

Essential Standard	Clarifying Objective
6.ICR.3 Understand the changes that occur during puberty and adolescence.	6.ICR.3.1 Identify the challenges associated with the transitions in social relationships that take place during puberty and adolescence.

Materials Needed:

Appendix 1 – copy of What is Your Opinion? (cut apart and placed on cards)

PowerPoint on Peer Pressure

Appendix 2 – copy of Three Techniques for Assertive Refusal

Appendix 3 – copies of Role-Play Situations for Peer Pressure (one per group)

Appendix 4 – copies of Peer Pressure: Then and Now

Review:

Ask students to define 'peer' (*a person of the same age, ability, or shared values*). Ask students to identify examples of peer influence on three-year-olds. [*They fuss over playing with toys, wanting the same color candy, copying what others say.*]

Ask students to identify examples of peer influence on adults (*changing to a hairstyle that looks good on a friend, buying a new car after a neighbor does, or redecorating with current style furniture*).

It is important to understand that individuals can be influenced by peers throughout life, not just as teenagers. To avoid being pressured by others, it is important to know what one's values are and to learn to communicate those values clearly. Knowing what one's values are and standing up for them is a lifelong skill and an important one to learn at a young age.

Focus:

Have students divide into four or five groups. Ask for one volunteer from each group to participate in an experiment. Give each volunteer a slip of paper with an opinion on it from What Is Your Opinion? (Appendix 1). The remainder of the people in the group will try to change the volunteer's viewpoint by applying verbal pressure.

Call time – Have students process the activity by asking the following questions:

- 1) *How did the volunteer feel having everyone pressuring him or her?*
- 2) *What was it like for the other participants trying to pressure someone?*
- 3) *Did the volunteer change his/her mind?*
- 4) *Is it easy to stand for what one believes?*
- 5) *How does it feel to give in under pressure?*

Statement of Objectives:

Today we will be discussing peer pressure and its effects. By the end of the lesson, you should know how to be a positive peer influence instead of a negative peer influence.

Teacher Input:

Everyone needs to have the tools to resist negative peer pressure. One method that has been shown to be effective is the three assertive techniques model. Project the first four slides from the PowerPoint, Peer Pressure, to process the definition, how peer pressure makes young people feel, whether it is positive or negative, and the three techniques of assertive refusal:

- Say “no” firmly and keep repeating it.
- Take the offensive. Let the person know how the continued pressure makes you feel.
- Refuse to discuss the matter any further. Leave.

You may want to share copies of Three Techniques of Assertive Refusal (Appendix 2), with students.

Giving in to negative peer pressure and doing something that you don't feel good about doing undermines your self worth. We need to realize that positive peer pressure can help a friend avoid risky behavior. It builds self worth to be a positive influence on someone.

Guided Practice:

Divide students into four groups. Give each group one of the cards from Role-Play Situations for Peer Pressure (Appendix 3). Ask them to develop two role-plays – one demonstrating negative peer pressure, the other demonstrating positive peer pressure. Give them 15 minutes to develop role-plays. Encourage students to portray realistic (and appropriate) language and interactions.

Reconvene the class. Have each group demonstrate a negative and a positive role-play. Each role-play should have a positive outcome. (i.e., The student makes a healthy decision whether the peer pressure is positive or negative.)

Ask students watching the role-plays to comment on the outcome.

- 1) *How did the person being pressured react?*
- 2) *How did the person pressuring react?*
- 3) *Would the person regret what they did later?*
- 4) *How will these characters feel about themselves after this situation?*

Ask students participating in the role-play:

- 1) *How did the person being pressured feel?*

- 2) *How did the person who was doing the pressuring feel?*
- 3) *What will you do if you are ever in this kind of situation?*

At the conclusion of the role-plays, show the final two PowerPoint slides to process why it is difficult to resist peer pressure and how it feels to be successful.

Independent Practice:

Distribute copies of Peer Pressure: Then and Now (Appendix 4). Have students ask parents (or other adults) to tell them about a time when they gave in to peer pressure. Be sure to allow time during the next class period for students to share the responses they received.

Closure:

Remember that peer pressure is something that we will have to deal with all our lives. Challenge yourself to be a positive influence on your classmates today.

What Is Your Opinion?



What is the best movie of all time?



Do you believe that everyone should be required by law to wear seatbelts?



What is your opinion of rap music? (Country? Rock?)



Should tobacco be allowed during athletic events?



What is the best location for a family vacation?



Are sixth graders able to make their own decisions about clothes and hairstyles?



Is there too much violence shown on television?



Should there be a dress code for school?



What is your favorite sport in which to participate?

Three Techniques for Assertive Refusal

- Say “no” firmly and keep repeating it.
- Take the offensive. Let the person know how the continued pressure makes you feel.
- Refuse to discuss the matter any further. Leave.

Role-Play Situations for Peer Pressure

Whether to use
tobacco products



Whether
to eat
from the
salad bar
or eat fast food



Whether to
report the
threat of
violence by another
student



Whether to be
physically active
after school or
play computer
games



Peer Pressure: Then and Now



Ask a parent or important adult in your life the following questions. Briefly write their answers.

<p>1 – Do you remember a time when you gave in to peer pressure as a teenager? How did you feel after you gave in?</p>	<p>2 – If you had that situation to do over again, what would you say or do differently?</p>
<p>3 – Do you ever feel peer pressure as an adult?</p>	<p>4 – How do you, as an adult, handle peer pressure?</p>