

Reflecting Resource:

Student Journal p. 43

3.7 Reflecting Reflect on what you've learned about using ASK in this lesson.

WHAT? What is negative peer pressure? What are the three parts of using ASK?

Which step of ASK do you think can help you decide whether an activity is going to lead to trouble? Why do you think the questions that help determine if a situation will lead to trouble are important in using ASK?

SO WHAT?

NOW WHAT? How do you think you can use ASK to help you respond to negative peer pressure? How do you think you can use ASK with friends and classmates?

Lesson 7 43

Applying Resource:

Student Journal p. 44

Applying Imagine that a classmate has asked you to go to a friend's party but not to tell your parents. You know the friend's parents are not going to be there and that your own family members would not approve.

1 Write three questions you would ask yourself about the activity. What are some questions you would ask the person pressuring you?

2 What would you say to stand up for yourself in this situation?

3 What positive options would you suggest instead?

44

negative peer pressure. The second list should include some positive options. Have groups try their best to come up with three or four options for each list. Allow students several minutes to prepare their lists. Have the whole class reconvene. Invite Reporters to present their lists to the class.

Reflecting

Students use their journals to reflect individually and as a class on what they learned in this lesson.

What?	What is negative peer pressure? What are the three parts of using ASK?
So what?	Which step of ASK do you think can help you decide whether an activity is going to lead to trouble? Why do you think the questions that help determine if a situation will lead to trouble are important in using ASK?
Now what?	How do you think you can use ASK to help you respond to negative peer pressure? How do you think you can use ASK with friends and classmates?

4 APPLYING 5 MINUTES

Have students complete the Applying page in their Student Journals. Invite students to share their experience with the class.

ASSESSING

PRACTICING (INFORMAL FORMATIVE ASSESSMENT) Take note of how well students use ASK in their assigned situations to avoid negative situations.

APPLYING (FORMAL FORMATIVE ASSESSMENT) Review Applying in the Student Journals to assess how well students have understood how to apply ASK in real-life situations.

BUILDING SKILLS BEYOND THE LESSON

Write Responses!

PRACTICING To reinforce the use of "stand up" responses, present students with photographs of negative peer pressure situations. Have students write stand up responses as captions. Encourage students to make their stand up responses in their own voice. They should sound like the student could actually use them in real-life situations.

Write A Paragraph!

APPLYING To reinforce the application of ASK to real life, have students write a paragraph describing when they used or when it might have been helpful to use ASK in the past. Have them describe the results of using the technique in as much detail as possible. Ask students to reflect on how the other person reacted to ASK and if the relationship was altered afterward.

REINFORCEMENT

Illustrate It!

PRACTICING Have pairs draw and illustrate comics of their own negative peer pressure situations. Have students use the three steps of ASK to write captions or dialogue in thought balloons. Encourage students to embellish the characters and situation if they prefer, but be sure students are still focusing on the steps of ASK.

Act It Out!

APPLYING Have small groups prepare a skit using the three steps of ASK. Give each group a suggested situation, such as sneaking out to see a movie. Then have groups write and act out each step of ASK in either a funny or dramatic way. Encourage students to present their skits to the class.

ENRICHMENT