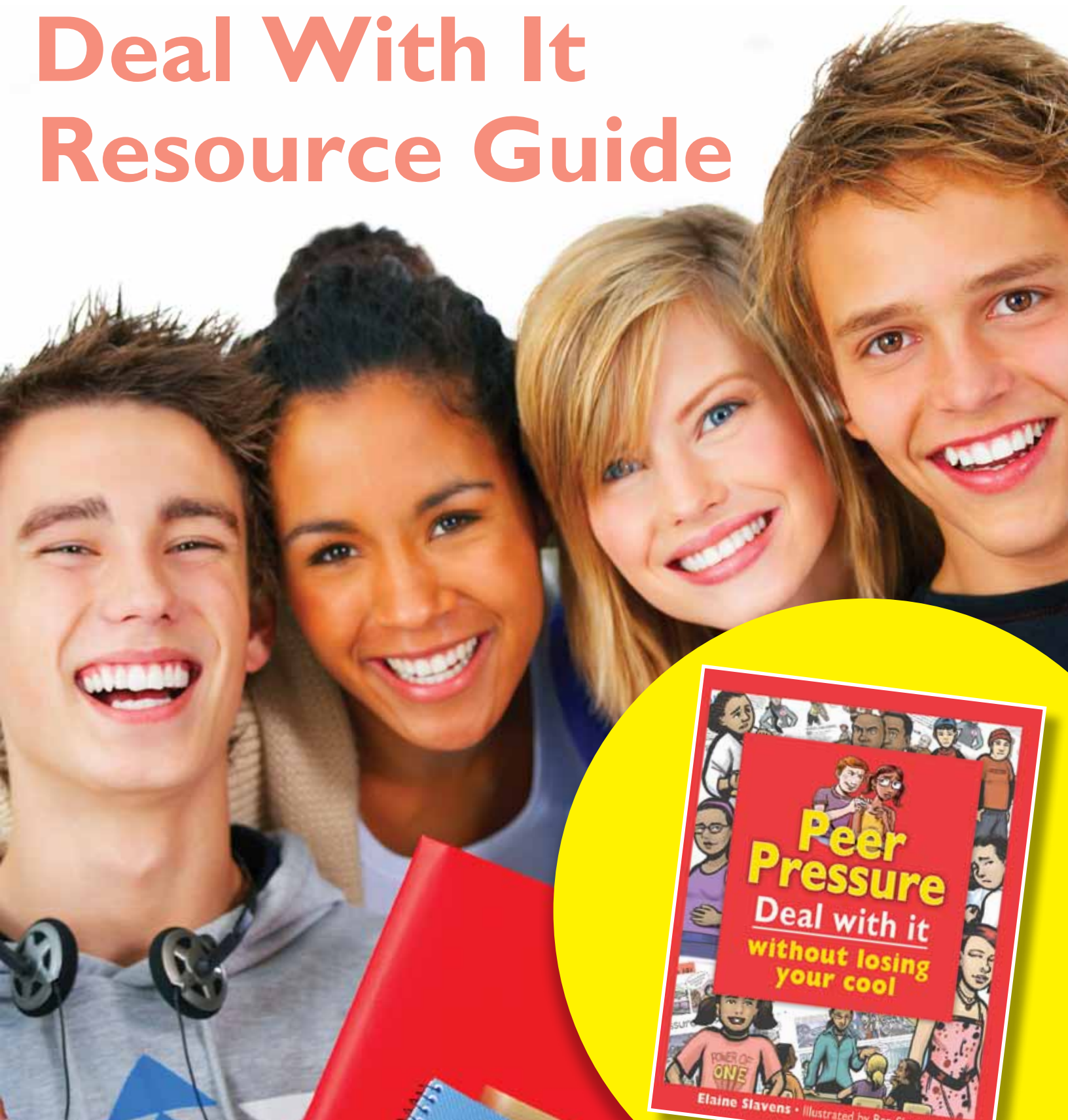


Peer Pressure: Deal With It Resource Guide



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How to Use this Guide

This guide offers a number of informative and enjoyable discussion questions and teaching activities that allow for in-depth coverage of the causes of conflict from several angles.

Guide Map

This guide begins on page 3 with an introduction to the issue covered in the Deal With It book. Please be sure to read the **Before You Begin** section, which provides suggestions to help you consider the specific needs and interests of your class. It also outlines any particular scenarios presented in the Deal With It book that may be sensitive to some students.

The pages that follow correspond with the sections of the Deal With It book.

These sections are:

- A **101** section that introduces readers to a subject (See page 4 of this guide)
- An **Instigator** section that focuses on the person who instigates the conflict (See page 6 of this guide)
- A **Target** section that focuses on the person who feels victimized in the conflict (See page 8 of this guide)
- A **Witness** section with tips for those caught in between (See page 10 of this guide)

For each of these sections, you will find:

Highlights that briefly capture the main points from the Deal With It book, which you will want to review with students.

Discussion Questions that are designed to introduce students to the topics and encourage them to think critically about the topics at hand.

Teaching Activities that correspond to page numbers in the Deal With It book, and are designated as activities for Individuals (I), Pairs (P), or Groups (G).

About the Series

The **Deal With It** series is a set of 32-page books that empower **kids ages 9–12** to resolve conflict in their lives. Information is presented in an interactive and graphic style to engage readers and help spark discussion of issues. The information in this **Resource Guide** is intended to help educators plan lessons around conflict resolution using the **Deal With It** books.



Peer Pressure: Deal with it without losing your cool

All of us feel peer pressure at one time or another. Most of us want to be acknowledged and accepted by those around us. Conflicts arise when other peoples' demands and actions clash with our own values and we fear being rejected if we speak out about what we believe. ***Peer Pressure: Deal with it without losing your cool*** was created to give students suggestions on how to handle diverse situations in which their peers may challenge their values.



In this resource guide, teachers are given valuable discussion topics and activities to help students as they read ***Peer Pressure***. In order to get the most out of your class discussions and activities, it is important to create an open atmosphere and a positive classroom community. Building trust and amity within the classroom, by allowing students to openly voice questions and concerns about everyday issues, will create an atmosphere of support and understanding. It is within this context that rich discussions can unfold and help students identify their values and strengths. In turn, this confidence in their own beliefs will empower them to make conscious, responsible decisions.

Before You Begin

Here are some tips and suggestions to help you plan your peer pressure unit.

- Gather as much material as you can about peer pressure, including ***Peer Pressure: Deal with it without losing your cool***. (See More Help on page 32 of ***Peer Pressure*** for a list of materials.)
- Decide on the scope of your study, depending on the grade level you teach and the needs of your students.
- Decide on the amount of time that you plan to spend on this theme.
- Display books for children on this topic. In addition, prepare a bulletin board for posters, pictures, and, as the theme develops, your students' work.
- Note that peer pressure affects elementary children, middle-school students, adolescents, and even adults. ***Peer Pressure: Deal with it without losing your cool*** includes a variety of sensitive issues and situations (e.g., drinking, sex, gangs, drugs, etc.) that are important to address, but may not be appropriate for all grade levels. It is important that teachers preview the book to select material and content that is appropriate for their students' maturity level.

Peer Pressure 101

Highlights

- Peer pressure is when people your age — your peers — try to get you to look or act a certain way. Peer pressure can be positive or negative.
- Peer pressure can come from a variety of places, including:
 - ☛ friends
 - ☛ media
 - ☛ in-crowd
 - ☛ yourself
- Different forms of peer pressure include:
 - ☛ name-calling
 - ☛ ostracism
 - ☛ put-downs
 - ☛ guilt games
 - ☛ physical harassment
 - ☛ spreading rumours

Discussion Questions

- When have your friends been a positive influence on you? When have your friends been a negative influence on you?
- Name a time when a friend had something — toys, clothing, electronics — that you really wanted, but were not able to have. How did you feel?
- What do you think makes a good friend?
- When you have problems with your friends, how do you solve them? Who could you go to for help if problems with friends become too big?
- Can you think of some problems that friends may have with each other? Think of a time when you had a conflict with a friend. What was it about? How was it resolved?
- Are you a member of a group or club? Does belonging to this group make you feel proud? Why or why not?
- What is gossip? Have you ever heard gossip in your school? How did it make you feel? How do you think the target of the gossip felt? Did this gossip have consequences for the people who were spreading it or the target?
- How do you think the media — television, the Internet, advertisements, music videos, etc. — affects how we view ourselves? How does the media influence your decisions?
- Do you think adults are affected by peer pressure? Why or why not?
- Think about a time when a friend pressured you to do something that made you feel uncomfortable. How did you handle it? If you were in the same situation again, would you handle it in the same way or differently?
- Have you ever felt left out? How did you feel? How did you solve the problem?

Teaching Activities

I = Individual P = Pair G = Group

Section	Subject Area	Activities
pp. 2–5	Language Arts/ Social Studies (G)	Have students work in small groups to make a T-chart, labelling the columns “Positive” and “Negative.” Ask them to fill in the chart with examples of how peer pressure may be positive and negative. Discuss their ideas as a class.
pp. 2–5	The Arts (drama)/ Social Studies (G)	In groups of three or four, have students make a tableau to show an example of negative peer pressure (e.g., a group of students pointing fingers and sneering at someone who is left out). After eight seconds, ask students to slowly transform into a new tableau showing a positive example of peer pressure (e.g., a group of students congratulating each other). Alternatively, you might have students role-play the scenarios from this section of the book.
pp. 6–7	The Arts (visual) (I)	Ask students to choose the scenario on these pages that they relate to the most and continue the comic to depict a positive outcome.
pp. 6–7	Language Arts/ Guidance and Career Studies (I)	Have students write a journal entry or a letter to one of the characters, giving them advice on what they might do to resolve the situation in a positive way.
pp. 8–9	Language Arts/ Guidance and Career Education (P)	Have students choose a question from the quiz. Ask them to work with a partner to use a Think-Pair-Share strategy to discuss various responses and to extend their answers to the question.
pp. 10–11	Language Arts/ Social Responsibility (I)	Have students write a recipe for a good friendship. Include at least ten to twelve ingredients and four to five steps or tips. Encourage students to display their recipes and share with their friends.
pp. 10–11	Guidance and Career Education/ The Arts (visual) (I/G)	Encourage students to think about what makes a relationship positive. Have them create a collage of images that show positive relationships. Students can work in groups to discuss what their collages represent.
pp. 12–13	The Arts (drama)/ Guidance and Career Education (G)	In small groups, have students role-play a positive response to one form of peer pressure as identified in the book. Encourage groups to present their skits to the class and discuss their responses as a group.

The Insider

Highlights

- The Insider is the person who is putting pressure on others, whether he/she is aware of it or not. There is a fine line between encouraging someone and pressuring someone to do something.
- You can avoid pressuring people if you:
 - take responsibility for the past
 - think about the consequences, talk to yourself, and solve the problem
 - learn how to control your anger towards others
 - reflect on the groups you belong to and whether or not they treat people in a positive way
 - join a club that interests you
 - volunteer for work that interests you
 - give yourself a chance to learn new habits

Discussion Questions

- Have you ever been pressured to do something? How did it make you feel?
- What are some possible consequences of putting pressure on other people?
- Imagine being in a situation where someone doesn't agree with you. How could you handle it without pressuring them?
- When you're feeling angry, what are some ways that you can keep yourself and others safe?
- Think about a time when you treated someone with respect and kindness. How did you feel? How did the other person respond?
- Are there situations in which it is a good choice to follow a group? When might it be a poor choice to follow a group?
- Think about a time when somebody offered you a genuine apology. How did you feel? How did you respond to it?
- How can you tell if you're being too pushy? List some body language signals that might suggest someone is being pushy or aggressive. What signals might suggest that someone feels they are being pressured?
- Think of a person you know who manages to stay calm even in tough situations. What do you notice about their body language? What strategies do you think they might use to remain calm and clear headed?



Teaching Activities

I = Individual P = Pair G = Group

Section	Subject Area	Activities
pp. 14–15	The Arts (visual) (I/G)	Ask students to choose a “Do” and a “Don’t” from the book. Have them use pictures and words to create a poster that contrasts the “Do” with the “Don’t.” Display and discuss the posters with the class.
pp. 14–15	Media Literacy/ Health and Physical Education (I/G)	Have students collect images of people displaying different emotions through their body language (non-verbal expression). Display each image and have students indicate which emotions it shows and why they think so. Ask them if they think the image shows someone pressuring or being pressured and how it makes them feel. After you have reviewed all of the images, follow up with a discussion about what students might do when they catch themselves displaying the same emotions.
pp. 16–17	Guidance and Career Education/ Social Responsibility (I/G)	Have students work through the quiz. When they are finished, ask them to look at the statements that they identified as true. Have them think about how they might better treat people in these situations. Encourage them to write out some steps that might help them meet these goals. Teachers can revisit goals and conference with students to discuss their progress throughout the year.
pp. 18–19	Guidance and Career Education/ The Arts (visual) (I)	Ask students to think about the types of groups that they like being part of and that make them feel good about themselves. Have students create illustrations that represent positive groups. Encourage students to write captions for the images to help emphasize the emotions they represent. Display the students’ pieces and discuss them with the class.
pp. 18–19	Guidance and Career Education/ The Arts (visual) (I/G)	Encourage students to review this section for ideas about how to deal with the urge to pressure people to do something they don’t want to do. Have them design a bookmark displaying “tips” on what to do when they feel angry. Have students share their bookmarks with classmates.
pp. 18–19	Language Arts (G)	Have students write an entry in their journal that begins, “One thing I learned about peer pressure is...” When students have finished writing their entries, encourage them to share their ideas in small groups.

The Outsider

Highlights

- The Outsider is the person being pressured. Sometimes it's easy to tell if you're being pressured, and other times it is not as obvious.
- If you feel you are being pressured, you can:
 - ☛ make up your mind
 - ☛ stay away
 - ☛ say no
 - ☛ talk it out

Discussion Questions

- What are some examples of peer pressure? Can you think of any situations in which peer pressure might be positive?
- Why do you think people might give in to peer pressure? What might be some consequences of giving in to peer pressure?
- Imagine being in a situation where someone wants you to do something that goes against your values or beliefs. How might you handle it without making them angry?
- Think of a time when you felt you were being pressured to do something you didn't want to do. How did you feel? How did you handle the situation?
- Who could you turn to if you were in an uncomfortable situation with your peers? Brainstorm a list of people that might help you.
- What makes a decision good? How can you tell when you've made a good decision?
- What might happen if you say "No" to peer pressure? What factors might affect your decisions?



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Section	Subject Area	Activities
pp. 20–21	Mathematics/ Social Studies (G)	<p>Ask students to survey their classmates to find out their feelings about and experiences with peer pressure. Have them write eight to ten survey questions, such as</p> <ul style="list-style-type: none"> • Have you ever felt pressured by your friends? • What is the most important quality of a friend? • What factors influence your decisions? • How do you normally deal with pressure (i.e., walk away, ignore, confront, or yield eventually)? <p>Have students display the results in a graph or chart and discuss their findings with the class.</p>
pp. 22–23	The Arts (drama)/ Guidance and Career Education (G)	<p>Have students work in groups of three or four to brainstorm a list of scenarios in which they might feel peer pressure. Encourage them to review the scenarios presented in the quiz to help them get started. Have students select one scenario and discuss what might be the most positive solution to the problem. Once they have come up with a positive solution, have them role-play the situation. Encourage students to present their play to the class. You may wish to videotape the skits or present them to another class.</p>
pp. 24–25	Language Arts/ Guidance and Career Education (I/G)	<p>Place posters around the room with the following sentence starters:</p> <ul style="list-style-type: none"> • I believe in... • I don't believe in... • My friends are... • My friends are not... • I say "yes" when... • I say "no" when... • When I'm pressured, I feel... • When I feel pressured, I can talk to... <p>Allow five to ten minutes for students to write a response to each sentence starter. Afterwards, review the responses with the class to discuss the words, messages, and feelings that students have given.</p>
pp. 26–27	Language Arts/ Social Responsibility (I)	<p>Have students review the letters to "Dear Dr. Shrink-Wrapped." Encourage them to write their own questions about peer pressure and to sign it with a pen name. Have them place their questions in a class mailbox. Students then pick a question from the box and write a response to it. They may wish to research, interview, or share personal experiences to give their best response to the question selected. The questions and responses may be shared as a class or collected in a FAQ book.</p>

The Witness

Highlights

- The Witness is the person who sees peer pressure happening to someone else. They might feel that they are not part of the problem, but there may be opportunities for them to positively influence the situation.
- If you feel that someone is being pressured, you can:
 - ☛ let him/her know that you are there to be his/her friend and not to judge him/her
 - ☛ talk to him/her about the issue and let him/her know he/she has choices
 - ☛ encourage him/her to talk to a trusted adult

Discussion Questions

- Have you ever witnessed someone being pressured by someone else? What was the situation? How were you involved?
- Have you ever stood up for something you believed in? What would you be willing to stand up for?
- What are the traits of a good listener? How could you be a good listener to a friend that was feeling pressured?
- Do you think witness and bystander mean the same thing? How are they the same or different? Explain your answer.
- If you thought a friend was being pressured, who would you suggest he/she should talk to about their problem? Why?
- Has someone ever helped you out of a situation in which you felt pressured to do something? What happened? How did the people involved feel?
- Imagine that a friend starts hanging out with a new crowd. He/she begins talking and dressing differently. Then he/she doesn't seem to care about school or your feelings. What do you think might be happening? How might you feel? What might you do?



Teaching Activities

I = Individual

P = Pair

G = Group

Section	Subject Area	Activities
pp. 26–27	Social Responsibility/ Media Literacy (I/G)	Have students select one of the “Do’s” listed on p. 27. Ask them to think about how they might encourage other people their age to adapt that strategy to help a friend. Have them create a storyboard for a TV advertisement to promote that strategy. Share the advertisements with the class.
pp. 27	Language Arts/ Guidance and Career Education (G)	Have students work in small groups to make a board game based on the “Do’s” and “Don’ts” presented on p. 27. For example, students could write the “Do’s” and “Don’ts” on different spaces. If a player lands on a “Do,” they move forward; if a player lands on a “Don’t,” they move backward. Encourage students to share and play their board games with the class.
pp. 28–31	The Arts (drama)/ Social Responsibility (G)	Have students work in groups of four to create a skit showing what might happen if a Witness chooses not to get involved when he/she sees a friend being pressured. Then have students create an alternate ending to their skit showing what might happen in the same situation when a Witness gets involved in a positive way. Encourage students to present their skits to the class.
pp. 28–31	Canada and World Studies/Social Responsibility (G)	As a class, brainstorm local and global issues that matter to the students. For example, students may be concerned about environmental issues, poverty, or social justice. Have students select one issue and discuss why it is important to them. Challenge students to list several actions that they could take to make a difference. Encourage them to research ways they might help and how they might get involved. For example, students could campaign, write a letter, or make a short video to raise awareness about the issue.
pp. 28–31	Language Arts/ Social Responsibility (G)	Have students create a class “Appreciation” book. To do this, each person writes a compliment for every other person in the class. Then the compliment pages are gathered together into a book. Alternatively, the compliments could be displayed on an “Appreciation Wall.”

Additional Resources

- www.reachout.com/au: ReachOut.com.au is a website that contains resources for teens on how to deal with peer pressure.
- www.kidshealth.org: The Teens Health website provides advice for issues such as peer pressure.
- Cherniss, Hilary. *The Complete Idiot's Guide to Surviving Peer Pressure for Teens*. New York, NY: Alpha Books, 2003.
- Desetta, Al, ed. *The Courage to Be Yourself: True Stories by Teens about Cliques, Conflicts, and Overcoming Peer Pressure*. Minneapolis, MN: Free Spirit Publishing, 2005.
- Feller, Robyn M. *Everything You Need to Know About Peer Pressure*. New York, NY: Rosen Publishing, 2001.

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