

Unit Plan: Analyzing Influences

Unit Overview and Purpose

This Analyzing Influences unit will introduce students to the idea that values, beliefs, and peers can play a significant role in influencing their health in both positive and negative ways. Students will learn and practice identifying different types of influence with the intention of maximizing health-enhancing behaviors and minimizing negative outcomes. Students will also learn basic effects of alcohol, tobacco products, and marijuana on teenagers then practice analyzing influences that lead to use or refusal of these substances. This introduction to influence analysis and ATOD content will serve as a foundation for more in-depth study in middle school. The unit will also provide authentic opportunities to practice analyzing influences before peer pressure increases during the teenage years.

Grade Level

5th/6th combined classes

Unit Goals

Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors (National Health Education Standard 2).

Students will comprehend concepts related to health promotion and disease prevention to enhance health (National Health Education Standard 1).

Unit Objectives

At the end of this unit, students will be able to . . .

- 1) Identify how peers can influence healthy and unhealthy behaviors (NHES Performance Indicator 2.5.3).
- 2) Explain the influence of personal values and beliefs on individual health practices and behaviors (NHES Performance Indicator 2.8.8).
- 3) Describe the relationship between healthy behaviors and personal health (NHES Performance Indicator 1.5.1) as it pertains to teenage use of alcohol, marijuana, and tobacco products.

Assessments

Benchmark: No benchmark assessment will take place at this level, as these lessons are Bethel students' introduction to the skill of analyzing influences as well as to the study of alcohol and marijuana. I recommend that benchmark assessments of these skills and topics take place during eighth grade to assess skill proficiency and content knowledge prior to entering high school.

Formative:

Whole Group – brainstorming influence examples, shared examples of personality and beliefs influencing health, practicing skill cues using different styles of influence, sticky note assessment of alcohol/marijuana/tobacco knowledge

Pair – creating examples of influence types

Individual – written reflection, written response to video segments

Summative:

Small Group – Role play or book showing realistic examples of a student trying to influence others to experiment with marijuana, alcohol, or tobacco.

Individual – written summary of final project, written reflection at end of unit

Notes

This class grouping straddles the standards by combining 5th and 6th graders. It is also my students' first exposure to a true skills-based unit. As such, I made the decision to be very conservative in choosing performance indicators and skill cues. I suspect that students will need to adapt to the skills-based approach just as I do, and introducing a new style of teaching mid-year is less than ideal. While I never underestimate my students' intelligence or their capacity to learn, I believe that a cautious approach to introducing skills is warranted under these circumstances.

The content selection for this unit grew from meeting with our school's SAP counselor and reviewing our local YRBS and Developmental Assets profile data. The counselor and I decided together that the risks of teenage experimentation with alcohol, marijuana, and flavored tobacco products are misunderstood by the majority of our students. This content is intended to lay a foundation for more comprehensive studies of ATOD, which our students undertake in seventh grade using Project Alert.

Lesson Sequence

Lesson 1: Unit Introduction

Introduce and define "influence." Whole class shares examples of how influences on our health can be positive or negative, external or internal. Students reflect upon their personalities and values with materials provided and then share examples of how these can influence health.

Lesson 2: Influence Activity

Introduce skill cues. Students complete and reflect upon an activity that involves trying to influence their peers to choose a certain paper bag filled with a surprise. Reflection will include an opportunity to apply skill cues as well as to examine how personality, beliefs, and peers influenced classmates.

Lesson 3: Exploring Types of Influence

Students will be introduced to different styles of influence such as flattery, bribes, and put-downs and provided with an explanatory handout. After reviewing samples, they will work in

pairs to create their own, realistic examples for each influence style which they will write on slips of construction paper. We will gather in a group and pairs will share examples without naming the style. I will begin by modeling the skill cues to analyze the first 3-4 examples, then students will have the chance to try. Once we have properly labeled each example of influence, we will place the examples on posters I have created with the name of each influence at the top. These will be hung in the classroom as a reminder for students to consider influences as we continue with the unit.

Lesson 4: Introduction to ATOD

Students will take part in a whole-group formative assessment. Three posters will be placed around the room that say “How Alcohol Affects Teenagers,” “How Marijuana Affects Teenagers,” and “How Tobacco Affects Teenagers.” Students will write every fact they think they know on a sticky note and place it on the appropriate poster. We will share responses and our SAP counselor will share a brief power point with information that outlines key facts about each drug with emphasis on how they impact the teenage brain. Students will have an opportunity to ask questions. We will then revisit our posters and students will remove information that is untrue as well as add important information they heard during the presentation.

Lesson 5: Analyzing How Personality, Beliefs, and Peers Influence Use of Alcohol, Marijuana, and Tobacco

The class will watch the introduction, alcohol, and marijuana segments from the video, “The Truth About Drugs.” After each segment, we will stop the video and students will follow the skill cues to analyze influences on the people in each scene who share their stories. Students will examine personality and peer influences separately (belief systems do not come across clearly in these brief segments, so they will not be explored). These analyses will be on a form I provide and I will give written feedback. Planning note: each video segment is quite heavy and I may need to answer questions between the three parts. Our SAP counselor will also be on hand to deal with issues that arise. She will let students know that she is available as a resource if they want to talk. I may extend this lesson over two class periods, depending on student questions and needs. Whether this lasts one or two classes, I will include a reflection piece about the video, in general, to assess both students’ emotional and intellectual responses to what they saw. These reflections will guide my planning and may lead me to add more lessons on ATOD topics or to provide additional support to students who find this material disturbing.

Lessons 6 & 7: Additional Practice and Assessment

Students will work in groups of three to create either a role play or write a story as a summative assessment of their skills and knowledge at the end of this unit. In either format they choose, they must: create a realistic scene in which one character tries to influence other characters to try marijuana, alcohol, or tobacco. The “influencer” must use at least three different influencing strategies that we studied in class. The scene must include at least three facts about marijuana, alcohol, or tobacco that were covered in this unit. One character must exhibit beliefs or personality traits that allow him/her to be influenced, while the third character must demonstrate beliefs or personality traits that lead him/her to say no. A rubric will be provided to ensure clear expectations and participation by all group members. Each group will present/perform their work for the class and lead their peers in analyzing the influences they saw. Each student will also be required to submit a written explanation of their work—done individually--including how their story or role play shows the required elements and how peer influence, personal beliefs and personality traits played a role in the scene. Finally, after each group has shared their role play,

each student will complete a reflection that will ask them to consider how the skills practiced and knowledge gained in this unit will affect their health in positive ways in the future.

Unit Modifications

The majority of lessons in this unit are accessible to all students—even those with special needs—without requiring modifications. In some cases, the written work will be too challenging. As students complete all writing assignments, I will be circulating throughout the room to offer ideas and answer questions. An academic paraprofessional will be available to provide similar support during each lesson; the SAP counselor will also be able to help students individually during the video lesson. Assignments will be shortened on an individual basis after I assess why students may be struggling. I will also pay close attention to pairing and grouping to increase the chances of participation and success for all students.

LESSON: Peer Influence Activity
UNIT: Analyzing Influences

DATE:
SEQUENCE: Lesson 2

GRADE: 5/6

STANDARDS:

Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors (National Health Education Standard 2).

PERFORMANCE INDICATORS:

During this class, students will practice being able to . . .

- 1) Identify how peers can influence healthy and unhealthy behaviors (NHES Performance Indicator 2.5.3).
- 2) Explain the influence of personal values and beliefs on individual health practices and behaviors (NHES Performance Indicator 2.8.8).

LESSON GOALS:

- 1) Introduce students to the skill cues for analyzing influences and provide an authentic opportunity for skill practice.
- 2) Simulate an engaging peer influence situation that provides opportunities for all students to participate.
- 3) Utilize personal written reflections to deepen students thinking and provide individual formative assessments that will guide planning of future lessons.

INTRODUCTION: Skill Cues

- Write the steps “WHO was influencing? HOW did they influence? WHAT HAPPENED as a result of the influence?” on board and explain them to the class.
- Drawing from examples of influence students generated during our first lesson, model the skill cues for 2 different cases of influence.

ACTIVITY: Paper Bag Influences

- 5 volunteers come up and choose from closed paper bags numbered 1-6. They may not touch the bags.
- I try to influence volunteers to choose the one bag that no one took.
- Now they pick up the bags, shake them, etc. but do not open. They describe bags to the class.
- They may trade bags if they wish.
- Volunteers briefly leave the room without taking their bags.
- Now remaining students get a number 1-6. I explain that they must try to get one of the students to swap to the bag that corresponds with their number. Every student must try. I do not tell them what is in the bags.
- Volunteers return to the room and each classmate tries to persuade them to make a change. I manage the swapping of bags.
- After every student has participated, volunteers may open their bags and keep the contents if they would like.

WRAP-UP ACTIVITY: Written Reflection

- Students complete reflection sheet (see following page) and turn it in. I will provide written feedback and return reflections in our next class.

MATERIALS:

- Pack of gum, Bag of rice, dollar bill, Luna bar, “get out of jail free” card to skip one written class assignment, paper that says, “Sorry! You Lose”
- Six paper bags with objects inside, stapled and clearly labeled 1-6
- Scraps of paper labeled 1-6. Enough for each student without a bag to have a paper
- Written reflection sheet

Name: _____

Influence Activity Reflection

Please apply the skill steps we learned to our paper bag activity in class. You may choose any example of influence you would like—there were many!

1) WHO was trying to influence someone else?

2) HOW did they try to influence their classmate?

3) WHAT HAPPENED as a result of the influence?

Now I'd like you to think about this activity more broadly.

4) How do you think your or your classmates' personalities and beliefs influenced their decision to change bags? Please give specific examples!

5) What did this activity teach you about influences? What do you think now that you didn't consider before class today?

LESSON: Analyzing Influences on ATOD Use
UNIT: Analyzing Influences

DATE:
SEQUENCE: Lesson 5

GRADE: 5/6

STANDARDS:

Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors (National Health Education Standard 2).

Students will comprehend concepts related to health promotion and disease prevention to enhance health (National Health Education Standard 1).

PERFORMANCE INDICATORS:

During this class, students will . . .

- 1) Identify how peers can influence healthy and unhealthy behaviors (NHES Performance Indicator 2.5.3).
- 2) Describe the relationship between healthy behaviors and personal health (NHES Performance Indicator 1.5.1) as it pertains to teenage use of alcohol, marijuana, and tobacco products.

LESSON GOALS:

- 1) Increase students' understanding of the effects of drug and alcohol use.
- 2) Provide authentic examples of people who used marijuana and alcohol speaking about their experiences.
- 3) Provide practice analyzing what influenced real people to use marijuana and alcohol.
- 4) Allow time for personal reflection about the video segments.

INTRODUCTION:

- Explain that we will be watching a video where people discuss their use of marijuana and alcohol. We will pause after each segment to analyze the influences that led to their substance abuse.

ACTIVITY: Video

- Play the introduction, as well as the marijuana and alcohol segments from the video, "The Truth about Drugs."
- Stop the video after each segment and allow time for students to analyze the influences they see using a form provided (see following page). These will be turned in and serve as a formative assessment. I will provide feedback for all students.
- Once students have completed their written work, allow for questions and comments if they express a need to process the segments together (we may need to spill over into next week's class if that happens).

WRAP-UP ACTIVITY: Written Reflection

- Students complete reflection sheet (see assignment below) and turn it in. I will provide written feedback and return reflections during our next class.

MATERIALS:

- "The Truth about Drugs" video
- Computer with CD drive and smartboard hook up
- Form for analyzing influences in the video
- Reflection sheet

Name: _____

Analyzing Influences in “The Truth About Drugs”

Please apply the skill steps below to one of the characters you saw in the video. You will answer all three questions after each video segment.

Segment 1: Introduction

1) WHO influenced this person to use drugs or alcohol?

2) HOW were they influenced? Which of the strategies we studied (threats, initiation, confusion, put-downs etc.) did you see being used?

3) WHAT HAPPENED as a result of this influence?

Segment 1: Marijuana

1) WHO influenced this person to use marijuana?

Flip page for more questions!

Segment 2: Marijuana, continued

2) HOW were they influenced? Which of the strategies we studied (threats, initiation, confusion, put-downs etc.) did you see being used?

3) WHAT HAPPENED as a result of this influence?

Segment 3: Alcohol

1) WHO influenced this person to use alcohol?

2) HOW were they influenced? Which of the strategies we studied (threats, initiation, confusion, put-downs etc.) did you see being used?

3) WHAT HAPPENED as a result of this influence?

Name: _____

Video Reflection

1. Please list at least 3 things that you learned in the video that you did not know before.
2. How do you think the influence of peers played a role in the characters' choice to use marijuana and alcohol?
3. How do you think the characters' personalities and beliefs influenced their drug and alcohol use?
4. What other questions do you have about influence, marijuana, or alcohol?
5. Please share any other thoughts or feelings that you had about the video. These will only be seen by me!

