



Grade 9 Sample Lesson Plan: Unit 11 –Peer Pressure

Description

Please see attached handout for a lesson submitted by a Virginia teacher

Handout

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

Decorating Group

Tasks:

- Complete at least 7 decorative signs or wall hangings to show why teens (or people in general) should not smoke, drink, or do other drugs
- The signs should utilize statistics and interesting facts, but do not have to display charts or graphs
- Be sure to create signs on all of the following topics: alcohol, tobacco, and other drugs
- Create five questions that we have not directly answered in class, but that can be answered by the signs you created. These questions will be turned in to me **BEFORE** the day of the party

Individual Write Up:

- You will have to answer your five questions as part of the project as a group
- write a one page handwritten response (or ½ page typed) about what you learned from this project and from the unit in general- celebrity death project
- All typed responses should be in size 12 font – Times New Roman, double spaced, with one inch margins

| Criteria | Points |
|--|--------|
| Seven wall hangings completed covering the topics of alcohol, tobacco, and other drugs cover new information not covered in previous classes | /35 |
| Aesthetic appeal of the signs | /10 |
| Five questions created and turned in BEFORE the day of the party | /25 |
| Write up: | |
| Answer the 5 questions as a group | /10 |
| What did you learn from the project and unit? | /20 |

Music Group

Tasks:

- Create a playlist of at least 15 songs for the class party
- The songs **MUST** be clean (NO curse words) and must cover topics that are school appropriate
- The songs must all focus around the topics of positive peer pressure, anti-drugs and alcohol, positive self-esteem, or healthy habits
- You will turn in your playlist as a group with the title and artist listed for each song – this will be turned in **BEFORE** the class party so the songs can be approved

Individual Write Up:

- Each group member will turn in a one page typed (or two pages handwritten) response to the following question: What role does the media play in our views and choices when it comes to drugs and alcohol? Look at all angles of media – music, TV, magazines, movies, fashion, etc. Tell how music and other media shape your life and choices, and the choices of those around you. Make sure you relate it to drugs and alcohol as well as all other choices.
- All typed responses should be in size 12 font – Times New Roman, double spaced, with one inch margins

| Criteria | Points |
|---|--------|
| Playlist of at least 15 songs – playlist turned in with title and artist of all songs before the day of the party | /15 |
| No curse words – all school appropriate topics and words | /15 |
| All songs about positive peer pressure, anti-drug or alcohol, healthy habits, or positive self-esteem | /30 |
| Write up: | |
| What roles do media play in our views and choices when it comes to drugs and alcohol and other topics? | /40 |

Mock-tails and Healthy Snacks Group

Tasks:

- You will be providing healthy eating and drink options at the party
- You will have to find or create at least two mock-tails for the party (cocktails that do not have any alcohol in them)
- You will also have to provide at least five healthy snack options at the party (per serving, the snack must be 200 calories or less). The snacks should each be able to feed at least 15 people
- For each mock-tail you will provide a description of how to make it that will be displayed at the party. It should also contain a calorie count for each serving of the drink.
- Provide the ingredients, calorie, and fat content for each healthy snack on a piece of paper that is easy to read –this will be displayed next to the food item at the party

Individual Write Up:

- As a group At least one page handwritten or ½ page typed
 - comparing a mock-tail to a cocktail and an unhealthy snack to a healthy one.
 - Choose one snack you will be providing at the party and compare it to an unhealthy snack – compare each food items in terms of calories, fat, sugar, and sodium.
- On the day of the party each person in the group should turn in a one page handwritten (or ½ page typed) paper telling what did you learned by doing this project? Did it make you think about your future impact on the world? Does nutrition and healthy choices play a role in your future? Can alcohol play a role?
- All typed responses should be in size 12 font – Times New Roman, double spaced, with one inch margins

| Criteria | Points |
|--|--------|
| Brought in ingredient or snack to the party | /10 |
| Five snack cards showing the calories and fat per serving as well as the ingredients (if applicable) | /35 |
| Two mock-tail cards providing the recipe and calorie contents per serving | /15 |
| Write up: | |
| Compare mock-tail to cocktail- Compare healthy to unhealthy snack | /20 |
| what did you learned by doing this project? Did it make you think about your future impact on the world? Does nutrition and healthy choices play a role in your future? Can alcohol play a role? | /40 |

Cleaning Crew Group

Tasks:

- You will be in charge of cleaning everything up during and at the end of the party – you will also help any group that needs set-up help
- One of your main tasks will be to move the desks where other groups need them based on their activities or set up with food/drinks – you will have to talk to the other groups ahead of time to have a plan for where they need the desks.
- Your SECRET assignment will be to peer pressure students during the party
- You will come up with three scenarios in which you will peer pressure students to make unhealthy decisions during the party. You will try to get as many of them as possible to fall victim to your pressure
- Each group member must be involved in at least one scenario at the party
- At the end of the party your group will have to tell the whole class what your secret assignment was and how you accomplished it. Take turns telling us what went well and what you weren't able to pressure your classmates to do. Make sure everyone has a chance to share their experiences.

Individual Write Up:

- Group should write a description of the three scenarios your group has decided on. Give specifics of the scenarios and make sure it is clear what you will say and do to make these scenarios happen
- You will then individually respond to how you think giving into negative peer pressure can affect a person mentally, emotionally, and physically. Include what you learned by doing this project and celebrity death project.
- All typed responses should be in size 12 font – Times New Roman, double spaced, with one inch margins

| Criteria | Points |
|---|--------|
| Set up desks at beginning of class and cleaned during and after party | /20 |
| Involved in at least one peer pressure scenario, presents at the end of class | /30 |
| Write up: | |
| Three scenarios described | /15 |
| How do each of the scenarios potentially effect mental or physical health of others-what did you learn about peer pressure and your impact on the future world-celebrity death project? | /35 |
| | |

Entertainment

Tasks:

- Choose 3 Celebrities from the Celebrity Death Project
- Create a 5-6 minute entertainment piece- video/prezie/powerpoint
- Must include
 - Talents contributions accomplishments
 - How they died- as much detail as you can share
 - Clips from what their talents was
 - Clean school appropriate clips
- Become the celebrity
 - Dress like one of the celebrities presenting on
 - Create a way-face mask- pictures

Individual Write Up:

- On the day of the party each person in the group should turn in a one page handwritten (or ½ page typed) paper telling what did you learned by doing this project? Did it make you think about your future impact on the world?
- All typed responses should be in size 12 font – Times New Roman, double spaced, with one inch margins

| Criteria | Points |
|--|--------|
| 5-6 minute presentation | /60 |
| Become one of them | /20 |
| Write up: | |
| What did you learn by doing this project? Did it make you think about your future impact on the world? | /30 |
| | |