

GROW YOUR PALS PROGRAM GUIDE



THE NATIONAL FFA MENTORING PROGRAM

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LESSON 3.20

Substance Abuse Influences

Unit:
MAKING GOOD CHOICES

PRECEPTS

- N. Decision Making
- N3. Makes ethical decisions

NATIONAL STANDARDS

- CS.03.02.01.c. Make decisions for a given situation by applying the decision making process.
- CS.03.02.03.c. Examine an ethical dilemma and prepare an argument for a position.
- NL-ENG.K-12.4 – Communication Skills
- NL-ENG.K-12.12 – Applying Language Skills



Lesson Type:
Small Group

STUDENT LEARNING OBJECTIVES

As a result of this lesson, the student will ...

- Identify **external** and **internal** influences that affect one's choice of behavior.
- Identify **external** and **internal** sources of influence.
- Learn that **internal** influences are based from our values within.





TIME

Instruction time for this lesson: **30 minutes**.



RESOURCES

Vocabulary Terms. 25 Jan, 2010 www.dictionary.com

National FFA Organization. (2003). LifeKnowledge Precepts and Signs of Success.



TOOLS, EQUIPMENT AND SUPPLIES

- ✓ Cookies- one per student
- ✓ Prepared Instruction Sheet
- ✓ 3x5 Green Card – one per student
- ✓ 3x5 Red Card – one per student
- ✓ Boxes – 2, labeled *internal* and *external*
- ✓ PALS3.20.SG.AS.A
- ✓ PALS3.20.SG.AS.B
- ✓ PALS3.20.SG.AS.C
- ✓ PALS3.20.SG.RUBRIC.A

KEY TERMS



The following terms are presented in this lesson and appears in ***bold italics***:

Internal

External



CONTENT OUTLINE

- I. Types of Influences
 - ***Internal***: Existing inside
 1. Morals, rules of right and wrong
 2. Knowledge, learned information about the situation
 3. Consequences, results of decisions made
 - ***External***: Coming from the outside
 1. Peer pressure from friends
 2. Media, information from TV, radio, etc.
 3. Attention seeking
- II. ***External*** Influence Sources
 - Role play a situation where influences affect decisions
 - i. ***External*** influences – Peer pressure from friends
 - ii. ***Internal*** influences – Desire to eat the cookie

INTEREST APPROACH

Use a Me-You-Us e-Moment® to start conversation about the pressures that kids face in society. Utilize red and green paper squares to engage students in introductory questions. Give students three minutes to think of peer pressure situations. Students will pair with classmates and share their ideas.



Good afternoon, it is so good to see you today. Each of us has a green and red paper square in front of us. Throughout our activities today, when questions are asked, answer yes by raising the green square or no by raising the red square. Let's practice. Have you ever been in a situation where you felt forced to do something you didn't want to?

Watch to see that everyone is in understanding of how to use their squares.



Have you felt influenced to do something you knew wasn't right? Was the situation handled the right way? Good job using the color squares.

When I say THINK, remember back to one or more times when you felt peer pressure to do something that wasn't right. If you have never been in this situation, think of someone else who has gone through this. You will have one minute to think, then pair with a partner in the class and share stories. What questions do you have?

THINK

Once time is up, ask willing students to share their ideas/examples.



Great job. Anyone willing to share their story with the class, please raise their green card.

Elicit stories/examples from students and discuss how they handled the situation.



Many times we run into situations that are not ideal, but how we deal with this is what counts. Let's check out some **internal** and **external** influences that help us deal with bad influences.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

OBJECTIVE 1. | Identify external and internal influences that affect one's choice of behavior.



Motion Moment

Define the following vocabulary words for students by definition and by creating a hand motion to connect it to.



Let's define the two types of influences that can determine how we handle situations. The first type is **internal**.

A. **Internal**: Existing within the **internal** mind.

1. Morals, rules of right and wrong.
2. Knowledge, learned information about the situation.
3. Consequences, results of decisions made.

The second type of influence is **external**.

B. **External**: Coming from the outside.

1. Peer pressure from friends.
2. Media, information from TV, radio, etc.
3. Attention seeking.



Internal and **external** influences determine how we act and what decisions we make. When I say MOVE, create a hand motion that can relate to the words **internal** and **external**. We will work in pairs and have three minutes to complete this task. What questions do you have?

MOVE!

After students have brainstormed ideas, ask students to share their ideas and choose a common hand motion for both words.



Time's up! Who will share their hand motions? *Elicit ideas and have students demonstrate.*

Draw or write down the demonstrated actions on a writing surface in the form of a list. Choose a common hand motion by taking a consensus using their green and red paper squares. Chart how many votes each hand motion receives and remind students they may only vote once.



Great. Let's choose a common hand motion for our new vocabulary words. Based upon the hand motions that were demonstrated, let's vote using our color squares. You may only vote once.

OBJECTIVE 2. | Identify *external* and *internal* sources of influence.



*Engage students in a role playing situation to examine where **external** and **internal** influences come from. Students will feel and view firsthand the struggles faced when both types of influences are exhibited upon them.*



Who likes cookies? Raise your green card.

Responses should include almost a hundred percent of green cards in the air.



Whose favorite is chocolate chip? *Elicit answers by color of card.* Whose favorite is peanut butter? Is anyone's favorite wellness cookies?

Expect a mixture of confused students lacking knowledge of how to answer this question.



What, you've never heard of wellness cookies?

Place a plate of cookies in the center of an empty table.



If you have never had wellness cookies, why not try them?

Allow all students to participate if you are working with a small group.



Are there five volunteers who would be willing to try these wellness cookies?

Choose five students from the class and bring them to the front of the room. Bring five volunteers to the front of the room and sit them at a table. Students will role play a situation where students feel influenced to eat or not eat the wellness cookies. Distribute PALS3.20.SG.AS.A, B, and C, one to each student. Tell them not to show the instructions to anyone else. Three of the volunteers will get instructions that read, "Take one wellness cookie, eat it slowly, and try to persuade everyone else at the table to eat a cookie." The fourth volunteer will get instructions that say, "Wait two minutes, then take a cookie." The last volunteer's instructions will read, "Do not take a cookie, no matter what." After five minutes, end the role-playing and examine how each participant felt.



Have a seat at this empty table. Before testing out these delicious looking wellness cookies, there is an instruction sheet sitting at each of your spots. When I say READ, please take 10 seconds and silently read the individual instructions. In order to have a wellness cookie, the directions must be followed. What questions do you have?

READ!

Give three to five minutes for students to act out their instructions followed with probing questions.



What just happened? *Elicit students' responses. Student responses may include, we had to do a certain thing, students felt pressured to do what the other was doing, etc.*



Ask person #5: How did you feel being pressured to do something you were told not to do?

Ask person # 4: How did you feel about giving in?

Ask person # 5: How did you feel when person # 4 gave in?

Ask persons #1, #2, and #3: How did you feel persuading others?

Ask all: Who makes your decisions?



It's hard to say no when others around are pressuring you to do something. What kind of influence is this? *Answer should be **external**.*

It's also hard to follow the right path all the time, always doing the right thing when there is peer pressure. What type of influence results in doing the right thing?

*Answer should be **internal**.*



Very good. **Internal** and **external** influences determine what actions and decisions we take. Taking in all the influences helps us make ethical decisions. Ethical decisions are ones that we can feel good about and result in a positive ending for everyone involved. Let's review some **external** and **internal** influences we will consider when hit with tough decisions that will help us make ethical decisions.

I. **External** Influence Sources

a. Role play a situation where influences affect decisions

1. **External** influences – peer pressure from friends

2. **Internal** influences – desire to eat the cookie





REVIEW / SUMMARY

*As a review, ask students to recall what it takes to make good decisions when under influences. Instruct students to write their most important **internal** influence they have on one side of their green card that will help them make good decisions. Remind them that **internal** influences are usually based upon their own values. On the red card, students will write the scariest or hardest **external** influence that they think kids struggle to overcome in tough decisions.*



When I say REVIEW, write your name and the most important **internal** influence we have to make good decisions on one side of your green card. On one side of the red card, write down your name and the scariest or hardest **external** influence we may have to overcome. You have three minutes to do this. When you are finished, place the green card in the box in the front of the room labeled, “**internal** influences” and the red card in the box labeled, “**external** influences.”

REVIEW

When you finish, don’t forget to think about how you will deal with influences as you make good decisions in your life.

APPLICATION



Large Group Idea

Use the *Little Professor e-Moment®* to review the lesson content in pairs or choose individual students to present to the front of the class.



One-on-One Idea

Set up a meeting with your counselor to find out more ways to successfully make decisions about substance abuse.



EVALUATION

Utilize the rubric on PALS3.20.SG.RUBRIC.A. Have students write their most important *internal* and *external* influences on their green and red cards. Students will turn them into a box labeled accordingly in the front of the room.

ANSWERS TO EVALUATION:

Use the rubric on PALS3.20.SG.RUBRIC.A to evaluate the student answers.



PALS3.20.SG.AS.A

Cookie Instruction Sheet A

- Take one wellness cookie. Eat it slowly. Try to persuade everyone else at the table to eat a cookie, too.



PALS3.20.SG.AS.B

Cookie Instruction Sheet B

- Wait two minutes, then take a cookie.

PALS3.20.SG.AS.C

Cookie Instruction Sheet C

- Do not take a cookie, no matter what.

PALS3.20.SG.RUBRIC.A

Internal Influences	External Influences
• Morals • Values • Consequences	• Environment • Peer Pressure • Attention Seeking