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?

___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
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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.
<table>
<thead>
<tr>
<th>EASIER</th>
<th>HARDER</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>EFFECTIVE</td>
<td>INEFFECTIVE</td>
</tr>
</tbody>
</table>
# REFUSALS OBSERVER CHECKLIST

## ROLE PLAY #

<table>
<thead>
<tr>
<th>BEHAVIOR</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Said “NO”</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Body Language Said “NO” (if applicable)</td>
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<tr>
<td>Repeated Refusal</td>
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<tr>
<td>Suggested Alternative</td>
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</table>
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:

<table>
<thead>
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**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.

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