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*keepin’ it REAL CURRICULUM*

From kids...through kids...to kids

The D.A.R.E. *keepin’ it REAL* curriculum represents over 20 years of research by the Drug Resistance Strategies Project (DRS) about why our youth use drugs. Out of this research a middle school substance abuse prevention program, *keepin’ it REAL*, was developed collaboratively by Penn State University, Arizona State University, D.A.R.E. America, and schools around the country. Grounded in cultural norms, the program teaches youth how to live drug-free lives confidently, drawing on the strengths of the students, their families and communities. The acronym REAL is the central message of the curriculum and teaches youth four ways to refuse drug offers -- Refuse, Explain, Avoid, and Leave. These strategies help youth stay away from drugs by preparing them to act decisively and responsibly in difficult situations. The curriculum teaches students how to resist drugs offers by presenting practical strategies that are easy for them to remember and use.

**Philosophy**

The interactive *keepin’ it REAL* curriculum is based on prevention theory and practice. The research originally begun in the late 1980’s, grew from the need to understand the adolescent perspective on drugs, drug offers, risk assessment and decision making. Our “from kids through kids to kids” approach started with this research about how students make healthy decisions and communicate clearly and effectively.

Applying a narrative prevention approach developed by Michelle Miller-Day and Michael Hecht, stories from thousands of youth were collected and transformed into a multimedia, multicultural prevention program, *keepin’ it REAL*. The curriculum provides students with effective ways to make decisions and refuse drugs—straight from other teens.

The curriculum consists of ten lessons aimed at teaching middle school students resistance skills, risk assessment, decision making, social support and conflict resolution while targeting drug norms and attitudes. A series of five videos form the core of the curriculum, telling the “story” of *keepin’ it REAL*, first in an introductory video and then modeling resistance and other skills in the remaining four videos.

The *keepin’ it REAL* curriculum was first tested in a randomized clinical trial in 35 middle schools in Phoenix, Arizona. Over 6,700 students participated in the evaluation showing that *keepin’ it REAL* reduces alcohol, marijuana, and tobacco use, teaches anti-drug norms, and changes attitudes and expectations. As a result, *keepin’ it REAL* was selected as an evidence-based program by SAMHSA and is listed on the National Registry of Evidence-based Programs and Practices (NREPP).
Based on the effectiveness of the program D.A.R.E America is now partnering with Penn State University to bring the curriculum to your classroom.

The Curriculum

The keepin' it REAL curriculum is ideally organized as a 10 lesson program to be delivered over 10 weeks. Each lesson requires one 40 - 45 minute class period and is designed to promote interaction between students and instructors. Engaging activities are included to involve students in their own learning. Through sharing their own stories, practicing decision making and role-playing the REAL resistance strategies students gain mastery of new skills. The program’s key learning tool is a series of videos that show high school youth and their own, real stories about drugs and drug offers. The videos model or demonstrate how students use REAL strategies to resist drugs in real life situations in rural, urban and suburban communities.

The core of the program is the REAL strategies for resisting drug offers: Refuse, Explain, Avoid, and Leave. By highlighting these four strategies, the program helps students learn effective decision making and communications skills which helps them resist the temptation to use drugs.

Lessons

The keepin’ it REAL lessons incorporate personal stories and language that youth find familiar. The lessons teach risk assessment, decision making, communication, and life skills including the REAL strategies. The lessons are designed to promote interaction among the students as well as between the students and the instructor. Engaging activities are included to allow students to practice the REAL resistance strategies incorporating sound decision making skills. The keepin’ it REAL lessons include a variety of teaching modalities aimed at encouraging active student participation such as:

- Cooperative learning group activities
- Questions to promote higher level thinking
- Role-plays
- Think/Pair/Share discussion

Each lesson includes:

- Curriculum guide and instructions
- Overheads or PowerPoint slides
- Key terms
- Student Planner pages
- Homework page

The students' performance on the homework assignments allows instructors to assess how well they are grasping the skills and knowledge taught in class.
Lesson Summary

Lesson 1: Options and Choices
In this lesson students will identify the keepin’ it REAL resistance strategies of Refuse, Explain, Avoid, and Leave. An introductory video presents an overview of these core resistance strategies. Through class discussion and activities the concepts of options, choices and consequences are defined with the idea that all choices have consequences. Students learn to differentiate between a simple preference and a wise choice.

Lesson 2: Risks
Students will define the term risk and identify risks that could be potentially harmful to them. The Guessing Game activity is an opportunity to explain how a risk may affect their choices. Through the Guessing Game students are given factual information regarding the actual number of students currently engaging in drug use.

Lesson 3: Communication and Conflict
Students will identify and describe the components of the D.A.R.E. Decision-Making Model to make wise choices and sound decisions. They will articulate what it means to agree to disagree and explain the differences between assertive, aggressive and passive behaviors. A group activity allows students the opportunity to work cooperatively to use the D.A.R.E. Decision-Making Model to solve conflict scenarios.

Lesson 4: Refuse
Students will be able to explain the REAL strategy of Refuse and be able to articulate “no” in a clear and assertive way. A video is shown that models this strategy. Through discussion and sharing their own stories, students learn verbal and non-verbal assertiveness techniques for Refusing.

Lesson 5: Explain
Students will demonstrate the REAL strategy of Explain and be able to state the reasons for their actions in a clear way. A video is shown that models this strategy. They will use “I Statements” in order to articulate their personal preferences and share their opinions or beliefs.

Lesson 6: Avoid
Students will define the REAL strategy of Avoid and be able to list three ways they can avoid a situation. A video is shown that models this strategy. Through discussion, sharing their own stories, and role play scenarios students learn how to use the D.A.R.E. Decision-Making Model to practice ways to avoid potentially harmful situations.

Lesson 7: Leave
Students will be able to explain the REAL strategy of Leave. A video is shown that models this strategy. Through discussion, sharing their own stories, and role play scenarios students learn to identify situations where they can use the Leave strategy.
Lesson 8: Norms
Students will be introduced to the concept of normative behavior and will be able to define the terms, norms and peer norms. They will identify accurately the norms of drug use among their peers. Students learn that, contrary to what many of them believe, the majority of students their age do not use drugs. They will be able to explain how norms can influence their decisions.

Lesson 9: Feelings
Students will identify how people express emotions in different ways and that they have unique feelings and reactions to situations. Role play scenarios are used to help students resolve conflict situations and express their feelings in a positive manner. They will learn to acknowledge the validity of their feelings and the feelings of others.

Lesson 10: Conclusion
Students will learn how their REAL skills can be used in their network of friends, family and peers. They will use an ECO-MAP to explain the concept of a social support network and identify members of their personal social support network where they might go for help. The keepin’ it REAL Review offers students the opportunity to review the concepts and skills they have learned in the previous lessons.

Videos
Five videos are used in the curriculum. The first video, which accompanies Lesson 1, is an introduction to the curriculum. It is designed to get students excited about the program with an overview of the strategies and decision making skills used by the students who share their stories in the videos. The other four videos give students the opportunity to see modeling of the REAL skills by watching other students’ enactments of successful drug resistance. Using actual students who are similar to them explain how they successfully resist drug offers; students are empowered to use these skills in their own lives. Each video dramatizes one or more drug use situations faced by students and ends with successful drug resistance.

Notes to the Instructor
The skills of the keepin’ it REAL curriculum that you will be teaching to students are tools that will help them be successful negotiators of the everyday life experiences they encounter. Many students are unaware of the power of their own words and actions and the role “choice” plays in their lives. Helping students become aware of risks and teaching them how to make effective decisions using “Refuse,” “Explain,” “Avoid,” and “Leave,” they become empowered and can be proactive in responding to situations that might otherwise be difficult for them.

Each of the REAL strategies is taught in an individual, video-supported lesson to allow students to explore the many facets of a particular strategy. After each video there are questions which were created to lead a guided discussion. In addition, the activities in the video-supported
lessons have been created to help students further practice the strategy. Students have the opportunity to learn how and when to “Refuse,” “Explain,” “Avoid,” and “Leave.”

While the curriculum design is intended to be essentially the same across the nation, the specific problems, materials, and strategies must be appropriate for the cultural and social context of each school. There are three sets of videos – Rural, Suburban and Urban – that instructors can choose from for presentation to the class.

Keep the following in mind as you carefully prepare each lesson:

- Each lesson contains instructions, corresponding planner pages, overheads/PowerPoint, and homework.
- Be a listener. Facilitate discussions that actively engage students in thinking about ways to solve their own problems.
- Encourage students to share their ideas.
- Use students’ examples, their words, and their experiences in discussions.
- Encourage students to take ownership of the new skills.
- Be inclusive - use the pronoun “we” as you describe the how, when, what, and why of a strategy.
- Familiarize yourself with the glossary of key terms found on the back of the student planner. These are designed for student use and are also listed in the curriculum.
- Decide which videos (rural, urban, or suburban) best reflect your community and are appropriate for students you teach.
- Remember, the curriculum is designed to teach strategies that will enable students to think through their decisions and make appropriate choices to lead healthier lives. Our research shows that this is the most effective method to accomplish this goal.
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LESSON 1
OPTIONS AND CHOICES

Objectives
After completing the lesson, students will be able to:
• Identify the keepin’ it REAL resistance strategies of Refuse, Explain, Avoid and Leave
• Define the terms option, choice and consequence.
• Explain how choices have consequences
• Differentiate between simple preference and wise choice

Preparation
• Review the lesson plan
• Review the Introduction Video
• Familiarize yourself with Lesson 1 objectives
• Think through the following student activities:
  ▪ Introduction to keepin’ it REAL video
  ▪ INTRODUCTION TO REAL activity

Materials
• Introduction to keepin’ it REAL video
• REAL QUESTIONS overhead/PowerPoint
• OPTION CHOICE AND CONSEQUENCE overhead/PowerPoint
• CHOICES overhead/PowerPoint
• Student Planners
• Student homework - CHOICES

Lesson Structure
• Activity 1 Program Introduction 10 minutes
• Activity 2 Introduction Video 7 minutes
• Activity 3 Introduction to REAL Strategies 5 minutes
• Activity 4 Options, Choices and Consequences 5 minutes
• Activity 5 Simple Preference and Wise Choice 6 minutes
• Activity 6 Review Scenarios 7 minutes
• Activity 7 Lesson Review 3 minutes
• Activity 8 Homework 2 minutes
INTRODUCE YOURSELF TO THE STUDENTS, WELCOME THEM TO THE keepin’ it REAL PROGRAM, AND DISTRIBUTE PLANNERS ASKING THEM TO PUT THEIR NAME ON THEM.

INSTRUCTOR NOTE: TALK TO THE TEACHER BEFORE CLASS FOR THEIR ADVICE AND ASSISTANCE IN DECIDING WHICH STUDENTS SHOULD WORK TOGETHER.

**Say:** *The main purpose of the lessons is to learn skills which can be used when we find ourselves in a drug related situation or other life situations that require good decision-making.*

- Explain that these lessons teach social skills that may be used in many areas of our lives such as in dealing with parents, friends, boy/girl friends, instructors, etc.
- These skills can help us to be confident about decisions we make, especially when we have to make difficult decisions. Instruct students to keep this in mind throughout the program.
- There are ten lessons and they should be both meaningful and enjoyable.

Let students know that these lessons encourage their active participation in class.

**Explain** to students that they will be participating in a variety of activities during the lessons. It is important that the classroom be orderly so that everyone can participate. A few simple guidelines will help this process.

Review the rules with students:

- Raise your hand so that only one person speaks at a time.
- Be positive and respectful. A put-down can hurt feelings.
- Observe and use the quiet signal.
- Use the words “someone I know” instead of a person’s name when sharing a story.
- Only answer questions that feel comfortable to you.
Lesson 1

**NOTES**

Say: *Being respectful of everyone in the class is very important when we work with others in a group. In the following activity you will have an opportunity to work together to decide what you would do in certain situations or scenarios.*

Divide the students into groups of three to six each.

- Ask each student to turn to the INTRODUCTION TO REAL Planner page 2.
- Assign one scenario to each group.
- Have each group write what they would do if they were in this situation. Make sure students write what they would actually do, and let them know there are no right or wrong answers.
- Inform students that they will share their answers later with the class.

Next, tell students the reason for completing this exercise was to introduce them to the skills they will be learning in *keepin’ it REAL*. We will be discussing the scenarios again later in the lesson.

**ACTIVITY 2  (7 minutes)**

**Introduction Video**

**Instructor Note**: The videos are an essential part of the curriculum. They provide modeling or examples of what we are teaching and are one of the principal reasons *keepin’ it REAL* works. Research shows that watching the videos reduces drug use.

Play the Introduction to *keepin’ it REAL* video.

Have the students relate to the kids who are in the videos and explain that the kids are real kids, not actors.
Inform students that four of the lessons include videos which were made with students for students. They tell the stories of real kids and what they did in order to resist using drugs.

**ACTIVITY 3  (5 minutes)**

**Introduction to REAL**

Introduce students to the REAL resistance strategies that can be used in situations where they make decisions about things they do not want to do, that might be harmful or dangerous.

**Ask** students to turn to REAL QUESTIONS Planner page 3. Display the REAL overhead/PowerPoint and have students fill in the blanks. Ask students to state in their own words what each word means to them.

- **R – Refuse:** Saying no, I don’t want to do something
- **E – Explain:** Saying why I don’t want to do something
- **A – Avoid:** Keeping myself away from a situation I don’t want to be involved in
- **L – Leave:** Taking myself out of a situation that I don’t want to be in

**Say:** The words in the REAL acronym help us to understand there are at least four choices of behaviors. We can use these behaviors when we find ourselves in a difficult situation we don’t want to be in, such as when we are offered drugs.

**Ask** students to go back to the INTRODUCTION TO REAL page 2 and share with the class which, if any, of their responses were REAL strategies.

Transition into the next activity by telling students that they will now learn more about choices.
ACTIVITY 4  (5 minutes)
Options, Choices and Consequences

Display each of the following words individually: **option**, **choice**, and **consequence**.

**Ask** students what they think each of the words mean. Acknowledge all answers.

Display the OPTION, CHOICE AND CONSEQUENCE overhead/PowerPoint with the following correct definitions or write student responses which are similar to these definitions on the board:

- **Option** – A possible choice; the power or right to choose; a decision we can make

- **Choice** – Making a decision to do one thing rather than another

- **Consequence** – What happens after a choice is made

Discuss the fact that we are confronted with **options** and **choices** every day, and the choices we make have **consequences**. Reinforce the fact that **not** choosing is also making a choice.

**Explain** the concept of purpose, as it relates to the choices we make.

- This concept refers to the fact that we have certain goals in life and so many of the choices we make are made for a specific reason - they have a purpose.
- Our choices have consequences. These consequences may keep us from reaching our goals.

**Ask:** *What are some of your goals for the future?*
Facilitate a discussion of the idea that your choices may also affect others.

Example: If you decide not to pass on an important phone message, you can cause big problems for the person who needed that message.

Ask:

• Can you recall a time when your choices affected others such as family members or friends?
• What was the outcome of the choice you made?
• How did you feel about the choice afterward?

ACTIVITY 5  (6 minutes)
Simple Preference and Wise Choice

Discuss the difference between a simple preference and a wise choice.

• Explain a simple preference is a choice we make when the consequences are not as great.
  ▪ Example: Choosing either a blue T-shirt or a green one involves simple preference and does not bring serious consequences.
• Explain that a wise choice needs to be made when consequences may be greater.
  ▪ Example: If someone wants to play sports or do an activity, not skipping school would be a wise choice since skipping school could affect his/her grades.

Ask: What are some important things to consider? Have students explain their responses.
Some possible considerations are:

- How will our choices affect others?
- How will our choices affect our own personal goals for the future?
- How will we feel later about our choice?
- What are the consequences involved?

**ACTIVITY 6** (7 minutes)

**Review Scenarios**

*Say:* We have discussed the importance of making wise choices and the possible consequences of our decisions. We are now going to take another look at the scenarios we worked on earlier in our lesson.

Tell students to turn to the INTRODUCTION TO REAL page 2 and answer the questions about the scenarios they worked on with their group earlier in the lesson. This can be done individually or as a group. Facilitate a discussion of their responses.

*Show* the REAL QUESTIONS PowerPoint/overhead and allow students to answer the questions found on Planner page 3 with the class.

**ACTIVITY 7** (3 minutes)

**Lesson Review**

*Ask* the students what were the most important things they learned today and why. The following are possible answers:

- The meaning of REAL
- Recognizing that what a person does may have favorable or unfavorable consequences
- The difference between a simple preference and a wise choice

Thank students for their participation and let them know you look forward to working with them.
Homework

Distribute the homework booklet and turn to the CHOICES page.

Read the directions with the students.

Provide examples if needed.

Explain that the homework assignment will be discussed during the next lesson.
LESSON 1

Activity 1
Introduction

Rules
- Raise your hand so that only one person speaks at a time
- Be positive and respectful
- Observe and use the quiet signal
- Use the words “someone I know” when sharing a story
- Only answer questions you feel comfortable with

Activity 2
Introduction Video

Activity 3
Introduction To REAL

Activity 4
Options
Choices
Consequence

Activity 5
Simple Consequence
Wise Choice

www.dare.org
**Simple Preference**
A choice that you don't think about much because it does not involve serious consequences.

**Wise Choice**
A choice that is well thought out.

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**Activity 6**
Review Scenarios

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**Pages 2 - 3**

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**Activity 7**
Lesson Review

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**Activity 8**
Homework

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**Choices**

1. What will you do in this situation?

2. Why?

3. What do you think will happen as a result of your decision?

4. Are there possible consequences?

5. Are you sure you made the best decision?

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**Page 1 Choices**

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LESSON 2
RISKS

Objectives
After completing this lesson students will be able to:
• Define risk
• Identify risks that could be potentially harmful to them
• Explain how a risk may affect our choices

Preparation
• Review the lesson plan
• Familiarize yourself with Lesson 2 objectives
• Prior to class review the lesson with the classroom teacher and ask for assistance with grouping students
• Think through the following student activity:
  ▪ THE GUESSING GAME - review the ACTIVITY DIRECTIONS page

Materials
• Student Planners
• Questions for THE GUESSING GAME
• THE GUESSING GAME Answer Key
• Student homework - THE RISKS IN EVERDAY LIFE

Lesson Structure
• Activity 1 Review previous lesson 5 minutes
• Activity 2 Introduction to Risk and Consequences 10 minutes
• Activity 3 The Guessing Game 22 minutes
• Activity 4 Lesson Review 5 minutes
• Activity 5 Homework 3 minutes
ACTIVITY 1  (5 minutes)  
Review

Review homework from the previous lesson.

**Ask** a few students to share the movie they chose and their responses. *How did this apply to what you learned in the previous lesson?*

**Explain** the connection between the last lesson and what students will be learning in this lesson.

- **Ask:** *What is the difference between a wise choice and a simple preference? How might you compare the two?*
- **Explain** that when you do something that has serious consequences you may be taking a risk.
- Emphasize that the **risks** in a situation can affect the type of choices we make in a particular situation.

ACTIVITY 2  (10 minutes)  
Introduction to Risk and Consequences

**Say:** *In today’s lesson we will learn how to identify risks and understand how they affect our choices.*

**Ask:** *What is a risk?* Allow students to share their answers and acknowledge their responses.

**Say:** *For the purpose of our lesson we will use the following definition:*

- **Risk:** Taking a chance, a danger, an uncertainty, a gamble. A risk has the possibility of something going wrong.

Be sure to indicate that the risks in a situation may not be very dangerous, but there is the chance of not having things turn out as they would like.
Refer to the concept of **consequences** from the previous lesson.

**Ask:** *What might be the possible outcomes of taking a risk?*

- Inform students that a behavior or choice is risky if it has the potential for negative consequences.
- A problem with taking risks is that we can’t really know how things are going to turn out. We can’t really be in control.
- Taking risks when there is a greater potential for negative consequences is giving up some of the control of our own lives.

**Ask** students for examples of situations involving risks. If needed, provide examples such as:

- When a person walks down a dark alley in the city, there is the possibility of being attacked or robbed.
- When you take a babysitting job the night before you have a test in math, you could mess up on the test if you don’t get a chance to study or if you are too tired from babysitting.
- When you try out for a team at school, you may or may not make it.

**Ask** students why it might be good to have the ability to identify risks.

**Explain** how being able to identify risks can help us to avoid potentially dangerous situations and make wise choices. Tell students that identifying risks can help us decide whether we want to use caution in a certain situation or avoid it altogether.

- Example: You may think it’s alright or safe to try drugs once but there is a risk involved.

**Ask:** *What are some of the possible risks and consequences?*
Discuss that in some situations the risks involved may be obvious. Possible questions include:

- What is the risk involved in not doing something you tell your friends you’re going to do? **Risk:** Your friends may get mad at you.

- What is the risk involved in skipping school? **Risk:** Getting suspended from school or getting in trouble with parents.

- What is the risk in asking someone you like to go out? **Risk:** They may say no.

**Explain** that in other situations, the risks or dangers may not be so obvious and students may have to give more thought to identifying possible risks.

Facilitate a discussion of risks being present in everyday, seemingly safe situations. Present at least two situations. Some possible examples are:

- 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 do you usually get to school? Were there any risks involved? **Risks:** You could fly off your bike if you hit something in the road or you may have had to walk through a bad neighborhood.
ACTIVITY 3 (22 minutes)
The Guessing Game

Instructor Note: Do not get into a larger discussion on drugs and their effects or discuss the morality of drug use. Do not try and give fear messages. Use the information provided in the manual as an introduction to what the students might believe to be true and the risks they are willing to take for their group.

Play THE GUESSING GAME Planner page 4. Establish the rules and guidelines for the game with students following the ACTIVITY DIRECTIONS on page 15.

Inform students that this game will illustrate the concept of risk and taking a chance. A possible risk is that students may wager all their points before the end of the game.

After the students have completed the game, facilitate a discussion with the class.

Ask the students:

- How did it feel to take the risks for their group?
- What were the consequences of taking risks?
- How did you like others taking risks for you?
- Why or why not?
- Can you think of situations in your life where others may take a risk and you have to live with the consequences (such as getting in the car with someone who has been drinking)?

Explain that this was a fun way of illustrating the concept of risk. However, in life risks can be much more serious, and it may be important to make wise choices.
Ask: *What are some important things you learned in this lesson?* Have students explain how they might apply what they have learned.

The following concepts should be included in the summary:

- There are many risks that can be encountered in everyday life, even in seemingly safe situations.
- When the consequences of certain risks are greater or more serious, it is important for us to think harder about our decisions or choices in those situations.
- It is always important to consider the consequences of the risks that we face in different situations.

Thank students for their participation.

---

**Homework**

Tell students to locate THE RISKS IN EVERYDAY LIFE in their homework booklets.

Read over the directions with the students.

Provide examples to students if needed. Some examples are:

- Eating food and getting sick
- Stealing a base in a ball game or going for a spike in volleyball
- Doing the wrong homework assignment

Remind students homework will be discussed in the next lesson.
ACTIVITY DIRECTIONS
THE GUESSING GAME

A. Divide students into groups of six or less in order to form teams.

B. Assign a score keeper to record points to be risked and to add or subtract points to the total points for each team.

C. Establish the procedures and rules to be followed during the game. The team will not know who will be selected to respond until all students have written their answers.

D. Explain that the object of the game is for one team to win the most points.

- Each team starts with 50 points.

- Each student must answer the question individually in their planner and record the number of points they are willing to risk.

- All students must risk at least one point but cannot risk more than the total points the team currently has. If the team reaches zero or goes into the minus they can continue to participate but cannot risk more than 50 points at a time.

- Each member of the team must get a chance to answer at least one question, and they should answer it without help from other team members.

- If the player answers incorrectly, he/she will cause the team to lose the amount of points that he/she risked. If the question is answered correctly the team will add the number of points risked to their total score.

E. All students should have recorded their answer. For each question, randomly call on one member from each team to stand and announce how many points they wish to risk. Record the amount that each team member is risking. By team, have the standing member state their answer. The player cannot consult with their group. They must make the decision themselves, but their decisions will impact the team’s points. Reinforce the idea that they may not know the correct answer and that they are to make their best guess.

F. After all teams have stated their answer, reveal the correct answer and have the scorekeeper add or subtract points depending on correctness of answer.

G. Continue the process until every team member has been given the opportunity to answer and risk points for their team.

H. Total the points for each team and announce the winner.
The Guessing Game – Answer Key

1. **What percent of 12th grade students prefer to date a non-smoker?**
   
   28%, 56%, 78%

   The great majority of teens today say that they “prefer to date people who don’t smoke”: 83%, 80% and 75% in grades 8, 10, and 12, respectively. Nearly two thirds of them think that “becoming a smoker reflects poor judgment.” *Monitoring the Future* (MTF)

2. **What percent of 8th grade students are current smokers?**
   
   7%, 20%, 39%

   The proportions of students indicating any smoking in the prior 30 days (called “monthly prevalence”) stands at 7%, 12%, and 20% in grades 8, 10, and 12, respectively (MTF).

3. **Use of marijuana by 8th grade students has increased in the last ten years.**
   
   False

   Since the recent peak years of use reached in the mid-1990s, annual prevalence has fallen by over 40% among 8th graders, 30% among 10th graders, and nearly 20% among 12th graders (MTF).

4. **What percent of 8th grade students used alcohol in the last thirty days?**
   
   16%, 33%, 45%

   The 30-day prevalence of alcohol use (reporting drinking an alcoholic beverage at least once in the 30 days prior to the survey) has fallen by 40% among 8th grade students since their peak level in 1996. Thirty-day prevalence of alcohol use now stands at 16%, 33%, and 44% for grades 8, 10, and 12, respectively (MTF).

5. **Which three drugs are most commonly used by teens?**
   
   a. Alcohol, tobacco and marijuana
   b. Cocaine, inhalants, alcohol
   c. Marijuana, alcohol and methamphetamines

   According to the *National Survey on Drug Use and Health* (NSDUH), the most commonly abused substance among teens is alcohol, followed by tobacco. The most commonly abused illegal drug is marijuana. In 2006, 16.6% of teens aged 12 to 17 had abused alcohol, 10.4% had abused cigarettes, and 6.8% had abused marijuana in the month prior to the survey.

6. **Drinking alcohol leads to a loss of coordination, poor judgment, slowed reflexes and memory lapses.**
   
   True

   Drinking alcohol leads to a loss of coordination, poor judgment, slowed reflexes, distorted vision, memory lapses, and even blackouts. Alcohol depresses your central nervous system, lowers your inhibitions, and impairs your judgment. Drinking large amounts of alcohol at one time or very rapidly can cause alcohol poisoning (SAMHSA *Tips for Teens*).

7. **What percentage of 8th grade students uses smokeless tobacco?**
   
   3%, 12%, 22%

   At present, the prevalence rates for any use of smokeless or “spit” tobacco in the prior 30 days are 3%, 6%, and 7% in grades 8, 10, and 12, respectively. That means that one in every fifteen high school seniors is a current user of smokeless tobacco.
8. **Taking someone else's prescription drugs isn't as bad for you as street drugs because a doctor has prescribed them.**

*False*

In 2006, more than 2.1 million teens ages 12 to 17 reported abusing prescription drugs. Among 12- and 13-year-olds, prescription drugs are the drug of choice. Because these drugs are so readily available, and many teens believe they are a safe way to get high, teens that wouldn't otherwise touch illicit drugs might abuse prescription drugs (SAMHSA, 2007).

There are serious health risks related to abuse of prescription drugs. A single large dose of prescription or over-the-counter painkillers or depressants can cause breathing difficulty that can lead to death. Stimulant abuse can lead to hostility or paranoia, or the potential for heart system failure or fatal seizures. Even in small doses, depressants and painkillers have subtle effects on motor skills, judgment, and ability to learn. The abuse of OTC cough and cold remedies can cause blurred vision, nausea, vomiting, dizziness, coma, and even death. Many teens report mixing prescription drugs, OTC drugs, and alcohol. Using these drugs in combination can cause respiratory failure and death.

9. **What percent of 8th grade students have not used marijuana?**

50%  75%  90%

*Monitoring the Future* data (2007) indicates that the prevalence rates for marijuana use in the prior year now stands at 10% for 8th graders, 25% for 10th graders and 32% for 12th graders.

10. **Someone who drinks or does drugs alone may have a problem.**

*True*

How can you tell if a friend has a drinking problem? Sometimes it's tough to tell. But there are signs you can look for. If your friend has one or more of the following warning signs, he or she may have a problem with alcohol:

- Getting drunk on a regular basis
- Lying about how much alcohol he or she is using
- Believing that alcohol is necessary to have fun
- Having frequent hangovers
- Feeling run-down, depressed, or even suicidal
- Having "blackouts" -- forgetting what he or she did while drinking

From: *SAMHSA Tips for Teens*

11. **Beer and wine are safer than liquor.**

*False*

One 12-ounce bottle of beer or a 5-ounce glass of wine (about a half-cup) has as much alcohol as a 1.5-ounce shot of liquor. Alcohol can make you drunk and cause problems no matter how you consume it (*SAMHSA Tips for Teens*).

12. **It is illegal to buy or possess alcohol if you are under the age of 21.**

*True*

It is illegal to buy or possess alcohol if you are under age 21 (*SAMHSA Tips for Teens*). One drink can make you fail a breath test. In some states, people under age 21 can lose their driver's license, be subject to a heavy fine, or have their car permanently taken away.
Activity 1
Homework Review

Activity 2
Introduction to Risk And Consequences

Risk
- Taking a chance
- A danger
- An uncertainty
- A gamble

A risk has the possibility of something going wrong

Consequences
What happens after a choice is made

Activity 3
The Guessing Game

Activity 4
Lesson Review

Activity 5
Homework
LESSON 2

Slide 13

Slide 14
LESSON 3
COMMUNICATION AND CONFLICT

Objectives
After completing the lesson, students will be able to:
- Identify and describe the components of the D.A.R.E. Decision-Making Model
- Articulate what it means to agree to disagree
- Explain the differences between assertive, aggressive and passive behaviors

Preparation
- Review the lesson plan
- Familiarize yourself with Lesson 3 objectives
- Think through the following student activities:
  - CONFLICT STORIES
  - Assertiveness Activity

Materials
- Student Planners
- D.A.R.E. DECISION-MAKING MODEL overhead /PowerPoint
- ASSERTIVENESS overhead /PowerPoint
- Student homework - SINGING ABOUT CONFLICT

Lesson Structure
- Activity 1: Review previous lesson 3 minutes
- Activity 2: Agree to Disagree 5 minutes
- Activity 3: D.A.R.E. Decision-Making Model 8 minutes
- Activity 4: Conflict Stories 14 minutes
- Activity 5: Assertiveness Activity 8 minutes
- Activity 6: Lesson Review 5 minutes
- Activity 7: Homework 2 minutes
LESSON 3

ACTIVITY 1 (3 minutes)  
Review

Review the homework from the last lesson.

Ask two or three 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 in today’s lesson.

Ask: What did we talk about in the last lesson?  
Summarize student responses.

Explain that although some risk taking is not a good idea, sometimes we must take a risk in our relationships with others if we want to express our views and make our own decisions.

ACTIVITY 2 (5 minutes)  
Agree to Disagree Discussion

Say: In today’s lesson we will learn:

- Some choices we make are not well liked by other people and that is alright.
- How to acknowledge other people’s views without necessarily agreeing with them.

Facilitate a discussion using some of the following questions:

- Do you ever have conflicts or disagreements with people who have different opinions than you? How does that feel?
- Do you ever have times when you feel like your opinion isn’t accepted by your peers? Explain your answer.
• Do you know anyone who’s good at acknowledging other peoples’ views without having to agree with them? What do you think makes them successful?
• What do you think the phrase agree to disagree means?
• In what situations do you think these skills would be helpful?

Explain that agree to disagree means to decide not to agree with someone and to be okay with not agreeing.

ACTIVITY 3 (8 minutes)
D.A.R.E. Decision-Making Model

Say: Remember when we discussed making wise choices, we said that it is important to think carefully, because of the seriousness of the consequences. Using the D.A.R.E. Decision-Making Model can help us make a wise decision.

Display DDMM and have students turn to the corresponding page in their Planner (page 6).

Define – Describe the situation.
• What is the problem or situation?

Assess – Think about your choices. Ask yourself:
• Are there risks? If so, what are they?
• What are the consequences?
• What are my choices?
• What can I do?

Respond – Choose a REAL strategy and then apply it. Ask yourself:
• Which of the REAL strategies might I use?
• What can I say or do?

Agree to disagree: A decision made between two or more people after they have concluded that they have differing opinions and will not be able to agree.
Evaluate – Review what happened and figure out if it worked.

- How did other people react?
- How did I feel?
- Did I make a wise choice?
- If not, then what?
- Would I make the same decision next time?

Instructor Note: Emphasize the importance of planning and goal setting in deciding how to deal with situations. The Define and Assess steps are especially important because they help us to come up with options and choose the best plan of action.

Tell the students to think about how the DDMM process might be helpful to solve problems or resolve situations. Read the following example to the class and ask students how they could use the DDMM in this situation:

Some students that you know from school hang out in a park that is on your walk home. They have been giving you a hard time when you walk by and you don’t feel comfortable.

Say: How could you use the D.A.R.E. Decision-Making Model in this situation?

ACTIVITY 4  (14 minutes)

Conflicts Stories

We can use the D.A.R.E. Decision-Making Model in many situations. It is important to use it when we are in conflict with others.

Instruct students to open their Planner and turn to the CONFLICT STORIES on page 7. Divide the class into five groups. Assign each group a conflict story. Instruct the students to use the D.A.R.E. Decision-Making Model to create a more effective way of handling the conflict in the story.
Facilitate a class discussion of the responses.

Some possible questions for discussion:

- Why did they think one method would be more effective and another less effective?
- Did their response acknowledged other’s opinions in a respectful way?
- What are possible consequences for each way of handling the situations?
- Which consequences would be positive and which consequences would be negative?

Tell the students that they will be referring back to the stories after the next part of this lesson.

ACTIVITY 5  (8 minutes)
Assertiveness Activity

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

Explain that sometimes they will have to communicate their decisions to others. This is not always easy.

We are going to discuss how to effectively communicate with others by being assertive.

Ask: Does anyone know what assertive means?

Instructor Note: Use the ASSERTIVENESS overhead/PowerPoint to discuss the differences between assertiveness, passiveness and aggressiveness.

Passive behavior characteristics:
- Being unwilling to stand up for yourself
- Not saying what you want
- Not telling others how you feel
- Letting others decide what is best for you

Consequence:
What happens after a choice is made.
Aggressive behavior characteristics:
- Attempting to get your own way without consideration for others
- Attacking others by putting them down or “bullying” them

Assertive behavior characteristics:
- Standing up for yourself
- Being willing to share your feelings
- Not intentionally violating others’ rights

Explain:
- When we are passive we are unwilling to stand up for ourselves, we don’t tell others how we really feel.
- When we are aggressive we are acting in a way that is hostile or attacks others without any regard for their feelings.
- When we communicate assertively we try to confidently communicate our opinion while still respecting others.

Tell students we want to be assertive when dealing with others.

Tell the students to turn in their Planner to the CONFLICT STORIES on page 7.

Say: Now we will look at the CONFLICT STORIES for examples of passive, aggressive or assertive behaviors.

Ask:
- Which scenarios show examples of passive, aggressive, and assertive behavior?
- Was the solution your group created passive, aggressive or assertive?
- Is there a situation or a time where you would not want to respond assertively? Why?

Instructor Note: Emphasize that there may be times when being assertive might not be appropriate. Being assertive might be considered disrespectful when talking to parents, teachers, religious leaders or other authority figures.
Ask: When we are being **assertive** it is important to remain respectful. How can we do that?

Say: When we act **assertively** we stand up for ourselves while still respecting others.

**ACTIVITY 6 (5 minutes)**

Lesson Review

Call on several students to identify one important idea or technique they learned from today’s lesson.

**Ask** students to identify any techniques they have learned that can help them “agree to disagree”. In other words, saying no but still wanting to keep their friendship with someone.

Why would being **assertive** help us in conflict situations?

Thank students for their participation.
**Instructor Note:** Use any example you are comfortable with that would help your students understand the assignment.

Tell students to locate the SINGING ABOUT CONFLICT page in their homework booklets.

Read over the directions with the students.

Provide examples to students if needed. A possible example is as follows:

1. “Respect” by Aretha Franklin.
2. In this song, Franklin is singing about wanting more respect from her man. The conflict she’s having with him is that he is not giving her enough respect.
3. Her response to this conflict is most likely assertive because she is expressing her views clearly and directly.
4. The person who she’s singing to could acknowledge her views without agreeing with her by using an “I statement” or agreeing to disagree like the following: “I understand that you think I don’t give you enough respect, but I think that I do. I do respect you but you don’t seem to think that I do. Maybe we’re just not going to agree on this.”
LESSON 3

Slide 1

Slide 2

Slide 3

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Slide 5

Slide 6

Slide 7

Slide 8

Slide 9

Slide 10

Slide 11

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LESSON 4

REFUSE

Objectives
After completing this lesson students will be able to:
• Explain the strategy of Refuse
• Articulate “no” in a clear way
• Demonstrate verbal and non-verbal assertiveness techniques

Preparation
• Review the lesson plan
• Review Refuse video
• Familiarize yourself with the resistance strategy Refuse
• Think through the following student activities:
  ▪ REFUSE ASSERTIVELY
  ▪ Refuse video discussion

Materials
• Refuse video
• ASSERTIVENESS TECHNIQUES overhead/PowerPoint
• Student planners
• Student homework - OBSERVING NO

Lesson Structure
• Activity 1  Review previous lesson  3 minutes
• Activity 2  Refuse Strategy  5 minutes
• Activity 3  Assertiveness Techniques  5 minutes
• Activity 4  Refuse Assertively  10 minutes
• Activity 5  Video and Discussion  17 minutes
• Activity 6  Lesson Review  3 minutes
• Activity 7  Homework  2 minutes
ACTIVITY 1  (3 minutes)
Review

Ask several students to share their responses to the homework from the last lesson. Ask what songs they listened to and whether or not the main characters in the songs were able to acknowledge others’ views without agreeing.

Explain that in this lesson they will continue learning about and practicing assertiveness.

ACTIVITY 2  (5 minutes)
Refuse Strategy

Present the objective of today’s lesson, the keepin’ it REAL strategy Refuse.

Say: Today we will be discussing the “R” in REAL.

Ask: Does anyone remember what the “R” stands for in REAL? What does refuse mean to you?

Explain that they will learn how to say “no” clearly and assertively through the strategy of Refuse.

Ask: When is it difficult to refuse? Why?

Facilitate a discussion with students about why it is so difficult to say no to our friends. Discussion should include:

- Peer pressure
- We want our friends to like us and approve of us.
- There are times when our friends want us to do things that we really don’t want to do.
Say: In the previous lesson we talked about how to communicate assertively and respectfully. We will now practice how to Refuse in an assertive and respectful manner.

Tell students that Assertiveness techniques are tools we can use to help us communicate confidently. There are four tools we can use to help us when we need to refuse in an assertive way.

Use the ASSERTIVENESS TECHNIQUES overhead/PowerPoint to discuss how to say no so that we’re clear and respectful. Discuss each of the points on the overhead overhead/PowerPoint.

Ask students to give examples of each technique:

- **Verbal cues**
  Saying no, no way, no thanks

- **Nonverbal cues**
  Shake your head no, talk a little louder, faster and clearer. If you can, make your voice sound deeper. Stick your jaw out a little; look at the person directly when talking.

- **Acknowledge and Maintain**
  Acknowledge the other person’s feelings about the offer, but maintain your own decision.

- **Repetition**
  Repeat your “NO” over and over if someone keeps offering.

Keep the overhead/PowerPoint up to assist students with the REFUSE ASSERTIVELY activity.

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Assertiveness techniques: Tools used to help you communicate in a confident manner; assertiveness techniques may be used to refuse drug offers.

Nonverbal cues: How we communicate without using words through body language or gestures to tell people how we feel or think. Nonverbal cues can be assertive, passive or aggressive.

Verbal cues: Spoken words that signal how you feel or think. Verbal cues can be assertive, passive or aggressive.
**ACTIVITY 4  (10 minutes)**
Refuse Assertively

**Instructor Note:** Have students open their Planner to the REFUSE ASSERTIVELY page 8.

Read the directions aloud so that all students understand how to complete the activity.

Have students work with a partner taking turns asking the questions on the Planner page and respond by refusing assertively.

**Instructor Note:** Monitor the activity by walking around the classroom to assist students in the process of refusing assertively.

Tell students to share with the class what they learned from the activity.

**ACTIVITY 5  (17 minutes)**
Video and Discussion

**Instructor Note:**
The purpose of the video is to:
- Demonstrate the Refuse strategy through modeling
- Model assertiveness
- Model making healthy choices and avoiding risky consequences
- Portray a norm of refusal by showing students that don’t use drugs

**Say:** Now we will watch a video to see how some students have used the Refuse strategy.

Direct the students to look for the following:
- Ways that the students refuse
- Non-verbal cues
- Assertive, passive or aggressive behaviors
Show the **Refuse** video.

Facilitate a discussion of the video. Some points to discuss are:

- What are some different ways that people refused?
- What non-verbal cues did you observe? What verbal cues did you observe?
- Do his/her nonverbal and verbal cues match? Do they fit together? Are they both communicating the same thing?
- What examples of **assertive, passive, or aggressive behavior** did you observe?
- Did the person who refused do so in a way that was clear and respectful?
- What techniques did you observe that you might be able to use?

**ACTIVITY 6** (3 minutes)

**Lesson Review**

**Ask** students to identify some of the key points they have learned in this lesson, and why they are important to remember and practice.

Review the objective of today’s lesson, reminding students that they have practiced effective ways of saying no so that they are clear and respectful.

Thank students for their participation.
ACTIVITY 7  (2 minutes)

Homework

Have students open their homework booklets to the OBSERVING NO page.

Read over the directions with the students.

Provide examples to students if needed, and clarify any questions.

Tell them these will be discussed in the next lesson.
Activity 1
Homework Review

Activity 2
Real Refusal Strategies

Activity 3
Real Assertiveness Techniques

Assertiveness Techniques
Say NO Verbally
- Say No
- No Way
- No Thanks

Assertiveness Techniques
Say NO Nonverbally
- Speak up: Be clear and respectful.
- Make sure your verbal and nonverbal cues are the same.

Assertiveness Techniques
- Acknowledge and Maintain
- Repetition

Discussion
- Verbal Cues
- Nonverbal Cues
- Acknowledge And Maintain
- Repetition
LESSON 5
EXPLAIN

Objectives
Students will demonstrate the ability to:
• Define the REAL strategy of Explain
• State the reasons for their actions in a clear way
• Articulate personal preferences using I Statements

Preparation
• Review the lesson plan
• Review the Explain video
• Familiarize yourself with the resistance strategy Explain
• Think through the following student activities:
  ▪ EXPLAIN WITH I STATEMENTS
  ▪ Guidelines for Explaining
  ▪ Explain video discussion

Materials
• Explain video
• Student Planners
• I STATEMENTS overhead/PowerPoint
• GUIDELINES FOR EXPLAINING overhead/PowerPoint
• Student homework booklets - MY EXPLANATION

Lesson Structure
• Activity 1 Review previous lesson 3 minutes
• Activity 2 Explain Strategy 2 minutes
• Activity 3 Explain with I Statements 14 minutes
• Activity 4 Guidelines for Explaining 7 minutes
• Activity 5 Video and Discussion 13 minutes
• Activity 6 Lesson Review 3 minutes
• Activity 7 Homework 3 minutes
ACTIVITY 1  (3 minutes)
Review

Review the homework from the last class. Call on a few students to share examples of the refusals they heard from others.

Ask several students to recall what they learned in the previous lesson about the first strategy of REAL.

How did you learn that you could apply the strategy in dealing with others?

Say: The Refuse strategy, saying no in an assertive and respectful way, is a positive response in many situations. In certain situations we need more than just a simple “no”. In today’s lesson we will discuss the “E” in REAL.

Ask: Does anyone remember what the E stands for?

ACTIVITY 2  (2 minutes)
Explain Strategy

Ask: What are some of the advantages of giving explanations to others? Some possible answers are:

- Giving a reason shows we have thought about our decisions carefully.
- The reasons we give can convince someone why a certain choice is not right for us.

When we explain ourselves we are telling people how we think and feel. One of the ways of successfully doing this is with I Statements.
ACTIVITY 3  (14 minutes)

Explain with I Statements

Introduce the I Statement as one of the best tools for being assertive in communicating preferences or acknowledging others’ views without agreeing with them.

**Instructor Note:** Display the I STATEMENTS overhead/PowerPoint to illustrate the “I Statement.”

**Explain** the I Statement as a way of expressing how we feel or what we think by starting a statement with the word “I” and following it with the words: “feel ___” “think ____” “want ____”.

The general pattern is:
“**I feel _____ when/because _____**” or
“**I think _____ about _____.”

Leave up the I STATEMENTS overhead/PowerPoint slide to assist students with the next activity: EXPLAIN WITH I STATEMENTS.

**Instructor Note:** Have students open their Planner to EXPLAIN WITH I STATEMENTS on page 10 and 11. Read the directions with the class and ask students to complete the paired activity. Guide students through each of the three sections of this activity, following the directions in Parts I, II and III.
ACTIVITY 4  (7 minutes)
Guidelines for Explaining

Say: Now that we have practiced I Statements, we are going to apply this technique to the Explain strategy.

Instructor Note: Display the GUIDELINES FOR EXPLAINING overhead/PowerPoint slide.

Guidelines for Explaining:
- Say what you don’t like
- Say how it affects you or makes you feel
- Say what you want or plan to do about it.

Point out that using the guidelines can help students clearly explain their thoughts or feelings.

Go through each point of the guideline. Give one example of each and ask students to provide another.

Say: Give an example of what you don’t like using an I Statement.

Example: “I don’t like to be around cigarette smoke.”

Ask: What would be another example of something you don’t like using an I Statement?

Say: Tell me how it affects you or makes you feel.

Example: “I don’t like being around cigarette smoke because it makes me cough and makes my clothes smell bad.”

Ask: What would be another example?

Say: Give an example of what you want to do or plan to do about it.

Example: “If you want to smoke, I’m going to have to go into the next room.”

Ask: What would be another example?
ACTIVITY 5  (13 minutes)  

Video Viewing and Discussion

Instructor Note:
The purpose of the video is to:
• Demonstrate the *Explain* strategy through modeling
• Demonstrate the modeling of *I Statements*
• Portray a norm of refusal by showing students who don’t use drugs

**Say:** *Now we are going to watch a video where students were confronted with situations and they used the *Explain* strategy.*

Direct the students to look for the following:
• Ways that the *Explain* strategy was used
• Students using *I Statements*
• Explanations you might use

Play the *Explain* video.

Facilitate a discussion of the video. Some points to discuss are:
• Which explanations were most convincing, least convincing, and why?
• Did the reasons make sense? Why?
• What were some examples of students using *I Statements*?
• What examples did you see that you felt were realistic or might work for you?
ACTIVITY 6  (3 minutes)
Lesson Review

Ask: What were some of the skills that you learned in this lesson that could help you communicate effectively with others?

Why is it important to be able to Explain what you think or feel?

How might you apply this strategy with your friends?

Thank students for their participation.

ACTIVITY 7  (3 minutes)
Homework

Distribute the homework booklets and turn to EXPLAIN.

Read over the directions with the students and clarify any questions or concerns they might have.

Provide examples to students if needed. Tell them you will discuss this in the next lesson.
Lesson 5

Activity 1
Homework Review

Activity 2
Explain Strategy

I Statements
An I Statement can be used to express how we feel or what we think by starting a statement with the word “I” and following it with the words “feel” or “think.”

Activity 3
Explain With I Statements

I STATEMENTS
Pattern
I feel upset when you make fun of Sara because she is my friend.
I think basketball is boring because all the players do is run and shoot.

Page 10 - 11

Activity 4
Guidelines For Explaining

Guidelines for Explaining
• Say what you don't like
• Say how it affects you or makes you feel
• Say what you want or plan to do about it
Lesson 5

Activity 5
Video And Discussion

Activity 6
Lesson Review

Activity 7
Homework

Slide 13
Slide 14
Slide 15
Slide 16
Slide 17
LESSON 6
AVOID

Objectives
After completing this lesson students will be able to:
• Define the REAL strategy of Avoid
• List the three ways they can avoid a situation

Preparation
• Review the lesson plan
• Review Avoid video
• Familiarize yourself with the resistance strategy Avoid
• Think through the following student activities:
  • AVOID SCENARIOS - grouping students
  • Avoid video discussion

Materials
• Avoid video
• THREE WAYS TO AVOID overhead/PowerPoint
• D.A.R.E. DECISION-MAKING MODEL overhead/PowerPoint
• Student Planners
• Student homework - PRACTICING AVOID

Lesson Structure
• Activity 1 Review previous lesson 5 minutes
• Activity 2 Avoid Strategy 2 minutes
• Activity 3 Video and Discussion 15 minutes
• Activity 4 Avoid Scenarios 18 minutes
• Activity 5 Lesson Review 2 minutes
• Activity 6 Homework 3 minutes
ACTIVITY 1 (5 minutes)

Review

Review the homework from the last lesson. Ask a few students to share how Explain was used in their situation.

Ask:
- What are the first two REAL strategies that we have learned in our previous lessons?
- How would you explain the difference between the two strategies?

ACTIVITY 2 (2 minutes)

Introductory Discussion - Avoid

Say: Refuse and Explain are both direct ways of saying no. In our lesson today we will discuss a less direct way of refusing. In some situations, it works better to Avoid rather than to Refuse or Explain.

Ask: What does the word Avoid mean to you?

Take students’ responses.

Say: For the purpose of our lesson today, Avoid is keeping away from a situation you don’t want to be involved in.

There are three options for Avoiding:

1. Avoid the situation
   - Example: Sometimes you know that there will be drugs at a party or event. In that case, you can avoid the situation – just don’t go.

2. Within the situation avoid the drugs
   - Example: If you get to a party and discover there are people using tobacco, you can avoid these drugs by not being in the same room.
3. If you are in the situation and offered drugs, change the topic
   - Example: If you are offered drugs, you can change the topic (e.g., you are at a party and someone offers you a beer and you say you would rather dance).

Ask: *Is there a difference between avoiding a situation now and avoiding it in the future? Why might that be important?*

Explain that during the next activity the class will watch a video that demonstrates what others do if there are situations they want to **avoid**.

**ACTIVITY 3** (15 minutes)

**Video Viewing and Discussion**

**Instructor Note:**
- The purpose of the video is to:
  - Demonstrate the **Avoid** strategy through modeling
  - Model making healthy choices and avoiding risky consequences
  - Portray a norm of refusal by showing kids that don’t use drugs

**Say:** *Now we want to see how some students use the **Avoid** strategy.*

Direct the students to look for the following:
- Ways that students **avoided** doing drugs
- How students planned to **avoid**
- How students verbalize the **avoidance** strategy

Show the **Avoid** video.
Facilitate a discussion of the video. Some points to discuss are:

- What techniques for avoiding a situation did you observe?
- What are some ways that students planned to avoid?
- How might you apply the Avoid strategy?
- What are some situations where this strategy might be most effective?

Say: Think about what you saw in the video and our discussion as you practice using the avoid technique in the next activity.

ACTIVITY 4 (18 minutes)
Avoid Scenarios

Instructor Note: Ask students to either look back to Lesson 3 in their Planner or provide the DDMM overhead/Pow...
Ask one person from each group to share what their scenario was and how they planned to avoid.

After each group responds, have them evaluate whether their solution was realistic and effective. Have them explain their answers.

ACTIVITY 5 (2 minutes)
Lesson Review

Explain that there are many situations when there may not be three different ways/options to avoid the situation. Sometimes there is only one way to really avoid.

- Example: Don’t get into a car when the driver has been drinking.

Thank the class for their participation and sharing positive solutions on how to avoid situations.

ACTIVITY 6 (3 minutes)
Homework

Distribute the homework booklets and turn to PRACTICING AVOID.

Read over the directions with the students.

Provide examples to students if needed and clarify any questions.
Activity 1

Homework Review

Activity 2

Introductory Discussion

Avoid

Three Ways to Avoid
- Avoid the situation
- Within the situation avoid the drugs
- If you are in the situation and offered drugs, change the topic

Activity 3

Video And Discussion

Activity 4

Avoid Scenarios

Activity 5

Lesson Review

Activity 6

Homework
Objectives
After today’s lesson students will be able to:

- Explain the REAL strategy of Leave
- Identify situations where they could use the Leave strategy

Preparation
- Review the lesson plan
- Review the Leave video
- Familiarize yourself with the resistance strategy Leave
- Think through the following student activity:
  - LEAVE SCENARIOS - grouping students
  - Leave video discussion

Materials
- Leave video
- Student copies of LEAVE SCENARIOS
- Student homework - REAL IN REAL LIFE

Lesson Structure
- Activity 1: Review previous lesson 3 minutes
- Activity 2: Leave Strategy 5 minutes
- Activity 3: Video and Discussion 14 minutes
- Activity 4: Leave Scenarios 16 minutes
- Activity 5: Lesson Review 5 minutes
- Activity 6: Homework 2 minutes
ACTIVITY 1  (3 minutes)                     NOTESTS
Review

Discuss the homework from the previous lesson. Ask two or three students to share examples - describing the situations they avoided.

Say: *We have been discussing the REAL strategies “R” (Refuse), “E” (Explain), and “A” (Avoid).*

Ask students to recall the meaning of each strategy and give an example.

Tell students that this lesson is about the last strategy, Leave.

ACTIVITY 2  (5 minutes)                     NOTESTS
Leave Strategy

Ask: *What are the differences between Avoid and Leave?*

Explain that Avoid is not getting into an undesirable/harmful situation in the first place – avoiding it all together.

Leave involves removing yourself from an undesirable/harmful situation in which you find yourself. With leaving, you are often in the middle of a situation when you realize you don’t want to be there.

Briefly discuss the fact that, in real life, many of the strategies are likely to overlap and can be used in any combination. To help us learn the strategies we have looked at them individually, but we can always use any or all of the strategies to resist drugs, cigarettes, alcohol, or anything that is undesirable or harmful.
ACTIVITY 3  (14 minutes)
Video Viewing and Discussion

Instructor Note:
The purpose of the video is to:
- Demonstrate the Leave strategy through modeling.
- Demonstrate a norm of refusal by showing kids that don’t use drugs.

**Say:** Now we want to see how some students Leave situations where there might be risks or where they feel uncomfortable.

Direct students to look for the following:
- How students were able to leave situations that might be risky or uncomfortable.
- How students combined leaving with other strategies.

Show the Leave video.

Facilitate a discussion following the video. Some points to discuss are:
- How were students able to leave situations where drugs were offered?
- What other REAL strategies did you observe students using in the video?
- What is an example of a situation where leaving might be the best strategy to use?

**Explain** that the students will now be able to practice using the REAL strategies through role playing.
**Instructor Note:** The role plays are to be short and attention will need to be paid to the time allotted and management of the role plays.

Remind students to be respectful and actively listen to their classmates as they present their role play.

Divide the class into groups of five or six students. Tell students to turn to Planner page 13, LEAVE SCENARIOS.

Assign each group a scenario and allow them a few minutes to prepare the role play they will present for the class.

When the groups are ready, tell them that you will ask them to “freeze” during the role play. Students will have to stop and be able to explain how their character is feeling.

When you call “freeze”, facilitate a discussion with the following possible questions:

- How do you think ____ feels right now?
- Is _____ communicating that he/she wants to leave?
- Is he/she demonstrating any nonverbal cues facial or body cues, the sound of their voice that lead you to think this? What about verbal cues?
- What differences did you notice between the nonverbal and verbal cues?

Have the students act out the remainder of the role play situations.
ACTIVITY 5  (5 minutes)
Lesson Review

Thank the students for their role play participation.

Ask: What did you learn about the Leave strategy? How might you apply this in the future?

You might remind them that, they have now practiced all four resistance strategies: Refuse, Explain, Avoid, and Leave.

Ask students to share what they remember about each strategy.

ACTIVITY 6  (2 minutes)
Homework

Distribute homework booklets - REAL IN REAL LIFE and REFLECTION QUESTIONS.

Read over the directions with the students.

Provide examples to students if needed.

Tell students they will discuss their homework in the next lesson.
LESSON 8
NORMS

Objectives
After this lesson students will be able to:
• Define the terms norms and peer norms
• Identify norms of drug use among their peers
• Explain how norms can influence their decisions

Preparation
• Review the lesson plan
• Familiarize yourself with Lesson 8 objectives
• Think through the following student activities:
  ▪ Review the Instructor Answer Key for the NORMS activity
  ▪ PERSONAL DECISION-MAKING

Materials
• NORMS overhead/PowerPoint
• Student Planner - NORMS Questionnaire
• Student Planner - PERSONAL DECISION-MAKING
• Student homework - NAME ACROSTIC

Lesson Structure
• Activity 1  Review Previous Lesson  5 minutes
• Activity 2  Peer Pressure  3 minutes
• Activity 3  Norms Questionnaire  20 minutes
• Activity 4  Personal Decision-Making  13 minutes
• Activity 5  Lesson Review  2 minutes
• Activity 6  Homework  2 minutes
LESSON 8

ACTIVITY 1  (5 minutes)  
Review

Review the homework from the previous lesson.

Ask: What are the four REAL strategies that we have learned about in our previous lessons?

Which resistance strategy would you feel most comfortable using and why?

Why is it important to learn ways to use these strategies in your life?

Say: These strategies are useful because they help you stand up for yourself and can help you resist peer pressure.

ACTIVITY 2  (3 minutes)  
Peer Pressure

Ask: What does peer pressure mean to you?

Say: For the purpose of our lesson we will use the following definition:

Peer pressure means social pressure to get you to act or think in a certain way from people about your age.

Sometimes your peers try to pressure you to go along with the group. Today’s lesson is about clarifying what you think, so that you will make good decisions.

It is important not to have misconceptions or false ideas about what others are doing. It is also important not to feel pressured to do things you don’t want to do. You have to make good decisions and stand up for what you believe.
Instructor Note: In asking the questions below, be sure you guide the discussion to the following points:

- People have expectations about how we should behave.
- There is pressure to follow these expectations.

Ask: *Why do you get in a line when you are buying tickets at the movies?*

*Why do you stand for the Pledge of Allegiance?*

Display the NORMS overhead/PowerPoint.

Say: **Norms** are the average or typical behaviors of a social group; they are what most people believe to be true.

*In the next activity, you will have an opportunity to think about what you consider to be normal or what most people believe to be true.*

ACTIVITY 3  (20 minutes)
Norms Questionnaire

Instructor Note: The goal of this activity is to help students identify normative drug use among their peers and to focus on the fact that most students at this age do not use drugs.

In addition, students will examine their beliefs concerning themselves and others.

Students’ responses to these statements provide insight to what they think is normal or what most people do.
LESSON 8

NORMS INSTRUCTOR KEY has three sections:

- Peer Norms section provides factual information with sources.
- My Norms and Others’ Norms sections help facilitate the discussion.

Tell students to turn to page 14 in their Planner to the NORMS questionnaire.

Ask students to complete the questionnaire according to what they think. Instruct them to check only one answer for each question.

After the students have completed their worksheets, review each question in the PEER NORMS section.

- Ask students to share their responses to each statement.
- Provide the correct answer according to the Peer Norms Instructor Key.
- Tell students to mark the correct answer.
- Facilitate a discussion to clarify students’ thinking regarding normative drug use among their peers.

Ask: *Which fact surprised you the most? Why is it important to know that most people don’t use drugs?*

Review the questions in the MY NORMS section.

- Ask students to share their responses to the statements if they feel comfortable.
- Facilitate a discussion of the information for each statement provided on the NORMS INSTRUCTOR KEY.

Review the questions in the OTHERS’ NORMS section.

- Ask students to share their responses to the statements if they feel comfortable.
- Facilitate a discussion of the information for each statement provided on the NORMS INSTRUCTOR KEY.
Say: Sometimes when you think most people are using drugs, you may think it is alright. Sometimes your peers try to pressure you to go along with the group. But the fact is that most people your age don’t use drugs.

When you are making a decision, it is important to consider what you think is right, and what the people who care about you think is right. You have to make good decisions and stand up for what you believe.

Now you will have an opportunity to think about how norms affect your decisions.

Instructor Note: Have students open their Planner to the PERSONAL DECISION-MAKING, page 15.

Have students read and answer the questions following each scenario by themselves. Next, have them work with a partner to compare their answers. Tell them to be prepared to discuss their answers.

After students complete the activity, ask:

- What did you discover about your answers? How would you compare your answers? Were they similar or different?
- What did you consider before making your decision?
- How would this influence making a wise choice?

Explain that norms influence us and sometimes we need to think about our own personal norms in order to make good decisions.
ACTIVITY 5  (2 minutes)
Lesson Review

Ask:
- What are two key things that you could share with someone else that you learned today?
- Why is it important to realize that norms can affect your decision-making?

Thank students for their participation.

ACTIVITY 6  (2 minutes)
Homework

Distribute homework booklet - NAME ACROSTIC.

Read over the directions with the students.

Provide examples to students if needed.
Norms Instructor Key

Peer Norms

1. 40% of 8th grade students have smoked pot  
   **Disagree**  
   According to *Monitoring the Future* (MTF) data, 90% of 8th grade students have *NOT* used marijuana.

2. At least 50% of 10th grade students drink alcohol  
   **Disagree**  
   According to MTF data only 33% of 10th grade students have used alcohol in the last 30 days.

3. The number of kids under the age of eighteen that smoke cigarettes, has declined over the last ten years.  
   **Agree**  
   MTF 2007

4. Less than 20% of 8th graders have ever been drunk  
   **Agree**  
   MTF 2007, 18% of 8th graders report ever having been drunk

5. Almost all high school kids think it is alright to use drugs  
   **Disagree**  
   MTF, 2007 the great majority personally *disapprove* of using most illicit drugs

My Norms

1. Ask for answers. Then ask: Does anyone know what drinking and smoking can do to your looks? Smoking stains your teeth, gums and finger nails. Smokers have more wrinkles. Alcohol use can cause dry skin, blood shot eyes.

2. Ask for answers. Then ask: How might using drugs keep you from reaching your goals? For example, it can cause your grades to slip, keep you from making the basketball (or other sport) team, get you kicked out of school, ruin your health, or put you in jail. Even if you work hard to reach your goals, using drugs even once can ruin all your hard work.

3. Ask for answers. Then ask: Could drinking or doing other drugs make you feel out of control and confused? Cause you to forget things?

4. Ask for answers. Then ask: Could choosing to do drugs put you in a situation that is dangerous to you or others? How might it create problems for you or others now and in the future?

5. Ask for answers. Then ask: Explain how drinking or doing other drugs might change your personality. Have you seen it change other people?
**Others’ Norms**

1. Agreeing with this statement communicates that you value your friend’s feelings as being more important than yourself and your own opinions. Review the REAL strategies for any ways to resist this type of offer and still maintain a friendship with the person who offers.

2. Ask for answers. Then ask: Can using drugs, including alcohol or cigarettes cause tension between you and the people you care about? Can it cause them to lose respect for you or not trust you?

3. Ask for answers. Then ask: What sort of risks would scare your parents?

4. Ask for answers. Then ask: Are there things that might make it harder for you to have a good life in the future?

5. Ask for answers: Then ask: What could change the way people you care about think of you?
Activity 1
Homework Review

Activity 2
Peer Pressure

Peer Pressure

Norms
- Normal
- Standard
- Typical

Norms are the typical or standard behaviors of social groups; they are what most people believe to be true.

Activity 3
Norms Questionnaire

Activity 4
Personal Decision Making

Activity 5
Lesson Review

Activity 6
Homework

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LESSON 9
FEELINGS

Objectives
At the end of this lesson students will be able to:
• Recognize that people express their emotions in different ways
• Verbalize why their feelings are valid
• Recognize that other people have different feelings

Preparation
● Review the lesson plan
● Familiarize yourself with Lesson 9 objectives
● Think through the following student activities:
  ▪ Emotion Activity
  ▪ ROLE PLAY SCENARIOS - prior to class ask the teacher for assistance with grouping of students and monitoring the role plays

Materials
● Emotion Cards. Prepare the six to eight emotion cards for Activity 3
  Choose from the following emotions - happy, sad, excited, angry, anxious, fearful, embarrassed, and surprised
● Student Planners - ROLE PLAY SCENARIOS
● Student homework - I DISAGREE

Lesson Structure
● Activity 1 Review previous lesson 3 minutes
● Activity 2 Introductory Discussion 2 minutes
● Activity 3 Emotion Activity and Discussion 15 minutes
● Activity 4 Role Play Scenarios 20 minutes
● Activity 5 Lesson Review 2 minutes
● Activity 6 Homework 3 minutes
ACTIVITY 1  (3 minutes) 
Review

Ask students to share one of the positive qualities from their NAME ACROSTIC that they completed for homework.

Say: In our last lesson, we discussed norms and how important your personal norms are in making good decisions and wise choices.

ACTIVITY 2  (2 minutes) 
Introductory Discussion

Tell students that in today’s lesson they will learn that everyone has their own unique feelings and reactions to situations, even when they are a part of a group.

Your feelings are valid even if others don’t agree or feel the same as you.

Sometimes we experience more than one emotion at the same time.

Ask: Can you think of a time when you felt more than one emotion at the same time? (e.g., excited and scared)

Facilitate a discussion about how our feelings influence the way we react in situations.

Ask: If you’re feeling angry or sad how do you act around other people? How about happy or excited?

Explain in the next activity, we will try and identify the nonverbal ways that feelings and emotions are being expressed.
ACTIVITY 3  (15 minutes)
Emotion Activity and Discussion

Instructor Note: Ask for four to six volunteers, as time allows, to come to the front of the class. Each volunteer receives a card with a different emotion written on it.

If students have a difficult time guessing the emotions, explain to them that people often express their emotions differently, and we may not be able to tell what 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 was easy to recognize them.

Instruct the volunteers to portray the emotion nonverbally with facial expressions or body language.

Following each student demonstration:

Ask: What emotion was portrayed and how did you know?

At the end of the activity, tell students everyone feels and displays emotions; however, they often express their emotions differently.

Ask students to think of the last time they were in a situation with their family or their friends where they felt differently from others in the group.

- Example: Your family or friends pick a movie or restaurant and you don’t want to go.

Facilitate a discussion of situations when students may feel differently than their family or friends. Be mindful that not everyone will want to share in this discussion.
Ask:

- What would you do if you felt differently than everyone else in a situation?
- How would you express your feelings in a respectful way?
- How would your friends react if you felt differently?
- Is it easy or difficult to disagree with your friends? Explain your answer.

Review the idea that even if we are part of a group – even within families, we all have unique feelings and reactions to situations, and that’s normal.

Emphasize that our friends can respect us for what we feel and value us for being a unique member of the group.

Remind students that sometimes we do not agree with others, and they may get angry, be disappointed, or unhappy with us. They have a right to feel that way, but we also have a right to feel the way we do.

In the next activity, you will learn about how to handle these situations.

ACTIVITY 4  (20 minutes)
Role Play Scenarios

Instructor Note: The purpose of this activity is to help students resolve conflict situations and express their feelings in a positive manner. As time permits, remind students to apply the techniques they have learned in previous lessons.

Place students into groups of four or five. Tell students to turn to Planner pages 16 and 17, ROLE PLAY SCENARIOS. Assign each group a scenario.

Read instructions with the students. Emphasize that all group members should be involved in the role play, and that they are to express their feelings in a positive and respectful manner.
Tell students they will have 5-10 minutes to prepare and be ready to present their role plays for the class.

Have students perform role plays. At the end of each scenario, ask the following:

- How did the characters disagree?
- How did they explain their feelings?
- Did they use “I Statements”?
- How did they show respect for each other?

Ask: What are some ways you observed during the role plays that might help you resolve conflicts with others?

ACTIVITY 5 (2 minutes)
Lesson Review

Ask students to point out some of the main things they learned in this lesson, to include:

- Identify the way people express emotions.
- Recognize that although they may be part of a group, even if it’s their own family, they have their own unique feelings and reactions to every situation.
- Acknowledge the validity of their feelings even if others don’t agree.
- Show respect for themselves and others.

Thank the students for participating.
ACTIVITY 6  (3 minutes)

Homework

Distribute the homework booklet - I DISAGREE.

Read over the directions with the students.

Provide examples to students if needed.

Tell students you will discuss the homework in the next lesson.
Activity 1: Homework Review

Activity 2: Introductory Discussion

Activity 3: Emotions Activity And Discussion

Activity 4: Role Play Scenarios

Activity 5: Lesson Review

Activity 6: Homework

Unique:
- One of a kind
- Unequaled
- Different from anybody or anything

Valid:
- Something is okay or reasonable
- Something is valid if it is based on solid decision-making and good sense
LESSON 10
SUPPORT NETWORKS

Objectives
After completing this lesson students will be able to:

• Explain the concept of a social support network
• Identify members of their personal social support network
• Review and discuss the key concepts in the curriculum

Preparation

• Review the lesson plan
• Familiarize yourself with Lesson 10 objectives
• Read through the keepin’ it REAL Curriculum Review directions
• Think through the following student activities:
  ▪ Class exercise ECO-MAP refer to ACTIVITY DIRECTIONS
  ▪ keepin’ it REAL Curriculum Review discussion

Materials

• Student Planner - ECO-MAP and ECO-MAP QUESTIONS
• Instructor ECO-MAP overhead/PowerPoint
• FOUR WAYS TO ASK FOR HELP overhead/PowerPoint
• Student Planner

Lesson Structure

• Activity 1 Review previous lesson 3 minutes
• Activity 2 Support Networks 3 minutes
• Activity 3 Eco-Maps 10 minutes
• Activity 4 Asking for Help 6 minutes
• Activity 5 Lesson Review 1 minute
• Activity 6 keepin’ it REAL Final Review 20 minutes
• Activity 7 Homework Challenge – Optional 2 minutes
ACTIVITY 1  (3 minutes)
Review

Review the homework from the last lesson.

Ask two or three students, to share their responses to the disagreements from the television show they watched.

Say: We have been talking about how you can handle different situations and have presented you with a number of ways to respond.

ACTIVITY 2  (3 minutes)
Support Networks

There are times we all need help in making tough decisions. That’s when we rely on other people for help; these people are called our personal **support network**.

Say: In this lesson we will explore our support network. You will learn who you might go to for help and how you can ask for help.

Ask: Would someone please share a time when you needed to make an important decision? Did you ask anyone for advice? If so, how did you decide who to ask?

Tell them that it’s important to identify the people who support them and could provide help. These people are your **support network**.

Ask: Who are some people that might be in your support network?
Support networks should include:

- People you trust to go to for help or advice.
- People you care about or who care about you
- Family members
- Friends
- People you know from the community like neighbors, people from school, from your churches, mosques, or temples

Now we will use a tool called an Eco-Map to illustrate this.

**ACTIVITY 3 (10 minutes)**

**Eco-Maps**

**Instructor Note:** This is a brief activity designed to introduce students to their support network. Students should recognize that they can go to different people in different situations. Make sure students know that there is no requirement for how large or how small their network should be. A network of one or of many is acceptable.

Tell students to turn to Planner page 18, ECO-MAP and ECO-MAP QUESTIONS.

**Instructor Note:** Demonstrate the dynamics of constructing an Eco-Map, using the ECO-MAP overhead to provide an example.

Without making your Eco-Map too extensive, complete enough circles of individuals in your own support network to provide students with an illustration of what types of people might be in a support network.

Instruct students to complete the Eco-Map that has already been started for them to identify the people in their support networks.
Tell students to:

- Write their name in the large center circle.
- In the other circles have students write the names of people they consider a part of their support network.
- Have them add as many circles as they need to complete their support network.
- Draw lines connecting the small circles to the large center circle.

Say: Your Eco-Map can be as big or small as you like, just as long as you include everyone you can think of who is or could be a part of your support network.

After completing their Eco-Maps, ask students to complete the ECO-MAP QUESTIONS.

Instructor Note: Read the ECO-MAP QUESTIONS to the students. Have students mark their Eco-Map as directed. These questions will help them further identify people in their support network they could go to for help with different problems or issues.

Say: Answering these questions will assist us in thinking about the people in our support network that might help us in different situations.

ACTIVITY 4 (6 minutes)

Asking for Help

Say: You just identified people who you can ask for help. There might be times you feel uncomfortable asking for help, even among people in your support system.

Ask:
- Can you think of a situation that someone might be uncomfortable asking for help?
- What are some different ways that people can ask for help?
Instructor Note: Display FOUR WAYS TO ASK FOR HELP overhead/PowerPoint.

An example of each is provided if students are having difficulty identifying an example.

**Say:** Today we are going to discuss four possible ways to ask for help.

**Ask** the class to come up with examples of these different ways of asking for help.

- **Hypothetical situation**
  Using someone else’s name to tell your story
- **Hinting**
  “It sure would be great if someone wanted to help me.”
- **Asking indirectly**
  “What if I needed help” or “have you ever…”
- **Asking directly**
  “Can you help me?”

**Say:** Often times we don’t want to ask for help, and even adults may have a hard time asking for help. But everyone needs to ask for help sometimes. We should know who we can go to and how to ask for help.

**ACTIVITY 5** (1 minute)

Lesson Review

**Say:** In our lesson today we talked about our support networks and asking people for help. It is important that we let people know that we need their help when we are dealing with problems or issues.

This completes our last lesson in the *keepin’ it REAL* curriculum, and now you are going to have the opportunity to review the information that you have learned.
**ACTIVITY 6**  (20 minutes)

*keepin’ it REAL* Final Review

**Instructor Note:** The format of this activity is similar to THE GUESSING GAME activity used in Lesson 2 (see instructions at the end of the lesson). Students will need to be placed in groups and reminded of the procedures and rules of the game. Ask the teacher to assist with the grouping and monitoring of students during the game.

**Say:** Now as a way of reviewing all that you have learned, we are going to play the *keepin’ it REAL* Review on Planner pages 19 and 20. The Activity Directions are on page 89.

After completing the game, ask students to provide you with some of the key ideas that they have learned. Ask for examples of how they might apply these ideas in the future.

Facilitate a brief summary discussion to include the following points:

- Students can use the REAL (refuse, explain, avoid, leave) strategies when they find themselves in uncomfortable situations.
- There are **risks and consequences** in making decisions. They should try and use the D.A.R.E. Decision-Making Model to help them make wise choices.
- It is important to make decisions that they are comfortable with and not be influenced by what peers think or what they believe their peers are doing.
- They can use **I Statements** when they are dealing with conflict in order to express their thoughts and feelings. They should be **assertive** in expressing themselves. Their feelings are **valid** even if others don’t agree.
- They have **support networks** – people they can go to for help.

End the class in a positive manner by telling them how you enjoyed teaching them the *keepin’ it REAL* program or by congratulating them for completing the program.

**Tell** students they might like to take their Planner home and share with their family the key concepts they have learned.
**ACTIVITY 7**  (2 minutes Optional)  
**Take Home Challenge**

**Ask** students to seek out at least two or three of the people they indicated as part of their support network on their Eco-Map.

**Tell** students to share their Eco-Map with them, and let them know that they consider them to be a support person (someone they can go to for advice or help).
keepin’ it REAL Review

1. An option that is well thought out is a:
   a. Simple preference
   b. Consequence
   c. Wise choice

2. Name the four strategies you can use if you find yourself in an uncomfortable situation.
   Refuse, Explain, Avoid, and Leave

3. If a choice has the potential for negative consequences it is a risk.

4. What are the four steps in the D.A.R.E. Decision-Making Model?
   Define, Assess, Respond, and Evaluate

5. What percentage of 8th grade students are not current smokers?
   77%  89%  93%

6. When two or more people conclude that they have different opinions and will not be able to agree we say that they agree to disagree.

7. When you act in a way that confidently communicates your opinion while still respecting others we say you are being:
   a. Aggressive
   b. Assertive
   c. Passive

8. An I Statement helps us to express how we think or feel. It is a tool we can use for being assertive in communicating preferences or acknowledging others’ views without agreeing with them.

9. Behaviors that I think are okay for people my age are known as:
   a. Peer norms
   b. My norms
   c. Others norms

10. Name one reason you might want to give an explanation rather than just refusing.
    1. Giving a reason shows we have thought about our decisions carefully.
    2. The reasons we give can convince someone why a certain choice is not right for us.

11. What percentage of 8th grade students does not use marijuana?
    60%  75%  90%

12. The people you can go to for advice, help, encouragement or guidance are called your support network.
ACTIVITY DIRECTIONS
REAL Review

A. Divide students into groups of six or less in order to form teams.

B. Assign a score keeper to record points to be risked and to add or subtract points to the total points for each team.

C. Establish the procedures and rules to be followed during the game.
   The team will not know who will be selected to respond until all students have written their answers.

D. Explain that the object of the game is for one team to win the most points.
   - Each team starts with 50 points.
   - Each student must answer the question individually in their planner and record the number of points they are willing to risk.
   - All students must risk at least one point but cannot risk more than the total points the team currently has. If the team reaches zero or goes into the minus they can continue to participate but cannot risk more than 50 points at a time.
   - Each member of the team must get a chance to answer at least one question, and they should answer it without help from other team members.
   - If the player answers incorrectly, he/she will cause the team to lose the amount of points that he/she risked. If the question is answered correctly the team will add the number of points risked to their total score.

E. All students should have recorded their answer. For each question, randomly call on one member from each team to stand and announce how many points they wish to risk. Record the amount that each team member is risking. By team, have the standing member state their answer. The player cannot consult with their group. They must make the decision themselves, but their decisions will impact the team’s points. Reinforce the idea that they may not know the correct answer and that they are to make their best guess.

F. After all teams have stated their answer, reveal the correct answer and have the scorekeeper add or subtract points depending on correctness of answer.

G. Continue the process until every team member has been given the opportunity to answer and risk points for their team.

H. Total the points for each team and announce the winner.
Activity 1
Homework Review

Activity 2
Support Networks

Support Network
A group of people that you can call on for:
- Advice
- Help
- Encouragement
- Guidance

Activity 3
Eco-Maps

Activity 4
Asking For Help

Four Ways To Ask For Help
- Hypothetical situation
- Using someone else's name to tell you story
- Hinting
- "What if I needed help?"
- Asking indirectly
- "Have you ever?"
- Asking directly
- "Can you help me?"

Activity 5
Lesson Review

Activity 6
keepin' it REAL Final Review
HOMEWORK
Lesson 1

**Directions:** Think about a movie where the main character faced an important decision. Example: In the movie *Pirates of the Caribbean*, the character Will Turner was faced with losing Elizabeth. Name a movie and then answer the following questions.

**MOVIE TITLE:** ______________________________________

1. List the options that the main character had available when making a decision. ______________________________________

2. Describe what choice was made. ______________________________________

3. Explain the consequences of the choice. ______________________________________

4. How did the character’s decisions impact others? ______________________________________

5. What are other consequences that could have occurred? ______________________________________

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Lesson 2

The RISKS in Everyday Life

Directions: Think of three activities you did this past week in the morning, afternoon and evening. Fill in the boxes below with the activities and possible risks.

<table>
<thead>
<tr>
<th>Morning</th>
<th>Activities</th>
<th>Risks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: I took a shower this morning.</td>
<td>Example: I could have slipped in the shower.</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Afternoon</th>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Evening</th>
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</thead>
</table>
Lesson 3

SINGING ABOUT CONFLICT

Directions: Find a song in which someone is having a conflict with another person. The conflict could involve a fight, a disagreement or just a difference in opinion. While listening to the song, pay attention to whether or not the people involved are able to agree to disagree. Answer the following questions about the song you selected:

1. Name the song and artist. __________________________________________

2. What happens? What is the conflict? __________________________________
   ________________________________________________________________

3. Is the character’s response aggressive, passive or assertive? Why? _________
   ________________________________________________________________

4. If their response is aggressive or passive, how could you change it to be assertive?
   ________________________________________________________________

5. How could the characters agree to disagree? Give an example. ____________
   ________________________________________________________________

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Lesson 4

OBSERVING “NO”

Directions:
Think about the times you have heard someone refuse. Fill out the chart below.

<table>
<thead>
<tr>
<th>Situation</th>
<th>How they said, “No”</th>
<th>Was their response assertive, passive or aggressive</th>
</tr>
</thead>
<tbody>
<tr>
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</table>
Lesson 5

Explain

Directions: Think of a time when someone you know got into trouble and from their explanation, you did not feel they deserved it. Do not give names and only share a situation that you feel comfortable with. Then answer the following questions.

1. What happened and why were they in trouble?

2. What explanation did they give for their actions?

3. Do you think their explanation was believable? Why or why not?

4. Is there anything you would have done differently to explain the situation? If so, write out your answer.

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Lesson 6

**PRACTICING AVOID**

Directions: Think of times when you purposely avoided a situation. In these boxes, write what the situation was, why you avoided it and how you avoided it.

**Example:** 
**Situation:** A friend wants you to go outside after you finish your homework.
**Why Avoid:** You want to watch a TV show.
**How avoid:** You avoid the situation by not answering the phone.
**RESISTANCE STRATEGIES**

**DIRECTIONS:** Check off the resistance strategies that you would use with each of the individuals listed if they offered you drugs. Some resistance strategies may apply more to some people than to others. When you finish, answer the Reflection Questions on the next page.

<table>
<thead>
<tr>
<th>Resistance Strategies</th>
<th>Brother/Sister</th>
<th>Adults</th>
<th>Friend/Classmate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>R</strong> Refuse</td>
<td>Refuse by saying “no” or “no thanks”</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Refuse nonverbally – for example, shaking your head “no”</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>E</strong> Explain</td>
<td>Explain that you have something else to do</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Explain that you aren’t into drugs</td>
<td></td>
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<tr>
<td></td>
<td>Explain that you can’t because of sports, parents, etc.</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Make up an excuse as a way of explaining</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>A</strong> Avoid</td>
<td>Avoid the situation altogether by not hanging out with this person when you know he/she is doing drugs</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Only hanging out with this person in safe situations – when you feel pretty certain that there are not going to be drugs</td>
<td></td>
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<tr>
<td></td>
<td>Make up an excuse not to hang out with this person as a way of avoiding him/her</td>
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<td></td>
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<tr>
<td><strong>L</strong> Leave</td>
<td>Leave the situation – just walk out</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Reflection Questions

1. Would one of these offers be more difficult for you to resist? Why?
   ________________________________________________________________
   ________________________________________________________________

2. What would be the best way to handle the situation with the person and still resist their drug offer?
   ________________________________________________________________
   ________________________________________________________________

3. Would any of these offers be easier for you to resist? Why?
   ________________________________________________________________
   ________________________________________________________________

4. Overall, which resistance strategy would you feel most comfortable using? Why?
   ________________________________________________________________
   ________________________________________________________________
Lesson 8 NAME ACROSTIC

Directions: Write your first name down the left side of this paper. Next to each letter of your name, write a positive quality or something that you like or value about yourself. Example: Honest Optimistic Pretty Energetic

Letter: Positive Quality, what I like about me:

________

________

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Lesson 9

“I DISAGREE!”

Directions:
Watch a TV program that is acceptable to your parents. Write down a scene in which someone says or does something you don’t agree with. Then answer these questions:

1. Name the show you watched and what happened that you disagreed with.

2. How did the situation make you feel?

3. Why didn’t you agree and what would you have done differently?

4. Why do you think your feelings are valid?

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