



Dear Parent:

Welcome to Project STAR! Your child is participating in Project STAR, Students Taught Awareness and Resistance. Project STAR is a middle school drug prevention program that focuses on teaching skills such as peer pressure resistance, effective communication, and healthy decision-making.

The skills your child learns as part of Project STAR will help him/her cope with tough decisions and choices all children must eventually make. The activities in this workbook are intended for you and your child to do together. The assignments reinforce the messages your child has been learning in school. These homework assignments will give you the opportunity to discuss your views about drug use with your child. Parents who have completed these assignments with their children report that communication with their children has greatly improved.

When you and your child finish an assignment, please sign the page, detach it, and have your child return it to class. If at any time you want to keep your responses to an assignment private, you may keep the assignment page at home. Instead of returning the assignment to class, simply send a note to the teacher explaining that you and your child completed the assignment.

We hope that you enjoy working with your child on these activities. Your involvement and attention are very important and will make a difference to your child.

Best wishes for a wonderful school year!

Sincerely,

*Jonathan Bennett* - Health Teacher  
Project STAR Staff





## CONSEQUENCES OF USING DRUGS

What happens when people practice good health habits and what happens when they don't? Today your child learned that most of the consequences of using drugs are negative, while most of the consequences of staying away from drugs are positive.

Health habits have not only health consequences, but also social consequences. For example, your child considered some of the following questions:

- ★ What could happen if I were caught taking drugs or drinking alcohol?
- ★ Would I want to spend the money I might have spent on cigarettes in another way?
- ★ What would my family or friends think of me if I practiced bad health habits?

Through these types of questions, your child can better consider the possible consequences of drug use in his or her daily life.

The exercise on page 3 will give you a chance to tell your son or daughter in your own words the most important reasons you have for not wanting him or her to use drugs. Turn to the exercise sheet PARENT INTERVIEW: CONSEQUENCES OF USING DRUGS. When you and your child finish the exercise, sign it, detach the page, and have your child return it to class.







Name \_\_\_\_\_

Period \_\_\_\_\_

Date \_\_\_\_\_

## PARENT INTERVIEW: CONSEQUENCES OF USING DRUGS

### Directions:

For Part A, ask your parent the questions below and write his or her answers in the space provided. Then, for Part B, ask yourself the questions on page 4, and write your answers in the space provided.

### PART A: PARENT INTERVIEW

1. If you caught me using drugs, what would the consequences be?

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2. What would the consequences be if I came home drunk?

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3. What do you think are some of the most common consequences that can happen to a person my age who uses drugs?

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4. What do you think will be the most important benefits to me of not using drugs?

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\_\_\_\_\_  
Parent Signature





## PART B: STUDENT RESPONSES

### Directions:

Picture yourself as a non-user. Think about how you get along with your family and friend: Now, let's say you began using drugs. How would this change how you get along with your family and friends? Complete each statement below.

If I began using drugs such as alcohol, tobacco or marijuana, this is how it might change. .

1. . . . how I get along with my family:

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2. . . . how I get along with my friends:

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3. . . . how I do at school:

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4. . . . how I think of myself:

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5. . . . my health (think of the short-term consequences):

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## RESISTING PEER PRESSURE

Your child learned ways to say "no" to drug offers today. On the next page, you will find a list of eight techniques to say "no." Perhaps you and your child will think of additional techniques as you complete the homework exercise.

This exercise lets your child review and practice these techniques. In this way, your child can become more comfortable turning down pressure to use drugs. It also gives you a chance to show him or her that adults say "no" in many of the same ways that students do.

As you complete this activity, you may also want to discuss your own experiences with social pressures to conform. Your own childhood and adolescence were probably full of lessons that you can relate to your child to help him or her feel more comfortable in saying "no" to unwanted pressures.

Turn to the exercise sheet RESISTING PEER PRESSURE. When you and your child finish the exercise, sign it, detach the page, and have your child return it to class.







Name \_\_\_\_\_

Period \_\_\_\_\_

Date \_\_\_\_\_

## RESISTING PEER PRESSURE

### Student Instructions:

1. Read the following situations to your parent. Discuss each one, then write your answers to the questions that follow.

★ You are at a party and you've decided you don't want to drink any alcohol. However, a friend offers you a drink.

a) How would you say "no" in this situation? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

b) What if your friend put a lot of pressure on you to drink? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

★ You are at a party with a group of friends. Many of them have been drinking. When it's time to leave you realize the driver of the car in which you came had too much alcohol.

a) How could you stop this person from driving? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

b) How could you say "no" if this person told you everything was fine? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

c) What might happen if you said "yes" and allowed your friend to drive you home? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

(over)







Parent Instructions:

1. Ask your child to describe the techniques to say "no."
2. Read the following situations to your child. Discuss each one, then write your answers to the questions that follow.

★ One of the most popular people at school has invited you to a party at his/her house. You were really flattered that he/she asked you to come. When you get there, the person giving the party comes up to talk to you. While offering you something to drink, he/she hands you a beer.

a) How would you say "no" in this situation? \_\_\_\_\_

\_\_\_\_\_

b) What would you do if the person continued to offer you the beer? \_\_\_\_\_

\_\_\_\_\_

★ You are given a hall pass from your teacher to go to the restroom. When you get there, you find several people smoking cigarettes. They start giving you a lot of pressure to smoke with them.

a) How could you say "no" in this situation? \_\_\_\_\_

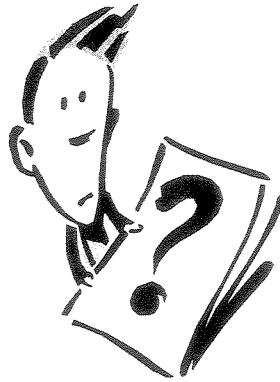
\_\_\_\_\_

b) What could you do to be assertive or more convincing? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
Parent Signature





## APPROPRIATE OR NOT?

Many parents believe that it isn't appropriate for children to drink at all. Other parents believe that children should be permitted to drink, but only limited amounts and only under strict supervision.

In either case, parents can influence their children profoundly by letting them know what is expected of them, and what they think is appropriate for their children.

In this homework activity, **APPROPRIATE OR NOT?**, a variety of situations that involve alcohol are discussed. The purpose of this discussion is to provide you, the parent, with an opportunity to let your child know what you believe and expect.

Most young people believe that drinking alcohol, in most situations, is inappropriate. By considering who was drinking and why that person was drinking, it becomes clear that almost all alcohol use among youth is inappropriate.

Turn to the homework **APPROPRIATE OR NOT?** When you and your child finish the exercise, sign it, detach the page, and have your child return it to class.







Name \_\_\_\_\_

Period \_\_\_\_\_

Date \_\_\_\_\_

## APPROPRIATE OR NOT?

### Directions:

Interview your parent, reading each of the following situations. Write down your parent's answers. Be sure to include the "why" part of the answer.

1. Mike is 16 years old and drinks one glass of wine at dinner with his family every night. He never has more than one glass a day, but he never has less than that either.

Are Mike's actions: ☐ Appropriate? ☐ Inappropriate?

Why? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Kathy, a seventh grader, just got into a big fight with her best friend. She feels really bad, so she decides to drink a little to help her feel better.

Are Kathy's actions: ☐ Appropriate? ☐ Inappropriate?

Why? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Juan is in seventh grade and is at a relative's wedding. His cousin gives him a glass of champagne to drink as part of the wedding toast. Juan drinks the champagne since it is a special occasion.

Are Juan's actions: ☐ Appropriate? ☐ Inappropriate?

Why? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





4. Derick is graduating from junior high school. He has never had a drink. After tonight he never plans to drink again, but tonight, he has decided to party it up and get drunk.

Are Derick's actions: ☐ Appropriate? ☐ Inappropriate?

Why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. Christine is 12 years old. A friend invites Christine and some other friends over one day after school. Since no parent is home, Christine's friends decide to help themselves to the liquor cabinet and start drinking. Christine doesn't drink any; in fact, she doesn't even have a sip.

Are Christine's actions: ☐ Appropriate? ☐ Inappropriate?

Why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. Before I become an adult, will it ever be appropriate for me to drink?

☐ Yes ☐ No

\_\_\_\_\_  
Parent Signature





## TV DRUG ALERT

Adults and entertainers may influence young people to use or not use drugs. We may not even be aware that seeing alcohol, cigarettes, and other drugs used on TV or in movies changes the way we think.

For example, if a character in a TV show uses drugs, do we see that character's actions as glamorous and exciting or as dangerous and criminal? The character may be punished when caught or may never get caught; he may get rich from selling drugs or get killed for the same reason. These messages affect both children and adults.

This homework exercise will help make you more aware of drug use on TV, and to think about how this might influence people to use drugs. Turn to the exercise sheet TV DRUG ALERT. Help your child keep track of the times he/she sees entertainers influencing the audience by filling out this worksheet during the next few days. When you and your child finish the exercise, sign it, detach the page, and have your child return it to class.





Name \_\_\_\_\_

Period \_\_\_\_\_

Date \_\_\_\_\_

## TV DRUG ALERT

### Directions:

Every time you watch TV you receive messages about drugs. While watching TV, be alert to any drug use that is shown. Fill in the columns below. Your family may help you fill in the chart.

**\*REMEMBER:** Alcohol and tobacco are also considered drugs.

NAME OF SHOW	CHANNEL	DRUG USED	NUMBER OF TIMES CHARACTER USED THE DRUG
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

1. Look at the chart on this worksheet. What drug did you see used most often on TV shows?

\_\_\_\_\_  
\_\_\_\_\_

(over)





2. What effects of drug use were shown?

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3. Why do you think TV shows do not always show the negative consequences of drug use?

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\_\_\_\_\_  
Parent Signature



## NON-DRINKER INTERVIEW



Parents, other adults, and peers have a great deal of influence on young people. Children tend to model their behavior on what they see these people do. When these role models practice healthy behaviors, children are more likely to adopt good health habits.

However, we sometimes overlook the good examples around us. The homework activity NON-DRINKER INTERVIEW gives your child the opportunity to have a discussion with someone who has made the choice not to drink. It also enables your child to hear a non-drinker's advice about drinking alcohol.

Turn to the homework NON-DRINKER INTERVIEW. When your child finishes the exercise, sign it, detach the page, and have your child return it to class.





Name \_\_\_\_\_  
 Period \_\_\_\_\_  
 Date \_\_\_\_\_

## NON-DRINKER INTERVIEW

### Directions:

For homework tonight, interview EITHER an adult or a peer who does not drink alcohol. (If a person only has a few sips of alcohol, such as for religious ceremonies, you may consider them a non-drinker.) Ask them the questions below. You are to write the answers in the spaces provided.

Did you ever drink alcohol? ☐ Yes ☐ No

If the person answered YES, ask only the questions under Part A. If the person answered NO, ask only the questions under Part B on the reverse side of this worksheet.

### Part A

1. Why did you stop drinking? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
2. Was it a difficult decision not to drink anymore? Why/why not? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
3. Did your friends still want you to drink? \_\_\_\_\_  
 \_\_\_\_\_
4. How do you feel about your decision not to drink anymore? \_\_\_\_\_  
 \_\_\_\_\_
5. What two things would you consider to be the best advice for me about drinking alcohol? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

\_\_\_\_\_  
 Signature of Non-drinker



Part B

1. What made you decide not to drink? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. Do you find it difficult to stick to that decision? Why / why not? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. How do you feel about your decision not to drink? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. What two things would you consider to be the best advice for me about drinking alcohol? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Signature of Non-drinker





## LOOKING AT ADVERTISEMENTS

Tobacco and alcohol companies use advertisements to get people to use their products. Your child is learning about techniques commonly used to promote cigarettes and alcohol and how to critically evaluate the messages presented. On the next page you will find some common advertising techniques. Use this list to complete the homework exercise.

Tonight's homework exercise is to help your child analyze what these ads may be saying. Turn to the homework LOOKING AT ADVERTISEMENTS. When you and your child finish the exercise, sign it, detach the page, and have your child return it to class.







Name \_\_\_\_\_

Period \_\_\_\_\_

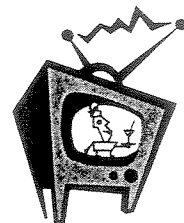
Date \_\_\_\_\_

## LOOKING AT ADVERTISEMENTS

### Directions:

Choose one of the following to study:

- ★ Alcohol commercial on TV
- ★ Cigarette ad from a magazine
- ★ Alcohol ad from a magazine



NOTE: If you choose a magazine ad, cut it out and attach it to this worksheet.

Answer the following questions about the ad with your parents:

1. What product is the ad selling?

\_\_\_\_\_

2. Which technique is used in this ad? (Some ads may use more than one.)

- |                                      |  |                                     |
|--------------------------------------|--|-------------------------------------|
| <input type="checkbox"/> Humor       | <input type="checkbox"/> Catch Phrase      | <input type="checkbox"/> Transfer   |
| <input type="checkbox"/> Testimonial | <input type="checkbox"/> Successful Person | <input type="checkbox"/> Bandwagon  |
| <input type="checkbox"/> Having Fun  | <input type="checkbox"/> Sex Appeal        | <input type="checkbox"/> Comparison |

3. What is the ad trying to make you think (with words and pictures)?

\_\_\_\_\_

\_\_\_\_\_

4. What short-term consequences of drinking or smoking are not said in the ad?

\_\_\_\_\_

\_\_\_\_\_

Why? \_\_\_\_\_

\_\_\_\_\_  
Parent Signature









## MANAGING STRESSFUL COMMUNICATION

Your child has been learning behaviors that people use to express anger, aggression, and violence. These behaviors may have negative consequences that impact a person's relationships with family, at school or work, and in the community.

Today, we discussed how to identify cues of anger and practiced skills to de-escalate anger. This exercise will help reinforce the skills your child learned in the classroom. The homework provides the opportunity for you to show your child that adults use many of these skills to de-escalate anger on a regular basis in many different situations.

Turn to the exercise sheet **MANAGING STRESSFUL COMMUNICATION**. When you and your child finish the exercise, sign it, detach the page, and have your child return it to class.





## SKILLS TO DE-ESCALATE ANGER

### SHOW RESPECT

- ★ Keep your voice calm.
- ★ Keep gestures calm.
- ★ Pay attention to the other person's statements.
- ★ Learn to disagree without exploding.

### ASK FOR CLARIFICATION

- ★ Ask for clarification. For example, "I'm confused. Could you explain what you just said?" or "I'm trying to understand. Could you give me an example?"
- ★ Speak up early before the anger builds.

### ACCEPT RESPONSIBILITY

- ★ If you did something, admit it.
- ★ Apologize if you hurt someone.

### TIME OUT

- ★ Take time to sort through the situation.
- ★ Set another time to meet when you have had time to think.
- ★ Get your anger out in a healthy way such as taking a walk.

### STRENGTH IN NUMBERS

- ★ If you think a situation may be dangerous, bring friends with you.
- ★ Follow the "buddy" system.

### QUIET SHOULDER

- ★ Take a deep breath and count to 10 before speaking.
- ★ Control your own physical reactions.

### WALK AWAY

- ★ Tell the other person you need a break to avoid losing control.
- ★ Find a safe way to leave if a situation continues to escalate.

### COMPROMISE

- ★ Find a way you both win or have your needs met.
- ★ Listen to each other and find areas of agreement.
- ★ Decide what you both are willing to give.

### AVOID THE SITUATION

- ★ If you see or know of places where it might not be safe, stay away from those places or go another way.
- ★ If you need to talk to someone who seems frustrated and angry, ask them if this is a good time to talk or should you come back at another time.





Name \_\_\_\_\_

Period \_\_\_\_\_

Date \_\_\_\_\_

## MANAGING STRESSFUL COMMUNICATION

Ask your parent what skills he or she has used to calm a stressful situation or stop an angry situation from getting out of control. List these skills below.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Make a list of what you can do to help communication stay calm. For example, speak in a calm voice.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

\_\_\_\_\_  
Parent Signature







## MY RESOURCES

Today your child learned the importance of seeking help and turning to others for help in a dangerous situation. The following exercise will provide your child with a resource list of who she/he can go to for help.

Turn to the exercise sheet MY RESOURCES. When you and your child finish the exercise, keep the sheet in a convenient place for both you and your child (this assignment is not returned to class).





## MY RESOURCES

Below is a list of people and places you can turn to when you need help. Ask your parent to help you complete this. You may not have all lines completed now. Resources change throughout your life, so resources you do not have now, you may add later.

### Emergency Numbers

Emergency \_\_\_\_\_

Doctor \_\_\_\_\_

Police \_\_\_\_\_

Parent's Work \_\_\_\_\_

Other \_\_\_\_\_

### Family Resources and Numbers

Dad/Step-Dad \_\_\_\_\_

Mom/Step-Mom \_\_\_\_\_

Grandparents \_\_\_\_\_

Brothers/Sisters \_\_\_\_\_

Nearby Relative \_\_\_\_\_

Neighbors \_\_\_\_\_

### School Resources

School name \_\_\_\_\_

School phone \_\_\_\_\_

Teacher \_\_\_\_\_

Counselor/Psychologist \_\_\_\_\_

Nurse \_\_\_\_\_

Principal/Administrator \_\_\_\_\_



Community Resources and Numbers

Church or Temple \_\_\_\_\_

Community Organization \_\_\_\_\_

Friends

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