



# Teachers' Notes

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

### Attainment outcome: Taking responsibility for health

#### LEVEL D

STRAND	ATTAINMENT TARGET	RSE GUIDELINES
<b>Emotional health</b> This strand explores emotions, feelings and relationships and how they affect our mental wellbeing.	Recognise that peer and media influences can affect the choices they make.	Peer pressure - Reasons for inappropriate behaviour. - Personal assertiveness.

### Teaching Background Information

- ➔ Personal assertiveness is when an individual's decision-making is not influenced by anyone else. The individual will not be frightened to say or do what he/she thinks.
- ➔ Peer pressure is when an individual's decision-making is influenced by their friends or peers. A child may be pressured, persuaded or coaxed into doing or saying something through peer pressure.
- ➔ This lesson could be linked with peer pressure in other areas e.g. smoking.
- ➔ 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 and that they are amongst traffic. 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.
- ➔ When teaching this lesson first concentrate on the forms of public transport available in your local area. At a later stage you might want to move on to other forms of transport.
- ➔ Suggested strategies for coping with peer pressure:
  - ➔ Speak to an adult or responsible friend.
  - ➔ Ignore the individual(s) who are trying to influence your ability to make a decision.
  - ➔ Stand up for yourself, be brave.
  - ➔ 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, their own and other's safety.
- ➔ To show how they can take responsibility for their own actions.

## Learning Outcomes

- ➔ Be aware of how peer pressure can affect their behaviour and safety.
- ➔ Understand the meaning of personal assertiveness.
- ➔ Understand that they can and should take responsibility for their own actions by being assertive.

## Resources

- ➔ Sheet D3a – 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 to 5. Give each group one of the "Makes You Think" scenarios.
- ➔ Each group will discuss the scenario.
- ➔ They will decide on what they would do based on the 4 questions:
  - ➔ Why do you think your friend is behaving like this?
  - ➔ What might happen if you do this?
  - ➔ What will you say and do?
  - ➔ What do you think your friend will say to you if you don't join in?

# Suggested Lesson Plan



- ➔ Discuss and decide the possible outcome of their decision particularly with regard to their relationship with their friend(s).
- ➔ Prepare a short presentation for the rest of the class:
  - ➔ Read the scenario.
  - ➔ Give their decisions.
  - ➔ Explain their decisions.
- ➔ Each group delivers their presentation to the rest of the class.
- ➔ Discuss with the class the learning outcomes above.

## Assessment

- ➔ Can the pupils identify how peer pressure can affect their safety in the scenarios?
- ➔ Can the pupils suggest reasons why 'the friends' in the scenarios might be behaving inappropriately?
- ➔ Can the pupils show a sufficient level of personal assertiveness within the scenarios?

## Curricular Links

- ➔ English Language – Talking: Talking about experiences, feelings and opinions.
- ➔ English Language – Listening: Listening in groups.

## Follow-up/Homework Activities

- ➔ The children make up their own scenarios in which peer pressure may affect their own or other's safety.



**Scenario 1**

**You and your friend Jamie get off the school bus at the end of the school day. You're both late for football. Without looking, Jamie runs in front of the bus and across the road. He shouts at you "Come on, get a move on, we're late for football."**

- ➡ Why do you think your friend is behaving like this?
- ➡ What might happen if you do this?
- ➡ What will you say and do?
- ➡ What do you think your friend will say to you if you don't join in?

**Scenario 2**

**You are walking along the pavement when you see your friend playing "Chicken" – standing in the road waiting for vehicles to come and leaving it as late as possible before jumping clear. He calls to you, "Hey, are you chicken? Prove it."**

- ➡ Why do you think your friend is behaving like this?
- ➡ What might happen if you do this?
- ➡ What will you say and do?
- ➡ What do you think your friend will say to you if you don't join in?

**Scenario 3**

**You find your friend on the bridge over the motorway dropping small stones over the side trying to hit the cars below. She says, "Come on. Try it, it's fun. The stones are small so they won't do any harm."**

- ➡ Why do you think your friend is behaving like this?
- ➡ What might happen if you do this?
- ➡ What will you say and do?
- ➡ What do you think your friend will say to you if you don't join in?

**Scenario 4**

**You and your friend are riding your microscooters home from school. The pavement ahead is busy with shoppers. Suddenly your friend shoots off and yells, "Come on, let's have some fun." He rides straight at the pedestrians forcing them to jump out of the way. Some of the pedestrians are forced onto the busy road.**

- ➡ Why do you think your friend is behaving like this?
- ➡ What might happen if you do this?
- ➡ What will you say and do?
- ➡ What do you think your friend will say to you if you don't join in?

