



# Teachers' Notes

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

### Attainment outcome: Taking responsibility for health

#### LEVEL E

STRAND	ATTAINMENT TARGET	RSE GUIDELINES
<b>Emotional health</b> This strand explores emotions, feelings and relationships and how they affect our mental wellbeing.	Recognise the impact of change on their lives e.g. moving from primary to secondary school.	Peer pressure: - Personal assertiveness. - Consequences of decisions.

### Teaching Background Information

- ➔ This lesson should take place towards the end of Primary 7 before pupils move up to secondary school. The scenarios are based on new road safety situations, which involve secondary pupils.
- ➔ 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.
- ➔ 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 amongst traffic and that they must act at all times in ways that will prevent injury to themselves and others.
- ➔ 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.
- ➔ 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.
- ➔ 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.
- ➔ 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 recognise ways of dealing with changes in their life.
- ➔ To show how they can take responsibility for their own actions through personal assertiveness.
- ➔ To develop an awareness about consequences of decisions.



## Learning Outcomes

- ➔ Understand the meaning of consequences of decisions.
- ➔ Make pupils realise there are consequences if they give in to peer pressure.
- ➔ Understand that they can and should take responsibility for their own actions by being assertive.

## Resources

- ➔ Sheet E1a – Peer Pressure – Makes You Think Scenarios.
- ➔ Glossary.
- ➔ Word Flashcards.



## Suggested Timing

- ➔ 60 minutes.



# Suggested Lesson Plan

## Suggested Development of Lesson

- ➔ Split the class into small groups of three to five pupils. 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 five questions:
  1. Why do you think the people are behaving like this?
  2. What might happen if you do this?
  3. What will you say and do?
  4. What do you think they will say to you if you don't join in?
  5. What do you think the best thing is to do in this situation and why?
- ➔ Discuss and decide the possible outcome of their decisions.
- ➔ Prepare a short presentation for the rest of the class:
  - ➔ Read the scenario.
  - ➔ Give their decisions.
  - ➔ Explain their decisions.
- ➔ Each group makes their presentation to the rest of the class.
- ➔ Discuss with the class the learning outcomes above.

## Assessment

- ➔ Can the pupils identify consequences of giving in to peer pressure in the scenarios?
- ➔ Can the pupils identify how peer pressure can affect their safety in the scenarios?
- ➔ Can the pupils show a sufficient level of personal assertiveness within the scenarios?

## Curricular Links

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

## Follow-up/Homework Activities

- ➔ The children make up their own scenarios to illustrate the consequences of giving in to peer pressure.
- ➔ The pupils' presentations could be videoed and then discussed.



**Scenario 1**

**You have just started secondary school and are on your way home from school with a friend. You are waiting for the lollipop man to signal to you when it is safe to cross when you hear two S3 pupils making fun of you. They shout "Get real wimp or go back to primary, can't you cross the road by yourself?" as they run across the road.**

- ➡ Why do you think the S3 pupils are 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?
- ➡ What do you think is the best thing to do in this situation and why?

**Scenario 2**

**The school disco has ended and you are getting ready to cycle home. Jamie, a popular S4 pupil who lives in your street, comes up to you and asks for a 'backie' home.**

- ➡ Why do you think Jamie is behaving like this?
- ➡ What might happen if you do this?
- ➡ What will you say and do?
- ➡ What do you think he will say to you?
- ➡ What do you think is the best thing to do in this situation and why?

**Scenario 3**

**It's cold and you have been sent to the shop for milk. On the way your big sister and her friends pull up in a cool new car and tell you to "hop in". They look as if they are having fun. You can smell alcohol and see an empty vodka bottle.**

- ➡ Why do you think your sister and her friends are behaving like this?
- ➡ What might happen if you get into the car?
- ➡ What will you say and do?
- ➡ What do you think they will say to you?
- ➡ What do you think is the best thing to do in this situation and why?

**Scenario 4**

**You have survived your first day at secondary school and are walking home. You notice your older brother and his friend Tom playing "Chicken" – standing in the road waiting for vehicles to come and leaving it as late as possible before jumping clear. Tom calls to you, "Hi! How was boring school? Come and have some fun with us."**

- ➡ Why do you think your brother and his friend are behaving like this?
- ➡ What might happen if you do this?
- ➡ What will you say and do?
- ➡ What do you think they will say to you?
- ➡ What do you think is the best thing to do in this situation and why?

