

PEER PRESSURE: WHAT TO DO ABOUT IT!

Note: With slight modifications, each of these lessons may be used as a single activity. They are “bundled” because of their inter-relatedness. In addition, the Student Thinking Papers and PSC Resources may be used to supplement other lessons teaching related MCGP Concepts.

PSC Note: You may want to explore the lessons in I Know How To Say “No!” I Say “No”! I Know The Consequences (PS.3.A. 3-5) for additional peer pressure activities. The final lesson in that series provides students an opportunity to explore the (sometimes painful) reality of the consequences of saying “NO” to friends. The lesson, Self-Esteem: Warm Fuzzies or Cold Pricklies (PS.1.A.) strengthens students’ resistance to negative messages from peers, a key component in dealing with negative influence of others—saying “NO” requires inner-strength to do the right thing.

Purpose: This series of three (or four) lessons strengthens students’ resistance to negative peer influence. Students learn: to recognize characteristics of “inner me” anchors; about the influence friends have on each other’s lives and choices; to distinguish between positive and negative influence and to define negative peer pressure as inappropriate use of power and/or threat. Students learn steps they can take to deal with on-going negative peer pressure situations. In addition, the difficulty of resisting negative peer pressure is recognized and addressed.

Lesson 1: The Me I Work to Be—Every Day In Every Way! Lesson 1 develops the foundation for being able to resist negative peer influence. The focus is students’ recognition of their “inner me” and the characteristics that represent who they “really are”. The words students choose to describe their “inner me” can become the anchor characteristics to which students return when they face difficult decisions. They are encouraged to ask themselves “Will this decision help me be the person I am working to be every day in every way?”

Materials: The Me I Work to Be—Every Day In Every Way! Student Thinking Paper:

Lesson 2: Who Influences You AND Whom do You Influence? This lesson helps students learn about the influence friends have on each other’s lives and the choices they make. They are introduced to the ideas that influence is may be positive or negative; everyone wants to have influence with our friends and families so that our ideas and opinions are heard and valued and negative influence occurs when one person uses power or threat to influence an individual or a group of individuals to do something they all know is wrong.

Materials: Who Influences You? Student Thinking Paper

Lesson 3: Influence that becomes Negative = Negative Peer Influence (may be divided into 2 lessons) This lesson helps students learn to identify negative peer pressure; identify immediate actions to resist negative peer pressure at the time it happen; steps they can take to deal with on-going negative peer pressure situations. The difficulty of resisting negative peer pressure when someone we like or admire is trying to influence us to do something we (both) know is wrong is addressed openly. Students develop a personal policy for dealing with negative peer pressure.

Materials: Peer Pressure Scenarios PSC Resource; Pocket Guide: My Personal Policy: Negative Peer Influence Student Resource

Time: Three (or four) 60-minute lessons

Group Size: Small group or class

Grade Level: 4-6

Missouri Comprehensive Guidance Program (MCGP) Strand/Big Ideas/Concepts

Strand: Personal And Social Development (PS)

Big Idea: PS 1 Understanding Self as an Individual and as a Member of Diverse Local and Global Communities

Concepts: PS.1.A. Self concept

Big Idea: PS 2 Interacting With Others in Ways That Respect Individual and Group Differences

Concepts: PS.2.B. Respect for self and others & PS.2.C. Personal responsibility in relationships

Big Idea: PS 3 Applying Personal Safety Skills and Coping Strategies

Concept: PS.3.A. Safe and healthy choices

American School Counselor Association (ASCA): Domain/Standard:

Personal/Social Development Domain

Standard C: Students will understand safety and survival skills.

Link to Sample MCGP Units/Lessons (Note: the unit listed is merely an example of how these activities fit with the MCGP Guidance eLearning Units/Lessons)

5th Grade PS.3.C Unit: Keeping Myself Safe by Making Safe and Healthy Choices  

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas
X	Goal 2: communicate effectively within and beyond the classroom
X	Goal 3: recognize and solve problems
X	Goal 4: make decisions and act as responsible members of society

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	1. speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 4. writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) 6. participating in formal and informal presentations and discussions of issues and ideas
X	Mathematics	(Percentages and bar graphs)
	Social Studies	(Power and Influence)
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

	Perseverance	X	Integrity	X	Problem Solving
X	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Assessment: acceptable evidence of what learners will know/be able to do as a result of this lesson:

Note: Throughout each lesson, PSC systematically observes students' involvement in activities, e.g., overall level of engagement, approach/avoidance of tasks, interactions with peers, cognitive ability and willingness to complete tasks.

See individual lessons for specific assessment procedures.

Lesson Preparation/Motivation

Essential Questions: What is this thing called "peer pressure"? Is it always associated with negative behavior? What is influence? Who influences Me? Whom do I influence?

Engagement (Hook): See each lesson

Procedures

Professional School Counselor Procedures:	Student Involvement:
<p><i>Throughout these lessons, systematically observe as students participate in lesson discussions, complete thinking papers and work in groups. Note students who have difficulty identifying their inner treasures and/or demonstrating that they are worthy of making a difference in their lives. Note those who have difficulty with any aspect of lesson—especially those who are not able to work cooperatively in groups. Note those who are hesitant to express ideas during whole class conversations and/or with a partner, appear to lack confidence in their own thoughts, consistently attempt to take over class discussions, partner collaboration, and/or small group task completion. Note, too, those who repeatedly engage in distracting behaviors, rarely (if ever) voluntarily contributed to class conversations or individual responses to thinking papers were inappropriate or lacked depth/sincerity.</i></p> <p>LESSON 1: THE ME I WORK TO BE EVERY DAY IN EVERY WAY!</p> <p>Materials: <i>The Me I Work to Be</i>—Every Day In Every Way! Student Thinking Paper</p> <p>Before class, complete an enlarged version of the Lesson 1 Part II silhouette (or have a colleague trace around your body for a life-sized silhouette); use many colors to write the characteristics of the “me” you are working to be every day in every way.</p> <p>Hook: Without saying anything, hold your silhouette in front of your face (if safe) and walk around classroom giving every student a chance to look at the words.</p> <p>Invite students to hypothesize about what the words and the silhouette represent. Ask what purpose an “anchor serves.</p> <p>Explain that the words on the silhouette are your “anchor” words; words that help you make decisions every day. Explain what it means for you to use these internal anchors to keep you focused on “the me I want to be”. Invite students to read the words one by one. Display your silhouette so students can see it during the lesson.</p> <p><i>(PSC Note: Be aware of the many religious beliefs about “inner guidance” in your classroom. Each religion has elements of such characteristics as kindness, honesty and wisdom. This lesson develops a common vocabulary among students—one that may be</i></p>	<p>Students: During these lessons, courageously volunteer and be sure to speak loudly and clearly enough for everyone to hear your great ideas. Use complete sentences and conventions of standard English in speaking and writing.</p> <p>LESSON 1: THE ME I WORK TO BE EVERY DAY IN EVERY WAY!</p> <p>Hook: Study the words written on school counselor’s silhouette.</p> <p>Hypothesize about what they represent; volunteer to tell what the purpose of an anchor is.</p> <p>Listen for the characteristics school counselor values and how they help him or her every day. Note that they are each internal and no one can see them by looking for them on the outside of the school counselor.</p> <p>Volunteer to read the words on school counselor’s silhouette.</p>

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<p><i>referenced from time to time as a self-assessment of how specific decisions/behaviors represent their “inner me” characteristic.)</i></p> <ol style="list-style-type: none"> 1. Introduce the lesson by telling students that they, too, have “inner-me” treasures to help them be who they are working to be every day. This lesson helps them recognize the inner-me words that are important to each of them. Elaborate as appropriate by including comments about the value of inner-me words: <ul style="list-style-type: none"> • When they have a hard decision to make • When they are asked to do things they do not want to do • When they do not know what to do or say in situations someone wants them to do something they know is wrong or they do not want to do. <p>Invite comments from students.</p> 2. Distribute the first page of the student thinking paper <i>The Me I Work to Be Every Day in Every Way!</i> Explain Part I—incomplete sentences. <ul style="list-style-type: none"> • Go over the prompts, inviting clarifying questions. • Encourage students to be honest as they complete the sentences. • Allow time for everyone to complete the sentences; observe students as they work—watch for emerging readers who need help reading and those who may not understand a prompt. • Provide assistance as appropriate. Make note of those who are self-conscious about honesty in regard to the prompts; they may write inappropriate completions. Intervene as you think appropriate without making a “big deal” AND follow-up with student later. 3. Invite a conversation about what students felt and thought while they completed the sentences. <ul style="list-style-type: none"> • Were there any that were really difficult to complete? • What did they learn about themselves? • What was it like for them to write what they like about themselves and/or want other people to notice about them? <p><i>Listen for students’ misconceptions that may influence thinking about the value of “inner-me treasures”.</i></p> <p>Include comments regarding the benefits of thinking about and understanding self and being able to articulate what they want other people to notice.</p> <p>Part II of thinking paper: (Charlene Costanzo’s The</p> 	<ol style="list-style-type: none"> 1. Listen to description of “inner-me” words and why they are important. Think about words that could be your own inner-me words. <p>Make comments about own experiences or ask clarifying questions about inner-me words and their usefulness in life.</p> 2. Scan your student thinking paper, <i>The Me I Work to Be Every Day in Every Way!</i> Follow with school counselor as he or she explains the prompts. Ask clarifying questions about parts you do not fully understand. <p>Respond honestly to each prompt. Ask for assistance when you need it.</p> 3. Contribute to the conversation about your thoughts and feelings as you completed the sentences; respond to school counselor’s prompts. <p>Listen to others’ thoughts and ideas; think about the benefits of understanding self and being able to articulate (tell) what you want people to notice about you.</p>

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<p>Twelve Gifts of Birth, is a beautiful way to introduce/reinforce the “inner-me” treasures within each of us; if you have a copy, consider reading it before discussing the words in Part II of the thinking paper. The 24 inner-me treasures include the 12 gifts about which Costanzo writes.)</p> <p>4. Part II: Tell students to read the words at the bottom of the page. Discuss their relationship to their own inner-me treasures. Emphasize:</p> <ul style="list-style-type: none"> • The inner-me treasures live within us—people can tell what our inner-me treasures are by our actions. For example, if I tell a bully to stop picking on my friend, other people will know that 2 of my inner-me treasures are <i>courage</i> and <i>loyalty</i>. • Each of us possesses various forms of the inner-me treasures/characteristics the words represent. • Sometimes we keep our treasures hidden from ourselves (and from others) • When we “own” the inner-me treasures and demonstrate our ownership with actions, hard decisions are easier because we have “anchors” by which to evaluate our choices. <p>5. Distribute the silhouette (thinking paper) <i>The Inner Me</i>. Call students’ attention to your silhouette (<i>Hook</i>) and your inner-me treasures. Ask students: What are your inner-me treasures?</p> <p>ASSESSMENT: Content: Go over Part II instructions. Students choose the words (at least 5) that represent who they want to be and cut/paste or copy them onto their silhouettes (tell students to add their inner-me characteristics that are not on the list). As students work, observe their involvement and listen to their conversations.</p> <p>ASSESSMENT: Personalization of Content: Working in pairs, students process the activity by describing their silhouettes and sharing the personal meaning of 3 of the words with their partners. Invite 2 or 3 students to tell the rest of the class about one of their inner-me treasures and what it means.</p> <p>CLOSURE: SHOW-ME...with words...all at once: <i>I learned I...</i> One at-a-time: if time permits, invite everyone to contribute one (1) <i>I Learned I...</i> starting with student on your right and going around group without stopping (remind students of “pass” option—passing is OK; however, student must take responsibility by saying something like “I choose to</p>	<p>4. Part II: Read the words at the bottom of the page. As the school counselor is explaining the words, listen for the ways the inner-me treasures can help you and your friends every day.</p> <p>Add comments and/or ask clarifying questions—your comments and questions help everyone understand the meaning and power of inner-me treasures.</p> <p>5. Look at the school counselor’s silhouette; think about the inner-me words he or she included. Contribute at least one of your inner-me treasures during the conversation.</p> <p>ASSESSMENT: Content: Complete a silhouette with at least 5 inner-me treasures represented: Follow along as school counselor reads/explains the directions for Part II of the thinking paper. Select the inner-me words that are your internal treasures—words that describe the me you work to be every day. Paste/copy those words on your silhouette.</p> <p>ASSESSMENT: Personalization of Content: Talk about silhouettes and the personal meaning of 3 of your treasures with a partner. Volunteer to tell the rest of the class about one inner-me treasures and what it means to you—in actions every day.</p> <p>CLOSURE: All at once state an <i>I learned I...</i> One-at-time, contribute one (1) <i>I Learned I...</i> to the group “go-around.”</p>

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<p>pass this time”.</p> <p>Tell students to keep their <i>The Me I Work to Be Every Day in Every Way</i> silhouettes where they will see them every day as reminders to show their inner-me treasures to the world through their actions.</p> <p>Collect the first page of their thinking papers.</p> <p>(Extension of activity: Ask students to create a 4 column chart [demonstrate on board]: Column 1: Inner-Me Treasures; Column 2: What it means; Column 3: What it looks like to others; Column 4: What I need to remember.</p> <p>Process activity, tell students to assign a title to the chart and keep it with the rest of their “The Me I Work to Be—Every Day in Every Way!” materials.)</p> <p>Before next lesson, review reflections (responses to sentence stems) for students’ (age appropriate) level of self-awareness and their ability to express their thoughts about the person they want the world to see. Make note of any students whose responses indicate a lack of self awareness, self-confidence or an avoidance of writing about self. Be aware of students’ age-appropriate command of conventions of standard English and the ability to articulate thoughts and feelings in 1st person language.</p>	<p>Commit to keeping silhouettes someplace they can be seen every day.</p> <p>Give page 1 of your thinking paper to school counselor.</p> <p>(Extension of Activity: Create a 4 column chart; label it as instructed by school counselor. List your inner-me words; add appropriate information in each of the other columns.</p> <p>Contribute to discussion about activity; keep chart with other <i>The Me I Work to Be Every Day in Every Way!</i> materials)</p>
<p>LESSON 2: WHO INFLUENCES YOU AND WHOM DO YOU INFLUENCE? (Take student thinking papers from Lesson 1 to class; distribute during Step 1).</p> <p>Materials: <u>Who Influences You AND Whom Do You Influence?</u> Thinking Paper</p> <p>(PSC Note: Help students differentiate between parents asking them to do something they don’t want to do, such as cleaning their rooms and someone [friends] asking them to do something they don’t want to do because it is wrong.)</p> <ol style="list-style-type: none"> 1. SHOW-ME...SHOUT-OUT...one at-a-time...with words...What do you recall from our last lesson? What stands out as the “best” idea you learned? How did you use your inner-me treasures? Remind students to “own” their inner-me treasures—they call upon them during this lesson. <p>Return student thinking papers from Lesson 1. Give students a minute or so to read over their Part I About Me responses. Make general comments; invite students to comment and or ask questions.</p>	<p>LESSON 2: WHO INFLUENCES YOU AND WHOM DO YOU INFLUENCE?</p> <p>Students: A Reminder: Speak loudly and clearly enough for everyone to hear your great ideas.</p> <ol style="list-style-type: none"> 1. Participate in SHOW-ME—SHOUT-OUT...contribute one idea you recall from the last lesson or the “best” idea you learned or how inner-me treasures were used. <p>Read over your Part I About Me responses. Contribute to open discussion about responses.</p>

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<p><i>Hook for this lesson:</i> Give students a group command, such as, “Everyone stand up and put your hand on your neighbor’s head. OK...now sit down.” Write the word INFLUENCE on board.</p> <ol style="list-style-type: none"> Ask students why they did what you told them to do. If students do not mention the concepts of “trust” or “you are the boss” mention and add them to the list. Sum-up the list by explaining that their reasons indicate you can INFLUENCE their actions because you are “the adult”. Point out that educators’ influence in their lives is positive (most of the time)—and it is in their best interests to listen and follow their lead☺. Invite students to provide their own definitions of “influence”. (<i>According to Merriam-Webster’s online English learners dictionary influence is: 1) the power to change or affect someone or something: the power to cause changes without directly forcing them to happen. 2) A person or thing that affects someone or something in an important way.</i> [http://www.learnersdictionary.com/search/influence/1/]) <p>Explain that this lesson will help them learn about the influence friends have on each other’s lives and the choices they make.</p> <ol style="list-style-type: none"> Ask students to relate examples of activities their friends have influenced them to do. List their examples on board. <ul style="list-style-type: none"> Give students time to look over list and add any additional ideas. Ask students to look for categories of influence, e.g., after-school activities, sports, school work. Talk about the influence of influence. Emphasize: <ul style="list-style-type: none"> Influence may be positive or negative. Influence of our friends can encourage us to try a new activity we learn to love. We all want to have influence with our friends and families so that our ideas and opinions are heard and valued. Negative influence is when one person uses power or threat to influence an individual or a group of individuals to do something they all know is wrong. Review examples of influence (Step 5); ask students to help you decide whether to put a plus (positive influence) or a minus (negative influence) next to each 	<p><i>Hook for this lesson:</i> Follow the commands of school counselor.</p> <ol style="list-style-type: none"> Respond to school counselor’s question about “Why....” Think about the meaning of “influence.” Volunteers contribute their definitions of “influence.” (If a classmate has not volunteered, invite him or her to contribute a definition.) Contribute (and encourage others to contribute) examples of activities in which friends influenced activities. Help school counselor group the list of activities into categories. As school counselor is talking about “influence”, think about what his or her words mean in your life. Help school counselor decide whether an activity merits plus or minus. Contribute to the discussion—especially noting examples that were difficult to

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<p>example. Discuss and summarize as appropriate.</p> <p>7. Distribute the <i>Who Influences You AND Whom do You Influence?</i> Student Thinking Paper to students.</p> <p>Review the meaning/purpose of a bar graph and the data it will allow them to compare in this activity. Explain the directions.</p> <ul style="list-style-type: none"> Horizontal (x) axis represents activities which may be influenced by friends OR in which the students may influence their friends. Vertical (y) axis represents the ESTIMATED percentage of influence on the selection of activities in columns. Sub-columns for each activity represent influence of friends (Friends Influence Me-FIM) and the influence students have on their friends (I Influence Friends--IIF). <p>Invite clarifying questions. Encourage students to use their inner-me treasures of honesty and integrity as they complete their bar graphs. Remind students of the meaning of the IIF (I Influence Friends) & FIM (Friends Influence Me) sub-column labels.</p> <p>8. Instruct students who finish before the others to read and think about the discussion question below the bar graph.</p> <p>When the majority of students have completed their bar graphs, ask students to get into pairs; lead the class (as they work in pairs) through each question. Invite volunteers to share their ideas. Point out:</p> <ul style="list-style-type: none"> We are all influenced in some ways by others and influence others in some ways. The trick is to recognize the difference between positive and negative influence. <p>ASSESSMENT: Content: Students self-assess the presence of all elements for a bar graph (title describes information presented, horizontal and vertical axes are labeled, scale for measurement used, key explains data if necessary, e.g., unshaded area represents: ____.</p> <p>On the back of their thinking papers, tell students to write their definitions of “influence” and who/what influences their lives.</p> <p>ASSESSMENT: Personalization of Content Write a note to self: Today I learned I am influenced _____. I do/don’t want to have more influence over the time of my life because _____. From now on, I _____.</p>	<p>evaluate.</p> <p>7. Look over the thinking paper.</p> <p>Recall the definition of a bar graph and what it is used to represent.</p> <p>As school counselor explains directions for the thinking paper, point to the part of the bar graph being described.</p> <p>Ask clarifying questions if the directions are not clear to you. Complete bar graph using inner-me treasures of honesty and integrity.</p> <p>8. When finished with bar graph, look over questions below bar graph until others finish. When school counselor gives direction, get into pairs. Follow the lead of the school counselor—discuss questions with partner after he or she reads the question.</p> <p>Contribute ideas to the discussion about “influence.”</p> <p>ASSESSMENT: Content: Self-assess the presence of all elements for a bar graph.</p> <p>On the back of thinking paper, write your definitions of “influence” and who/what influences your life.</p> <p>ASSESSMENT: Personalization of Content: Follow directions of school counselor and write a note to self.</p>

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<p>CLOSURE: Invite several students to share one “I learned I _____” with classmates. Remind students that their inner-me treasures can help them follow-through with the “From now on, I _____” statements in their notes to themselves.</p> <p>Collect <i>Who Influences You...</i> student thinking papers.</p> <p><i>Before the next lesson, review responses and make note of any patterns and/or concerns; use when future lessons or individual interventions are planned.</i></p> <p>LESSON 3: INFLUENCE BECOMES NEGATIVE = NEGATIVE PEER INFLUENCE (may want to divide Lesson 3 into 2 lessons)</p> <p>Materials: Peer Pressure Scenarios PSC Resource; My Personal Policy: Negative Peer Influence Student Pocket Guide</p> <p>Prior to lesson, cut the <i>Peer Pressure Scenarios</i> (PSC Resource) into strips; cut the Pocket Guides pages apart. Take completed <i>Who Influences You...</i> student thinking papers to class; distribute during Step 1.</p> <ol style="list-style-type: none"> 1. SHOW-ME ... with words...Volunteers...What do you recall from the previous lesson(s)? More volunteers...Distribute completed Lesson 1 <i>Who Influenced You...</i> thinking papers. Give student time to remind themselves of their responses. Ask: Since our last lesson, who influenced you? What challenges did you face as others tried to influence you? How have you used your inner-me treasures since the last lesson? Acknowledge responses; connect comments. <p><i>Hook:</i> Suddenly launch into a dialogue between your outer-self and your inner-self about a true childhood memory of a friend talking you into doing something you knew was wrong. Include in the dialogue several reasons for allowing the friend to influence you (e.g., I didn’t want to lose him as a friend or she threatened to tell my parents that I started a fight at school [a lie], I didn’t know what else do).</p> <ol style="list-style-type: none"> 2. Ask students to describe their thoughts and feelings as you were dialoguing with yourself. Transition into the lesson by acknowledging that everyone has been influenced by someone to do something they knew was wrong. Sometimes it is difficult to resist the influence of our friends. Tell them: <ul style="list-style-type: none"> • During this lesson, our focus will be negative influence or negative peer pressure. • Like influence, peer pressure can be positive as 	<p>CLOSURE: Volunteer to share one “I learned I _____” with classmates.</p> <p>Remember: Your inner-me treasures can help you follow-through with the “From now on, I _____” statement you wrote in your note to self.</p> <p>Give your student thinking paper to school counselor.</p> <p>LESSON 3: INFLUENCE BECOMES NEGATIVE = NEGATIVE PEER INFLUENCE</p> <p>Student Reminder: Speak loudly and clearly enough for everyone to hear your great ideas.</p> <ol style="list-style-type: none"> 1. Participate in SHOW-ME...with words: volunteer recollections from previous lesson(s). <p>Review your <i>Who Influences You</i> thinking paper. Recall the variety of situations in which you influence others and others influence you.</p> <p>Volunteers to tell about challenges and how inner-me treasures were used.</p> <p><i>Hook:</i> Listen to the dialogue between the school counselor’s inner- and outer-selves. As he or she is talking, listen for anything that is similar to your experiences.</p> <ol style="list-style-type: none"> 2. Contribute thoughts and feelings school counselor’s dialogue brought to mind. Consider what you would like to know about resisting negative influence/pressure from friends.

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<p>well as negative.</p> <ul style="list-style-type: none"> • Positive is easier to handle than negative...so... • We are going to talk more about how to handle negative pressure from others <p>3. Ask students to think of a time when they were pressured by someone (especially a friend) to do something they really didn't want to do. How did they know they were experiencing negative peer pressure? Invite public sharing of the situations. Make a list on the board.</p> <p>4. With input from students, generate a list, of actions students can use to resist negative peer pressure at the time it happens. Be sure the list includes the following ideas:</p> <ul style="list-style-type: none"> • Just say NO • Act shocked • Suggest something better to do. • Walk away <p>Recognize the difficulty of being in a situation in which someone we like or admire is trying to influence us to do something we (both) know is wrong.</p> <p>5. Divide class into 4 pairs and 4 quads (adjust for number of students in class) to enact role-plays. Remind students to look at the silhouettes of their inner-me treasures—they will need to use them in their groups.</p> <p>Explain that they will role-play the scenarios in two ways: giving in to peer pressure and using inner-me treasures to do the right thing: resist peer pressure.</p> <p>Distribute the individual <i>Peer Pressure Scenarios</i> (PSC Resource): distribute one of scenarios 1-4 to each pair and one of scenarios 5-8 to each quad. Give members about 5 minutes to:</p> <ul style="list-style-type: none"> • look over and discuss the situation • Plan 1 minute “giving-in” role-play • Discuss “do the right thing” role-play • review the solutions listed on the board • Review inner-me treasures • Plan 1-minute “do the right thing” response to the assigned situation. • Decide who will be influencer in each situation (keep same influencer for both role-plays so that he or she has a chance to be seen in both roles) <p>Enact role-plays;</p>	<p>3. Think about a time you did something you knew was wrong. What was your inner-outer-self dialogue? Contribute to list of situations school counselor writes on board.</p> <p>4. Contribute to list of actions/ideas to resist negative peer pressure.</p> <p>5. Look at inner-me treasures on silhouette of self. Remember why they are important and how they can help you be the person you are working to be and choose to “do the right thing.”</p> <p>Work with members of group to plan 1-minute role-play responses to the assigned situation.</p> <p>Enact role-plays; reverse roles if school counselor</p>

Professional School Counselor Procedures:	Student Involvement:
<p>6. Invite students to think about and then contribute to a class discussion about their thoughts, feelings and observations during the role-plays. What inner-me strengths helped turn the negative influence around.</p> <p>7. Again, recognize the challenge of resisting influence of someone who is liked and admired (or who threatens retaliation); in addition, recognize the reality that they might succumb to negative influence—and that does NOT mean they are doomed to repeat the behavior. Invite students to anonymously write question they have about resisting negative peer pressure. Collect questions and use to stimulate further discussion in this or another lesson.</p> <p>PSC Note: <i>If you choose to divide this activity into 2 lessons, this is a good place to make the break.</i></p> <p>8. Explain that, in addition to the immediate actions listed in Step 6, there are five steps they can use to deal with on-going negative peer pressure situation:</p> <ul style="list-style-type: none"> Recall the “Me I’m Working to Be” silhouette of inner-me characteristics to remind themselves of the kind of person they are working to be; Realize there is potential trouble in the situation (the feeling you get in your heart or your stomach or whatever part of your body is your early warning system that “things “aren’t right”); Identify the potential trouble in the situation; Consider the choices and the consequences. Which choices represent the inner-me you want others to recognize? Take action either by using an immediate response that stops the pressure OR talk the situation over with an adult, if you are unable to stop the pressure on your own. <p>Invite a conversation about each of the steps; encourage honesty and courage in contributions.</p> <p>ASSESSMENT: Content: Working in groups of 4, ask students to make a group list of a minimum of 3 major concepts they remember from the previous lessons (if all lessons in the series [3] were implemented) or from this lesson. Assist their memories as needed. Ask each group to choose a recorder to write the group’s list on the board. Invite questions/comments about any/all of concepts presented. Discuss patterns/additional ideas.</p> <p>ASSESSMENT: Personalization of Content: Explain the meaning of “policy”. Emphasize that students can develop policies for their behavior. Distribute a <i>My</i></p>	<p>asks you to do so.</p> <p>6. What was observed during role-play? Contribute observations to the class discussion. Reflect on inner-me strengths individuals used.</p> <p>7. Anonymously write question you have about resisting negative peer pressure. School counselor will answer each one during this or future lessons.</p> <p>8. Listen/take notes as the school counselor is explaining action steps that help resist negative peer pressure. Ask questions or make comments about any actions you do not understand or have used in the past.</p> <p>ASSESSMENT: Content: Working in groups of 4, make a group list of a minimum of 3 major concepts from the lessons about peer influence/pressure. Choose a recorder to write the group’s list on the board. Contribute questions/comments about any/all of concepts presented.</p> <p>ASSESSMENT: Personalization of Content: Use the open-ended sentences on the <i>My Personal Policy</i>:</p>

Professional School Counselor Procedures:	Student Involvement:
<p><i>Personal Policy: Negative Peer Influence Pocket Guide to each student. Explain the open-ended sentences, inviting clarifying questions. Each student completes a Pocket Guide that he or she will keep in back-pack, desk or some other handy place.</i></p> <p><i>As students are creating Pocket Guides, systematically observe their level of involvement in the completion of the sentences. Note those who may be self-conscious about completing the sentences. As is appropriate for individual students, intervene now or wait until another time to address concerns.</i></p> <p>CLOSURE: SHOW-ME...with words...all together...what do you say when someone tries to put pressure on you to do something you know is wrong or you do not want to do? SHOW-ME...with words...one-at-a-time...What will you do...?</p> <p>Remember the ME I AM WORKING TO BE—and do-it—EVERY DAY IN EVERY WAY!</p>	<p><i>Negative Peer Influence Pocket Guide to develop a policy for self. As school counselor explains open-ended sentences, ask clarifying questions. Complete a Pocket Guide to keep in back-pack, desk or some other handy place</i></p> <p>CLOSURE: SHOW-ME...with words...all together...shout-out (inside shouts) what you will say when someone tries to put pressure on you. Volunteer to contribute ideas to SHOW-ME...with words...one-at-a-time.</p> <p>Remember the ME I AM WORKING TO BE—and do-it—EVERY DAY IN EVERY WAY!</p>

Classroom Teacher Follow-Up Activities (Suggestions for classroom teacher to use to reinforce student learning of Comprehensive Guidance Curriculum concepts)

<p>Provide classroom teacher with a brief overview of each lesson and a copy of the printed materials used in each lesson.</p> <p>Summarize your systematic observations: Identify students who have difficulty identifying inner treasures and/or demonstrating they are worthy of making a difference in their lives. Identify students who have difficulty with any aspect of lesson—especially those who are not able to work cooperatively in groups, those who are hesitant to express ideas during whole class conversations and/or with a partner, appear to lack confidence in their own thoughts, consistently attempt to take over class discussions, partner collaboration, and/or small group task completion. Identify those who repeatedly engage in distracting behaviors, rarely (if ever) voluntarily contributed to class conversations or individual responses to thinking papers were inappropriate or lacked depth/sincerity.</p> <p>Consult with classroom teacher: Discuss your systematic observations. Does he or she validate your observations as being classroom behaviors as well?</p> <p>Collaborate with the classroom teacher to further identify the extent of a lack of self-awareness and/or the self-confidence to resist negative peer influence. Collaborate to plan appropriate interventions, e.g., Responsive Services in the form of individual or small group counseling, additional classroom guidance activities about peer influence and students’ self-efficacy in resisting negative influence/pressure.</p> <p>Talk with classroom teacher about classroom following-through with concept of “doing the right thing”, such as, reminding students of their silhouettes: <i>The Me I Work to Be Every Day in Every Way!</i>, to use their inner-me treasures as benchmarks to evaluate decisions and to ask themselves how they used their inner-me treasures to let others know the REAL person they are.</p>

THE ME I WORK TO BE—EVERY DAY IN EVERY WAY

Part I: About Me! Complete the following sentences and look for patterns in your responses:

I want people to admire me for _____

I feel good when I _____

I want to _____

I love to _____

I like it when someone says to me _____

I'm happiest when _____

I want my best friend to be someone who _____

I feel the most likeable when _____

I want to be able to _____

I see myself as _____

I like myself because _____

Part II: The Inner Me! Look over the following list of “inner me” treasures (characteristics). Use the silhouette on the following page for this part of the activity. Cut out and paste (or copy) (onto the silhouette) the words that represent the YOU you are working to be 365/24/7. Put the finished silhouette in a place you will see it every day—especially when you are faced with a hard decision that requires your inner-me characteristics to help you stay strong! Add inner-me words that describe who you are working to be which are not on this list...It's up to you!

* = Charlene Costanzo's 12 Gifts of Birth (Costanzo, C. [1999]. *The twelve gifts of birth*. New York: William Morrow.

STRENGTH**Loyalty***REVERENCE****Beauty****HONESTY**

Faith*

Courage*

*Compassion**

Creativity

Wisdom**Hope****PERSEVERANCE***Capability*

Joy*

Integrity

Trustworthiness*Love**

Problem-Solving Ability

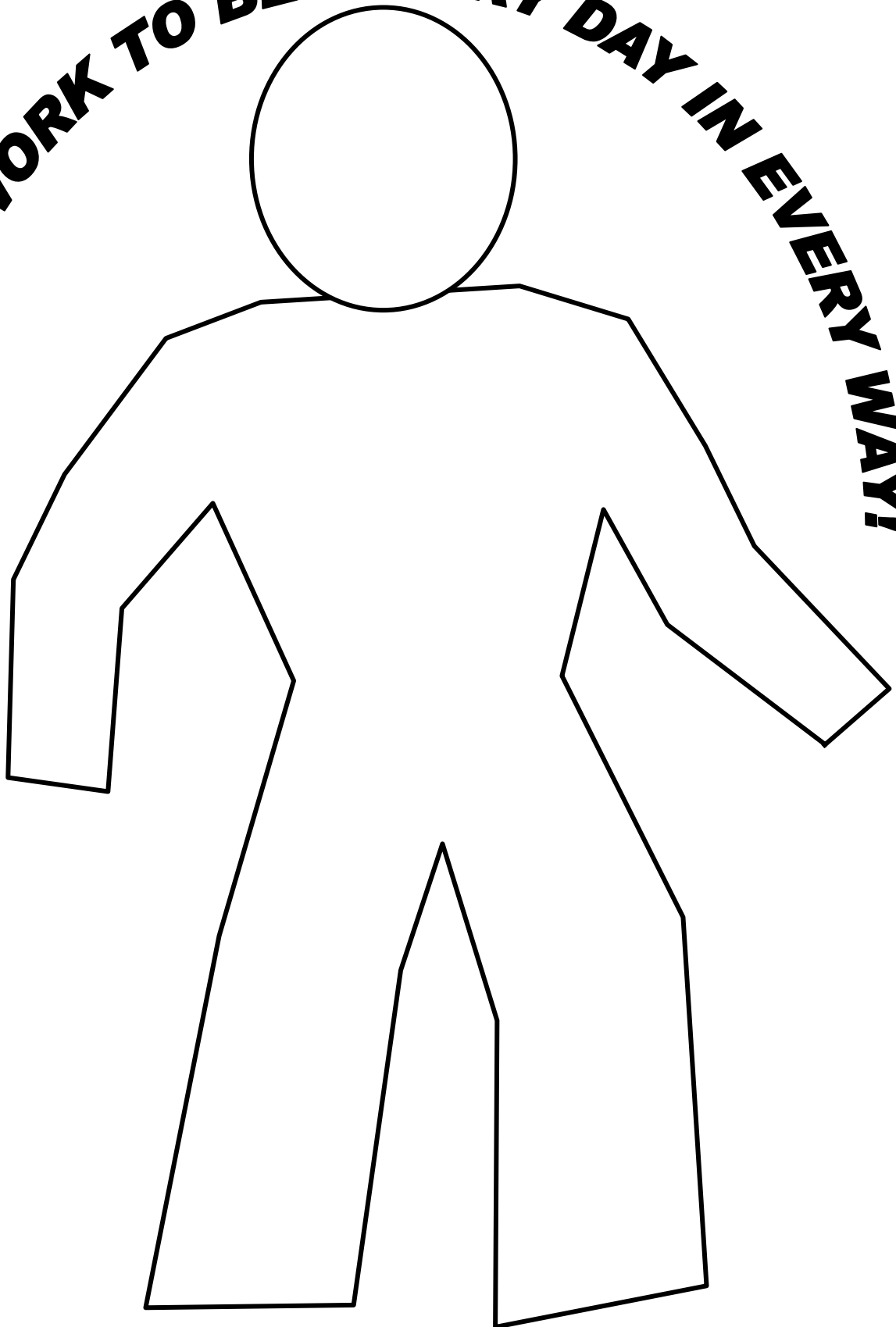
Respect: For Me

Talent**Caring*

Respect: For Others

Imagination***Curiosity**

THE ME I WORK TO BE--EVERY DAY IN EVERY WAY!



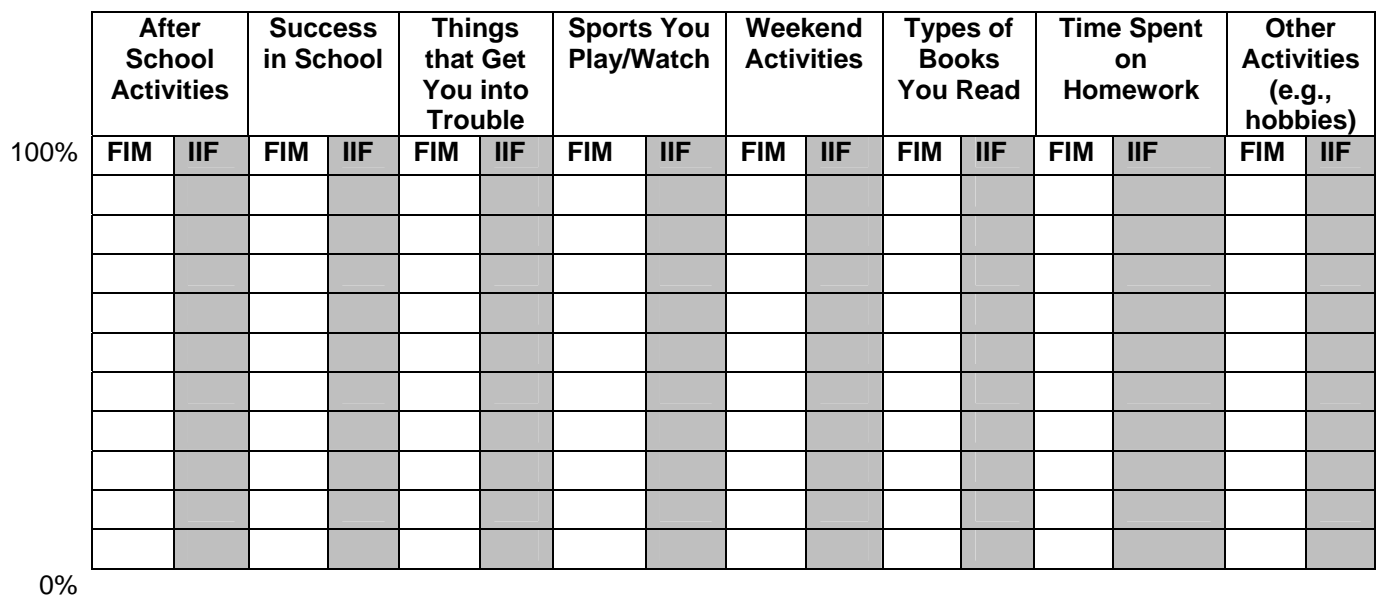
WHO INFLUENCES YOU AND WHOM DO YOU INFLUENCE?

Name: _____ Class: _____ Date: _____

Directions for bar graph: (*You may use colored markers if you choose*)

1. Label the x and y axes.
2. In the **FIM (Friends Influence Me)** columns, show the % influence your friends have on your choices in the unshaded columns. For example if your friends make all the choices about your after school activities, that would = 100%; however, if they influence your choices about $\frac{1}{2}$ the time, that would be 50%.
3. In the **IIF (I Influence Friends)** columns, show the % influence you have on your friends' choices in the shaded columns. For example if you make all the choices about your after school activities, that would = 100%; however, if you influence their choices about $\frac{1}{2}$ the time, that would be 50%.
4. Give your bar graph a title. Do you need a key for your bar graph? If so add it.

TITLE: _____

FIM column = Friends Influence Me**IIF column = I Influence Friends**

Discussion: When you complete your bar graph, read over the following questions. When others finish their graphs, you will discuss the questions with a partner.

1. What did you learn about the influence your friends have on you and you have on your friends?
2. Overall, are you easily influenced by your friends? Are your friends easily influenced by you? Is this positive or negative for you? Explain.
3. Think about a time you and a friend decided to help a neighbor clean off her porch. Who influenced whom in that situation? What were the consequences? Refer to your *Me I'm Working to Be* silhouette. What inner-me treasures were you demonstrating (or NOT demonstrating)?
4. Think about a time you and a friend got into trouble. Who influenced whom in that situation? What were the consequences? Refer to your *Me I'm Working to Be* silhouette. What inner-me treasures were you demonstrating (or NOT demonstrating)?

NEGATIVE PEER INFLUENCE/PRESSURE SCENARIOS

PSC: Scenarios 1-4 = role-plays for pairs; Scenarios 5-8 = role plays for quads

1. One of your friends asks to copy your homework.
2. Your best friend wants you to go somewhere that could be interesting, but dangerous (e.g., to a flooded creek to watch the water).
3. While you and your friend are at the neighborhood store, your friend suggests that you both steal something.
4. You are at a party when someone suggests you drink some beer.
5. Your friends want you to stay out past your curfew.
6. Your friends are urging you to fight one of your classmates.
7. Several students are saying unkind things about another student. They start urging you to join in their comments.
8. Some students decide to skip school and go to someone's house for a party. They want you to go along.

MY PERSONAL POLICY: NEGATIVE PEER INFLUENCE

I can tell when I am being pressured to do something I don't want to do or that I know is wrong because I: _____

When I feel that way, I summon my inner-me treasures of _____

Then I _____

If that does not work, I _____

If I need help from someone else, I _____

When I **RESIST** negative pressure and choose to do what I know is right I _____

My policy is simply this : _____

AND THAT'S THE TRUTH!

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