

Grade: Five	Lesson: 3	Topic: Bullying and Peer Influence
Virginia Standards of Learning		
Virginia School Counseling Standards		
Materials Needed	• Scenario handout	
Learning Objectives	• Identify variables that can impact decisions. • Examine choices and learn the steps of making a good choice. • Explore the categories and the effects of legal and illegal drugs. • Identify and define positive and negative peer influence. • Learn techniques to resist negative peer influence while asserting in a non-violent manner.	
I DO	Introduce yourself. Build a positive relationship with the students by sharing a fun fact about yourself. (For example: Your favorite ice cream flavor, your favorite food, or your favorite color.) Next, use the Learning-Ready Visuals and define the classroom expectations for when you visit. Say, “We will learn a lot about safety, responsibility, and respect within our school and community! When we are learning, we must be learning-ready! When we are learning-ready, we will: • Respect personal space - Be aware of your surroundings, respect others’ space, and stay in your own area. • Use volume control - Use indoor voices and be mindful of noise levels. • Show active listening - Eyes and ears open! Ready to participate! • Have sharp minds - Be prepared to problem solve, ask questions, and contribute to the lesson.”	

Content	Introduce peer pressure and its consequences. Ask students “Have you ever been in a situation where you had to make a difficult decision or felt influenced by your peers.” Allow students to raise their hands and call on them to share examples. You may also share an example about yourself. Tell the students “Today, we are going to learn how to examine choices, learn the steps of making a good choice in different categories, and resist negative peer influence. Why do you think it is important to know how to make decisions and resist negative peer influence?” (Allow time to respond.) Say, “Understanding how decisions are influenced helps you make choices that are best for you, rather than just following what others do. Learning to resist negative peer influence empowers you to stay true to yourself and make decisions that align with your values and goals.” “Decision-making requires several components that come together to help us make our decisions. They include personal values, emotions, peer influence, and consequences. There are questions we can ask to evaluate each of these components that will help us make decisions: • Personal values: What is important to you? • Emotions: How will this choice make you feel? • Peer influence: What do others think I should do? ○ Positive - They want me to choose what is best for me and what aligns with my values and goals. ○ Negative- They want me to choose what will only benefit them or is against my personal values and beliefs. ○ Techniques to resist negative peer influence: ▪ Saying “no” firmly. ▪ Suggesting alternatives. ▪ Seeking support from an adult. • Consequences: What will happen if I make this choice? ○ Evaluate the decision and its consequences. Is there a better alternative?”
WE DO	Activity

Practice	Divide the class into small groups and provide each group with a scenario related to decision-making or peer influence. Print a copy of one scenario for every group of three to five students or use slides 13-18 in the PowerPoint. Instruct the groups to analyze the scenario, answer each question, and use the answers to make a good choice in that situation (leave the questions on the board). “Scenario 1: Your friends want to skip school and go to the park instead. They say it will be fun and nobody will find out. • Variables: Personal values (importance of education, honesty), emotions (desire to have fun), peer influence (friends pressuring to skip school), consequences (missing out on learning, getting into trouble). • What decision should be made? Why? • Is there an alternative?” “Scenario 2: You have a big test tomorrow, but your classmates are planning to watch a new movie that just came out. They invite you to join them. • Variables: Personal values (prioritizing academics, responsibility), emotions (desire to relax and have fun), peer influence (classmates inviting to watch the movie), consequences (missing study time, potential lower grade on the test). • What decision should be made? Why? • Is there an alternative?” “Scenario 3: You're offered a chance to help your older neighbor water her garden every other day after school and she will pay you \$10 each day. Your friends think you should do it and will wait for you to play after. • Variables: Personal values (generous with your time, caring for others), emotions (proud of self, excited to make money), peer influence (friends think it is a great idea), consequences (nothing my friends will wait for me, I can do both). • What decision should be made? Why? • Is there an alternative?”
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	“Scenario 4: Your classmates are teasing and making fun of a new student because of their clothes. They ask you to join in. • Variables: Personal values (kindness, empathy), emotions (fear of being excluded, discomfort with bullying), peer influence (classmates pressuring to join in teasing), consequences (hurting someone's feelings, contributing to bullying culture). • What decision should be made? Why? • Is there an alternative?” “Scenario 5: Your friends chant your name to get you to jump off the high dive at the community pool. You have been wanting to do this for a long time, but you are nervous. It is completely safe. • Variables: Personal values (goal to jump off a high dive, high self-esteem), emotions (desire to fit in, excitement of meeting goal), peer influence (friends encouraging you to participate), consequences (I will face my fear). • What decision should be made? Why? • Is there an alternative?” “Scenario 6: Your friends want you to try smoking a cigarette behind school. They say it's cool and everyone does it. • Variables: Personal values (health, self-respect), emotions (fear of being left out, curiosity), peer influence (friends pressuring to smoke), consequences (health risks, breaking rules). • What decision should be made? Why?” Circulate among the groups to provide guidance and support as needed. Reconvene as a class and have each group share their scenario and the decision-making process they discussed.
YOU DO Practice	Facilitate a class discussion on the categories and effects of legal and illegal drugs. Tell the students “Scenario 6 talked about smoking cigarettes; it is illegal for students to smoke cigarettes. You should never take a drug, even if it is legal, without the supervision of an adult you know. If a friend or stranger ever tries to influence you to take a drug, tell a trusted adult immediately. If an adult that you trust tries to influence you into doing a drug you are not familiar with you should tell a community helper, such as a teacher, police officer, parent, or school counselor.”

Check for Understanding	“Drugs can be very dangerous when taken illegally or incorrectly. Drugs can make you sick, put you in the hospital, or even cause death. Group 6 did not answer what alternatives can be done instead of drugs. The answer to unprescribed drugs is always no! Let's answer this together, what can friends or individuals do instead of drugs?” Let students answer (play games, cook food, ride bikes, etc.).
Conclusion	Review. “Let’s review the 4 components of decision-making: 1. Personal values a. What question do you ask about personal values? 2. Emotions a. What question do you ask about emotions? 3. Peer influence a. What question do you ask about peer influence? 4. Consequences a. What question do you ask about consequences?” Thank the students for their participation.

Peer Influence Scenario Handout 1

Scenario 1: Your friends want to skip school and go to the park instead. They say it will be fun and nobody will find out.

Variables: Personal values (importance of education, honesty), emotions (desire to have fun), peer influence (friends pressuring to skip school), consequences (missing out on learning, getting into trouble, etc.).

What decision should be made? Why?

Is there an alternative?

Peer Influence Scenario Handout 2

Scenario 2: You have a big test tomorrow, but your classmates are planning to watch a new movie that just came out. They invite you to join them.

Variables: Personal values (prioritizing academics, responsibility), emotions (desire to relax and have fun), peer influence (classmates inviting to watch the movie), consequences (missing study time, potential lower grade on the test, etc.).

What decision should be made? Why?

Is there an alternative?

Peer Influence Scenario Handout 3

Scenario 3: You're offered a chance to help your older neighbor water her garden every other day after school and she will pay you \$10 each day. Your friends think you should do it and will wait for you to play after.

Variables: Personal values (generous with your time, caring for others), emotions (sense of pride, excited to make money), peer influence (friends think it is a great idea), consequences (none, my friends will wait for me, I can do both, etc.).

What decision should be made? Why?

Is there an alternative?

Peer Influence Scenario Handout 4

Scenario 4: Your classmates are teasing and making fun of a new student because of their clothes. They ask you to join in.

Variables: Personal values (kindness, empathy), emotions (fear of being excluded, discomfort with bullying), peer influence (classmates pressuring to join in teasing), consequences (hurting someone's feelings, contributing to bullying culture, etc.).

What decision should be made? Why?

Is there an alternative?

Peer Influence Scenario Handout 5

Scenario 5: Your friends chant your name to get you to jump off the high dive at the community pool. You have been wanting to do this for a long time, but you are nervous. It is completely safe.

Variables: Personal values (goal to jump off high dive, high self-esteem), emotions (desire to fit in, excitement of meeting goal), peer influence (friends encouraging you to participate), consequences (I will face my fears).

What decision should be made? Why?

Is there an alternative?

Peer Influence Scenario Handout 6

Scenario 6: Your friends want you to try smoking a cigarette behind school. They say it's cool and everyone does it.

Variables: Personal values (health, self-respect), emotions (fear of being left out, curiosity), peer influence (friends pressuring to smoke), consequences (health risks, breaking rules, etc.).

What decision should be made? Why?

Is there an alternative?