

Sucked In

Introduction:

This activity demonstrates how peer pressure can lead us to get “sucked in” to choices we wouldn’t make otherwise.

Details:

Spatial Requirements: Regular classroom setup; little or no space required

Activity Type: Object lesson

Grades: K-12

Group Size: 1 or more

Time: 5-10 minutes

Materials:

- 1 clean, medium to large bottle – labels removed – with an opening slightly larger than a hard-boiled egg (sports drink bottles like Vitamin Water with a larger opening or a glass fruit juice bottle like J.R. Knudsen work best)
- Matches or a lighter
- 1 teaspoon of isopropyl alcohol, dropped into the bottle prior to the activity OR 1 piece of notebook paper
- 1 large peeled hard boiled egg

Activity:

After putting the alcohol into the bottle, place the hard-boiled egg and the bottle or jar on a table in front of the class. You might have a few volunteers come up and try to force the egg into the bottle. (Have an extra egg handy if you do this.) Demonstrate that the egg can’t be forced into the bottle, just like we can’t be forced to make bad choices.

Option 1: Alcohol (works best with a glass bottle)
Light the match and drop it into the bottle. Immediately place the egg on the lip of the bottle and watch the egg drop in. Be sure that the narrow end of the egg is pointed into the jar.

Option 2: Notebook paper (works best with a plastic bottle)
Roll up the notebook paper and light it with the match or lighter, then insert it into the mouth of the bottle. Immediately place the egg on the lip of the bottle and watch the egg drop in. Be sure that the



Activity (Continued):

narrow end of the egg is pointed into the jar.

The eggs should be sucked into the bottle without suffering damage.

Don't be alarmed if there is very little flame. Not much is needed to complete the demonstration.

Explain the science behind the activity. The flame consumed the air inside the bottle, creating a vacuum. The air pressure pushes down on the outside of the egg then forces it into the bottle.

Processing the Experience:

- Why do you think the egg went into the bottle when the flame was used?
- How is this activity like peer pressure? What is an example of a situation where it is difficult to say no? (Explain that the flame was like peer pressure and sucked the egg into the bottle, just like we sometimes get sucked in to making bad choices we would otherwise resist.
- Are we more susceptible to peer pressure by being in the wrong place at the wrong time? How? (The egg was in the wrong place at the wrong time – i.e. at the neck of the bottle when a flame was burning).
- Is it harder to say no the longer you are in a situation? Why?
- What can you do to help yourself resist the pressure to do something that might be harmful to you?
- How do you get out of negative peer pressure?

6 What are the reasons for staying in the pot?

-
-
-



9 What will your future be like when you climb out?

Introduction:

In this activity students will think about what the world's kindest creature would look like. What attributes would the creature have? What makes it kind? Students will be given an opportunity to create that creature artistically and present it to others with their reasons.

Details:



Space:
Any



Activity Type:
Group/object



Grades:
1-12



Group Size:
2 or more



Time:
5-10 minutes

Materials:

- Poster, paper, or any medium to artistically create a creature
- Art materials such as markers, colored pencils, crayons, etc.

Activity Instructions:

You can invite students to do this individually, in partners, or in groups of 3 or 4. Display the word KIND on the board and tell students that today we're going to be using what we know about being kind to design the kindest creature in the universe.

Give students 5 minutes to create a list in their groups of all the qualities this creature might have. For example the list might include helping others, giving food, protecting others, etc. They may even come up with ideas that don't make sense, but if it demonstrates being kind, then it qualifies. You also should explain what a quality or attribute is for your students.

Grade level note: In first grade you will possibly want to create this list together as a class. In second grade you could probably come up with an example or two together, but also give them time to come up with ideas in partnerships or groups.

Now you will invite your students to design the creature using the qualities you came up with. You will provide them with a poster paper, butcher paper, or even just a regular blank paper or space to create the creature.

Activity Instructions Continued:

The creature can look like anything, but they are trying to imagine what it would look like if it had all of the qualities. When students are finished, you will give them an opportunity to share their 'Kindest Creature' to each other. Depending on your time allowance, this could simply be a roam and share or actual presentations.

Processing the Experience:

- What qualities in our list did you see most often in everyone's pictures?
- Which picture besides your own did you like and why?
- What real animal on Earth do you think would be considered the kindest animal on Earth?
- Why do you think that?