

LESSON THREE

OBJECTIVES:

The students will:

- Identify positive (good effects) and negative (bad effects) of peer pressure through the use of balloons, pictures and stories.
- Recognize his/her uniqueness as a person who is continually growing and changing, by responding (or listening to responses of others) to the teacher's question: "What are some other ways you have grown?"
- Show appropriate ways to react in a stressful situation by responding to questions about stories.
- Recognize healthy and unhealthy ways to express feelings by reacting to situations in pictures and stories.

GOING DEEPER:

- Demonstrate that he/she recognizes non-verbal communication skills by answering questions related to situations and/or pictures.
- Demonstrate respect for the rights and feelings of others by answering appropriate questions.
- Identify skills necessary to build enriching friendships by participating in the exercise on "Peer Pressure".

MATERIALS: Handout 2 -3 B "The Right Thing, Leader Notes for handout 2-3-B, three or more long balloons—the kind used to make animals etc. a pin, OR play dough or clay.

REVIEW:

- ✓ Let's name some of the ways that help us to know how people are feeling?
(Words, actions, behavior, body language)
- ✓ What did God make that was bad? **(This is a "trick" question!!!)**
NOTHING. All things God made are good. Because we have free will, sometimes we sin and decide to make a bad choice to use something in a way that it was not intended.
- ✓ Who can give us some examples of making good and bad choices?
(Remind the students about using their hands to help or to hurt; using food to keep our bodies healthy, or eating too much of certain things that will make us sick; using our words to hurt or call people names, or saying kind things to each other)

- ✓ What does it mean when we “respect” ourselves and others?
- ✓ Why should we learn and practice ways to respect each other?

“So we all get along.” “To help bring peace.” “Because we are all God’s children and deserve to be respected and show respect.” “Because God loves us and wants us to be good and kind to one another.”)

- ✓ When we were babies we cried to let our parents and trusted adults know that we needed something or that something bothered us. Maybe when we were a little older (age 2 or 3) we acted out by hitting our parents when we cried or maybe we shouted out at them. We didn’t understand that what we did might hurt or upset our parents. We were babies. Look how much we’ve changed! We have grown in many ways—now we use our words to speak or we write others to let them know how we are feeling.

Ask: What are some other ways you have grown?

Allow children to answer.

TEACH:

Distribute Handout 2-3 B “The Right Thing” (Use Leader Notes for this exercise). Children should keep handout 2-3 B for reference

After you have told the stories found on the Leader Notes for this exercise continue with the following:

There are some people who might think they are not hurting others when they choose to do things that are unkind. Let’s look at the pictures on the handout once again.

- In picture #6 - how do you think Frank and Stella’s behavior might affect their mother’s feelings?
- Can you remember how Edward’s brother’s choice to listen to disrespectful music affected his little brother and his parents?
- What about Amy and Lucy? Could they become friends?

TEACH/PRESENT:

Option A: (Try this at home first)

Using a balloon and pin, inflate the balloon—but leave room to twist it so it doesn’t pop right away

“I am going to put pressure on the inside of this balloon by blowing (or pushing) air into it. Pressure helps make things move. Air puts pressure on this balloon, and then I can make funny shapes out of it.”

(Be creative if you can make an animal—by all means—go for it! But you can make a necklace by looping two spots near the ends together and twisting them —the balls at the end can be the ‘diamonds’.)

“My good pressure helps us make fun things with the balloon.”

Now, do you think pins and balloons go well together?

(Demonstrate) See how the pin puts an indent on the balloon—“this is pressure on the balloon. If I push a little harder (*Pop the balloon*) the balloon breaks. “

Option B:

Using Dough or Clay, make a simple 3 –D face by rolling a ball of clay into a circle or oval and pinching out nose and making eyebrows and a smile, ears or make a tree, whatever you are comfortable making that the children will recognize.

“With the right amount of pressure on the clay I can make many different things. **(describe what you are making and how you are doing it—use a pencil point to make thin lines or small dots)**

“But if I use too much pressure, or the wrong kind of pressure **(dramatically smash your creation into a flat blob)** and something terrible might happen! **(show how your creation is unrecognizable).**

TEACH:

I can put pressure on this chair **(demonstrate)** to move it to a place/position so that I can better see all of you. Or I could push the chair into someone and hurt them. Just like all things God made, pressure is good—but we can make choices and use pressure in a bad way.

When a friend puts pressure on another person to do something, we call it “Peer Pressure.” Sometimes people use “peer pressure” to get us to do something we might not really want to do. For example: pretend there is a new boy in class, and one of your friends says, “I already have enough pals, let’s not let him eat lunch with us.” You might want to get to know the new boy, but the other boys make fun of you because you’re not acting like they are—you don’t agree with them. That is peer pressure to do something unkind—to act mean to the new boy.

On the other hand, if a new boy comes to school and you are a shy person and the other kids say, “Come on, it’s always fun to have one more,” and they encourage you to say “Hi” and be welcoming, that would be a good way to use peer pressure.



ASK: What are some examples of good peer pressure?

PROMPT: Encouraging someone to do something good; stopping someone from doing something bad:

- “Don’t take those cookies now, I’m sure we will get some when it’s time for the party,”
- “Don’t go there alone, tell your parents and wait for me and we can go to the park together.”
- Being a good example with our manners, our eating habits, cleaning our room, etc, are all good ways to have good peer pressure.

Positive or good peer pressure helps us to do what is right and good. A friend is someone who uses positive peer pressure to help us do something that is good for us. Positive peer pressure helps keep us safe and healthy. Remember a friend is someone who always wants the best for us—even if it isn’t easy—and even if it isn’t something we want to do right away.

Negative or bad peer pressure is pressure that encourages us to do something that is bad for us, or unsafe for us or unhealthy for us. Bad peer pressure can be things like:

- Calling someone a bad name.
- Getting others to do something that is wrong and if they don’t you won’t be their friend.
- It might be getting someone be mean to someone else.
- It might be encouraging someone to do something against their conscience—especially disobeying a parent or trusted adult.
- Having secrets about something that makes you uncomfortable.

There are many ways we are affected by peer pressure. Remember, we are made in the image and likeness of God. Bad (peer) pressure will not cause us to pop like the balloon (or go splat like our clay). But it can cause us to be hurt on the outside and on the inside.

One very common thing people use when they want you to do something you shouldn’t is to dare you or call you names. **If that happens, you should say “no,”** always find a trusted adult or parent and tell them about it. It is a sign that there may be some bad peer pressure.

A new Rule we are learning is: If someone tries to pressure you to do something that you know is wrong, or that makes you feel funny or uncomfortable, or that you are not sure about, **say “no” and talk about it with a parent or trusted adult.**

(Write this rule on the board and leave it there. You will be expanding on it next time.)

HOMEWORK:

Until we meet again, I want all of you to find some time to talk to a parent or trusted adult and ask them how you have changed in the past few years. Be sure to observe their body language to help find a good time for a great conversation!



The Right Thing

2 Amy and Lucy



1 Uncle Henry



4 Edward



3 Jody and his Dad



6 Frank and Stella



5 Kyle



LEADER NOTES

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Scenarios and instructions for use with **Handout 2-3-B** in the *Catholic Vision of Love Lesson Plan--Personal Safety* for Second and Third Grade.

GOAL:

- ◆ To demonstrate appropriate ways to react in stressful situations.
- ◆ To differentiate between healthy and unhealthy ways to express feelings.
- ◆ To identify different feelings and how to manage them.
- ◆ To demonstrate the ability to accept responsibility and consequences for actions.

(Give each child a copy of Handout 2-3 B)

TEACH:

I am going to tell you a short story about some choices made by the people in each of the pictures and the feelings they showed.

- First, listen to the story for each picture.
- Then I will ask you to look carefully at the picture and tell me if you can name the feeling shown by the people in the pictures.
- Next, I will ask you to tell me if it was a good or bad way to show the feeling.
- Finally, if it was a bad way to show the feeling, see if you can tell me a better way for them to choose to show the feeling?

Picture 1: Uncle Henry came over to your house to help with the new computer. He tried to play your new game and the whole computer went off. It just shut down!

- What feelings do you think Uncle Henry was having?(frustrated, angry, mad)
- Were these bad feelings? (No, there are no bad feelings, just bad choices when we show them!)
- Was this a good way or bad way to show his feeling? Would there be a better way?

Picture 2: Amy has been having a hard time in math class. Lucy is a math whiz. The girls have a big test at the end of the week. Amy knows that if she doesn't do well on the test, she will not be able to play on the soccer team. Amy asked Lucy to help her with the math chapter. Lucy said "Sure, I love math and like to help people."

- What feelings might Amy have had? (*like a failure, shy, afraid*)
- What feelings were bad for her to have? (*NONE, ALL FEELINGS ARE GOOD! How we choose to show them makes it good or bad!*)
- How do you think Lucy felt? (*proud of someone recognizing her gifts, happy to help*)
- Did the girls make good choices? (*Yes*)

Picture 3: Jody’s parents have been fighting a lot. His dad is working long hours and his mother hasn’t been feeling very well. Jody has to help a lot around the house—especially with his little brother and sister. He is having a hard time being nice to his little brother and sister. He wants to watch TV after school, but he needs to help them stay safe while his mom rests. He wants to hit his sister when she cries. Jody waited until his father came home and asked for some time to talk with his dad. Jody told his father he was having a hard time.

- What was Jody feeling? (*anger, frustrated, lonely, overwhelmed*)
- Were his feelings bad? (*NO!*)
- Did Jody make a good choice in dealing with his feelings? (*Yes! Talking things over with a parent or trusted adult can help us manage our feelings. When we let a responsible adult know we need help, we are respecting ourselves and loving ourselves because God made us and we are worthy of respect the same as all other people.*)

Picture 4: Edward likes music. He even likes to dance to music his older brother listens to – music that makes his parents mad. His parents say it makes fun of people and the lyrics (words) say you can treat other people badly. It has a great dance beat to it—but the words aren’t very nice or respectful. Edward’s parents took away his iPod because he used a word he heard in one of the songs that was very rude. So Edward took his brother’s iPod. No one will know because Edward has his earphones on.

- Did Edward make a good choice?
- What might his parents be feeling?
- What would their feelings be if they discover Edward is listening again to his brother’s disrespectful music?
- How do you think the older brother will feel when he discovers his little brother is using bad words because of him?

Picture 5: Kyle has an assignment (a story) that is due in school by tomorrow. He knows if his handwriting is messy, the teacher won’t be able to read his words. He keeps trying to practice but he keeps messing up his paper. He tried 5 times and he just made another mistake. He wants to just quit. Handwriting isn’t important anyway because he can type on the computer. And the teacher is mean!

- What might Kyle be feeling?
- What would be a good choice for him to make right now?
- Should he quit and just forget about his paper?
- Should he go ask his mom or big sister for help?
- Should he take a five minute break and come back and try again?

Picture 6: Frank and Stella are brother and sister. Mom just said, “Dinner is almost ready, can someone please set the table?” Frank was watching his favorite TV show and it was just getting to the exciting part. Stella set the table every day last week.

- By looking at the picture, can you guess what happened?
- What is Stella feeling? What might Frank be feeling?
- What is the right thing to do with their feelings?
- How do you think their arguing makes their mom feel?