

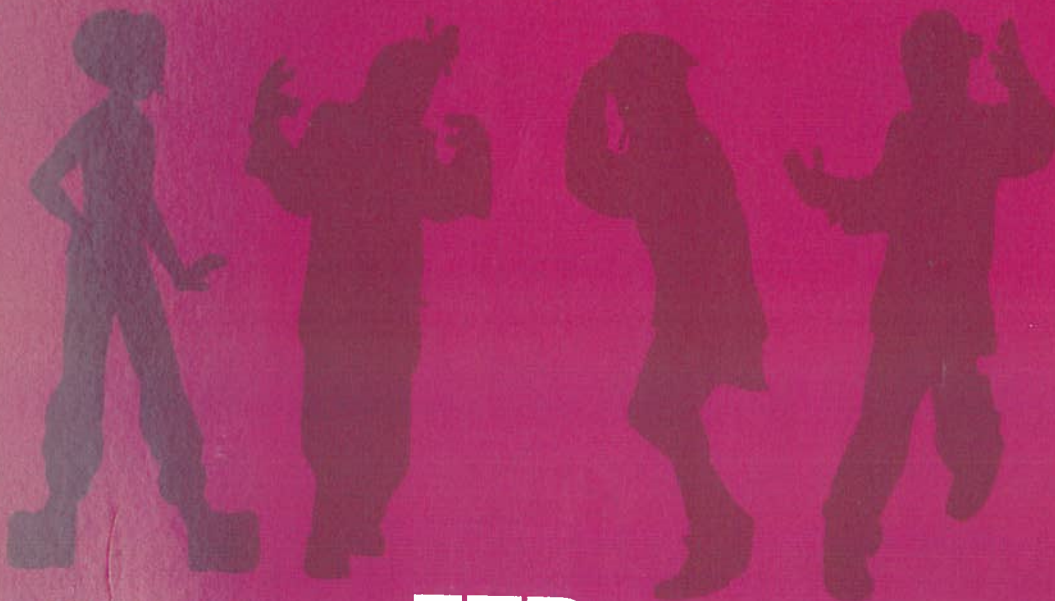
An
Evidence-Based
Program

keepin' it

REAL

Refuse • Explain • Avoid • Leave

Drug Resistance Strategies



Arizona State University
School of Social Work

ETR
Associates

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Teacher Guide

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ETR Associates (Education, Training and Research) is a nonprofit organization committed to fostering the health, well-being and cultural diversity of individuals, families, schools and communities. The publishing program of ETR Associates provides books and materials that empower young people and adults with the skills to make positive health choices. We invite health professionals to learn more about our high-quality publishing, training and research programs by contacting us at 4 Carbonero Way, Scotts Valley, CA 95066-4200, 1-800-321-4407 or visiting our website at www.etr.org.

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Introduction

What Is *Keepin' It REAL*?

***Keepin' It REAL* is an evidence-based drug prevention program designed to increase drug resistance skills among middle school students.** Research has shown that many students at these grade levels begin to encounter drug-related situations. *Keepin' It REAL* is a video-enhanced, multicultural program grounded in students' cultural norms. It teaches youth how to live drug-free lives, drawing on their personal strengths and the cultural strengths of their families and communities. Principles of multiculturalism, including representation and inclusion, are key elements that contribute to the program's effectiveness.

Keepin' It REAL is based on previous work that demonstrates that teaching communication and life skills can combat negative peer and other influences. The program extends resistance and life-skills models by using a culturally based narrative and performance framework to enhance anti-drug norms and attitudes, and facilitate the development of risk assessment, decision-making and resistance skills.

The program teaches students how to say NO to substance use through practical, easy-to-remember and use strategies represented by the acronym **REAL**—**R**efuse, **E**xplain, **A**void and **L**ease. These strategies help youth stay drug free by preparing them to act decisively and comfortably in refusing or avoiding offers to use drugs. Students learn how to recognize risks, value their personal perceptions and feelings, make choices that are consistent with their personal and cultural values (e.g., avoiding confrontation and conflict in favor of maintaining relationships and respect) and act assertively to stick to their drug-free choices.

The *Keepin' It REAL* program originally was targeted to a population of middle school adolescents in the urban Southwest who were considered at risk due to poverty and other factors such as immigration status, English acquisition and acculturation stress. Adolescents represented African-American, American Indian, Mexican-American, Mexican immigrant and white populations. Replications have shown *Keepin' It REAL* to be effective within a range of school and agency settings for students ages 10 through 17. The program was designed to intervene with students before they actively begin to participate in risky behaviors such as experimentation with alcohol or other drugs, and to help students reduce existing substance use. The REAL resistance strategies are applicable across a variety of risky situations.

Program Components

In addition to the 10-lesson curriculum, the program's key learning tool is a video produced for youth by youth, with stories based on actual student experiences. The video segments specifically demonstrate how students can use the REAL strategies to resist drug use in real-

Compared to the control group, at 8-year follow-up, *Keepin' It REAL* students reported:

- 32–44% reduction in marijuana, tobacco and alcohol use
- 30–38% increase in knowledge about and negative attitudes toward drug use
- 29–34% decrease in intent to accept substances

Both the Mexican-American version and the Multicultural version of the curriculum reduced the use of gateway drugs and had a beneficial impact on a number of other substance-use-related psychosocial variables. Both versions showed effects on personal norms, and the Multicultural version produced significantly better outcomes on resistance strategies, positive substance use expectancies and friends' injunctive norms than the control condition. The intervention had its greatest impact on use of alcohol, the substance used by the largest and most rapidly growing number of students.

The research findings clearly showed that infusing cultural elements and values into prevention programs appears quite beneficial. The process of incorporating a representative level of relevant cultural elements into the prevention message appeared critical to the program's success.

What Makes *Keepin' It REAL* Different?

Keepin' It REAL is a culturally grounded curriculum. This means that the lessons and activities are based on the notion that students already know a lot about communicating and have strengths that come from their cultures. Universal messages don't always work for all students—research shows that students from different cultures communicate in different ways. To gain effectiveness, this program integrates the diverse resources and communication styles that students bring to the classroom.

The drug resistance strategies taught in *Keepin' It REAL* are tools that will help students successfully negotiate the everyday life experiences they encounter. Many students are unaware of the power of their own words and actions, and of the skills they have learned as members of a family and a particular culture. The teacher's role is to be open to hearing and seeing what the students are doing to strengthen the protective factors that are already working for them. Making students aware of and teaching them how to “Refuse,” “Explain,” “Avoid” and “Leave” empowers them to be proactive in responding to situations that might otherwise be difficult for them. This program teaches skills that students will be comfortable integrating into their own communication styles. They can choose the strategies that will work best for them, based on their own cultural backgrounds.

For more information supporting the effectiveness of *Keepin' It REAL*, see the References below.

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How to Use *Keepin' It REAL*

The *Keepin' It REAL: Drug Resistance Strategies* program is built around the resistance strategies summarized by the acronym REAL:

- **Refuse:** Students learn assertive refusal skills that will help them say NO to drug use while maintaining social acceptance and self-confidence.
- **Explain:** Students learn how to offer a clear explanation of why they choose not to engage in drug use or other risky behaviors.
- **Avoid:** Students learn actions they can take to avoid a risky situation or potential pressure before it occurs.
- **Leave:** Students learn ways to get out of risky situations and to walk away from pressure.

The *Keepin' It REAL* Curriculum

The curriculum consists of 10 sequential lessons designed to be taught in 45 minutes each over 10 weeks. The interactive lesson activities involve students in cooperative learning, group discussion, problem solving and roleplays as they learn, practice and demonstrate the REAL resistance strategies.

- **Lesson 1** introduces the program and gives a brief overview of the REAL resistance strategies. Students discuss the ideas of options, choices and consequences and make the distinction between a simple preference and a wise choice. They suggest actions to take in some potential pressure situations and think about the consequences of various choices.
- **Lesson 2** defines risk and helps students examine the risks inherent in everyday situations. A team guessing game helps students experience first-hand the pressure and consequences of taking risks and look at how their risk-taking choices can affect others.
- **Lesson 3** examines effective ways to handle conflict and teaches communication skills. Students learn how to use I-statements to express personal views and feelings in assertive but respectful ways, and to acknowledge the views and feelings of others without necessarily agreeing with them.
- **Lesson 4** introduces the first resistance strategy—Refuse. Students learn verbal and nonverbal refusal skills as well as assertiveness techniques to help them say no in clear and respectful ways. A video and class discussion show them ways to apply refusal skills in real-life situations.
- **Lesson 5** introduces the second resistance strategy—Explain. Students learn communication skills to explain why they do not intend to engage in risky behaviors. Guidelines for explaining help them be clear and take action to show that they're serious about their drug-free choices. They watch a video that models the guidelines and practice the explaining strategy with a partner.

- **Lesson 6** introduces the third resistance strategy—Avoid. Students learn actions they can take to avoid potential pressure through class discussion and a video. They learn the A-B-C-D (**A**sk, **B**rainstorm, **C**hoose, **D**o) problem-solving method to help them analyze and avoid risky situations.
- **Lesson 7** introduces the final resistance strategy—Leave. Students learn ways to get out of risky situations. They summarize and apply all of the REAL resistance strategies by viewing and evaluating a video and then practicing through roleplays.
- **Lesson 8** helps students clarify their personal values and beliefs about drug use. Students examine myths and identify accurate norms related to drug use. They also identify personal characteristics they value in themselves and demonstrate strategies that will enable them to act in ways that are consistent with their values.
- **Lesson 9** examines feelings and how emotions may affect the ways people react in various situations. Students examine what it's like to feel differently or want to act differently than others in a group. They learn communication skills for describing and standing up for their feelings, beliefs and intended actions in effective and assertive ways and practice through roleplays.
- **Lesson 10** helps students identify their personal support networks of family, friends and others who can assist them with health-related issues and choices. They learn strategies for asking for help and examine which strategies would be best in which situations. A final student-led discussion of the *Keepin' It REAL* program reviews what students have learned over the past 10 weeks and affirms their new knowledge and skills.

The Keepin' It REAL Video

A key learning tool is the *Keepin' It REAL* video. The 5 segments of the video demonstrate how to use REAL strategies to resist drug use in real-life situations. The video segments were all written, acted and produced for youth by students from South Mountain High School in Phoenix, Arizona.

- **Introduction to Keepin' It REAL** (5 minutes) provides an intriguing overview of the making of the video and introduces students to the *Keepin' It REAL* program and the REAL drug resistance strategies.
- **Breakin' Bad Habits** (7.5 minutes) shows how a teen breakdancer uses refusal skills to refrain from drug use while maintaining social acceptance and self-confidence.
- **Why Not** (6.5 minutes) presents a series of short interviews in which teens explain how and why they choose not to use tobacco, alcohol or other drugs.
- **Dream Theme** (8 minutes) tells the story of a young man who falls asleep and dreams about repeatedly being offered drugs at a party. When he wakes up he decides to avoid the risk by not attending the party.
- **Ain't No Game** (8 minutes) shows the REAL strategies in action and demonstrates the negative consequences of smoking.

How to Use Keepin' It REAL

Discussion sessions following each video segment help students clarify and integrate the information and strategies presented. Teachers may want to go over the discussion questions briefly with students before showing the video, so students will know what content to look for as they watch.

Teacher Tips

Keepin' It REAL is designed to support teachers' efforts to build on and incorporate students' cultural backgrounds and experiences into class discussions and activities. Teachers can help make the REAL strategies a part of students' repertoire of communication, decision-making and other social skills.

To enhance your implementation of *Keepin' It REAL*:

- Review each lesson before you teach it.
- Encourage students to share "their" stories.
- Build on students' examples, words and experiences in class discussions.
- Notice students using the REAL strategies outside of class. Reinforce and encourage them to continue to integrate what they are learning into their daily lives.
- Listen. Use questioning strategies to draw out students' thoughts and ideas on how to solve their own issues and apply the strategies to their lives.
- Be inclusive. Acknowledge the commonality of feelings and experiences.
- Think about the many cultures that your students represent. Consider how they differ as well as how they may be alike.
- Help students develop a positive sense of their own competence and ability to deal with complex situations.
- Have fun, and encourage students to have fun as they actively participate in class.

Lesson

1

Options & Choices

Objectives

Students will be able to:

1. Identify the purpose of the *Keepin' It REAL* program.
2. Conduct a self-assessment of how they would react to potentially confrontational social situations.
3. Identify how they and their peers might use REAL drug resistance strategies in social situations.
4. Learn and apply the concepts of *options, choices, consequences, simple choices and critical decisions*.
5. Identify important considerations when making a choice.
6. Identify personal future goals.

Materials & Preparation

- ☐ Preview the **Introduction** to the *Keepin' It REAL* video for content and points to highlight.
- ☐ Prepare **R.E.A.L. and Choices** (Transparencies 1 and 2).
- ☐ Review **What Would You Do?** on pp. 2–3 of the Student Book.
- ☐ Review **Choices & My Goals** on p. 4 of the Student Book.
- ☐ Review **Choices in the Movies** on p. 5 of the Student Book, or make copies of the homework sheet (Master 1).

Key Terms

- Avoid
- Choice
- Consequences
- Critical decision
- Explain
- Goal
- Leave
- Options
- Purpose
- Refuse
- Simple choice
- Wise choice

Time

45 minutes

Teacher Note

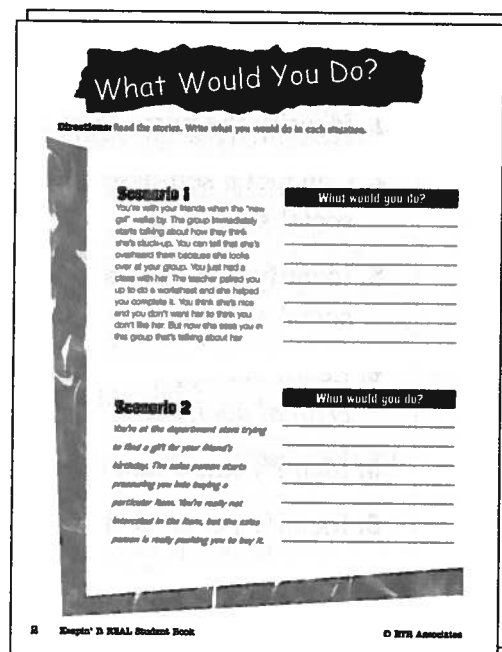
Students may already be familiar with the strategies defined in this program (**Refuse, Explain, Avoid and Leave**), but may not recognize it. The early activities of this lesson will help you assess this.

Introduce the Program

- **Direct students** to turn to **What Would You Do?** on p. 2 of the Student Book. Ask them to write what they would *actually* do if they were in these situations. Let them know that there are no right or wrong answers and that they'll be sharing their answers later with a partner.

(Note: Provide just 1 or 2 scenarios if time does not allow for all.)

- **Explain** that this activity introduces a program that will help them make good decisions in tough situations like these. Tell them the program is called *Keepin' It REAL*. Explain that there will be 10 lessons and that they will enjoy and get the most benefit from the lessons if they actively participate.



Student Book Pages 2-3

Video & Discussion

- **Explain** that students are going to watch some videos during the *Keepin' It REAL* lessons.

Be sure to make the following points:

- High school students from Phoenix, Arizona, developed, produced and acted in the videos, which are based on actual student experiences. More than 5,000 young people were involved in the initial development and testing of *Keepin' It REAL*.
- The videos display the risky situations and pressures many students face and the tough decisions they need to make to protect themselves.
- The scenes that portray drug use aren't real. Nonharmful substances were used to simulate the drugs involved in these scenes.

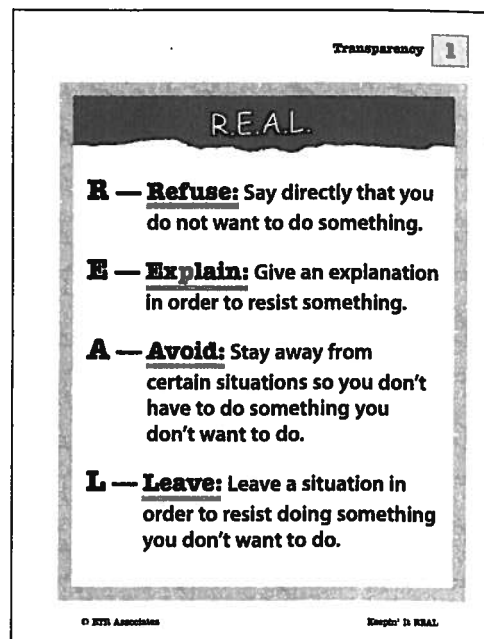
- **Show** the Introduction segment of the video.
- **Discuss** the video and emphasize that the *Keepin' It REAL* lessons teach skills that can be used when dealing with parents, friends, boyfriends/girlfriends or teachers. But the main purpose of the lessons is to learn skills they can use if they find themselves in drug-related situations. These skills can help them be confident about the decisions they make, especially when they need to say NO to things they don't want to do.
- **Tell students** that they will see 4 more videos made by youth for youth during the lessons.

Introduce REAL Strategies

- **Show** the R.E.A.L. transparency. Explain that students can use these strategies to resist things they don't want to do.

Review each strategy:

- **R—Refuse:** Say directly that you don't want to do something.
- **E—Explain:** Give an explanation of why you don't want to do something.
- **A—Avoid:** Stay away from a situation where you might be pressured to do something you don't want to do.
- **L—Leave:** Leave a situation so you don't do something you don't want to.



Transparency 1

- **Explain** that REAL gives them at least 4 *choices* of strategies they can use to resist drugs. They can choose the strategies that work best for them.
- **Ask students** to go back to the **What Would You Do?** activity sheet and share with the class which of their responses were REAL strategies. Tell students they will be learning more about making choices in the next activity.

Discuss Options, Choices & Consequences

- **Discuss** the fact that everyone is confronted with *options* and *choices* every day, and that every choice a person makes has *consequences*. Write the words OPTIONS,

CHOICE and CONSEQUENCES on the board. Ask students what they think the words mean. Acknowledge all answers.

➤ **Define** terms. Write the following definitions on the board (or write student responses that are similar to these definitions):

- **Options**—The range of opportunities or choices available; possible decisions a person can make
- **Choice**—The act of choosing; a particular decision
- **Consequences**—The results of a choice or action

Reinforce the fact that not choosing is also a way of making a decision and can have consequences.

➤ **Explain** that a person's choices may also affect others. For example, if you decide not to deliver an important phone message, you might cause problems for the person who needed that message. Ask students to recall a time when a choice they made affected others, such as family members or friends. Ask: How did you feel about that choice afterward?

Discuss Simple Choices & Critical Decisions

➤ **Ask students:** What is the difference between a *simple choice* and a *critical decision*?

Explain that simple choices don't carry serious consequences, while critical decisions have big consequences and require careful thought. Emphasize that when the possibility of unfavorable or serious consequences is high, it's important to think seriously about your decision and make a *wise choice*.

➤ **Present** the concept of *goals*. Explain that people may have certain goals in life and make choices or decisions for specific reasons. Situations that could affect your goals are important and require critical decisions and wise choices.

➤ **Ask students:** What are some of your goals for the future? Direct students to turn to **Choices & My Goals** on p. 4 of the Student Book and write up to 3 of their goals at the top of the activity sheet.

Choices & My Goals

Sometimes Complete each section when your teacher tells you to.

Let 1 to 3 of your personal goals for the future.

Now think of a choice you recently made or are thinking about making, and answer the questions.

My choice: _____

1. How did/could this choice affect my personal goals for the future?

2. How did/could this choice affect others?

3. How did/will I feel later about this choice?

4. What were/are other possible consequences of this choice?

5. Was/is this a simple choice or a critical decision?

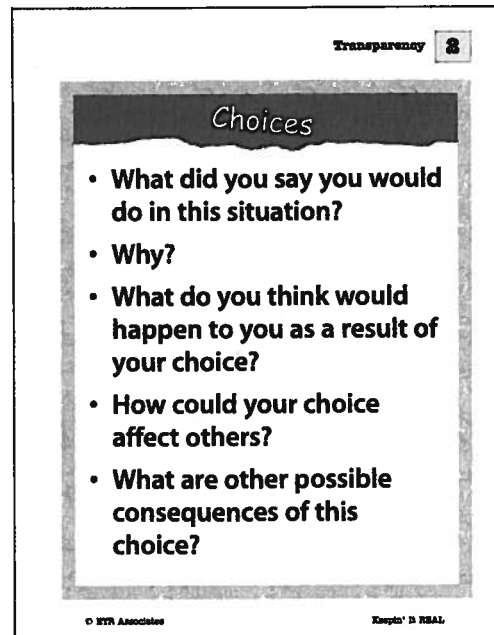
4 Keepin' It REAL Student Book © RYM Associates

Student Book Page 4

- **Ask students:** What are some important things to consider when making a choice? Be sure their answers include:
- How could my choice affect my personal goals for the future?
 - How could my choice affect others?
 - How will I feel later about my choice?
 - What are other possible consequences of this choice?
 - Is this a simple choice or a critical decision?
- **Ask students** to think of a choice they recently made or a choice they are considering making in the near future. Have them complete the **Choices & My Goals** activity sheet.

Debrief Scenarios

- **Pair students** to talk more in depth about their responses to the **What Would You Do?** activity sheet.
- **Show** the **Choices** transparency and allow students to answer the questions with their partners.
- What did you say you would do in this situation?
 - Why?
 - What do you think would happen to you as a result of your choice?
 - How could your choice affect others?
 - What are other possible consequences of this choice?
- **Call on pairs** to share some of their responses with the class.




Transparency 2

Wrap-Up & Homework

- **Review** the concepts students have practiced in today's lesson:
- There are strategies that can help them make decisions about things they don't want to do.

- Choices and actions may have favorable or unfavorable consequences.
- There is a difference between a simple choice and a critical decision. Critical decisions need careful thought so you can make a wise choice.

➤ **Direct students** to turn to the **Choices in the Movies** homework on p. 5 of the Student Book (or distribute the homework sheet). Review the directions and provide examples if needed. Tell them the homework will be due at the next lesson.



Choices in the Movies

Directions: Think about a movie you know in which a character was faced with a particular decision. Answer the following questions:

1. What were the options the main character had available at the moment when he or she had to make the decision?
2. What choice (or choices) did the character make?
3. What were the consequences of the character's choice(s)?
4. Did any of the character's decisions have an impact on people in her or his community, group of friends or family?
5. What are some other possible consequences that could have happened as a result of the choice the character made?

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Keepin' It REAL Student Book 5

Student Book Page 5
(Master 1)

Lesson

2

Risks

Objectives

Students will be able to:

1. Define *risk*.
2. Identify how risk taking can have harmful personal consequences.
3. Identify how risk taking can have harmful consequences for others.
4. Identify personal risks in daily routines and situations.
5. Develop a personal value for reducing harmful risk taking behaviors.
6. Shape peer norms that value reducing harmful risk taking behaviors.

Materials & Preparation

- ☐ Review **Guessing Game Activity Directions and Questions** (pp. 19–22).
- ☐ Review **Risks in Everyday Life** on pp. 6–7 of the Student Book, or make copies of the homework sheet (Master 2).

Key Terms

- Risk

Time

45 minutes

Homework & Review

- **Review** the homework from Lesson 1. Call on a few students to share the character's decision from the movie they watched and their answers to the questions.
- **Make the connection** between the last lesson and what students will be learning today. Emphasize that the *risks* present in a particular situation can affect the type of choices a person makes.

Discuss Risks

- **Ask students:** What is a *risk*?

Allow them to share their ideas, then provide the following definition:

- **Risk**—A gamble, a danger or an uncertainty; the possibility of something going wrong.

- **Explain** that sometimes the risks in a situation may not seem very dangerous, but there is always the “gamble” of not having things turn out as you'd like.

- **Remind students** of the discussion of *consequences* in Lesson 1. Explain that a behavior or choice is “risky” if it carries the potential for negative consequences. When you take a risk you can't really know for sure how things are going to turn out. You can't always be in control. Taking risks that have a potential for negative consequences is giving up some of your control over your own life.

- **Ask students** for examples of situations involving risks. If needed, provide these examples:

- A person who gambles takes the risk of losing money.
- A person who gets into an argument with a stranger risks the possibility of being attacked and hurt.
- A student who takes a babysitting job the night before a big test in English risks doing poorly on the test if he or she doesn't get a chance to study.

- **Ask students:** What's the benefit of being able to identify risks?

Explain that identifying risks can help them avoid potentially dangerous situations and make wise choices. Identifying risks can help them decide whether they want to use caution in a certain situation or avoid it altogether.

For example, ask students: What are the risks of trying a drug such as cocaine “just once”? Explain that the risks of trying a drug “just once” include the possibility of

getting hooked, taking a drug that's mixed with other harmful substances, experiencing a toxic reaction, or even sudden death.

➤ **Discuss** some situations in which the risks involved may be obvious. For example, ask students:

- What is the risk involved in not doing something you tell your friends you're going to do? (Risk: Possibility of your friends getting mad at you.)
- What is the risk involved in ditching school? (Risk: Possibility of getting expelled from school or getting in trouble with parents.)
- What is the risk in not studying? (Risk: You might flunk your classes.)

➤ **Explain** that in some situations, the risks or dangers may not be so obvious. You may have to think harder to identify possible risks. Risks can even be present in everyday, seemingly safe situations.

➤ **Present** the following situations and facilitate student discussion of possible risks:

- What did you decide to wear to school today? Are there any risks involved? (Risk: If you wore a short-sleeved shirt, you might be too cold.)
- How did you get to school today? Were there any risks involved? (Risks: You could fall off your bike if you hit a pothole in the road; you might have had to walk through gang territory, etc.)

Guessing Game

➤ **Explain** that students will play a game that helps illustrate the concept of risks being a gamble.

➤ **Play** the game. Follow **Guessing Game Activity Directions** on p. 19.

➤ **Debrief** at the end of the game. Ask students:

- How did you take risks?
- What did it feel like to take a risk?
- What were the consequences of the risks you took?

Ask the class:

- How did a decision one person made or a risk one member took affect the entire team?

Explain that this was a fun way of illustrating something that, in life, can be much more serious.

Wrap-Up & Homework

➤ **Ask students** to identify some of the important things they learned in this lesson.

➤ **Review** the following concepts:

- There are many risks that can be encountered in everyday life, even in seemingly safe situations.
- It's always important to consider the consequences of the risks you face in different situations.
- When the consequences of a risk could be serious, it's important to think carefully about your decisions or choices.

➤ **Direct students** to turn to the **Risks in Everyday Life** homework on p. 6 of the Student Book (or distribute the homework sheet). Review the directions and provide examples if needed.

Possible examples:

- Getting sick from food you eat.
- Getting hit by the ball during baseball practice.
- Getting in trouble if you don't do your chores.

Tell students the homework will be due at the next lesson.

Risks in Everyday Life HW

Directions: Think about a day this week. Identify at least 1 activity you did that day in the morning, 1 in the afternoon and 1 in the evening, and write these activities in the Activities boxes. In the Risk boxes, write any risks that were possible as a result of each activity.

Time of Day	Activities	Risks
example	Example: At 9:30 a.m. I got up and took a bath. Then I ate some left-over pizza from last night.	Example: I could have slipped when I got into or out of the bathtub. The pizza could have made me sick if it had been unrefrigerated for too long.
morning		

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Student Book Pages 6-7
(Master 2)

Teacher Page**Guessing Game Activity Directions**

- Divide students into 5 groups (or groups of 5) to form teams.
- Explain the object of the game:

The object of the game is to win the most points. Each team starts with 50 points. Each member of each team will get a chance to wager up to 20 points and try to answer a question. The player must answer the question by himself or herself. If the player answers correctly, the team wins the number of points wagered. If the player answers incorrectly, the team will lose the number of points he or she wagered.
- Have 1 member from each team come forward to answer the first **Guessing Game** question. Instruct each player to write down how many points he or she will wager on the question. The players cannot consult with their teams. They must make the decisions themselves, but their decisions will affect the team's points.
- Ask the question. Each player should write down the answer. Make sure students know they aren't expected to know the correct answer. Tell them to try their best guess.
- When players have finished writing their answers, go to each player in turn and ask how much he or she wagered and what answer he or she chose.
- Reveal the correct answer. If players answered correctly, their team wins the points. If players answered incorrectly, their team loses the points they wagered.
- Repeat the process with the next students from each group and the next **Guessing Game** question. There are enough questions for teams to play 3 rounds. Use questions 16 through 18 as tie breakers, if needed.

(Note: It may be necessary for some members of a team to take 2 turns to ensure each team gets an equal number of attempts to wager.)
- Keep a running tally of each team's total points on the board.

Note: You may wish to give each team a white board and dry erase marker to use when writing their answers.

continued

Teacher Page**Guessing Game Questions**

(Note: Answers are in bold italics.)

1. One third of the young people who try cigarettes are addicted by the time they are 20.

True

False

2. What percent of 8th grade students have not used marijuana in the past month?

a. more than 90% have not

b. more than 60% have not

c. more than 40% have not

3. Two diseases that you can get from injecting drugs with shared needles are HIV and hepatitis (a disease of the liver).

True

False

4. Smokers are _____ times more likely to get lung cancer than nonsmokers?

a. 2 times

b. 50 times

c. 20 times

5. Which of these drugs is most commonly used in the United States?

a. marijuana

b. alcohol

c. cocaine

6. Methamphetamines are dangerous because:

a. they can cause hallucinations

b. they can cause you to fall asleep and injure yourself

c. they can cause anorexia

7. Most teens who smoke quit before they graduate from high school.

True

False. More than 70% will continue to smoke as adults.

continued

continued

Guessing Game Questions

8. Using cigarettes can be relaxing.

True

False. Cigarette smoking actually creates stress on the body.

9. Which of the following is **not** an effect of heavy alcohol use?

a. memory loss

b. increased risk of injuries

c. increased concentration

10. You can be charged with a crime for just holding marijuana.

True

False

11. How many deaths a year in the United States do the experts believe are the result of smoking cigarettes?

a. 100,000

b. 250,000

c. 400,000

12. Possession of marijuana is illegal in how many states?

a. 20

b. 35

c. 50

13. Marijuana is dangerous because you can die from it instantly.

True

False. Marijuana is dangerous because it can cause a lack of concentration and mobility in users. Use of marijuana often contributes to bad decision making, car crashes and other injuries. The majority of young people who abuse hard drugs started out by first using marijuana.

14. Inhalants (huffing, sniffing) are substances that are not meant to be used as drugs but are. Which of the following is **not** a danger of using inhalants?

a. brain damage

b. respiratory problems

c. breast cancer

continued

continued

Guessing Game Questions

15. Two of these drugs are associated with permanent brain damage. Which one is **not**?
- a. meth
 - b. inhalants
 - c. tobacco**
16. "Tolerance" to drugs means:
- a. You think drugs are good.
 - b. You need more and more of the drug to get high the next time.**
 - c. You need less of the drug to get high the next time.
17. Which of these is not a possible short-term effect of inhalants?
- a. increased appetite**
 - b. nosebleeds
 - c. double vision
18. What percent of high school students used LSD in the past year?
- a. less than 2%**
 - b. 3-6%
 - c. 7-10%

Sources:

Drug Free Resource Net (Partnership for a Drug Free America)
www.drugfreeamerica.org

Mayo Clinic
www.mayohealth.org

National Clearinghouse for Alcohol and Drug Information
www.health.org

National Institute on Drug Abuse (NIDA)
www.nida.nih.gov

Lesson

3

Communication & Conflict

Objectives

Students will be able to:

1. Identify potential consequences of various strategies for handling conflict.
2. Analyze their feelings about a personal decision they made.
3. Use communication skills to express personal feelings and views in assertive but respectful ways.
4. Use communication skills to acknowledge personal feelings and views of others that may differ from their own views.
5. Develop a personal value for using respectful communication skills to express personal feelings and views.
6. Shape peer norms that value using respectful communication skills to express personal feelings and views.

Materials & Preparation

- ☐ Review **Conflict Scenarios** on pp. 8–9 of the Student Book.
- ☐ Prepare **Assertiveness and I-Statements** (Transparencies 3 and 4).
- ☐ Review **Practice with I-Statements** on pp. 10–11 of the Student Book.
- ☐ Review **Singing About Conflict** on p. 12 of the Student Book, or make copies of the homework sheet (Master 3).

Key Terms

- Aggressive
- Agree to disagree
- Assertive
- Conflict
- I-statements
- Passive
- Self-determination

Time

45 minutes

Homework & Review

- **Review** the homework from Lesson 2. Call on 2 or 3 students to report the risks they identified for morning, afternoon and evening.
- **Make the connection** between the last lesson and what students will be learning today. Explain that while avoiding risk is often a good idea, sometimes people need to take risks in their relationships with others in order to express their views and stick to their decisions.

Discuss Communication Skills

➤ **Ask students:**

- Have you ever expressed a personal preference or opinion that wasn't popular?
- How did it feel?
- Did you know how to do it?

Explain that when they make their own decisions based on what they value or believe others may not always agree. But they can feel good knowing they are standing up for themselves and what they value. It's important to express their opinions respectfully.

➤ **Ask students:**

- Has a friend ever expressed a preference or opinion that you didn't agree with?
- How can you acknowledge other people's views without necessarily agreeing with them?

Explain that it takes skills to express and listen to different preferences and opinions.

➤ **Ask students:**

- Why might these be good skills to know?
- In what situations do you think these skills would be helpful?

Explain that these skills can be used in almost any situation, and especially with friends. These skills are particularly useful when expressing opinions and making a decision not to use drugs.

➤ **Ask students:**

- Have you ever had a *conflict* or disagreement with someone who had a different opinion than you?

- Do you know anyone who's good at acknowledging other people's views without having to agree with them?
- Have you ever heard of the phrase *agree to disagree*?

Explain that "agreeing to disagree" means deciding not to go along with someone and both of you being OK with not agreeing.

Conflict Scenarios

- **Direct students** to turn to **Conflict Scenarios** on p. 8 of the Student Book. Tell them to complete the activity sheet individually by reading each scenario and then ranking the scenarios in order of the most effective (1) to least effective (5) way of handling conflict situations.
- **Discuss** students' responses. Explore why they find one method effective and another ineffective. Have them identify which scenarios, if any, provided examples of verbalizing preferences that aren't popular in a way that maintains respect for others and oneself.

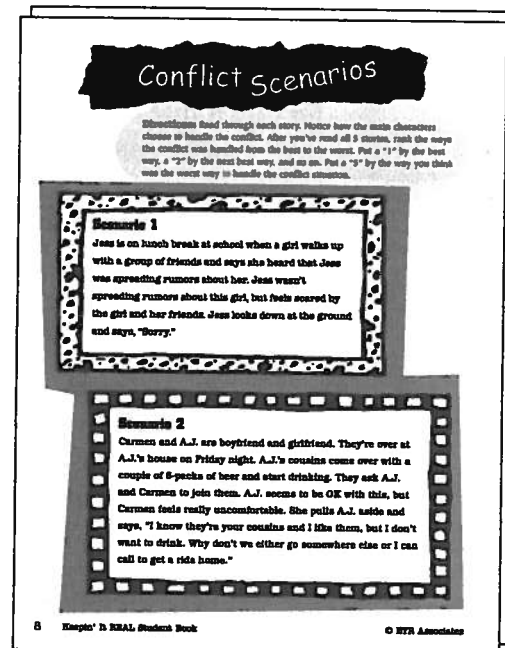
Teacher Note

Students may want to know if their answers are "correct" or "incorrect." Remind them that, at this point, there are no correct answers. The purpose of this discussion is to help them explore the reasons they think some methods are effective and others are ineffective. After you introduce the concept of assertiveness in the next part of this lesson, students will be able to refer back to the scenarios and further evaluate them.

- **Remind students** that there are consequences for each way of handling the situations. Explore what students think some of the consequences might be for the people in the scenarios. Tell students they will be referring back to this activity sheet after the next part of the lesson.

Discuss Assertiveness

- **Write** the word SELF-DETERMINATION on the board. Explain *self-determination* as "making your own decisions."



Student Book Pages 8-9

➤ **Ask students:**

- How many of you think you make your own decisions most of the time?
- How does it feel to make your own decisions?

Note that if people make a bad decision, they probably won't feel that good about it or about themselves. But, if they make a good decision, they'll probably feel good about themselves and feel as if they're in control of their own lives.

➤ **Explain** that even though we might make our own decisions, sometimes we may have trouble communicating those decisions to others. For example, a person might be too weak or too strong in telling others what he or she has decided. Tell students that if they can make good decisions and express their decisions to others in a firm, clear and respectful way, they'll feel good about themselves, feel in control of their own lives, and feel confident with others. This way of expressing yourself is called *assertiveness*.

➤ **Show** the **Assertiveness** transparency. Start by showing the words *Passive*, *Aggressive* and *Assertive*. Let students try to define each one, then write the definitions:

- **Passive**—Not expressing your opinions, feelings or decisions to others.
- **Aggressive**—Sharing your opinions, feelings or decisions in an overly forceful, disrespectful way.
- **Assertive**—Sharing your opinions, feelings or decisions in a clear and respectful way.

Then show the behaviors characteristic of each communication style listed on the transparency.

➤ **Discuss** the differences among passive, aggressive and assertive behavior. Focus on assertiveness as being the most successful way of dealing with others.

➤ **Refer students** back to the **Conflict Scenarios**. Ask them to identify which scenarios are examples of which behavior—passive, aggressive or assertive.

Teacher Note

Make sure the students identify the scenarios correctly as follows: *Passive* behavior—scenarios 1 and 4; *Aggressive* behavior—scenario 3; *Assertive* behavior—scenarios 2 and 5.

Transparency 3

Assertiveness

Passive • Aggressive • Assertive

Passive behavior:

- Unwilling to stand up for yourself
- Not saying what you want or how you feel
- Letting others decide what's best for you

Aggressive behavior:

- Attempting to get your own way without consideration for others
- Saying what you want or how you feel in a disrespectful way
- Attacking others by putting them down or "bullying" them

Assertive behavior:

- Standing up for yourself
- Clearly saying what you want or how you feel
- Being respectful of others, while being true to yourself

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Transparency 3

- **Discuss** the idea that a person can be assertive and still be respectful. Explain that this is especially important to remember when dealing with family members or older people. It's possible to share feelings and express views in a respectful manner. Explain that standing up for yourself doesn't mean you have to be rude or inconsiderate. Standing up for yourself means you know what you think and believe and are able to express how you feel to others when you need to.

Summarize: When you act assertively you remind yourself of your own values, beliefs and decisions, and you communicate to others that you are standing up for your values and making your own decisions.

Practice with I-Statements

- **Introduce** *I-statements* as a good tool for being assertive in communicating unpopular preferences or acknowledging others' views without agreeing with them.
- **Show** the I-Statements transparency. Explain that I-statements can be used to express how you feel or what you think. Tell students to start with the word "I" and follow it with the words "feel," "think," "want," etc. The general pattern is to say: "I feel _____ when _____, because _____" or "I think _____, because _____."

Leave the **I-Statements** transparency displayed to assist students with the next part of the activity.

- **Pair students** and direct them to turn to **Practice with I-Statements** on p. 10 of the Student Book. Have students follow the directions on the activity sheet to complete the sections individually and in pairs as directed.
- **Debrief** when students have finished. Have several of them share the I-statements they heard from their partner.

Transparency 4

I-Statements

Definition
An *I-statement* can be used to express how you feel or what you think. Start with the word "I" and follow it with the words "feel" or "think."

Pattern
I feel _____ when _____, because _____.
I think _____, because _____.

Examples
I feel upset when you make fun of Sara because she's my friend.
I think basketball is great because there's a lot of action.

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Transparency 4

Practice with I-Statements

Part 1

Directions: Write down 3 things you prefer or like to do that aren't necessarily popular. Then share these preferences with your partner in the form of I-statements: "I like _____ because _____" or "I don't like _____ because _____."

Part 2

Directions: Complete these sentences on your own.

1. I think the best basketball team is _____ because _____

2. I think the best movie is _____ because _____

3. I feel _____ when I dance in front of people, because _____

4. I think the best song ever is _____ because _____

5. I feel _____ when I have to stand up in front of the class, because _____

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Student Book Pages 10-11

Wrap-Up & Homework

➤ Ask students:

- Can you identify some of the important things you learned in this lesson?
- What techniques have you learned that can help you express your own views and decisions while respecting others?
- How can you let people know they're important to you even when you've chosen not to do what those people want you to do?

➤ Review the following concepts:

- There are differences between assertive, passive and aggressive behavior.
- Assertive behavior is most likely to help you stick to your own decisions without offending others.
- You can verbalize preferences that aren't popular or acknowledge others' views without having to agree with them by using I-statements.

- **Direct students** to turn to the **Singing About Conflict** homework on p. 12 of the Student Book (or distribute the homework sheet). Review the directions and provide examples if needed.
- Tell students the homework will be due at the next lesson.

Singing About Conflict HW

Directions: Find a song you like (it can be any type of music) in which someone is having a conflict with someone else. The conflict could be about anything—love, respect, family, friends, work, school, music, activities, etc. Listen to the song and notice whether the people having the conflict are able to acknowledge each other's views without having to agree. Once you've listened to the song all the way through, answer these questions.

1. What's the name of the song and the artist?
2. What happens in the song? What is the conflict about?
3. Is the main character's or singer's response passive, aggressive or assertive? Why?
4. If the main character's or singer's response is passive or aggressive, how could you change it to be assertive?
5. How could the people the song is about acknowledge each other's views without having to agree? Give an example.

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Student Book Page 12
(Master 3)

Lesson

4

Refuse

Objectives

Students will be able to:

1. Use verbal refusal skills to say NO in respectful ways.
2. Use nonverbal cues to send clear but respectful NO messages.
3. Demonstrate how to match verbal and nonverbal refusal cues to say NO in respectful ways.
4. Use the Acknowledge and Maintain and the Broken Record strategies to say NO.
5. Develop a personal value for using verbal and nonverbal refusal skills and strategies to say NO.
6. Shape peer norms that value using verbal and nonverbal refusal skills and strategies to say NO.

Materials & Preparation

- ☐ Preview the **Breakin' Bad Habits** segment of the *Keepin' It REAL* video for content and points to highlight.
- ☐ Prepare **Assertiveness Techniques** (Transparency 5).
- ☐ Review **Saying NO Assertively** on p. 13 of the Student Book.
- ☐ Review **Observing NO** on p. 14 of the Student Book, or make copies of the homework sheet (Master 4).
- ☐ Familiarize yourself with the **"Refuse"** resistance strategy.

Key Terms

- Assertiveness techniques
- Humiliate
- Nonverbal cues
- Peer pressure
- Refuse
- Verbal cues

Time

45 minutes

Homework & Review

- **Review** the homework from Lesson 3. Call on 1 or 2 students to share the song they listened to and whether or not the main character or singer was able to assertively acknowledge others' views without agreeing.
- **Make the connection** between the last lesson and what students will be learning today. Explain that they'll continue learning about and practicing assertiveness.

Discuss the "Refuse" Strategy

- **Explain** that the **Refuse** strategy helps you learn how to say NO and be clear without humiliating others. To be clear means to say what you mean plainly so others can understand it. To *humiliate* means to embarrass or make someone feel bad.
- **Ask students:**
 - How important is it for you to be liked by your friends?
 - How important is it for you to be true to your own beliefs and values?
 - What are some examples of situations in which friends want you to do things you don't want to do?
 - How do you handle these situations?
- **Discuss** the idea of friendship and *peer pressure*. Be sure to cover the following points:
 - We all want our friends to like us and approve of us.
 - We need to feel good about ourselves and our decisions to be able to feel good about our friendships.
 - There may be times when friends want you to do things you really don't want to do and you need to say NO to stick to your values.
 - Being clear but considerate is one of the best approaches. Honestly letting friends know where you stand in a way that doesn't embarrass them will make them more likely to respect your choices.
 - If you can tell your friends NO in a way that's clear but also takes their feelings into consideration, they will probably not pressure you to do the same thing again.
- **Ask students** for examples of things they can say to be clear in refusing pressure and still be respectful. Explain that they can refuse pressure by:

- Acknowledging the request.
- Clearly and respectfully stating their preference or decision.
- Explaining why, if they wish.

For example:

- “Thanks. I appreciate the offer, but I’m not interested in drinking.”
- “I really like hanging out with you, but not when you smoke. I’m just not into that.”

Discuss Assertiveness Techniques

- **Show the Assertiveness Techniques transparency.** Stress the importance of saying NO in a way that is clear without humiliating others. Cover each of the points on the transparency and ask students to give examples of each technique (*verbal cues, nonverbal cues, “acknowledge and maintain” and “broken record”*). Leave the transparency displayed to assist students with the next activity.
 - **Pair students** and direct them to turn to **Saying NO Assertively** on p. 13 of the Student Book. Have students take turns asking the questions on the activity sheet and responding by refusing assertively.
- As students work, visit each pair to help guide them in asking and refusing.

Video & Discussion

- **Tell students** they are going to see a video in which a teen uses the Refuse strategy. Ask students to notice these things as they watch the video:
 - How does the main character use both verbal and nonverbal refusal skills?
 - How is he assertive but respectful when he refuses?

Transparency 8

Assertiveness Techniques

Say NO Verbally and Nonverbally

Verbally

- Say “No,” “No way,” or “No thanks.”

Nonverbally

- Shake your head NO.
- Put up your hand in a “stop” gesture.
- Smile, but still say NO.
- Make sure your verbal and nonverbal cues match.
- Be clear and respectful.

Acknowledge and Maintain

- Acknowledge the other person’s feelings about the offer, but maintain your own decision.
- “That sounds like fun, but no thanks.”

Use the Broken Record Technique

- Repeat your NO over and over if someone keeps offering.
- (Do you want to?) “No thanks...”
- (Come on.) “No thanks...”
- (Don’t be so boring!) “I said, ‘No thanks.’”

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Transparency 5

Saying NO Assertively

Directions: Take turns being Person 1 and Person 2 with your partner. Do 3 requests and 3 refusals each. Then answer the questions at the bottom of the page together.

Person 1
Try to convince your partner to give in to your request.

Requests

1. Will you lend me your pager?
2. Can I copy your homework?
3. Let’s ditch math class on Friday.

Person 2
Refuse your partner’s offer using the assertiveness techniques. Try a different technique with each request.

Switch Roles

1. Will you give me \$10?
2. Will you steal this bag of chips for me?
3. Let’s go to that high school party this weekend.

Questions

1. Which ways of refusing worked the best?
2. Which ways of refusing worked the worst?
3. Which way of saying NO did you feel most comfortable with?
4. Did your partner’s verbal and nonverbal cues match?
5. Was your partner assertive in refusing? Was he/she passive or aggressive?
6. Did your partner say NO in a way that was clear without humiliating you?

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Student Book Page 13

- **Show** the **Breakin' Bad Habits** segment of the video.

Teacher Note

You can pause the video at certain points and begin the discussion or wait until the end.

- **Discuss** the video. Ask students:
- Can you briefly summarize how the main character refused?
 - What assertiveness techniques were used?
 - Do you think the main character was clear without humiliating others when he refused?
 - Was he assertive, passive or aggressive in refusing to smoke?
 - How could you tell? What nonverbal cues led you to think this? What about verbal cues?
 - Did his nonverbal and verbal cues match? Did they both communicate the same thing?

Wrap-Up & Homework

- **Ask students** to identify some of the important things they learned in this lesson.
- **Review** the following concepts and ask students to demonstrate examples:
- Refusals can be given verbally and nonverbally.
 - Being clear but considerate is a way to say NO to things you don't want to do without being disrespectful.
 - Students have practiced effective ways of saying NO that are clear without humiliating others.
- **Direct students** to turn to the **Observing NO** homework on p. 14 of the Student Book (or distribute the homework sheet). Review the directions and provide examples if needed.
- Tell students the homework will be due at the next lesson.

Observing NO HW

Directions: Pay attention whenever you hear someone refuse something. Fill out the chart to record your observations.

Person 1: Situation:	How he/she said NO What verbal and nonverbal cues did the person use?	Was the refusal courteous, positive or aggressive? Did the person acknowledge and maintain? Did the person use the broken record technique?
Person 2: Situation:	How he/she said NO What verbal and nonverbal cues did the person use?	Was the refusal courteous, positive or aggressive? Did the person acknowledge and maintain? Did the person use the broken record technique?
Person 3: Situation:	How he/she said NO What verbal and nonverbal cues did the person use?	Was the refusal courteous, positive or aggressive? Did the person acknowledge and maintain? Did the person use the broken record technique?
Person 4: Situation:	How he/she said NO What verbal and nonverbal cues did the person use?	Was the refusal courteous, positive or aggressive? Did the person acknowledge and maintain? Did the person use the broken record technique?

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Student Book Page 14
(Master 4)

Lesson

5

Explain

Objectives

Students will be able to:

1. Use communication skills to explain why they do not intend to engage in risky behaviors.
2. Use communication skills to explain actions they plan to take to avoid risky behaviors.
3. Develop a personal value for using communication skills to avoid risky behaviors.
4. Shape peer norms that value using communication skills to avoid risky behaviors.

Materials & Preparation

- ☐ Preview the **Why Not?** segment of the *Keepin' It REAL* video for content and points to highlight.
- ☐ Prepare **Guidelines for Explaining** (Transparency 6).
- ☐ Review **I Don't Like...** on p. 15 of the Student Book.
- ☐ Review **My Explanation** on p. 16 of the Student Book, or make copies of the homework sheet (Master 5).
- ☐ Familiarize yourself with the **"Explain"** resistance strategy.

Key Terms

- Confront
- Explain

Time

45 minutes

Homework & Review

- **Review** the homework from Lesson 4. Call on a few students to share examples of the refusals they heard people use. Was the refusal assertive, passive or aggressive? Did the person use both verbal and nonverbal cues? acknowledge and maintain? use the broken record technique?
- **Make the connection** between the last lesson and what students will be learning today. Briefly review the ways they learned to **Refuse** and be assertive. Explain that today they will learn the second resistance strategy, **Explain**.

Discuss the “Explain” Strategy

- **Explain** that giving an explanation for why you do not want to do something is sometimes the best way to keep from doing things you don’t want to be involved in.
- **Ask students** to name some advantages of giving an explanation. Cover these points:
 - Giving a reason shows you have thought about a decision carefully.
 - The reasons you give might convince someone that a certain choice isn’t right for you.
- **Show the Guidelines for Explaining** transparency. Explain that these guidelines can help them give a good and direct explanation, so that everyone will be clear about their decision.
- **Ask students:** Why is it important to be clear and make sure people understand your reasons for your actions?
- **Review** each guideline using the following explanations:
 - **Say what you don’t like or don’t want to do.** For example: “I don’t like to be around cigarette smoke.” It’s important to be confident and clear about your position. You can use what you’ve learned about assertiveness to do this by being direct, looking the person in the eye and speaking up for yourself.

Transparency 6

Guidelines for Explaining

- 1. Say what you don’t like or don’t want to do.**
- 2. Say how it affects you. (How does it make you feel?)**
- 3. Say what you want to do or plan to do.**

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Transparency 6

- **Say how it affects you. (How does it make you feel?)** For example: "I don't like being around cigarette smoke because it makes me cough and makes my clothes smell bad." With this step, you indicate **why** you don't like or don't want to do something.
- **Say what you want to do or plan to do.** For example: "If you smoke, I'm going to go into the other room." The actions you take will show that you're serious about your choice.

➤ **Introduce** the concept of confrontation. Sometimes a person has to *confront* another person about a behavior or decision. For example, if a friend wants them to shoplift, take drugs, or take other risks that can have negative consequences, they may have to be very direct when they explain why they're saying NO. They might ask the other person:

- Why are you doing this?
- Why do you want to involve others in something they don't want to do or believe is wrong?

Video & Discussion

➤ **Tell students** they are going to see a video in which teens use the Explain strategy. Ask students to notice these things as they watch the video:

- Which of the Guidelines for Explaining do the teens being interviewed use?
- What explanations do the teens give for not using alcohol, tobacco and other drugs?

➤ **Show** the **Why Not?** segment of the video.

➤ **Discuss** which explanations students found most convincing and least convincing, and why. Ask students:

- Were the explanations assertive, passive or aggressive?
- Did the reasons for not using drugs make sense?
- When did you see the examples of the Guidelines for Explaining being used?

Practice Explaining

➤ **Tell students** that the next activity will give them practice in explaining themselves and giving reasons they don't like something.

- **Pair students** and direct them to turn to **I Don't Like...** on p. 15 of the Student Book. Review the directions.

Have students complete the worksheet individually, then explain to their partner why they don't like each particular thing.

Wrap-Up & Homework

- **Ask students** to share some of the important things they learned in this lesson, or some of their responses from the activity sheet and their reasons why they don't like something.
- **Discuss** how it felt to have to explain their positions. Congratulate students on their practice of this skill.
- **Direct students** to turn to the **My Explanation** homework on p. 16 of the Student Book (or distribute the homework sheet). Review the directions and provide examples if needed. Tell students the homework will be due at the next lesson.

I Don't Like...

Directions: Answer each question individually by writing what you don't like or want to do and why. Then practice the **Explain** strategy by explaining your reasons to your partner.

1. A food I don't like is _____
Why: _____

2. An activity I don't want to do is _____
Why: _____

3. A school subject I don't particularly like is _____
Why: _____

4. Something I feel could hurt my future is _____
Why: _____

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Student Book Page 15

My Explanation **HW**

Directions: Think of a time when you got into trouble and didn't think you deserved it. The situation could have been at home with parents, with a brother or sister, with a friend, at school, or anywhere else. Use a situation you feel comfortable sharing. Then answer the questions.

1. Briefly describe what happened. Why were you in trouble?

2. What explanation did you give for your actions?

3. Do you think you explained it in a way so that people could understand exactly what you meant?

4. Do you think the explanation you gave for your actions was believable to other people? Why or why not?

5. Is there anything you would do now to make your explanation clearer? Write what you would change or say now.

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Student Book Page 16
(Master 5)

Lesson

6

Avoid

Objectives

Students will be able to:

1. Apply the A-B-C-D problem-solving method to avoid risky situations.
2. Develop a personal value for using the A-B-C-D problem-solving method to avoid risky situations.
3. Shape peer norms that value using the A-B-C-D problem solving method to avoid risky situations.

Materials & Preparation

- ☐ Preview the **Dream Theme** segment of the *Keepin' It REAL* video for content and points to highlight.
- ☐ Prepare **A-B-C-D Problem Solving** (Transparency 7).
- ☐ Review **"Avoid" Scenarios 1–5** on pp. 17–21 of the Student Book.
- ☐ Review **Practicing Avoid** on p. 22 of the Student Book, or make copies of the homework sheet (Master 6).
- ☐ Familiarize yourself with the **"Avoid"** resistance strategy.

Key Terms

- A-B-C-D Problem-Solving Method (Ask, Brainstorm, Choose, Do)
- Avoid
- Boundaries

Time

45 minutes

Homework & Review

- **Review** the homework from Lesson 5. Allow a few students to share the situation in which they explained themselves. What would they do now to make the explanation more clear?
- **Make the connection** between the last lesson and what students will be learning today. Explain that in some situations it works better to **Avoid** rather than **Refuse** or **Explain**.

Discuss the “Avoid” Strategy

- **Ask students** to define *avoid*. Explain that, as a refusal skill, **Avoid** covers all behaviors a person takes or plans to take to physically keep away from a situation he or she doesn't want to be in. For example, if you know that some people smoke pot behind the mini-mart, and you don't want to be offered drugs, you can avoid going there.

Video & Discussion

- **Tell students** they are going to see a video in which a teen uses the Avoid strategy. Ask students to notice these things as they watch the video:
 - What pressures did the main character face?
 - What did he do to avoid the pressure?
 - Did he use any other resistance skills?
- **Show** the **Dream Theme** segment of the video.
- **Discuss** the video. Focus on the process the main character, Tyrone, went through to avoid a situation he didn't want to be around. Ask students:
 - What did Tyrone do to Avoid?
 - How effective were his strategies?
 - Were Tyrone's *boundaries* respected by others in the dream? What about in real life?
 - Did Tyrone make decisions that would help him get ahead in life? If so, what were these decisions?

Teacher Note

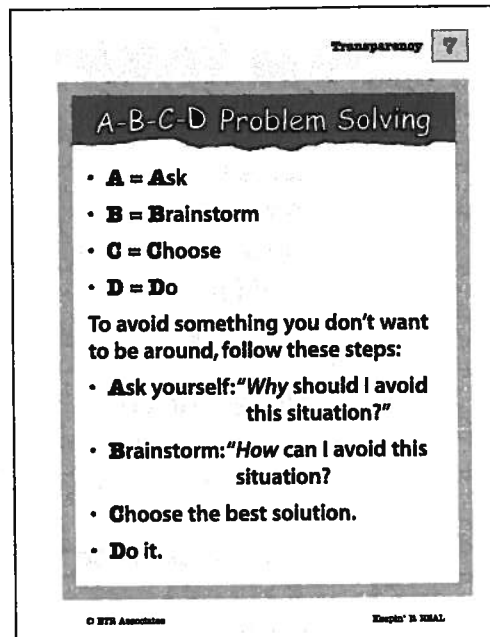
Refer students back to the **Choices & My Goals** activity sheet on p. 4 of the Student Book. Remind them that they can think about their personal goals for the future when they make decisions today. Emphasize the importance of avoiding unwanted or risky situations in order to reach their future goals.

Discuss A-B-C-D Problem Solving

- **Show** the A-B-C-D Problem Solving transparency. Explain that when students want to avoid something they don't want to be around, they can use this method. Review the steps:

- **A = Ask:** "Why should I avoid this situation?"
- **B = Brainstorm:** "How can I avoid this situation?"
- **C = Choose** the best solution
- **D = Do** it

Point out that steps B and C can help you come up with options and choose the best plan. The A-B-C-D problem-solving method can be applied to many situations, including pressure to use drugs or other risky activities.



Transparency 7

- **Present** the following example to guide students through the A-B-C-D problem-solving process.

Situation: Some kids who are involved in a gang hang out at a park you walk by on your way home from school. This group has started giving you a hard time when you walk by and you don't feel comfortable with the situation.

A-B-C-D problem solving applied:

- **Ask** yourself: "Why should I avoid this situation?"
- **Brainstorm** some solutions: Find another way to get home (e.g., get a ride, take the bus); walk home a different way or on the other side of the street; get a few friends to walk home with you.
- **Choose** the best solution (have students pick one).
- **Do** it. How would they put the plan into place?

- **Group students** into 5 groups. Direct them to turn to the “Avoid” Scenarios on pp. 17–21 of the Student Book. Assign 1 scenario to each group.
- Have students work in their groups to apply the A-B-C-D problem-solving method and come up with 3 ways to avoid the situation in the scenario and then decide on the best one.

Wrap-Up & Homework

- **Call** on 1 or 2 students per group to share their ideas for how to avoid the situations in the “Avoid” Scenarios. Point out that in some situations there may be only 1 way to really avoid the problem. For example, don’t sit next to a person who likes to cheat off your exam.
- **Congratulate** students on coming up with some great ideas on how to stay away from things they want to avoid.
- **Direct students** to turn to the Practicing Avoid homework on p. 22 of the Student Book (or distribute the homework sheet). Review the directions and provide examples if needed. Tell students the homework will be due at the next lesson.

“Avoid” Scenario 1

Directions: Read the scenario. Work with your group to come up with 3 ways to avoid this situation. Then decide on the best one.

Scenario 1

You are walking to the store with a friend and decide to take a shortcut through the park. You notice a group of students you both know up ahead. You’re still far enough away that you can’t tell exactly what they’re doing, but you’ve seen this same group in the park before **cracking** pool. You feel uncomfortable, but you’ve never discussed this situation with your friend. Your goal is to not associate with these students because you don’t want to use drugs. How can you avoid this situation?

1. _____

2. _____

3. _____

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Student Book Pages 17–21

Practicing Avoid **HW**

Directions: Take note of times you purposely avoid a situation. In the boxes, describe the situation you avoided, why you avoided, and how you avoided.

Person/Situation	Why I Avoided	How I Avoided

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Student Book Page 22
(Master 6)

Lesson

7

Leave

Objectives

Students will be able to:

1. Apply the REAL drug resistance strategies to avoid engaging in risky behaviors.
2. Develop a personal value for using REAL drug resistance strategies.
3. Shape peer norms that using REAL drug resistance strategies.

Materials & Preparation

- ☐ Preview the **Ain't No Game** segment of the *Keepin' It REAL* video for content and points to highlight.
- ☐ Review **Video Evaluation** on p. 23 of the Student Book.
- ☐ Review **Resistance Roleplays** on p. 24 of the Student Book.
- ☐ Review **REAL in Real Life** on pp. 25–26 of the Student Book, or make copies of the homework sheet (Master 7).
- ☐ Familiarize yourself with the “**Leave**” resistance strategy.

Key Terms

- Leave

Time

45 minutes

Homework & Review

- **Review** the homework from Lesson 6. Call on 2 or 3 students to share examples of a situation they avoided during the week, why they avoided it and how.
- **Make the connection** between the last lesson and what students will be learning today. Facilitate a brief review of the “R” (**Refuse**), “E” (**Explain**) and “A” (**Avoid**) strategies. Ask students to define each strategy and give an example of when they would use it. Tell students that today they will be learning the last REAL resistance strategy—“L” for **Leave**.

Discuss the “Leave” Strategy

- **Introduce** the **Leave** strategy. Define it as simply leaving a situation that is undesirable or harmful without giving an explanation.
- **Ask students:** What is the difference between **Avoid** and **Leave**?
Explain that **Avoid** is not getting into an undesirable or harmful situation in the first place—avoiding it altogether. Avoiding can be done when you have an uncomfortable feeling about a situation before it happens. **Leave** involves removing yourself from an undesirable or harmful situation you find yourself in. If you find yourself in the middle of a situation and realize you don’t want to be there, you can leave.
- **Explain** that, in real life, these refusal strategies are likely to overlap and can be used in any combination. They can use any or all of the strategies to resist using tobacco, alcohol or other drugs, or other activities that are undesirable or potentially harmful.

Video & Discussion

- **Tell students** they are going to watch a video in which a teen uses the **Leave** strategy. Direct students to turn to **Video Evaluation** on p. 23 of the Student Book. Ask students to look over the questions on the activity sheet and keep them in mind as they watch the video.

Video Evaluation

Directions Answer the questions after you watch the video.

- Circle the strategies that were used in the video.

	Refuse	Explain	Avoid	Leave	
R	1	2	3	4	5
E	1	2	3	4	5
A	1	2	3	4	5
L	1	2	3	4	5
- How effective were the strategies? (Circle your choice—1–5)

	1	2	3	4	5
R					
E					
A					
L					

Scale

1 = not at all effective The strategies were not communicated well enough to be understood, or the strategies were not used at all.	3 = somewhat effective Some of the strategies were used to help the person resist the drug offer, but there was room for improvement.
2 = not very effective Some strategies were used, but they were not communicated very well.	4 = effective The strategies were used to help the person resist the drug offer.
	5 = extremely effective The strategies were presented clearly and confidently to resist the drug offer.

- Which strategies would you have used if you were in this same situation? Why?

- What would you have done differently?

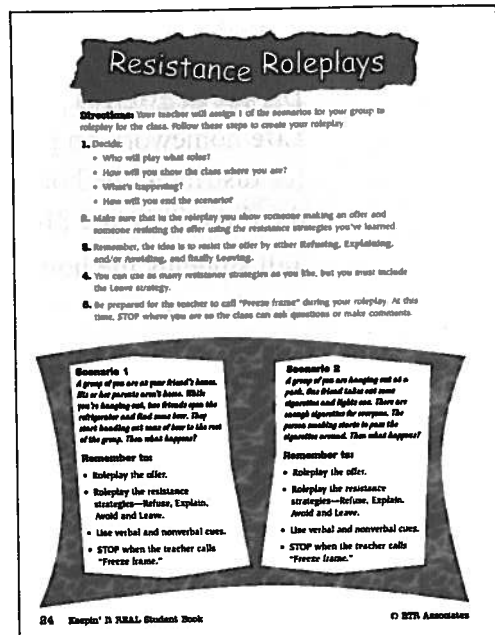
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Student Book Page 23

- **Show** the Ain't No Game segment of the video.
- **Have students complete** the Video Evaluation activity sheet individually.
- **Discuss** students' responses. Call on a few students to share their responses.

Roleplays

- **Explain** that students will now be able to practice using Leave and the other REAL resistance strategies in real-life situations. Like the actors in the videos, students will now get to come up with their own roleplays.
- **Choose** 2 groups of 4 or 5 students each to participate in the roleplays. Direct students to turn to the **Resistance Roleplays** on p. 24 of the Student Book. Assign one of the scenarios to each group and review the instructions for creating the roleplay. Allow groups time to prepare.
- **Inform** the rest of the class that you will call "Freeze frame" during each of the roleplays, at which time the roleplayers will stop for the class to ask questions or make comments.
- **Present** the roleplays once groups are ready. During each roleplay, listen closely for the "offer" being made. Call "Freeze frame" as soon as you hear the offer, but before the response is given.
During the "Freeze frame," ask the class:
 - How do you think _____ (*the person being pressured*) feels right now?
 - Is _____ communicating that he or she wants to leave?
 - Is he or she demonstrating any nonverbal cues that lead you to think this? What about verbal cues?
 - Do the nonverbal and verbal cues match? (Are they communicating the same thing?)
- **Continue** having the roleplayers act out the rest of the roleplay.
- **Repeat** the process for the second roleplay.



Student Book Page 24

Wrap-Up & Homework

- **Congratulate** students on their roleplay performances. Remind them that, in this lesson, they have learned the strategy **Leave**, and have now practiced all 4 resistance strategies (**Refuse**, **Explain**, **Avoid** and **Leave**).
- **Direct students** to turn to the **R.E.A.L. in Real Life** homework on p. 25 of the Student Book (or distribute the homework sheet). Review the directions and provide examples if needed. Tell students the homework will be due at the next lesson.

HW

R.E.A.L. in Real Life

Directions: Check off the resistance strategies you would use with each of the individuals listed if this person offered you drugs. These resistance strategies may apply more to some people than to others. You can add your own ideas under "Another way to..." When you finish, answer the questions on the next page.

Resistance Strategy	Friend	Teacher/Coach	Stranger	Adult Relative	Peer Pressure
R efuse Refuse by saying, "No" or "No thanks." Refuse immediately—the second, third, or fourth time. Another way to refuse: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E xplain Explain that you have something else to do. Explain that you don't like drugs. Explain that you can't because of sports, parents, etc. Make up an excuse. Another way to explain: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A void Don't hang out with the person when you know he/she is doing drugs. Stay hanging out with this person in "safe" situations—where you feel pretty certain that he/she is not going to do drugs. Make up an excuse not to hang out with this person in a way of something he/she is doing. Another way to avoid: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L eave Leave the situation—just walk out. Another way to leave: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Student Book Page 25
(Master 7)

Personal Health Views & Beliefs

Objectives

Students will be able to:

1. Identify strategies that will enable them to act in ways that are consistent with their personal health views and beliefs.
2. Identify strategies that will enable them to act in ways that demonstrate respect for others who care about their health-related decisions.
3. Identify personal health views and beliefs related to drug use.
4. Clarify norms and myths related to drug use.
5. Identify personal traits and characteristics they value in themselves.
6. Develop a personal value for acting in ways that are consistent with their personal health views and beliefs.
7. Shape peer norms that support acting in ways that are consistent with an individuals' personal health views and beliefs.

Materials & Preparation

- ☐ Review **Norms & Values** on p. 27 of the Student Book.
- ☐ Review **Norms & Values Teacher Key** (pp. 50 and 51).
- ☐ Prepare **Valuing Myself** (Transparency 8).
- ☐ Review **Name Acrostic** on p. 28 of the Student Book.
- ☐ Prepare **Complete the Sentences** (Transparency 9).
- ☐ Review **Values & Decision Making** on pp. 29–30 of the Student Book or make copies of the homework sheet (Master 8).

Key Terms

- Acrostic
- Norms
- Values

Time

45 minutes

Homework & Review

- **Review** the homework from Lesson 7. Ask students to share some of their answers. Which person's offer would be hardest to resist? Which would be easiest? What would be the best way to handle each situation? Which resistance strategy do they feel most comfortable using and why?
- **Make the connection** between the last lesson and what students will be learning today. Tell students that the resistance skills they've learned will help them stick to the personal health views and beliefs they'll identify in this lesson.

Discuss Values

- **Explain** that the choices people make depend on their *values*, or what they believe is important. If you don't value your own opinions or ideas, you are more likely to go along with others. If you value your own opinions and ideas, you'll be more likely to make choices based on what is best for you.
- **Present** the following example:
Some of your friends think it would be fun to get drunk this weekend. You've seen drunk people act out of control, and you don't want to act that way. You know that drinking with them won't make you feel good about yourself and isn't in your best interest. Also, it would be disrespectful to your family, who don't want you to drink. Ask students to suggest how they could stick to their beliefs and what they value in this situation.

Norms Questionnaire

Teacher Note

The purpose of this activity is to dispel any misconceptions students have about the percentage of people their age who use drugs and to provide accurate information about drug use. It's common for students to falsely believe that "everyone" is doing drugs. Correcting this misconception is an essential part of this lesson.

➤ **Explain** that students will now have an opportunity to think about what they value and look at what they think “everyone else” values. Explain that *norms* are the average or typical behaviors of a group.

➤ **Direct students** to turn to **Norms & Values** on p. 27 of the Student Book. Ask them to complete the questionnaire according to what they think. Tell them to circle only one answer for each question.

➤ **Review** the questions in the “What I Think” section after students have finished. Ask students to share their responses to the statements, then provide the correct answer according to the **Norms & Values Teacher Key** on p. 50.

➤ **Review** the statements in the “What I Value” section, sharing the information for each statement provided on the **Norms & Values Teacher Key** on p. 51.

Teacher Note

The factual information in the “What I Think” section on the **Norms & Values Teacher Key** should help students clarify actual peer norms around drug use. Make sure they understand that the “What I Value” section is intended to help them clarify their own beliefs and that there are no “correct” answers.

Norms & Values

Directions: Answer the following questions based on what you think. Circle either “Agree” or “Disagree” for each question.

What I Think	What I Value
<ol style="list-style-type: none"> 1. Half of teens smoke marijuana. Agree Disagree 2. Using inhalants (sniffing or huffing), even 1 time, can kill you. Agree Disagree 3. People who have used drugs or alcohol before age 20 are no more likely to develop a drug habit or drinking problem than people who don't begin to use until they're adults. Agree Disagree 4. Cigarettes aren't addictive for seventh graders. Agree Disagree 5. If you believe you have to drink to have fun, it's a sign you could have a drinking problem. Agree Disagree 6. Most seventh graders have used illegal drugs. Agree Disagree 7. Doing drugs only once can't hurt you. Agree Disagree 8. Alcohol is the drug involved with the most teenage deaths. Agree Disagree 	<ol style="list-style-type: none"> 1. It's not OK to smoke marijuana. Agree Disagree 2. The way I look and feel are important to me. Agree Disagree 3. I'm not afraid to work hard to reach my goals. Agree Disagree 4. I like to be in control of myself and my actions. Agree Disagree 5. It's important to me that people I care about are proud of me. Agree Disagree 6. If a friend asked me to smoke and I didn't want to, I would say “yes” because I wouldn't want to hurt his/her feelings. Agree Disagree 7. I like making good choices. Agree Disagree 8. I like my personality most of the time. Agree Disagree

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Student Book Page 27

Valuing Self

➤ **Explain** that the things people value and the choices they make have a lot to do with whether or not they value themselves.

➤ **Show** the **Valuing Myself** transparency. Read each point and ask students to provide examples to clarify.

Transparency 8

Valuing Myself

When I value myself, I...

- Think that I'm important.
- Think my ideas, opinions and feelings count.
- Realize my worth cannot be measured.
- Realize that I'm unique and one of a kind. There has never been another person exactly like me.
- Appreciate my creativity and ability to express myself.
- Work hard to achieve my goals.
- Respect my accomplishments and those of my family and others.
- Value the people I care about.

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Transparency 8

- **Tell students** they'll now have a chance to identify what they value about themselves. Direct them to turn to **Name Acrostic** on p. 28 of the Student Book, and review the activity sheet directions. Explain that an *acrostic* is a series of letters that form a word.
- **Have students complete** the Name Acrostic individually. Then have them find a partner and share their name acrostics and the other positive qualities they listed.

Teacher Note

Students may need some assistance coming up with words for qualities they value about themselves. It may be helpful for you to walk around the room to assist students, and/or allow them to use dictionaries.

- **Call** on students to share the personal quality that is most important to their partner, and the qualities he or she thought were most important to family and friends.
- **Show** the Complete the Sentences transparency.
- **Call** on different students to read the incomplete sentences from the transparency and complete the sentences in a way that shows they value themselves and others.

Wrap-Up & Homework

- **Ask students** to identify some of the important things they learned in this lesson.
- **Review** the following concepts:
 - Knowing your own values will help you identify choices that will make you feel good about yourself, and be in your own best interest and the best interests of the people you care about.

Name Acrostic

Directions: Write the letters of your first name on your acrostic in column 1. Next to each letter of your name, in column 2, write a positive quality or something that you like or value about yourself that begins with that letter of your name. Then, in section 3, write other positive qualities. (These don't have to start with the letters of your name.)

Example:
 N crest
 O ptimistic
 P retty
 M nergetic

1 Your Name **2 Positive Quality**

3 Other Positive Qualities

Directions:

- Circle the quality that is most important to you.
- Place a * by the quality you think is most important to your family.
- Place a + by the quality you think is most important to your friends.

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Transparency 9

Complete the Sentences

1. My friends know they can trust me to keep a secret, and I like this quality about myself. If someone offered me money to share a friend's secret, I would...
2. I have a reputation for being a good student, and my teacher likes me a lot. If someone asked to copy my test answers, I would...
3. I know someone who uses drugs, and I've seen how it's hurting him and people who care about him. If someone wanted me to try drugs, I would...

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Transparency 9

- Drug use isn't common among teens.
- You can identify your personal beliefs and the qualities you value in yourself.

➤ **Direct students** to turn to the **Values & Decision Making** homework on p. 29 of the Student Book (or distribute the homework sheet). Review the directions and provide examples if needed.

Tell students the homework will be due at the next lesson.

HW

Values & Decision Making

Directions: Read the scenarios. Think about the consequences of each choice. Then circle the response for each one that will make you feel the best about yourself and won't hurt you. Finally, answer the question, "Why did you make this choice?" for each scenario.

Scenario 1

You're at home with your older brother and sister. They want to go get some food, but they don't have enough money. They want you to "borrow" some money from your mom's purse that's sitting on the kitchen table. You know your mom would be really mad at you for taking her money without asking. What will you do?

1. Take the money from your mom's purse.
2. Tell your brother and sister to get the money another way.
3. Suggest that you wait until your mom gets home and then ask her if you can borrow the money.
4. If you can think of a better response, write it here:

5. Why did you make this choice?

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Student Book Pages 29–30
(Master 8)

Teacher Page**Norms & Values****Teacher Key****What I Think**

- 1. Disagree.** Only 25.3% of 13 through 18 year olds have smoked marijuana in the last year. That means 3 out of 4 do not use marijuana.
- 2. Agree.** Even one-time use of an inhalant can result in death from asphyxia, suffocation, choking on vomit, careless behavior or sudden sniffing death syndrome.
- 3. Disagree.** People who have used drugs or alcohol before age 20 are more likely to develop a drug habit or drinking problem than people who don't begin to use until they're adults.
- 4. Disagree.** Nicotine addiction can begin very early in life, regardless of a person's age. Smoking is especially dangerous for teens because the poisons and chemicals in cigarette smoke can hurt their developing bodies.
- 5. Agree.** Believing that you have to drink to have fun is a warning sign that you could have a drinking problem.
- 6. Disagree.** The vast majority of seventh graders have never tried marijuana, cocaine, crack or other drugs.
- 7. Disagree.** Doing drugs or drinking even 1 time could put you in a dangerous situation or cause you to do something stupid you might regret for the rest of your life.
- 8. Agree.** Alcohol contributes to more teenage deaths than marijuana, cocaine, heroin or other drugs.

continued

continued

Norms & Values

Teacher Key

What I Value

- 1. It's not OK to smoke marijuana.** Agreeing with this statement communicates a value that it's not OK to break the law or put yourself and others at risk.
- 2. The way I look and feel are important to me.** Drug use can ruin your looks and make you feel depressed and hopeless.
- 3. I'm not afraid to work hard to reach my goals.** Drug use can keep you from reaching your goals. For example, it can cause your grades to slip, keep you from making a sport team, get you kicked out of school, ruin your health, or get you put in jail. If you work hard to reach your goals, using drugs even once can ruin all your hard work.
- 4. I like to be in control of myself and my actions.** Drinking or doing drugs can make you feel out of control and confused. It can cause you to forget things.
- 5. It's important to me that people I care about are proud of me.** Using drugs, including alcohol or cigarettes, can cause tension between you and the people you care about, and can cause them to lose respect for you or not trust you.
- 6. If a friend asked me to smoke and I didn't want to, I would say "yes" because I wouldn't want to hurt his/her feelings.** Agreeing with this statement means you may view your friend's feelings as more important than yourself or your own opinions. The REAL strategies can help you resist drug offers yet still maintain a friendship with the person who offers.
- 7. I like making good choices.** Choosing to do drugs is choosing to put yourself in a situation that is dangerous to you and others. It's also choosing to create more problems for yourself.
- 8. I like my personality most of the time.** Drinking or doing drugs can negatively change your personality.

Lesson

9

Feelings

Objectives

Students will be able to:

1. Identify situations in which personal health views, beliefs and intended actions may be in conflict with the views, beliefs and intended actions of others.
2. Use communication skills to describe their personal health views, beliefs and intended actions.
3. Identify factors that support and validate personal health views, beliefs and intended actions.
4. Develop a personal value for acting in ways that are consistent with their personal health views, beliefs and intended actions.
5. Shape peer norms that value acting in ways that are consistent with an individuals' personal health views, beliefs and intended actions.

Materials & Preparation

☐ Write 4–6 different emotions on slips of paper. Examples:

- Happy
- Satisfied
- Sad
- Afraid
- Worried
- Excited
- Angry

☐ Copy **Roleplay Scenarios** (Master 9).

☐ Review **Feelings Roleplays** on p. 31 of the Student Book.

☐ Review **I Disagree** on p. 32 of the Student Book, or make copies of the homework sheet (Master 10).

Key Terms

- Feelings/Emotions
- Unique
- Valid

Time

45 minutes

Homework & Review

- **Review** the homework from Lesson 8. Call on a few students to share their responses. What do they think is the best choice in each scenario?
- **Make the connection** between the last lesson and what students will be learning today. Explain that our values often influence our *feelings* or *emotions* about things.

Discuss Feelings

- **Enlist** 4–6 volunteers (as time allows) to come in front of the room. Give each a piece of paper with a different emotion written on it.
- **Present** the emotions by having the volunteers portray the emotion nonverbally using facial expressions or body language. Ask the rest of the class to guess which emotion is being portrayed.

Teacher Note

If students have a difficult time guessing the emotions, tell them it's OK. People often express their emotions differently, and we may not be able to tell exactly how they are feeling if they don't express them the way we do. If students guess the emotions easily, point out that everyone feels these emotions so it wasn't too difficult to recognize the expression.

- **Explain** that the way people react in situations is often a result of how they feel. For example, if you're feeling angry you may be less friendly to other people, or you may not want to hang out with the people you're angry with.

Emphasize that there are no right or wrong feelings, and that everyone experiences different feelings at some point in time. However, people can choose how they respond to their feelings.

- **Ask students:**
 - Can you think of the last time you were in a situation with family or their friends in which you felt differently from most others in the group?
 - How do you think your friends would react if you disagreed with them?
- **Explain** that even though they are part of a group or a family, people all have *unique* feelings and reactions to situations. For example, a person might be with a group of friends who all want to do something the he or she doesn't really want to do. In a situation like this the person can let friends know that he or she feels differently in a way that doesn't accuse or attack.

Emphasize that, while people may sometimes get angry, feel disappointed or be unhappy when you disagree with them, there's also a possibility that they will respect you for speaking up, and will value you as a unique member of the group.

Explain that there may be many times in life when we must make choices or take a position that others don't agree with, and that we always have a right to feel the way we do. Stress that students' feelings are unique and *valid*.

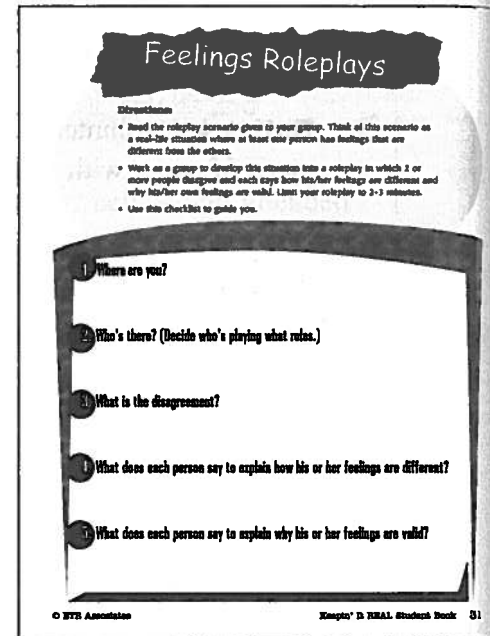
Roleplay

Group students into 5 groups. Give each group 1 **Roleplay Scenario**. Direct students to turn to **Feelings Roleplays** on p. 31 of the Student Book.

Review the directions. Remind students that every group member needs to be involved in the actual roleplay. Allow time for groups to develop their roleplays.

Present the roleplays to the class. At the end of each group's roleplay, ask the class to identify how the characters disagreed and how they explained that their feelings were valid.

Refer back to earlier lessons, if time allows, and allow students to evaluate the explanations in terms of effectiveness and assertiveness.



Student Book Page 31

Wrap-Up & Homework

Ask students: What are some of the important things you learned in this lesson?

Review the following concepts:

- Even when you are part of a group or family whom you trust and respect, you will have your own unique feelings and reactions to every situation.
- It's important to acknowledge the validity of your feelings even if others don't agree.
- You now know some good ways to explain how your feelings are valid.

Ask students: How did the roleplays illustrate these concepts?

- **Direct students** to turn to the **I Disagree** homework on p. 32 of the Student Book (or distribute the homework sheet). Review the directions and provide examples if needed. Tell students the homework will be due at the next lesson.

I Disagree

HW

Situations: Watch TV for half an hour. Watch a program that's interesting to you and acceptable to your parents. Write down an example of when someone says or does something you don't agree with. Then answer these questions.

1. What was it?
2. What happened that you disagreed with?
3. Why did you disagree?
4. How did you feel?
5. What did you do to solve the problem?
6. What would you do if you felt differently?
7. Do you think there is anything wrong with the situation?

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Student Book Page 32
(Master 10)

Lesson 10

Support Networks

Objectives

Students will be able to:

1. Identify friends, family and others who can support and assist them with health-related issues.
2. Utilize a range of strategies to ask for help with health-related issues.
3. Develop a personal value for asking for help with health-related issues.
4. Shape peer norms that value asking for help with health-related issues.

Materials & Preparation

- ☐ Review **My Eco-Map** and **Eco-Map Questions** on pp. 33 and 34 of the Student Book.
- ☐ Prepare **Eco-Map** and **Asking for Help** (Transparencies 10 and 11).
- ☐ Have transparency marker.
- ☐ Review **R.E.A.L. Review** on pp. 35–36 of the Student Book.
- ☐ Review **What Would You Do Now?** on pp. 37–40 of the Student Book.

Key Terms

- Eco-map
- Hypothetical situation
- Support network

Time

45 minutes

Homework & Review

- **Review** the homework from Lesson 9. Call on several students to share the issue they disagreed with in the TV show they watched, why they disagreed, how they felt, and what they would have done differently.
- **Make the connection** between the past lessons and what students will be learning today. Explain that this is the final lesson of the *Keepin' It REAL* program. Tell students that they will identify their *support network*, learn strategies for asking for help, and review all the other skills they've learned.

Eco-Maps

- **Explain** that even though there are many things people do well on their own, we all have times when we need help or support from others. Support from others can help us reach our goals. Tell students it's beneficial to spend some time identifying the people who do or could support them.
- **Direct students** to turn to **My Eco-Map** on p. 33 of the Student Book. Explain that students will use a tool called an *eco-map* to illustrate their support networks.

Teacher Note

You may choose to complete the **Eco-Map** transparency prior to the start of this lesson or while discussing the eco-map activity with the class. Some students will have extensive eco-maps, demonstrating a very large network of people who can support them, while others may have a very small network. Be sure students know that there's no requirement for how large or small their network should be.

- **Show** the **Eco-Map** transparency and complete it to represent your own support network. Without making your eco-map too extensive, add enough circles to provide students with an example of the types of people who might be in a support network.

My Eco-Map

Directions: Complete this eco-map of the people in your support network.

- Write your name in the center circle.
- Then write the names of a friend and a family member you could ask for help in these circles and draw a line connecting them to your circle.
- Fill out the other circles with the names of other friends, family, other adults or people in the community you consider part of your support network. Add as many circles as you need.
- When you've finished making your eco-map, answer the Eco-Map Questions on the next page.

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Student Book Page 33

Eco-Map

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Transparency 10

Be sure students understand that their support network includes people they trust who care about them and whom they can go to for help or advice. Their support networks might include:

- friends and other people their own age
- family members
- older people or adults from the community such as neighbors, school staff, or people from their church, mosque or temple

Have students complete their own eco-maps, drawing and filling in circles with names of the people in their support networks.

Direct students to turn to Eco-Map Questions on p. 34 of the Student Book after they complete the eco-map. Explain that answering these questions will help them further identify people in their support network they could go to for help with different problems or issues.

Explain that support from friends, family and others helps us deal with difficult situations, and that different people may provide different types of help.

Asking for Help

Show the Asking for Help transparency and discuss different ways people can ask for help.

- **Use a hypothetical situation**—Describe the issue you need help with as if it's happening to someone else.
- **Hint about needing help**—Hope the person will pick up on your hint and help you.
- **Ask indirectly**—Say, "What if...?" or "Have you ever...?" or "Have you ever known someone who...?"
- **Ask directly**—Say, "I need help with..." or "Could you help me?"

Eco-Map Questions

1. If you had a problem at school with not finishing your homework and being behind in class, which person on your eco-map could you go to for help? Why did you choose this person?
Put a star by this person's name on your eco-map.
2. If your best friend started talking about wanting to experiment with drugs, which person on your eco-map could you talk to about it? Why did you choose this person?
Put a hand by this person's name on your eco-map.
3. If you were having a problem at home with not getting along with your parents, which person on your eco-map could you go to for advice? Why did you choose this person?
Put a triangle by this person's name on your eco-map.
4. If your boyfriend or girlfriend was pressuring you to do something you didn't want to do, which person on your eco-map could you talk to about it? Why did you choose this person?
Put a smiley face by this person's name on your eco-map.

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Student Book Page 34

Asking for Help

- Use a hypothetical situation.
- Hint about needing help.
- Ask indirectly.
- Ask directly.

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Transparency 11

- **Ask students** for examples of each of these different ways of asking for help. Write their responses the board. Explain that they might be more comfortable with one way than another.
- **Ask students:** What factors might influence the particular way you ask for help? For example, with a peer, they might ask directly, whereas with an aunt or older family member, they might ask indirectly or use a hypothetical situation. Explain that the way people ask for help depends on the situation, the problem they need help with, and the person they are asking to help them. If you ask for help in a respectful way, you will seldom be turned down.
- **Pair students** to discuss their answers to the **Eco-Map Questions**. Have them share specifically how they would ask for help from the individuals they chose. Students can choose from one of the methods written on the board or use a combination—whatever works best for them.

Wrap-Up

- **Review** the following concepts:
 - The eco-map of your support systems identifies people you can go to for help in different situations.
 - There are different ways of asking for help.
- **Reiterate** that no matter how students choose to ask for help, they must be responsible for seeking out the help they need. They have identified people in their support network who are willing to help them, but they must ask for that help.

Homework Challenge (Optional)

- **As optional homework**, ask students to seek out at least 2 or 3 of the people listed as part of their support network on their eco-map. Tell students to share their eco-map with these people, and let the people know that they consider them someone they can go to for advice or help.
- **Follow-up assignments:**
 - Have students write about the experience of sharing their eco-maps—whom they talked to, what happened, what the people said to them, and what the overall experience was like.
 - Have students share their experiences in class at a later date.

Final Keepin' It REAL Review

- **Facilitate** a student-led discussion of the skills they've learned over the past 10 lessons. Ask each student to share 1 skill or specific thing he or she remembers from the lessons.

Be sure students cover the following concepts:

- Recognizing the consequences of choices.
- Differentiating between a simple preference and a wise choice.
- Identifying what constitutes a risk.
- Identifying the risks present even in seemingly safe situations.
- Verbalizing preferences that aren't popular.
- Acknowledging others' views without agreeing with them.
- Saying NO firmly but respectfully (**Refuse**).
- Telling others the reasons for their actions (**Explain**).
- Staying away from situations they don't want to be around (**Avoid**).
- Getting away from a situation that's undesirable or harmful (**Leave**).
- Identifying and making choices that support their well-being.
- Recognizing their personal reactions in different situations.
- Acknowledging the validity of their own feelings even if others don't agree.
- Identifying ways to get help and support when needed.
- Identifying their social support network.

- **Direct students** to turn to **R.E.A.L. Review** on p. 35 of the Student Book. Have students complete the activity sheet as they discuss the points in class. Facilitate a brief, student-led summary of each REAL strategy by asking:

- What does this letter stand for?
- Give an example of how to use this strategy.
- When could you use this strategy?

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- **Direct students** to turn to **What Would You Do Now?** on p. 37 of the Student Book. (Note: This is a repeat of the scenarios students examined in Lesson 1 at the start of the program.) Have students complete the activity sheet individually.
- **Direct students** to turn back to **What Would You Do?** on p. 2 of the Student Book. Ask them to compare their answers on the two activity sheets. Discuss any differences in actions based on the new knowledge students have now.
- **Congratulate** students for completing the *Keepin' It REAL* program.

What Would You Do Now?

Scenario 1

You're with your friends when the "new girl" walks by. The group immediately starts talking about how they think she's weird. You can tell that she's nervous. There because she looks over at your group. You just had a class with her. The teacher picked you up to do a worksheet and she helped you complete it. You think she's nice and you don't want her to think you don't like her. But now she sees you in this group that's talking about her.

What would you do?

Based on the skills you've learned from *Keepin' It REAL*, what do you think would be the best way to handle this situation?

What other skills have you learned that you could use in this situation?

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Student Book Pages 37–40

Glossary

A-B-C-D Problem-Solving Method: Ask, Brainstorm, Choose, Do; a method that can be used to think through important decisions, including ways to avoid risky activities.

Acrostic: Letters that form a word when taken in sequence. In this curriculum, each student constructs an acrostic using each letter of his or her name to create a word that describes a personal characteristic.

“Agree to disagree”: When people conclude that they have differing opinions and will not be able to agree.

Aggressive: Acting in a forceful way with little consideration toward others; using attack tactics without regard for others’ feelings.

Assertive: Acting in a way that clearly communicates confidence in one’s decisions while being respectful of others.

Assertiveness techniques: Tools used to communicate in an assertive manner. In this curriculum, assertiveness techniques are used to help students refuse clearly and respectfully.

Avoid: Behaviors a person does or plans to do to physically keep away from a situation he or she doesn’t want to be involved in. In this curriculum, “Avoid” is one of the 4 primary drug resistance strategies, represented by the letter “A” in the acronym REAL.

Boundaries: Limits; a person’s level of comfort in a given situation.

Choice: The act of choosing; a particular decision.

Confident: Being sure of oneself.

Conflict: A disagreement; to be in opposition with another.

Confront: To meet face to face; to challenge or oppose.

Consequences: The results of a choice or action; can be positive or negative.

Critical decision: A choice that carries serious or lasting consequences.

Eco-map: A diagram of a person’s social network. In this curriculum, students create a graphic representation of individuals in their lives who provide or could potentially provide support.

Explain: To give a reason or reasons for something. In this curriculum, “Explain” is one of the 4 primary drug resistance strategies, represented by the letter “E” in the acronym REAL.

Feelings/Emotions: A person’s internal reactions to people or things that affect his or her mood.

Goal: The end toward which an effort is directed.

Humiliate: To embarrass or put someone down.

Hypothetical situation: Circumstances presented as a supposition. In this curriculum, a hypothetical situation is a way to ask for help that involves presenting one's own situation as an imagined possibility.

I-statements: Statements using the word "I" that can be used to express clearly and assertively what one feels or thinks.

Leave: To depart or take action to get away from. In this curriculum, "Leave" is one of 4 primary drug resistance strategies, represented by the letter "L" in the acronym REAL.

Nonverbal cues: Body language or gestures that signal what a person feels or thinks. Nonverbal cues can be either assertive, passive or aggressive.

Norms: Average or typical behaviors of a particular social group.

Options: The range of opportunities or choices available; possible decisions a person can make.

Passive: Acting in a way that communicates timidity and an unwillingness to stand up for oneself; not taking action and allowing others to take advantage.

Peer pressure: When peers urge a person to do something he or she doesn't want to do.

Purpose: A goal; the reason specific choices are made.

Refuse: To communicate NO to an offer. In this curriculum, "Refuse" is one of the 4 primary drug resistance strategies, represented by the letter "R" in the acronym REAL. Refusals can be demonstrated both verbally and nonverbally.

Risk: A gamble, a danger or an uncertainty; the possibility of something going wrong.

Self-determination: Making one's own decisions; involves putting one's mind to something and sticking to a choice or course of action.

Simple choice: A choice between two or more things based on which a person likes better; a choice that doesn't carry serious consequences.

Support network: The group of people a person could potentially go to for advice, help, encouragement and guidance; people a person trusts and cares about who care about him or her.

Unique: One of a kind; different from anybody or anything else.

Valid: Justifiable; relevant and meaningful; something that makes sense. In this curriculum, students learn that their feelings are valid.

Values: Beliefs or practices a person considers important.

Verbal cues: Spoken words that signal what a person feels or thinks. Verbal cues can be either assertive, passive or aggressive.

Wise choice: A choice that's well thought out and leads to positive consequences.



Transparencies

- 1 R.E.A.L.
- 2 Choices
- 3 Assertiveness
- 4 I-Statements
- 5 Assertiveness Techniques
- 6 Guidelines for Explaining
- 7 A-B-C-D Problem Solving
- 8 Valuing Myself
- 9 Complete the Sentences
- 10 Eco-Map
- 11 Asking for Help

R.E.A.L.

R — Refuse: Say directly that you do not want to do something.

E — Explain: Give an explanation in order to resist something.

A — Avoid: Stay away from certain situations so you don't have to do something you don't want to do.

L — Leave: Leave a situation in order to resist doing something you don't want to do.

Choices

- **What did you say you would do in this situation?**
- **Why?**
- **What do you think would happen to you as a result of your choice?**
- **How could your choice affect others?**
- **What are other possible consequences of this choice?**

Assertiveness

Passive • Aggressive • Assertive

***Passive* behavior:**

- Unwilling to stand up for yourself
- Not saying what you want or how you feel
- Letting others decide what's best for you

***Aggressive* behavior:**

- Attempting to get your own way without consideration for others
- Saying what you want or how you feel in a disrespectful way
- Attacking others by putting them down or "bullying" them

***Assertive* behavior:**

- Standing up for yourself
- Clearly saying what you want or how you feel
- Being respectful of others, while being true to yourself

I-Statements

Definition

An *I-statement* can be used to express how you feel or what you think. Start with the word "I" and follow it with the words "feel" or "think."

Pattern

I feel _____ when _____, because _____.

I think _____, because _____.

Examples

I feel upset when you make fun of Sara because she's my friend.

I think basketball is great because there's a lot of action.

Assertiveness Techniques

Say NO Verbally and Nonverbally

Verbally

- Say "No," "No way," or "No thanks."

Nonverbally

- Shake your head NO.
- Put up your hand in a "stop" gesture.
- Smile, but still say NO.
- Make sure your verbal and nonverbal cues match.
- Be clear and respectful.

Acknowledge and Maintain

- Acknowledge the other person's feelings about the offer, but maintain your own decision.
- "That sounds like fun, but no thanks."

Use the Broken Record Technique

- Repeat your NO over and over if someone keeps offering.
- (Do you want to?) "No thanks..."
- (Come on.) "No thanks..."
- (Don't be so boring!) "I said, 'No thanks.'"

Guidelines for Explaining

- 1. Say what you don't like or don't want to do.**
- 2. Say how it affects you.
(How does it make you feel?)**
- 3. Say what you want to do or plan to do.**

A-B-C-D Problem Solving

- **A = Ask**
- **B = Brainstorm**
- **C = Choose**
- **D = Do**

To avoid something you don't want to be around, follow these steps:

- **Ask** yourself: "*Why* should I avoid this situation?"
- **Brainstorm**: "*How* can I avoid this situation?"
- **Choose** the best solution.
- **Do** it.

Valuing Myself

When I value myself, I...

- Think that I'm important.
- Think my ideas, opinions and feelings count.
- Realize my worth cannot be measured.
- Realize that I'm unique and one of a kind. There has never been another person exactly like me.
- Appreciate my creativity and ability to express myself.
- Work hard to achieve my goals.
- Respect my accomplishments and those of my family and others.
- Value the people I care about.

Complete the Sentences

- 1. My friends know they can trust me to keep a secret, and I like this quality about myself. If someone offered me money to share a friend's secret, I would...**
- 2. I have a reputation for being a good student, and my teacher likes me a lot. If someone asked to copy my test answers, I would...**
- 3. I know someone who uses drugs, and I've seen how it's hurting him and people who care about him. If someone wanted me to try drugs, I would...**

Eco-Map

The diagram consists of a central circle with a horizontal line and the text **My Name** below it. Surrounding this central circle are eight other circles of varying sizes. Two of these circles are pre-labeled: one at the top right is labeled **Family Member** with a horizontal line below it, and one at the middle left is labeled **Friend** with a horizontal line below it. The remaining six circles are blank and intended for additional entries.

Asking for Help

- **Use a hypothetical situation.**
- **Hint about needing help.**
- **Ask indirectly.**
- **Ask directly.**



Masters

- 1 Choices in the Movies
- 2 Risks in Everyday Life
- 3 Singing About Conflict
- 4 Observing NO
- 5 My Explanation
- 6 Practicing Avoid
- 7 R.E.A.L. in Real Life
- 8 Values & Decision Making
- 9 Roleplay Scenarios
- 10 I Disagree

Choices in the Movies

Directions: Think about a movie you know in which a character was faced with a particular decision. Answer the following questions:

1. What were the options the main character had available at the moment when he or she had to make the decision?
2. What choice (or choices) did the character make?
3. What were the consequences of the character's choice(s)?
4. Did any of the character's decisions have an impact on people in her or his community, group of friends or family?
5. What are some other possible consequences that could have happened as a result of the choice the character made?

Risks in Everyday Life

Directions: Think about a day this week. Identify at least 1 activity you did that day in the morning, 1 in the afternoon and 1 in the evening, and write these activities in the Activities boxes. In the Risk boxes, write any risks that were possible as a result of each activity.

Time of Day	Activities	Risks
example	Example: At 9:00 a.m. I got up and took a bath. Then I ate some left-over pizza from last night.	Example: I could have slipped when I got into or out of the bathtub. The pizza could have made me sick if it had been unrefrigerated for too long.
morning		

Continued

Risks in Everyday Life

Continued

Time of Day	Activities	Risks
afternoon		
night		

Singing About Conflict

Directions: Find a song you like (it can be any type of music) in which someone is having a conflict with someone else. The conflict could be about anything—love, respect, family, friends, work, school, music, activities, etc. Listen to the song and notice whether the people having the conflict are able to acknowledge each others' views without having to agree. Once you've listened to the song all the way through, answer these questions.

1. *What's the name of the song and the artist?*
2. *What happens in the song? What is the conflict about?*
3. *Is the main character's or singer's response passive, aggressive or assertive? Why?*
4. *If the main character's or singer's response is passive or aggressive, how could you change it to be assertive?*
5. *How could the people the song is about acknowledge each other's views without having to agree? Give an example.*



Observing NO

Directions: Pay attention whenever you hear someone refuse something. Fill out the chart to record your observations.

Person 1: Situation:	How he/she said NO: What verbal and nonverbal cues did the person use?	Was the refusal assertive, passive or aggressive? Did the person acknowledge and maintain? Did the person use the broken record technique?
Person 2: Situation:	How he/she said NO: What verbal and nonverbal cues did the person use?	Was the refusal assertive, passive or aggressive? Did the person acknowledge and maintain? Did the person use the broken record technique?
Person 3: Situation:	How he/she said NO: What verbal and nonverbal cues did the person use?	Was the refusal assertive, passive or aggressive? Did the person acknowledge and maintain? Did the person use the broken record technique?
Person 4: Situation:	How he/she said NO: What verbal and nonverbal cues did the person use?	Was the refusal assertive, passive or aggressive? Did the person acknowledge and maintain? Did the person use the broken record technique?

My Explanation

Directions: Think of a time when you got into trouble and didn't think you deserved to. The situation could have been at home with parents, with a brother or sister, with a friend, at school, or anywhere else. Use a situation you feel comfortable sharing. Then answer the questions.

1. Briefly describe what happened. Why were you in trouble?

2. What explanation did you give for your actions?

3. Do you think you explained it in a way so that people could understand exactly what you meant?

4. Do you think the explanation you gave for your actions was believable to other people? Why or why not?

5. Is there anything you would do now to make your explanation clearer? Write what you would change or say now.

Practicing Avoid

Directions: Take note of times you purposely avoid a situation. In the boxes, describe the situation you avoided, why you avoided, and how you avoided.

<i>Person/Situation</i>	<i>Why I Avoided</i>	<i>How I Avoided</i>

R.E.A.L. in Real Life

Directions: Check off the resistance strategies you would use with each of the individuals listed if this person offered you drugs. Some resistance strategies may apply more to some people than to others. You can add your own ideas under "Another way to...." When you finish, answer the questions on the next page.

Resistance Strategies

Friend

Brother/
Sister

Stranger

Adult
RelativeBoyfriend/
Girlfriend

R efuse

Refuse by saying, "No" or "No thanks."

Refuse nonverbally—for example, shake your head NO.

Another way to refuse: _____

E xplain

Explain that you have something else to do.

Explain that you aren't into drugs.

Explain that you can't because of sports, parents, etc.

Make up an excuse.

Another way to explain: _____

A void

Don't hang out with this person when you know he/she is doing drugs.

Only hang out with this person in "safe" situations—when you feel pretty certain that he/she is not going to do drugs.

Make up an excuse not to hang out with this person as a way of avoiding him/her.

Another way to avoid: _____

L eave

Leave the situation—just walk out.

Another way to leave: _____

Continued

R.E.A.L. in Real Life

Continued

Reflection Questions

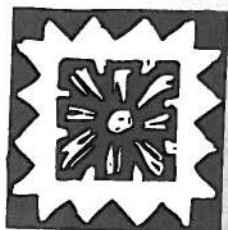
1. Whose offer do you think would be the hardest for you to resist? Why?
2. What would be the best way for you to handle the situation with this person?
3. Whose offer do you think would be the easiest for you to resist? Why?
4. What would be the best way for you to handle the situation with this person?
5. Overall, which resistance strategy do you feel most comfortable using? Why?

Values & Decision Making

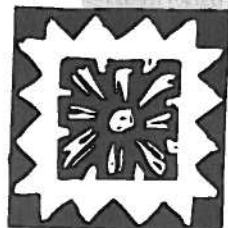
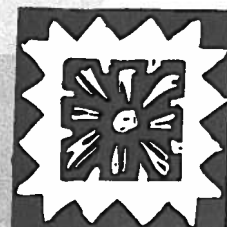
Master

8

Directions: Read the scenarios. Think about the consequences of each choice. Then circle the response for each one that will make you feel the best about yourself and won't hurt you. Finally, answer the question, "Why did you make this choice?" for each scenario.



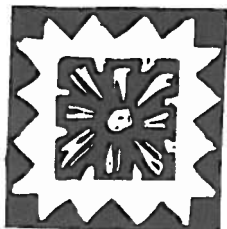
Scenario 1



You're at home with your older brother and sister. They want to go get some food, but they don't have enough money. They want you to "borrow" some money from your mom's purse that's sitting on the kitchen table. You know your mom would be really mad at you for taking her money without asking. What will you do?

1. Take the money from your mom's purse.
2. Tell your brother and sister to get the money another way.
3. Suggest that you wait until your mom gets home and then ask her if you can borrow the money.
4. If you can think of a better response, write it here:

5. Why did you make this choice?



Continued

Values & Decision Making

Continued

Scenario 2

You are at the mini-mart with a friend joking about how the clerk never pays attention to what's going on in the store. Your friend dares you to take a bag of chips and walk out. You've never stolen anything before, and you know that if you did your dad would be really disappointed in you. What will you do?

1. Steal the bag of chips.
2. Tell your friend that if your dad found out that you stole something you'd be in big trouble, and it's not worth it to get in trouble over a bag of chips.
3. Tell your friend you're not hungry and walk out of the store.
4. If you can think of a better response, write it here:

5. Why did you make this choice?

Scenario 3

You're trying out for the basketball team. You know that you'll feel really good if you make it and other people will be proud of you. After one of the try-outs you run into B.J. Everybody knows B.J. He's really popular. He invites you to hang out with him and his group of friends who are smoking pot behind the building. You know that if you go over there, his friends will expect you to smoke too. You also know that you won't get chosen for the basketball team if the coach thinks you were smoking pot. What will you do?

1. Go with B.J. to hang out with his friends.
2. Tell B.J. that you can't go because you have to get home.
3. Explain that you're trying out for basketball and don't want to blow your chances.
4. If you can think of a better response, write it here:

5. Why did you make this choice?

Roleplay Scenarios

Directions: Copy and cut apart the scenarios.
Give one scenario to each student group.

1. Your sister always takes your stuff without asking. You go to her to ask her to give back the last thing she took. Then...what happens?

2. Your friend thinks gangs are cool and is always acting like a "wanna-be" even though he's not really in a gang. Today he got invited to a party the gangsters are throwing. He asks you if you want to go with him. Then...what happens?

3. Your friend is always in a bad mood! Now she says you promised to go to the mall with her on the weekend, but you know you didn't. She starts yelling. Then...what happens?

4. Someone you know from school accused you of stealing his jacket. Your jacket is exactly like the one he lost. But your aunt just bought your jacket for you yesterday. Then...what happens?

5. You and your brother were playing a game of cards. He won the game, but you're pretty sure he cheated. Then...what happens?

Keep Kids Drug Free with keepin' it **REAL**

Keepin' It REAL has been designated a Model Program by the Substance Abuse and Mental Health Services Administration (SAMHSA)

Many middle school students begin to encounter pressures to use drugs. Teach them the skills they need to resist these pressures and live drug free.

Keepin' It REAL:

- Prepares students to act decisively and comfortably in refusing drugs.
- Helps students recognize risks and take action to avoid drug-related situations.
- Builds decision-making, communication, planning and refusal skills.
- Empowers youth to make choices that support drug-free values.
- Draws on the cultural strengths of families and communities to help students avoid drugs.
- Helps students practice and transfer skills to real-world situations.
- Enhances lesson activities with a video created by youth for youth that models successful drug resistance skills.

Research Proves It Works!

Keepin' It REAL students reported:

- 32-40% reduction in marijuana, tobacco and alcohol use
- 30-38% increase in knowledge about and negative attitudes toward drug use
- 29-34% decrease in intent to accept substances
- Increased repertoire of resistance skills and more frequent use of those skills