



## Teaching Progression:



### Step 2: Analyze the Situation

#### SUB SKILL(S):

- Explain the power of peer pressure
- Analyze the time, place, and people

#### GUIDING QUESTIONS:

Is this a healthy choice? Do I feel comfortable with the situation?

#### NHES PERFORMANCE INDICATORS:

(4.8.1) Apply effective verbal and nonverbal communication skills to enhance health. (4.8.2) Demonstrate refusal and negotiation skills that avoid or reduce health risks.

#### VALUABLE VOCABULARY:

*social pressure,  
persuasion,  
boundaries, refusal*

### Step 2: Analyze the Situation | Sub Skill: Explain The Power Of Peer Pressure



#### SUGGESTED LEARNING ACTIVITY 1:

Begin *Step 2: Analyze the Situation* by having students think about a time they faced a difficult decision with a friend. Have students write about this experience by using the following questions:

- Have you ever been asked to do something by a friend that didn't feel right?
- How did you respond?
- What were some of the obstacles you encountered during this situation?

After students reflect on the questions, have students turn to a partner to share their story.



#### SUGGESTED LEARNING ACTIVITY 2:

Share a narrative about a time you or a fictional person faced an uncomfortable decision. Ask students to discuss what they notice about the story and prompt them to make connections to their own life. When sharing this scenario, explain how it can be overwhelming and uncomfortable to deal with these situations. Also, explain that as we get older we are going to face more pressure from people to do things that can be unhealthy and dangerous.

Then, tell students that they will be practicing how to effectively handle these situations and have the confidence to say no when needed. Tell students that the ability to say *no* effectively is called a refusal skill. Tell students that they will learn key refusal skills and boundary setting techniques.

#### TEACHING NOTES:

- Make sure the story is an appropriate peer pressure situation that a student at your school could face.



## Teaching Progression: Step 2 | Analyze the Situation (Cont.)

### Step 2: Analyze the Situation | Sub Skill: Analyze Time, Place, and People



#### SUGGESTED LEARNING ACTIVITY 1:

Explain to students that they may be asked by others to do things that may be unhealthy, dangerous, or go against their values. Explain to students that people in their life may use persuasion to influence their decision-making.

Define *persuasion* for the class. *Persuasion* is *the ability to move another person to action through argument, exploitation, or intrigue*. Explain to students that when their close friends and people they trust use persuasion, it can be challenging to uphold personal boundaries and make decisions aligned with their personal values.

Explain to students that the second step in *Stage 2: Refusal Skills & Boundary Setting* is to analyze the situation by asking yourself questions to better understand the situation. Explain to students that who they are with, the consequences, and how they feel all matter when they are analyzing the situation.

Give students a hand out or post the following questions on the board:

- Who is asking me to make a decision? How does this person affect me?
- What are the consequences if I say yes or no?
- How do I feel?



#### SUGGESTED LEARNING ACTIVITY 2:

Have students practice answering the questions above by providing them with 4-6 scenarios. Each scenario should be clear enough for students to reflect on the three from Suggested Learning Activity 1.

Once students have independently worked through the scenarios, have students share their ideas with various peers. During the discussion, focus student attention on how they feel being asked to do something unhealthy. Have students think about the tension between trying to please other people and taking care of themselves. Tell students that this struggle is confusing and difficult and encourage them to listen to their gut feeling in the situation to make the right decision.

#### TEACHING NOTES:

- Before having students practice, model how to appropriately answer the questions with one scenario.
- Example Scenario: After school, your best friend shows you an e-cigarette. They tell you that they found them in their sister's room, and they want you to try it with them.
  - Example Response to Scenario: My best friend is asking me to vape, and we always do things together. I don't want to hurt their feelings or make them upset. If I say yes, I know it is unhealthy, smells gross, and I could get in trouble. If I say no, she could be upset with me or think I'm lame. I don't feel comfortable with the situation. My stomach hurts and I feel nervous.
- While students work, monitor student progress and provide appropriate feedback to direct student responses.
- See *Resource Bank* below for example scenario videos.
- Model and provide the *Language of Health Literacy* to support student responses.

#### Language of Health Literacy:

\_\_\_\_\_ is asking me to \_\_\_\_\_,  
and they are \_\_\_\_\_.

This is a tough situation for me  
because \_\_\_\_\_.

If I say no, \_\_\_\_\_.

If I say yes, \_\_\_\_\_.