Grade 10 Sample Lesson Plan:
Unit 1 – Alcohol, Tobacco, Drugs Research and Refusal Practice

SOLs

10.1.G Research trends in teen use/abuse of alcohol, tobacco, and other drugs and their impact on the community.
10.1.H Evaluate the causal relationship between tobacco, alcohol, inhalant, and other drug use and chronic disease.
10.2.G Explain reasons why teenagers use or avoid drugs or alcohol and how positive role models can influence that decision.
10.2.H Evaluate the protective factors needed to reduce or prevent risk-taking behaviors, acts of violence, substance use, and gang involvement.
10.3.C Demonstrate assertive communication skills to resist pressure to use alcohol, tobacco, and other drugs.

Objectives/Goals

- Students will assess and present the evidence on the impact of teen use/abuse of alcohol, tobacco, and other drugs; understand protective factors; and consider and practice refusal skills.

Materials

- Internet Access
- NIDA *Real News About Drugs and Your Body* handouts
- *How to Refuse or Say No To Alcohol* Handout included below
- *Ways a Teen Can Say No to Drugs and Alcohol* Handout included below
- Refusal Scenarios included below

Procedure

Student Group Research Assignment

Provide internet access and class time to students to to complete a research paper and/or powerpoint presentation on

- Trends in teen use/abuse of alcohol, tobacco, and other drugs and their impact on the community and on their health.
- Reasons why teens use or avoid drugs or alcohol
- Protective factors to reduce or prevents substance use, including positive role models

To complete this assignment, students should visit the websites and review resources of the National Institute on Drug Abuse at https://www.drugabuse.gov , https://teens.drugabuse.gov , https://www.drugabuse.gov/sites/default/files/preventingdruguse_2.pdf, and https://www.drugabuse.gov/related-topics/trends-statistics/monitoring-future. Additional helpful websites are http://headsup.scholastic.com , www.samhsa.gov and https://www.ncadd.org/about-addiction/underage-issues/the-real-story-about-alcohol-and- other-drugs. The VA ABC High School Alcohol Guide – *Learn Alcohol Basics, Information for High School Students* will also be helpful.

For a more expansive lesson, the teacher guides and supplementary student resources from NIDA's series: *Heads Up.Real News About Drugs* (http://www.scholastic.com/drugs-and-your-body)offers additional information, ideas and lesson plans on alcohol, tobacco and other drugs. A full alcohol unit, *VDOE Grades 9-10 Alcohol Units,* offers additional student activity ideas. You Tube also has numerous video clips which can be shown to students to illustrate the impact of alcohol on the brain.

Practicing Refusal Strategies Activity *(Excerpted from VDOE Grades 9-10 Alcohol Units)*

Introductory Discussion

Use a whiteboard and ask students for strategies they could use to prevent form underage drinking and keeping themselves and their friends out of trouble. Once students have generated a list, talk about why each refusal strategy could be effective. Hand out Attachment 2.1and go over the information on saying no in Attachment 2.1. Encourage students to apply these refusal skills to their personal life and tell them we will be practicing these.

Practicing Refusal Activity

1. Print and hand out the scenarios (suggestions are included in Attachment 2.3). Each group gets one. Put the above say no/refusal information on a projector or blackboard.
2. Organize the students in groups of 2,3,4 based on each scenario's requirements. Ask for volunteers to go first.

3. After each group has finished, ask them if they had any other ideas for refusingalcohol. Ask the class for specific and constructive feedback. Ask the class if they would have handled the situation any differently. Ask the class if they can relate to the scenario.
4. Summarize and Debrief Conversation: Ask your students what refusal skill they used and why? Once a refusal skill has been said, ask for any students with a different one untilyou have heard 5 or 6 different choices. Tell the students to weigh the pros and cons of drinking alcohol and come up with a refusal strategy before they get into a situation with alcohol.

How to Refuse or Say No to Alcohol

Saying "no" to your friends can be very hard sometimes. You may be afraid of what they'll think of you if you don't go along with them.

Say "no" with Confidence: Here is a good way to say "no" and still be cool.

1. **Be direct,** look the other person in the eye and say what the problem is (that's mean, or, that's illegal, etc.).
2. **Say what the consequences are.**
3. **Suggest something to do instead** (let's go shoot some hoops instead).
4. **If your friends insist on doing it anyway, leave. But leave the door open for them to change their minds and join you**.

You can also:

- ✓ **Enlist a Friend's support –** have a friend who will back up your decision.
- ✓ **Use Humor –** think of something witty.
- ✓ **Give an excuse –** think of several and practice saying them with confidence.
- ✓ **Plan your exit ahead –** know of ways to avoid the situation.
- ✓ **Suggest an alternative to drinking:**
  - Do you have any water or soda?
  - Let's go shoot some hoops instead.
- ✓ **Be truthful and assertive –**
  - No thanks. I don't feel like it.
  - Alcohol's not my thing?
  - Are you talking to me? FORGET IT.
  - Why do you KEEP pressuring me when I've said NO.
- ✓ **Delay the decision –** put it off until later.
- ✓ **Blame shift –** parent, coach, or other close friend**.**

Ways A Teen Can Say No to Drugs and Alcohol

Teens can use an excuse, such as:
1. I can't stay; I've got to help my dad with something.
2. That stuff makes me sick.
3. I'm supposed to meet so and so in a few minutes.
4. No way. I think you just want me to get in trouble.

Teens can explain to their friends about the dangers of these substances:
5. That stuff is so bad for you.
6. Why would you use that junk?
7. Haven't you heard about the kid in the news who died from doing that?
8. Go ahead if you want to kill yourself – I don't want to.
9. You're crazy!

Teens can also just be honest with their friends:
10. I'm not into that.
11. My mom would kill me if she found out.
12. I don't have time for drugs.
13. I'd be suspended from the team.
14. Forget it. There's no way I'm going to do drugs.
15. I've got more to do with my life.

Once you have given your answer, you should be ready to leave. It rarely does any good to argue with someone about alcohol or drugs, and it might make it difficult for you to stick with your answer if you stay.

You should be confident in your answers. So many teens that experiment with drugs and alcohol do so to feel more popular. By giving a firm "no", you can actually influence their friends in a good way. Teens tend to follow a strong leader among them, and sometimes all it takes is a positive teen that says no to drugs to keep the whole group away from drugs.

http://www.treatmentsolutions.com/15-ways-a-teen-can-say-no-to-alcohol-and-drugs

Attachment 2.3: Scenarios for Practicing Refusal Strategies – Safe Driving

Cut out the scenarios and distribute different scenarios to groups of students for the role-playing activity.

It is a Saturday night and you are babysitting for a family across town. The mother of the child has agreed to drive you home. When she gets home you realize she may have had too many drinks while she was out. How do you get home safely? What do you do?

Your crush has finally asked you out! They decide to pick you up and take you to a party. After a few hours when it is time to leave, you realize your date is drunk. What do you do?

You and your best friend are hanging out and decide to smoke a joint. Another friend calls and invites the two of you over to hang out. Your friend says that he can drive because he feels fine; you question it since you both smoked a joint. Your friend brushes it off and says that it doesn't affect someone's driving abilities. What do you do?

You and some friends are at a cottage for a long weekend and someone brought alcohol. Later in the day, some of your friends want to go tubing, but the only one person who knows how to drive the boat has been drinking all afternoon. They insist that it's not like driving a car and they've driven a boat hundreds of times. What do you do?

You and your friends are at a party where you've all been drinking. One of you cuts your hand on broken glass and needs to go to the hospital. It is only five minutes away and you have your car. What do you do?

You are at a family party with your parents. Both of your parents have been drinking. When it is time to leave your dad grabs his keys and heads out to the car; he is going to drive the family home. What do you do?

You drive to a friend's party with the intention of staying over and driving home in the morning. At the party, you and your friend get into a fight and she no longer wants you to stay over. You've had a couple of drinks. What do you do? You are driving with your friend when you notice that the car in front of you is swerving. What do you do?

You are at a family birthday party and there is a bar. Your grandfather tells you he is going to drive to the store to get more ice; you know he has been drinking steady for the past 2 hours. What do you do?

Presented in **RCMP Impaired Driving Plan** **http://www.rcmp-grc.gc.ca/cycp-cpcj/id-cfa/lp-pl/index-eng.htm#act1**

Attachment 1B: Scenarios for Practicing Refusal Strategies

Scenarios to be cut out and given to a group:

Scenario 1 (4 people):
While riding in the back of the bus on the way home from a sporting event, one of your teammates pulls out a bottle of vodka and offers you a drink.

Scenario 2 (2 people, male/female):
You're friend is having a small party. You show up and everybody you see is either drinking alcohol or appears to be. Your big "crush" walks up and offers you a drink.

Scenario 3 (4 people, mixed gender):
You are at a party and are drinking with a few of your friends. The person you have a "crush" on walks up to you and says in a very disappointing tone, "I didn't know that you drank."

Scenario 4 (2-3 people):
You go over to a friend's house after school and their parents are not home. Your friend walks in, hands you a drink of alcohol, and exclaims, "My parents left the liquor cabinet open!"

Scenario 5 (2-4 people):
You don't have your driver's license yet, but your junior friend drove you to this party. When it's time to leave, you realize they have been drinking, but they climb in the driver's side door and tell you to get in.

Scenario 6 (3 people):
You're at a party with a bunch of people from your school. A student who just moved in town a few weeks ago shows up and your friend offers them a drink. There is hesitation and a look of uncertainty on the new student's face.

Scenario 7 (2 people):
You get invited to your first party as a sophomore, but you have never drunk alcohol before and you know it will be there. You go and when someone offers you an alcoholic drink you accept. You finish the drink but don't like it. The person comes around and offers you another one.

Scenario 8 (2-4 people):
You go to a party and have had several alcoholic drinks. As you finish your current drink, someone walks in and tries to give you another drink, but you know that you have had way too much and should not drink another.

Source: www.talkaboutalcohol.co.uk

Supplemental Lessons

With the growing concerns about the misuse of prescription drugs, teachers may want to implement some of the lessons and activities enclosed in *RX for Understanding:- Preventing Prescription Drug Abuse – Grades 9-12* http://neahealthyfutures.org/wpcproduct/rx-for- understanding-preventing-prescription-drug-abuse-grades-9-12/

Assessment Idea

- Completion of student research project.
- Convincing refusal skills demonstrations.
- Completion of activities 1-4 in NIDA's Drugs and Your Body, It isn't Pretty Teacher's Guide.

References

National Institute on Drug Abuse
https://www.drugabuse.gov
https://teens.drugabuse.gov
https://www.drugabuse.gov/related-topics/trends-statistics/monitoring-future
https://www.drugabuse.gov/sites/default/files/preventingdrugu se_2.pdf

Substance Abuse and Mental Health Services Administration www.samhsa.gov

TeenHealth.org – Drugs and Alcohol http://teenshealth.org/en/teens/drug-alcohol https://www.ncadd.org/about-addiction/underage-issues/the-real-story-about-alcohol-and- other-drugs.

VAABC High School Guide

https://www.abc.virginia.gov/education/publications YouTube :

Alcohol and Your Brain

https://www.youtube.com/watch?v=zXjANz9r5F0

NIDA and Scholastic, Inc. – Heads Up. Real News about Drugs and Your Body http://www.scholastic.com/drugs-and-your-body
http://headsup.scholastic.com/teachers/collections/lesson-plans-and-printables

VDOE Grades 9-10 Alcohol Units http://www.doe.virginia.gov/instruction/health/

OPHEA, "Draft" Beer, Not People, http://www.opheaprograms.net/roadsafety/en/us_en.html

RCMP Impaired Driving Plan http://www.rcmp-grc.gc.ca/cycp-cpcj/id-cfa/lp-pl/index- eng.htm#act1

Ways a Teen Can Say Not to Alcohol or Drugs http://www.treatmentsolutions.com/15-ways-a-teen- can-say-no-to-alcohol-and-drugs