

Daily Practice



Teach the lesson.



Play the “Step Up” music video. Have students touch their toes each time they hear the word “think.” Review Assertiveness Skills. Have students practice making an assertive statement with a partner. For example, have them tell their partners assertively they don’t want to show them their homework.



Have students practice an assertive statement with an adult. As students leave the classroom, have each student assertively tell you: “I would like to talk to you before school tomorrow.” Or have them make up statements of their own.



Have students work through the following problem as a group, using the Problem-Solving Steps: Maria’s friends want her to send a note to a girl pretending it’s from a boy. Maria doesn’t want to do it.



Reflective writing: What does “peer pressure” mean? Describe a peer-pressure situation. How could you use the Problem-Solving Steps to deal with the situation?

Using Skills Every Day

Have students ANTICIPATE times when they might need to resist peer pressure.

Notice when students resist peer pressure, and REINFORCE the behavior with specific feedback: **Damien, you made your own decision to stay at school rather than follow the group of kids who left the playground at recess. That was a wise choice.**

- Model assertive communication and problem-solving skills.
- Remind students to use these skills to help themselves resist negative peer pressure.

Have students REFLECT on times when they’ve successfully resisted negative peer pressure.

Home Link

Copy and distribute the Home Link activity on the next page. Completing the Home Link extends and reinforces students’ exposure to the lesson concepts and skills. It also allows family members to learn about *Second Step* concepts and skills and reinforce them at home.