



Title: Pressure, Influence and Friends

DATE:

Ready to Learn Reminders

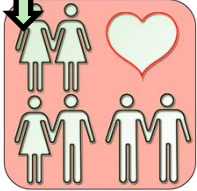
- Sit in the seating plan.
- Take your coat/hat/scarf off.
- Get equipment out (including green pen).
- Write title, date, subheading and underline – keep your book beautiful!
- Complete DNA in silence.



Do Now Activity

Retrieval Practice Starter





Pressure, Influence & Friends



LEARNING OUTCOMES

Knowledge, Skills & Actions

To be able to explain why it is important to be confident and assertive.

To understand how to cope with peer pressure

To understand when peer pressure can go wrong and how it can make someone else feel



New Vocabulary

Pressure, Coercion, Friends, Banter, Bullying, Self Esteem, Resilience, Independence



STARTER ACTIVITY

Describes someone who behaves confidently and is not frightened to say what they want or believe

EFFECTIVE GROUND RULES

CREATIVE CURRICULUM

PSHE

EFFECTIVE GROUND RULES

CREATIVE CURRICULUM

Show respect

- By listening
- Not interrupting
- Only 1 person talking at a time

Be open and honest but **no personal comments** – Discussions will be about **'general situations'**

Don't make assumptions about people's values, attitudes, behaviours, life experiences or feelings

You don't have to say things about yourself if you don't want to (**You have the right to pass**)

PSHE CLASSROOM RULES DEALING WITH SENSITIVE TOPICS

There are **no stupid questions**. A question box for anonymous Questions

It's OK to get things wrong

SAFEGUARDING YOUR WELFARE & HAVING YOUR INTERESTS AT HEART

Have a **non-judgemental approach**. No put downs and challenge the opinion not the person

Enjoy the lesson, Challenge your perceptions and **understand how to seek further advice and support**

Use the agreed appropriate Language (**Avoid slang terms**)

Don't show the fact you are embarrassed through silliness

Conversations stay in the room unless it is a **safeguarding issue**



Pressure, Influence & Friends



ASSESSMENT FOR LEARNING

BASELINE CONFIDENCE CHECKER



BEFORE THE LEARNING	1	2	3	4	5	6	7	8	9	10
	NOT CONFIDENT				CONFIDENT				VERY CONFIDENT	
I can explain how peer pressure impacts people of all ages										
I understand the best way to deal with peer pressure										
I understand how I'm influenced and how my actions influence others										



Complete a baseline assessment of where you think you are at for this lesson
(Discussion or complete sheet)



2 Minutes

←

	I'm not confident at all		I'm getting more confidence		Confident		Very confident		Super confident
--	--------------------------	--	-----------------------------	--	-----------	--	----------------	--	-----------------

How do you feel when?.....

1. Your parents/guardians have moved and you are about to start a new school.
2. You go for lunch in the dinner hall and all your mates have already finished and left.
3. You go on a school trip with people in the year above.
4. You have to swap form groups.
5. You are going to an after school club for the first time.
6. You are about to start lessons in a new sport for the first time.

Lonely

Excited

Nervous

Sad

Happy

Scared



A



B



C

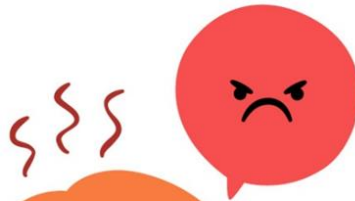
What emotion does each letter represent?

Think about a time when a friend has made you feel each of these emotions

How might you feel if you were being peer pressured into doing something?



D



E



F

PEER PRESSURE

Primary School

YEAR 7

SIXTH FORM

Driving faster on the roads

YEAR 8

Asking someone out

What kinds of things might these groups be peer pressured into?

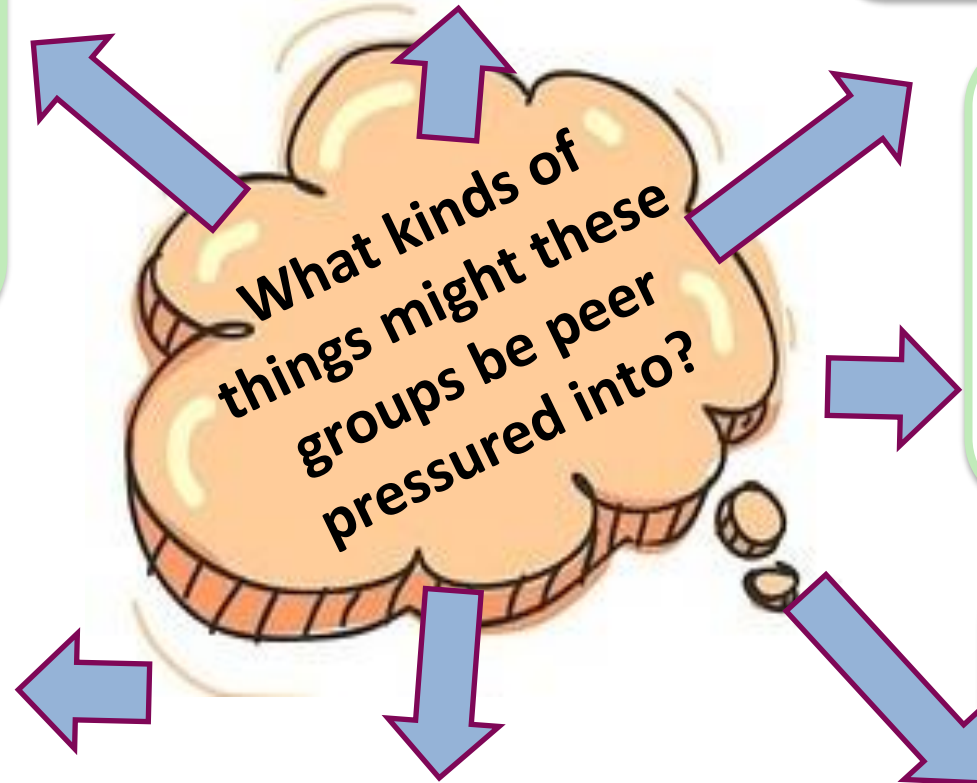
YEAR 11

Having Sex

YEAR 9

YEAR 10

Experimenting with alcohol and Cigarettes

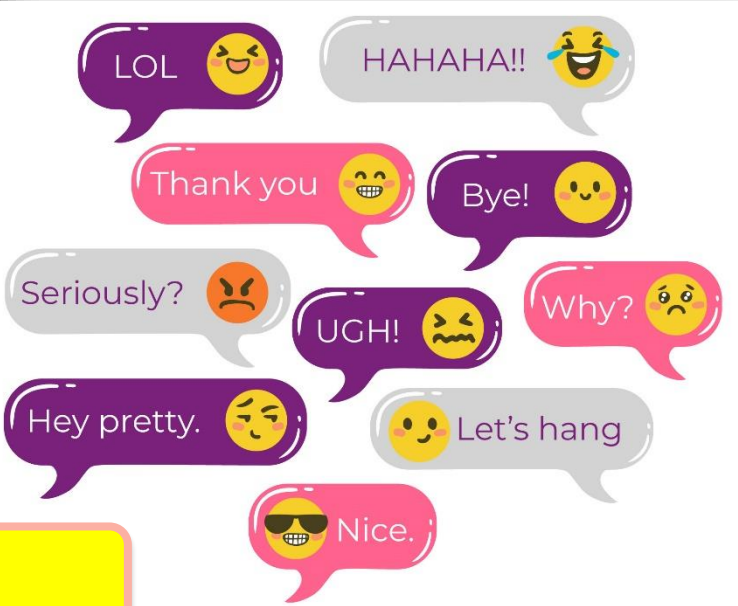




Why is it important not to give in to peer pressure from others?



OPTIONAL TASK
-Create a role play to show how young people can be confident and assertive in order to cope with peer pressure.



The serious consequences of peer pressure
-Advisory Clip (Someone pressured into driving faster – Surrey Police Advert)



Think of a moment when someone did something you didn't like...
(Friend, News, School, Family, Crime, Conflict, politicians etc..)

Come up with 5 of your own STOP and START Phrase (Think of a range of topics)

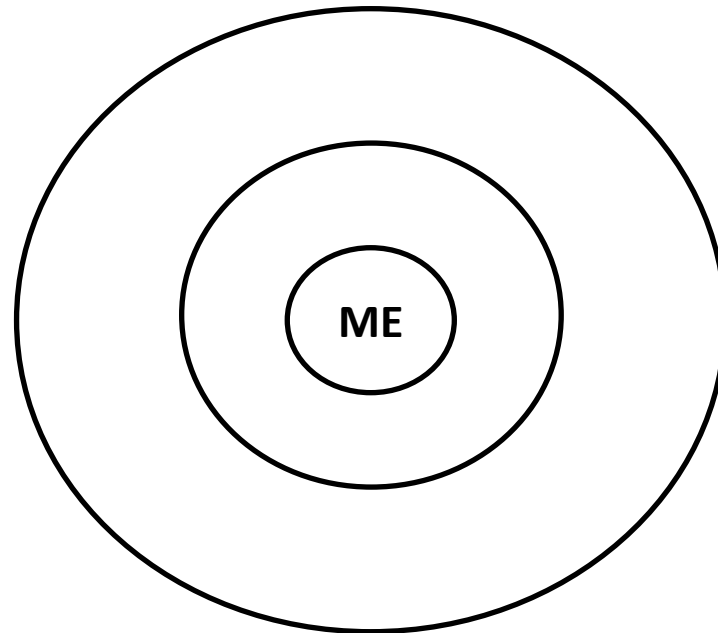
Examples:

- ✓ STOP schools not teaching about the real issues that impact young people like FGM and START supporting schools that are teaching all young people about how to stay safe from exploitation
- ✓ STOP complaining about all the poverty in the world and doing nothing START donating more time to support causes and charities that are trying to alleviate poverty
- ✓ STOP trying to put me down because of the way I look and START respecting me and my life choices I make



What or who influences you in any way?

- Fill in the mind map diagram with a list of people who influence you.
- Write the name in big or small letters depending on how much they influence you. Write the name closer to the center the more they have influenced you.
- You can have family, friends or famous people who might be your role model.
- How do you think that your class has influenced your teacher today?
- Write examples of who has influenced you and how.



My friend ----- has influenced me because we have both developed the same form of humour!

THE RIGHT WAY TO COMMUNICATE WITH SOMEONE ABOUT WHAT YOU WANT

PASSIVE



ASSERTIVE



AGGRESSIVE



Well-respected &
Comfortable

Too nice

Manipulative

Explosive

Well-defined
clear
boundaries

Firm with
what you
want

“Door mats”

Deliver messages
clearly

Arrogant and
oblivious

Weak
boundaries

Powerless

Ignore what
has happened

Threatening
behaviour

Denial of
what's
happening

Self-aware and
self-confident

THE RIGHT WAY TO COMMUNICATE WITH SOMEONE ABOUT WHAT YOU WANT

PASSIVE



Denial of what's happening

Too nice

Weak boundaries

Powerless

"Door mats"

Ignore what has happened

ASSERTIVE



Deliver messages clearly

Well-defined clear boundaries

Firm with what you want

Self-aware and self-confident

Well-respected & Comfortable

AGGRESSIVE



Manipulative

Explosive

Threatening behaviour

Arrogant and oblivious

1

CRE⁸

You are in school and you see one of your friends take something from another pupil's coat pocket.

What would you do?

2

CRE⁸

You go shopping in the local supermarket after school. You see another pupil shoplifting. You know that other pupils are doing this and it is regarded as a great laugh and a dare.

What would you do?

3

CRE⁸

A new pupil with a different accent joins the school. You think that he or she is rather nice but the class regards him or her as 'superior' and begin to take the 'mickey'.

Task

Read each scenario

- What could you do?
- What would you do?
- What should you do?

Was there a difference in the answers for the last two questions?

ASSERTIVE - Negotiating Pressure

After each statement you will complete the sentence. It must be assertive (not aggressive or passive)

RULES - DO NOT MESS ABOUT WITH THE WHITE BOARD

-NO PUT DOWNS e.g. because you smell

REMEMBER BEING ASSERTIVE INCLUDES

- Being calm
- Being strong
- Positive body language
- Saying exactly what is wrong

At school someone says to you: Push the fire alarm bell

"No because

I....."

UDEAL strategy to being assertive

- ✓ **U**se a reasonable voice
- ✓ **D**escribe the problem
- ✓ **E**xpress how you feel
- ✓ **A**sk for a specific change
- ✓ **L**ist the improvements

ASSERTIVE - negotiating pressure

At school someone says to you: Steal the teachers pencil case

"No because I....."

Someone on an empty bus asks you to sit next to them

"I"

A stranger offers you a lift outside of school...

"I don't"

You feel your teacher is making you do a part in the school play you don't want to do

"Miss / Sir"

ASSERTIVE - negotiating pressure

You don't fancy the person you are going out with any more and you want to finish it
"What do you say?....."

At a party someone offers you an alcoholic drink
"No thanks I....."

You are kissing someone you are going out with and they touch your bum..
"No because I....."

You are 17 and passed your driving test and your friends in the back are pressuring you to drive faster
"I will not"



"Your influence, like your shadow, extends to where you may never be"

Talking points

- I think that ...
- I don't think... is right because...
- My opinion is...
- I would argue the same because...
- I disagree with... because
- Building on what
- An alternate way of looking at this is...
- I sort of agree, however....
- In my view...
- I would challenge what... said because ...

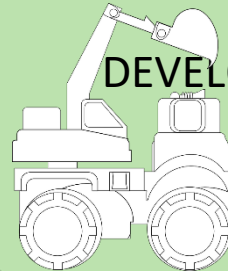
AGREE



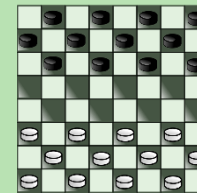
DISAGREE



DEVELOP



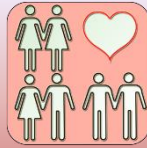
CHALLENGE



ALTERNATE IDEA



LEARNING OUTCOMES



STOP!






Let us review our learning outcomes for this lesson
Knowledge, Skills & Actions

PAIR & SHARE

ASSESSMENT FOR LEARNING

Confidence Checker



AFTER THE LEARNING	1	2	3	4	5	6	7	8	9	10
	NOT CONFIDENT				CONFIDENT				VERY CONFIDENT	
I can explain how peer pressure impacts people of all ages										
I understand the best way to deal with peer pressure										
I understand how I'm influenced and how my actions influence others										



Complete the confidence checker of where you think you are at for this lesson (Discussion or complete sheet)



3 Minutes

	I'm not confident at all		I'm getting more confidence		Confident		Very confident		Super confident
--	--------------------------	---	-----------------------------	---	-----------	---	----------------	---	-----------------

IMPORTANT INFORMATION

SEEKING SUPPORT

Enjoy the lesson, Challenge your perceptions and understand how to seek further advice and support

IMPORTANT INFORMATION

FOR MORE INFORMATION ABOUT THE TOPICS COVERED IN THIS UNIT WE WOULD ADVISE ONE OF THE BELOW:

SPEAK TO YOUR PARENTS/GUARDIANS OR HEAD OF YEAR, TRUSTED ADULT OR FRIEND IF YOU HAVE ANY CONCERNS ABOUT YOURSELF OR SOMEONE YOU KNOW - IT IS ALWAYS IMPORTANT TO TELL SOMEONE!

SUBMIT ANNONYMOUS QUESTION TO <https://riseabove.org.uk/wall/>
VISIT THE BROOKE WEBSITE <https://www.brook.org.uk/> FOR ADDITIONAL SUPPORT ON SEXUAL HEALTH AND WELLBEING FOR UNDER 25s

SPECIFIC FURTHER INFORMATION ON THIS TOPIC CAN BE FOUND HERE:

- <https://www.childline.org.uk/info-advice/friends-relationships-sex/sex-relationships/healthy-unhealthy-relationships/> What is a healthy Relationship Article - Childline
-
-
-



2 Minutes

SIGNPOSTING SUPPORT

HELP & SUPPORT SERVICES

FURTHER INFORMATION



REFLECTION PLENARY

I know if I need further support or help I could speak to.... or contact...

Before I could/would say and do ... but now I feel I am able to say

Before I only knew ... now I also know ...

I supported others by...

One thing I didn't realise was... now I know that...

The key words for this lesson are...

I always knew ... but now I can see how it connects to...

The most important thing I have learnt today is...

I'm really proud of the way I have...

I used to feel ... but I now feel ..

I would like to learn...

A question I would like to ask is...

Before I thought that ... but now I realise..

One assumption of mine that was challenged

Today I have tried to...

Next lesson I would like to..

Before I would have done...
Now I will ...

Before I would have said ... but now I will say...

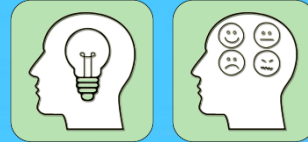
A problem I overcame today was...

2 Minutes



REFER TO MINDFULNESS

▶▶▶ POWERPOINT



Time for a little something extra?

?? Minutes

