

# Identifying Peer Pressure

More Practice With I STOP'D and We STOP'D



## 3 Cs

- ☞ I care about myself.
- ☞ I care about others.
- I care about my community.

**Help students to understand and invite them to state clearly:**

- I have the right to care about myself.
- I have the responsibility to make smart choices when I care about myself.
- I show I care about myself when I make choices to live healthy and not use alcohol, tobacco/nicotine or other drugs.

- I have a right to live in a healthy and peaceful place.
- I have a responsibility to contribute to the health and peace of the place I am in.

## Teacher Notes

This lesson is closely related to lesson 17.

## Preparation

### Copies

- Worksheets: "I Can Help!" (see page 84)
- "Yours to Spend" (see page 85)

### Music

- "My Friend" from the CD *Be a Builder* (see page 174)
- "Take a Stand" from the CD *Take a Stand* (see page 179)

## Vocabulary

peer	substance	negative peer pressure
expenditure	positive peer pressure	
peer pressure	abuse	

## Lesson at a Glance

### Introduction

1. "Yours to Spend" Activity

### Strategies

2. Peer Pressure and Its Relationship to Substance Abuse
3. Opportunities To Be Positive Role Models
4. "My Friend" song

### Conclusion

5. "I Can Help." worksheet

## Core Curriculum Objectives and Standards

### Objectives

Identify factors that may influence decision making such as media, peers, environment, self-worth.

### Standards

7040-0101 Demonstrate effective decision making based on positive self-worth.

**Introduction****Worksheet****Discussion****Ask****Strategies****Discussion****1. “Yours to Spend” Activity**

- Distribute “Yours to Spend” worksheet to each student.
- Assign students the task of spending their \$1,000 in any way they wish.
- Have students list their expenditures in column one without discussing with their classmates.
- Share and discuss students’ expenditures with the class.
- Create a class chart with major heading categories: recreation, clothing, gifts, amusement, travel, equipment, etc.
- Complete the chart with student expenditures itemized under major categories.
- Following the discussion about expenditure decisions, ask students to once again spend their \$1,000, listing their expenditures in column two.
- Discuss how the choices changed.
- How were you influenced by peers?
- What changes did you make?
- Who influenced your changes?
- Why were there no changes in some areas?

**2. Peer Pressure and Its Relationship to Substance Abuse**

What is “peer pressure?”

- Peer pressure refers to the influence exerted by a peer (friend) or group of peers.
- It encourages a person to change his or her attitudes, values, or behavior in order to conform to the other person’s ideas or what the group wants.
- Peer pressure can influence people to do positive things or negative things.

What are some ideas for positive peer pressure?

- A classmate has a cool trick with a ball that you want to learn.
- Someone in the class has a great way to learn the capitals of the states that will help with a test.

What are some ideas for negative peer pressure?

- A classmate wants you to pick on another person just to be mean.
- A group of friends wants you to drink a glass of beer.
- A few kids in school might try to convince you to cut class with them.

Why do some people give in to peer pressure?

- Some people want to be liked or fit into the group and will do whatever it takes to be a part of the crowd.
- Sometimes people go along with others because they are curious to try something.
- Some kids think that “everyone’s doing it” and they will be odd if they don’t.

How is peer pressure related to substance abuse?

- Usually, the first time someone tries alcohol or tobacco/nicotine, it is offered by a friend with a dare or other peer pressure tactics.
- Peer pressure from a group can convince kids to try something they would not do by themselves.

How does it feel when people try to pressure you into doing something you don’t want to do?

- Recognize student responses.

What are some ideas to deal with those who pressure you to do something undesirable?

- Refer to lesson “Refusal Skills” (see page 119) for a review of ways to say “No!” to peer pressure.
- Use the I STOP’D model to stop and think and make a smarter choice.



Discussion

**3. Opportunities To Be Positive Role Models**

Discuss how students can be positive role models for their peers.

- Find a friend who is willing to say “No!” to the peer pressure you are feeling.
- Choose friends who don’t use drugs, smoke, use alcohol, cut class, lie to parents, or other things you don’t want to do.
- Respect other’s point of view and don’t try to pressure them to do things that are not smart choices and don’t care for others.
- Use the We STOP’D model to make a smart choice.
- Use positive peer pressure to encourage bullies to act better toward other kids.

Song

**4. “My Friend” song**

Sing the song “My Friend.”

Ask

How can you help others?

Conclusion

**5. “I Can Help!” worksheet**

- Have each student complete the worksheet “I Can Help.”
- Divide the class into a few groups and assign each a scenario. Have group members combine their ideas to make the best possible solution.
- Have each group present their best possible solution to the class.



# I Can Help!

**Directions: Read the following situations.  
Answer the question.**

**Think about how you could help.**

**Don't forget to use the I STOP'D or We STOP'D models to make a smart choice.**

**1. David is offered drugs by some of his friends. When he says “no,” his friend calls him a “chicken.” What can you do to help him feel he’s made the right choice?**

**2. Jennifer is the new girl at school. She eats lunch alone and is picked last to be on teams. She doesn’t seem to have any friends. What can you do to help her feel welcome?**

**3. Don is the last person to be chosen on the baseball team at recess. You can tell he is sad. What can you do to help him feel better?**

**4. Michelle feels left out because her parents can’t afford to buy her designer clothes. What can you do to help her feel she belongs?**



# Yours To Spend

You have \$1,000 to spend in any way you wish.  
In "Column One," write the amount you are spending and a short description of what you are buying.

Do not discuss with anyone about your spending. Just decide on your own.

**Column One**  
\$1,000

- \_\_\_\_\_  
for  
\_\_\_\_\_  
=  
- \_\_\_\_\_  
for  
\_\_\_\_\_  
=  
- \_\_\_\_\_  
for  
\_\_\_\_\_  
=  
- \_\_\_\_\_  
for  
\_\_\_\_\_  
=  
- \_\_\_\_\_  
for  
\_\_\_\_\_  
=



**Column Two**  
\$1,000

- \_\_\_\_\_  
for  
\_\_\_\_\_  
=  
- \_\_\_\_\_  
for  
\_\_\_\_\_  
=  
- \_\_\_\_\_  
for  
\_\_\_\_\_  
=  
- \_\_\_\_\_  
for  
\_\_\_\_\_  
=

You will be given later instructions about what to do in "Column Two."

