

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.