

**Materials** Paper, pencils, pens

**Learning Outcome** Apply their learning about peer pressure to write a risk situation for their peers and develop responses to the risk situations written by others.

**COVID-19 Safety Precautions** Remind students to keep a safe physical distance from each other and use their own pens and pencils.

## Flipped Classroom Strategy (Optional)

A flipped classroom is an instructional model where direct instruction is delivered to students *outside of and before* instructional time. Students are introduced to content that supports the introduction, comprehension, and recall of content and then instructional time is utilized to apply, analyze, synthesize, or evaluate content.

Before implementing this activity during instructional time, create a video or share the *Types of Peer Pressure* content at the end of this activity about the topic of peer pressure. Ask students to reflect and consider if they have experienced peer pressure, and if so, what type of peer pressure they experienced.



### Activity Description

If utilizing a flipped classroom approach, review what students read or watched about peer pressure. If not utilizing a flipped classroom approach, provide students with the content provided at the end of this activity and have them read it on their own or review it together. Ask students to reflect and consider if they have experienced peer pressure, and if so, what type of peer pressure they experienced.

Discuss with students why they think peer pressure is such a common topic with their age group. Ask students the following questions and discuss as a group:

- What is meant by the term risky behaviour?
- Are all risky behaviours equal? Why or why not?
- Why do you think some people engage in risky behaviour? (*Encourage students to think about changes teens are experiencing, autonomy and control over their choices, family history, etc.*)

Risky behaviour and peer pressure are often talked about together with teenagers. Why do you think this is?

Share with students some of the different behaviours that are defined as risky included in the chart below. Ask students if they can think of others that should be added to the list. Share the chart below with students and explain that they will work with a partner to develop a risk situation that their classmates will need to respond to. The situation should include a description of the influence, environment and risk behaviour.

#### Influence

- A new group of friends
- An older friend you look up to
- A childhood friend
- Someone you've just met

#### Environment

- At a party
- On the bus
- Outside during a break
- Walking home from school
- On the weekend
- At work

#### Risky Behaviour

- Commercial Tobacco Use
- Alcohol Use
- Other Substance Use
- Gambling
- Video Games
- Sexual Activity
- Unsafe Driving

#### Type of Peer Pressure

- Spoken
- Unspoken
- Direct
- Indirect

After pairs have completed their risk situation, they find another pair and exchange their risk situations with each other. Each pair works together to discuss the situation and identify the type of peer pressure and a response that demonstrates they will choose not to engage in the risky behaviour. Pairs continue to find another pair to exchange their risk situations with until they have reviewed each risk situation.

Bring the group back together and ask them the following questions:

- Was it easy to find ways to say no to the risky behaviour?
- Was one type of peer pressure used more than another?
- If you had to create a list of ways to say no to risky behaviour, what could be included?



## Healthy Living Competencies



### THINK

Develop cognitive skills and strategies that facilitate knowledge about healthy habits, health risk situations, and the short-term and long-term effects of their health choices.



### FEEL

Develop affective skills and strategies that facilitate healthy living for themselves, others, and their community.



### ACT

Practice behavioural skills and strategies that facilitate choices, actions, and habits for healthy living.



## Reflection Questions

Reflection is important to support learning. Consider asking students the following questions and discuss the answers together.

- *How do you think being able to say no will help you when you experience peer pressure and risky situations in your life?*
- *What are some of the potential long-term health effects of engaging in risky behaviour?*

## Observing Learning Outcomes

Sample questions to observe learning outcomes include:

- Does the student consider the influence, environment, and behaviour in the risk situation they write?
- Is the student able to successfully respond to the risk situations developed by peers identifying an appropriate way to say no to the behaviour?

## Learning Extension (Optional)

Share this Refusal skills for vaping and e-cigarettes activity with students. Compare and contrast their risk situations with some of the situations include in this activity.

Look at the Refusal Skill Cards included and discuss if there are any ways to say no to risky behaviour that are included on these cards that students did not include in their list.

## Handout - Types of Peer Pressure

Peer pressure is a common topic with adolescents because of the fact that the peer group can be an important influence as teens experience increased autonomy and control over their decisions. It's likely that peer pressure is not a new topic for you but you may not be aware of the different types of peer pressure. Included below is a brief description of the different types of peer pressure:

### **Spoken**

Spoken peer pressure is when someone asks, suggests, persuades, or directs someone else to engage in a behaviour. This also includes pressures received in texts, emails, or on social media. Examples of spoken peer pressure include when someone asks a peer to skip a class or convinces a peer to attend a party they did not want to attend.

### **Unspoken**

Unspoken peer pressure is when someone is exposed to the actions of their peers and chooses whether they want to follow along. Examples include participating in certain fashion choices or joining a certain group at school.

### **Direct**

Direct peer pressure can be spoken or unspoken and requires the person to make a decision about a behaviour right away. Examples include being handed an alcoholic drink (unspoken) or being dared to do something (spoken).

### **Indirect**

Indirect peer pressure is subtle and implied by the attitudes and behaviours one observes in others. Examples include a youth trying vaping because they know the peer group they would like to connect with vape, or stopping wearing their favourite shoes because they read a negative tweet from a peer about those types of shoes.

While all of the examples provided are negative, it's important to remember that peer pressure can also be positive. If someone is considering joining a club at school and their friend encourages them to join, and also says they'll also join with them, this is an example of positive peer pressure.

Content developed from [Talk it Out](#)