

YEAR 7 LESSON 4 Relationships
TITLE It's Not for Me

KEY CONCEPTS

- ◆ Recognising that healthy life styles and the well being of self and others depend on information and making responsible choices
- ◆ Understanding risk in both positive and negative terms and understanding that individuals need to manage risk to themselves and others in a range of situations
- ◆ Appreciating that pressure can be used positively to influence others in situations involving risk

KEY PROCESSES

- ◆ Use knowledge and understanding to make informed choices about safety, health and wellbeing
- ◆ Assess and manage the element of risk in personal choices and situations
- ◆ Use strategies for resisting unhelpful peer influence and pressure

KEY CONTENT

- ◆ Ways of recognising and reducing risk, minimising harm and getting help in emergency and risky situations

LEARNING OUTCOMES

by the end of the lesson, pupils will be able to:

- ◆ Recognise when pressure from others threatens their personal safety and well-being, and to develop effective ways of resisting pressures, including knowing when and where to get help.

FUNCTIONAL SKILLS

- ◆ English/ Communication/Speaking/Listening

RESOURCES:

- Drama scenarios
- Graffiti wall sheet
- Large plain sheets paper
- Set of persuasion role play cards

LESSON PLAN

Activity 1

- ❖ The teacher should give an order to a pupil communicating in an aggressive tone and then using a manipulative tone. Remind the group we often we need to communicate with people in different ways in order to avoid getting involved in risky situations. Sometimes having a range of ready prepared responses helps.
- ❖ Make a list (in pairs, individually or on the board) of ways in which you might refuse to do something you don't want to do and identify situations in the future when you may need these skills.

Activity 2 – Learning to recognise different forms of persuasion

- ❖ Give each pair of pupils a different persuasion scenario. You may like to demonstrate beforehand.
- ❖ Ask one pupil to try and persuade the other pupil to do the task on the sheet in the manner that is indicated on the card. The tasks are not drug related, but drug related situations could be used if you prefer.
- ❖ Bring the group back together and ask each pair to show their role play.
- ❖ Get the rest of the group to try and identify the type of persuasion that is being used. It is important that they recognise the different forms. Persuasion can appear in different forms...some are easier to identify than others, this exercise helps young people recognise the many forms.

Activity 3 – Drama Scenarios

Use the scenarios below and create a conscience alley role-play environment. What advice would you give?

Conscience Alley Drama technique

- ❖ Conscience or decision alley is a means of exploring a character's mind at a moment of crisis and of investigating the complexity of the decision they are facing. The class creates two lines facing each other. One child in role as a particular character walks down the alley between the lines. Children voice the characters thoughts, both for and against a particular decision or action that the character is facing acting as his/her conscience. The child in role listens to his conscience before deciding what decision to make.

Peer influence: fitting in

- ❖ Jane has been having a hard time settling down and fitting in at secondary school, as she was the only pupil from her primary school to go there. At break time Jenny the coolest girl in the class shouts 'You coming with us?' Jane knows they are off for a cigarette. She wants to make new friends and hang out with them; but doesn't really want to start smoking. What should she do?
- ❖ Sam couldn't wait to get to secondary school. He knew lots of older boys in his road who went to the school so he felt very confident when he started in September. He is allowed to walk home with the older lads every day. They always stop to share a cigarette before they get near home. Sam is very tempted to join in.