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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Human Services |
| **Course Name** | Interpersonal Studies |
| **Lesson/Unit Title** | Who’s in Charge? |
| **TEKS Student Expectations** | **130.275. (c) Knowledge and Skills**  (6)The student analyzes relationship development outside the family. The student is expected to:  (B) Assess the influence of peers on the individual;  (C) Determine appropriate responses to authority figures. |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | Students will:   * Identify the positive and negative ways peers can influence others * Demonstrate how to manage peer pressure by creating a skit or role play * Understand appropriate responses to authority figures |
| **Rationale** | Peers have a great impact on your life. Their impact can either be positive or negative. Understanding how to manage negative peer relationships is very important. We will discuss peer pressure and how to manage pressure situations. In addition, we will explore appropriate responses to authority figures. Who are some authority figures in your life? Why are they important? What is their role in your life? |
| **Duration of Lesson** | Three 45-minute class periods |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | **Acquaintances**: People you know but who are not your close friends  **Authority Figure**: Someone who is regarded as an authority by someone else  **Peers**: Other people in a person’s age group  **Peer Pressure**: The influences a person’s peers have on him or her  **Values**: All the ideals and beliefs that a person considers important and that influence his or her decisions and actions |
| **Materials/Specialized Equipment Needed** | **Equipment:**   * Computer with projector for PowerPoint presentation * Computers with Internet access (be sure to follow district guidelines)   **Materials:**   * Markers * Stapler * White printer paper (enough for students to have three sheets each for their 3-D organizer for notes)   **Supplies:**   * Advertisements of alcohol products * Baby simulator or baby doll * Copies of old tests * Pictures of drugs * Shopping bags * Copies of handouts   **PowerPoint:**   * Who’s in Charge?   **Websites:**   * Cornell University Blog Blog about “Peer Pressure Dilemma”<http://blogs.cornell.edu/info2040/2012/10/02/peer-pressure-dilemma/> * Information on Alcohol and Resisting Peer Pressure The Cool Spot was created for kids 11-13 years old by the National Institute on Alcohol Abuse and Alcoholism (NIAAA). The NIAAA is the leading U.S. agency supporting research into the causes, prevention, and treatment of alcohol problems. <http://www.thecoolspot.gov/index.asp> * Online Dictionary<http://www.webster-dictionary.org> * Resisting Peer Pressure Advice column on the website about unspoken pressure to drink.<http://www.thecoolspot.gov/right6.asp>   **YouTube:**   * How to Make a Six Panel Overlap Students can use this manipulative as a sequential description of a topic or to show connection between a central idea, concept, or process.<http://youtu.be/UILX5mMhXyA> * Peer Pressure: Positive or Negative? Exploration of how peer pressure can be negative (drugs, alcohol) or positive (acceptance)<http://youtu.be/nMqAw5kxTO8> * Peer Pressure: You’re Better than That A student team from the University of Maryland developed this Public Service video about a persistent threat to people of all ages, peer pressure. <http://youtu.be/OrCd3G8-kuI> * The Peer Pressure Experiment  Three teens faced with getting in the car with a teen they know has been drinking. Will they go along for the ride?<http://youtu.be/RVOlwxvxhbY>   **Graphic Organizers:**   * Three Page Note Organizer   **Handouts:**   * Authority Figure Statements/Rules Reflection * Do I Have To…? Authority Figure Statements/Rules * Double Entry Journal * Peer Pressure Topics * Rubric for Peer Pressure Topics * What Will I Do? Living by My Code of Behavior |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | **Before class begins:**  Note to teacher: Preview YouTube video clip before class:   * Peer Pressure: Positive or Negative? Exploration of how peer pressure can be negative (drugs, alcohol) or positive (acceptance)<http://youtu.be/nMqAw5kxTO8>   Display as many items from the Materials or Specialized Equipment Needed section as you have available on a table in the front of the room.  When class begins, show the YouTube clip, Peer Pressure: Positive or Negative?<http://youtu.be/nMqAw5kxTO8>  After viewing the video, lead a brief discussion, and ask the following questions:   * What is positive peer pressure? * What is negative peer pressure? * How does peer pressure make you feel? * What are some ways to handle peer pressure? * Who is responsible for teaching young society how to handle peer pressure? * Can rules help deter negative peer pressure?   Students will create a 3-D note organizer six panel overlap to take notes during the Direct Instruction section of this lesson. View the YouTube video for instructions:  How to Make a Six Panel Overlap: Students can use this manipulative as a sequential description of a topic or to show connection between a central idea, concept, or process.<http://youtu.be/UILX5mMhXyA>  Pass out the necessary supplies and assist the students in making their 3-D organizer.  They will label the 3-D organizer as shown on the Three Page Note Organizer. |
| **Direct Instruction \*** | Review lesson objectives, terms, and definitions.  Inform students that they will be using their six panel overlap note organizer to take notes as they view the PowerPoint Who’s in Charge?  Introduce PowerPoint, Who’s in Charge? Have students take notes using their six panel overlap note organizer. Discuss slides in detail. Allow for questions and comments.  YouTube videos included in the PowerPoint:   * Peer Pressure: You’re Better than That A student team from the University of Maryland developed this Public Service video about a persistent threat to people of all ages, peer pressure. <http://youtu.be/OrCd3G8-kuI> * The Peer Pressure Experiment  Three teens faced with getting in the car with a teen they know has been drinking. Will they go along for the ride?<http://youtu.be/RVOlwxvxhbY>   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * print out PowerPoint notes so students can highlight as you teach * provide extra time for oral responses |
| **Guided Practice \*** | Have students complete What Will I Do? Living by My Code of Behavior activity and share their findings with the class during lesson closure.  The students should work independently to answer Do I Have To…? Authority Figure Statements/Rules handout. Have students share their findings with the class.  Distribute and provide instructions for Authority Figure Statements/Rules handout.  After completing the activity, have students discuss their various statements/rules with their peers.   Allow for questions and comments.  Students will self-assess this portion of the lesson by writing a personal reflection on what he or she learned from this activity.\* See Authority Figure Statements/Rules Reflection.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * frequent student interactions * shorten the number of situations in the What Would You Do? activity. |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Divide students into subgroups of 3 or 4. Distribute handout Peer Pressure Topics and inform students of upcoming project -.creating a skit/role play depicting a peer pressure situation.  Distribute Rubric for Peer Pressure Topics and explain each component so that students may fully understand how their skit will be assessed.  Have groups decide on their skit topic. Monitor and assist class as each group creates a skit/role play depicting a peer pressure situation. Offer suggestions as needed. Allow ample time for preparation. When they have finished, provide time for each group to present. As a class, discuss the peer pressure skit outcomes.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * allowing students to work with a partner * checking for understanding * extending assignment deadline * work with peer group |
| **Lesson Closure** | Review lesson objectives, terms, and definitions.  Students will share their responses to situations on the What Will I Do? Living by My Code of Behavior? activity.  Additional questions for class discussion:   * Why is it important to listen to authority figures? * Why is important to listen and follow your parent’s rules? * Why is it important to have rules in school? In the classroom? * When you become a parent, what rules are you going to enforce with your teenagers? |
| **Summative/End of Lesson Assessment \*** | Students will present Peer Pressure Topics skits/role plays.  Skits will be assessed with appropriate rubric.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * allow students to record their presentations in advance and present the recording (audio or visual) if they are frightened by presenting to a crowd * another method would be to allow them to present to you first, then present to the class after you have assured them that they have a good product to share.   allow non-verbal students to create a visual presentation with PowerPoint or other media devise and present their thoughts and research in this manner * provide students with visual or auditory impairments a copy of the notes or a fill in the blank note sheet to follow along with instruction |
| **References/Resources/**  **Teacher Preparation** | **Images:**   * Microsoft Clip Art: Used with permission from Microsoft®.   **Textbooks:**   * Harter, Ph.D., M., & Ryder, V. (2004). *Contemporary living*. (9th ed.). Tinley Park, Illinois: The Goodheart-Willcox Company. Inc. * Johnson, L. (2010). *Strengthening family & self*. (6th ed.). Tinley Park, Illinois: The Goodheart-Willcox Company. Inc.   **Websites:**   * Cornell University Blog Blog about “Peer Pressure Dilemma”<http://blogs.cornell.edu/info2040/2012/10/02/peer-pressure-dilemma/> * Resisting Peer Pressure Advice column on the website about unspoken pressure to drink.<http://www.thecoolspot.gov/right6.asp>   **YouTube:**   * How to Make a Six Panel Overlap Students can use this manipulative as a sequential description of a topic or to show connection between a central idea, concept, or process.<http://youtu.be/UILX5mMhXyA> * Peer Pressure: Positive or Negative? Exploration of how peer pressure can be negative (drugs, alcohol) or positive (acceptance)<http://youtu.be/nMqAw5kxTO8> * Peer Pressure: You’re Better than That A student team from the University of Maryland developed this Public Service video about a persistent threat to people of all ages, peer pressure. <http://youtu.be/OrCd3G8-kuI> * The Peer Pressure Experiment  Three teens faced with getting in the car with a teen they know has been drinking. Will they go along for the ride?<http://youtu.be/RVOlwxvxhbY> |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** | * Word wall * Draw visual representations of terms on word wall * Add terms and definitions to personal dictionary * Utilize Four Corners Vocabulary/ Word Wall Activity |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** | Current Events: Assign students to read about peer pressure topics. Information can be found in newspaper articles, magazines, journals, and online print.   Suggestions:   * Dealing with Peer Pressure<http://kidshealth.org/kid/feeling/friend/peer_pressure.html> * Resisting Peer Pressure Advice column on the website about unspoken pressure to drink.<http://www.thecoolspot.gov/right6.asp> * What is Peer Pressure?<http://www.educationbug.org/a/what-is-peer-pressure.html>   Have students complete the Double Entry Journal to respond to the main topics to remember about peer pressure. |
| **Quotes** | Nothing strengthens authority so much as silence.  **-Leonardo da Vinci**  Surround yourself with the best people you can find, delegate authority, and don’t interfere as long as the policy you’ve decided upon is being carried out.  **-Ronald Reagan**  I was bold in the pursuit of knowledge, never fearing to follow truth and reason to whatever results they led, and bearding every authority which stood in their way.  **-Thomas Jefferson** |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** | **Journal Entries:**   * Write about a situation where you might find yourself surrounded by negative peer pressure. * Write about a situation where you might find yourself surrounded by positive pressure. * I can handle negative peer pressure because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.   **Writing Strategy:**   * RAFT (Role/Audience/Format/Topic) writing strategy:   + Role: Friend   + Audience: Acquaintance   + Format: Letter   + Topic: Ways to handle peer pressure. You are to write a short story about a friend that is in a negative peer pressure situation and ways they could handle the situation. |
| **Communication**  **90 Second Speech Topics** | Students can pick a situation from What Would You Do? activity and read it with their response to the question “What would you do?”   * If I ran the school for a day, I would … because… * Why is it important to listen to authority figures? |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | Invite a speaker, a law enforcement officer, or even the Principal to talk about why it is important to listen to authority and why rules are important. |
| **Family/Community Connection** | Have students create a questionnaire they can use to interview their parents about rules and consequences when they were growing up and how they felt about them at the time. They can also ask their parents what they think of those rules now as an adult. |
| **CTSO connection(s)** | **Family, Career, and Community Leaders of America (FCCLA)**  <http://www.texasfccla.org/>  FCCLA Dynamic Leadership Project  The FCCLA Dynamic Leadership helps young people build leadership skills. It provides information, activities, and project ideas to help young people:   * Learn about leadership * Recognize the lifelong benefits of leadership skills * Practice leadership skills through FCCLA involvement * Become strong leaders for families, careers, and communities. |
| **Service Learning Projects** | Successful service learning project ideas originate from student concerns and needs. Allow students to brainstorm about service projects pertaining to lesson.<http://www.nylc.org/>  Example:  Stand-up to Bullying: Educate the school about bullying.  Change-Up Lunch Day: Encourage students during lunch to sit at different tables than they are used to and meet new friends. |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)