

Safe learning environment

To support a safe learning environment for this lesson

- Read the *Preparing to deliver Growing up with Yasmine and Tom* section of this resource and consider as appropriate.
- Think about how you will support discussion of the scenarios, focusing on concepts such as consent, encouraging and supporting our friends etc. These are not straightforward but are designed to encourage critical thinking about our friendships.



Resources required

- Interactive whiteboard resource: Relationships: Peer Pressure
- Interactive whiteboard resource: Keeping safe: Assertiveness: Saying No (Yasmine scenario only).
- Worksheet Q: OK for a friend to ask this. Not OK for a friend to ask this. Don't know labels to display in the classroom.



Aim of lesson

- To explore peer pressure and develop the skills to say no.



Learning outcomes

- I can say no to something I don't want to do.
- I can explain what peer pressure is.



Key questions

- What is peer pressure?
- Is peer pressure always a bad thing?
- How can we say no to things we don't want to do?



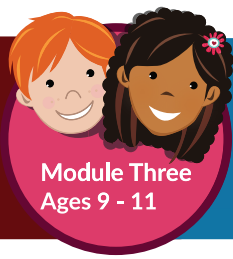
Differentiation

- The scenarios in this lesson could be adapted to reflect those which are currently issues in the class or year group, although ensure they are suitably distanced.



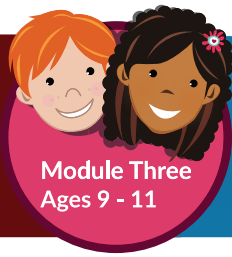
Introduction to lesson and baseline assessment

1. Remind the group of their *ground rules* and about treating each other with respect.
2. Ask them what they think the term 'peer pressure' is and complete the sentence 'peer pressure is ...' explaining peer pressure and whether they think this is a positive term or a negative term. This can be used to judge understanding at the beginning of the lesson.




Activities

3. Show the group the animation/pictures of Tom with a group of friends at school. One of them has a cigarette and lights it up. He hands it round to another child who looks unsure but takes it and has a smoke, with a lot of coughing. Tom is next in line and looks very unsure.
4. Stop the animation, ask the group what they think Tom should do? Explore with the class the pros and cons for saying both 'OK' and 'no'. Ensure you explore the reasons why saying 'no' might be problematic for Tom.
5. Show the outcome of Tom saying no. Some of the friends look relieved and some of them say 'why, are you scared?' He turns around and leaves, a few of the other boys go with him.
6. Ask the group how Tom will feel after this? How would he have felt if he had said yes? Honestly explore with pupils the pros and cons of both scenarios.
7. Put the class into small groups and ask them to come up with a way Tom could have answered the question, saying no, but still being friendly.
8. Share these and write up onto flipchart that could be displayed. Have OK for a friend to ask this. Not OK for a friend to ask this and don't know on three walls of the classroom, read out the following statements asking pupils to move to the corresponding wall or corner related to whether they think this is OK behaviour from a friend, not OK or don't know. Remind pupils to go where they think is right and not to be pressurised into following others. After a statement has been read out ask pupils to discuss it with the others stood with them and then move this into a whole class discussion:
 - Lola's friend asks Sunil to audition for the school play with them, even though they know Sunil is shy. Lola says this to Sunil twice.
 - Robbie says if she wants to carry on being friends that they must kiss three other pupils in school.
 - Salman tells Rowan that if they want to cycle to school with them then Rowan needs to wear a helmet.
 - Anna says that they now want to be friends with someone new and if Doug want to still be their friend, then Doug needs to be friends with the new person too.
 - Lilly has asked someone in the class out and says that Alex must ask someone out too. If they don't, everyone will think they are a baby.
9. Having discussed the scenarios ask pupils to return to their seats. And ask them whether all peer pressure is a bad thing? How do they know when peer pressure is not a good thing? Identify key concepts of friendship such as support, caring, encouragement, not pressurising to do something we don't want to do and consent. Support pupils to understand that **no means no**. To keep pressurising a friend to do something that they do not want to do is **not OK**.



Plenary and assessment

- As a class work through the  ~~Assertiveness: Saying no: Yasmine Scenario~~. Use this to gauge pupils' understanding of the key messages in the lesson.
- This lesson could be extended to use relevant scenarios from those above to practice saying no through a role play. There could then be peer or teacher assessment of pupils' skills in saying no.
- End pupils reflecting on something new about managing peer pressure. They can add this to the starter activity. The class could also reflect more broadly on how this has developed their understanding of friendships and add this to previous written work.



Embedding learning

- Any language about the qualities of a good friend could be collected and displayed in the class.
- Additional resources to support learning.