

LESSON PLAN – Year Seven

Learning Objectives/National Curriculum Links

PSHE: 2b, 2d, 2f, 2g
English: En1 3a, 3b, 3c, 3e, 4a, 4b; En3 9a,11
Science Sc2 2m

What you will need

Take advice from local authority to write suitable scenarios for issues of peer pressure influence in drug, solvent or alcohol abuse
Scenarios written on to worksheet and copy made for each group

Activities

1. Review any previous work in this area, particularly lesson on issues of peer pressure in Year Five (5 mins)
2. Discuss the first scenario on the worksheet with the whole class:
 - What is wrong with this?
 - What are the risks?
 - What could happen? (5 mins)
3. Why might people go along with it?
 - Too embarrassed or scared to say anything
 - Want to stay popular with the group
 - Don't want to spoil the fun
 - Don't want to appear bossy (10 mins)
4. What could they do or say?
 - "That's dangerous – I don't want to take a risk"
 - "I don't want to. Why don't we do instead?"
 - "Younger children might see us and copy us"
 - Stand up for themselves but be polite, rather than bossy, aggressive or rude (10 mins)
5. Ask the students to work in small groups and assign one of the scenarios on the worksheet to each group. Write these questions on the board to guide their discussion. **What is wrong with this? What are the risks? What could happen? Why might people go along with it? What could they do or say?** Group members should consider each point but focus particularly on the last question. Groups should write a short scene based on their scenario showing what the pressurised party might do or say to extricate themselves safely from the situation (20 mins)
6. Students should have the opportunity to present their role plays to the rest of the class with time available after each performance to discuss the likely success of each strategy shown (10 mins)

Additional Activities

NB This activity is similar to one included in Year Five but, since the influences on students go through a marked transformation on entering secondary school, it is repeated here.