

# FRIENDS MAKE A DIFFERENCE

## RELATIONSHIP

### PEER PRESSURE

## LESSON PLAN

### Activity 1

Watch video: *Friends Make a Difference* [4 MINUTES]

### Activity 2

Discuss as a group the Interactive Reflection Questions or continue directly to the activity described below.

### Activity 3

To lay the groundwork for a thoughtful discussion, repeat the essential questions that students should keep in mind: **"What are the characteristics of a good friend and why is choosing quality friends good for me?"**

### Part I: What and Who Makes a Good Friend?

Next, discuss with students the following reflection questions:

- Ambra and her friends clearly have fun together. She also talks about how they influence her to make good choices. Why does it matter who she chooses for friends?
- What are the kinds of things you think about when choosing friends?
- How do parents and/or adult mentors influence who you choose to be friends with? Is it appropriate?
- Brainstorm as group a list of important qualities for being a good friend and choosing a good friend.

### Part II: Peer Pressure... Good and Bad

Mention to students that while the term **"peer pressure"** often has a negative connotation, today we want to redirect our focus to how peers can be a positive influence.

If conducive for your group, divide students into smaller groups of 2 or 3. If not, continue as a whole group discussion. Ask each group of students to think about Ambra's story in the video, and how she and her friends are positive influences on each other. Have each group develop a list of five or six examples of positive peer influences from the video. When they have created their lists, have each group pick one example and develop an explanation of why this particular interaction between peers provides the positive influence on the other person.



### LESSON TOPIC:

Students discuss how peers can be positive influences on each other, but also how peers could potentially have a negative effect on someone.

### ESSENTIAL QUESTION:

What are the characteristics of a good friend?

## MATERIALS & PREPARATION

- Paper and pens or pencils
- Tag paper, construction paper or small poster card stock and markers for the Extension Activity

Additional  
Reflection  
Questions  
for Download

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Next, ask groups to brainstorm examples of negative peer pressure. Have students choose one of the examples of negative peer pressure and explain why this negative example is harmful or unsafe. Students may also consider options for an appropriate response to the negative peer pressure situation.

Finally, ask groups to discuss how parents (and/or other adult mentors) can encourage positive peer choices and help them to prevent negative peer pressure. Ask groups to choose an example of how parents/mentors help teens choose good friends and to be able to explain why their idea supports teens in making quality friendship choices.

Once groups have completed the activity, have each group share their thoughts, discussing both how peers can be **positive influences** on each other and potential **negative affects**, as well. When groups share negative peer pressure situations, be sure to focus discussion on how someone should safely and respectfully respond to the negative peer pressure. Groups should also discuss the role of parents and other adult mentors in helping support positive peer pressure and prevent negative peer pressure.

***NOTE TO FACILITATOR:** Throughout the discussion, be sure to ask probing questions regarding the characteristics that students look for in making friends and the positive influence of peers, parents and adult mentors.*

### EXTENSION ACTIVITY

Have students create posters for display in the classroom or hallway on a wall or bulletin board about how they can be the "Positive Peer" for others. If possible, create a pier (using a tag paper roll of white or Kraft paper) roll of white or Kraft Paper tag. Label the pier Friendship Pier, lined with signs students create about how they can work to be positive peers. To create each sign (can print on the inside of paper grocery bags), ask students to complete this sentence: I can help others by \_\_\_\_\_.

### WRAP UP

To conclude the discussion, return to the essential questions: "What are the characteristics of a good friend and why choosing quality friends is good for me?" Has viewing the video and subsequent discussion changed students' viewpoint on how friend choices make a difference?