



Teachers' Notes

Curricular links to Health Education 5-14 National Guidelines and RSE Guidelines

Attainment outcome: Taking responsibility for health

LEVEL C

STRAND	ATTAINMENT TARGET	RSE GUIDELINES
Emotional health This strand explores emotions, feelings and relationships and how they affect our mental wellbeing.	Show safe ways of dealing with a range of situations, particularly those that may present a risk.	Peer pressure.

Teaching Background Information

- ➔ When teaching this lesson concentrate on the forms of public transport available in your local area first. At a later stage you might want to move on to other forms of transport.
- ➔ Peer pressure is when an individual's decision-making is influenced by their friends or similar aged individuals. A child may be pressured, persuaded or coaxed into doing or saying something through peer pressure.
- ➔ Pupils need to develop their own code of conduct for using public transport (e.g. queuing for a bus) so that they can travel safely and do not interfere with the safety and comfort of others. They need to understand that public transport is a shared space, that they are among traffic and that they must act at all times in ways that will prevent injury to themselves and others.
- ➔ Peer pressure can often make it difficult for pupils to abide by this code of conduct. Developing a range of strategies to deal with difficult situations equips pupils to respond in positive ways.
- ➔ Suggested strategies for coping with peer pressure:
 1. Speak to an adult or responsible friend.
 2. Ignore the individual(s) who are trying to influence your ability to make a decision.
 3. Stand up for yourself, be brave.
 4. Understand that it's not always 'cool' to do what everyone else is doing.



Suggested Lesson Plan



Aims

- ➔ To show how peer pressure can affect a child's behaviour and their safety.

Learning Outcomes

- ➔ Understand the meaning of peer pressure.
- ➔ Make children aware of how peer pressure can affect their behaviour.
- ➔ Understand how peer pressure can affect their safety.

Resources

- ➔ Sheet C4a – Peer Pressure – Makes You Think Scenarios.
- ➔ Glossary.
- ➔ Word Flashcards.

Suggested Timing

- ➔ 60 minutes.

Suggested Development of Lesson

- ➔ Split the class into small groups of 3-5. Give each group one of the 'Makes You Think' scenarios.
- ➔ Each group plans and prepares a short drama scene stopping with a freeze frame at the point where the main character is about to make their decision as to what they are going to do. The group also decides on a decision and prepares the remainder of their scene accordingly.





Suggested Lesson Plan

For each group

- ➔ Show the scene up to the freeze frame and stop.
- ➔ Hold an open forum discussion with the rest of the class using the key questions:
 1. What might happen if you do this?
 2. What will you say?
 3. What will you do?
- ➔ Reform the freeze frame and allow the group to show how they decided the scenario should finish.
- ➔ Ask the group to explain why they chose this ending.

Assessment

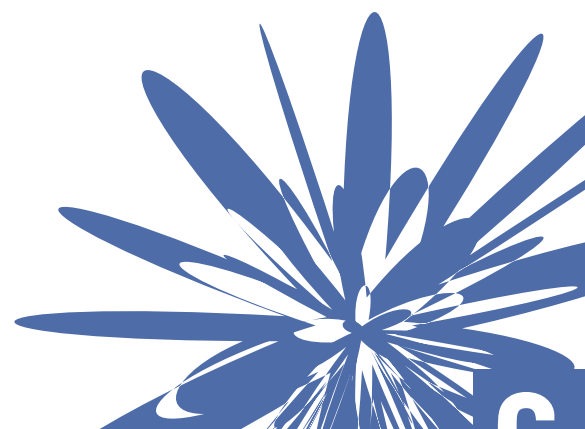
- ➔ Can pupils identify how peer pressure can affect their safety in the scenarios?

Curricular Links

- ➔ Expressive Arts – Drama: Creating and designing.
- ➔ Expressive Arts – Drama: Communicating and presenting.
- ➔ Expressive Arts – Drama: Using movement and mime.
- ➔ Expressive Arts – Drama: Using language.
- ➔ Expressive Arts – Drama: Observing, listening, reflecting, describing and responding.

Follow-up/Homework Activities

- ➔ Pupils make up their own scenarios in which peer pressure may affect their safety.
- ➔ The Primary 6 play 'The Journey' explores peer pressure in relation to pupils crossing the road (see Introduction for Level C for further information).





<p>1. Your friends push past people who are in front of you as you get on the bus or train.</p> <p>What might happen if they do this? What will you say? What will you do?</p>	<p>2. The school bus is just leaving and your friend says, “Let's see if we can catch it.”</p> <p>What might happen if you do this? What will you say? What will you do?</p>
<p>3. Two of your friends put their feet up on the bus seat and tell you to do the same. They keep on teasing you when you refuse.</p> <p>What might happen if you do this? What will you say? What will you do?</p>	<p>4. There is no space on the bus to put your large schoolbag. Your friend tells you to put it in the aisle.</p> <p>What might happen if you do this? What will you say? What will you do?</p>
<p>5. You are with your friend taking your dog for a walk in the countryside. Your friend says, “Let the dog off the lead so she can have a good run around.”</p> <p>What might happen if you do this? What will you say? What will you do?</p>	<p>6. You are walking to the park with two of your friends. You reach the pedestrian crossing when the ‘Don't Walk’ sign is flashing. “Come on. Let's run across now,” says one of your friends.</p> <p>What might happen if you do this? What will you say? What will you do?</p>
<p>7. It's raining after school and you and your friend don't have your coats or umbrellas. You see your mum's car parked down the street. You offer your friend a ride home. There are lots of children waiting for the lollipop man to tell them it is safe to cross. You are both getting wet. Your friend says, “This is taking too long. Let's run along the footpath and cross right near your mum's car.”</p> <p>What might happen if you do this? What will you say? What will you do?</p>	<p>8. You are using the school crossing after school. When you are almost across, you drop the important excursion note you are holding in your hand. The wind blows it along the road and under a car waiting at the crossing. “Go and get it,” says your friend. “It has to be back at school tomorrow!”</p> <p>What might happen if you do this? What will you say? What will you do?</p>

