

ESSENTIAL STANDARD

8.ATOD.3 - Apply risk reduction behaviors to protect self and others from alcohol, tobacco, and other drug use.

CLARIFYING OBJECTIVE

- ✿ 8.ATOD.3.3 Use advocacy skills to promote the avoidance of alcohol, tobacco, and drugs by others.



REVIEW:

- ☞ Option 1
- ☞ Distribute the worksheet What Is Cool?
- ☞ Share a few of your responses when complete.



What Is Cool?

Cool	Name	How I decided it was cool:
TV Show		
Movie		
Song/ Band		
Sport		
Activity		
Food		
Place to Hangout		
Shoes/ Clothes		
Store		



ASK THE FOLLOWING QUESTIONS:

- ❧ *How do you know what is cool? Are your friends responsible for that? Who else tells you what is cool?*
- ❧ *What is peer pressure?*
- ❧ *Does peer pressure exist in this classroom or school? What are some examples?*
- ❧ *How do teens pressure each other (start rumors, gang up on each other, laugh at others, convince each other to smoke or to have sex)?*
- ❧ *Can peer pressure be good? How?*



STATEMENT OF OBJECTIVES:

- *Today we are going to discuss peer pressure and how you can use it positively. By the end of today's lesson, you will be able to persuade others not to use drugs and alcohol.*



FOCUS:

- ☛ Heads down, thumbs up
- ☛ You are going to read a statement while their heads are down on their desks. If you agree, you will put your thumbs up. If you disagree, you will turn their hand into a thumbs down position. There is no in-between and you must make their signals clear. You also must keep your hands in their chosen positions until I say to put them down so that you can get an accurate count. Have them practice a few times.



READ THE FOLLOWING STATEMENTS AND TALLY THE NUMBER OF AGREE/DISAGREE HANDS FOR EACH.

- ☞ *It is okay for people my age to smile at each other.*
- ☞ *It is okay for people my age to kiss on the lips.*
- ☞ *It is okay for people my age to stay out late at night.*
- ☞ *It is okay for people my age to watch R-rated movies.*
- ☞ *It is okay for people my age to experiment with drugs.*
- ☞ *It is okay for people my age to go on dates.*



- ☞ Do it again, but this time stand up if you agree and stay seated if you disagree with each statement.
- ☞ Read the statements from above and tally each response.
- ☞ *We have just demonstrated peer pressure in this classroom. People's answers changed when we did it the second time because their peers were watching.* Read the statements and tallies that changed.



TEACHER INPUT:

- ☝ *Sometimes we make a good choice about a health behavior, but we have friends who might not make the same decision. We wish we could help friends make decisions that are positive and healthful but we know that we cannot force them*
- ☝ Display transparency Healthful Living Education Skills (Appendix 3) and discuss each of the four skills, offering examples in relation to positive peer pressure. Refer to Standard Course of Study Introductory Pages for expanded version of the Healthful Living Education Skills.



Healthful Living Education Skills

(A.K.A., National Health Education Standards)

1. Students will comprehend concepts related to health promotion and disease prevention.
2. Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
3. Students will demonstrate the ability to access valid information and products and services to enhance health.
4. Students will demonstrate the ability to use interpersonal communication skills to enhance health.
5. Students will demonstrate the ability to use decision-making skills to enhance health.
6. Students will demonstrate the ability to use goal-setting skills to enhance health.
7. Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
8. Students will demonstrate the ability to advocate for personal, family, and community health.



- ... Social norms give us confidence in our behavior.
- ... We know that we belong when our actions are in accordance with accepted practices.
- ... Others' influence on our actions is peer pressure.
- ... Are there any examples of peer pressure in this classroom today?
 - ☛ [Yes – hairstyles, choice of clothing, choice of book bag, or choice of shoes.]
- ... Many people think that peer pressure is negative. Why?
 - ☛ [Peers can pressure you to do something that is not safe or legal.]
- ... Negative peer pressure involves trying to get a person to do something harmful. It may involve threats, bribes, teasing, and name-calling. Is peer pressure ever positive?
 - ☛ [Yes – when peers pressure someone to make the right decision or encourage others not to participate in risky behaviors. Examples might include participation in a club or school organization, making good grades, being on time for class.]



☞ Peer pressure may be positive when it inspires a person to do something worthwhile. Positive peer pressure uses encouraging words and expressions. Imagine that a five year old wants to touch a hot stove. What is the most effective way to prevent that child from touching the stove?

... [Explain to the child in a non-threatening voice the harmful consequences of touching the stove and how you operate around the stove to avoid getting burned.]

☞ How might we use positive peer pressure to encourage someone not to be involved in substance abuse?

... [Use a calm and reassuring voice and explain the harmful effects of drug use and offer tips or advice for avoiding a situations in which they might be offered drugs and advice on how to refuse drugs if offered.]

☞ Friends are often sounding boards to test out ideas and standards. What advice can you offer a friend who is thinking about using drugs? List their responses on the board in phrases or sentences that might be used in conversations with friends.



GUIDED PRACTICE:

☞ Before class begins:

... Divide a piece of paper into 3 parts and write...

☞ “If I thought my friend was using alcohol, I would...”

☞ “If I thought my friend was using tobacco, I would...”

☞ “If I thought my friend was using marijuana, I would...”

... On the board write the categories and have the students share their answers.

☞ Post graffiti boards around various locations in the classroom.

☞ Distribute at least 3 Post It notes to each student.

☞ Instruct the students to write a response for each graffiti board and post their responses on the appropriate board.

☞ Divide the class into 3 groups.

☞ Assign a graffiti board to each group and ask the groups to discuss the possible solutions suggested on the Post It notes.

☞ Each group is to examine all solutions and choose the five most effective solutions and be prepared to explain and defend their reasoning.

☞ Each group will share their top five with the class and discuss.

☞ Allow students to ask questions and for the groups to respond.



GUIDED PRACTICE:

- ✿ *In this activity, we will have the opportunity to encourage a friend to avoid using harmful or illegal substances. We will ask our friend to practice a skill that is protective against the risks of drug use.*



- ☛ Place students in eight groups to plan responses to role-play scenarios. Each is based on using one of the Healthful Living Education Skills for Prevention: comprehending concepts, analyzing influences, accessing information/products/services, using communication skills, using decision-making skills, using goal-setting skills, practicing health enhancing behaviors, and advocating for personal/family/community health.
- ☛ Cut apart and distribute the four scenarios from We Got Skills! (Appendix 4), providing one skill card to each group. Ask one student to read the scenario and another to take notes on their classmates' suggestions about ways to encourage a friend or loved one to avoid illegal substances. Ask the group to select the participants in the role-play. Set a limit of ten minutes for planning.
- ☛ Ask for role-play scenarios to be performed and have non-participants complete the Observer Check Sheet (Appendix 5).
- ☛ After each role-play is performed, ask students to share how and why the positive peer pressure was effective and suggestions on how the skill demonstrated could be helpful in real life. Use this opportunity to reinforce that one needs skills to avoid risks and negative peer pressure.



We Got Skills!

<p>Understanding Content & Concepts</p> <p>A teammate believes spit tobacco is a safe alternative to smoking. You have learned accurate information about snuff and chewing tobacco in Healthful Living class. <i>What information will you share to correct his misinformation?</i></p>	<p>Understanding Influences</p> <p>Your friend believes he thinks for himself. You know the friend is easily influenced by what is seen on TV and in the movies. Both sources of media make drunkenness look funny and fun. <i>What can you say to encourage more responsible behavior?</i></p>
<p>Assessing Valid Information</p> <p>You and a classmate have been assigned to complete a report on generic medicines for Health class. <i>What sources of information would you and your partner use to be certain your report was accurate?</i></p>	<p>Healthy Communication</p> <p>You have learned assertive refusal to use illegal substances by practicing in Healthful Living class. Your friend has trouble saying "no." His cousin has dared him to "drink his age." <i>How can you help him respond to negative pressure to drink alcohol?</i></p>
<p>Decision-Making Skills</p> <p>Your friend has been stealing and using prescription medicines from her parents' bathroom cabinet. She may already be dependent on them. She knows she needs help but is scared to tell anyone. <i>Help her decide who can help and how to ask so she is taken seriously.</i></p>	<p>Goal-Setting Skills</p> <p>You have been smoking since the sixth grade. You and your best friend decide you want to quit, but have learned how difficult it is to overcome the addiction to nicotine. <i>How would you set goals together for quitting and staying quit of tobacco products?</i></p>
<p>Practicing Health-Enhancing Behaviors</p> <p>You and a buddy decide you want to lose weight and get "buff." He thinks he will try steroids to build his muscles. <i>What are health-enhancing behaviors you can try to accomplish the same goal with no risks and how can you encourage him to follow your example?</i></p>	<p>Advocating for Personal, Family, Community Health</p> <p>A good friend is straddling the fence between her friends who experiment with marijuana and you and others who stay away from illegal substances. She's planning to go to a party with no adult chaperones this weekend. <i>Demonstrate positive peer pressure to help your friend make a decision to stay drug-free by staying away from the party.</i></p>



INDEPENDENT PRACTICE:

- ✿ List activities they could do to discourage drug use.
- ✿ Make a list of ways peer pressure is positive in their lives.
 - ... (Examples could include sports teams, religion, or making good grades.)
- ✿ Evaluate whether their peer group is positive or negative.



INDEPENDENT PRACTICE:

- ✿ Design a storybook with illustrations demonstrating the powerful effects of positive peer pressure in resisting substance abuse. The story should describe a situation in which a character convinces a friend not to become involved in substance abuse.
 - ✿ Optional:
 - ... Offer to share these storybooks with the local elementary schools or ask for student volunteers to read these books to elementary classes (possibly earning service learning hours).



CLOSURE:

- ❧ *Many people think of peer pressure as always negative. Peer pressure, as we saw today, can be positive. We have the capacity to help others make the decision to stay away from harmful and illegal substances.*

