

**HELP OTHERS****AVOID ALCOHOL  
AND DRUGS****Model**

Your advocacy skills can help others to make healthy decisions. Read the following conversation to see how Eduardo uses advocacy skills. How does he influence Erin's decision?

**KYLE:** I'm going to have a party at my house on Saturday night—my parents won't be home. You guys want to come?

**EDUARDO:** I thought we were going bowling.

**KYLE:** Plans change! What about you, Erin?

**ERIN:** Well, maybe. What'll you be doing?

**KYLE:** Tom and the other guys are going to bring beer. So are you coming?

**ERIN:** I don't know.

**EDUARDO:** I don't think it's a good idea, Erin. I'm not going. If there's going to be drinking, it won't be safe. Kyle, you're smarter than that. These guys aren't your friends; they're just looking for a place to get wasted. Besides, you could get into trouble. Why don't we just go bowling like we'd planned?

**ERIN:** Yeah, Eduardo's right, Kyle. Those guys won't like you any better because you're drinking. I'm going bowling, too. You should come with us.



## Practice

Clayton can't believe that his parents are really going to get divorced. He's also going to have to quit the soccer team to watch his younger brother after school. All of his efforts—to make the team, to try to make his parents happy—seem wasted. He feels as if nothing he does matters. Up to now, Clayton would never have considered trying drugs. Yesterday, though, some kids tried to get him to smoke marijuana. He didn't, but he's not sure what he'll do if they ask him again. Clayton tells his friend Sean about what happened yesterday.

Imagine that you're Sean. How could you use advocacy skills to convince Clayton not to try marijuana? Role-play the scene with a classmate.

## Apply/Assess

Knowing all the harmful effects of alcohol and drugs is the first step toward convincing others to lead an alcohol- and drug-free life. In a small group, divide a large sheet of paper into two columns. Brainstorm negative effects of using alcohol and drugs. List these in the left column. Then use the right column to list positive ways for teens to feel good and have fun without using alcohol or drugs.

With your group, use your advocacy skills to think of a slogan, rap, or poem that would encourage teens to stay alcohol and drug free. Include ideas from your list. Share your slogan, rap, or poem with the class.



### Advocacy

The skill of advocacy asks you to

- take a clear stand on an issue.
- persuade others to make healthy choices.
- be convincing.

### Self-Check

- Does our slogan, rap, or poem encourage teens to stay alcohol and drug free?
- Does our slogan, rap, or poem include ways for teens to have fun without using alcohol or drugs?

