

7<sup>th</sup> grade

# Essential Standard

- 7.ATOD.2 - Apply risk reduction behaviors to protect self and others from alcohol, tobacco, and other drug use.

# Clarifying Objectives

- 7.ATOD.2.1 - Use communication strategies to avoid the consequences of tobacco, alcohol, and other drug use

# Statement of Objectives:

- *Today we will identify the potential impact of drug use on all aspects of a young person's life.*

Prezi

# What is important when communicating "no" to peer pressure

1. Saying no with confidence
2. Being assertive in your communication.
  - a. Assertive: a type of self-assured communication with confidence.
    - i. Bold but not aggressive or mean.
    - ii. Stating what you need to state.
3. Without using a bad excuse.
  - a. Using an excuse can work but you will not always be able to use a poor excuse.
    - i. For example if you say, "No, I have to go in a few minutes" one time you may not be able to use that when you are planning to spend the night with the friend. You would need to use a different strategy to refuse the peer pressure

4. With respect.
  - a. You should respect yourself first and also respect the person.
5. With an appropriate tone.
  - a. Your tone is very important in communicating.
  - b. If you come off hesitate or quiet the person may continue peer pressing you.
  - c. It is important that your tone is respectful but also confident and clear.

10 ways you can  
reply to peer  
pressure.

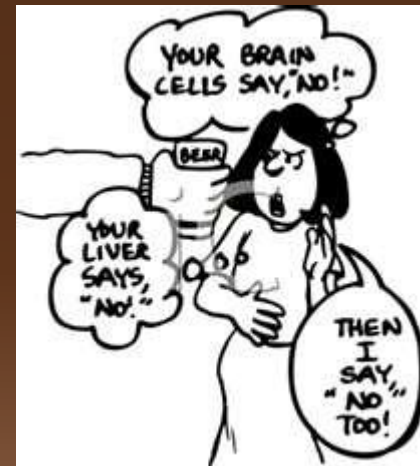


# Make a joke.

- ⦿ Sometimes humor is the best way to respond to a situation, as it can lighten a serious mood.
- ⦿ It can also divert attention away from you and onto something else.

# Give a reason why it's a bad idea.

- Maybe you can't smoke because you want to be able to run the mile for the track team.
- Maybe you don't want to drink because you know someone who is an alcoholic and you can see how drinking has messed up their life.
- Backing up your refusal with evidence gives it more power.



# Make an excuse why you can't.

- Maybe you have something else to do that will interfere.
- Or you have to be somewhere at a specific time.
- Or your mom will kill you.
- Whatever. But say it and stick to it.



# Just say no, plainly and firmly.

- In some situations, just saying no without a lot of arguing and explaining is the best response. Just make sure you're "no" is a strong and determined one.



# Suggest an alternative activity.

- Lots of kids wind up doing stuff they shouldn't because they lack other options. They're bored. By thinking of something better to do, you're offering everyone an "out." You just might be surprised who might take you up on it.



# Ignore the suggestion.

- Pretend you didn't hear it, and change the topic to something else. Act like you don't think the idea was even worth discussing.



# Repeat yourself if necessary.

- ⦿ Sometimes it takes more than once, on more than one occasion. Just because someone asks more than once, that doesn't mean you have to cave.



# Leave the situation.

- If you don't like where things are headed, you can take off. It might seem risky, but with you leading the way, other kids who really don't want to do it either just may follow you.





# Thanks, but no thanks.

- You can be polite, but you still aren't interested. It just isn't something you're into.



# The power of numbers.

- Make a pact with your friends to stick to your guns. Often, knowing that your friends will back you up can help you feel more comfortable being assertive. Sometimes “we” feels stronger than “I”.



# Guided Practice:

- Look at Alcohol and Its Ripple Effect.
  - > This activity will demonstrate how individual decisions can affect not only the person making the decision but also the family and society that surrounds that individual.
- Ask the students to use the "Effects" to create a story about a person who chooses to drink alcohol. Discuss the effects of others' decisions on our society as a whole.

# Alcohol and Its Ripple Effect

## Effects:

- ⇨ heart attack
- ⇨ cost of attorney
- ⇨ increased insurance rates
- ⇨ cost of law enforcement
- ⇨ depression
- ⇨ killing someone while DWI
- ⇨ cancer
- ⇨ loss of friends
- ⇨ bad work performance
- ⇨ arrest
- ⇨ cost of probation
- ⇨ injury in a fall
- ⇨ loss of self-esteem
- ⇨ liver disease
- ⇨ increased welfare cost
- ⇨ staying away from home
- ⇨ divorce
- ⇨ less time with family
- ⇨ boating accident
- ⇨ auto accident
- ⇨ pneumonia
- ⇨ child abuse
- ⇨ job loss
- ⇨ cost of jail term

### The Drinker's Family

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### The Drinker

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### Society as a Whole

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# Independent Practice:

- [This activity can be assigned as homework, because the interview will require work outside of class.]
- Display the Interview Options.
  - > Explain to students that they may create their own interview questions, however the interview must consist of a minimum of five questions.
  - > Designate a future class date in which the students will give brief oral reports of their interviews.

# Interview Options

1. A pharmacist about the danger of look-alike drugs (taking the wrong medicine because it looks like another medication)
2. A coach about the effects of drugs on athletic performance
3. A counselor or minister about the drug abusers they have counseled (either no names or changed names should be mentioned by the minister or counselor for confidentiality purposes)
4. A police officer about the laws concerning drugs
5. A law enforcement agent about drug cultures
6. A judge or lawyer about sentences for drug abusers
7. A doctor or nurse about drug overdoses or drug-related injuries

# Closure:

- *All of you can recognize and identify the risk factors for use and the potential impact drug use can have on a person's life. Not only have you seen what drugs can do to a person emotionally and physically, but you can also describe the impact drugs have on our society.*