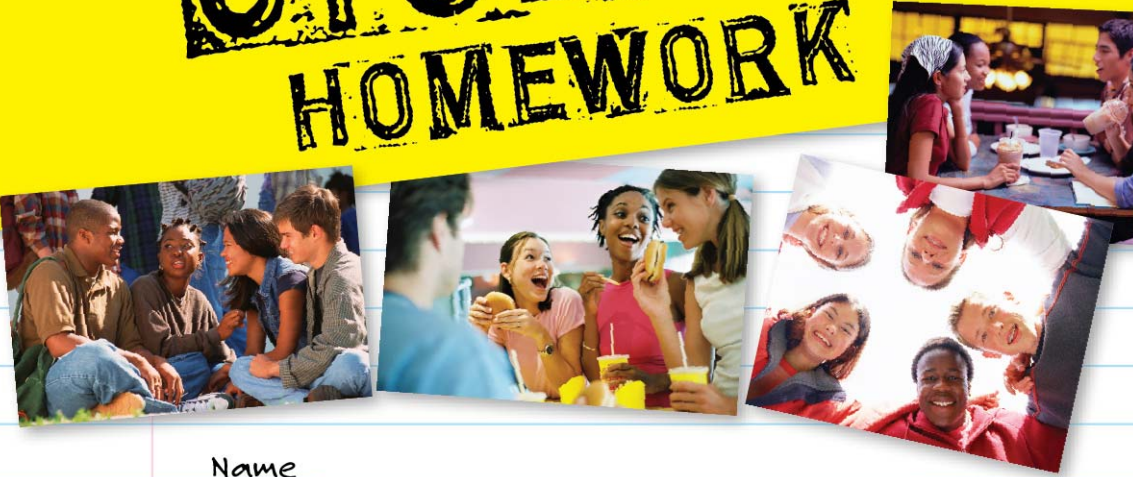
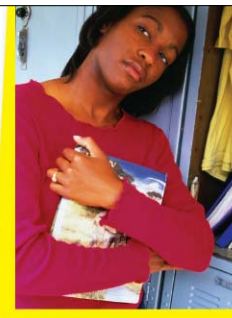


	<p>keepin' it...</p> <p><b>R</b> <b>E</b> <b>A</b> <b>L</b></p> <p>Refuse Explain Avoid Leave</p> <p><b>STUDENT</b> <b>HOMEWORK</b></p>  <p>Name _____</p> <p>School _____</p>
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## Lesson 1

## CHOICES

**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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- 1 -

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.

	Activities	Risks
Morning	Example: I took a shower this morning.	Example: I could have slipped in the shower.
Afternoon		
Evening		

- 2 -

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## 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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- 3 -



## Lesson 5

Explain **EXPLAIN** 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?

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2. What explanation did they give for their actions?

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

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

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- 5 -



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.

Situation	Why Avoid	How Avoid

- 6 -

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## Lesson 7

# REAL

## IN REAL LIFE

**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.

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

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# Reflection Questions



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

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

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

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4. Overall, which resistance strategy would you feel most comfortable using? Why?

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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:** H onest  
O ptimistic  
P retty  
E nergetic

Letter:	Positive Quality, what I like about me:



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10

## 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.

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2. How did the situation make you feel?

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


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4. Why do you think your feelings are valid?

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A collage of diverse teenagers is shown in the upper half of the image. In the center, a group of five teenagers (three girls and two boys) are posed together. To the right, a close-up of a smiling boy is visible. To the left, a close-up of a girl's face is partially shown. Below the collage, the word "DARE" is written in large, red, stylized letters. To the right of the text is the DARE logo, which is a circular emblem. The outer ring of the logo contains the text "DRUG ABUSE POLICE" at the top and "SCHOOL RESISTANCE EDUCATION" at the bottom. The inner circle features a cartoon character of a beaver wearing a black t-shirt with "DARE" written on it, holding a white triangle. Below the logo, the text "To Resist Drugs and Violence" is written in a black, handwritten-style font, followed by the website address "www.dare.org" in red.

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To Resist Drugs and Violence  
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