
FSSA/Growth & Transitions Counseling Family Workshop Series

Peer Pressure Family Workshop

*Hosted by the FSSA PTA & Guidance Department in collaboration with Growth
and Transitions Counseling, PLLC*

Overview

- Community Agreements
- Opening Ceremony
- Community-Builder
- Large Group Discussion
 - Defining *Different types of Peer Pressure*
- Vignettes
- Share Your *IFET (Impressions, Feelings, Experiences, Thoughts) and takeaways*

Closing Ceremony

FSSA/G&T Counseling Virtual Community Agreements

- **One mic rule** - Please stay muted until called on to speak.
 - **Confidentiality** - Stories stay, lessons leave.
 - **Stay engaged** - You will get the most out of this workshop through active listening and participation.
 - **R.E.S.P.E.C.T** - Be mindful of your verbal and body language in this space.
 - **Principled space** - Share what you are comfortable with, lean into discomfort, and take care of yourself as needed throughout this process.
 - **Chat feature** - All are welcome to contribute via the chat feature.
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Opening Ceremony - *Icebreaker*

- If you could describe your mood as a tool in a toolbox, which tool would you be and why?
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Community-Builder

- Today I will...
 - Tomorrow will be great because...
 - One thing I have been thinking a lot about is...
 - One thing I am grateful for is...
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Some (Quick) Definitions

- **Peers:** Your friends — your peers — are people your age or close to it who have experiences and interests similar to yours.
 - **Peer pressure:** the strong influence of a group on members of that group to behave as everyone else does.
 - You and your friends make many decisions throughout a given day which influence your behavior and attitude.
 - ***This isn't always bad!*** In fact, listening to your peers and taking what they have to say into consideration is basic human nature, and often leads to positive results.
 - It is a bit of a balancing act.
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Different types of peer pressure

- Spoken - directly asking, suggesting, persuading, or otherwise directing a person to behave a certain way or take action in a specific manner.
 - Suppose you're asked to do something in a large group → i.e. you're told to take a shot with a big group of people.
 - Unspoken - pressure from others that is more covert than overt
 - Suppose you see the popular kids in the high school smoking in the parking lot during lunch, and you think about picking up the habit to fit in.
 - Direct - can either be spoken or unspoken, and it can include forcing a person to choose a path based on what is directly presented to them.
 - Suppose someone hands you a beer at a party where everyone else is drinking,
 - Indirect - A person's personal view of a behavior, thought, or situation may be drastically impacted by the popular opinion of a larger, more highly regarded group.
 - Suppose you hear someone gossiping about another student and you go along with it or perpetuate it.
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How to Respond to Peer Pressure

- Determine if positive or negative - Why are they pressuring you to do this?
 - Is there a benefit to you? Potential consequences?

If negative:

- Reach out to an adult - Get support from a trusted adult such as a parent, teacher, or school counselor. A trusted adult can listen to you and help you with strategies that might work in your situation.
 - Assertiveness - I-Messages! - "I don't feel comfortable with you pressuring me to do that. I would like you to let me make my own decisions."
 - Remove yourself from situation - If you're faced with peer pressure while you're alone, there are still things you can do. You can stay away from peers who pressure you to do stuff you know is wrong.
 - You can tell them, "Nah" and walk away. Better yet, find other friends and classmates to hang around with.
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I-Message

- The I-Message is a natural assertive message which is simply a direct statement of what you'd like someone to do or not do.
- Being direct helps to keep you safe by honoring your boundaries.
- BEING DIRECT DOES NOT MAKE YOU MEAN!

Constructing an I-Message:

I feel _____ (state of feeling), when you _____ (the behavior) _____. I would like you to _____ (your need).

Vignette 1

You and your friend are in a store looking for makeup. You see the really expensive stuff that has a Kardashian's name attached to it and your friend pockets two of the products, handing you one.

Vignette 2

You're in Spanish class, and one of your friends has gotten the answers to the upcoming test from someone in the class before yours. Everyone is passing around the answers to copy from, but when it gets to one of the more popular kids in the school, they decline, saying they "want to actually learn." This makes you pause and consider taking the answers.

Vignette 3

Amanda has started to take a weight loss supplement and really cut back on what they eat at lunch at school. They never mention it, but they do start to get a lot of attention from individuals in your class. You start to look at your choices for lunch and dinner in a different way as a result.

Reflection

Please share your *IFET* regarding what you learned today:

I - mpressions

F - eelings

E - xperience

T - houghts

Closing Ceremony

- What will you take away from this presentation?
Anything new you learned?
 - How can you apply these new tools in future situations?
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Resources

- American Psychological Association
www.apa.org
 - Cohen Children's Medical Center Northwell Health - *Pediatric Behavioral Health Urgent Care Center*
<https://childrenshospital.northwell.edu/departments-services/pediatric-emergency-medicine/programs-services/pediatric-behavioral-health-urgent-care-center>
 - Growth and Transitions Counseling, PLLC
<http://growthandtransitionscounseling.com/>
 - Morningside Center for Teaching Social Responsibility - *Restore 360 Building Belonging Curriculum*
www.morningsidecenter.org
 - PM Pediatric Care Behavioral Health Teletherapy
<https://pmpediatriccare.com/behavioral-health/>
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School Community Resources

Mr. Borrero - 9th Grade Guidance Counselor (mborrero@fssahs.org)

Ms. Mitchell - 10th Grade Guidance Counselor (mmitchell@fssahs.org)

Ms. Vargas - 11th Grade Guidance Counselor (mvargas@fssahs.org)

Ms. Valeta - 12th Grade Guidance Counselor (fvaleta@fssahs.org)

Ms. Lora - SAPIS Counselor (lpaulino@fssahs.org)

Mr. Restrepo - Dean of Students (frestrepo@fssahs.org)

Ms. Pridgen - Assistant Principal of Guidance (jpridge@schools.nyc.gov)

Thank you!

*On behalf of the Frank Sinatra
School of the Arts High School
PTA, Staff and Growth &
Transitions Counseling, PLLC*
