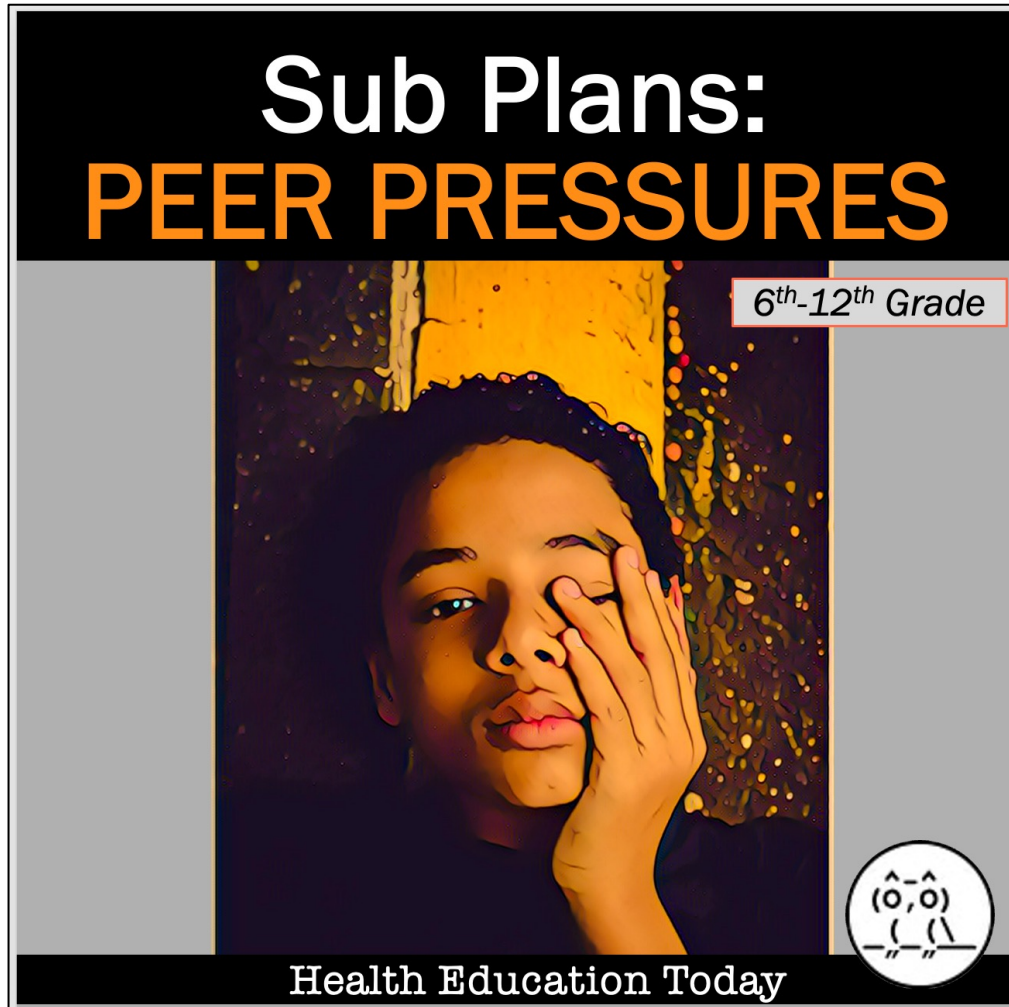


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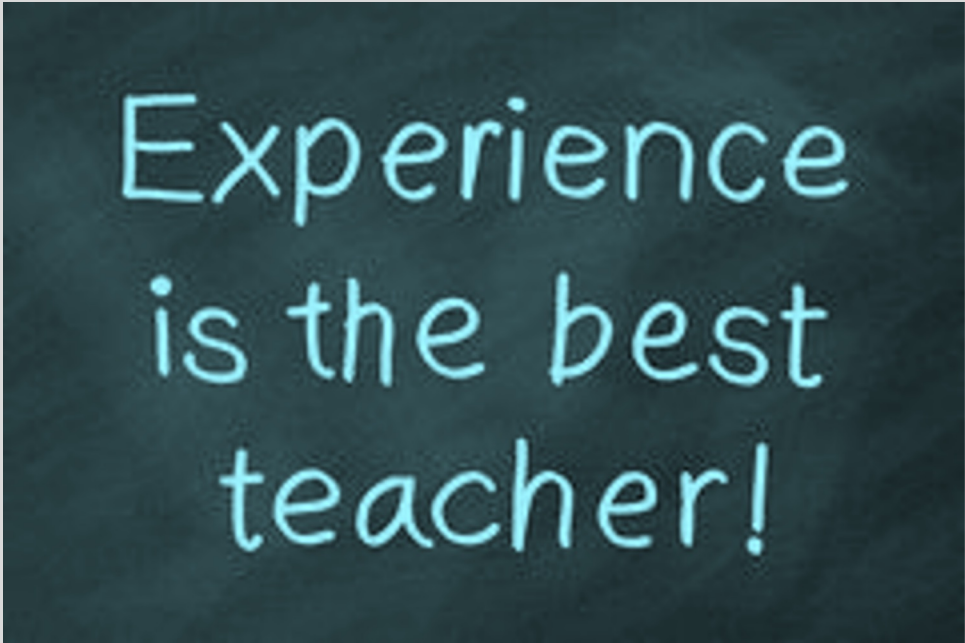
Health Education Today

**Peer Pressures
Sub Plans for
Middle and High
School**



This Program's Creator is a Qualified Teacher

◆ I am a **National Board Certified Teacher** with a **Master's of Education Degree** and I have many years **of experience** teaching Health.



Experience
is the best
teacher!

This Lesson Meets Educational Health Standards:

◆ It meets **2** Common Core Standards.

(For Technical Subjects 9/10 Grade level)



◆ It meets **5 of 8** Health Standards
detailed “Performance Indicators.”



The resource includes:

Peer Pressures Sub Plans	
Name	
 01Peer Pressure Sub Plans.docx	
 01Peer Pressure Sub Plans.pdf	
✓  02Docs to Print	
 Above the Influence Posters.docx	
 Above the Influence Posters.pdf	
 Student Directions.docx	
 Student Directions.pdf	
 Student Packet.docx	
 Student Packet.pdf	
 Substitute Directions.docx	
 Substitute Directions.pdf	
 03Optional Follow Up Activities.pptx	
 04ALL MIDD and HS STANDARDS.pdf	
 05Previews of Other Lessons.pdf	



Substitute's Directions Page:

Lesson Plans for Sub: Above the Influence of Peer Pressure

Meets: Nat. Health Standards 1, 2,4,5,7/ Common Core Reading 4, 7

Equipment Needed:

- Markers, colored pencils, crayons
- “Student Directions Page” (1 class set to re-use for each class)
- “Student Packet” (1 for each student to write on and turn in)
- “Above the Influence Posters.” (At least one for each student, but more is better so they have a choice of which one to choose)

-List any video you want to be shown while students are working on their “Above the Influence Posters”:

Set Up/Additional Teacher Directions:

- Seating Charts are:
- To Take Roll:
- Keys/Heat/Room Directions:

~Leave a substitute with plans that will positively impact the lives of the teens you teach~

The “Sub Plans” have step-by-step sub directions that are easy to follow.

Teacher Directions:

1. Hand each student a copy of the “Student Direction” they will NOT be writing on this. This lesson is for students—they will follow directions and do the work.

2. Hand out the “Student Packet” and tell students to write their name, period and date on these and that these will be turned in at the end of class. You should also tell them that they will NOT be writing answers on the surveys, but rather that they complete them.

3. Students will work on the “Student Packet,” taking notes on the “Student Direction Pages.”

4. Tell students that when they finish the “Student Packet,” they will create an “Above the Influence” poster and some markers. Besides the poster, students also need to write “assertiveness” on their poster. They will find these traits in the **STEP 6** of the packet. Students will spend the rest of the class working on their projects.

Optional: Here are a few motivating YouTube videos that students are working on their art projects.

1) This motivates students to believe in themselves! (14 min.) <https://www.youtube.com/watch?v=Cj2G...>



It's very easy to teach!



Docs are *Editable* in Word and PDF!

The “Sub Plans” includes a “**Student Directions**” doc where they guess typical “peer pressure lines:

Name: _____

Date: _____ Per: _____

STUDENT PACKET STEP 1+2

Guess the Top 10 Peer Pressures

Complete the sentence on each of the “Top 10 Pressure Lines,” then turn the page over to correct your answers and complete this assignment:

1. Everybody's _____.

2. We won't get _____.

3. No one will _____.



Next, students read some true stories about teens who gave into peer pressure with dire consequences:

Step 3	<u>After you have taken the Top 10 Peer Pressure Lines” and corrected your guesses,</u> read these true stories to see how following the crowd, and/or giving into peer pressure can hurt people: “Teen dies from drinking vodka at house party after friends drew on his face instead of dialing (911)” https://www.glasgowtimes.co.uk/news/15822597.jake-wheatcroft-family-16-year-old-died-drinking-bottle-vodka-blast-pals-took-sick-pics-lay-dying/ Jake Wheatcroft: Family of 16-year-old who died after drinking bottle of vodka blast pals who took sick pics as he lay dying. Jake Wheatcroft had been celebrating New Year's Eve at a friend's house when he collapsed after drinking a 700ml bottle of 40 per cent proof
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Students then take an “Assertiveness Survey,” set goals and do a follow-up art project:

C. Anonymous Assertiveness Survey Answer

<http://www.tgassociates.com/freetipsheets/HO-assertquiz.asp>

Almost Always - 5 Often - 4 Someti

- _____ 1. I can ask others to do things for me with
- _____ 2. When someone asks me to do something
- _____ 3. I am comfortable speaking in a group d
- _____ 4. I feel confident to express my honest op
- _____ 5. When I experience anger, frustration, o
- _____ 6. When I express anger, I d
- _____ 7. I am comfortable speaking
- _____ 8. If I disagree with the major



They can also watch any of the suggested videos on peer pressures!

Optional: Extend this topic when you return with more on being assertive!

Write how many "A's" you got ???

Write how many "B's" you got ???

Write how many "C's" you got ???



More than 2 A's = **PASSIVE**

More than 2 B's = **ASSERTIVE**

More than 2 C's = **AGGRESSIVE**

Being Assertive:

1. **Strong voice!**
2. **Good eye contact!**
3. **Assertively give some facts or laws as reasons**



Assertiveness Quiz **with Boxed **KEY****

Directions: Read the following scenarios outloud to your students.

1. Your boy/girlfriend tell you that he/she is really mad at you for not returning his/her calls. You realize that your mom never gave you the messages. You...

revenge

- a. Don't say anything about the messages to your mom
- b. Confront your mom and ask her if your boy/girlfriend ever called while you were out
- c. You get even by not giving your mom her next phone message

2. Your teacher gives you a "C" on a paper that you believe is at least a "B+" work. You...

- a. Go home and do nothing about it
- b. Ask the teacher to explain the grade since you were expecting a better grade
- c. Rip the paper up and tell your friends what a lousy teacher he or she is

name calling

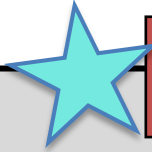
This Program is all About the Students...

- ◆ The program is classroom and “**kid-tested,**” teacher-approved, and full of real student examples and responses.
- ◆ It promotes **high student engagement and interaction!**
- ◆ This lesson **challenges and touches the lives of teens!**



~Leave a substitute with plans that will positively impact the lives of the teens you teach~

Buy it Today, Teach it Tomorrow!



Here is what makes this program unique!!

- ◆ This program features highly organized step-by-step teacher directions follow daily PowerPoints, and the directions tell you exactly to say!!
- ◆ **Documents are editable** and docs are included in both Word and PDF formats.





About the Author:

- ◆ I've been a certified K-12 Physical Education and Language Arts teacher for many years (19 of those years also include my Health certification). Over my teaching career I've taught all grade levels and a variety of subjects, including: Junior High P.E.; 8th Grade Reading; Elementary P.E.; 9th Grade English; 9th Grade P.E.; High School Aerobics; and 9th Grade Health. I have my Master's of Education Degree in Instructional Technology and I received my National Board Certification in Health.
- ◆ My hobbies include my family, photography, birding, reading, gardening, sewing, hiking, camping, and travelling.

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NYC Standards From:

<http://www.p12.nysed.gov/ssss/schoolhealth/schoolhealtheducation/healthPEFACSLearningStandards.pdf>

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