Grade 10 Sample Lesson Plan:  
Unit 2 – Under Pressure

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.

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

- Have the student define what peer pressure is in their packet.
  - 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.
  - Show the Peer Pressure pun in the slides.
- Have the students fill in their packets what comes to mind when they think of peer pressure?
  - What situations does it occur in? Who does it?
  - How often does it happen?
- Show the students the two types of peer pressure in the slides.
  - Have them come up with 3 examples for each one.
  - Discuss their examples as a class.
- Show the youtube video in the slides about “Weed and Peer Pressure”
o Discuss as a class
  • Have the students complete the “peersuasion” worksheet in their packet
  • Go through the discussion questions in the slides with the students as a class
    o Discuss the students answers that they had
  • Have the students get into 5 even groups by numbering them off by 5
    o Each group comes up with their top 5 influences for teen’s for drugs and alcohol
    o 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
    o The students should fill these in on the “Top 5 Influences” page in their packet
  • 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
    o Once they have written their answers in their “Saying ‘No’” worksheet, go over the answers in the slides
  • Have the students come up with what makes a refusal effective/ineffective. They may discuss this in their 5 groups
    o Once they have written their answers in their “Saying ‘No’” worksheet, go over the answers in the slides
  • Introduce the 7 refusal skills to the class using the slides
    o Have the students open their packet to the “refusals observer checklist” page
  • The students will complete this page as
  • the class goes through the mock scenarios together
  • Have the students complete the “Let’s Practice” worksheet in their packet
    o Once they complete the page, they will read their responses on the worksheet to their group members.
    o The other group members will fill out the chart on the following page in the packet as they listen to their group members’ scenarios
    o The students will also complete the two reflection questions below the chart
    o 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

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