

DRUG ABUSE AND VIOLENCE: CAUSES AND EFFECTS

Date: _____	Observer Name: _____
Site (city, state) _____	School: _____
Instructor(s): _____ <i>(Please indicate if instructor is a substitute)</i>	# of students: _____
Time LST Started: _____	Time LST Ended: _____
Total time of LST lesson: _____	
If interrupted, how much time was taken from the lesson? _____ minutes.	
Did the lesson begin in a prior session? YES NO	If YES, draw a line above the first point made in THIS session

Check "YES" or "NO" to indicate if each teaching point below was covered when the session was taught.

	YES	NO
What is Drug Abuse and Examples of Drug Abuse		
▪ Lead a discussion about what drug abuse is and identify substances that are typically abused		
▪ Define drug abuse as the compulsive (uncontrolled) use of one or more psychoactive (mind-altering) drugs		
The Difference Between Drug Use and Abuse		
▪ Lead a discussion about the differences between drug use and abuse		
▪ Identify four factors that distinguish use from abuse: frequency, amount, dependence, and social attitudes		
▪ There are some drugs whose use, even if only occasional, is an example of drug abuse. Heroin is one example.		
Identifying the Causes of Drug Use and the Initial Cause of Drug Use		
▪ Lead a discussion about and review the common causes of drug use (Student Guide, p. 12)		
▪ There is no single reason why people use drugs		
▪ Most teenagers begin using drugs for social reasons (e.g. to become popular, look grown-up, look cool, etc.)		
▪ Teens who have friends that use drugs may be afraid of losing those friendships if they don't go along with drug use		
Attitudes Toward Drug Use		
▪ Worksheet 1: Questions Worth Considering		
▪ List adjectives that describe people who use drugs (minimize positive ones)		
▪ Using drugs is not an effective way to become popular and doesn't make you cool		
▪ Refusing to use drugs will not cause you to lose friends. Friends who want you to use drugs aren't really concerned about you.		
▪ The best way to prevent drug abuse is to never start		

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YES NO

Becoming a Drug Abuser and the Effects of Drug Abuse		
▪ Review and discuss the Steps Leading to Drug Abuse (Student Guide, p. 13)		
▪ The chemical properties of drugs have a powerful effect on the mind and body		
▪ Describe the four steps of progressing from one substance to others		
▪ There is a predictable sequence leading from alcohol and tobacco use to marijuana and hard drugs		
▪ Discuss and list the effects of smoking, drinking, and using drugs		
▪ For some substances, the immediate effects are the greatest source of danger because of the increased risk for accidents and violence		
▪ Drug use leads to numerous negative health consequences as well as social and legal problems		
Immediate Effects of Smoking Cigarettes		
▪ Discuss and review the immediate effects of cigarette smoking		
▪ Worksheet 2: Smoking Experiment (Student Guide, p. 15). Conduct experiments in measuring pulse rate and hand steadiness incorporating the discussion questions (Teacher’s Manual, p. 1.11)		
▪ Smokers have elevated heart rates due to carbon monoxide and nicotine		
▪ A constantly elevated heart rate puts a strain on the heart		
▪ Smoking decreases hand steadiness		
▪ Smoking doesn’t calm a person down. It can make a person more nervous because nicotine is a stimulant		
▪ Heart rate fluctuates throughout the day and is affected by physical exercise, emotions, and relaxation		
▪ Smoking decreases physical endurance		
What is Violence and the Causes of Violence		
▪ List and discuss examples of violent acts		
▪ Define violence as any act, word, or gesture that physically or emotionally harms a person or object, including oneself.		
▪ Discuss the causes of violence		
▪ Alcohol and drug abuse are associated with the majority of violent acts		
▪ Despite depictions in the media, violence is rare and most people don’t use violence to resolve conflicts		
▪ Most people do not carry weapons		
▪ Most violence arises from everyday conflicts between people who know one another		
Reasons Against Violence		
▪ Activity: Brainstorm ten reasons against fighting and other forms of violence		
▪ Discuss reasons generated by students		
Session Summary		
▪ Summarize the main points of the session		

MAKING DECISIONS

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	YES	NO
Decision-Making Formula		
▪ Review the 3Cs of Effective Decision-Making (Student Guide, p. 17)		
▪ An organized and logical approach is a good way to make the best decisions and solve problems		
▪ The 3Cs of Effective Decision-Making can be used to make decisions and solve problems at home, school, and with friends		
Decision-Making Practice		
▪ Organize and conduct in-class practice of the 3Cs of Effective Decision-Making <ul style="list-style-type: none"> ○ Worksheet 3: Scripted Practice – Putting the 3Cs Into Practice 		
▪ Model the use of the 3Cs of Effective Decision-Making		
▪ Each person should make a decision that is right for them		
▪ Take as much time as necessary to make a decision		
What Influences our Decision-Making and Group Pressures & Decision-Making		
▪ Discuss the list of potential influences on our decision-making		
▪ Discuss and list examples of group decision-making		
▪ Organize and conduct practice of the 3Cs in group decision-making. Use situations generated by the class or found in Appendix: Practice Situations (Teacher’s Manual, p. 2.10)		
▪ Facilitate a discussion of decisions made in group practice		
▪ We are often influenced by group members because we want to be accepted by others		
▪ When a person does something they don’t believe in they are giving up their individuality		
▪ Hypocrisy is believing in one thing, but doing or saying something else		
Session Summary		
▪ Summarize the main points of the session		

MEDIA INFLUENCES

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	YES	NO
Advertising Techniques		
▪ Review and discuss the advertising techniques learned in LST Level 1		
▪ Define and give examples of the term "target market": A group of people who are most likely to buy a product or service		
▪ Worksheet 5: Identifying Advertising Techniques. Generate and discuss examples of target markets for each type of advertising.		
Cigarette and Alcohol Ads		
▪ Worksheet 6: Practice Analyzing Tobacco and Alcohol Ads. Conduct in-class practice of analyzing tobacco and alcohol ads.		
▪ Discuss the findings and results of the practice session		
▪ Ads for tobacco and alcohol get people to buy products by creating the false image that smoking and drinking will make life better or more enjoyable		
▪ Smoking and drinking do not make you more popular, successful, sophisticated or grown-up		
Resisting Common Advertising Techniques		
▪ Review and discuss the three questions to ask oneself for Resisting Media Influences (Student Guide, p. 27)		
▪ Practice using the three questions to re-examine ads that were analyzed at the beginning of the session		
Session Summary		
▪ Summarize the main points of the session		

COPING WITH ANXIETY

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	YES	NO
Definition of Anxiety and Situations Which Cause Anxiety		
▪ Define anxiety as feeling nervous, uneasy or apprehensive		
▪ Identify the physical symptoms of anxiety		
▪ Anxiety produces physical changes in the body such as an increased heart rate, sweating, tightening up of muscles, dry mouth, shaking hands, etc.		
▪ Worksheet 7: Rating How Anxious You Feel		
▪ Anxiety is a normal part of life and we all feel anxious at times		
Why People Feel Anxious		
▪ Discuss reasons why people feel anxious		
▪ Most people feel anxious when they are afraid that they won't do well in a particular situation. They may feel that others will laugh or make fun of them.		
▪ The consequences of not doing well in most situations are less severe than we imagine them to be		
Techniques for Coping with Anxiety		
▪ Explain and demonstrate the five techniques for coping with anxiety (Student Guide, pp. 31 – 32)		
▪ Organize practice of the five techniques for coping with anxiety (Student Guide, pp. 31 – 32)		
▪ Encourage practice of the techniques at home		
▪ The techniques learned in class can be used to reduce anxiety in different ways: before, during, and after stressful situations		
▪ The best way to overcome difficult situations is to practice the five techniques in situations where you feel nervous. Begin with the least stressful and gradually work up to the most stressful		
Session Summary		
▪ Summarize the main points of the session		

COPING WITH ANGER

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	YES	NO
Definition of Anger and Anger Producing Situations		
▪ Lead a discussion defining anger as a strong feeling of displeasure with someone or something, combined with an urge to fight back		
▪ Anger is a normal emotion or reaction to feeling threatened		
▪ Expressing anger can be healthy, but losing control is not		
▪ Like anxiety, anger produces physical changes such as increased heart rate, tight muscles, and a rush of blood to the head		
▪ Worksheet 8: Lead a discussion identifying situations that provoke anger and give examples		
▪ People feel angry when they lose or can't get something important to them. (e.g. belongings, respect, etc.)		
▪ Some people find it hard to recognize anger and may experience it as sadness or anxiety		
Reasons For and Against Controlling Anger		
▪ Worksheet 9: Anger: Keep It In or Let It Out?		
▪ Lead a discussion about reasons for and against controlling anger		
▪ Unleashing anger and controlling it have consequences. It's important to know what they are.		
▪ Possible results of losing control range from hurt feelings and misunderstandings to broken friendships and trouble with the law.		

COPING WITH ANGER

YES NO

Techniques for Controlling Anger		
<ul style="list-style-type: none"> Review Staying in Control (Student Guide, p. 37). Lead a discussion about what methods students use to stay in control of anger 		
<ul style="list-style-type: none"> Some anxiety-reducing techniques such as deep breathing and mental rehearsal can help control anger 		
<ul style="list-style-type: none"> It is easier to control anger before it becomes a raging fury 		
<ul style="list-style-type: none"> Review the Warning Light Technique 		
<ul style="list-style-type: none"> Explain and conduct in-class practice of the Counting to Ten Technique. It works best if the other person isn't aware of the silent counting 		
<ul style="list-style-type: none"> Review and conduct in-class practice of the Self-Statements Technique. People tend to believe what they tell themselves. 		
<ul style="list-style-type: none"> Review and conduct in-class practice of the Reframing Technique. Sometimes things happen by accident and have nothing to do with us personally. Changing our view of a situation can change our reaction to it. 		
Session Summary		
<ul style="list-style-type: none"> Summarize the main points of the session 		

COMMUNICATION SKILLS

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	YES	NO
Types of Communication		
▪ Define verbal communication as the specific words that we use and our voice inflections (tone)		
▪ Define non-verbal communication as body language		
▪ Solicit examples of verbal communication (e.g. speech, music, etc.) and non-verbal communication (e.g. mannerisms, facial expressions, body positions, etc.)		
▪ The majority of our communication (60 – 65%) is accomplished non-verbally		
The Two Components of Effective Communication		
▪ Explain sending and receiving skills		
▪ Exercise #1: Following Directions. Demonstrate sending skills		
▪ Be as specific as possible when sending a message		
▪ Lead a discussion about receiving skills and the experience of not being listened to		
▪ There are verbal and non-verbal cues that indicate whether or not a person is listening		
▪ Review and discuss the differences between active and non-listening as well as the verbal and non-verbal cues for each (Student Guide, p. 40)		
▪ Exercise #2: Verbal/Non-Verbal Cues		
▪ Effective communication involves feedback to tell whether the message is being understood correctly		
Avoiding Misunderstandings		
▪ Define the term "misunderstanding"		
▪ Review How to Avoid Misunderstandings (Student Guide, p. 42) and describe and explain each skill: <ul style="list-style-type: none"> ○ Sending the same verbal and non-verbal message ○ Asking questions ○ Being specific ○ Paraphrasing 		

COMMUNICATION SKILLS

	YES	NO
▪ Worksheet 10: From Misunderstanding to Understanding		
▪ Paraphrasing is an effective way to make sure others understand the message being sent		
▪ Paraphrasing Practice; Exercise #3 (Teacher’s Manual, p. 6.9)		
▪ Paraphrasing is especially useful when you are giving directions or instructions		
Improving Communication: Skills Application		
▪ Worksheet 11: Action Plans for Improving My Communication. Practice skills for avoiding misunderstandings.		
Session Summary		
▪ Summarize the main points of the session		

SOCIAL SKILLS

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	YES	NO
Overcoming Shyness		
▪ Recognize that many people feel shy or uncomfortable in social situations		
▪ Review strategies for How To Get Over Being Shy (Student Guide, p. 47)		
▪ Worksheet 12: My Own Social Script		
▪ Shyness can be overcome by learning to "act" as if you aren't shy and by improving social skills		
▪ Anxiety about social contacts can be eased by using techniques for coping with anxiety, particularly mental rehearsal and deep breathing		
Initiating Social Contacts		
▪ Review, demonstrate, and organize practice of each skill for Making Contact: Meeting New People (Student Guide, p. 47)		
Conversational Skills and Practicing Conversational Skills		
▪ Review the steps for starting, sustaining, and ending conversations (Student Guide, p. 49)		
▪ Discuss and demonstrate the value of open-ended questions in sustaining conversations		
▪ Worksheet 13: Asking the Right Kinds of Questions		
▪ Conduct in-class practice of the techniques for starting, sustaining, and ending conversations using practice situations (Teachers' Manual, Appendix 1, p. 7.13)		
Session Summary		
▪ Summarize the main points of the session		

ASSERTIVENESS

Date: _____	Observer Name: _____
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	YES	NO
What is Assertiveness and Assertive Situations		
▪ Worksheet 15: What's Your Refusal Style		
▪ Define and explain the terms "assertiveness", "aggressiveness", and "passiveness"		
▪ There are many advantages to being assertive, such as getting what you want, personal satisfaction, increased self-esteem, sense of control, and being less anxious when faced with conflict		
▪ Lead a discussion identifying examples of both common and personal situations where an assertive response is necessary		
Verbal Assertive Skills		
▪ Review and demonstrate the steps for using the assertive skill of Saying "No" (Student Guide, p. 53)		
▪ Worksheet 16: Practicing Saying "No"		
▪ Review, demonstrate, and practice the steps for the assertive skill of Making Requests and Asserting Rights (Student Guide, p. 53 and Teacher's Manual, Appendix 1, p. 8.12)		
▪ Review, demonstrate, and practice the steps for using the assertive skill of Expressing Your Feelings (Student Guide, p. 55 and Teacher's Manual, Appendix 1, p. 8.12)		
Non-Verbal Assertive Skills		
▪ Review, demonstrate, and practice the use of verbal and non-verbal assertive skills (Student Guide, p. 55 and Teacher's Manual, Appendix 1, p. 8.12)		
▪ Sending the same nonverbal and verbal messages increases the likelihood of communicating your message effectively		
Session Summary		
▪ Summarize the main points of the session		

RESOLVING CONFLICTS

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	YES	NO
Resolving Conflicts and Methods of Conflict Resolution		
▪ Worksheet 17: Observing Conflicts (Student Guide, p. 59)		
▪ Lead a discussion identifying recent conflicts and how they were successfully resolved		
▪ Resolving a conflict successfully means standing up for oneself and getting some of what you want without ignoring or hurting the other person's rights		
▪ Review and list five conflict resolution methods learned in LST Level 1		
▪ Define the terms "compromise" and "negotiation"		
▪ Worksheet 18: What Would You Do? (Student Guide, p. 60)		
▪ Any of the five methods may be effective in certain situations		
▪ Striking back can lead to violence which escalates conflicts and can cause real damage		
▪ Giving in and walking away are the most appropriate responses in very dangerous situations		
▪ Overuse of giving in or walking away in other situations may mean that a person never gets what they want and often causes low self-esteem		
▪ Compromise and negotiation are usually the best responses to conflict		
LifeSkills and Conflict Resolution		
▪ Review the six basic steps for successful conflict resolution: stay cool, cool off your opponent, listen, stand up for yourself, show respect, and solve the problem		
▪ The skills and techniques that have been practiced throughout the LST program can also be used to resolve conflict		
▪ Review the techniques for coping with anxiety, coping with anger, and verbal/non-verbal communication skills for avoiding misunderstandings		

RESOLVING CONFLICTS

	YES	NO
<ul style="list-style-type: none"> ▪ Lead a discussion about how aggressive, assertive, and passive behavior would affect the outcome of a conflict 	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> ▪ Aggression can lead to violence 	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> ▪ Passivity means that you don't get what you want and feel bad about yourself 	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> ▪ Assertion allows you to keep your self-respect without harming the other person 	<input type="checkbox"/>	<input type="checkbox"/>
Practice in Conflict Resolution		
<ul style="list-style-type: none"> ▪ Review and practice assertive behavior by applying it to a recent conflict or to situations provided in the Teacher's Manual (Appendix 1: Real-Life Conflicts, pg. 9.10) 	<input type="checkbox"/>	<input type="checkbox"/>
Session Summary		
<ul style="list-style-type: none"> ▪ Summarize the main points of the session 	<input type="checkbox"/>	<input type="checkbox"/>

RESISTING PEER PRESSURE

Date: _____ Observer Name: _____

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	YES	NO
Group Pressure		
▪ Lead a discussion about the experience of being pressured by a group to do something they didn't want to do		
▪ Worksheet 19: Dealing With Peer Pressure (Student Guide, p. 64)		
▪ Sometimes it is hard to stand up for yourself when you are in a group, but doing so will make you feel better about yourself and gain the respect of others		
▪ In group situations, friends should stand up for and support one another's choices		
▪ Peer pressure can be used for positive, healthy choices and activities		
Persuasive Tactics		
▪ Remind students that the same types of tactics used by advertisers may be used by people to persuade us to do things that are not in our best interest		
▪ Review, explain, and provide examples of Persuasive Tactics (Student Guide, p. 63)		
▪ Worksheet 20: Persuasive Tactics (Student Guide, p. 65)		
Resisting Persuasion		
▪ Lead a discussion about the experience of agreeing to do something you don't want to do		
▪ Review Questions to Ask Yourself when being pressured to do something		
▪ You will be less likely to be influenced by others if you think about these questions		
▪ Use the 3Cs of Effective Decision-Making if an important decision is involved		
▪ Review, demonstrate, and practice Ways of Saying "No" (Student Guide, p. 67)		
▪ There are many different ways to say "No"		
▪ Sometimes you might have to say "No" more than once or in several different ways		

RESISTING PEER PRESSURE

YES NO

Resisting Direct Pressure and Resisting Peer Pressure: Skills Applications		
<ul style="list-style-type: none"> ▪ Lead a discussion about direct pressure to use drugs and generate examples of “lines” that may be used to apply pressure 		
<ul style="list-style-type: none"> ▪ Organize practice of “No” responses for each of the “lines” using Ways of Saying “No” (Student Guide, pp. 66) 		
<ul style="list-style-type: none"> ▪ Organize and conduct small group practice and presentations using their own situations or examples in the Teacher’s Manual (Appendix 1, p. 10.11) 		
<ul style="list-style-type: none"> ▪ Worksheet 21: Resisting Peer Pressure (Student Guide, p. 68). Note individual responses to practice situations 		
<ul style="list-style-type: none"> ▪ Worksheet 22: Action Plan for Resisting Peer Pressure (Student Guide, p. 69) 		
Session Summary		
<ul style="list-style-type: none"> ▪ Summarize the main points of the session 		