



About Peer Pressure - Level 3

Staff Activity Guide

What's Included:

The purpose of this guide is to support teachers in empowering students to make positive choices even when faced with high-risk situations. In this guide you will find: a Student Video Viewing Guide, Student Activity Guide, and a Brain Quiz with an Answer Guide. Each of these resources can be used independently or in conjunction with one another as time allows. For your planning purposes, please find the estimated time needed for each activity.

Viewing the Video:

Without Student Video Viewing Guide - (6 minutes)

With Student Video Viewing Guide - (7-10 minutes)

Student Activities:

Activity #1 Independent Practice Activity - (10 minutes)

Activity #2 Group Activity - (20 minutes)

Activity #3 Extended Learning Activity - (20 minutes)

Brain Quiz:

(5-10 minutes)

Student Video Viewing Guide Strategies:

Before the video (3-5 minutes)

- Have students "popcorn out" (share without raising hand) to get the wheels turning:
 - What is Peer Pressure?
- Ask students to "pair and share" with a classmate, and/or have a brief class discussion:
 - I experience peer pressure when_____.

During the video (3-5 minutes)

- Pause the video at times for Checks for Understanding (CFU). You can call out a few students to answer, and/or have them pair and share. Students can complete the brain quiz either during or after the video.



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Brain Quiz Answer Key: (5-10 minutes)

1. Influence from members of your own peer group to take certain action, adopt certain values, or conform to be accepted is called _____. (Answer: social pressure or peer pressure)
2. True or False: Real friends force friends to do things they don't want to do. (Answer: False)
3. True or False: It is typically easier to stick to values in a 1:1 situation than when being influenced by a group. (Answer: True)
4. Direct peer pressure involves being influenced in all of the following ways EXCEPT. (Answer: b. fashion trends)
5. Indirect peer pressure involves being influenced by: (Answer: e. all of the above)

Student Activity Options:

Activity #1 Independent Practice Activity (10 minutes)

- a. Materials needed: notebook paper or journal and writing utensil.
- b. Directions: Write About It: Have students write about what their personal values are? What is most important to them and why? What are their values concerning drugs, alcohol, and other risky behaviors? Why?
- c. Criteria for Success: students are able to write about their personal values and give 2-3 reasons why these are important to them. They are also able to identify how their values affect use of drugs, alcohol, etc.

Activity #2 Group Activity (20 minutes)

- a. Materials needed: scratch paper and writing utensil for skit planning.
- b. Directions: divide the class into groups of 3-5 students. Have each group create and present a skit in which a teenager is being directly influenced to use substances but is able to resist the negative influence of others.
- c. Criteria for success: each group is able to act out how to appropriately navigate negative peer pressure.

Activity #3 Extended Learning Activity (20 minutes)

- a. Materials needed: scratch paper and writing utensil for skit planning.
- b. Directions: divide the class into groups of 3-5 students. Have each group create and present a skit in which positive peer pressure is being used to influence another student to make a positive decision.
- c. Criteria for success: each group is able to act out how to appropriately demonstrate positive peer pressure.