



PEER PRESSURE LESSON PLAN

Topics to teach: Peer Pressure & Drugs Grades 3-6



Subject: Peer Pressure

Goal: Students will understand how drugs may be disguised and/ or altered.

Objectives:

- Understand that drugs may be made to look like candy
- Identify dangerous situations to avoid potential drug use
- Confidently prepare “no” statements to avoid risky and dangerous situations with drugs and/or candy

Materials:

- Peer Pressure & Drugs Comic
- Peer Pressure & Drugs Activity Sheets 1 and 2
- Pencils
- Colored pencils

Attention grabber

Does anyone know a situation where candy could be dangerous?
(Wait for responses and discuss)

Candy can be dangerous because it may be drugs disguised to be candy. They might be shaped like gummy bears or look like colorful candies. People who move drugs from one place to another find ways to move the drugs without being caught. One of these ways is to disguise it to look like candy. This is dangerous because you may think you are eating a sugary snack and actually be taking drugs that can make you sick, seriously hurt you, or even kill you without anyone around you, including yourself, knowing what happened.

You may also feel peer pressure to take drugs, or try candy that someone gives you that is not safe. If this happens, you need to be able to make it clear that you do not want any and remove yourself from the situation. What can you say when someone is pressuring you to put something in your body?

Now that we know this, how can we protect ourselves from this happening? (Only eating candy we have purchased ourselves, eating candy only from trusted adults, only eating candy that you have removed from its sealed wrapper or bag, trusting our 6th sense, and being aware of the adults and people who are around us, especially in unfamiliar places)



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Lesson

- Read or follow along with the Peer Pressure & Drugs Comic
- Read and discuss the Student Review Questions
- Hand out the Peer Pressure & Drugs 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 & Drugs 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

- Why is it important to never be pressured to put something in your body?
- Are you more likely to be pressured by kids your age or by adults? Why?
- If you start to feel pressured by someone to take drugs or try a candy that could be dangerous, what should you do after you say no and remove yourself from the situation?
- All adults are not trusted adults. How do you know if an adult is an adult you trust?

Standards

- Health: 4.5.4 Demonstrate boundary-setting skills 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.