

TEEN LIVING – GROUP ASSOCIATIONS

<p>OBJECTIVE: Explore the dynamics of group associations. How a group might positively or negatively influence a teenager’s life. Discuss the various aspects of group association – peer pressure, gang membership and substance abuse.</p>	<p>STANDARD: Students will discuss the dynamics of peers and friends.</p>
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<p>MOTIVATOR</p>	<p>DESCRIPTION: Bell Ringer Question</p>	<p>MATERIALS: Bell Ringer Cards</p>
<p>TIME: 5 min.</p>		
<p>CONTENT:</p> <ol style="list-style-type: none"> 1. Have the students answer the following question on their bell ringer cards, “What groups are you a member of?” 2. When done, have the students return their cards to the class basket. 		

<p>ACTIVITY 1 (Cooperative & Competitive)</p>	<p>DESCRIPTION: Bull Fights Activity</p>	<p>MATERIALS: Clothespins – 3 per student Group Association PowerPoint (slide 2)</p>
<p>TIME: 20 min.</p>		
<p>CONTENT:</p> <ol style="list-style-type: none"> 1. Give each person three clothespins. Explain that the object of the activity is to try to clip your clothespins on the backs of the other players. Each player tries to avoid being pinned. Pins may only be clipped above the waist and below the neck. You may not grab and hold players. You will have a time limit of three minutes. Set the boundaries in the classroom. At the end of the first round compare how many pins are on each person’s back. 2. For round two, divide the students into teams of three people each team. The object of the game will be the same as before. You still want to place as many pins on the backs of others as you can. You want as few pins as possible to be placed on the backs of your own team. You will want to work out a plan that will protect each other. Round two will have the same time and boundaries as round one. At the end of the time compare to see how many pins are on the backs of the various players. Have the teams stand together so you can see how they did protecting each other from enemy pins. 3. Discussion of the activity: <ol style="list-style-type: none"> a. How did you do during the first round of play? b. Was it hard to protect yourself from others when everyone was after everyone else? 		

- c. How did you feel when everyone was chasing you?
- d. How hard was it to place your pins on the back of other players?
- e. How did you do during the second round of play?
- f. How was the second round different from the first?
- g. Was it harder or easier to keep pins off of your back when you were part of a team?
- h. How did the team concept make the game different? Explain.
- i. How can you compare this activity to group associations?
- j. What were the benefits to being a member of a group during this activity?
- k. What are the benefits of being involved with an organized group such as a club, an activity group like Scouts or a sports team?

REFERENCES:

“Bull Fights” activity by Tom Jackson. Found in the book, “More Activities That Teach” pp. 126-128

ACTIVITY 2 (Individualistic)	DESCRIPTION: Discussion on Groups	MATERIALS: <i>GROUP ASSOCIATIONS STUDY GUIDE</i> <i>WHO INFLUENCES YOU</i> Group Association PowerPoint (slide 3-6) Benefits of Group Association Teacher Info.
TIME: 15 min.		
CONTENT:		
<ul style="list-style-type: none"> 1. Discuss the different types of groups students may be a part of. 2. Discuss the benefits of group association. 3. Have the students complete in the “Who Influences You” worksheet. Instructions are found on the worksheet. 		
PROCESS QUESTIONS:		
<ul style="list-style-type: none"> 1. What various types of groups are teens associated with? 2. What are some of the benefits of group association? 3. Who truly influences you? 		
REFERENCES:		
Information found in the Teen Living Curriculum – Utah State Office of Education		

ACTIVITY 3 (Individualistic, Cooperative & Competitive)	DESCRIPTION: Discussion and Activity with Peer Pressure	MATERIALS: <i>GROUP ASSOCIATION STUDY GUIDE</i> Group Association PowerPoint (slide 7-8)
TIME: 15 min.		
CONTENT:		
<ul style="list-style-type: none"> 1. Discuss on peer pressure 		

- a. Define peer pressure.
- b. Discuss the two types of peer pressure.
- c. Discuss why people conform.
2. Participate in the “Decide Early” activity.
3. Pair the class into partners. Have the partners face each other. Have them put their hands behind their back and extend any number of fingers on one or both hands. On the count of three, both partners are to bring their hands out in front of them and hold them chest high. The first of the two people who correctly adds up the number of fingers extended on his own hands and the hands of his partner yells out the answer. Remember, it is the total number of fingers extended on all four hands that we are looking for.
4. Have the students go through this activity a couple of times with their partner. Then have everyone switch to a new partner. Repeat the entire process through about three different partners.
5. The key to winning this activity is to already know how many fingers you have extended on your own hands, so that when your partner’s hands are brought out all you have to do is add his finger total to yours.
6. Discussion of activity:
 - a. How did you do on this activity?
 - b. What strategy did you use to try to beat your partner?
 - c. Did your strategy work? Why or why not?
 - d. What do you think was the best strategy? Why?
 - e. As you moved around the room, did others have a different strategy from yours or the partner you had been with? What was it?
 - f. How do you think this activity can be useful in resisting peer pressure?
 - g. When playing the game, did counting your own fingers help you win?
 - h. Did you feel any pressure when the hands went up and the other person showed his fingers?
 - i. Did you become frustrated during the activity? Why?
 - j. Do you think making an early decision would help you resist peer pressure? Why or why not?
 - k. Think about a situation where you had a hard time making up your mind about something. Describe the situation.
 - l. How did you finally make your decision?
 - m. What did you base your decision on?

PROCESS QUESTIONS:

1. What is peer pressure?
2. What are the two types of peer pressure?
3. Is peer pressure always bad? If not, cite an example.
4. Why do people conform to peer pressure?
5. How can making a decision early help you resist peer pressure?

REFERENCES:

“Decide Early” activity by Tom Jackson. Found in the book, “Activities That Teach” pp. 119-121

ACTIVITY 4 (Individualistic)	DESCRIPTION: Discussion on Gangs	MATERIALS: <i>GROUP ASSOCIATIONS STUDY GUIDE</i> Group Association PowerPoint (slide 9-11)
TIME: 10 min.		

CONTENT:

1. Discuss what a gang is.
2. Discuss why teens join gangs.
3. Discuss the consequences with gang membership.

PROCESS QUESTIONS:

1. Define what a gang is.
2. Why do teenagers join gangs?
3. List some consequences that come with gang membership.

REFERENCES:

Information found in the Teen Living Curriculum – Utah State Office of Education

SUMMARY:

Being a member of a group brings a sense of belonging and can raise self-esteem.

Do not succumb to negative peer pressure.

Find groups to be a part of that strengthen your values, not go against them.

STUDENT EVALUATION:

Encourage the students to participate in both activities and in discussions throughout the class period. There is no homework for this lesson.

TEACHER EVALUATION:

OPTIONAL ACTIVITY:

Choose from the following peer pressure activities:

1. "Over Time" activity by Tom Jackson. Found in the book, "More Activities That Teach" pp. 233-234. About 10 minutes.
2. "Remote Control" activity by Tom Jackson. Found in the book, "Still More Activities That Teach" pp. 185-188. About 15 minutes.
3. "Finger Trap" activity by Tom Jackson. Found in the book, "Still More Activities That Teach" pp. 88-92. About 10 minutes.