

FACILITATION STRATEGIES

CORE LESSON

1 PREVIEWING ACTIVITY

RIGHT OR WRONG?

- Divide the students into groups of four or five.
- Pass out the activity sheet entitled “Right or Wrong” (Appendix I). Ask the groups to discuss the four situations and assess as a group whether they think the action was right or wrong.
- Share the responses, keeping a running tally of the totals.
- Ask: How did your group arrive at their decision? Discuss.

2 LINK TO THE COMMERCIAL

- Explain that when we take the time to examine a situation, most of the time we can tell the difference between right and wrong. Tell them that today they are going to watch a commercial that may help them to realize the challenges that young people sometimes face, in spite of the fact that they do know right from wrong.

FOCUS FOR VIEWING: KNOCK ON WOOD

As you watch this commercial, think about our discussion of what is right and what is wrong. Be prepared to discuss why the young boy is struggling with his choice.

RATIONALE

Young boys are often influenced by their peers. As they negotiate their way through life, it is important for them to assess the choices that they make, based on information, skills and knowledge. Providing them with the tools to make these choices is critical.

PURPOSE

To identify peer pressure and how it influences young boys and to provide young boys with tools to resist the negative peer pressure so that they can make healthy, informed choices that are right for them.

VIEW THE COMMERCIAL

KNOCK ON WOOD

(30 SECONDS)

3 POSTVIEWING ACTIVITY

PRESSURE POINTS

- Discuss how the main character was feeling in the commercial.
- Ask the students to identify what the boy did to make them think he was feeling this way.
- Ask them to give you a “thumbs up” if they have ever felt this way.
- Provide each group with a large sheet of paper and ask them to print the words PEER PRESSURE in the middle.
- Explain that the task is to identify, with the group, all the words that come to mind when they think of the term “peer pressure.”
- Post the papers and discuss.
- Explain that even though they have clearly identified that they know the difference between right and wrong, sometimes the choices are not all that easy to make, because they have also identified some important information about peer pressure.
- In addition to reviewing their group charts, discuss the following:
 - Peer pressure can be good or bad.
 - It is important to recognize what peer pressure is.
 - There are tools that young people can use to help them deal with negative peer pressure.

CLOSURE

Think about what you might have done if you were the boy in the commercial. Raise your hand if you would like to share your answer.

What do you think is the hardest part about dealing with negative peer pressure? Do you think that boys and girls both experience peer pressure? Discuss.

RIGHT OR WRONG?

With your group, identify whether you feel the actions taken by the people in the following situations are right or wrong. Once you have reached group consensus, place a check in the appropriate column. While waiting for the class to finish, discuss the reasons for your choices.

1. Jack and Brandon were walking to school one day when Jack suddenly realized that it was his turn to bring a newspaper article for “Current Events.” It was too late to go back home, so he ran up on the front steps of a house on the way to school and grabbed their newspaper. “It’s just a paper,” Jack said. “They probably won’t even miss it.”

Jack was: ___ RIGHT or ___ WRONG.

2. Lindsay wanted to go to Brittany’s birthday party on Friday, but she had already promised her parents that she would babysit her younger sister. After a lot of thought, she explained to Brittany that she was already busy that night, and she kept her promise to her parents.

Lindsay was: ___ RIGHT or ___ WRONG.

3. The bell rang for recess, and as the teacher prepared to go outside for yard duty, she didn’t realize that she had set the answers to the math test on Matthew’s desk. He really needed a good mark on this test, and he was tempted to take a look, but something stopped him. He picked up the answer sheet and put it on the teacher’s desk, without saying a word.

Matthew was: ___ RIGHT or ___ WRONG.

4. While grocery shopping with her mom, Katie saw an opened bag of mini chocolate bars on the shelf. She was starved, and since the bag was already opened, she figured there was no harm in taking one little bar to eat while she shopped.

Katie was: ___ RIGHT or ___ WRONG.

EXTENSION ACTIVITIES

SKILLS EXTENSION ONE

▶ BAG OF TRICKS

SUBJECT FOCUS: PEER PRESSURE,
DECISION MAKING

Materials Needed: a small paper bag, several strips of paper, markers

- Explain to the children that you are going to show them the “Knock on Wood” commercial again, and ask them to watch for the signals that identify peer pressure.
- Show the commercial and explore the answers. They might include:
 - facial expressions
 - tone of voice
 - specific words
 - a feeling of tension
- Explain that all media is constructed or designed for a purpose. Tell them that the producer of this commercial left the ending unresolved for a reason. Ask them why they think this was done. Discuss.
- Tell the students that they are going to have an opportunity to work in their small groups to come up with as many ideas as possible that might help the young boy make a good decision.
- Explain that they are to write all their ideas on the strips of paper, and then collect them and put them in the paper bag.
- Ask for volunteers to come to the front and select a strategy. Post it on the same board as the charts identifying peer pressure.
- Continue until all the strips of paper have been posted and discussed.

CLOSURE

Think about all of the suggestions we have discussed today to help us deal with peer pressure. Put your hand up if you would like to tell us which one you might use if you were the boy in the commercial. Share several answers.

Explain that everyone deals with peer pressure in different ways, and that different circumstances often mean that what works for you one time may not work the next time. The important thing to remember is to keep trying strategies from your "Bag of Tricks" until you find one that works for you.

A Step Further

Ask the students to share their suggestions with a younger child on the playground at recess. They are to describe what happens in the commercial and then ask the child what they would do. Bring back the responses and discuss.

SKILLS EXTENSION TWO

▶ ROLE REVERSAL

SUBJECT FOCUS: DRAMA, DECISION MAKING,
PEER PRESSURE

- Explain to the children that you are going to watch the commercial again. Ask them to focus on the actions of the boys in the bushes.
- Play the commercial again and then ask for responses to the following questions:
 - What did you notice about the ways the older boys pressured the younger boy? Discuss.
 - Raise your hand if you think that you would feel pressured if you were in the young boy's position. Discuss.
- Have the students return to their "Right or Wrong" groups and review the various characters in the commercial. Explain that they are to number themselves, beginning with number one.
- Ask all the number one's to raise their hand. Explain that they will play the role of the young boy on the steps. The number two's will play the role of the imaginary person behind the door, and the rest of the numbers will play the role of the boys in the bushes.
- Explain that they will have five minutes to act out the commercial as they saw it, and what might happen next. Before they act out their role, they are to decide as a group how the commercial will end. The key to this activity is to come up with an idea that might help the young boy to get out of his difficult situation. Only positive suggestions will be accepted.
- Allow time for the groups to prepare their scripts and rehearse.
- Share the mini skits.

CLOSURE

Were there any similarities in the group suggestions? Why do you think this is so?

If you were the boy in the commercial, which one of our ideas would help you the most? Why?

What do you think is the hardest part about dealing with peer pressure? Share your answer with a partner.

Explain that, just as they saw in their role plays today, people deal with peer pressure in a variety of ways. What is important, is to use whatever strategy works best for you and keep trying until you have success.

A Step Further

Invite a younger class to your classroom and show them the commercial. Ask the groups to then demonstrate their suggestions by showing the group their mini skits.

SKILLS EXTENSION THREE

► POSITIVELY!

SUBJECT FOCUS: POSITIVE PEER PRESSURE, ADVOCACY SKILLS, FRIENDSHIP

- View the commercial again and ask the students to be able to identify how the young boy feels at the end.
- Discuss the answers, making sure that the following emotions have been identified:
 - fear
 - embarrassment
 - stress
 - uncertainty
- Explain that clearly, this commercial is an example of negative peer pressure. Ask them if they can think of other examples of negative peer pressure. Share and discuss.
- Tell them that peer pressure can also be positive. Share the following anecdote:
 - As the new boy, Pierre, wandered around the school playground looking lonely and sad, Brad could hear his friends making fun of him. “Look at the new kid,” they said. “He is weird! He just wanders around all day, looking at the ground!” Brad remembered what it was like to be the “new kid at school”. Suddenly, he turned to his friends and said: “Let’s invite him to play soccer! We need another player anyway.” His friends were unsure at first, but as Brad approached the boy, they came along behind. Before long, Pierre was running up and down the field with the rest of them. He felt good – and so did Brad!
- Ask:
 - What did Brad do to help Pierre?
 - Why would this be an example of positive peer pressure?

- Explain that they will be given situations in their groups and asked to come up with an example of how positive peer pressure might play a part in the solution.
- Pass out the “Positively!” situation cards (Appendix II) and allow time for each group to prepare a response.
- Share the situations and the suggestions. Discuss.

CLOSURE

Ask...

What do you think is the hardest part about using positive peer pressure to solve a problem? Share responses.

What do you think might have happened in the commercial if one of the boys in the bush decided to try a positive peer pressure idea to help the young boy?

Explain that positive peer pressure is just as powerful as negative peer pressure, but it requires more strength and courage. Tell them that stepping to the front and trying to turn around the negative actions of peers is not always possible. Remind them to think about each situation carefully before responding and making choices.

A Step Further

Challenge the students to try a positive peer pressure choice with their friends over the course of the next week. Ask them to identify these choices and share them with the class. Congratulate them for their actions!

POSITIVELY! SITUATION CARDS

Provide each group with one of the following situations and ask them to discuss how positive peer pressure might be used to address the problem.

1. You have been asked to help a classmate who is not popular and you know that your friends will tease you at recess. What would you do?

2. Your friends start teasing an overweight boy at recess. Suddenly, it is your turn to make a comment. What would you do?

3. You have been selected by your classmates to play a joke on the teacher. You know she will be angry. What would you do?

4. All your friends are throwing snowballs when the yard duty teacher turns her back. You really don't want to participate, but suddenly, it's your turn. What would you do?

5. It has been arranged that at 2:15 p.m., you and your group of five close friends will all drop a book on the floor at the same time, just to bother the supply teacher. However, the supply teacher is your next door neighbour. What would you do?

MEDIA LITERACY LESSON

FREEZE!

▶ PREVIEWING ACTIVITY

- Ask the students to stand by their desks and make faces. As you call out 'FREEZE' they are to look around and see what faces have been frozen on the faces of their classmates. Explain that stopping the action helps us to take a closer look at the true meaning that is intended.

FOCUS FOR VIEWING: KNOCK ON WOOD

As you watch this commercial, I will be using the 'pause' button to freeze the frame. Look carefully and try to figure out what I might like you to focus on each time that I stop the action.

Educator's Note: *View the commercial, pausing at various points and asking the students what they see at each pause point.*

VIEW THE COMMERCIAL

KNOCK ON WOOD

(30 SECONDS)

▶ POSTVIEWING ACTIVITY

STOP AND THINK

- Explain that they are going to work in groups to create a mini skit which incorporates a “freeze frame”.
- Suggest that they use any of the topics below, or one of their own. Each mini skit is to be only one minute in length, and the freeze frame is to be used to capture the audience’s attention.
- Possible topics:
 - Your mom has just come home to find your face covered in chocolate: the pie she had made for dinner.
 - The teacher has just read the note you were passing around and looks at you.
 - Your friends catch you hugging your little sister after she falls.
- Allow time for rehearsal and have each group present their mini skits.
- Tell them that peer pressure can also be positive. Share the following anecdote:
 - As the new boy, Pierre, wandered around the school playground looking lonely and sad, Brad could hear his friends making fun of him. “Look at the new kid,” they said. “He is weird! He just wanders around all day, looking at the ground!” Brad remembered what it was like to be the “new kid at school.” Suddenly, he turned to his friends and said: “Let’s invite him to play soccer! We need another player anyway.” His friends were unsure at first, but as Brad approached the boy, they came along behind. Before long, Pierre was running up and down the field with the rest of them. He felt good – and so did Brad!

CLOSURE

Ask after each skit:

- What emotions did you identify in the freeze frame?
- Why do you think this group selected that particular time to freeze?
- If you were a producer, what kinds of situations might you use the freeze frame option for?

A Step Further
(A Peer Teaching Idea!)

- Rehearse the mini skits and act them out for younger audiences.
- First, show them the commercial “Knock On Wood” and pause the VCR on the boy’s face at the end.
- Explain to the younger students that producers who make commercials use this freeze frame technique to capture a special feeling or emotion. Ask them if they felt that the boy was clearly able to tell you how he felt without saying a word. Discuss what that feeling was.
- Then show them your mini skits.
- After the demonstrations, have them ask the younger students to show you what their face would look like in a freeze frame showing the following:
 - What do you look like when you are scared?
 - What do you look like when you are excited?
 - What do you look like when you are worried?
- Tell them to watch television and look for other examples of freeze frames.