for students to see the different solutions they generate for the remainder of the lesson.

Use students' words where possible for the written solution; if the solution is complex, try to capture some of the complexity in your summary.



Everyone should be proud of each other's work.

Let's do a quick share out of our solutions to the problem, or the ways that we said no.

Choose students to give responses to summarize common themes in how students said no; point out variation in solutions where appropriate.

Here's what I observed about how our actor's said "no":

Comment on how actors appeared when saying "no." Give some examples of how there are many ways of saying no; for example, if no group offered an alternative, make sure to highlight that as an option and give an example. Note the importance of body language and voice tone in communicating resistance.

Looking back at the Ways to Say "No" poster, I saw our groups...

Note how students' solutions align with the poster.

5. Complete Video: *Pot or Not?*



Now we'll see the solutions on the video and compare them with the ones we came up with.



Resume video

6. Discuss Video Solutions



Let's talk about each of the solutions in the video.

What did Ann do in the first one?

Solution 1: Simply say "no."

What did the bandmate's do?

Did any characters react negatively to anyone resisting the pressure?

How do you think Ann felt when the other bandmates said "no"? (It probably made it easier for others to say "no" too)

If you had been Dana, the older teen, how would you have felt when Ann said 'no'?

Solution 2: Give a reason.

What did Ann do to say 'no' in the second solution?

Did anyone notice what Dana said in that solution? What did she say?

She seemed regretful and - said, "you may be right...I took too much...I'm starting to freak out". – She needed someone to sing for her.

What do you think the other bandmates were thinking of Dana?

Solution 3: Stand up to pressure.

How did Ann and the bandmates stand up to the pressure?

How did they feel when they stood up to the pressure? (positive feelings, felt good, strong; felt in control)

They felt good about standing up to Dana They supported each other's decision to say 'no.

- If bullying pressure is mentioned: **Can you say 'no' in the face of a bully? How would you do it?**
- If tough or violent ways of resisting is mentioned: **Do you have to act really tough to resist successfully?**

Sometimes friends supporting each other is helpful to resisting pressure. Have any of you ever had to deal with pressures like the ones experienced by these characters? What did you do? Were you with a friend? If so, did that make it easier?

In the video, we saw three different ways to say no. You can simply say no; you can say no and give a reason, and you can stand up to pressure.

7. Wrap-up Lesson



Today, we discussed ways of resisting pressures, and we saw examples of teens like you resisting pressures from others and saying "no". Most importantly, we practiced resistance skills in your skits.

In the next lesson, we will learn about the risks of misusing prescription medications, like prescription opioids and fentanyl. We will review reasons to avoid misusing prescription medications and will practice ways to say "no".