

## Peer pressure

Key stage 2

### Learning Intention:

- To be able to use basic techniques to resist pressure.

### Learning Outcome:

- To be able to identify potential pressures in different environments.
- To recognise that pressure to behave in an acceptable or risky way can come from a variety of sources, including media and people they know.
- To recognise coercive pressure.
- To demonstrate basic techniques to resist pressure.
- To know who they can go to for support and help.

### Resources:

- Glove puppet
- One printed chart per child, A4 size:

	Home	School	Out and about
Who influences me?			
Who can help me?			

- Paper, pens, paint, crayons
- List of scenarios as below (adapt these to meet the needs and characteristics of the class):

*You and your friend are in a shop that sells "Pick and Mix" sweets. The shop keeper is busy serving other people. Your friend says, "Quick, steal some sweets for us. No one will see you!"*

*At break you are talking with a friend about another child. The friend tells you that she has been teasing and saying unkind things to the other child on Instagram. She says she won't be your friend any more unless you are unkind to this child too.*

*Your friend has been given a new computer game about shooting zombies. It is really popular and everyone at school plays it, but you notice that the game is for people who are over 16. You are a bit scared about zombies but your friend says only babies don't play the game.*

*You are playing in the park with your friend and your older sister. Two of your sister's friends arrive in the park and start smoking. They offer cigarettes to you and your friend, saying, "try one, it will make you feel good."*

*You've been chatting to a girl online for a few weeks. She is really funny and make you laugh all the time but you don't know her in real life. She keeps saying she wants you to meet her in the park on Saturday and that if you don't go she will be upset.*

### Activity 1:

Ask each child in the class to think about an item they really want. Write down their wish list. In groups, ask them to consider:

- How did they first find out about this item?
- What makes them want it?
- Why is it better than similar things (eg why is one brand of phone considered more desirable than another)?
- What do other people say about it?

Ask each group to feedback their answers. Make a list of all the different people who get mentioned as having influenced the children's desires. Discuss with the class the ways in which we may be influenced and by whom.

In groups, ask the children to fill in the "Who influences me" row on the printed chart. Ask for feedback and remind the children that influences can come from many different sources, including people they know, strangers, television programmes, their friends and their teachers.

**Also useful for: FP, UE, CF, MW**

### Activity 2:

Act out the following dialogue, using a puppet for the second character. Alternatively, ask two children to role play the scenario:

*Puppet: 'I really got into trouble last night.'*

*Teacher: 'Why?'*

*Puppet: 'My cousin wanted me to take my brother's sweets so we could eat them.'*

*Teacher: 'Did you think that was a good idea?'*

*Puppet: 'No. I knew my brother would be cross when he found out and I didn't want to take his sweets.'*

*Teacher: 'Did you explain this to your cousin?'*

*Did you say why you didn't want to do it?'*

*Puppet: 'Well I tried...'*

*Teacher: 'And?'*

*Puppet: 'He just kept telling me to take the sweets. He wouldn't listen to me.'*

*Teacher: 'So did you take the sweets?'*

*Puppet: 'Yes, and that was a mistake. My brother found out and told my mum. I told my mum that it was my cousin, but she didn't listen. She said that was just an excuse and she didn't want to hear it. She was very angry. She said I had to buy my brother more sweets with my pocket money and that I couldn't play with my PlayStation for a week.'*

Discuss the scenario with the children, exploring:

- Why the puppet might have given in.
- How the puppet felt about giving in.
- Why they think the puppet was not able to convince the cousin not to take the sweets.
- Why the cousin didn't listen when the puppet said he didn't want to take the sweets.

List all their suggestions on the board.

Ensure that the way the puppet spoke to his cousin is amongst the suggestions on the board. If two children have enacted the scenario, discuss things like body language and tone of voice as forms of communicating emotion.

Ask the children to suggest better ways for the puppet to have said no. List useful words and phrases that he could have used and how he could have made it clear to his cousin that he was not going to take the sweets. Ensure the children understand that staying calm and being polite are important components of assertiveness.

**Also useful for: FP, UE, CF, MW**

### **Activity 3:**

As a class, ask the children to think of some other situations where they could be pressured to do something. Alternatively use the list of scenarios listed above.

Put the children into pairs, and allocate a scenario to each pair. Ask one child to roleplay the persuader whilst the other practices the skills of resisting pressure. Then give each pair a new scenario and ask them to swap roles so both have the chance to practice resisting.

**Also useful for: FP, UE, CF, MW**

### **Activity 4:**

In groups ask the children to design a "top tips" poster that gives children advice on how to resist pressure from other people. Display the finished posters around school.

**Also useful for: FP, UE, CF, MW**

### **Activity 5:**

Individually ask the children to think about who they could tell if they felt pressurised, and who they could ask for help. Ask them to complete the second row of their chart, showing who could help them in school, out of school and at home.

**Also useful for: FP, UE, CF, MW**

**Plenary:**

Remind the children what they have learnt:

- Pressure can come from anywhere including media, friends and family.
- Body language is as important as the words used to resist pressure.
- Top tips for resisting pressure.
- Where they can get help and support.

**Debriefing activity:**

Remind the class that they can always talk to you or to your school safeguarding lead if they are worried.

Go back through the strategies and 'top tips' the children have discussed. Allow a minute to reflect on these, encouraging the children to memorise them, then close the lesson.

**Differentiation for SEND:**

Children on the autistic spectrum may struggle to recognise coercive or inappropriate behaviour, and although additional role-playing activities can help them to identify and respond to these situations, teachers should bear in mind that children may not be able to translate their learning into a variety of situations.

Reinforce for these children the importance of seeking help from a trusted adult if they are at all unsure. Autistic children may also have difficulty in making decisions based on right and wrong; their desire to fit in and be like their peers can make it harder for them to both understand a moral dilemma and to choose an appropriate course of action.

Children with learning disabilities are particularly vulnerable to peer pressure as they may not be able to foresee or process the possible consequences of a decision. It is important that teachers help other children to understand why they should not exploit their learning disabled peers and to recognise occasions when they may be at risk of doing so, as well as having strategies to help learning disabled friends to resist pressures.

