

#### Master Teacher

Lynette Eason

#### Time Allotment

Four 50-minute class periods

#### Overview

Today's students seem to face an overabundance of pressure in their lives. To be accepted, liked, a part of the group is so important to students. It is imperative for students to feel like they fit in. Unfortunately, some teens feel like they have to give into the wrong kind of peer pressure in order to gain that acceptance.

Students need to understand that peer pressure doesn't always have to be a negative influence. They need to understand that if they want to do so, they can be the kind of person who is a positive influence on their peers.

#### Differentiation of Instruction

This lesson was written for 6-8<sup>th</sup> grade emotionally handicapped/behaviorally disabled students, but can be used by guidance counselors or teachers of any 6-8<sup>th</sup> grade students. The video used in this lesson is available in closed-captioned for the hearing-impaired.

Activities for this lesson are based on guidelines from SC Curriculum Standards Implementation Guide, Chapter Four, pages 7-8, 19. Differentiation of Instruction (<http://www.myscschools.com/offices/cso/SIG/k5.htm>) modifications for special needs students are included in the lesson plan. The modifications support the achievement of the selected standards.

#### Subject Matter

Health/Behavior Modification

#### Learning Objectives

Students will be able to:

- ✍ Listen and respond to a video selection titled "Thanks, but No Thanks" (Peer Pressure).
- ✍ Pick out vocabulary they don't understand in the video. Some words may include, but are not limited to: shoplift; peer pressure; decision; choice; stealing; lying; honesty; self-esteem.
- ✍ Work with a group to write a skit about positive solutions to peer pressure.
- ✍ Learn to use a camcorder to record the skits in order to keep them in the school library to be available for other classes.
- ✍ Use magazines or clipart to find pictures of things to do that are positive ways of influencing their peers and make a collage out of the pictures.

#### South Carolina Standards

(These Standards are available online at [http://www.myscschools.com/Offices/CSO/health\\_safety/standards/index.htm](http://www.myscschools.com/Offices/CSO/health_safety/standards/index.htm).)

#### Health III

Mental Health Standard 6 Grade 6-8

Use an age-appropriate decision-making process with positive mental health issues and problems, both individually and collaboratively.

#### Media Components

##### Video

*Your Choice...Our Chance*, Lesson 5: "Thanks, But No Thanks" (Peer Pressure). This video focuses on what to do when you find out your friend is shoplifting, or

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drinking, or doing something that you don't want to do—but are pressured by this friend into doing it.

## Web Sites

*P.U.R.E.—Helping Teens in Trouble, Parents Universal Resource Experts* ([http://www.HelpYourTeens.com/peer\\_pressure.html?source=overture](http://www.HelpYourTeens.com/peer_pressure.html?source=overture)). This Web site addresses the need for teens to fit in with their peers and what to do when peer pressure leads to “Good Teens Making Bad Choices,” which is very common today. It is part of peer pressure and the need to fit in with others.

*Putting it all together—Peer Pressure* (<http://www.4girls.gov/together/pressure.htm?src=ng>). This Web site addresses the question: “Have you ever been in a situation where a friend or a classmate wanted you to do something that made you feel uncomfortable, confused, or that you thought was wrong?” It describes why it is important to know yourself and remain true to yourself.

## Materials

### Per group of four students:

pencil and paper  
glue  
poster board  
magazines  
clip art from a computer  
Word Processing program  
chart paper and marking tool

## Equipment

television and VCR with remote control  
computers

(**Note to Teacher:** A large screen projection device connected to the VCR or computer may be used for visually-impaired students)

## Adapting NTTI Strategies for Deaf/Hard of Hearing and/or Visually-Impaired Students

### Adapting Video

- ✎ Closed captioned and total communication for deaf students
  - Interpret (sign) closed-captioned video to provide total communication for deaf students.
    - Use visual communication to enhance understanding of the video scenes for students not reading at the vocabulary level of the captions.
    - Signing over narration helps students focus when an emphasis on certain information is needed.
- ✎ PAUSE strategy and closed captioned
  - When using closed captioned, pausing the video can cause the loss of 1-3 sentences of closed captioned as the pause is released and the video begins to play at the pause point. Suggestions for modifying the PAUSE strategy:
  - The teacher may need to rewind after the pause and then begin to play the video.
  - Play closed captioned in longer segments and provide a video guide sheet with the **Focus for Media Interaction**.
  - Play the video segments through from the beginning point to the ending point. The **Focus for Media Interaction** would be given at the beginning. Tell the students that they will watch the entire segment, and then watch it again, pausing for them to answer the focus task for each segment. Tell them some of the

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captioning is lost at pause points, read carefully the first time.

## ✎ Non-captioned video

- Prepare to interpret (sign) the video for deaf students.
- Arrange for a qualified interpreter to sign the video. Plan the lesson in advance to allow time for this arrangement.

## ✎ Screen size for visually-impaired students

- Use a projection device with the VCR to project the video to a large screen.
- Allow students to sit close to TV or large screen.
- Determine how the students can touch the TV screen, if not by hand, then with a pointer (yardstick). Provide an opportunity for the visually-impaired student to touch or trace images if touch would enhance the learning.

## Adapting Web Sites

### ✎ Web sites with audio

- Provide an interpreter for each hearing-impaired student.
- Use with small groups with teacher interpreting and guiding the activity.
- Direct students to alternate text files for the video/audio if available.

### ✎ Screen size for visually-impaired students

- Use a projection device with the computer to project to a large screen.
- Allow students to sit close to computer screen or projector screen.
- Determine how the students can touch the screen, if not by hand, then with a pointer (yardstick).

Provide an opportunity for the visually-impaired student to touch or trace images if touch would enhance the learning.

### ✎ Web sites with total communication for the blind

- Use sites encoded with Braille.
- Use sites with audio.
- Use sites that are easily read by text reader software. (Page is formatted from left to right allowing tab or arrow keys to move the reader through the text and images. Images have alternate text that identifies the image in relation to the text on the page.)

## Prep for Teachers

### ✎ Preview and cue video.

### ✎ Preview and bookmark Web sites.

### ✎ Gather materials for students and make copies of Activity Sheet 1 for each student.

### ✎ When using media, provide students with a **Focus for Media Interaction**, a specific task to complete and /or information to identify during or after viewing of video segments, Web sites, or other multimedia elements.

## Introductory Activity

### Day 1

**Step 1:** Set up the room to look something like a store with some costume jewelry, snacks, drinks, a couple of different outfits, etc. Have a fellow teacher or guidance counselor come to the classroom to help you out with a short skit.

Have fellow teacher wear an overcoat, but nothing too obvious. Begin the skit by talking about how your parents never have

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any money to buy you anything. Grumble and complain a lot. The other teacher should say something like, “Come on, I’ll show you how to get anything you want.”

Have the other teacher slyly look around, then slip something in his pocket or under his coat. You whisper (but loud enough for the class to hear), “Wait a minute that’s stealing!” The other teacher looks at you like you are a major loser and rolls his eyes as he opens the door to the classroom to leave.

Have the School Resource Officer waiting outside the door to “arrest” the shoplifting teacher.

**Step 2:** Brainstorm with the students to create two lists with the titles: “Problems” and “Solutions” Have the students tell you their observations about the incident and write what they say on the board. Ask them how they would have responded to the other teacher if that teacher had been one of their friends trying to pressure them into shoplifting.

**Step 3:** Have students underline words in the list that they cannot read, spell or do not know the definitions. Have the students define the vocabulary in their own terms and write the word and definition on the board. (Responsibility, shoplifting, choice, chance, decision, etc.)

### Learning Activities

**Step 1:** Explain to your students that they will be watching clips of a video to help them determine some instances of what they perceive as peer pressure.

Tell the students that we are going to look at several clips from “Thanks, But No Thanks” (Peer Pressure). CUE the video to the picture of the two girls waiting outside of

the movie theater and “Hazard Valley” is on the marquee. The audio is background music. Press PLAY. STOP the video after the boys have agreed to meet the girls in 20 minutes. Kevin in the yellow shirt is the last boy to leave. The other boys are calling his name, “Kevin.” Put the students into groups of two.

To provide students with a **Focus for Media Interaction**, ask partner #1 to watch for the student/s who are doing the negative peer pressure in the video. Ask partner #2 to identify the students who are influenced by the peer pressure.

**Step 2:** Divide the students into groups of “negative peer” and “influenced peers.” Each group compiles one list of behaviors. Have a recorder for each group list the negative peer pressure behaviors on a piece of chart paper. Hang the list when finished.

*(Sample behaviors of negative peer: leaving the movie theater and going to the mall; Michelle talking about how uncool the clothes the girls picked out are; Michelle making the decision where and when to meet.)*

*(Sample behaviors of influenced peers: going along with all of Michelle’s suggestions.)*

**Step 3:** Tell the students that they will watch another clip of the video. Press PLAY at the pause point. To provide students with a **Focus for Media Interaction**, ask partner #1 to watch for the student/s who are doing the negative peer pressure in the video. Ask partner #2 to identify the students who are influenced by the peer pressure. PAUSE the video when the group is on the escalator and you hear, “You say he is your older brother.”

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Divide the students into groups of “negative peer” and “influenced peers,” again. Each group compiles one list of behaviors. Have a recorder for each group list the negative peer pressure behaviors on a piece of chart paper. Hang the list when finished.

**Step 4:** Tell the students that they will watch another clip of the video. Press PLAY at the pause point. PAUSE the video where Michelle reaches into her purse. Be sure to PAUSE it BEFORE she pulls her hand out. Provide students with a **Focus for Media Interaction** by asking them to PREDICT what is going to happen next. “What do you think Michelle is going to pull out of her bag?” Take note of the students’ responses, then press PLAY. STOP the tape after Lenora puts the earrings in her bag and says, “Thank You.” Were the students’ predictions correct? Facilitate a discussion of the following questions: What behaviors led to the prediction made? What was the peer pressure and how did the girl handle it?

**Step 5:** To provide students with a **Focus for Media Interaction**, say, “In the next segment, you will see students making right decisions and students making wrong decisions. Watch carefully so we can discuss the different decisions made by the different students. Continue to compile your positive and negative list.”

PLAY the video to the end of the segment where the students are at the beach and the program ends. Discuss the decisions made by the students in the video. (*i.e., Phil left to go home because his parents didn’t like him going to the beach. The two girls decided not to drink after all and so did Robert after they decided not to, etc.*)



**Step 6:** Divide the students into groups of “negative peer” and “influenced peers.” Each group compiles one list of behaviors.

Have a recorder for each group list the negative peer pressure behaviors on a piece of chart paper. Hang the list when finished.

**Step 7:** *Putting it all together—Peer Pressure* (<http://www.4girls.gov/together/pressure.htm?src=ng>) To provide students with a **Focus for Media Interaction**, direct the students to complete the activity individually. The activity consists of about three paragraphs to read and then four questions to be answered regarding how students view themselves and how they believe other people view them. This is a private activity not to be shared with the other students unless they choose to do so.

### Day 2

**Step 9:** Rotate the student groups between the following activities:

-  Have students work in groups and write a skit using positive ways students can deal with peer pressure.
-  The media specialist will teach each group how to use the camcorder to record students acting out a skit.

### Day 3

**Step 10:** Choose one group of students not involved in the skit to run the camcorder and record the skit performed. Have all groups rotate using the camcorder.

### Culminating Activity

**Step 1:** Have students design a collage of activities they can do to positively influence a peer and avoid giving into peer pressure themselves.

Materials needed are: pencil and paper, glue, poster board, magazines, and clip art from the computer.

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## Day 4

**Step 2:** Arrange for the students to perform the skits for other classes in the building.

Show the student videos as a part of a school news broadcast.

## Cross-Curricular Extensions

**Math:** Standard—I.A.1. Given a problem situation involving one population, collect, analyze, and interpret data.

**Step 1:** Arrange for the students to perform the skits for other classes.



**Step 2:** At the end of the skit, have the students in the skit pass out an anonymous survey (Activity Sheet 1). The survey will question:

- 1) How many of the other students have ever tried shoplifting or given in to some type of negative peer pressure.
- 2) If they know anyone who has ever shoplifted or given into some type of negative peer pressure.
- 3) If they know of a friend who might be in need of help due to his/her problem with shoplifting or some type of negative peer pressure.

**Step 3:** After the surveys are completed, have the students return to the classroom to tally the results. Make a chart on poster paper. (See Activity Sheet 1 for an example.) Make a heading for three columns: “yes” “no” “maybe” and tally the results.

**Step 4:** Find the percentage of “yes” answers, “no” answers and “maybe” answers in relation to the total number of students surveyed.

## Community Connections

-  Have the School Resource Officer (SRO) come to the classroom and tell stories of what he/she has seen when students are caught shoplifting or doing something illegal. Allow students to ask questions about actions and real life consequences.
-  Take a field trip to the local correctional institution to see what consequences of bad choices.

## Student Materials

Survey worksheet (See Activity Sheet 1.)

# Activity Sheet 1: Survey

**Students: Put a check in the box that most accurately answers each question.**

Questions	Yes	No	Maybe
Question #1  Have you ever tried shoplifting or given in to some type of negative peer pressure?			
Question #2  Do you know anyone who's ever tried shoplifting or given in to negative peer pressure before?			
Question #3  Do you know of a friend or relative who is in need of help because they shoplift or give in to some type of negative peer pressure?			