



Grade 9 Sample Lesson Plan: Under Pressure

SOLs

- Develop a set of personal standards to resist the use of alcohol, tobacco, and other harmful substances, and other harmful behaviors.
- Demonstrate assertive communication skills to resist pressure to use alcohol, tobacco, and other drugs.
- Model effective communication skills for addressing peer pressure.

Objectives/Goals

- The student will be able to define peer pressure and identify other influences on teens relating to drugs and alcohol
- The student will be able to identify and practice effective refusal skills
- The student will create a skit that identifies and portrays effective refusal skills

Materials

- PowerPoint
- Student Handouts

Procedure

- Have the student define what peer pressure is in their packet
 - Discuss their answers as a class
 - What are some similarities and differences between what they came up with?
- Show them the dictionary definition of peer pressure in the slides
- Show them the urban dictionary definition of peer pressure in the slides
 - Show the Pear Pressure pun in the slides
- Have the students fill in their packets what comes to mind when they think of peer pressure?
 - What situations does it occur in? Who does it?
 - How often does it happen?
- Show the students the two types of peer pressure in the slides
 - Have them come up with 3 examples for each one
 - Discuss their examples as a class
- Show the youtube video in the slides about "Weed and Peer Pressure"

- Discuss as a class
- Have the students complete the “peersuasion” worksheet in their packet
- Go through the discussion questions in the slides with the students as a class
 - Discuss the students answers that they had
- Have the students get into 5 even groups by numbering them off by 5
 - Each group comes up with their top 5 influences for teen’s for drugs and alcohol
 - The students should fill these in on the “Top Influences” page in their packet
- Once each group is finished, determine the overall top 5 for the entire class and write them on the board
 - The students should fill these in on the “Top 5 Influences” page in their packet
- Introduce refusal skills to the class in the slides
- Have the students come up with what makes easier/harder to come to refuse something? They may discuss this in their 5 groups
 - Once they have written their answers in their “Saying ‘No’” worksheet, go over the answers in the slides
- Have the students come up with what makes a refusal effective/ineffective. They may discuss this in their 5 groups
 - Once they have written their answers in their “Saying ‘No’” worksheet, go over the answers in the slides
- Introduce the 7 refusal skills to the class using the slides
 - Have the students open their packet to the “refusals observer checklist” page
- The students will complete this page as
- the class goes through the mock scenarios together
- Have the students complete the “Let’s Practice” worksheet in their packet
 - Once they complete the page, they will read their responses on the worksheet to their group members.
 - The other group members will fill out the chart on the following page in the packet as they listen to their group members’ scenarios
 - The students will also complete the two reflection questions below the chart
 - Discuss the reflection questions as a class

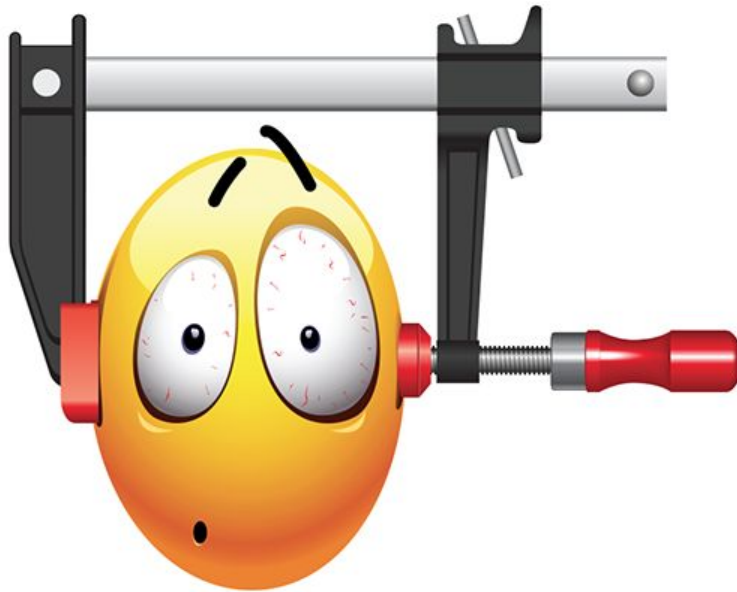
References

- Melanie Lynch, M.Ed. State College Area High
- School ETR: Reducing the Risks
<http://pub.etr.org/productdetails.aspx?id=100000042&itemno=Z001>

Handout

The next page includes a handout for the lesson. The handout is designed for print use only.

UNDER PRESSURE



NAME: _____

PEER PRESSURE: WHAT IS IT??

DEFINE PEER PRESSURE IN YOUR OWN WORDS:

WHAT COMES TO MIND WHEN YOU THINK OF PEER PRESSURE:

GIVE THREE EXAMPLES OF POSITIVE PEER PRESSURE:

- 1.***
- 2.***
- 3.***

GIVE THREE EXAMPLES OF NEGATIVE PEER PRESSURE:

- 1.***
- 2.***
- 3.***

"PEER" SUASION

DO YOU THINK PEERS INFLUENCE EACH OTHER? WHY OR WHY NOT?

HOW DO TECHNOLOGY AND SOCIAL MEDIA AFFECT THE WAY PEOPLE INFLUENCE EACH OTHER?

WHAT ADVICE WOULD YOU GIVE TO SOMEONE DEALING WITH NEGATIVE PEER PRESSURE? LIST 3 THINGS:

- 1.**
- 2.**
- 3.**

TOP INFLUENCES ON TEENS FOR DRUGS AND ALCOHOL

IN YOUR GROUP: COME UP WITH YOUR TOP 5 INFLUENCES

MY GROUP'S TOP 5

- 1.***
- 2.***
- 3.***
- 4.***
- 5.***

MY CLASS'S TOP 5

- 1.***
- 2.***
- 3.***
- 4.***
- 5.***

SAYING "NO"

<i>EASIER</i>	<i>HARDER</i>

SAYING "NO"

<i>EFFECTIVE</i>	<i>INEFFECTIVE</i>

REFUSALS OBSERVER CHECKLIST

ROLE PLAY #

<i>BEHAVIOR</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>
Said "NO"						
Body Language Said "NO" (if applicable)						
Repeated Refusal						
Suggested Alternative						

LET'S PRACTICE

Setting the Stage:

You and your best friend since middle school are getting ready before prom. Your friend pulls out a bag of marijuana as you finish up getting ready. They ask you to try it with them before prom. You've never smoked weed before. Your best friend speaks first:

Person 1: Look at all the fun times we have had together. C'mon let's just smoke this joint before prom.

Person 2:

Person 1: It's no big deal, it will make the night way more fun, I promise.

Person 2:

Person 1: We've been friends forever. If you really cared about me, you would smoke this with me.

Person 2:

Person 1: I love hanging out with you, but you need to learn to have fun sometimes.

Person 2:

DIRECTIONS:

YOU AND YOUR GROUP MEMBERS WILL READ YOUR SCENARIOS (FROM THE PREVIOUS PAGE) TO EACH OTHER. AS YOUR GROUP MEMBER READS, FILL OUT THE CHART BELOW:

ROLE PLAY #

BEHAVIOR	1	2	3	4	5	6
Said "NO"						
Body Language Said "NO" (if applicable)						
Repeated Refusal						
Suggested Alternative						

REFLECTION:

WAS THE REFUSAL EFFECTIVE? WHY OR WHY NOT?

WOULD THE PERSON IN THE SCENARIO BE DIFFICULT TO SAY NO TO? WHY OR WHY NOT?

REFUSAL SKILLS SKITS

- ***IN GROUPS YOU ARE TO COME UP WITH A SKIT TO PRACTICE REFUSAL SKILLS***
- ***FOLLOW INSTRUCTIONS ON YOUR HANDOUT***
- ***SKITS NEED TO BE 1-2 MINS IN LENGTH***
- ***EACH GROUP MEMBER MUST SPEAK***
- ***FILL IN THE "SKITS OBSERVATION" SHEET AS YOUR CLASSMATES PRESENT***

SKITS OBSERVATION SHEET

DIRECTIONS:

AS YOUR CLASSMATES PRESENT THEIR SKITS, RECORD THE FOLLOWING INFORMATION BELOW. COMPLETE THE CHART.

ROLE PLAY #

BEHAVIOR	1	2	3	4	5	6
Said "NO"						
Body Language Said "NO" (if applicable)						
Repeated Refusal						
Suggested Alternative						