



**Grade 9 /10**

**Unit 2 Drugs and Alcohol**

**SOLs:**

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

**Title: Under 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:**

<p>Step 1</p>	<ul style="list-style-type: none"> <li>● Have the student define what peer pressure is in their packet             <ul style="list-style-type: none"> <li>○ Discuss their answers as a class</li> <li>○ What are some similarities and differences between what they came up with?</li> </ul> </li> <li>● Show them the dictionary definition of peer pressure in the slides</li> <li>● Show them the urban dictionary definition of peer pressure in the slides             <ul style="list-style-type: none"> <li>○ Show the Pear Pressure pun in the slides</li> </ul> </li> <li>● Have the students fill in their packets what comes to mind when they think of peer pressure?             <ul style="list-style-type: none"> <li>○ What situations does it occur in? Who does it?</li> <li>○ How often does it happen?</li> </ul> </li> </ul>	<p>Essential Questions:</p> <p>What is the definition of peer pressure?</p>
<p>Step 2</p>	<ul style="list-style-type: none"> <li>● Show the students the two types of peer pressure in the slides             <ul style="list-style-type: none"> <li>○ Have them come up with 3 examples for each one</li> <li>○ Discuss their examples as a class</li> </ul> </li> </ul>	<p>Essential Questions:</p> <p>Can peer pressure be positive?</p>
<p>Step 3</p>	<ul style="list-style-type: none"> <li>● Show the youtube video in the slides about “Weed and Peer Pressure”             <ul style="list-style-type: none"> <li>○ Discuss as a class</li> </ul> </li> </ul>	<p><a href="https://www.youtube.com/watch?v=GCpEaLSIP5I">https://www.youtube.com/watch?v=GCpEaLSIP5I</a></p> <p>Essential Questions:</p> <p>What could the subjects have done differently to say no?</p>
<p>Step 4</p>	<ul style="list-style-type: none"> <li>● Have the students complete the “peersuasion” worksheet in their packet</li> <li>● Go through the discussion questions in the slides with the students as a class             <ul style="list-style-type: none"> <li>○ Discuss the students answers</li> </ul> </li> </ul>	<p>Essential Questions:</p> <p>How much influence do peers have on each other?</p>

	that they had	Why are some teens more susceptible?  How do technology and social media affect the way people influence each other?
Step 5	<ul style="list-style-type: none"> <li>● Have the students get into 5 even groups by numbering them off by 5 <ul style="list-style-type: none"> <li>○ Each group comes up with their top 5 influences for teen's for drugs and alcohol</li> <li>○ The students should fill these in on the "Top Influences" page in their packet</li> </ul> </li> <li>● Once each group is finished, determine the overall top 5 for the entire class and write them on the board <ul style="list-style-type: none"> <li>○ The students should fill these in on the "Top 5 Influences" page in their packet</li> </ul> </li> </ul>	Essential Questions:  What are the top influences on teens for drugs and alcohol?
Step 6	<ul style="list-style-type: none"> <li>● Introduce refusal skills to the class in the slides</li> <li>● Have the students come up with what makes easier/harder to come to refuse something? They may discuss this in their 5 groups <ul style="list-style-type: none"> <li>○ Once they have written their answers in their "Saying 'No'" worksheet, go over the answers in the slides</li> </ul> </li> </ul>	Essential Questions:  What makes it easier/harder to say no?
Step 7	<ul style="list-style-type: none"> <li>● Have the students come up with what makes a refusal effective/ineffective. They may discuss this in their 5 groups <ul style="list-style-type: none"> <li>○ Once they have written their answers in their "Saying 'No'" worksheet, go over the answers in the slides</li> </ul> </li> </ul>	What makes a refusal effective or ineffective?
Step 8	<ul style="list-style-type: none"> <li>● Introduce the 7 refusal skills to the class using the slides <ul style="list-style-type: none"> <li>○ Have the students open their</li> </ul> </li> </ul>	

	<p>packet to the “refusals observer checklist” page</p> <ul style="list-style-type: none"> <li>• The students will complete this page as the class goes through the mock scenarios together</li> </ul>	
Step 9	<ul style="list-style-type: none"> <li>• Have the students complete the “Let’s Practice” worksheet in their packet <ul style="list-style-type: none"> <li>○ Once they complete the page, they will read their responses on the worksheet to their group members.</li> <li>○ The other group members will fill out the chart on the following page in the packet as they listen to their group members’ scenarios</li> <li>○ The students will also complete the two reflection questions below the chart</li> <li>○ Discuss the reflection questions as a class</li> </ul> </li> </ul>	

**References:**

Melanie Lynch, M.Ed. State College Area High School

ETR: Reducing the Risks

<http://pub.etr.org/productdetails.aspx?id=100000042&itemno=Z001>