

ASCA National Model-Lesson Plan Template

TITLE: Resisting Peer Pressure

AUDIENCE: 9th grade (with option to use in 10th-12th grade Division classrooms)

OBJECTIVE: (1 min.): Students will examine personal values, identify ways to resist peer pressure, identify strategies to use in their own life.

MATERIALS /RESOURCES:

- Values handout
- Resisting Peer Pressure Strategies handout
- Chalk board/Whiteboard
- Chalk/ Markers

PRE TEST (5-7 min.)

Discussion Questions: Ask students to define “peer pressure”, when it occurs, and why it occurs.

POST TEST (5-7 min.)

- Students will identify five strategies for coping with peer pressure.
- Students will demonstrate personal rights by selecting these strategies based on their beliefs and personal boundaries.
- Discuss their strategies with the class.

ACTIVITY: Individual (15-20 min.)

- Establish the need: Discuss how peer pressure relates to anti-social behavior and that following it can lead to unhappiness, frustration, dissatisfaction and cause a decrease in self-respect. Giving into peer pressure can cause many problems academically, socially, legally, physically, and emotionally.
- Have students rank values on handout. Discuss did students rank values based on actual values or ideal values. Discuss why this may vary.
- Read the following scenario:
John lives with his mother and little sister in a small town. He likes to play basketball and hopes to be on the varsity team at school. He is well liked but only has a few close friends. Some of his acquaintances invite him to a party where there will be alcohol and drugs. He decides to go but tells himself he won't do anything stupid. When he arrives, he notices that none of his close friends are there. The boy that invited John welcomes John as he walks in and hands him a beer.
- Discuss what John should do. List the consequences of his possible actions.
- Have the students create at least five ways that John could resist the peer pressure.
- Discuss Resisting Peer Pressure Strategies handout and add other ideas generated by students.
- Ask students to identify five strategies they have used and could use in the future. Role play those scenarios (if time allows).

INFORMATION / COMMENTS / FOLLOW-UP: (reminders, differentiation ideas or expansion of lesson)

AMERICAN SCHOOL COUNSELING ASSOCIATION (ASCA) STANDARDS

ACADEMIC DOMAIN:

- A:A2.3 Use communications skills to know when and how to ask for help when needed
- A:A3.1 Take responsibility for their actions
- A:B1.4 Seek information and support from faculty, staff, family and peers

CAREER DOMAIN:

- C:C2.2 Learn how to use conflict management skills with peers and adults

PERSONAL/ SOCIAL DOMAIN:

- PS:A1.2 Identify values, attitudes and beliefs
- PS:A1.5 Identify and express feelings
- PS:A1.10 Identify personal strengths and assets
- PS:B1.1 Use a decision-making and problem-solving model
- PS:B1.2 Understand consequences of decisions and choices
- PS:B1.3 Identify alternative solutions to a problem
- PS:B1.4 Develop effective coping skills for dealing with problems
- PS:B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions
- PS:B1.6 Know how to apply conflict resolution skills
- PS:B1.8 Know when peer pressure is influencing a decision
- PS:C1.9 Learn how to cope with peer pressure

ILLINOIS ACADEMIC STATE STANDARDS

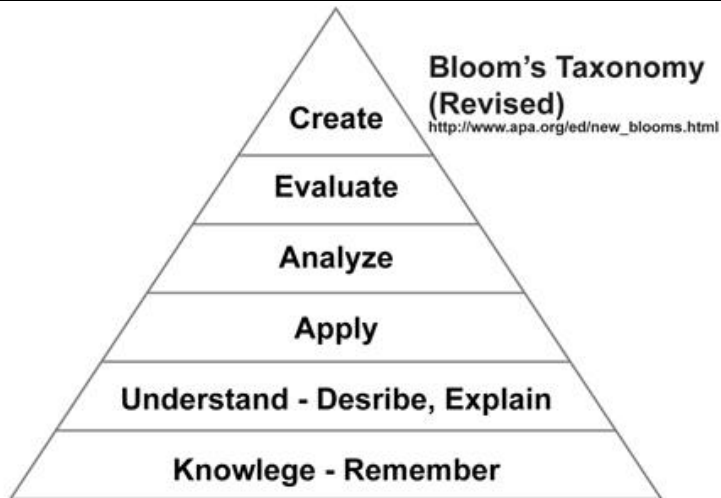
Social Emotional:

- 2A.4b. Use conversation skills to understand others' feelings and perspectives.
- 2C.4a. Evaluate the effects of requesting support from and providing support to others.
- 2D.4b. Analyze how conflict-resolution skills contribute to work within a group.
- 3A.4a. Demonstrate personal responsibility in making ethical decisions.
- 3A.4b. Evaluate how social norms and the expectations of authority influence personal decisions and actions.
- 3B.4a. Evaluate personal abilities to gather information, generate alternatives, and anticipate the consequences of decisions.

Spoken Language:

- CC.9-10.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- CC.9-10.SL.1.c Comprehension and Collaboration: Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

HOW DID THE STUDENT CHANGE AS A RESULT OF THIS LESSON?



Based on an APA adaptation of Anderson, LW & Krathwohl, DR (Eds.) (2001)

SWBAT= Students Will Be Able To

SWBAT: KNOWLEDGE/REMEMBER- The students will obtain strategies in which they can resist peer pressure.

SWBAT: DESCRIBE/EXPLAIN- The students will be able to explain why the peer pressure situation could negatively affect someone given the situation.

SWBAT: ANALYZING- The students will know how certain peer pressure situations can directly affect them.

SWBAT: CREATING- The students will be able to handle a peer pressure situation when the situation occurs and know how to avoid potentially negative interactions with peers.

EVALUATION DATA

Process Data: Students will turn in assignment about college research.

Perception Data: Students will begin to research colleges independently

Results Data: Students will come to career counseling sessions more prepared because they have already completed college research.

Personal Values

Rank the following values with 1 being the lowest and 12 being the highest.

Be a good friend. _____

Be a leader. _____

Have self-respect. _____

Be healthy. _____

Do what is right. _____

Have nice clothes. _____

Drive a nice car. _____

Get a job. _____

Have a good relationship with family and significant other. _____

Have nice/ supportive friends. _____

Being honest. _____

Good communication skills. _____

Who do you want to be?

What is important to you?

Your behavior shows others who you are!

Resisting Peer Pressure Strategies

1. Just say no. (Practice ways of saying no).
2. Walk away from the situation.
3. Evaluate the consequences of your possible actions.
4. Find a friend.
5. Find an adult that you trust.
6. Think about what you believe in.
7. Go through the decision making process.
8. Do what is best for you.
9. Follow through with your decision.
10. Positive self-talk.

Add your own ideas:

- 11.
- 12.
- 13.
- 14.
- 15.