



Grade 9 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 Pear 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”

- 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
 - Discuss the students answers that they had
- Have the students get into 5 even groups by numbering them off by 5
 - 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
 - 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
 - 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
 - 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
 - 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
 - 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>

Handout

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