

PEER PRESSURE AND HEALTHY CHOICES

Teacher Script Day #1

Prep before class:

→ Copy and cut-out the figures on the:

1. *Ways to Say “NO” Role Play Cut-Outs* (Page 22)

→ Bring in a hat or small container to put cut-outs in.

→ Make enough copies of the following items to hand out to all the students:

1. *Tommy’s Dilemma Poem* (Page 14)
2. *Tommy’s Dilemma worksheet* (Page 15)
3. *Tommy’s Dilemma - Write a Poem Activity* (Page 16)
4. *Types of Peer Pressure handout* (Pages 17, 18)
5. *Ways to Say “NO” handout* (Page 19)
6. *Ways to Say “NO” Matching worksheet* (Page 20)
7. *Are These Slogans In Your Brain? handout* (Page 23)
8. *More Slogans, How Much Can Your Brain Hold? handout* (Page 25)

Lesson Day #1

Peer Pressure Simulations: Begin class with one of the following activities (Activity One, Two or Three). Discuss the results using the discussion questions provided.

1. **Activity One: “The Window Incident”**

- A. Simulation

- Have another teacher or a pre-selected student (aka “confederate”) walk into the classroom at a pre-determined time and go directly to the window and look out. If the room does not have a window, you may use the door as a substitute.
- The classroom teacher should ignore the confederate as much as possible and do their best to continue with the lesson.
- If no one reacts or notices the confederate, the confederate should pretend that something exciting is going on outside. The confederate can begin to make comments such as “Oh my gosh, would you look at that!” or “I can’t believe they are doing that!” Encourage the confederate to be loud and behave in a very expressive way.
- Wait and then see what the students do; see how they react.
- After a few minutes, have the confederate leave the room.

- B. Discussion

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- Did anyone go look out the window? Why?
 - Did anyone try to get the classroom teacher to intervene? Why?
 - Was anyone curious to go look out the window, but didn't go?
 - Discuss how this is an example of peer pressure.
 - Some classes will sit quietly and stay in their seats; this is probably what would be expected from the students. This quiet behavior is also a form of peer pressure, conforming to school norms.
 - Other classes may have several – or even all – students get up to look out the window. This may show how they are more easily influenced to find out what is going on when the regular structure of their class changes. This also is a type of peer pressure.
2. **Activity Two: “2 + 2 = 5”**
- A. Simulation
- Have the students take out a piece of scrap paper; give students several very easy math problems to work on at their desk.
 - The problems should be very easy basic math concepts that most students probably have memorized.
 - Select a couple of students to do a problem on the board. When they are completed, tell them that the answer is wrong. See what happens.
 - Try to convince the class that their answers are not what you are looking for.
- B. Discussion
- After a little while, discuss with the class the concept of peer pressure and how some people will change their minds about something that they believe is right just because others tell them they are wrong!
 - How did they feel when they knew they were correct but were told that their answer was wrong?
3. **Activity Three: “The Big Bargain”**
- A. Simulation
- Put a few small inexpensive objects in a pretty gift bag.
 - The objects can be anything, some chewed up pencils, a couple items of trash, a small tissue pack, a small Happy Meal toy, etc.
 - Package the items so that no one can see what is in the bag.
 - Try to get students to buy the bag from you.
 - Say the same thing in all scenarios (something such as “I’ve got something really great in this bag and I’ll let you have it for cheap. It’s a bargain. Everyone in the class will want this, but only one person can have it”.)
 - In some cases, stand too close to the person and be “in his face” just a little bit.
 - In other cases, keep your distance and look down at the ground while trying to sell the bag.
- B. Discussion
- Ask students to discuss whether or not they would buy the bag.
 - Have students take a “secret ballot” and write down if they would buy it and for how much.

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- Discuss if personal space and eye contact made a difference.

Peer Pressure: Background information

1. Discussion

- A. Ask students to define “Peer Pressure” and give examples. Write their responses on the board. Combine what students have said to come up with a definition for the class.
- B. Give a more formal definition of Peer Pressure:
 - 1) ***Use this definition:*** Social pressure on an individual to adopt a type of behavior, dress, or attitude in order to be accepted as part of a group.

Types of Peer Pressure

- A. Ask a restless student to pass out the *Types of Peer Pressure handout* (Pages 17, 18).
- B. Read and discuss with the class.
- C. Ask the students to provide examples of negative peer pressure.
- D. Ask the students if all peer pressure is bad.
- E. Ask them to provide some examples of how peer pressure can be positive.
 - 1) Some examples of positive peer pressure could include: a sports team encouraging all of their players to get good grades; everyone being nice to a new student; choosing to hang out with friends who don’t smoke; listening to the anti-tobacco ads on TV and radio (Stand Ohio ads).

“Tommy’s Dilemma” poem

1. Ask a student to pass out *Tommy’s Dilemma Poem* (Page 14) and the *Tommy’s Dilemma worksheet* (Pages 15, 16).
2. Read the poem together in class, letting students take turns reading a stanza at a time.
3. Discuss the poem and then give students time to complete the first page of the worksheet in class.
4. Instruct students to take home the second page *Write a Poem* and complete it for homework.

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Ways to “Say No”

1. Information
 - A. Ask a student to pass out the *Ways to Say “NO” handout*. (Page 19)
 - B. Read it out loud with the students
 - C. Provide at least one concrete example of each way to “Say NO”
 - D. Ask students to come up with their own examples and share them
2. Interactive Role Playing
 - A. Divide the class into small groups - - make sure that all 8 of the ways to “say NO” are given out.
 - B. Have each group select a “Way to Say NO” card from a hat or container.
 - C. Give the groups 3 -5 minutes to brainstorm and come up with a skit to illustrate their refusal category.
 - D. Have each group perform their skit for the class.
 - E. Ask students in the audience to guess which of the refusal skills the skit demonstrates.
 - F. Discuss skits when appropriate.

Review the key points of the lesson and assign homework.

1. Assign the *Are These Slogans In Your Brain?* and/or *More Slogans, How Much Can Your Brain Hold? handout(s)* for homework (Pages 23, 25).
2. Remind students to finish the second page of the *Tommy’s Dilemma - Write a Poem worksheet* (Page 16) by writing their own poem on peer pressure for homework.