



### Lesson Concepts

- It is okay to say no to others, and it is okay for them to say no to you.
- Negative emotions like guilt and remorse can be reasons not to go along with peer pressure.

### Objectives

Students will be able to:

- Demonstrate using Assertiveness Skills to resist peer pressure
- Demonstrate using the Problem-Solving Steps to resist peer pressure

### Materials

- DVD player and monitor or computer with speakers, projector, and screen
- Grade 5 DVD
- Handout 21
- Lesson 21 Teaching the Lesson card
- Following Through Card 21
- Problem-Solving Steps poster
- How to Calm Down poster

### Lesson Preparation

Display the How to Calm Down and Problem-Solving Steps posters where students can see them clearly and you can refer to them during the lesson.

Copy Handout 21, one per student.

### Why This Lesson Matters

It can be difficult to say no to people we like. Students should learn that it is okay to say no, and that they needn't be upset when someone says no to them. Both giving and accepting an assertive refusal are skills. Learning how to resist going along with peers can help students avoid a variety of problem behaviors.

### Teaching Notes

Another kind of peer pressure that is not covered in this lesson but is often experienced, especially as students approach the teen years, is the internal pressure they feel to go along with their peers in order to fit in or be cool. Even if others aren't overtly trying to convince

students to do something they know is wrong, they may feel compelled to participate in order to fit in. Help students understand that thinking about consequences and using positive self-talk can help them deal with these feelings. They can say things to themselves like "I don't want to get in trouble" or "I'll feel bad if I do that" to help counter the urge to go along.

#### Go online to [www.secondstep.org](http://www.secondstep.org) to find:

- In-depth guidance for teaching and implementing the program
- Video examples of program activities in real classrooms
- Digital versions of the Following Through cards
- Writable PDFs of the Home Links to email to students and families
- Online training
- Spanish-language materials



## Review

### Play the “Step Up” music video.

Have students listen with attention for how many times they hear the phrase “What would happen if...” (Three.)

Review using the Problem-Solving Steps to deal with gossip from the last lesson.

## Introduction (5 minutes)

### Display the first screen.



**We’ve been talking about how to solve problems.** Refer to the Problem-Solving Steps poster. **Sometimes a problem can be about**

**peer pressure. Who can tell me what “peer pressure” is?** (When friends or other kids your age try to persuade you to do something.)

**Peer pressure can be good thing. For example, if all of your friends are eating healthy food, you may feel pressured to eat healthfully, too.**

**But peer pressure becomes a problem when others try to get you to do something that is not safe or respectful or something that could result in negative consequences. Let’s listen to what some kids have to say about their experiences with peer pressure.**

### Play the video.

**How do you think these students felt about being pressured by their friends?** (They didn’t like it. They felt uncomfortable, scared, nervous, unhappy.)

**Today you’re going to learn how to use the Problem-Solving Steps to deal with the kind of peer pressure that becomes a problem. Then**

**you’ll practice ways to say no to people who want you to do something you shouldn’t.**

## Story and Discussion (10–15 minutes)

**As you watch this next video, think about what Diondre might do resist the pressure he feels from his friends to do something he shouldn’t do.**

### Play the video.

- 1. How do you think Diondre is feeling?** (Conflicted. Worried his friends will make fun of him.)
- 2. Think about what’s wrong with Diondre’s friends trying to talk him into taking the money.** Give students think-time. **Turn and tell your partner your ideas.** After a minute, call on a few students at random to report. (It’s stealing. It’s not right. It’s unfair to pressure him to do something he doesn’t want to do. It’s disrespectful.)
- 3. If Diondre’s emotions get so strong that he can’t think straight, what should he do?** Refer to the How to Calm Down poster. (He can use his stop signal, name his feelings, breathe, count, use positive self-talk.)
- 4. Once Diondre calms down, he can start solving the problem.** Refer to the Problem-Solving Steps poster.
- 5. Let’s go through the steps. First, S: Say the problem. What is Diondre’s problem?** (He doesn’t want to take the money. He wants to say no, but doesn’t want his friends to make fun of him.)
- 6. Diondre doesn’t want to take the money, but he’s worried about how his friends will react. Now let’s do the next step, T: Think of possible solutions. Think of at least one solution for Diondre’s problem.** Give students think-time. **Now turn and tell your partner your ideas.** After a minute, call on a few students at random to report. For each idea ask students, **Is it safe? Is it respectful?** Write the ideas on the board. (Tell his friends how he feels. Walk away. Find other friends to hang out with.

Distract them with a different, safe, respectful idea. Tell an adult. Say no assertively.)

**7. Now let's do the next step, E: Explore consequences. For each of these solutions we need to ask, "What could happen?"** (Various answers.)

**8. Let's see which solution or solutions Diondre picked for the last step, P: Pick the best solution.**

### Play the video.

**9. Many of the solutions we came up with, including the one that Diondre picked, require Assertiveness Skills. Who remembers what you need to do when you're being assertive?** (Face the person or people you're talking to. Keep your head up and shoulders back. Use a clear, firm voice. Use respectful language.)

**10. Where was Diondre looking when he said no?** (He was looking at the people he was talking to.)

**How did Diondre's voice sound?** (He used a calm, firm voice. He sounded confident.)

**Was Diondre being assertive?** (Yes.)

**11. Why did Diondre decide to say no?** (He knew that taking money from someone, no matter how little money, is wrong. He knew it would make him feel bad if he did it.)

**12. Did you notice that Diondre also gave his friends a way out of the situation so they didn't do something wrong?** (He said, "Let's just bring some money tomorrow. We don't need to take it from your brother.")

### Activity (10–15 minutes)

**Now you're going to do a skill practice. Who remembers why we practice?** (To get better. To build connections in our brains. To make skills permanent.) **Now you're going to think of a situation in which you either have been or might**

**be pressured to do something you don't want to do. Then you're going to do a skill practice using your Assertiveness Skills to refuse.**



Distribute Handout 21, one per student.

Read the directions out loud. Give students ten minutes to complete the handout.

After most students seem to be finished filling out the handout, remind them to practice their assertive statements with their partners.

As time allows, ask students the following questions.

**What is the most difficult thing about being assertive?** (Various answers.)

**Is it easy or difficult to be assertive with your friends when they want you to do something you don't want to do?** (Various answers.)

### Wrap-Up (5 minutes)

**Today you used the Problem-Solving Steps to deal with the problem of peer pressure. Although it can be hard, being able to say no assertively to people who want you to do something that is dangerous, against the rules, or disrespectful is a very important skill. Practicing this skill can help you be prepared.**

**Think about a time when you might need to use this skill in the future.** Give students think-time. **Turn and tell your partner your ideas.** After a minute, call on a few students at random to report. (Various answers.)

**How will practicing the skill now help you in the future?** (Various answers.)