

# Pressure, Influence & Friends

## LEARNING OUTCOMES

Knowledge, Skills  
& Actions



To explain why it is  
important to be confident  
and assertive

To know how to deal with  
peer pressure

To understand when peer  
pressure can go wrong, and  
how it can make someone  
else feel

## NEW VOCABULARY

Pressure, Influence,  
Confidence, Assertive, Peer  
Pressure, Self-Esteem,  
Manipulative



Describe someone who behaves  
Confidently, and is not frightened to say what  
they want or believe.



3 Minutes

# GROUND RULES



Be open and honest  
**No Personal Comments**  
Discussions must be about  
'general situations'



You don't have to say  
things about yourself if  
you don't want to

**It's OK to be embarrassed**  
by a topic but don't show  
that you are embarrassed  
through silliness



## Be Respectful

Listen & don't interrupt others  
Only 1 person talking at a time  
Use the agreed appropriate  
Language (Avoid slang terms)



**Don't Make Assumptions**  
about people's values,  
attitudes, behaviours, life  
experiences or feelings

## **PSHE CLASSROOM RULES**

### **DEALING WITH SENSITIVE TOPICS**

### **SAFEGUARDING YOUR WELFARE & HAVING YOUR INTERESTS AT HEART**

There are **no stupid questions**  
It's OK to get things wrong

## Be Non-Judgemental

No put-downs. Challenge  
the opinion, not the  
person



Conversations on sensitive  
topics stay in the  
classroom unless it is a  
**safeguarding issue**






**Enjoy the lesson, challenge your perceptions and understand how to seek further advice and support**

# Pressure, Influence & Friends

ASSESSMENT  
FOR LEARNING

## BASELINE CONFIDENCE CHECKER



BEFORE THE LESSON	NOT CONFIDENT		CONFIDENT		VERY CONFIDENT
Knowledge, Skills & Actions	1  2	3  4	5  6	7  8	9  10
I know what peer pressure is and can explain how it impacts people					
I understand the best way to deal with peer pressure					
I understand how I'm influenced, and how my actions influence others					



2 Minutes

Complete a baseline assessment of where you think you are at for this lesson  
(Discuss or complete sheet)



I'm not confident at all on this topic



A little confident



Confident



Very confident



I am super confident on this topic

# *How do you feel when?.....*

**ROUND 1 (CLICK TO REVEAL)**

**ROUND 2 (CLICK TO REVEAL)**

**ROUND 3 (CLICK TO REVEAL)**

**ROUND 4 (CLICK TO REVEAL)**

**ROUND 5 (CLICK TO REVEAL)**

**FINAL ROUND (CLICK TO REVEAL)**

Lonely

Excited

Nervous

Sad

Happy

Scared



## Task

What emotion does each image represent?

Think about a time when friends have made you feel each of these emotions



## EXTENSION

How might you feel if you were being peer pressured into doing something?

**PEER PRESSURE**

**Primary School**

**YEAR 7**

**COLLEGE/UNIVERSITY**

**What kinds of  
things might these  
groups be peer  
pressured into?**

**YEAR 8**

Asking someone out

**SIXTH FORM**

Driving faster on the  
roads

**YEAR 9**

**YEAR 11**

Having Sex

**YEAR 10**

Experimenting with alcohol and cigarettes

# Don't give in to peer pressure

Peer pressure refers to the influence that a social group or an individual has on a person to conform to certain behaviours, attitudes, or beliefs. It is most commonly experienced during adolescence, when you are trying to establish your identity and social connections.



## EXTENSION

Create a role play to show how young people can be confident and assertive in order to cope with peer pressure

### SENSITIVE ISSUE



Road Safety  
Campaign  
Film HD -  
teen-anti  
speeding UK

1 Minute



### Task

Why is it important not to give in to peer pressure?

### Did you know?

*Research has shown that peer pressure can have a powerful effect on behaviour, but it can also be resisted by individuals who have a strong sense of self-esteem and a clear set of personal values.*

Think of a moment when something happened that you didn't like...

This could be from: friends, news, school, family, crime, conflict, politicians, etc.



✓ **STOP** schools in not teaching about the real issues impacting young people, and **START** supporting schools that are teaching all young people about how to stay safe

✓ **STOP** complaining and doing nothing about all the poverty in the world, and **START** donating more time to support causes and charities that are trying to alleviate poverty

✓ **STOP** trying to put me down because of the way I look, and **START** respecting me and the life choices I make

**START!**

### Task

Create five of your own **STOP** and **START** phrases (think of a range of topics.)



# Who influences you?

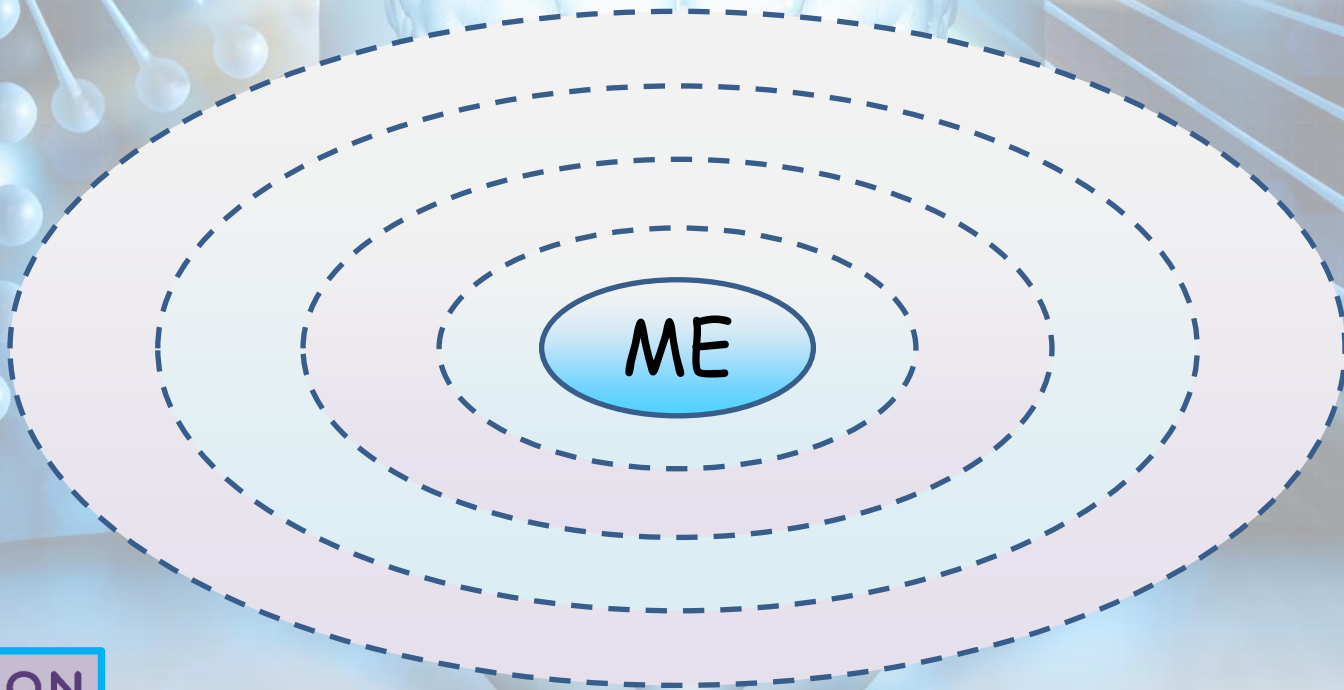
## Task

Fill in the diagram with people who influence you.

Write their name in big or small letters, depending on how much they influence you.

Write their name closer to the centre if they have influenced you more often than others.

You can have family, friends, or famous people who might be your role model.



## EXTENSION

How do you think that your class has influenced your teacher today?

Write examples of how some of these people have influenced you.

# **SORTING ACTIVITY**

## **The Right Way To Communicate With Someone About What You Want**



**PASSIVE**



**ASSERTIVE**



**AGGRESSIVE**



Too nice

Manipulative

Explosive

Well-defined  
clear  
boundaries

Firm with what  
you want

Letting others  
talk over you

Deliver  
messages  
clearly

Arrogant and  
oblivious

Weak  
boundaries

Powerless

Ignore what  
has happened

Threatening  
behaviour

Denial of  
what's  
happening

Self-aware and  
self-confident

# **SORTING ACTIVITY**

## **The Right Way To Communicate With Someone About What You Want**

 **PASSIVE** 

 **ASSERTIVE** 

 **AGGRESSIVE** 

Too nice

Manipulative

Explosive

Well-defined  
clear  
boundaries

Firm with what  
you want

Letting others  
talk over you

Deliver  
messages  
clearly

Arrogant and  
oblivious

Weak  
boundaries

Powerless

Ignore what  
has happened

Threatening  
behaviour

Denial of  
what's  
happening

Self-aware and  
self-confident

## Tasks

Read each scenario

- What could you do?
- What would you do?
- What should you do?

Was there a difference in the answers for the last two questions?

You go shopping in the local supermarket after school. You see another pupil shoplifting. You know that other pupils are doing this, and it is regarded as a great laugh and a dare.

You are in school and you see one of your friends take something from another pupil's coat pocket.

What would you do?

A new pupil with a different accent joins the school. You think that they are really nice, but the class regards them as 'superior' and begins to mock them.





# Assertive Responses - Negotiating Pressure

After each statement, you will complete the sentence.  
Your response must be assertive (not aggressive or passive.)

## RULES

DO NOT PLAY AROUND WITH THE WHITE BOARD

NO PUT DOWNS



## Did you know?

### BEING ASSERTIVE INCLUDES:

- *Being calm*
- *Being strong*
- *Positive body language*
- *Saying exactly what is wrong*

*Don't apologise for your opinion / your needs. No is a complete sentence, you do not need to give a reason.*

At school, someone tells you to  
push the fire alarm bell.

"No, because

I....."

## UDEAL strategy to being assertive

- ✓ **U**se a reasonable voice
- ✓ **D**escribe the problem
- ✓ **E**xpress how you feel
- ✓ **A**sk for a specific change
- ✓ **L**ist the improvements

# Assertive Responses - Negotiating Pressure

*At school someone tells you to steal the teacher's pencil case.*

*"No, because I....."*

*Someone on an empty bus asks you to sit next to them.*

*"I ....."*

*A stranger offers you a lift outside of school.*

*"I don't ....."*

*You feel your teacher is making you play a part in the school play which you don't want to play.*

*"Miss / Sir ....."*

# Assertive Responses - Negotiating Pressure

*You don't fancy the person you are going out with any more, and you want to finish it.*

*"I think....."*

*At a party, someone offers you an alcoholic drink.*

*"No thanks, I....."*

*You are kissing someone who you are going out with, and they touch your bum.*

*"No, because I....."*

*You are 17 and passed your driving test. Your friends in the back are pressuring you to drive faster.*

*"I will not ....."*

## What Do You Think?



**“Your influence is like a pebble dropped into a pond. Just as it’s ripples affect the entire surface of the water, your influence has the power to touch many people”**

### Talking Points



I think that ...  
I don't think... is right because...  
My opinion is...  
I would argue the same because...  
I disagree with... because...  
Building on what... said. I think...  
An alternate way of looking at this is...  
I sort of agree, however....  
I would challenge what.. said because ...

**Do you agree or disagree? Why?**

Can you add to the statement?

**Do you have a question about the statement?**

Would you like to challenge what is being said?

**Do you have an alternative idea?**












# REVIEW YOUR LEARNING OUTCOMES

ASSESSMENT  
FOR LEARNING

## CONFIDENCE CHECKER



AFTER THE LESSON	NOT CONFIDENT		CONFIDENT		VERY CONFIDENT
Knowledge, Skills & Actions	1  2	3  4	5  6	7  8	9  10
I know what peer pressure is and can explain how it impacts people					
I understand the best way to deal with peer pressure					
I understand how I'm influenced and how my actions influence others					





Complete the confidence checker of where you think you are at for this lesson

(Discussion or complete sheet)





3 Minutes

 I'm not confident at all on this topic

 A little confident

 Confident

 Very confident

 I am super confident on this topic

# HOMework SUGGESTION



## DUE DATE

It must be submitted by..

Hand / Google  
Classroom



## Homework Explained

Write a news article in the third person about a time you have been pressured to do something you didn't want to, give your article a headline and provide details such as what you did leading up to the time, what happened during and how you felt throughout. If you cannot think of a real life example feel free to make up something realistic.

E.g. Headline – 'Breaking News, Student from London Steals Sweets'





# IMPORTANT INFORMATION



2 Minutes



FOR MORE INFORMATION ABOUT THE TOPICS COVERED IN THIS UNIT  
WE WOULD ADVISE ONE OF THE BELOW:

SPEAK TO YOUR PARENTS/GUARDIANS, HEAD OF YEAR,  
A TRUSTED ADULT OR FRIEND.

IF YOU HAVE ANY CONCERNS ABOUT YOURSELF OR SOMEONE YOU KNOW.  
IT IS IMPORTANT TO SPEAK UP AND TELL SOMEONE!

SPECIFIC FURTHER INFORMATION ON THIS TOPIC CAN BE FOUND HERE:

- ☐ <https://www.gottman.com/> - provide a research-based approach to relationships
- ☐ <https://www.childline.org.uk/> - support on all sorts of topics
- ☐ <https://www.youngminds.org.uk/young-person/coping-with-life/friends/> - a guide to friends for young people
- ☐ <https://www.healthline.com/health/benefits-of-friendship>

RELATIONSHIPS  
& SEX EDUCATION



## SEEKING SUPPORT

# REFLECTION PLENARY



A problem I overcame today was...

Before I only knew...  
now I also know...

The key words for this lesson  
were...

I'm really proud of the way I have...

Today I have tried to...

The most important thing I have  
learnt today is...

I used to feel ... but I now feel ...

Before I would have done...  
Now I will ...

Next lesson I would like to...

A question I would like to ask  
is...

I would like to learn more  
about...

I know if I need further support  
or help I could speak to.... or  
contact...

I now know I can supported  
others by...

One thing I didn't realise was...  
this will help me to...

2 Minutes







# REFER TO MINDFULNESS POWERPOINT

