



LESSON

3

What Influences Us Unit
Grade 5 • Ages 10-12

TIME FRAME

Preparation: 5 minutes
Instruction: 30-60 minutes

MATERIALS

Come back with Courage Role-plays,
copied and cut apart before class

Chart paper to write the five
comebacks

RAK Journals

[Kindness Concept Posters](#) for
Respect, Responsibility

LEARNING STANDARDS

Common Core: CCSS.ELA-Literacy.
SL.5.1, 1b; CCSS.ELA-Literacy.L.5.1;
CCSS.ELA-Literacy.W.5.2 Colorado:
Comprehensive Health S.3, GLE.1,
EO.c; Reading, Writing and Communi-
cating S.1, GLE.2, EO.a,b,c; S.3, GLE.2,
EO.b

[Learning standards key](#)

Come Back with Courage Role-Play

Students will explore and practice respectful ways
of saying “no” when they experience peer pressure.

Lesson Background for Teachers

This lesson builds on previous lessons in this unit.

This lesson can be extended to two periods if students want to fully engage in both
the role plays and discussion afterward. If you decide to do two lesson periods, you
may consider stopping after introducing the 5 “no”s.

Key Terms for Students

Consider writing key terms on the board before class to introduce vocabulary and
increase understanding.

RESPECT	Treating people, places, and things with kindness.
INTEGRITY	Acting in a way you know to be right and kind in all situations.
MENTAL HEALTH	Our ability to deal with the stresses of everyday life.
EMOTIONAL WELL-BEING	How you understand, use and express your emotions in a productive way.

TIPS FOR DIVERSE LEARNERS

Students might benefit from:

- Referencing the chart of comebacks as they create their role-plays.
- Working in groups with others who are able to respect their diverse needs;
consider having one student in the group work closely with another student to
encourage their participation in the role-play.
- Having note cards with their lines, to ease the fear of performing in front of
others.

RAK lessons teach kindness skills through a step-by-step framework of **Inspire, Empower, Act** and **Share**.

However, each lesson starts with the **Share** step to reinforce learning from previous lessons.



The RAK paradigm is the framework for teaching and building kindness skills.



- Encouraging active listening skills (see Active Listening lesson, Grade 7 for tips) while planning the role-play.
- Reviewing the Focusing Strategies and Problem-Solving Strategies if group activities present a challenge.

Resources

Adapted with permission from materials created by Colorado UpLift, 2010.

Share (3 mins)

For this activity, we are going to think about the ways that our peers influence us. First of all, how do you think our peers and friends can influence us in positive ways?

Inspire

Saying "No" (5 mins)

Sometimes our peers can pressure us to do things that we don't want to do. Staying emotionally and mentally healthy means knowing when to listen to our peers and when to listen to our hearts. It's important to maintain our integrity so we can respect ourselves. We are going to act out role-plays that focus on what we can do when people pressure us to do things that we don't want to do. What are some ways that you can say "no" when someone is pressuring you to do something that you don't want to do?

Allow students to brainstorm ways that they can say "no" when someone is pressuring them. Write their responses on the board or chart paper. Make sure to emphasize and write the following five strategies.

1. Use a strong "No" statement. (Such as "No thanks" or "No, I am not interested.")
2. Look the other person in the eye.
3. Cross your arms. (Your body language shows you are not interested.)
4. Show you are confident. (Don't smile, giggle, or laugh nervously!)
5. Walk away!

Do a 30-second practice by having students stand in a big circle and, one student at a time, take turns around the circle saying "no" to the person on their left using the 5 strategies. "Walk away" back to their desk after each student has said "no". The final student left in the circle will say "no" to you and you both "walk away" to your desks.

Empower

Role-Plays and Discussion (20 mins)

Divide the students into four-six groups and hand each group a role-play. Another option would be to have students write their own role-plays.

Each group has been given a role-play. You will need to determine the following roles:

- One group member will read the situation to the class
- One group member will represent "Peer Pressure" and will attempt to pressure the others to do something wrong.
- Every other member of the group will need to say "no" to the pressuring friend using one of the skills that we discussed and is written on the board.

Have students spend a few minutes figuring out how they are going to act out the role-play. Then have them perform the role-plays for the class.

After students finish, ask the following questions:

- We talked about this in an earlier activity. Does anyone remember what it means to influence someone? (Answer: To have an effect on someone or something.)
- Do you think that peer pressure can influence how you feel about yourself?
- Do you think that you could try some of these techniques to say "no"? Which would work best for you? What are some other ways you can say "no"?
- How do we use **integrity** and self-**respect** in these situations?

Wrap Up (5 mins)

To gauge understanding of the material, choose from either the evaluation or reflection questions as discussion, writing or journal prompts. Consider providing additional time for deeper evaluation and reflection as needed.

Evaluation Questions

- What is peer pressure?
- What are some **respectful** ways you can say "no"?
- What is **integrity**?

Reflection Questions

- Write about a time when you were pressured to do something that you didn't want to do. What did you do? How did you feel?
- After learning some techniques to say "no" today, which one do you think would be easiest for you to use?
- Is it hard to have integrity when faced with peer pressure?

Summary

Today, we practiced saying "no" to peer pressure using 5 strategies: 1) strong "no", 2) eye contact, 3) cross your arms, 4) confidence, 5) walk away. There are lots of different kinds of situations in which you will need to use these strategies, because you will experience peer pressure as you go through school and will need to confidently stand up for what is right.



Act (2 mins)

Kindness Minute

Be a positive influence. Everyone write an encouraging statement on a scrap of paper. Put all the papers in a jar or box and when someone in your class is feeling blue or having a bad day, invite them to take an encouragement from the jar.

Kindness in Action

Notice this week when you see someone being a positive influence. It could be on you or someone else. Write what you saw below.



Come Back with Courage Role-Plays

Group #1: Smoking

You are visiting your grandparents for the summer and have met a group of friends who dare you to smoke cigarettes with them. You know that smoking is harmful. Your uncle has lung cancer and the doctors think that smoking was the cause.

How do you come back with courage?

Group #2: Stealing

You are in a music store and you see a CD that you want to buy, but you don't have enough money. Your friends tell you they will keep watch for the store clerk so you can put the CD in your backpack. You really want the CD, but you know stealing is wrong.

How do you come back with courage?

Group #3: Bullying

You and a group of friends are on the playground when a student who has a hard time controlling his behavior in class walks toward you. Most kids make fun of him and don't want to be around him. Your best friend says: "Did you see how he was acting in class today? Threw a fit because he didn't want to do the math problem. What a loser!"

How do you come back with courage?

Group #4: Stranger

You are walking home from school with your friend and it is pouring rain. Someone pulls up in a new, bright red sports car and asks if you want a ride. The person looks really nice, but you have never seen the driver before. Your friend wants to get in the car, but you don't think it is a good idea.

How do you come back with courage?

Group #5: Standing up for your Friend

Your friend has a new shirt that you really like, but a group of girls are teasing her and telling her that it is ugly. These girls say that you need to tell your friend how silly she looks in the shirt.

How do you come back with courage?

Group #6: Skipping School

It is a beautiful spring day and your friend asks you if you want to go to the park and ditch school. You have never skipped school before, but you don't want your friend to make fun of you.

How do you come back with courage?

