



Grade 3 Sample Lesson Plan: Resisting Peer Pressure to Break the “Rules”

Objectives/Goals

- Students will demonstrate refusal skills to counter pressure to be unsafe.

Materials

- KidsHealth.Org Peer Pressure Teacher’s Guide
- https://classroom.kidshealth.org/classroom/3to5/personal/growing/peer_pressure_e.pdf
- Peer Pressure Lesson, Graystone Elementary School, San Jose, CA
- [http://www.sjUSD.org/graystone/downloads/third+grade+lesson+15+rev+6-04+\(peer+pressure\).doc](http://www.sjUSD.org/graystone/downloads/third+grade+lesson+15+rev+6-04+(peer+pressure).doc)

Procedure

1. Talk to students about how peer pressure sometimes is used to make them do something unsafe (e.g., swimming alone, not wearing helmets) and that they will sometimes have to stand up to friends and say no, to do the right thing.
2. To reinforce refusal skills necessary to counter peer pressure not to use protective gear, conduct the lessons and worksheets in the *KidsHealth.org Peer Pressure Teacher’s Guide* (note to teacher: adapt some of the scenarios to reflect safety situations (e.g., unsupervised swimming, trying pills, not wearing helmet or PFDs) or implement the following guided discussion and role play of scenarios adapted from Gray Stone Elementary, San Jose, California, Third Grade Lesson Plans:
[http://www.sjUSD.org/graystone/downloads/third+grade+lesson+15+rev+6-04+\(peer+pressure\).doc](http://www.sjUSD.org/graystone/downloads/third+grade+lesson+15+rev+6-04+(peer+pressure).doc)

Peer Pressure and Refusal Skills: Discussion Outline and RolePlay

- 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.
- Give examples:
 - All my friends wear white tennis shoes, so I feel like I need to wear white tennis shoes.
 - Some of my friends think that it isn’t cool to study, so I don’t study either.
 - My friend laughed at my new pants, so I am not going to wear them anymore.
 - My friends don’t wear bicycle helmets when bicycling, so I won’t wear my helmet either.
- Ask students to give other examples.
- Peer pressure can be good and it can be bad.
 - 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.
 - However, peer pressure can also be bad. It is bad when it pushes us to do things that are wrong, harmful or unsafe. 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.
- 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).
- Is saying “no” easy? (You may get a lot of different answers, but “NO” will be one of them).
- Why? (*I want my friends to like me; I don’t want my friends to make fun of me*).
- 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).
- 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.
- 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.
- What is the worst 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 friends; they will get mad). Does that show they respect you? Is this the kind of friend you really want to have?

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- What is the best thing that could happen? (They will still be your friends; 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!”
- What is an assertive way to say no? How about using the Say No” technique below:
 - 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 but you don’t have your helmet. Your mom says you can’t ride your bike without a helmet. 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 without a helmet”. If they keep asking, you keep responding with, “I know you are disappointed I won’t go with you, but I won’t ride my bike without a helmet”.
- Read the following situations to students and ask volunteers to go through the following thought process:
 - *Is it wrong? Do you want to do it?*
 - *Is this negative or positive peer pressure? What are the consequences?*
 - *Use the Say No 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 ride a bike without a helmet because it puts you at risk for a head injury. Your friends tell you to go ahead and ride the bike anyway, but just lie to your parents. (Possible answer: “I know it might be fun to ride now, but I will wait until I have a helmet.”)*
 - *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"*).
 - *Situation #6:* Your friend wants you to go swimming in a nearby lake without adult supervision. (*Possible answer: "I know you want to swim, but I don't swim where there aren't lifeguards."*).
- Assign students in pairs to role-play practice refusal skills in each of the situations.

Assessment Idea

- Monitor student participation in role plays: Are they able to say no?
- Completion of the Think First worksheet and Peer Pressure Quiz in the KidsHealth.org Peer Pressure Lesson Plan.

References

- Kidshealth.org Educators Site <http://classroom.kidshealth.org>
- Third Grade Peer Pressure Lesson, Graystone Elementary School, San Jose, CA
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