

Planning

3.7

SEL COMPETENCY

Relationship Skills

SKILLS communication, resolving conflicts, seeking help**MATERIALS**

- ✓ Discovering Projectable 3.7.1
- ✓ Connecting Projectable 3.7.2
- ✓ Student Journals
- ✓ Family Connection take-home worksheet

CLASSROOM CONFIGURATION

- 1 whole class 2 whole class
- 3 small groups 4 individuals

OBJECTIVES

Students will

- ✓ describe three steps for identifying and standing up to negative peer pressure;
- ✓ describe and demonstrate when and how these steps might be helpful.

★ **COMMON CORE CONNECTION**

This lesson addresses the following Common Core Standards:

SPEAKING AND LISTENING: COMPREHENSION AND COLLABORATION

- ✓ SL.8.1, SL.8.2

SPEAKING AND LISTENING: PRESENTATION OF KNOWLEDGE AND IDEAS

- ✓ SL.8.6

SKILLS Progression

← **LAST YEAR**, students learned about cliques and new strategies for making friends.

↓ **THIS YEAR**, students use ASK to decide if they should avoid certain situations.

→ **NEXT YEAR**, students will learn how to avoid negative situations, such as stereotyping and conflict.

ASK: Three Steps to Stand up for Yourself

Successfully identifying and standing up to negative peer pressure using the ASK strategy helps keep students out of trouble and also strengthens their conflict resolution skills.

1

DISCOVERING

10 MINUTES

Lesson Link

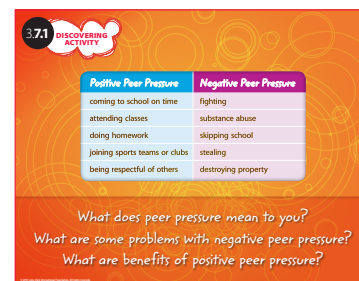
ACTIVITY 1

State that today's lesson is about identifying and standing up to negative peer pressure. Show **Discovering Projectable 3.7.1**. Read the projectable and ask students to think about a time when they were confronted with negative peer pressure and how it made them feel. After students discuss the questions, emphasize that negative peer pressure involves pressure from self and others to do and say things that may go against one's values, beliefs, personal expectations, or best interests.

Have students pair up and discuss how they feel when they are asked to do something they don't want to do. What are the feelings? What makes them feel pressured to say yes when they want to say no?

ASK: *Why do you think people say yes to negative peer pressure when they mean no?*

Give pairs a couple of minutes to share their ideas together and then gather responses from the whole class. Acknowledge that peer pressure can make people feel stressed, afraid, and lonely and that may be why people have trouble resisting negative peer pressure. Explain that today we will learn how to stand up to negative peer pressure in effective ways.



2

CONNECTING

10 MINUTES

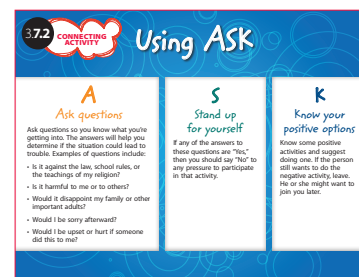
INSTRUCTION

Explain to students that peer pressure is not always negative and that standing up to negative peer pressure, or being asked to do something you know is wrong, can be awkward. Explain that you will present a strategy for identifying whether a situation presented by a peer is negative or positive and give ways to respond in a helpful way to negative situations positively.

ASK: *If someone asks you to do something you don't feel is right, what types of skills do you think you will need to stand up for yourself and respond clearly?*

Introduce the three steps of ASK

Display the Using ASK projectable (**Connecting Projectable 3.7.2**). Explain that ASK is a strategy for responding to peer pressure that has three key elements. Invite students to take notes while you share the information from the projectable.



Model using ASK to stand up to peer pressure

Model using ASK with a think aloud to show how you would react to negative peer pressure.

SAY: *Let's imagine I was standing outside waiting for my ride home when a friend I've known for a year comes up to me with a can of spray paint and asks if I want to make some art on the walls of the school. First, I would Ask myself questions such as, "Is this illegal? Would I want someone spray painting my property? Would my family, teachers, and friends be disappointed?" Then I might ask him, "What do you have in mind? Where? Who else is going to be there? Do you have permission to do this?"*

Point to the "A" section of the projectable.

SAY: *It's probably not a commissioned art mural, so I think this is not something I should be doing. I will Stand up for Myself and say to my friend, "No. I don't want to spray paint the school walls because it is illegal to spray paint without permission and we could get into big trouble with our families and the school. Plus, I really wouldn't want people to do this to my property."*

Point to the "S" section of the projectable.

SAY: *Instead of acting hurt, I'll say, "I know some things we can do instead. We could go to the movies or ride our bikes to the park."*

Point to the "K" section of the projectable.

ASK: *How do you think I successfully avoided doing something I didn't want to do?*

3 PRACTICING 15–20 MINUTES

ACTIVITY 2

Explain the ASK activity

Tell students they will now practice using the three steps of ASK to respond to a hypothetical situation that students are likely to encounter. Tell students they will have an opportunity to share with the class how they approached the strategy.

Students practice using ASK

Use a creative grouping strategy to organize students into groups of four: Leader, Recorder, Reporter, and Timekeeper. Give each group of students a situation:

- A student asks to borrow your report because he needs to have his done by tomorrow morning.
- A friend invites you to his older brother's party.
- A friend asks you to play a prank on some younger students.
- Two students want you to send a text to someone you don't know.

Have each group write two or three questions they would ask themselves and two to three questions you would ask the other person. Allow several minutes for the students to work on their questions. Then circulate around to each group and play the role of the person asking them to engage in a negative activity. Invite students to share what questions they would ask themselves and you to gather information about the situation.

After the groups present their questions to you, have them work together to create two lists. The first list should be responses they can use to stand up to



Community Connection

Invite someone from the local law enforcement community to the class to discuss the consequences of giving in to negative peer pressure. Have students use what they learned in the lesson to prepare relevant questions in advance and ask these questions as part of a Q & A after the speaker is finished. Encourage students to ask questions about specific instances the speaker has encountered. After, have students write a short essay about what they learned and how it applies to how they will use the steps of ASK when confronted with negative peer pressure.



Family Connection

Have students ask a trusted family member if he or she would like to learn how to use ASK to respond to negative peer pressure. Have the family member ask the student if he or she can take the student out of school early to go see a movie. Have the student demonstrate how to use ASK in response. Send home the Family Connection take-home worksheet called **Stop, ASK, Decide**.



Applying Across the Curriculum

LANGUAGE ARTS Have students prepare monologues about resisting peer pressure. Be sure students do not identify anyone by name. Monologues will explain what the situation was, how students responded to it at the time, and how ASK might have been used to make the situation better. Invite students to present their monologues to other classes or groups.

MATH Have students work in groups to develop a survey about negative peer pressure situations students have encountered. Examples of questions include the following: What types of negative peer pressure situations occur regularly? What are the ways that students typically respond? What might be more helpful ways? What could we do as a school to minimize incidents of negative peer pressure? Have students conduct the survey with another class. Have students use available computer software to tabulate student responses and present the data in a way that is easily understood, such as bar graphs or pie charts.

Reflecting Resource:

Student Journal p. 43

Applying Resource:

Student Journal p. 44

negative peer pressure. The second list should include some positive options. Have groups try their best to come up with three or four options for each list. Allow students several minutes to prepare their lists. Have the whole class reconvene. Invite Reporters to present their lists to the class.

Reflecting

Students use their journals to reflect individually and as a class on what they learned in this lesson.

What?	What is negative peer pressure? What are the three parts of using ASK?
So what?	Which step of ASK do you think can help you decide whether an activity is going to lead to trouble? Why do you think the questions that help determine if a situation will lead to trouble are important in using ASK?
Now what?	How do you think you can use ASK to help you respond to negative peer pressure? How do you think you can use ASK with friends and classmates?

4 APPLYING 5 MINUTES

Have students complete the Applying page in their Student Journals. Invite students to share their experience with the class.

ASSESSING

PRACTICING (INFORMAL FORMATIVE ASSESSMENT) Take note of how well students use ASK in their assigned situations to avoid negative situations.

APPLYING (FORMAL FORMATIVE ASSESSMENT) Review Applying in the Student Journals to assess how well students have understood how to apply ASK in real-life situations.

BUILDING SKILLS BEYOND THE LESSON

Write Responses!

PRACTICING To reinforce the use of “stand up” responses, present students with photographs of negative peer pressure situations. Have students write stand up responses as captions. Encourage students to make their stand up responses in their own voice. They should sound like the student could actually use them in real-life situations.

Write A Paragraph!

APPLYING To reinforce the application of ASK to real life, have students write a paragraph describing when they used or when it might have been helpful to use ASK in the past. Have them describe the results of using the technique in as much detail as possible. Ask students to reflect on how the other person reacted to ASK and if the relationship was altered afterward.

REINFORCEMENT

Illustrate It!

PRACTICING Have pairs draw and illustrate comics of their own negative peer pressure situations. Have students use the three steps of ASK to write captions or dialogue in thought balloons. Encourage students to embellish the characters and situation if they prefer, but be sure students are still focusing on the steps of ASK.

Act It Out!

APPLYING Have small groups prepare a skit using the three steps of ASK. Give each group a suggested situation, such as sneaking out to see a movie. Then have groups write and act out each step of ASK in either a funny or dramatic way. Encourage students to present their skits to the class.

ENRICHMENT