



PEER PRESSURE LESSON PLAN



Topics to teach: Peer Pressure & Cyberbullying Grades 3-5

Subject: Peer Pressure

Goal: Students will recognize Cyberbullying and have a plan of action when confronted.

Objectives:

- Identify Cyberbullying
- Confidently prepare “no” statements to avoid participating in Cyberbullying

Materials:

- Peer Pressure & Cyberbullying Comic
- Peer Pressure & Cyberbullying Activity Sheets 1 and 2
- Pencils
- Colored pencils
- Student Certificates

Attention grabber

Who uses a cell phone, tablet or computer? (Pause for responses)
What do you use it for? (Call on students to respond and interact with them)

These devices and social media apps can be great for having fun, playing games, and being creative, but they can also be used to make people feel bad about themselves. When someone uses a device or app to share something negative, hurtful, or untrue about someone else in order to hurt the person, this is called Cyberbullying.

You might be a victim of Cyberbullying, or you might feel pressured to be a part of Cyberbullying someone else. Today, we're going to talk about how to recognize and deal with Cyberbullying.

First, we need to look for clues to recognize Cyberbullying. Cyberbullying happens online: usually in social media, apps or interactive games. It makes someone feel bad by excluding them from a group, calling someone names, spreading rumors or lies, or sending mean messages.

If you or a friend feel you are a victim of Cyberbullying, trust your feelings and tell a trusted adult so they can help you. If you feel you are being pressured into Cyberbullying someone else, stop and think, take a deep breath, and clearly state that you will not be a part of Cyberbullying. By being clear and calling it what it is, others may think about their actions as well.



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Lesson

- Read or follow along with the Peer Pressure & Cyberbullying Comic
- Read and discuss the Student Review Questions
- Hand out the Peer Pressure & Cyberbullying Activity Sheet 1. Read with students and have them complete the activity sheet.
- Allow time to draw and color with colored pencils.
- (optional) Have students share their comics with a partner or group
- Hand out the Peer Pressure & Cyberbullying Activity Sheet 2. Read with students and have them complete the activity sheet.
- Allow time to draw and color with colored pencils.
- (optional) Have students share their comics with a partner or group

Extended thinking

- Is teasing different than bullying? How?
- Are you more likely to be pressured by kids your age or by adults? Why?
- If you have been a victim of Cyberbullying, you may feel bad for a long time. What should you do if you are still feeling sad or anxious?
- Why might kids participate in Cyberbullying?

Standards

- 4.2.4 Recognize ways to communicate and respect the boundaries of self and others.
- CCSS.ELA-LITERACY.W.3.1.B- Provide reasons that support the opinion (from written opinion piece)
- CCSS.ELA-LITERACY.W.4.2.D- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- CCSS.ELA-LITERACY.W.5.2.D- Use precise language and domain-specific vocabulary to inform about or explain the topic.