Lesson Objectives: By the end of this lesson the students will be able to explain 2 positives pressures and 2 negative pressures, list 4 factors that influence peer pressure, explain 2 reasons why people allow themselves to be pressured and explain and discuss the steps of the decision making model and how they would incorporate resistance skills as evidence by an in class worksheet.

Link to Standard: A student shall demonstrate an understanding of decision-making processes and community health practices that promote healthful nutrition and dietary practices, and physical fitness, and that reduce and prevent tobacco use, drug and alcohol use, intentional and unintentional injuries, HIV, sexuality transmitted diseases, and unintentional injuries.

Prior Knowledge: Students will be able to recall the steps to the decision making model.

Review:
- Peer relationships can be casual, platonic, and cliques.
- Peer relationships are important because they improve a variety of skills:
  - Self esteem, social, communication, understanding of needs, ect...
- Want to try to find friends with similar values and interests and beliefs.
- Want to be able to recognize when a relationship is turning unhealthy and how to react.

Anticipatory Set:
When you allow yourself to be in situations were problem may arise the chances of it happening are a lot more likely. Peer pressure is always thought as negative but in some cases it can be positive. “When it is good you are part of the crowd, but when it’s bad you are part of a mob.” When peer pressure arises your peers are trying to persuade your decisions and that is why you have to always remember the decision making model. Today we will be try to figure out what exactly negative peer pressures are and what are some positives. We are also going to get another chance to work on the decision making model.

Chronology of Lesson

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<thead>
<tr>
<th>Time</th>
<th>Content Covered</th>
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<tr>
<td>2 Minutes</td>
<td>1. Role Call</td>
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<td>3 Minutes</td>
<td>2. Review and Anticipatory Set</td>
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<td>5 Minutes</td>
<td>3. Content Covered</td>
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<td></td>
<td>I. Positives of Peer Pressure</td>
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<td></td>
<td>- Partner Discussion</td>
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<td>- Notes on Board</td>
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<td>5 Minutes</td>
<td>II. Negatives of Peer Pressure</td>
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<td>- Partner Discussion</td>
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<td>5 Minutes</td>
<td>III. Why do people give in to peer pressure?</td>
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<td>- Group Discussion of skills, on board</td>
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<td>7 Minutes</td>
<td>IV. Coping with Peer Pressure</td>
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<td>A. Who can help?</td>
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<td>B. Resistance Skills</td>
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-Group Discussion of skills, on board
C. Decision Making Model 20 Minutes
-Activity (Who’s fault is it?)
-Group work for proper decision related to activity

4. Closure 3 Minutes

Closure: Nice job today class; make sure that you get your worksheets in to me by tomorrow if you did not finish. Today we did a lot with peer pressure and I hope that you learned a few more resistance skills today that you could use in your every day life. Next class period we are going to go into some of the characteristics of communication skills so that it will be easier to resist all that peer pressure, remember worksheets are due tomorrow and have great evening.

Assessment of Objectives: Students will be given and in class worksheet that they are to complete and turn in by no later than the next class period, they will also get on a scale of 1 to 3 participation points for the day.

List of Materials:
✓ Enough copies of story for entire class
✓ Work sheet on peer pressure and decision making

NOTES
A. “When your peers try to influence how you act to get you to do something” (Kids health, 2004, online).
B. “When it is good, you are a member of the crowd; when it is bad, you are part of a mob” (Q&A, unknown, online).
C. Positives (Merki, & Merki, 2003, 305) ON BOARD
   1. Examples set by someone your age.
   2. Influencing peers to take part in a positive act.
   3. Provide examples of what not to do.
   4. Influence to behave in positive ways (Meeks, Heit, & Page, 2005, 396)
D. Negatives (Merki, & Merki, 2003, 305) ON BOARD
   1. Unhealthy influences
   2. Shoplift
   3. Cut class
   4. Use drugs or alcohol
   5. Manipulation
      a. A sneaky or dishonest way to control or influence others.
E. Why do people give in to “peer pressure” (Kids health, online)? ON BOARD
   1. Want to be liked or fit in.
   2. Worry about what others will think of them.
   3. Curious to try something new.
   4. The idea that “everyone is doing it” (Kids health, online).
F. Coping with peer pressure
   1. Who can help with peer pressure? ON BOARD
      a. Parents
      b. Teachers
      c. Friends
d. Counselors
e. Coaches
f. Ourselves

2. “Resistance skills are skills are used to say no to an action or to leave a situation” (Meeks, Heit, & Page, 2005, p. 131).
   a. **How to use resistance skills** (Meeks, Heit, & Page, 2005, p. 131). **ON BOARD**
      1) Say no with confidence.
      2) Give reasons for saying no.
      3) Repeat your no response several times.
      4) Use nonverbal to match verbal behavior.
      5) Avoid situations in which there will be pressure to make wrong decisions.
      6) Avoid people who make wrong decisions.
      7) Resist pressure to engage in illegal behavior

3. **Use Decision Making Model** (Marzano, 1992)
   a. Step 1- Identify the decision to be made and state as a question.
   b. Step 2- Identify and describe options/choices.
   c. Step 3- Identify criteria for making decisions. (Values, Family)
   d. Step 4- Weigh each option/choice against criteria.
   e. Step 5- Make decision and explain reasoning.
Activity Plan

Content area: Peer Pressure
Health Literacy: Effective Communication
Critical thinking

Grade Level: 10th grade
Activity Title: Who’s Fault is it?
Infusion: Yes
Inclusion: Yes

Objectives for Activity: By the end of this activity the students will be able to list 4 factors that influence peer pressure, explain 2 reasons why people allow themselves to be pressured and explain and discuss the steps of the decision making model as evidence by an in class worksheet.

Material Needed: Copies for entire class of the story “It’s party time” and follow up worksheet.
Time Allowed: 20-25 Minutes

Descriptions and Directions for Activity:

Directions:
- The class will divide into small from of 3 to 4 people.
- They will all receive a copy of the story “It’s Party Time” and will read it out loud. Everyone can read or on person but make sure to follow alone.
- There are six characters in the story that need to be ranked for the responsibility of Maria smoking marijuana.
- After they have all come to an agreement, one person from each group will come to the board and put their decisions on the board.
- Discuss why they ranked people where they did and peer pressure.
- Go through some of the discussion questions.
- Have groups go back to work, they will go through the decision making model to see what Maria really should have done in the situation.

Discussion Questions
- What were the main factors from the story that influenced your group’s rankings?
- What resistance skills could Maria have used to say “no”?
- What decisions did Maria make throughout the night that led her to using drugs?
- Does anyone have a situation that they would like to share were they felt like they couldn’t say “no” and were pressured into doing something that didn’t want to do?
- How about situations were you were positively pressured?

IT'S PARTY TIME

Directions: As a group you will read this story out loud. One person can read it or you can take turns but make sure to follow along. There are six characters in the story. At the end of the story you are to determine who is the least responsible for Maria smoking a joint and who is the most responsible. On a scale, 1 would be the most responsible and 6 would be the least responsible. We will discuss as a class the results. Following the discussion you will go through the decision making model we use as a class to figure out what Maria should have done in her situation.

Mark is sitting at his desk rolling marijuana joints. He plans on selling them at a big party he is having. His mom is going out of town for the weekend and since his parents are divorced, he will have the house to himself. Ever since the divorce, money has been tight and Mark has found that selling pot is an easy way to make the money he needs for college. He is a senior and wants to attend the local university in the fall.

Unfortunately, Mark’s bedroom door is slightly open and when his mom sticks her head in to say good-bye she spots the marijuana in front of him. She tells him to get rid of that stuff immediately. She doesn’t want it in the house and tells him that it is dangerous and will fry his brain like an egg. Mark assures her that he will get rid of it and tells her not to worry because he never uses that stuff, he just sells it.

That night Maria came to the party with Hector and a couple of girl friends, Shelly and Nicole. After they have been there about an hour, someone shouts “The keg’s here!” and there is a mad rush for the kitchen. Maria doesn’t drink. She thinks it tastes awful. As a matter of fact, she didn’t even know that there was going to be booze at the party. Besides, her parents have said they would kill her if they ever catch her drinking or using drugs. However, Shelly and Nicole like to get a buzz so they keep after Maria to have at least one beer. Maria would like to go home, but Hector is so drunk he can’t drive and she doesn’t dare call her parents for they fear they will find out she was at a beer bust.

Around midnight, Mark brings out the marijuana joints and offers them for sale around the room. Maria’s friends pressure her to join them. To pressure her they ask, “What’s the matter, are you too good for us?” “Come on, you wouldn’t drink so the least you can do is join us in a smoke!” and “A real friend would give it a try!” Finally Maria gives in and goes with them out to the back porch where it is quieter. Just as Maria takes the joint and inhales, a spot light shines on the porch and they hear “Stand right where you are. This is the police and you are under arrest!”

Please rank the individuals in this story from the person most responsible (1) for Maria having smoked the joint to the person least responsible (6). Be ready to give reasoning.

Mark _______ Shelly and Nicole ________
Mark’s Mom _______ Hector _______
Maria _______ Maria’s Parents ____

Decision Making Model
Step 1- Identify the decision to be made and state as a question.
Step 2- Identify and describe options/choices.
Step 3- Identify criteria for making decisions. (Values, Family)
Step 4- Weigh each option/choice against criteria.
Step 5- Make decision and explain reasoning.
List 4 factors that influence peer pressure.
1.
2.
3.
4.

Explain 2 reasons why people allow themselves to be pressured.
1.
2.

Please go through the Decision Making Model in regards to Maria and what she could have done to avoid the peer pressure.
Step 1:

Step 2:

Step 3:

Step 4:

Step 5: