



## Grade 10 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

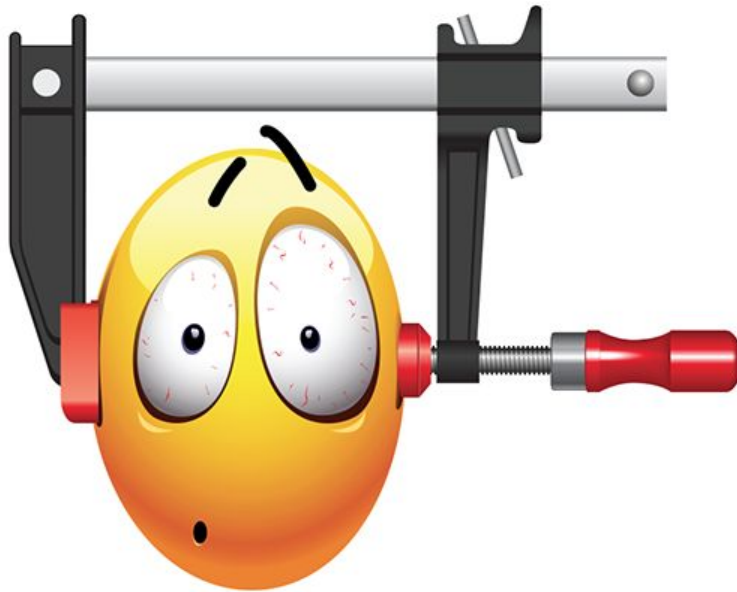
### References

- 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:***

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***WHAT COMES TO MIND WHEN YOU THINK OF PEER PRESSURE:***

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***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?**

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

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**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"***

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

# ***SAYING "NO"***

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



# ***REFUSALS OBSERVER CHECKLIST***

***ROLE PLAY #***

<b><i>BEHAVIOR</i></b>	<b><i>1</i></b>	<b><i>2</i></b>	<b><i>3</i></b>	<b><i>4</i></b>	<b><i>5</i></b>	<b><i>6</i></b>
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 #**

<b>BEHAVIOR</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
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 #**

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