# **UNIT: Personal Safety Grade Level 5**

**ACTIVITY: Peer Pressure: Assert Yourself Lesson 2**

Personal/Social Standards:

C: Students will understand safety and survival skills.

Competencies:

PS: C1 Acquire personal safety skills

Indicators:

PS: C1.4 Demonstrate the ability to set boundaries, rights and personal privacy

PS: C1.9 Learn how to cope with peer pressure

Materials

* All About Boundaries, by Caselman and Cohen
* Boundaries Mini-lesson Script\*
* Worksheet 6.1
* Worksheet 6.7

Vocabulary

Peer – a person of the same rank, age, class or achievement as another

Gathering

Past, Present, or Future?

“I’m going to name an event and you say whether you think it is in your past, present or future.”

* Learning to tie my shoes
* Learning to drive
* Learning to make friends
* Learning to talk
* Learning to do math
* Learning to crawl
* Learning to do chores
* Learning to pay rent

“What you just did illustrates that even **time** provides boundaries!”

Review Agenda/Before the Lesson

“Last week we learned about boundaries which surround asserting yourself – that is, when you should and when you shouldn’t assert yourself. Today, we’ll talk about when those boundaries are with friends or *peers.* A peer is defined as a person of the same rank, age, class or achievement as another…for us we’ll just say that your peer is your friend or acquaintance.”

During the Lesson

Follow the Boundaries Mini-lesson Script.

Ask students to identify a few of the situations that they most often feel pressured. Take note of these to add to the Role Plays below.

After the Lesson

Role Play/Demonstration

* Ask for a volunteer who wants practice saying “No”. Have that person read the entire worksheet aloud to class (Ways to Say “No” – Worksheet 6.1)
* Ask for a volunteer who wants practice accepting “No” for an answer. Have that person read the entire worksheet aloud to the class (Saying O.K. to “No” – Worksheet 6.7)
* Remind students of the assertive response versus aggressive or passive.
* The counselor will read one of the scenarios aloud and ask for the two volunteers to make an appropriate response (“No” first, then OK second). Ask class how they did.

Checking Out What You Learned/Assessment

Students stand and divide into pairs. Counselor reads scenarios below. Students take turns being the person who says “No” and the person who says “OK”

Scenarios

* Your classmate tells you to put some water on the teacher’s chair.
* While at the Mall, your friend asks you to take some candy without paying for it.
* Your friend wants to copy your homework assignment.
* Your friend knows you’re supposed to be home by 6:00 but begs you to stay until 7:00 to watch a program.
* Your friend is begging you to go to the football game, but you don’t like football and don’t want to go.
* A classmate is trying to convince you to let her copy off your test paper.

Closing

The Broken Record Technique

“There is one more technique which is very popular with kids. It’s called the Broken Record. Sometimes when you say ‘No’ the person hasn’t learned to accept ‘No’ and just repeats the request over and over, applying more pressure each time. Rather than becoming frustrated and yelling at your peer, simply repeat your response calmly as many times as is necessary. Practice: **‘No, I don’t think so’.**

Great, now say it like that to whatever I say to you.”

* Let’s hide the teacher’s grade book.
* Oh come on, it’ll be funny!
* Are you chicken or something?
* PLEEEEEZE?
* Fine! Goodbye!

\* The “Boundaries Mini-lesson Script” is excerpted from lessons in the Resource Guide All About Boundaries, Teaching Children about Drawing the Line, by Caselman and Cohen

**Boundaries Mini-lesson Script**

Boundaries keep us safe and help define us. They help us to have good relationships with friends.

Although you will continue to change and grow a lot between now and when you “begin to drive or pay rent”, it is important that you begin to understand who you are, what your personality is, what you believe in, and what your strengths and weaknesses are. Even though your boundaries may seem different than your friends, it’s important to know that you do not have to be like anyone else to be OK!

Having good boundaries means being able to set limits – or being able to say “No” to others when you feel uncomfortable about doing something. Some of you may worry about hurting other people’s feelings if you say “No”, but guess what? Your friend will get over it. Saying “No” in a polite but assertive way actually helps others have more respects for your boundaries.

Besides being able to say “No” it is important for you to accept others’ “No”. How many of you like being told “No”? Most of us don’t! But accepting “No” is something we all have to learn to do because it respects other people’s boundaries. If you respect your friends’ boundaries, your friends will feel safe and comfortable around you.

Discussion:

* Why are some people afraid to say “No” to others?
* What would happen if people said “Yes” all the time?
* Why is it important to be able to say “No”?
* Have you ever known someone who had a hard time accepting “No” for an answer? (no names please) What did you think of that person?
* What feelings do you have when someone tells you “No”?
* What helps you accept hearing “No”?

\* The “Boundaries Mini-lesson Script” is excerpted from lessons in the Resource Guide All About Boundaries, Teaching Children about Drawing the Line, by Caselman and Cohen