

Unit 3: Peer Pressure & Decision Making

Unit #: APSDO-00020351

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Grade(s): 6

Subject(s): School Counseling

Course(s): GR. 6 - SCHOOL COUNSELING

Unit Focus

In this unit, students will become aware of what factors contribute to peer pressure. Students will demonstrate effective ways to deal with peer pressure through role play and journaling. In addition, students will define the D.A.R.E. decision making model and apply it to their life. Students will complete the Decision Making activity through Xello.

Stage 1: Desired Results

Established Goals	Transfer	
Standards <ul style="list-style-type: none"> Avon School Counseling Standards (CT 2020) <ul style="list-style-type: none"> <i>School Counselling</i> <ul style="list-style-type: none"> ACADEMIC DEVELOPMENT <ul style="list-style-type: none"> Demonstrate an understanding of the habits of mind of an engaged student in relation to all aspects of their lives. (A3) SOCIAL/EMOTIONAL DEVELOPMENT <ul style="list-style-type: none"> Demonstrate the ability to make decisions, think divergently, and take steps to achieve desired outcomes. Able to overcome challenges and obstacles and develop positive coping strategies and build resilience. (SE3) Demonstrate understanding and practice of personal safety skills. (SE5) 	<i>What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to...</i>	
	T1 (T1) Use self-knowledge in order to develop effective decision making skills, create meaningful goals, and identify positive attributes.	
	T2 (T2) Advocate based on personal needs (academic, behavioral, emotional, and physical) to determine a thoughtful course of action.	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>What specifically do you want students to understand? What inferences should they make? Students will understand that...</i> <p>U1 (U3) Reflection is necessary to develop self-knowledge.</p> <p>U2 (U4) There is often more than one solution to a problem, but the right solution depends upon the situation.</p>	<i>What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering...</i> <p>Q1 (Q02) What happened (e.g., major life event, disappointment, mistake)? How am I working through the tough parts? What did I learn from the experience?</p> <p>Q2 (Q07) What part of this problem is within my control? What part do I need help with?</p> <p>Q3 (Q06) When do I feel left out? What do I do to feel more included?</p> <p>Q4 (Q14) How do my words and actions influence my connection with others?</p>
	Acquisition	
	Knowledge	Skill(s)

	<p><i>What facts and basic concepts should students know and be able to recall? Students will know...</i></p> <p>K1 The definition of peer pressure</p> <p>K2 That their decisions can have positive and negative outcomes</p>	<p><i>What discrete skills and processes should students be able to use? Students will be skilled at...</i></p> <p>S1 Identifying the steps of the DARE (define, assess, respond, evaluate) decision-making model</p> <p>S2 Recognizing when confronted with peer pressure</p> <p>S3 Identifying appropriate coping skills when confronted with peer pressure</p> <p>S4 Determining when it is necessary to seek outside help</p> <p>S5 Reflecting/evaluating one's options</p> <p>S6 Applying the decision-making model to a real-life situation</p> <p>S7 Applying the decision-making model to a situation dealing with peer pressure</p>
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