

# The Character Curriculum

Flourishing for Life



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| <p><b>Y5: Peer pressure</b><br/>L3 - Standing up to peer pressure</p>  | <p><b>Learning objective:</b></p> <ul style="list-style-type: none"> <li>- Identify techniques to stand up to peer pressure.</li> </ul>  | <p><b>Key vocabulary:</b><br/>Drop out, medalist, strategies, effectively, bystanders, techniques, defensive, aggressive, stand up to<br/><b>Key virtues:</b><br/>Courage, respect, confidence, resilience</p> |
| <p><b>Resources:</b></p> <p>PowerPoint</p> <p>Copies of Helen Glover news article (link in lesson plan)</p> <p>Internet access</p> <p>Peer pressure scenarios from lesson 1.</p> | <p><b>Statutory links:</b><br/>Relationships Education (2020)<br/>Pupils should know:</p> <ul style="list-style-type: none"> <li>- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> <li>- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>- Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>- The importance of self-respect and how this links to their own happiness.</li> <li>- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> </ul> |  |

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| Key questions:  | Learning activities:  |
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| How might peer pressure make girls drop out of sport?       | <b>Starter:</b> Girls in sport<br><br>Show children the statement 'peer pressure makes girls drop out of sport'.  |
| Why is this damaging?                                       | Discuss:  |
| What can we do about it?                                    | <ul style="list-style-type: none"><li>- How might this be the case?</li><li>- Have the girls ever experienced this?</li><li>- How does it make you feel?</li><li>- What could we do about it?</li></ul>   |
| What can you do when you are experiencing peer pressure?    | You might want to look at the This Girl Can campaign: <a href="http://www.thisgirlcan.co.uk/">http://www.thisgirlcan.co.uk/</a> [accessed 28.05.2020].  |
| How did you find standing up to peer pressure?              | Look together at the following article: <a href="https://www.telegraph.co.uk/women/womens-life/9626762/Olympic-gold-medallist-Helen-Glover-Young-girls-face-peer-pressure-to-drop-out-of-sport.html">https://www.telegraph.co.uk/women/womens-life/9626762/Olympic-gold-medallist-Helen-Glover-Young-girls-face-peer-pressure-to-drop-out-of-sport.html</a> [accessed 28.05.2020].  |
| What techniques did the people putting pressure on you use? | Look at how peer pressure could have stopped Helen from becoming an Olympic gold medalist. How did she overcome this? What virtues did she show?  |
| What techniques did you use to resist?                      | <b>Activity 1:</b> Resisting peer pressure<br><br>What can you do when you are feeling peer pressured?  |
| Which techniques were the most effective?                   | There are some tips here: <a href="https://www.bbc.co.uk/cbbc/findoutmore/help-me-out-peer-pressure">https://www.bbc.co.uk/cbbc/findoutmore/help-me-out-peer-pressure</a> or you could watch the video here: <a href="https://www.childline.org.uk/info-advice/friends-relationships-sex/friends/peer-pressure/">https://www.childline.org.uk/info-advice/friends-relationships-sex/friends/peer-pressure/</a> [accessed 28.05.2020]. |
| Which techniques were less effective? Why?                  | Discuss as a class and make a list of strategies.   |
|   | Which virtues do you think you need to use to deal effectively with peer pressure? Virtues are like muscles, the more you practice using them, the better you will be at using them when needed.  |

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## **Activity 2:** Role plays

Use the scenarios from the last lesson and split the class into groups of 4.

In each group, you need to role play one of the scenarios with 1 person being pressured, 1 person putting pressure on and 2 bystanders.

The bystanders must begin by listening but then take a side to join in. Children then choose a different scenario and swap roles.

Lead a discussion about children's experiences of doing the role-play.

- How did you find standing up to peer pressure?
- What techniques did the people putting pressure on you use?
- What techniques did you use to resist?
- Which techniques were the most effective? Which techniques were less effective? Why?

## **Plenary:** What if...

What would happen if:

- You are too defensive and apologise for saying no?
- You say no aggressively to a friend?