

LESSON 4: Understanding Peer Pressure



My Future-My Choice™
A sexual health curriculum for teens



BEFORE YOU GO INTO THE CLASSROOM

CLASSROOM SETUP

Ask teachers to organize small mixed-gender groups before class starts.

MATERIAL LIST

Prop (Ground Rules) poster

Prop (review cards) 4¼ by 11 inches

DVD (segments 5-10)

Worksheet: Relationships

Prop (Different Types of Relationships) poster

Seven levels of physical affection (three items):

- Prop, poster
- Prop, 8½ by 11 inches
- *Handout, seven levels, one-quarter sheets

*Pieces of paper for question box

Question box

*Homework handout

SPECIAL INSTRUCTIONS

Assist teen leaders in moving the review cards along at a reasonable pace.

Plan at least 15 minutes for the setting limits activity.

In the setting limits activity, the classroom facilitator will guide the activity and the teen leaders will circulate to assist the students.

Be aware of students' responses and offer assistance. Always take the opportunity for a teachable moment.

Check classroom for TV/DVD.

This lesson can run long.

*Copies for each student.

LESSON 4: UNDERSTANDING PEER PRESSURE

<p>OBJECTIVES</p>	<p>To identify where the pressures to become sexually involved come from.</p> <p>To begin talking about setting limits on physical affection before a pressure situation arises.</p>
<p>ACTIVITIES</p>	<p>Video segments 5–10 on pressure to be sexually involved</p> <p>Relationships worksheets</p> <p>Ways your friends can influence you positively or negatively and understanding peer pressure</p> <ul style="list-style-type: none"> - Challenging the idea that “everybody’s doing it” - Main points about saying NO to sex <p>Introduction to setting a limit and seven levels of physical affection</p> <p>Setting limit activity and worksheet</p>
<p>OREGON HEALTH STANDARDS ADDRESSED</p>	<p>Analyzing influences</p> <p>Self management</p> <p>Goal setting</p>

INTRODUCTION AND GROUND RULES

Hi. Nice to see you again. How is everybody?

I want to remind you of the ground rules:

LEADERS:

Read ground rules from the poster.

- Respect your own and others' right to privacy.
- Everyone should participate as much as possible.
- Respect each other's ideas and opinions. **No** put-downs or laughing at each other.
- It's OK to pass.
- Hands up = Stop and listen (*demonstrate*).

CLASSROOM FACILITATOR:

If time permits, address some prepared responses from the question box. This should take no more than five minutes. If additional discussion is necessary, continue after teens have left.

REVIEW CARDS



I have some review cards! Who wants to read the first one?

LEADERS:

Ask for volunteers, hand review cards to students one at a time.
Have students read them aloud and assist with reading if necessary.
Take card back and paraphrase key points.

(Review cards)

- TV, movies, music and magazines may influence how we think about sex.
- The media sometimes try to get me to believe that if I wear a certain product it will make me look sexy and be popular.
- Messages from the media may not always be obvious, but they can still influence us.
- Some messages from the media may go against my beliefs and values. It's important that I think for myself.
- It is up to **me** to decide how I am going to be influenced by the messages from the media.
- When you say **NO** to sexual involvement, you are saying what most teens your age say.

Thanks. Good job!

LESSON OVERVIEW

Today we have a lot of things planned. We will watch a video that will:

- Show us different examples of teens being pressured;
- Give us some information about relationships;
- Talk about the importance of understanding limits.

At the end of this lesson we will practice setting and respecting personal limits.

This lesson is designed to help young people make healthy choices that are right for them in sexual or dating situations.

- We know that some students have had that choice taken away from them — they have been sexually abused or raped.
- This is not their fault.
- No student should have to handle this alone.
- If you know anyone this is happening to, you could be a good friend by believing and listening to your friend and helping find a trusted adult to talk to about it.
- This could be a person from your family, school staff, religious community, police officer or someone else you trust who can help you.*

We are here to tell you that you always have the right to set a limit when it comes to your body. Also, being in a healthy relationship means you respect the other person's limits .

*(Write local resources on the board.)

VIDEO SEGMENTS 5-9: RESPONDING TO PEER PRESSURE

While we watch these videos about peer pressure, think about what you might do in these situations.

Keep in mind that some of these people are saying out loud what many of us think inside.

CLASSROOM FACILITATOR:

Show video segments 5, 6, 7, 8 and 9.

During the videos you have time to put up the seven level signs and posters.

Try not to distract from students focusing on video.

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POSITIVE AND NEGATIVE PEER PRESSURE

We're talking about peer pressure today. Peer pressure isn't always a bad thing. Let's talk about how our peers can influence us in both positive and negative ways.



What are some negative things a person could influence friends to do?

LEADERS:

Possible answers: Cheat on a test, skip school, pressure someone to have sex.



What are some positive things a person could influence friends to do?

LEADERS:

Possible answers: Do homework together, try out for sports, support healthy choices.

Our friends can influence us in many ways. It's important to develop your own values and beliefs and stick with them.

Remember, you do not have the right to pressure another person.

In a healthy relationship you can state your wants and feelings; but if the other person disagrees, you need to respect that.

VIDEO SEGMENT 10: UNDERSTANDING PEER PRESSURE

Most teens your age aren't having sex, so when you hear, "everybody's doing it," **that's not true**. Just because someone says they've had sex doesn't always mean they really did.

Okay, now I need your help. When I point to you I want the whole class to yell **NO**. Let's practice this a couple of times.

*(Read information. Stop and point when you come to a **NO**.)*

- If you say **NO** to sex, that's what most students your age are saying.
- Saying **NO** to sexual involvement allows you to take advantage of other opportunities.
- You always have the right to say **NO** when someone is pressuring you.
- No matter what has happened in the past, you always have the right to say **NO** to sexual involvement.

Now we're going to watch a video that will help you understand different types of relationships.

CLASSROOM FACILITATOR:

Show video segment 10.

UNDERSTANDING RELATIONSHIPS

Let's look at the different types of relationships we might have in our life:

(Read poster and give examples for each relationship.)

DIFFERENT TYPES OF RELATIONSHIPS

Acquaintances – Classmates, people you recognize.

Friends and best friends – You can trust them, talk directly to them, share ideas and feelings and enjoy doing things together.

Dating relationships – Enjoy being with them and expressing your feelings through words and actions. You might hold hands, hug or kiss. You can set limits on how feelings are physically expressed.

Committed relationships – This relationship develops over time; long-term commitments such as marriage are often made. This relationship is defined by depths of feeling, not level of physical affection.

Remember, relationships are defined by depth of feeling, not physical affection.

RELATIONSHIP DISCUSSION

For any of these relationships listed on the poster, let's identify the qualities that would make them healthy. How would people in a healthy relationship treat each other?

LEADERS:

Repeat answers: kind, respectful, trustworthy, considerate, honest.

Whether you are talking about someone you date or a friendship, it's important to have relationships that include these healthy traits we just identified.

GROUP ACTIVITY: SITUATION WORKSHEETS

Now we are going to do an activity that will help you think about the different types of relationships we discussed today and what makes these relationships healthy.

Each group has 10 seconds to pick a speaker and a recorder.

Ready? Go!

Hands up!

TL-1:

Hand out one situation worksheet to each recorder.

On each worksheet is an example of a relationship. Read the situation and answer the questions as a group.

You have three minutes.

Ready? Go! (Give groups time to complete worksheets.)

Stop!

Pencils down! Hands up! Now let's hear from each group.

TL-2:

When all worksheets are completed, you will read each group's situation and then have the speaker read the group's response to the questions. Collect worksheets as you paraphrase each group's answers.

SUMMARIZING THE RELATIONSHIP DISCUSSION



Raise your hands if you think friends or best friends are really important relationships?



Why do you think our friends are so important?

LEADERS:

Paraphrase answers back.

As you can see, there are different kinds of relationships and even the closest relationships do not have to involve sex.

Our friends are very important to us and sometimes we feel pressure to give in.

We want them to like us and we don't want to hurt their feelings or make them mad.

Peer pressure comes from people close to our age and can be the most difficult type of pressure to handle.

SETTING LIMITS ON PHYSICAL AFFECTION

One of the ways we can deal with pressure from our friends is to think about our own personal limits before we are in a situation where we will want to say **NO**.



What does it mean to set a limit?

LEADERS:

Paraphrase and summarize students' responses.

That's right. A limit is a point you will not go beyond.

Whether or not you are in a dating relationship, it's important to think about your **own personal stopping point** and set a limit on physical affection based on your own values and beliefs.

It can be harder to set boundaries in the heat of the moment, when you or the other person might be tempted to go past your limit.

GROUP ACTIVITY: SEVEN LEVELS OF PHYSICAL AFFECTION

Before we begin the activity, we want to remind you to follow the ground rules, especially to “respect the ideas and opinions of others.”

These are the seven levels of physical affection.

CLASSROOM FACILITATOR:

Uncover the “Seven Levels of Physical Affection” poster.

(Read poster)

Seven Levels of Physical Affection

- Friendly looks and smiles
- Hold hands
- Put arms around
- Hug and kiss
- Sexual touch above waist
- Sexual touch below waist
- Have sex

Everyone will receive a small piece of paper so you each have your own copy of the seven levels of physical affection.

LEADERS:

Distribute seven-level handout.

TL-1:

Get ready to stand near the “Have Sex” sign.

If student moves to “Have Sex” sign, ask, “Did you understand the question?” and repeat the question.

Then, step away from the student.

GROUP ACTIVITY: SEVEN LEVELS OF PHYSICAL AFFECTION — continued

Look at the seven levels of physical affection. I will ask you five questions and I want you to answer these questions in your head. We gave you a piece of paper with the seven levels of physical affection listed on it. This is just to look at right now.

This is about your ideas and opinions, not what your friends or classmates think.

Before we start, tell me how long a dating relationship usually lasts for students your age? (Decide on a response to use for question 5.)

1. Where do **you** think the limit on physical affection for students your age should be?

CLASSROOM FACILITATOR:

Pause briefly and emphasize that students should be answering these questions in their head. Be sure to read each question twice.

2. Where do your **friends** — the people you hang out with — think your limit on physical affection should be?
3. If we asked the older **students** in the seventh and eighth grades, where would they think your limit should be?
4. Where do **parents/guardians** and other **adults** think your limit should be?
5. Where would you set your limit if you knew the relationship was going to last for _____?

This is not necessarily what you are doing or have done, but it is based on your ideas and opinions.

Everyone take out a pencil. On the piece of paper we gave you, circle your answer to this question.

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Where do you think the limit on physical affection for students your age should be? Please circle your answer and fold the piece of paper in half. Please be honest about your opinion; don't let your friends tell you how to think.

CLASSROOM FACILITATOR:

Stand near the "Friendly Looks" and "Smiles" sign as you have the students move during the activity questions. This focuses the attention away from the "Have Sex" sign.

TL-1:

Stand near the "Have Sex" sign. If someone moves to "Have Sex" sign, ask, "Did you understand the question?" and repeat the question. Then, step away from the student.

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FACILITATING GROUP EXERCISE

Now listen closely. When I say go, I want you to get out of your chairs and move under the sign that matches what you circled.

We want everyone to feel comfortable expressing their ideas and opinions.

There are three rules we need you to follow for this activity:

- No talking.
- No pointing.
- No laughing at someone for where they are standing.

If we see any rule breakers, we'll just ask you to take a seat.

Ready? Go!

Remember, just because you are standing under a particular sign doesn't mean that's what you're doing or have done. It's the limit you think students your age should set.

If someone is standing under a sign because his or her friends are at that sign, even though the sign is different from what that person circled, what is this a good example of? (peer pressure)

This is exactly what peer pressure feels like.

This is how easy it is to give in to pressure from your friends.

I'm going to ask you the rest of the questions again. You can move if your answer is different from where you are now, or you can stay where you are if your answer is the same.

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CLASSROOM FACILITATOR:

Read all the questions carefully, twice! Emphasize key points in each question. Give students permission to pass if they are having trouble making a decision or if the signs around the room do not represent what they think.

1. Where do you think your **friends**— the people you hang out with — think your limit on physical affection should be? **Ready? Go!**
2. If we asked the older **students** in the seventh and eighth grades, where would they think your limit should be? **Ready? Go!**
3. Where do **parents** and other **adults** think your limit should be? **Ready? Go!**

Before you make your decision on this last question, remember what you want for yourself, your family's values and beliefs, and what is important to you.

Regardless of what has happened in the past, you can set a different limit today.

4. Where would you set your limit if you knew the relationship was going to last for _____? **Ready? Go!**

This is not necessarily what you are or were doing but is based on your ideas and opinions.

Great job! Please return to your seats.

SUMMARIZING GROUP ACTIVITY

Hands up!

In the first four questions we asked where other people think your limit should be. Then we asked you to set a limit for yourself. As you moved around the room some of you may have experienced peer pressure.



Why is it important to set a limit?

What should a person think about when they set a limit?

If someone is pressuring you and you say 'NO,' but they keep pressuring you, what does it say about that person?

LEADERS:

Repeat and paraphrase student responses.

The limit you established today is a personal stopping point and nobody has the right to push you past it. It is also important to respect other people's limits.

Your limit may change at different times of your life, but it is important to set your own personal stopping point and stick with it, especially in a pressured situation.

You may want to keep this piece of paper, take it home, and have a discussion with your parent/guardian or a supportive adult in your life.

GROUP DISCUSSION

We've just explored setting limits around physical affection.

Now, let's imagine a friend went to a party and got drunk or high.



What could happen to that person's limit on physical affection?

LEADERS:

Repeat answers back to the class and paraphrase

You're right, it could change. But keep in mind, everyone has the right to make clear decisions about their limits. When under the influence of drugs or alcohol, people might not be able to make clear decisions about their limit on physical affection. Limits are more easily ignored when someone is under the influence of alcohol or drugs.

Sometimes we hear people get blamed if they go past their limit when they were drunk or high. It's always a person's responsibility to make sure that the person they want to be sexually involved with is willing and able to consent.

No one has the right to take advantage of another person who is under the influence of drugs or alcohol. Remember, a person cannot legally consent to sexual involvement if they are under the influence of alcohol or drugs. It's most important to make sure we are all respecting other people's willingness and ability to consent.

SUMMARIZING GROUP ACTIVITY

Here are some things we learned today.

(Read information)

- There are many ways to show affection for another person without having sex.
- Couples should always respect each other's limit. If they can't agree on a stopping point, they should consider finding someone with similar beliefs.
- Remember, it's everyone's responsibility to be aware of other people's limits, including their own. If someone challenges a person's limit, it's a problem. We will talk about that in lesson 5.

Because peer pressure can be difficult to handle, we'll spend next week practicing a Three-Step Assertive Skill that will help you be successful in handling pressure from your friends.

This week, talk to a parent/guardian or other trusted adult about how peer pressure affected his or her life when that person was your age, and how the adult deals with peer pressure now.

LEADERS:

Pass out worksheet.

CLASSROOM FACILITATOR:

Pass around the question box. Remember, all students should put their pieces of paper in the question box regardless of whether they wrote anything on them.

See you all next week.

MY FUTURE-MY CHOICE: LESSON 4 DISCUSSION

Dear parent/guardian,

As part of the My Future-My Choice program please work with your student to complete the following worksheet assignment.

This week we talked about pressures we all feel in our daily lives, peer pressure being one of the more powerful. Please take some time this week to talk with your student about how peer pressure has affected you in your adult life.

1. How do you handle peer pressure in your adult life?
2. When you were younger, how did you handle peer pressure?
3. How does both positive and negative peer pressure from your friends influence you?
4. (Student) How do you deal with people who pressure you?