



LESSON

2

Peer Pressure Unit Grade 8 • Ages 14-16

TIME FRAME

Preparation: 10 minutes
Instruction: 30 minutes

MATERIALS

Foundation for a Better Life TV spots from values.com website: Reach (30 sec.): <http://www.values.com/inspirational-stories-tv-spots/78-reach>

Peer Pressure (30 sec.): <http://www.values.com/inspirational-stories-tv-spots/115-peer-pressure>

Your Brain on Peer Pressure
Infographic:

RAK Journals

Kindness Concept Posters:

Assertiveness, Responsibility, Respect, Self-Discipline and Integrity

LEARNING STANDARDS

Common Core: CCSS.ELA-Literacy.
SL.8.1, 2

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

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

[Learning standards key](#)

Peer Pressure

Students will watch some video clips about peer pressure and discuss how these relate to their own lives.

Lesson Background for Teachers

This lesson builds on previous lessons in this unit.

Teenagers brains are wired to take more risks and think less about consequences. When peers are present, the amount of risk has been shown to double. Peers can have a positive or negative affect on one another.

Article: Peer Pressure: It's Influence on Teens and Decision Making: <http://headsupscholastic.com/students/peer-pressure-its-influence-on-teens-and-decision-making>

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:

- Tracing the outline of a person and writing feelings inside and the actions on the outside.
- Discussing in small groups what they can do when they are pressured to do things they don't want to do and identifying friends and adults they can talk to.

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

Alternate videos:

Toddler Peer Pressure (36 sec.):

<https://www.youtube.com/watch?v=bmu2Wb3b5FA>

Twins Pressure Jump (1 min. 20 sec.):

<https://www.youtube.com/watch?v=-glHDq8KUxg>

Share (3 mins)

As a class, share what your personal definitions of **integrity**.

Inspire

Peer Pressure Videos (5 mins)

Now we are going to watch some clips about peer pressure.

Watch "Reach" clip (30 sec.):

<http://www.values.com/inspirational-stories-tv-spots/78-reach>

Watch "Peer Pressure" (30 sec.):

<http://www.values.com/inspirational-stories-tv-spots/115-peer-pressure>

Alternate videos are provided in Resources.

Empower

Peer Pressure Video Discussion (15 mins)

After watching the clips, ask the following questions:

- In both of these clips, there was pressure to make a choice. Did they seem realistic to you?
- Could you relate to what was happening in the videos? Why?
- We don't know for sure, but how do you think the people felt about themselves when they did the right thing?
- Were these people pressured to do what they wanted to do or what they didn't want to do?
- When you are pressured to do something you don't want to do, how does that feel?
- Do you seek the help of friends or adults? Why or why not?
- How do you feel when people encourage you or pressure you to do the right thing?

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 kinds of pressure can we experience from others?*
- *What is integrity?*
- *How can we help each other maintain our integrity?*

Reflection Questions

- Do you think that resisting negative peer pressure can be a way to show kindness toward ourselves? Why or why not?
- Is it ever OK to pressure others to do something? Explain.
- What kinds of pressure do you feel on a regular basis?

Summary

Pressure from others can be either positive or negative. People can help us to do the right thing, encourage us to achieve our goals or pressure us to do things we are not comfortable doing. Kindness comes from supporting one another and honoring our own inner voice.



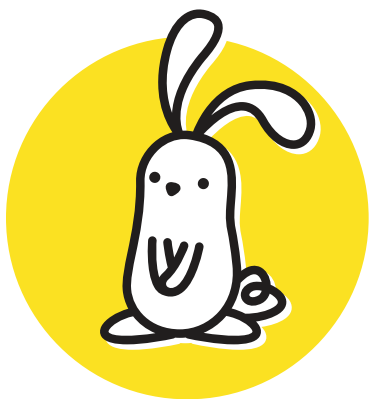
Act (2 mins)

Kindness Minute

Think of someone who has given you the push you need to achieve a goal or become better at something. Think of how they did that and how you can apply that to your own support of a friend. Tell the person next to you how the person modeled support.

Kindness in Action

Complete the Peer Pressure Home Extension Activity.



Peer Pressure

NAME _____

Home Extension Activity

Background

As part of the Random Acts of Kindness program, we have been talking in class about ways to resist negative peer pressure. Talk to your parents, a guardian or a trusted adult about what you think it means to resist negative peer pressure and some ways to do that.

Instructions

For two weeks, keep track of situations where you experienced peer pressure on the chart below and discuss these situations with a trusted adult. Then bring this back to class. You don't have to share specific situations, but you can share some of your responses and how you felt:

WEEK 1	MON	TUE	WED	THUR	FRI
What Happened?					
How did you respond?					
How did you feel?					

WEEK 2	MON	TUE	WED	THUR	FRI
What Happened?					
How did you respond?					
How did you feel?					