

Lesson 5 – Building Skills to Avoid Pressures to Use Substances

Specific Expectations:

By the end of the course, students will:

- demonstrate and use both decision-making and assertion skills with respect to media influences and peer pressure related to alcohol, tobacco, and other drugs
- produce sequential action plans to achieve personal health goals

Materials:

- Communication Styles (5.1 REF)
- Refusal Skills Reference (5.2 REF)
- Video – Skills for Effective Relationships
- Skills for Effective Relationships Reference (5.3 REF)
- Poster- Role Play Guidelines for Respondent
- Role Play Assignment (5.4 H)
- Role Play Scenarios (one scenario/pair or group of 3) (5.5H)
- Evaluation for Role Playing (5.6OH/REF)
- Teacher’s Markbook Template (5.7REF)

Teaching/Learning Strategies:

- Some strategies have been adapted from Beyond Monet by Barrie Bennett and Carol Rolheiser, 2001 and Think Literacy Cross Curricular Approaches, 2004
- Remind students that the media is not the only source of drug influence. In today’s class, the focus will be on “social pressure” as another example of something that can influence the choices we make about drug use. Use Think, Pair, Share Strategy. Ask students to think to themselves about how they would define the term “social

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pressure.” After they have had 30 seconds to think, tell them to share their ideas with a partner. Once the students have had an opportunity to share, ask the class for their ideas about the term “social pressure.”

- Definitions should capture the idea that social pressures involve attempts to persuade someone to do something they might otherwise choose not to do. Persuasive strategies might include gaining trust, arousing curiosity, evoking guilt, building or threatening to end a friendship. Let students know that there are many different kinds of social pressures. Social pressures can be thought of as “direct” or “indirect”. Explain that direct pressure is being offered a substance or being asked if you would like to use a substance. This might include being actively encouraged to use it or being teased, rejected or criticized for not using a substance. Indirect pressure would be seeing others use substances (i.e., friends, family, people on TV or in ads) which creates subtle pressure. It leads to the feeling that, “if it’s okay for them, then it’s okay for me.” Ask students for examples of real life situations that relate to drug use that would exemplify each type. You may want to give them an example of each type first:
 - **Direct:** You are standing by your locker about to go to your next class. Your best friend says, “Let’s go... everyone is going out back behind the shed to smoke up.”
 - **Indirect:** Your friend is talking on the phone, organizing a party for Friday night. You are the only one there and are able to hear her end of the conversation. She asks the person on the phone to buy her some beer for the party. You hear her say, “Oh, and Jennifer is here. You better gets some for her because I’m sure she’ll be drinking too. (10 -15 min)
- Explain that students will resist pressures more readily if they have the necessary skills. Explain that one way of standing up for what you believe in, is to communicate in

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an assertive manner. **(This is a review from previous units. If you feel that students need to review this information, complete a quick oral review using the reference sheets provided (5.1 REF and 5.2 REF). (5 min)**

- Alternatively, you can show a few clips from the video, “Skills for Effective Relationships” to review skills and to demonstrate role plays as a lead into the next activity. Information about the scenes presented on the video is outlined on the reference sheet (5.3 REF).
- Tell students that in today’s class, they will have an opportunity to role play scenarios related to substance use. Tell students that they need to keep in mind the various skills for assertive communication that they have learned throughout the units in order to present a role play in which an individual resolves a conflict related to substance use. Review the poster, “Role Play Guidelines for Respondent” to assist students in developing assertion skills. Divide students into groups of two or three. Hand out a copy of “Role Play Assignment” (5.4H) to each student. Provide each group with a scenario (5.5H). Display a copy of the “Evaluation for Role Playing” (5.6 OH/REF) on the overhead and discuss how students will be evaluated. (The teacher may wish to use the “Teacher’s Markbook Template” (5.7REF) to evaluate students.) Students should work through the handout prior to practising their role plays. **Have half of the groups present in today’s class and the other half present at the beginning of tomorrow’s class. Debrief each role play as it is presented. You may want to ask students to hand in their Role Play Assignment sheets. You have the option to use this role play evaluation as a culminating activity or you can have students write the final test on Day 8 of the unit.** (45 min)

[Adapted with permission from "Ontario Health and Physical Education Curriculum Support: Grades K-10", OPHEA (Ontario Physical and Health Education Association), Toronto, 2000, Grade 9 resource, Module 3, p. 45].

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5.1 REF

Communication Styles

Passive

- lose-win situation
- soft, uncertain voice
- “I guess, maybe...”
- nervous, uncertain
- doesn’t feel comfortable talking about how he/she feels
- does not stand up for what he/she believes in

Assertive

- win-win outcomes
- calm voice
- “I” statements
- confident
- aware of others feelings
- stands up for what he/she believes in
- makes eye contact
- tells person what they want and why

Aggressive

- win-lose outcomes
- loud and explosive voice
- “You better...” “If you don’t, then look out”
- demanding
- insensitive (doesn’t care about other’s feelings)
- stands up for what he/she believes in, but does it in a threatening way

[Adapted with permission from "Ontario Health and Physical Education Curriculum Support: Grades K-10", OPHEA (Ontario Physical and Health Education Association), Toronto, 2000, Grade 9 resource, Module 3, p. 40].

5.2 REF

Refusal Skills Reference

Refusal Skills

- “No thanks” technique
- Giving a reason or excuse
- Broken record
- Walk away

Delay Techniques

- Please, not now, I’m not ready.
- Sorry, my friend is waiting. We’ll decide later.
- I’m busy right now. Let’s find a better time to talk about this.
- Let’s try this another time.
- I need to talk to someone about this, first.

Negotiation Skills

- Let’s try this instead.
- Do you think we can find something to do that will make us both happy?
- How about if we go outside instead?

[Adapted with permission from "Ontario Health and Physical Education Curriculum Support: Grades K-10", OPHEA (Ontario Physical and Health Education Association), Toronto, 2000, Grade 9 resource, Module 3, p. 41].

5.3 REF

Skills for Effective Relationships Video

This 93 minute video was created as a teaching resource for teachers to use with the Fourth R curriculum. Teachers can select from a wide range of scenarios dealing with a variety of topics discussed in the Fourth R-bullying, substance abuse, interpersonal conflict, etc. There are three parts to the video. Part 1 focuses on the difference between assertive, passive and aggressive communication styles. Part 2 illustrates how skills such as delay, refusal and negotiation can be used by students to resolve conflicts and navigate high risk situations. In Part 3, student actors demonstrate a combination of skills that prove to be effective in managing conflict.

Applications of this video in class:

This video should be used to demonstrate various communication styles/skills to students. After each scene, a question mark will appear on the screen with the word, “response.” At this point, the teacher may want to briefly pause the tape to ask students which type of communication style/skill was used in the scene. The tape may also be used to demonstrate to students that quite often, an inappropriate response is used if the person in the conflict is not using an assertive communication style.

Various clips from this video can be shown during the three units since there are topics covered in the video that relate to all three units.

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Part 1:

In Part 1 of the video, communication styles (ie. passive, assertive and aggressive) are demonstrated in a variety of different conflict situations. Each scene demonstrates a different type of communication style.

Scenes are presented in the following order:

Scenario #	Description	Scene #	Skill or Response
1	Two Males; One male is having a party and tries to convince another male (his friend) to smoke a 'blunt' with him.	1 2 3	Passive Assertive Aggressive
2	Two Females; One friend is concerned about the other's alcohol use especially because her part of a school project is not complete.	4 5 6	Aggressive Passive Assertive
3	One Male, One Female; A female accuses her boyfriend of cheating on her.	7 8 9	Passive Aggressive Assertive
4	Boyfriend/Girlfriend; Boyfriend accuses girlfriend of avoiding him because she cheated on him at a party.	10 11 12	Aggressive Assertive Passive
5	Two Females; Both females are working together on a project. One female doesn't do her share of the work and pressures the other female to share her completed homework.	13 14 15	Aggressive Passive Assertive
6	One Male/ One Female; Female friend finds out that her male friend has tried drugs and that he thinks that using drugs is cool.	16 17 18	Passive Aggressive Assertive
7	Two Females; A First Nations female student is late to class because she was smudging, and is the target of inappropriate racial comments from another female student.	19 20 21	Passive Aggressive Assertive
8	Boyfriend/ Girlfriend; A female has been drinking at a party and tries to convince her boyfriend to drink with her.	22 23 24	Aggressive Assertive Passive
9	Boyfriend/ Girlfriend; A male approaches his girlfriend about rumours that she has been cheating on him.	25 26 27	Passive Aggressive Assertive

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Part 2:

In Part 2 of the video, delay, negotiation and refusal conflict resolution skills are demonstrated. Each scene demonstrates all three skills.

Scenes are presented in the following order:

Scenario #	Description	Scene #	Skill or Response
10	Two Females; One female is pressuring her female friend to smoke up with her before the upcoming dance.	28 29 30	Delay Refusal Negotiation
11	Two Males; One friend is pressuring the other to try steroids as a way to increase his performance at football games.	31 32 33	Negotiation Delay Refusal
12	Two Males; One friend is pressuring another friend to retaliate against a 'crew' that showed disrespect to a member of their 'crew'.	34 35 36	Refusal Negotiation Delay
13	Two females, Male enters; Female friend admits to her best friend that something happened with her boyfriend at a party. The boyfriend enters and wants to talk about things.	37 38 39	Negotiation Delay Refusal
14	Boyfriend/ Girlfriend; A male is pressuring his girlfriend to go to a party with him, and she doesn't want to.	40 41 42	Refusal Negotiation Delay
15	Three Males; Two males approach another male and pressure him to participate in a gang initiation activity (stealing).	43 44 45	Negotiation Delay Refusal
16	Three Females; Two females approach another female and pressure her to skip school and smoke pot.	46 47 48	Negotiation Refusal Delay
17	Boyfriend/ Girlfriend; A male is pressuring his girlfriend to engage in sexual activity.	49 50 51	Delay Refusal Negotiation

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Part 3:

In these scenes, a combination of different skills are demonstrated. This demonstrates to students that it often takes a variety of different skills to resolve a conflict. A combination of all three skills is used in each scene.

Scenes are presented in the following order:

Scene #	Description
52	Two Males, One Female; Two males are trying to pressure a female to drink at a party.
53	Two Females; The friends are shopping, one friend is pressuring the other to shoplift.
54	Boyfriend/ Girlfriend, and Female Friend; The couple are talking about studying for an upcoming exam. The female friend offers to help the male. The girlfriend doesn't want her boyfriend to be alone with the female.
55	Two Males, One Female; A male is being abusive to his girlfriend, and another male steps in and intervenes.
56	Three Females; One female is spreading a rumour about one of the other females.
57	Three Males; A black male is racist against a white male, and the third male is friends with them both.
58	Two Males, Female enters; The two males are talking, one asks the other for intimate details about his friend's relationship with his girlfriend. The girlfriend enters and overhears what her boyfriend is saying.
59	One Male, Two Females; A male approaches his girlfriend about having sex. The girlfriend asks her boyfriend to get tested for STIs.
60	Several Male Friends; The scene starts when three males are wondering why their friend has been acting different lately. In the next scene this friend is being pressured to steal a DVD player in order to be part of a new group.
61	Three Males, One Female; There is a group discussion about 'snitching'. The students have information about a recent stabbing, and there is a discussion about reporting the incident to the authorities.
62	Three Males; A male is trying to pass in a school hallway and two male students confront him and start to bully him.
63	Four Females; A female student approaches three female students who are looking at an inappropriate picture on a cell phone. The picture is of another female, and was taken in the women's change room.
64	Two Males/Two Females; A First Nation's female is dating a white male. The white male is not liked by her First Nation's friends.

5.4H

Name:

Role Play Assignment

Your task:

- Use the scenario provided or make one up yourselves (check with teacher).
- Decide which role each person will play (i.e. victim, perpetrator, passive bystander, mediator, instigator, etc...)
- Keep in mind that you want to RESOLVE the conflict in a peaceful manner using some of the strategies we have practised in class (i.e. active listening, assertive communication, delay, negotiation or refusal techniques)
- Develop a role play script that involves all 3 group members
- Complete the questions below
- Practise your role play demonstrating the conflict and the positive outcome

Questions:

1. What is your conflict about? (i.e. exclusion from a group, difference of opinion, going against your values, pressure, etc.)
2. What is your role in the role play? (victim, perpetrator, passive bystander, etc.)
3. Write a script for your role play (on the back of this handout).
4. Explain how your conflict was positively resolved. What skills were used to resolve this?

5.5H

Role Play Scenarios

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<p>You and your friends want to lose weight for the semi. Your friends decide to start smoking and they are really pressuring you to start as well. They have already been smoking for two weeks, and have lost five pounds each.</p>	<p>You are at a party where there is a mix of students (some grade nines but mostly older students). Some of your grade nine friends are playing a drinking game with older students. One of your friends wants to leave the game because he/she has been playing for awhile and feels ill. Now, everyone is calling on you to take his/her place.</p>
<p>You go over to a mutual friend's house with your boyfriend/girlfriend. You are watching basketball on TV, and your boyfriend/girlfriend and your friend want to go out back and smoke some pot. You didn't even realize that he/she used drugs, until now. He/she encourages you to come along and try it out.</p>	<p>You are playing on the school volleyball team. You have a game the day of the dance, and then your team is getting together to have dinner before the dance. After dinner, one of the girls on your team says that she picked up some marijuana and thought it would be fun if your whole team got stoned.</p>
<p>All of your friends are smokers....they go out to the smoking area every morning, between classes, and at lunch. After learning about smoking in health class, and all of the dangers, you are thinking that you should quit, but you are unsure because you don't want to lose all your friends.</p>	<p>You are at a party with a group of friends. You have been talking to various people at the party, when you suddenly realize that one of your friends across the room is acting very flirtatious with one of the guys. He is really coming on to her, and you know this is unlike her. It looks like he is trying to get her into the bedroom across the hall.</p>
<p>You are working out in the weight room, like you do every day after school, with your workout partner. One of the Senior guys who also works out regularly comes along and tries to talk the two of you into buying steroids from him. He does have a very muscular physique.</p>	<p>You are at a party, and your friend's older sister and her boyfriend took you there. When it is time to leave, you and your friend are worried because her sister is completely drunk, and is saying that she is going to drive.</p>

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<p>You and some of your friends heard that there is a huge party on Friday night. You decide to go with a friend, and when you get there, you are amazed. Everyone is having such a great time. Some of your friends who have been there for awhile tell you they have taken ecstasy, and they are encouraging you to try some.</p>	<p>One of your friends decides to have a party because his/her parents are out of town. Everyone is supposed to bring some alcohol from home. You know that some of your friends steal their parent's alcohol, but you have never done this, as you know they disapprove of drinking.</p>
<p>A guy in your class is supposed to take Ritalin as prescribed by his doctor, but he has been trying to sell it to others (including you) instead. He is a pretty good friend of yours and you are somewhat worried about him.</p>	<p>You are at a friend's party. It's a huge party and there are people from every grade at the party. Your older brother/sister and his/her friends have never done coke but are talking about doing it because some of their friends have done it and have some with them. You are worried about your brother/sister.</p>

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5.6 OH/REF

Evaluation For Role Playing

Category	Level 1 50-59	Level 2 60-69	Level 3 70-79	Level 4 80-100
Thinking/ Inquiry	-makes decision with limited effectiveness	-makes a decision that is somewhat effective	-makes an adequate decision	-makes an appropriate/ realistic decision
Application	-uses assertiveness skills/conflict resolution skills with some effectiveness -use of strategies is limited	-uses assertiveness skills/conflict resolution skills with some effectiveness - uses some strategies as they relate to the issue being explored	-uses assertiveness skills/conflict resolution skills with considerable effectiveness - good use of strategies as they relate to the issue being explored	-uses assertiveness skills/conflict resolution skills with a high degree of effectiveness -excellent use of strategies as they relate to the issue being explored
Communication	-communicates ideas with limited clarity (limited use of voice/ inappropriate demonstration of emotions)	-communicates ideas with some clarity (attempts to use expression at significant times)	-communicates ideas with considerable clarity (uses expression to show emotions with reasonable success)	-communicates ideas with a high degree of clarity (excellent use of voice/clearly shows emotions)

5.7 REF

Teacher's Markbook Template

