



**Title:** Peer Pressure

**Grade:** 7

**Career Development Model:**

Self-Awareness

**Nebraska Career Readiness Standards:**

- Contributes to employer & community success
- Utilizes technology
- Manages personal career development

**Objective:**

- Students will recognize the impact of peer pressure.
- Student will identify strategies to resist negative peer pressure.

**Materials and Supplies Needed:**

- Markers

**Class Instructions:**

Part 1

1. Divide the class into groups of 7-8 students.
2. Place about 14-16 pieces of candy in the center of the group (enough for 2 pieces per student).
3. Give one student in the group a piece of paper that says, "Do not take or eat a piece of candy." Give the rest of the group a piece of paper that says "Eat a piece of candy and try to get others to have a piece, too." Instruct students that they should not show their paper to anyone else.
4. Allow the groups about five minutes to interact. Teachers should rotate around the room to observe.
  - a. Optional activity: During this exercise, play "Pure Imagination," a clip from Willy Wonka and the Chocolate Factory (1971).
5. After the small-group discussion is complete, have each student read his/her paper aloud in small groups.

6. Explain to students that those who were instructed to not eat the candy were experiencing peer pressure.
7. Ask students who were instructed not to eat the candy:
  - a. How did it feel to be the only ones not eating candy?
  - b. How did you react when everyone tried to get you to eat the candy?
  - c. How hard was it to not give in to your peers?
  - d. Did you break down and eat the candy?
8. Ask students who were instructed to eat the candy:
  - a. How did you feel trying to get the student to eat the candy?
  - b. What did you do to try to convince them?
  - c. Did anything work?

## Part 2

1. In small groups, have students discuss the following:
  - a. Peer pressure that they have experienced.
  - b. How they reacted to the peer pressure.
  - c. Have they ever tried to pressure someone into doing something that he/she didn't want to do?
  - d. What kinds of strategies do people use to try to pressure others into doing something that they don't want to do?
  - e. Have they ever experienced peer pressure that was actually positive and helpful?
2. In small groups, students should generate a list of strategies that they can do to resist negative peer pressure (i.e., use humor, walk away, find an excuse, say no, etc.) OR
3. Peer pressure also happens in the workplace. Do you think these same strategies will work when at a job?
4. Reflection: What is one strategy you will try the next time you encounter peer pressure? Why do you think this will help?

## Credits/Sources:

Making my  
**FUTURE**  
WORK

“Making my Future Work: A College and Career Readiness Program”, U.S. Department of Education, Institute of Education Sciences.

<https://www.csuohio.edu/cehs/mmfw/making-my-future-work-0>