

## **Socially Wise – Fidelity of Implementation**

Joan Sharrow/Bethany Wilson RIU6

Since we are Phase 2, Bethany and I do not have access to students however we discussed when we would suggest using the Socially Wise Program to a teacher. We feel that teachers will be receptive to Socially Wise because of its ease of use, student self-directedness and it is not dependent on an internet connection (some of our districts continue to have limited access). The only pitfall we foresee is ensuring all students have access to a computer.

### **Lesson Plan – Responding to Peer Pressure**

#### **Preparation**

- Create folder for student
- Have program up and running for time efficiency

#### **Celebrate**

"Have you had an opportunity to use last week's strategy (Dealing with Critical Feedback)? How did it go?"

#### **Introduce the Lesson**

"Today we are going to dive into how to respond to peer pressure on the Socially Wise Program."

**Attention Getter/Personalization** - Select a topic that is in the forefront of student's mind such as juuling and if any of their friends encourage them to use.

"Sometimes it is hard to say no when it comes to friends. So during this lesson you are going to learn a strategy that will help you do just that called FIRM. "

#### **Review**

"Before we start do you remember what the SEE from last week's lesson stands for?"

#### **Content**

"Go ahead and log into your computer using the returning user code from your folder and click on Responding to Peer Pressure. As you work thru the lesson I will be coming around to answer any questions you may have. Let me know when you have finished the Quiz It section and I will provide you with your Role Play sheet. "

#### **Review**

"What was the skill you learned?,  
What does FIRM stand for?,  
Do you feel confident using the new strategy?"

#### **Celebrate**

## REFLECTION

In reflecting, Bethany and I agree that this program would be easy for students to utilize, is age appropriate and age friendly. We also like that there are multiple repetitions with the new material and the acronyms are simple. We don't see anything that would be of concern when presenting this to students other than ensuring that teachers have their finger on the pulse of current student issues such as juuling, spilling the tea and catching feelings.

Question- on the Checklist we were confused about the point total. If you just score the teacher behavior the total is 24 not 44. So are we missing a back page or is the student behavior not optional?



Introduction to Social Skills Quiz

**Great Job, Sharrow/Wilson!**

You answered all of the questions  
correctly and received a 100% score.

**Congratulations!**

# Certificate of Completion

**Congratulations**

**Sharrow/Wilson RIU6**

has successfully completed the lesson

**Introduction to Social Skills**

of the

**Socially Wise Program**





Responding to Peer Pressure Quiz

**Great Job, Sharrow/Wilson RIU6!**

You answered all of the questions  
correctly and received a 100% score.

**Congratulations!**

# Responding to Peer Pressure

**S**ound is serious

**E**xpression is serious

**E**ye contact

**F**irmly say "no"

**I**ndicate why

**R**emain firm

**M**ake a suggestion or leave

# ROLE-PLAY ACTIVITY

## Responding to Peer Pressure Skill SITUATIONS

### The Learner

#### Role-Play Instructions for the Responding to Peer Pressure Skill:

1. Act out the first situation and complete the Responding to Peer Pressure Skill Checklist.
2. Act out the remaining situations. Switch Helper/Learner roles and handouts.
3. Complete the Responding to Peer Pressure Skill Checklist after you finish each situation.
4. When you think you have mastered the skill, demonstrate one of the situations for your instructor.
5. After you and your partner have demonstrated the skill for your instructor, return to the computer and click continue.

**Situation 1:** Pretend you and your friend are shopping for CDs. In one of the stores, your friend hands you a CD and tells you to put it in your coat. You know the penalties for shoplifting. Pretend your role-play partner is your friend. You begin.

**Situation 2:** Pretend your cousin, who has been staying with you for the summer, suggests that you both sneak out tonight and go for a drive with two people he/she met at the mall this morning. You've never met these people, and your parents have a strict curfew for you. Pretend your role-play partner is your cousin. You begin.

**Situation 3:** Pretend you have made plans to go out tonight with your friend Julie. Another friend calls and invites you to an event tonight that sounds fun. When you explain that you already have plans with Julie, your friend suggests you tell Julie you're sick. Pretend your role-play partner is your friend who called. You begin.

**Situation 4:** Pretend you're in class taking a test. The teacher is called away for a minute and the student next to you asks you for an answer. You studied hard for the test and know the school's policy on cheating. Pretend your role-play partner is that student. You begin.

#### Situation 1: Responding to Peer Pressure Skill Checklist

Sound is serious \_\_\_\_\_

Expression is serious \_\_\_\_\_

Eye contact \_\_\_\_\_

  

Firmly say "no" \_\_\_\_\_

Indicate why \_\_\_\_\_

Remain firm \_\_\_\_\_

Make a suggestion &/or leave \_\_\_\_\_

#### Situation 2: Responding to Peer Pressure Skill Checklist

Sound is serious \_\_\_\_\_

Expression is serious \_\_\_\_\_

Eye contact good eye contact

  

Firmly say "no" \_\_\_\_\_

Indicate why \_\_\_\_\_

Remain firm \_\_\_\_\_

Make a suggestion &/or leave \_\_\_\_\_

#### Situation 3: Responding to Peer Pressure Skill Checklist

Sound is serious \_\_\_\_\_

Expression is serious \_\_\_\_\_

Eye contact \_\_\_\_\_

  

Firmly say "no" \_\_\_\_\_

Indicate why \_\_\_\_\_

Remain firm \_\_\_\_\_

Make a suggestion &/or leave \_\_\_\_\_

#### Situation 4: Responding to Peer Pressure Skill Checklist

Sound is serious \_\_\_\_\_

Expression is serious \_\_\_\_\_

Eye contact \_\_\_\_\_

  

Firmly say "no" \_\_\_\_\_

Indicate why \_\_\_\_\_

Remain firm \_\_\_\_\_

Make a suggestion &/or leave \_\_\_\_\_

# ROLE-PLAY ACTIVITY

## Responding to Peer Pressure Skill SITUATIONS

### The Helper

#### Role-Play Instructions for the Responding to Peer Pressure Skill:

1. Act out the first situation and complete the Responding to Peer Pressure Skill Checklist.
2. Act out the remaining situations. Switch Helper/Learner roles and handouts.
3. Complete the Responding to Peer Pressure Skill Checklist after you finish each situation.
4. When you think you have mastered the skill, demonstrate one of the situations for your instructor.
5. After you and your partner have demonstrated the skill for your instructor, return to the computer and click continue.

**Situation 1:** Pretend you and your friend are shopping for CDs. In one of the stores, you hand a CD to your friend and tell him/her to put it in his/her coat. Pretend your role-play partner is your friend. Your partner will begin. If your partner says "no," pressure him/her to take the CD **one** more time.

**Situation 2:** Pretend you are staying with your cousin for the summer. You met two cool people at the mall in the morning and want your cousin to sneak out of the house with you to go for a drive with them that evening. Pretend your role-play partner is your cousin. Your partner will begin. If your partner says "no," pressure him/her to go with you **one** more time.

**Situation 3:** Pretend you want to do something with your friend tonight, but you know he/she already made plans with another friend, Julie. You told your friend to call Julie and make up a story about being sick. Pretend your role-play partner is your friend. Your partner will begin. If your partner says "no," pressure him/her to tell Julie he/she is sick **one** more time.

**Situation 4:** Pretend you're in class taking a test. The teacher is called away for a minute, and since you didn't study, you are having a hard time with the test. You have just asked the person next to you for the answer to #3. Pretend your role-play partner is the other student. Your partner will begin. If your partner says "no," pressure him/her to give you the answer **one** more time.

#### Situation 1: Responding to Peer Pressure Skill Checklist

Sound is serious \_\_\_\_\_

Expression is serious \_\_\_\_\_

Eye contact \_\_\_\_\_

Firmly say "no" \_\_\_\_\_

Indicate why \_\_\_\_\_

Remain firm \_\_\_\_\_

Make a suggestion &/or leave \_\_\_\_\_

#### Situation 2: Responding to Peer Pressure Skill Checklist

Sound is serious \_\_\_\_\_

Expression is serious \_\_\_\_\_

Eye contact \_\_\_\_\_

Firmly say "no" \_\_\_\_\_

Indicate why \_\_\_\_\_

Remain firm \_\_\_\_\_

Make a suggestion &/or leave \_\_\_\_\_

#### Situation 3: Responding to Peer Pressure Skill Checklist

Sound is serious \_\_\_\_\_

Expression is serious \_\_\_\_\_

Eye contact \_\_\_\_\_

Firmly say "no" \_\_\_\_\_

Indicate why \_\_\_\_\_

Remain firm \_\_\_\_\_

Make a suggestion &/or leave \_\_\_\_\_

#### Situation 4: Responding to Peer Pressure Skill Checklist

Sound is serious \_\_\_\_\_

Expression is serious \_\_\_\_\_

Eye contact \_\_\_\_\_

Firmly say "no" \_\_\_\_\_

Indicate why \_\_\_\_\_

Remain firm \_\_\_\_\_

Make a suggestion &/or leave \_\_\_\_\_

# Certificate of Completion

**Congratulations**

**Sharrow/Wilson RIU6**

has successfully completed the lesson

**Responding to Peer Pressure**

of the

**Socially Wise Program**



Teacher: Sharrow / Wilson

Observer: Sharrow / Wilson

Date: 2-15-19

/ 44 = \_\_\_\_\_ %

Rating Guide: 2 = Present and correct; 1 = Present, but needs improvement; 0 = Missing or incorrect

← should this be 24?

Socially Wise Checklist				
Start-up Activities				
Score	Teacher Behavior	Optional	Student Behavior	Evidence/Notes
2	1. Student folders are available and contain Code Sheets		Students pick up folders and get seated at computers in an organized way	
2	2. Supervises students as they get started		Students log in using progress codes and get started	
2	3. Answers student questions; provides needed information		Students ask questions if they have difficulties getting started	
Supervision				
2	4. Circulates among the students		Students work at their computers	
2	5. Provides help and feedback as students work		Students work continuously; raise their hands with questions/issues	
Practice Activities				
2	6. Monitors role-play practice		When students complete computer practice activities, they role-play the skill with a partner	
2	7. Provides positive and corrective feedback		Students listen and respond	
0	8. Reminds students to record pass code on handout for that lesson.		Students write pass code on sheet and proceed with program	
2	9. Conducts a post-lesson skill role-play assessment with students		Students participate in a role-play situation with teacher.	
2	10. Provides feedback		Student listens and repeats role-play, if necessary	
Provide a Post-Organizer				
2	11. Reviews student progress		Students listen	
2	12. Debriefs lesson by asking questions		Students respond with answers	

↑ is this optional or is that the additional points to make 44?