



LESSON 4

Peer Pressure Unit Grade 8 • Ages 14-16

TIME FRAME

Preparation: 15 minutes
Instruction: 30 minutes

MATERIALS

What Would You Do? Situations

A soccer ball with situations from activity sheet cut out and taped onto ball before class.

Kindness Concept Posters:

Assertiveness, Responsibility, Respect, Self-Discipline and Integrity

LEARNING STANDARDS

Common Core: CCSS.ELA-Literacy.
SL.8.1

Colorado: Comprehensive Health S.3,
GLE.2, EO.c, IQ.2; Reading, Writing and
Communicating S.1, GLE.1, EO.a

SEL: Self-awareness, Self-
management, Responsible decision
making

[Learning standards key](#)

Real Time Response

Students will think of realistic ways they can respond to common pressures they may face, both positive and negative.

Lesson Background for Teachers

This lesson builds on previous lessons in this unit.

Article: Scientific American- Peer Pressure has a Positive Side: <http://www.scientificamerican.com/article/peer-pressure-has-a-positive-side/>

Key Terms for Students

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

RESPONSIBILITY	Being reliable to do the things that are expected or required in your life, home, community and environment.
RESPECT	Treating people, places, and things with kindness.
ASSERTIVENESS	Standing up for yourself and what you believe in while being respectful of the rights and beliefs of others.
INTEGRITY	Acting in a way you know to be right and kind in all situations.
SELF-DISCIPLINE	Controlling one's words and actions for the benefit of self and others.

TIPS FOR DIVERSE LEARNERS

Students might benefit from:

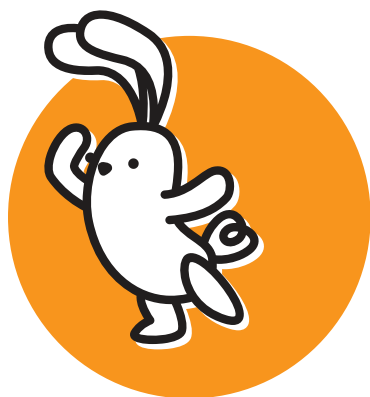
- Being grouped with people they feel comfortable with since this is a sensitive topic; consider partnering a student who is easily pressured with someone who will look out for that student during the game.
- Discussing feelings or reactions to the scenarios with you, the school counselor or another adult after class, particularly if they seem distressed during the discussion.

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.



Resources

20 Ways To Avoid Peer Pressure:

<http://www.yourlifecounts.org/blog/20-ways-avoid-peer-pressure>

Teel Helpline- Teens Helping Teens Call, Text, Email or Message

<https://teenlineonline.org>.

Share (3 mins)

Think of a time you stood up for someone else or wish you had stood up for someone else. Share with the person next to you.

Inspire

Reality Check Discussion (5 mins)

Do you think that the way we have been portraying peer pressure is realistic? Why or why not? What is it really like?

Empower

Real Time Response (15 mins)

Make sure to put up the "Ways to Respond to Peer Pressure" and "Ways to Stand Up for Others" posters as a reference for the students from Responding to Peer Pressure lesson.

Invite students to stand in a circle around the room. Hold up the soccer ball.

On the soccer ball are situations that teenagers face. I will toss a ball to you and I want you to read the situation on the top of the ball to the members of your group. For example, it might say: "Someone offers you drugs after school." Tell the group how you could resist peer pressure in this situation. Note who is pressuring in the situation: it may be a friend or someone you don't know. Think about whether this impacts how you respond. Refer to the poster on the wall for some ways to resist peer pressure or come up with your own. If you use a verbal response, try to speak in a strong, confident tone of voice, make eye contact, and make sure your facial expression communicates the same message as your words. When you are done, toss the ball to someone else in the group and read the situation on the top of the ball or a different situation if that one was already discussed. Everyone should have a turn.

If students struggle, you can encourage students to help each other come up with ways to resist negative peer pressure.

After about half the students have had a turn, explain: Now we will play another round, and this time when you get the ball explain what you could do if you saw someone else being pressured. What could you do or say? When you are done, throw the ball to someone who has not had a turn.

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

- Realistically, what is it like to experience peer pressure.
- What are some ways we can resist peer pressure?
- What are some ways we can stand up for someone else being pressured?

Reflection Questions

- How do you think resisting negative peer pressure can make a difference for you and at school?
- How can we support someone who is feeling pressured to do something they don't want? Is our support different if it's someone you know well?
- Do you ever resist positive peer pressure? What might make us resist someone trying to help us do what we want to do?

Summary

Today we applied our strategies for dealing with peer pressure to some specific situations. Supporting our peers and reacting to pressure takes assertiveness and integrity. Being kind to ourselves and others by resisting negative pressure and embracing positive pressure is a skill that we learn and use through our entire lives.



Act (2 mins)

Kindness Minute

Use your positive pressure powers for good! Make a tiny sign that encourages people to take better care of the environment and post it where needed. Example: A note by the light switch that says, don't forget to turn me off! A note by the paper towels that says, I'm made of trees! Or Please use just one! Or a note by the sink that says: Just use as much as you need. I'm precious.

Kindness in Action

Write a thank you note to someone who helped support you to do something you were trying to get better at, something new you wanted to try or something you were having trouble with. It does not need to be someone you know well and you do not need to sign the letter if you're not comfortable doing so.



What Would You Do?

**A popular kid tries to
give you a cigarette
after school**

**Someone you don't
know offers you
alcohol at a party**

**A friend asks you to
skip class with him**

**The person you are
dating wants you to do
things that make you
uncomfortable**

**Your best friend
asks to copy off of
your paper for a big
test**

**The "in crowd" you
want to join pressures
you to exclude a friend
from the group**