



# Activity Guide (HS)

<b>Date:</b>	<b>Materials:</b> Presentation, activity sheet
<b>Subject:</b> Illicit fentanyl and opioid-use prevention	<b>Notes:</b>  
<b>Lesson:</b> Peer influence and prescription pill misuse	

## Objectives

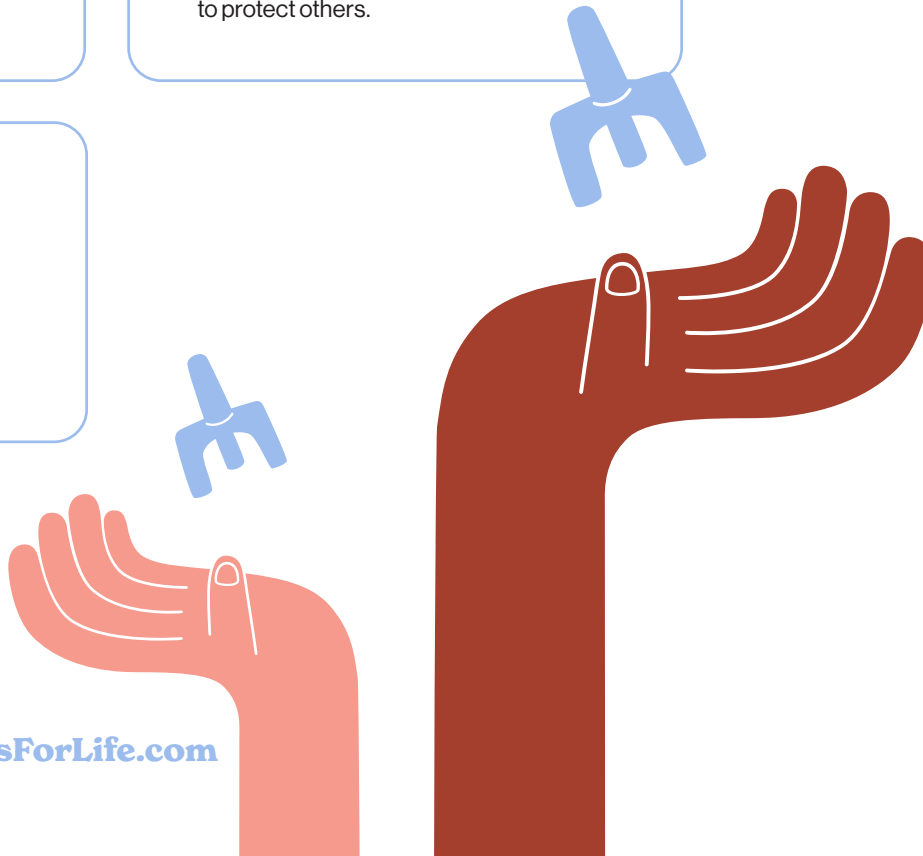
- Students estimate the amount of trust their peers report having in different groups of people and reflect on the amount of influence they have on their friends.
- Students brainstorm how to best use their influence to help their friends avoid experimenting with drugs like prescription pills.

## Goals

- Students recognize the influence they have over their friends (and vice versa) when it comes to experimenting with drugs like prescription pills.
- Students personalize the idea of being a positive peer influence and are empowered to protect others.

## Key vocabulary:

- fentanyl
- illicit
- opioid
- peer pressure
- prevention



## Lesson — Part 1 — Trusted messengers (15 min)

- Say: “A national survey asked young people how likely they would be to listen to and trust the following people for advice not to use – or to stop using – drugs and alcohol:
  - Doctors, nurses, other health care providers
  - Friends or peers
  - Parents or other adult guardians
  - Counselors or therapists
  - Teachers or other educators
- In pairs, students use the activity sheet to estimate what percentage of young people said they would trust each group (from 0-100% for each).
- Give students a couple minutes to complete reflection questions 1 - 2 on the activity sheet.
- Ask: Which group do you believe to be most trustworthy? Why?
- Display the real results of the survey:
  - Doctors, nurses, other health care providers – 68%**
  - Friends or peers – 67%**
  - Parents or other adult guardians – 63%**
  - Counselors or therapists – 54%**
  - Teachers or other educators – 49%**
- Give students a couple minutes to complete reflection questions 3 - 4 on the activity sheet.
- Ask: Did any of these results surprise you? What does this tell you about how much your friends value your advice when it comes to not using drugs? (Responses might include: **Young people put a lot of trust in their friends’ advice, etc.**)

## Lesson — Part 2 — Peer Pressure Isn’t All Bad (15 min)

- Say: “Your friends care about what you think, and you can use that influence for good.”
- In pairs, students use the activity sheet to build word webs with examples of positive and negative peer pressure.
  - Positive peer pressure examples: **encouraging a friend to try a new hobby, to apply to their dream college, to step out of their comfort zone, etc.**
  - Negative peer pressure examples: **skipping class, cheating on a test or quiz, drinking, experimenting with drugs, etc.**
- Student work on their own to respond to reflection questions 1 - 3:
  1. In your opinion, what is the difference between positive and negative peer pressure? (Responses might include: **The way it makes me feel or the way it makes me act, etc.**)
  2. Write about a time when you positively influenced one of your friends. What did you do or say to help change their mind/their behavior?
  3. What could you do or say to help if you knew one of your friends was thinking about or already experimenting with prescription pills? (Responses might include: **talk to them, ask questions and listen to what they say, encourage them to get help, give them information, include them in healthy activities, etc.**)
- In pairs, students share their response to the second prompt.

### Sources:

<https://pages.thenationalcouncil.org/rs/773-MJF-379/images/National-Council-Message-Guide-Getting-Candid-WEB.pdf>

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