



## Activity Checklists

Project ALERT is an evidence-based curriculum proven to motivate middle school students against substance use, provide skills and strategies to resist drugs, and establish non-use attitudes and beliefs.

Implementation research has shown that student outcomes are dependent on the quality of the curriculum and the way in which it is taught. When Project ALERT was first evaluated, teachers were asked to teach the curriculum exactly as it was written. The evaluation demonstrated that Project ALERT was effective in preventing substance use.

To get the best results for Project ALERT, you need to deliver it as designed. This means teaching each Project ALERT lesson with fidelity – i.e., including all the activities, and teaching them in the prescribed sequence.

Each lesson's Activity Checklist follows the scope and sequence of the lesson plan while identifying the core components that lead to positive student outcomes. Broadly, the core components are:

- Ground Rules, which establish the safe and supportive teaching environment.
- Introduction, focusing on the proximal goals that promote learning and self-efficacy.
- Teacher-facilitated class discussions, which help students learn about the consequences of using substances and the benefits of non-use, while also getting better equipped with skills to resist internal and external pressures to use substances.
- Role plays, where students can practice drug refusal skills to resist pressures to use alcohol and other drugs.
- Small group activities, where students can practice with peers and apply what they have learned.
- Wrap-up, which reinforces what students accomplished in the lesson.

Using all these core components is critical to ensuring successful program delivery and achieving student outcomes.

The Activity Checklists are an opportunity to reflect on the extent to which the core components were implemented as designed. You, as the teacher, can reflect after delivering the lesson and rate each aspect of the lesson as delivered: (1) all, (2) some, or (3) none. Knowing how you did in a lesson can help you improve your delivery the next time. If possible, invite a colleague to observe a Project ALERT lesson and build a community of reflective Project ALERT practice.

TEACHER NAME: \_\_\_\_\_ SCHOOL: \_\_\_\_\_

DATE: \_\_\_\_\_ LESSON START TIME: \_\_\_\_\_ LESSON END TIME: \_\_\_\_\_

NUMBER OF STUDENTS IN PERIOD: \_\_\_\_\_

**LESSON ONE— Introduction to Project ALERT**

ACTIVITY	ALL	SOME	NONE	COMMENTS
<b>Introduce Program</b> The teacher provides a very brief overview of Project ALERT and explicitly articulates focus on: (1) why some people use drugs and why most people do not, (2) how to recognize pressures on teenagers to use drugs, and (3) how to resist these pressures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Develop Ground Rules</b> Teacher works with students to articulate three specific ground rules for conducting the project and records for use throughout the project. Ground rules include: (1) treating each other with respect, (2) participation of all students, and (3) student confidentiality.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Develop Ground Rules</b> Teacher commits to the same three ground rules for her/his behavior: treating everyone with respect, seeking inclusion of all students in project activities, and adherence to confidentiality.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Make Reasons Lists</b> Teacher divides students into four groups to prepare lists of: (1) reasons for using nicotine, (2) reasons for not using nicotine, (3) reasons for using marijuana, and (4) reasons for not using marijuana.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Make Reasons Lists</b> Teacher circulates among the groups to facilitate group progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Make Reasons Lists</b> Group recorders display lists and orally present findings to the class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

ACTIVITY	ALL	SOME	NONE	COMMENTS
<b>Make Reasons Lists</b> Teacher corrects factual errors or myths for nicotine/marijuana and adds “peer pressure” if that was not included in student generated lists.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Compare Marijuana and Alcohol</b> Teacher asks about and checks the reasons using/not using marijuana also apply to alcohol.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Show Video - Let’s Talk About Marijuana</b> Teacher introduces Let’s Talk About Marijuana video, directing students to watch for reasons for use or non-use not already identified in the student-generated lists.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Discuss Video - Let's Talk About Marijuana</b> Teacher directs post-video discussion to focus on how reasons given by teens for using or not using marijuana in the video parallel those in students’ lists. Teacher draws comparisons to drinking alcohol.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Wrap Up</b> Teacher reinforces what has been discussed in this session and introduces the next topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Reinforce Student Engagement</b> Teacher positively encourages and reinforces student participation throughout the lesson.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>ADDITIONAL COMMENTS</b>      				

TEACHER NAME: \_\_\_\_\_ SCHOOL: \_\_\_\_\_

DATE: \_\_\_\_\_ LESSON START TIME: \_\_\_\_\_ LESSON END TIME: \_\_\_\_\_

NUMBER OF STUDENTS IN PERIOD: \_\_\_\_\_

**LESSON TWO—Consequences of Cigarettes, Vaping, and Marijuana**

ACTIVITY	ALL	SOME	NONE	COMMENTS
<b>Ground Rules</b> Prior to introduction of lesson, display ground rules developed by the class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Introduce Lesson</b> Teacher introduces the lesson's topic of the consequences of smoking or vaping nicotine and using marijuana.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Discuss Immediate and Later Consequences of Using Nicotine</b> Teacher records student suggestions about what can happen to you when you use nicotine: (1) the first time, (2) after a while, and (3) after a long time on the teacher-created chart.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Discuss Immediate and Later Consequences of Using Nicotine</b> Teacher uses prompts to facilitate a discussion about other facts about nicotine (e.g., addiction).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Compare Vaping, Cigarettes, and Smokeless Tobacco</b> Teacher leads discussion about the effects of smoking that are also true for smokeless tobacco and checks those items.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Discuss Immediate and Later Consequences of Using Marijuana</b> Teacher records student suggestions about what can happen to you when you use marijuana: (1) the first time, (2) after a while, and (3) after a long time on the teacher created chart.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

ACTIVITY	ALL	SOME	NONE	COMMENTS
<b>Show Video - Pot: The Party Crasher</b> Teacher introduces Pot: The Party Crasher video and encourages students to look for indications that using marijuana only once can have negative consequences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Discuss Video</b> The teacher leads a discussion that addresses consequences of marijuana use, emphasizing the immediate impact and potential serious consequences of one-time use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Wrap Up</b> Teacher reinforces what has been discussed in this session and introduces the next topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Project ALERT Posters</b> Teacher displays the appropriate Project ALERT posters during the lesson.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Reinforce Student Engagement</b> Teacher positively encourages and reinforces student participation throughout the lesson.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>ADDITIONAL COMMENTS</b>				

TEACHER NAME: \_\_\_\_\_ SCHOOL: \_\_\_\_\_

DATE: \_\_\_\_\_ LESSON START TIME: \_\_\_\_\_ LESSON END TIME: \_\_\_\_\_

NUMBER OF STUDENTS IN PERIOD: \_\_\_\_\_

**LESSON THREE—Drinking Consequences and Alternatives**

ACTIVITY	ALL	SOME	NONE	COMMENTS
<b>Ground Rules</b> Prior to introduction of lesson, display ground rules developed by the class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Introduce Lesson</b> Teacher introduces the lesson's topic of why people drink alcohol and consequences of alcohol consumption.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Discuss Why People Drink Alcohol</b> Teacher displays visual from Lesson 1 about why people use marijuana, including checks on the items that also applied to alcohol. Teacher states the items true for alcohol and marijuana.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Discuss Why People Drink Alcohol</b> Teacher asks for students to give examples of feelings that might lead to drinking. Teacher ensures that "escaping uncomfortable feelings or problems" is on the final list.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Discuss How Alcohol Is Used to Cover Feelings</b> Teacher leads discussion of scenarios when students might have these feelings and points out how drinking to cope with your feelings doesn't solve the underlying feelings or problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Make a List of Consequences of Drinking</b> Teacher prepares a visual with 3 columns and directs student discussion toward what can happen to you when you drink "any time," "regularly," or "heavily."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

ACTIVITY	ALL	SOME	NONE	COMMENTS
<b>Discuss Alternatives to Drinking Alcohol</b> Teacher distributes copies of the “Alternatives to Drinking” activity sheet, introduces the different feelings that may stimulate drinking, and asks students to record behaviors they could use instead of drinking in each circumstance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Discuss Alternatives to Drinking Alcohol</b> Teacher asks students to say the alternatives to drinking they recorded, addressing at least two different feelings and eliciting more than one response for each feeling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Play the Alcohol Facts Game</b> Teacher gives an overview of the alcohol facts game and breaks students into roughly equal-sized groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Play the Alcohol Facts Game</b> Each team selects one member to attempt to draw a picture of the fact and get team members to write down the alcohol fact. Team then selects another member to draw another fact. When time expires, teacher notes number of successful facts guessed by each team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Wrap Up</b> Teacher reinforces what has been discussed in this session and introduces the next topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Project ALERT Posters</b> Teacher displayed the appropriate Project ALERT posters during the lesson: Drinking to Cover Feelings Doesn't Solve Your Problems, Alcohol Can Harm You Any Time Your Drink, and Alcohol Can Damage You in the Long Run.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Reinforce Student Engagement</b> Teacher positively encourages and reinforces student participation throughout the lesson.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>ADDITIONAL COMMENTS</b>     				

TEACHER NAME: \_\_\_\_\_ SCHOOL: \_\_\_\_\_

DATE: \_\_\_\_\_ LESSON START TIME: \_\_\_\_\_ LESSON END TIME: \_\_\_\_\_

NUMBER OF STUDENTS IN PERIOD: \_\_\_\_\_

**LESSON FOUR—Introduction to Pressures**

ACTIVITY	ALL	SOME	NONE	COMMENTS
<b>Ground Rules</b> Prior to introduction of lesson, display ground rules developed by the class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Introduce Lesson</b> Teacher introduces the lesson's topic concerning pressures teens face to use substances and how to resist those pressures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Introduce Substance Use Pressures</b> Teacher displays a visual for recording where pressures to use drugs come from.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Introduce Substance Use Pressures</b> Teacher facilitates discussion and records points raised by students, ensuring that the major categories of friends, advertising/social media/influencers, family/adults, and yourself are noted as well as some examples of what each group might say.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Discuss Prevalence of Substance Use</b> Teacher displays a visual for substance use prevalence estimates, recording student estimates for vaping nicotine, cigarettes, marijuana, and alcohol. Teacher records the correct percentage for each substance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Discuss Prevalence of Substance Use</b> Teacher leads a group exercise asking students to stand to represent the percentage of students who do not use substances and discussing the fact that most teens do not use substances and students may overestimate peer use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



ACTIVITY	ALL	SOME	NONE	COMMENTS
<b>Discuss Marketing and Advertising of Substances</b> Teacher displays ads for at least two substances and leads a discussion about the amount of money companies spend to influence people's choices, and the ways in which ads link using substances with things people want while avoiding the associated risks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Identify Messages in Advertisements</b> Teacher uses displayed ads to facilitate discussion about what advertisers want people to believe about their product. Teacher also includes discussion of endorsement by influencers or celebrities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Rewrite Substance Advertisements</b> Students break into groups to rewrite ads telling the truth about the products. Group representatives then present the re-written ads to the class. Teacher leads a discussion about how these re-written ads focus on the actual consequences of substance use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Wrap Up</b> Teacher reinforces what has been discussed in this session and introduces the next topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Reinforce Student Engagement</b> Teacher positively encourages and reinforces student participation throughout the lesson.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>ADDITIONAL COMMENTS</b>      				

TEACHER NAME: \_\_\_\_\_ SCHOOL: \_\_\_\_\_

DATE: \_\_\_\_\_ LESSON START TIME: \_\_\_\_\_ LESSON END TIME: \_\_\_\_\_

NUMBER OF STUDENTS IN PERIOD: \_\_\_\_\_

**LESSON FIVE—Social Pressures to Use Substances**

ACTIVITY	ALL	SOME	NONE	COMMENTS
<b>Ground Rules</b> Prior to introduction of lesson, display ground rules developed by the class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Introduce Lesson</b> Teacher introduces the lesson's topic of how to identify social pressures to use substances and ways to resist those social pressures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Begin Video - Lindsey's Choice</b> Teacher introduces and plays Lindsey's Choice video, pausing it just before the video solutions are played.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Prepare Skits</b> Teacher introduces group skit activity and instructs students to select group roles (director/actors/recorder). Teacher breaks class into groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Prepare Skits</b> Teacher circulates among the groups, helping ensure that each group gets parts assigned and reaches a decision on a skit to rehearse.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Act Out Skits</b> Teacher reassembles class, provides some expectations for the activity, and the groups play out their skits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Act Out Skits</b> Teacher highlights how there are many ways of saying "no" and how various strategies would be effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Complete Video - Lindsey's Choice</b> Teacher resumes video to show solutions to Lindsey's Choice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

ACTIVITY	ALL	SOME	NONE	COMMENTS
<b>Discuss Video Solutions</b> Teacher leads discussion about the three demonstrated ways to say "no," including noting how you can say "no" without losing social status and standing up for your position can make you feel good.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Wrap Up</b> Teacher reinforces what has been discussed in this session and introduces the next topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Project ALERT Posters</b> Teacher displayed the appropriate Project ALERT poster during the lesson: Ways to Say "No."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Reinforce Student Engagement</b> Teacher positively encouraged and reinforced student participation throughout the lesson.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>ADDITIONAL COMMENTS</b>				

TEACHER NAME: \_\_\_\_\_ SCHOOL: \_\_\_\_\_

DATE: \_\_\_\_\_ LESSON START TIME: \_\_\_\_\_ LESSON END TIME: \_\_\_\_\_

NUMBER OF STUDENTS IN PERIOD: \_\_\_\_\_

**LESSON SIX—Resisting Internal and External Pressures to Use Drugs**

ACTIVITY	ALL	SOME	NONE	COMMENTS
<b>Ground Rules</b> Prior to introduction of lesson, display ground rules developed by the class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Introduce Lesson</b> Teacher introduces lesson topic of resisting external and internal pressures (i.e., from outside and inside ourselves).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Review and Practice Saying "No" to External Pressures</b> Teacher reviews Ways to Say "No."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Review and Practice Saying "No" to External Pressures</b> Teacher uses role play with students to apply pressures in scenarios to use substances. Students discuss different strategies to resist pressures applied by teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Ways to Say "No" to Internal Pressures</b> Teacher introduces idea of internal pressures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Ways to Say "No" to Internal Pressures</b> Teacher selects students to help teacher demonstrate two scenarios for internal pressures, encouraging class suggestions for additional ways students could resist internal pressures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Practice Saying "No" to Internal Pressures and Social Media Pressures</b> Teacher distributes Internal Pressure Scenarios handout to students, assigning them the task of both reviewing the scenarios and listing at least three strategies to resist internal pressures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

ACTIVITY	ALL	SOME	NONE	COMMENTS
<b>Practice Saying "No" to Internal Pressures and Social Media Pressures</b> Teacher selects students to read their responses to the pressure scenarios.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Generalized Pressures and Resistance Techniques</b> Teacher leads discussion of other pressures facing teenagers (skipping school, stealing) and notes how the responses to the pressures to use substances can be used in these situations as well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Wrap Up</b> Teacher reinforces what has been discussed in this session and introduces the next topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Project ALERT Posters</b> Teacher displayed the appropriate Project ALERT posters during the lesson: <i>Ways to Say "No"</i> and <i>Pressures from Inside Yourself</i> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Reinforce Student Engagement</b> Teacher positively encouraged and reinforced student participation throughout the lesson.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>ADDITIONAL COMMENTS</b>				

TEACHER NAME: \_\_\_\_\_ SCHOOL: \_\_\_\_\_

DATE: \_\_\_\_\_ LESSON START TIME: \_\_\_\_\_ LESSON END TIME: \_\_\_\_\_

NUMBER OF STUDENTS IN PERIOD: \_\_\_\_\_

**LESSON SEVEN—Practicing Resistance Skills**

ACTIVITY	ALL	SOME	NONE	COMMENTS
<b>Ground Rules</b> Prior to introduction of lesson, display ground rules developed by the class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Introduce Lesson</b> Teacher introduces the lesson's topic of getting more practice in saying "no."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Begin Video - Pot or Not?</b> Teacher introduces and plays Pot or Not? video, pausing it just before the video solutions are played.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Prepare Skits</b> Teacher introduces group skit activity and instructs students to select group roles (director/actors/recorder). Teacher breaks class into groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Prepare Skits</b> Teacher circulates among the groups, helping ensure that each group gets parts assigned and reaches a decision on a skit to rehearse.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Act Out Skits</b> Teacher reassembles class, provides some expectations for the activity, and the groups play out their skits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Act Out Skits</b> Teacher highlights how there are many ways of saying "no" and how various strategies would be effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Complete Video - Pot or Not?</b> Teacher resumes video to show solutions to Pot or Not?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

ACTIVITY	ALL	SOME	NONE	COMMENTS
<b>Discuss Video Solutions</b> Teacher leads discussion about the three demonstrated ways to say "no," including noting that support from friends can make resistance easier.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Wrap Up</b> Teacher reinforces what has been discussed in this session and introduces the next topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Project ALERT Posters</b> Teacher displayed the appropriate Project ALERT poster during the lesson: <i>Ways to Say "No"</i> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Reinforce Student Engagement</b> Teacher positively encouraged and reinforced student participation throughout the lesson.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>ADDITIONAL COMMENTS</b>				

TEACHER NAME: \_\_\_\_\_ SCHOOL: \_\_\_\_\_

DATE: \_\_\_\_\_ LESSON START TIME: \_\_\_\_\_ LESSON END TIME: \_\_\_\_\_

NUMBER OF STUDENTS IN PERIOD: \_\_\_\_\_

**LESSON EIGHT— Safe Legal Use of Prescription Medications and Risks of Misuse**

ACTIVITY	ALL	SOME	NONE	COMMENTS
<b>Ground Rules</b> Prior to introduction of lesson, display ground rules developed by the class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Introduce Lesson</b> Teacher introduces the lesson's topic about safe use versus misuse of prescription drugs, and how misuse can lead to addiction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Teen Brain Development and Prescription Medication Safety</b> Teacher explains how teens' brains develop and why teen brains are vulnerable to the effects of substance use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Teen Brain Development and Prescription Medication Safety</b> Teacher plays video Let's Talk About Prescription Medication Safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Teen Brain Development and Prescription Medication Safety</b> Teacher facilitated discussion about prescription drugs, including questions about prescription medication safety and brain development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Describe Prescription Opioids and Fentanyl</b> Teacher explains facts related to prescription opioids and fentanyl.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Describe Prescription Opioids and Fentanyl</b> Teacher facilitates discussion about perceived and actual norms of nicotine, marijuana, alcohol, and prescription drugs using nationwide survey data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



ACTIVITY	ALL	SOME	NONE	COMMENTS
<b>Case Study: Ollie's Injury</b> While the students are in groups, teacher reads case study and stops at each of the five decision points for group discussion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Case Study: Ollie's Injury</b> While in groups, students discuss decisions and student groups share their decisions with the class. At least one group shares a decision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Case Study: Ollie's Injury</b> Teacher explains the risk and awareness about opioid overdose. Ensure teacher hits main points that synthetic opioids are the riskiest, synthetic opioids are everywhere, you can overdose with only one dose, and call 911 in an emergency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Prepare and Act Out Skit</b> In their small groups, students are writing down skits that include reasons not to use and responses for when they experience pressure to use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Prepare and Act Out Skit</b> Students practice resistance skill-building through roleplays. At least one group shares a roleplay.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Wrap Up</b> Teacher reinforces what has been discussed in this session and introduces the next topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Project ALERT Posters</b> Teacher displayed the appropriate Project ALERT posters during the lesson: <i>Prescription Drugs Go Straight to Your Head</i> and <i>Ways to Say "No"</i> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Reinforce Student Engagement</b> Teacher positively encouraged and reinforced student participation throughout the lesson.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>ADDITIONAL COMMENTS</b>				

TEACHER NAME: \_\_\_\_\_ SCHOOL: \_\_\_\_\_

DATE: \_\_\_\_\_ LESSON START TIME: \_\_\_\_\_ LESSON END TIME: \_\_\_\_\_

NUMBER OF STUDENTS IN PERIOD: \_\_\_\_\_

**LESSON NINE—Review and Practice Resistance Techniques**

ACTIVITY	ALL	SOME	NONE	COMMENTS
<b>Ground Rules</b> Prior to introduction of lesson, display ground rules developed by the class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Introduce Lesson</b> Teacher introduces the lesson's topic of reviewing and practicing resistance techniques and reviewing the benefits of resisting drugs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Review Pressures</b> Teacher reviews pressures and asks students to share different ways to resist internal pressure examples.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Prepare Skits</b> Teacher introduces group skit activity and instructs students to select group roles (director/actors/recorder). Teacher breaks class into groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Prepare Skits</b> Teacher circulates among the groups, helping ensure that each group gets parts assigned and reaches a decision on a skit to rehearse.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Act Out Skits</b> Teacher reassembles class, provides some expectations for the activity, and the groups play out their skits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Act Out Skits</b> Teacher highlights various strategies would be effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

ACTIVITY	ALL	SOME	NONE	COMMENTS
<b>Play the Benefits Game</b> Teacher divides class into small groups and introduces the benefits game for making three lists of the benefits of not using: 1) nicotine, (2) marijuana, and (3) alcohol.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Play the Benefits Game</b> Teacher circulates among the groups to facilitate group progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Play the Benefits Game</b> Group recorders display lists and orally present findings to the class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Wrap Up</b> Teacher reinforces what has been discussed in this session and introduces the next topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Project ALERT Posters</b> Teacher displayed the appropriate Project ALERT posters during the lesson: <i>Pressures Inside Yourself</i> and <i>Ways to Say "No"</i> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Reinforce Student Engagement</b> Teacher positively encouraged and reinforced student participation throughout the lesson.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>ADDITIONAL COMMENTS</b>          				

TEACHER NAME: \_\_\_\_\_ SCHOOL: \_\_\_\_\_

DATE: \_\_\_\_\_ LESSON START TIME: \_\_\_\_\_ LESSON END TIME: \_\_\_\_\_

NUMBER OF STUDENTS IN PERIOD: \_\_\_\_\_

### LESSON TEN—Smoking and Vaping Cessation

ACTIVITY	ALL	SOME	NONE	COMMENTS
<b>Ground Rules</b> Prior to introduction of lesson, display ground rules developed by the class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Introduce Lesson</b> Teacher introduces the lesson's topic of smoking and vaping cessation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Complete the Visual - Why It Is Hard to Quit</b> Teacher writes the students' responses for why it is hard to stop using nicotine.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Show and Discuss Video - Clearing the Air</b> Teacher introduces and shows Video - Clearing the Air.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Show and Discuss Video - Clearing the Air</b> Teacher asks students to share reasons teens provided for quitting and how they quit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Complete Quitting Lists</b> Teacher divides class into four groups to prepare lists in which each group answers one of the four quitting questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Complete Quitting Lists</b> Teacher circulates among the groups to facilitate group progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Complete Quitting Lists</b> Group recorders display lists and orally present findings to the class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

ACTIVITY	ALL	SOME	NONE	COMMENTS
<b>Complete Making Changes in My Life Lists</b> Teacher presents general steps to making changes in your life and asks students to write their own personal plan to change something in their life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Wrap Up</b> Teacher reinforces what has been discussed in this session and introduces the next topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Reinforce Student Engagement</b> Teacher positively encouraged and reinforced student participation throughout the lesson.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>ADDITIONAL COMMENTS</b>				

TEACHER NAME: \_\_\_\_\_ SCHOOL: \_\_\_\_\_

DATE: \_\_\_\_\_ LESSON START TIME: \_\_\_\_\_ LESSON END TIME: \_\_\_\_\_

NUMBER OF STUDENTS IN PERIOD: \_\_\_\_\_

**LESSON ELEVEN—Benefits of Not Using Drugs**

ACTIVITY	ALL	SOME	NONE	COMMENTS
<b>Ground Rules</b> Prior to introduction of lesson, display ground rules developed by the class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Introduce Lesson</b> Teacher introduces lesson's topic of reviewing the substance information taught in previous Project ALERT lessons and the benefits of not using.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Play the Information Review Game</b> Teacher divides class into small groups and introduces the information review game.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Play the Information Review Game</b> Teacher facilitates the game, asks group recorders to write group's answers, and reveals correct answers at the end of each topic series of questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Show and Discuss Video - Saying "No" to Drugs</b> Teacher introduces and shows Video - Saying "No" to Drugs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Show and Discuss Video - Saying "No" to Drugs</b> Teacher asks students to share reasons teens provided for resisting drug use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Write and Discuss Commitments to Choose a Healthy Lifestyle Free from Drugs</b> Teacher describes the purpose of commitment statements and asks students to write their own personal commitment statement to choose a healthy lifestyle free from drugs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

ACTIVITY	ALL	SOME	NONE	COMMENTS
<b>Write and Discuss Commitments to Choose a Healthy Lifestyle Free from Drugs</b> Teacher collects the certificates as they are completed, skims them, and summarizes the results for the students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Wrap Up</b> Teacher summarizes what the students have learned in Project ALERT (how they can incorporate these resistance skills into everyday situations) <b>and presents commitment certificates to students individually.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Project ALERT Posters</b> Teacher displayed the appropriate Project ALERT posters during the lesson.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Reinforce Student Engagement</b> Teacher positively encouraged and reinforced student participation throughout the lesson.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>ADDITIONAL COMMENTS</b>				

TEACHER NAME: \_\_\_\_\_

SCHOOL: \_\_\_\_\_

DATE: \_\_\_\_\_

LESSON START TIME: \_\_\_\_\_

LESSON END TIME: \_\_\_\_\_

NUMBER OF STUDENTS IN PERIOD: \_\_\_\_\_

**BOOSTER ONE—Motivating Resistance to Drugs**

ACTIVITY	ALL	SOME	NONE	COMMENTS
<b>Introduce Lesson</b> The teacher: (1) briefly re-introduces Project ALERT, (2) reviews what students learned the previous year, (3) discusses how middle schoolers change each year, and (4) states lesson's topic of reviewing drug information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Ground Rules</b> Teacher reviews established ground rules for the class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Discuss Consequences of Using Nicotine, Marijuana, and Alcohol</b> Teacher divides class into small groups and facilitates small groups in making lists of consequences of substance use: (1) nicotine, (2) marijuana, and (3) alcohol.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Discuss Consequences of Using Nicotine, Marijuana, and Alcohol</b> Group recorders display lists and orally present findings to the class for Nicotine, Marijuana, and Alcohol lists.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Discuss Consequences of Misusing Prescription Drugs</b> Teacher leads class discussion on the consequences of misusing prescription drugs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Discuss Prevalence of Substance Use</b> Teacher leads class discussion on the national data on prevalence of drug use and asks students about their opinions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Review Sources of Pressure</b> Teacher displays visual "Where Does Peer Pressure Come From" and leads discussion of pressure to use drugs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



ACTIVITY	ALL	SOME	NONE	COMMENTS
<b>Play Resisting Pressure Lines Game</b> Teacher divides class into small groups and introduces the pressure lines game.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Play Resisting Pressure Lines Game</b> Teacher facilitates the game and selects students to read their resistance response lines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Wrap Up</b> Teacher reinforces what has been discussed in this session and introduces the next topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Project ALERT Posters</b> Teacher displayed the appropriate Project ALERT posters during the lesson: <i>Prescription Drugs Go Straight to Your Head</i> and <i>Ways to Say "No"</i> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Reinforce Student Engagement</b> Teacher positively encouraged and reinforced student participation throughout the lesson.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>ADDITIONAL COMMENTS</b>				

TEACHER NAME: \_\_\_\_\_

SCHOOL: \_\_\_\_\_

DATE: \_\_\_\_\_

LESSON START TIME: \_\_\_\_\_

LESSON END TIME: \_\_\_\_\_

NUMBER OF STUDENTS IN PERIOD: \_\_\_\_\_

**BOOSTER TWO—Resisting External and Internal Pressures**

ACTIVITY	ALL	SOME	NONE	COMMENTS
<b>Ground Rules</b> Prior to introduction of lesson, display ground rules developed by the class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Introduce Lesson</b> Teacher introduces the lesson's topic of practicing resisting pressures and ways of saying "no."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Begin Video - Paul's Fix</b> Teacher introduces and plays Paul's Fix video, pausing it just before the video solutions are played.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Discuss Video - Paul's Fix</b> Teacher facilitates the class in discussion on why it might be hard, or not hard, to say "no," and whether the source of the pressure is internal or external.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Write Ways of Saying "No"</b> Teacher asks students to write down two different ways they could say "no" when pressured to use substances.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Write Ways of Saying "No"</b> Teacher facilitates a discussion where students report their ways they could say "no" when pressured to use substances.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Write Ways of Saying "No"</b> Teacher highlights that the variety of ways to say "no" can be used in many different pressure situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Complete Video - Paul's Fix</b> Teacher resumes video to show solutions to Paul's Fix.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

ACTIVITY	ALL	SOME	NONE	COMMENTS
<b>Complete Video - Paul's Fix</b> Teacher asks students to summarize the three ways Paul said "No."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Review Internal Pressures</b> Teacher describes internal pressure and provides examples of internal pressure sources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Prepare Skits</b> Teacher introduces group skit activity and instructs students to select group roles (director/actors/recorder). Teacher breaks class into groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Prepare Skits</b> Teacher circulates among the groups, helping ensure that each group gets parts assigned and reaches a decision on a skit to rehearse.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Act Out Skits</b> Teacher reassembles class, provides some expectations for the activity, and the groups play out their skits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Act Out Skits</b> Teacher highlights how various strategies would be effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Wrap Up</b> Teacher reinforces what has been discussed in this session and introduces the next topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Project ALERT Posters</b> Teacher displayed the appropriate Project ALERT posters during the lesson: <i>Ways to Say "No"</i> and <i>Pressures from Inside Yourself</i> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Reinforce Student Engagement</b> Teacher positively encouraged and reinforced student participation throughout the lesson.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>ADDITIONAL COMMENTS</b>				

TEACHER NAME: \_\_\_\_\_

SCHOOL: \_\_\_\_\_

DATE: \_\_\_\_\_

LESSON START TIME: \_\_\_\_\_

LESSON END TIME: \_\_\_\_\_

NUMBER OF STUDENTS IN PERIOD: \_\_\_\_\_

**BOOSTER THREE—Reinforcing Benefits of Resisting Drugs**

ACTIVITY	ALL	SOME	NONE	COMMENTS
<b>Ground Rules</b> Prior to introduction of lesson, display ground rules developed by the class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Introduce Lesson</b> Teacher describes the lesson's topic of the benefits of resisting pressures to use substances.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Direct Pressure Scenarios</b> Teacher reviews Ways to Say "No."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Direct Pressure Scenarios</b> Teacher uses role play with students to apply pressures in scenarios to use substances or engage in other behaviors. Students discuss different strategies to resist pressures applied by teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Discuss How Friends Can Help Each Other Resist Pressures</b> Teacher uses role play with students to apply pressures in scenarios to use substances or engage in other behaviors. Students share different responses when they have the support of a friend to resist the pressure applied by teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Discuss Benefits of Resistance</b> Teacher asks students to discuss the range of feelings they might experience when resisting pressure in real life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Show Video: Resisting Peer Pressure</b> Teacher introduces and shows Video - Resisting Peer Pressure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

ACTIVITY	ALL	SOME	NONE	COMMENTS
<b>Discuss Video: Resisting Peer Pressure</b> Teacher asks students to share some of the health and personal benefits of resisting pressures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Review Benefits of Resistance</b> Teacher divides class into three groups and facilitates the groups in playing benefits of resistance game.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Review Benefits of Resistance</b> Group recorders share lists and orally present findings to the class on the three categories.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Wrap Up</b> Teacher reinforces what has been discussed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Project ALERT Posters</b> Teacher displayed the appropriate Project ALERT posters during the lesson: <i>Ways to Say "No."</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Reinforce Student Engagement</b> Teacher positively encouraged and reinforced student participation throughout the lesson.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>ADDITIONAL COMMENTS</b>          				