



Activity 2, Resisting Peer Pressure: Taking A Stand

Overview: Children practice making a choice and standing up for their beliefs by moving to places in the room representing specific viewpoints.

Time needed: 10 - 20 min.

Ages: 2nd grade - Adult

Space needed: Small

Props:

- Paper, tape, markers
- List of questions prepared ahead of time
- Stretch cloth

Purpose:

- Help children become comfortable with standing up for their beliefs
- Explore what it feels like to stand alone or to express opinions different from your friends

Discussion Topics:

- › How does it feel to be the only one choosing something?
- › How do you think others feel when you choose something different from them?
- › How can we accept people who have different beliefs or preferences than ours?
- › How does this respect and acceptance of each other relate to ending violence?
- › Are there differences you would not accept? How would handle this?

Activity Description:

- › Develop a list of statements that all have the same three possible responses: agree, disagree, or not sure. The first few should be easy, such as dogs make good pets or sugared cereal makes just as good a breakfast as non-sugared cereal. The next several questions should have to do with values. For example, public schools should require school uniforms or children should not watch more than one hour of television a day. Include statements about violence and video games and relate some to topics your class is studying. The statements need to correlate to the developmental level of your students.
- › On one sheet of paper write out AGREE; on another, DISAGREE; and, on the last one, NOT SURE. (With older students, you can have "agree somewhat" and "disagree somewhat" as additional choices.)
- › Tape these sheets to three different spots in the room.
- › Gather the children together. Read a statement and have the children move to the sign that best represents how they feel about it.
- › Ask a few children to share why they feel that way.
- › Read another statement and again have them move to the sign which best represents their point of view. Again, briefly discuss reasons.
- › Ask students how it feels to see their friends at different signs. Ask them if they tend to go to a sign where their friends are instead of following their own feelings.
- › Try having only two or three students at a time move to a sign while everyone else observes. This sometimes brings up the issue of being alone under a sign. Discuss how it feels to stand alone for what you believe in.