

5th Grade Objectives

Topics:

Peer Pressure & Communication	2
Bullying.....	6
Gender Roles.....	10

Standards of Learning:

5.8 The student will recognize the importance of contributing to a constructive group activity.

5.10 The student will examine the messages from mass media related to sexuality

5.11 The student will develop skill in saying “no” to any social behavior or activity that he or she perceives as wrong for himself or herself.

Objectives:

- 1) Students will recognize the influence of peer pressure.
- 2) Students will demonstrate ways to stand up to negative peer pressure.
- 3) Students will define bullying and see the long-term effects of bullying.
- 4) Students will learn how to truly achieve power and control in their life.
- 5) Students will recognize stereotypes of men and women.
- 6) Students will understand how media influences their thoughts and opinions, and even behaviors, and how they can look at media critically.

By identifying the influence of peer pressure, students will be able to recognize situations where their behavior is being influenced by others. They will also learn to recognize healthy friendships. In addition, by showing students how bullying affects people long term, they will learn that the way to achieve true power is through self control and respect for others. By discussing stereotypes and learning to evaluate media students will develop their critical thinking skills as they look at what may influence the way we think and act. By the end of the three sessions, students should be able to recognize the pressures they face to behave violently and should have tools to stand up to these pressures.

5th Grade Session #1

Peer Pressure & Communication

Supplies Needed:

- Pre Test
- Water Bottles filled with Macaroni Noodles
- Scrap Paper (or students can use their own paper)
- Refusal Skills Handout
- Shel Silverstein poems

Introduction (10 minutes)

Introduce yourself and explain that you are from Crisis Line of Central Virginia (try not to use SARP). Explain what we do at Crisis Line and ask students why they think it's important to help people who are feeling sad or having a tough time. Explain that you will be in their class today and two other times.

Hand out Pre Test. Explain to the students what a stereotype is. Remind the students to not put their names on the test.

Activity #1: Experiencing Peer Pressure (25 minutes)¹

Before class begins, fill 5 clean water bottles completely to the top with macaroni noodles (or any other small, uniform object). Each bottle should have the same of macaroni noodles in it and you should know how many there are.

Show students a jar and have them guess the number of macaroni noodles in the jar. Have them write down their answer on a piece of scrap paper. Tell them not to tell anyone else their answer.

Next have each student work with a partner and compare answers. Each pair should agree on the guess and write it down. Continue the process in groups of 4, and then 8.

Tell the students the number of macaroni noodles in the jar. (531) Ask the students the following discussion questions.

1. How did you make your estimate?
2. How, if at all did your peers influence your decision?
3. Who stood up for their answer?
4. Did one person make the choice for the entire group? Did you agree with that person?

¹ Adapted from Utah Education Network (www.uen.org): Glencoe/McGraw-Hill. Teen Health Course 3. 2003. Prevention Dimensions "Jelly Bean Jar". UEN and USOE.

5. Did anyone change their answer, against their better judgment, because of the influence of the group?
6. Do you think you made a better or worse decision because of the influences of others in your group?
7. How does this activity relate to influences on the decisions you make on a daily basis?

Explain to students that we face “peer pressure” every day. It can be positive or negative. Positive peer pressure inspires you to do something worthwhile while negative peer pressure inspires you to do something that could hurt you or others. Negative peer pressure may involve threats, bribes, teasing and name calling.

Q. What are some examples of positive peer pressure?

A. *Eating Healthy, Wearing Seat Belts, Volunteering, Playing Sports*

Q. What are some examples of negative peer pressure?

A. *Smoking, Bullying, Eating Poorly, Lying, Stealing*

Explain that it is important to learn to say no to negative peer pressure. Explain that there are several different refusal skills. Pass out the refusal skills handout and explain each skill to the students.

- State Reasons—you don’t have to apologize or defend your position, but if you wish to, state your reasons clearly.
- Don’t agree to meet the other person halfway—giving in a little is still giving in, and it leaves you open to continued pressure
- Use strong body language—look the person in the eye when you are speaking to show that you are serious
- Suggest alternatives—try to interest the other person in doing something else with which you’re comfortable
- Walk away—if all else fails, walk away
- Plan ahead—talk to someone you trust about people who pressure you. Trusted adults can help you avoid these pressure situations in the future.

Choose one of the examples that the students listed and ask them to brainstorm ways to say no.

For example, if their older brother’s friend tries to get them to try a cigarette, they could explain that cigarettes are bad for their health so they will not try them. They should not agree to try “one little puff.” They can just walk away.

Activity #2: Which friend do you want? (5 minutes)

Explain that one way to avoid negative peer pressure is to choose friends who are good for you. Call on 2 volunteers to read “How Many, How Much” and “Friendship” by Shel Silverstein” After each poem, talk about what the poem meant.

1) "How Many, How Much"

How many slams in an old screen door?
Depends on how loud you shut it.
How many slices in a bread?
Depends on how thin you cut it.
How much good inside a day?
Depends on how good you live 'em.
How much love inside a friend?
Depends on how much you give 'em.

Q. What does it mean when the poem says that the love your friend shows you depends on the love you show your friend?

A. If you want your friend to be good to you, you have to be nice to them. What you invest in a friendship is what you get back.

2) "Friendship"

I've discovered a way to stay friends forever—
There's really nothing to it.
I simply tell you what to do
And you do it!

Q. Why would a friendship where one person just tells the other what to do probably not work very well?

A. It is not a true friendship. One person has control over another person.

Q. How would you feel if your friend just told you what to do all the time?

A. Unimportant, Sad, Abused

Q. Which friendship is healthier? Which friend would you rather have?

A. The friend in the first poem

Conclusion (5 minutes)

Challenge the students to think about the people they become friends with and the pressures they face. Also challenge them to think about how they may pressure others into doing things that are bad for them.

Explain that the next time you are in their class you will be reading a Spiderman comic book to see how peer pressure can lead to bullying.

Remind everyone that you'll be back in their class two more times and ask if anyone has any questions. Thank the students and the teacher and let the teacher know that if he/she needs anything to give you a call.

5th Grade Session #2

Bullying

Supplies Needed:

- Bullying Scenario Cards
- Spiderman Bullying Comic Books
- Power Quotation Cards
- “Get the Power” Handout

Introduction (5 minutes)

Introduce yourself and ask the children if they remember where you are from and what you do at Crisis Line. Correct their answers if necessary. Explain that you will be in their class today and one more time.

Ask the students what you talked about in the last session. *Peer Pressure and friendships*. Ask the students if any of them had situations where they had to stand up to negative peer pressure and what they did.

Explain that today you will discuss how peer pressure can lead us into bullying someone. You will also discuss what you should do if you see it happening.

Activity #1: Definition and Scenario; (10 minutes)

Define bullying as a hostile and repeated behavior by one or more people that is meant to harm others. Ask the students to give examples of bullying. Make sure that you remind them that bullying can be physical, verbal, threats or intimidation and peer pressure. Ask them to come up with examples for each.

There are three roles in a bullying situation – Bully, Target, and Bystander. Ask for volunteers to read the following scenarios. After each one has been read, ask the students to identify the bully, target and bystander.

- 1) Mark writes a rude note in class about Sara’s body. The letter is passed around to several other students who read it, laugh and pass it on. Eventually it gets passed to Sara.
 - a. *Bully—Mark*
 - b. *Target—Sara*
 - c. *Bystanders—students who read the note*
 - d. *Discussion--Does bullying have to be “face to face,” or can talking about someone behind their back also be considered bullying? Would it still be bullying if Sara had not seen the note?*
- 2) In PE, after clear instructions to throw the ball below the waist level, John throws the ball at Taylor’s head on purpose.
 - a. *Bully--John*

- b. *Target—other students*
 - c. *Bystanders—teachers, other students*
- 3) Every day in class Robby walks by Mark's desk and takes his pencil. Each time Mark tells the teacher, Robby lies and says he never took the pencil, so he never gets into trouble.
- a. *Bully—Robby*
 - b. *Target—Mark*
 - c. *Bystanders—other students, teacher*
- 4) Andy and Darnell are walking in the hall together. Andy sees a student he picks on all the time and pushes him against the lockers. Darnell just laughs and stands there until Andy is ready to go.
- a. *Bully—Andy*
 - b. *Target—student who is pushed*
 - c. *Bystanders—Darnell*

Ask students what bullies are trying to get. Explain that most of the time bullies are trying to achieve power over another person. But who really has the power in the situation? Explain that in the next exercise, they will see that it is really the bystander who has the power because they have the ability to impact lives in the future.

Activity #2: Spiderman Beat; the Bully! (15 minutes)²

Pass out the Spiderman comic books. Make sure they know that they need to NOT draw on the comic book or fold the pages, as it has to come back to you. Tell them to follow along as you read it aloud. Tell the students to pay attention to who the bullies, targets and bystanders are and what they do. Have the students read the sound effects to keep them involved.

Q. What happened to Danny when he was young?

A. *He was bullied.*

Q. Who was the bystander?

A. *Peter*

Q. Did Peter stand up for him?

A. *No*

Q. So what did Danny do?

A. *He joined the bullies and became a villain.*

² Lewis, Brett. *Spiderman in Fear Pressure!*. South Deerfield, MA: Prevent Child Abuse America, 2003.

Q. Was Peter bullied?

A. *Yes.*

Q. What was the difference?

A. *Ellen stood up for him.*

Q. Were Danny's friends real friends?

A. *No, the only wanted him to get Spiderman.*

Q. Did the bullies get what they wanted?

A. *No.*

You have a choice. You can be a hero or a villain. Also, by the way you treat others you can create heroes or villains. This is what power is.

Activity #3: Who has the Power? (10 minutes)³

Q. What does it mean to be powerful?

A. *Dictionary.com defines power as "the ability to do or act" or "the possession of control or command over others."*

Q. How else do you gain power?

A. *Respecting others, knowledge, being a good example—gaining respect from others, standing up for yourself, serving and giving, strong character*

Have two students read the following statements:

1. "Being powerful is all about who's the biggest or the strongest."
2. "The true strength of a person comes from how respectfully they treat others."

Which do they agree with?

Ask the students if they have heard of Mother Theresa. How tall do they think she was? She was less than five feet tall, and dedicated her life to serving others with humility. She created The Missionaries of Charity with 12 members in 1950 and now it has over 1 million volunteers. Was she a powerful person? Power isn't always about

³ Adapted from MindOh! Respect/Bullying-one one one/0004MStink

physical strength and size. It's about being strong in character. It's about having a strong will to do what's right for yourself and others.

Read these questions and have the students think about their answers. They may share their answers if they are comfortable.

- 1) Think about a time when you made fun of someone because he or she was smaller than you. When you made fun of that person what did you think? How did it make you feel?
- 2) Think about a time when you saw a bigger person pushing a smaller person around. What did you think? How did it make you feel?
- 3) Think about a time when you helped someone in need. How did it make you feel?

Pass out the "Get the Power" worksheet, read the questions out loud and have students complete their answers in class.

Conclusion (5 minutes)

Remind everyone that you'll be back one more time and ask if anyone has any questions. Tell them that you will male and female stereotypes in the next session. Thank the students and the teacher and let the teacher know that if he/she needs anything to give you a call.

5th Grade Session #3

Gender Roles

Supplies Needed:

- Real Men and Ladies Handout
- Male/Female Stereotype Ads
- Post-tests

Introduction (5 minutes)

Introduce yourself and explain that you are from Crisis Line of Central Virginia (try not to use SARP). Explain what we do at Crisis Line and ask students why they think it's important to help people who are feeling sad or having a tough time. Explain that you will be in their class today and two other times.

Activity #1: Gender-roles and Advertisements (30 minutes)⁴

Ask the students if they know what gender-roles are. (Gender-roles are ways we are taught to act as boys and as girls.) Everyone learns how to act from our family, friends, school, society, and the media (among other places).

If this group of students did a pretest, report their listed stereotypes to them.

Write the phrase "Act Like A Man" near the top of the board. Ask the boys if they have ever been told this. Ask them for examples of what this means. Write the phrase "Be Ladylike" next to the first phrase. Ask the girls if they have ever been told this and what it means.

Explain to the students that in today's class you will try to define what these two phrases mean.

Divide the students into groups of 3-5. Give each group a "Real Men and Ladies" handout. Ask them to provide 2 answers to each question. Explain to them that the purpose of this exercise is not to argue but to create a picture of how boys are pressured to act and how girls are pressured to act. Walk through the groups to make sure they are staying on task and answering all the questions. Select one person to be the "spokesperson" for the group. Explain that this person will report their answers to the class.

- Real Men
 - What kind of clothes does a "real man" wear?
 - What kind of car does a "real man" drive?
 - What does a "real man" do for a living?
 - What kind of sports does a "real man" play?

⁴ www.media-awareness.ca

- What does a “real man” do when he is mad?
- When is it okay for a “real man” to cry?
- Ladies
 - What kind of clothes does a “real man” wear?
 - What kind of car does a “lady” drive?
 - What does a “lady” do for a living?
 - What kind of sports does a “lady” play?
 - What does a “lady” do when she is mad?
 - When is it okay for a “lady” to cry?

Ask the spokesperson for each group to report their answers. Write these answers under the appropriate heading on the board. Summarize the answers as you go.

Tell the students that a lot of what is included in these boxes are considered stereotypes.

Q. What is a stereotype?

A. A perception about a group of people (girls/boys for example) that is oversimplified, and generalizes the group in just a few characteristics. Something that people think is true about how others look, act, think, talk or feel because they belong to a certain group.

Q. Why do you think stereotypes are bad?

A. because we are all different and can't be lumped together with a bunch of people and summed up in just a few words. It takes away our choices in determining our own interests and skills.

Q. How might these stereotypes lead to violence?

A. boys might be expected to “fight it out,” rather than “talk it out,” and girls might be expected to put up with bullying, rather than be assertive

Q. Remind the students that on the first day of class you discussed peer pressure. Ask them if there is pressure to act like the stereotype.

Q. Remind the students that on the second day of class you discussed bullying. What happens when a man or woman doesn't fit and/or blatantly violates their gender role expectations? How do his/her peers respond?

A. Often he or she is laughed at, put down or isolated from the group

Activity #2: Understanding advertising

Explain to students that these ideas come from several different places. Some of the things we think are based on truth. For example, men are usually taller and more muscular than women. However, many of these things we think are the things we are taught by the world around us.

One of the places we see these images is through advertising. Ads use this information to get our attention. The problem is when we see the same images several times, we begin to believe that is how we are supposed to act. Because of this, we need to be very critical when we see these images.

Q. How many advertisements (TV, magazine, billboard, etc.) do you think the average person sees per day?

A. *About 1,200⁵*

Show the students advertisements which show stereotypes of males. Ask them if they think they contribute to the stereotypes. Ask the boys how they should act according to these ads.

Next show the students advertisements which show stereotypes of females. Ask them if they think they contribute to the stereotypes. Ask the girls how they should act according to these ads.

Then, show them a neutral advertisement and ask if they it supports the stereotype.

Remind the students that there are many pressures in our society that tell us what we are supposed to be. These pressures do not always give us the correct information. We may use what the stereotypes teach us to believe about others to harm them.

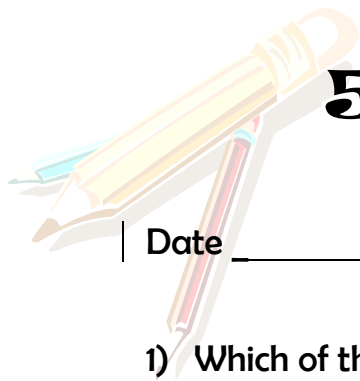
Closing (10 minutes)

Hand out post-tests.

Ask if anyone has any questions. Thank the students and the teacher and let the teacher know that if he/she needs anything to give you a call.

Pass out Chatterline Bookmarks

⁵ Reaching & Teaching Teens, Nebraska Domestic Violence Sexual Assault Coalition, p. 5.24



5th Grade Pre Test

Date _____

Teacher _____

1) Which of these is NOT a good way to stand up to peer pressure?

Use strong body language

Being Violent

Suggest Alternatives

Walk Away

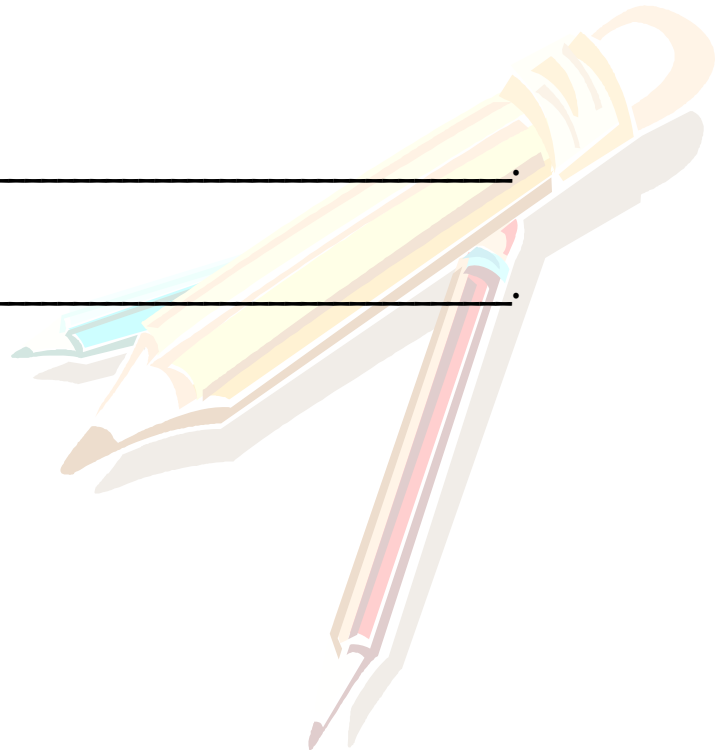
2) How do you become powerful? (choose one)

By being big and strong.

By being respectful of others.

3) All boys are _____.

4) All girls are _____.





5th Grade Post Test

Date _____

Teacher _____

1) Which of these is NOT a good way to stand up to peer pressure?

- Use strong body language
- Being Violent
- Suggest Alternatives
- Walk Away

2) How do you become powerful? (choose one)

- By being big and strong.
- By being respectful of others.

3) True or False: Advertisements show the true way that men and women should act.

4) What is one thing you learned in these classes?

Get The Power!

Real strength and power come from believing in yourself and from respecting others. It's not always about being big or strong. It's about having strength of character. It's about being strong enough to do what you know is right for yourself and others.

The next time you are angry,

STOP!

Take a Breath, think for a minute

And then choose to do the right thing.

Choose to become all you are capable of becoming...a powerful person who makes a powerful difference.

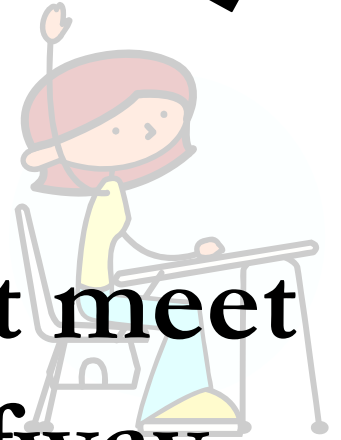
Stand Your Ground!

Don't give in to the negative peer pressure!

**Clearly state
your reasons**

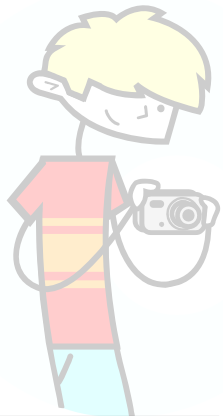


**Don't meet
halfway**



**Use strong
body language**

**Suggest
Alternatives**



**Walk
Away**



Plan Ahead

Need homework help? Just want
to talk? Call CHATTERLINE!

947-5437