



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"> ● Have the student define what peer pressure is in their packet <ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> ○ 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? <ul style="list-style-type: none"> ○ What situations does it occur in? Who does it? ○ How often does it happen? 	<p>Essential Questions:</p> <p>What is the definition of peer pressure?</p>
<p>Step 2</p>	<ul style="list-style-type: none"> ● Show the students the two types of peer pressure in the slides <ul style="list-style-type: none"> ○ Have them come up with 3 examples for each one ○ Discuss their examples as a class 	<p>Essential Questions:</p> <p>Can peer pressure be positive?</p>
<p>Step 3</p>	<ul style="list-style-type: none"> ● Show the youtube video in the slides about “Weed and Peer Pressure” <ul style="list-style-type: none"> ○ Discuss as a class 	<p>https://www.youtube.com/watch?v=GCpEaLSIP5I</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"> ● Have the students complete the “peersuasion” worksheet in their packet ● Go through the discussion questions in the slides with the students as a class <ul style="list-style-type: none"> ○ Discuss the students answers 	<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"> ● Have the students get into 5 even groups by numbering them off by 5 <ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> ○ The students should fill these in on the "Top 5 Influences" page in their packet 	Essential Questions: What are the top influences on teens for drugs and alcohol?
Step 6	<ul style="list-style-type: none"> ● 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 <ul style="list-style-type: none"> ○ Once they have written their answers in their "Saying 'No'" worksheet, go over the answers in the slides 	Essential Questions: What makes it easier/harder to say no?
Step 7	<ul style="list-style-type: none"> ● 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"> ○ Once they have written their answers in their "Saying 'No'" worksheet, go over the answers in the slides 	What makes a refusal effective or ineffective?
Step 8	<ul style="list-style-type: none"> ● Introduce the 7 refusal skills to the class using the slides <ul style="list-style-type: none"> ○ Have the students open their 	

	<p>packet to the “refusals observer checklist” page</p> <ul style="list-style-type: none"> • The students will complete this page as the class goes through the mock scenarios together 	
Step 9	<ul style="list-style-type: none"> • Have the students complete the “Let’s Practice” worksheet in their packet <ul style="list-style-type: none"> ○ 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>