

Lesson Plan – Managing Peer Pressure

TOPIC: Managing Peer Pressure	TARGET-AGE RANGE: 9–15	TIME: 45 minutes
SUBJECT: Life Skills		
IDEAL NUMBER OF LEARNERS: 40		
WHAT ADVANCE PREPARATION, IF ANY, IS REQUIRED OF THE TEACHER FOR THIS LESSON?		
<ul style="list-style-type: none"> • Prepare two pieces of flip chart paper with "Advantages" and "Disadvantages" written at the top of each, respectively. 		
LEARNING OUTCOMES:		
By the end of this lesson learners will be able to:		
<ol style="list-style-type: none"> 1) To discuss the importance of belonging to a group. [knowledge] 2) To look at the benefits and disadvantages of belonging to a group. [knowledge] 3) To identify and rank peer pressure coping strategies. [knowledge] 		
LIFE SKILLS DEMONSTRATED IN THIS LESSON:		
<ol style="list-style-type: none"> 1) Critical thinking about the need to belong to a group or not. 2) Critical thinking about strategies to manage peer pressure. 		
RESOURCE MATERIALS FOR TEACHER:		
<ul style="list-style-type: none"> • Two sheets of prepared flip chart paper 		
MATERIALS FOR LEARNER:		
<ul style="list-style-type: none"> • None 		



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This lesson is enhanced when learners have the following background knowledge: Content from the International Technical Guidance on Sexuality Education—Key Concept 2 – Values, Attitudes, and Skills, Learning Objective 2.2 – Norms and Peer Influence on Sexual Behavior

PROCEDURE :

Step 1) 5 minutes

Ask learners to talk about what makes friends/friendships important. Encourage learners to share how they feel about having friends and different kinds of friendships.

Step 2) 5 minutes

Use the following notes to explain the importance of friends and to define peer pressure.

Friends and Peer Pressure

- The peer group is important during adolescence. There is a great need to belong to a group that is a natural part of adolescent development. Sometimes this can create a need to act like others in the group, which may lead to your own individuality being ‘swallowed’ up by the group. The group’s behavior may not be good for your own health and well being such as use of alcohol or drugs, and you may find yourself under pressure to take part in activities that you do not or would not normally do. This is called peer pressure and often results in young people joining in on group behavior rather than risk being made fun of or rejected by the group.

Step 3) 10 minutes

Refer to the two prepared sheets of flip chart paper on the wall or write it on a chalkboard. Lead a brainstorm asking learners to list some advantages of belonging to a group and some disadvantages of belonging to a group. Write down their responses on the flip chart papers.

Once learners have shared a number of advantages and disadvantages, guide a discussion using the following questions:

- What do you notice about the items written on the Advantages list?
- What do you notice about the items written on the Disadvantages list?
- Are there any important items that are missing from either list? (If so, feel free to add others that learners may come up with to each list.)
- Looking now at both lists, what did you learn about belonging to groups?

Step 4) 20 minutes

Next, divide learners into groups of five and ask them to come up with a list of ways young people could cope with peer pressure. Have learners write their list on a piece of paper along with the names of each person in the group. Give learners five minutes to complete this task. When time has passed, ask each group to look at the list they created and take a couple of minutes to rank the top three coping strategies on their list in order of which would be most effective for young people to use. Then, have groups share their one of their top three ideas with the whole class as you write them on a piece of flip chart paper. Continue hearing one from each group as time permits. Ask groups to turn in their lists.



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PROCEDURE (CONTINUED):

Step 5) 5 minutes

Summarize the lesson by highlighting the following key points:

- It is healthy and normal to want to belong to a peer group.
- Many young people find themselves bullied or taken advantage of by a peer group.
- We must first and always be true to our values and ourselves and make decisions that are good for us.
- Friends are important but we should not be led astray or pressured into doing things that we do not want to do.

KEY MESSAGES OF LESSON:

- 1) It is healthy and normal to want to belong to a peer group.
- 2) Friends are important but we should not be led astray or pressured into doing things that we do not want to do.

ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

- Teachers can have learners write down the advantages and disadvantages of belonging to a group from Step #3 or coping strategies from Step #4 and submit for assessment of learning objectives.

HOMEWORK WITH FOCUS ON FAMILY INVOLVEMENT ACTIVITIES:

- None

POSSIBLE ADAPTATIONS:

- 1) Large class size: The teacher can make slightly larger groups for Step #4, use pairs and then write ideas and rank them as a whole class, or limit report outs to a few groups but share back a consolidated written list of the top ways to cope with peer pressure identified by all groups.
- 2) Limited materials/technology—None

