

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

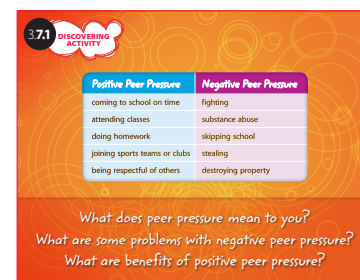
ACTIVITY 1

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.

