

ROOTS AND WINGS
THIRD GRADE
LESSON FIFTEEN

Rev. 6/04

I. Review

A. Pass out the nametags.

B. Last time we were together, we talked about what it meant to be tolerant.

- **Does anybody remember what it means?** (Recognizing and respecting the differences in others).
- **As PeaceBuilders trying to build a more peaceful world, do we need to be tolerant of the differences in others?** (Yes)

II. Overview

Today's lesson will have to do with an aspect of friendship called "Peer Pressure".

III. Program

A. Ask students if they know what "Peer Pressure" is. Explain that "Peer" means someone who is about the same age as you and who you tend to hang out with. "Pressure" means a push or force. "Peer Pressure" then means a push coming from people you tend to hang out with.

a. Give examples:

- 1. All my friends wear white tennis shoes, so I feel like I need to wear white tennis shoes.**
- 2. Some of my friends think that it isn't cool to study, so I don't study either.**
- 3. My friend laughed at my new pants, so I am not going to wear them anymore.**

b. Ask students to give other examples.

B. Peer pressure can be good and it can be bad.

a. It is good when it encourages positive behavior. Example: My best friend always does well on her spelling test, so I want to do well too. She studies hard, so I am going to study hard too. Ask for other examples of peer pressure being a good thing.

b. However, peer pressure can also be bad. It is bad when it pushes us to do things that are wrong. For example: My friends don't like the new student in our class, so I don't like him either. Another

example: My friend wants me to tell my mom a lie so that we can go to a movie my mom told me I couldn't see. Ask for other examples of peer pressure being bad.

- C. If someone tries to make you do something that you don't want to do, or that you know is wrong, what do you think you should do? (Say no; not do it; tell them that your parents will get mad if you did it).**
- a. Is saying "no" easy? (You may get a lot of different answers, but "NO" will be one of them).**
 - b. Why? (*I want my friends to like me; I don't want my friends to make fun of me*).**
- D. Sounds like we need to think about the kind of friends we want to have. What do you really think of friends that make fun of you or stop liking you just because you don't want to do something they want you to do? Or because you want to do something different? Are they tolerant? (*No*). Is that a good thing or bad thing (bad).**
- E. What about you? Do you think your friends feel like you won't like them or will be mean to them if they don't do something you want them to do? Is it true? What do you think you should do to show your friends that you are a tolerant person? (*Not force them to do something they don't want to do; still be their friend even if they don't do what I want them to do; be tolerant*). Praise students for coming up with these ideas.**
- F. It isn't always easy to say no to your friends. However, you are the only one responsible for your actions, and only you (not your friends) will pay any consequences for them. Therefore, you need to think about the consequences and be able to say no when your friends try pressuring you to do something you do not want to do or that you know to be wrong. A real friend will respect your decision.**
- G. What is the worse thing that could happen if you said stand up for what you believe is right and say "No" to your friends? (They won't be your friend, they will get mad). Does that show they respect you? Is this the kind of friend you really want to have?**
- H. What is the best thing that could happen? (They will still be your friend, they will respect you even more for standing up for what you think is right,). Tell students, "You might even create positive peer pressure for your friends to change their negative behavior to positive!"**
- G. What is an assertive way to say no? How about using the "**Broken CD**" technique you learned in Lesson #7? (Review the technique with students):**
- Make a kind statement that shows you understand their needs or wants.**
 - Then you state your rule or policy statement.**
 - Example: Your friend wants you to ride your bike to the store with them. Your mom says you can't ride your bike to the store.**

They won't take "No" for an answer. You respond with: "Sorry-no. I know you want someone to ride with, but I don't ride my bike to the store". If they keep asking, you keep responding with, "I know you are disappointed I won't go with you, but I don't ride my bike to the store".

H. Read the following situations to students and ask a volunteer to go through the following thought process:

1. Is it wrong? Do you want to do it?
2. Is this negative or positive peer pressure?
3. What are the consequences?
4. Use the Scratched CD Technique to say "NO"?

Situation #1: Your friends want you to join them in making a mess of the school bathroom. (Possible answer: *"I know you want to do this with me, but I don't mess up other people's property".*)

Situation #2: Your best friend begs you to let him or her copy your test. (Possible answer: *"I know the test is hard, but I don't cheat"*).

Situation #3: Your parents told you that you may not eat candy because it is bad for your braces. Your friends tell you to go ahead and eat the candy anyway, but just lie to your parents. (Possible answer: *"I know the candy must taste good, but I don't lie"*)

Situation #4: You are at the store with your friend. He or she wants you to steal a candy bar. (Possible answer: *"I know you don't want to do this alone, but I don't steal"*)

Situation #5: Your two friends have a fight, and one of them asks you to stop being friends with the other. (Possible answer: *"I know how it feels to fight with a friend, but I don't take sides"*).

IV. Evaluate

- A. Hand out the worksheet to students and give them 5-6 minutes to fill them out. Alternative, let student work together in teams to fill out the worksheet. Ask students to put the steps processes in order.
- B. After students have completed the worksheet, ask for volunteers (or teams) to read their answers.

V. Summary

- A. Thank the students for doing a good job.
- B. Assure them that you know that it isn't always easy to stand up to peer pressure. Even adults find it difficult.

- C. Remind them to think about the consequences of their behavior because they alone are responsible for it, and will have to live with the consequences of their choices.
- D. Remind students that they know how to be assertive communicators, and they know how to be a “Scratched CD”.

Lesson Purpose

To show students that they can resist peer pressure.

Objectives

1. Students will be able to identify negative and positive peer pressure.
2. Students will understand they are responsible for their own choices.
3. Students will practice the “Scratched CD” technique to resist peer pressure.
4. Students will gain confidence in their ability to say “no” to peer pressure.

PF Lesson Prep

- Make student copies of the handout.

Lesson Materials Required

1. Handout master at the back of this lesson plan.
2. Student copies of the handout.