**KS2 - Lesson Plan for Session 2**

<table>
<thead>
<tr>
<th>Links to PSHE Assn Programme of Study</th>
<th>KS2 Health &amp; Wellbeing</th>
</tr>
</thead>
</table>
| See: [https://www.pshe-association.org.uk/resources_search_details.asp?ResourceId=495](https://www.pshe-association.org.uk/resources_search_details.asp?ResourceId=495) | 2. How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a ‘balanced lifestyle’.
7. To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them.
10. To deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience.
13. That pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media.
14. To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong. |

| KS2 Relationships |
|---------------------------------------|------------------------|
| 1. To recognise and respond appropriately to a wider range of feelings in others
2. To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships
3. To recognise ways in which a relationship can be unhealthy and who to talk to if they need support.
9. The concept of ‘keeping something confidential or secret’, when we should or should not agree to this and when it is right to ‘break a confidence’ or ‘share a secret’.
10. To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people’s feelings and to try to see, respect and if necessary constructively challenge their points of view. |

<table>
<thead>
<tr>
<th>Time required</th>
<th>30 minutes (approx.)</th>
</tr>
</thead>
</table>

| Required Resources |
|---------------------------------------|------------------------|
| Ways of recording (and retaining) pupils’ personal reflections on learning – could be paper, a PSHE learning journal or even electronic methods as appropriate. |

| Background |
|---------------------------------------|------------------------|
| This lesson plan is the second in a series which provides a specific but flexible pathway to enable children to consider ways |
to develop resilience, reduce risk-taking and considering safer options.

The lessons also contribute strongly to Ofsted expectations that the curriculum should support to pupils’ Personal development, behaviour & welfare.

### Context of the Lesson(s)

This lesson plan reiterates the Ground Rules (previously developed) to create a safe and appropriate learning environment; encourages pupils to anticipate situations in which others may attempt to persuade them to do something that they don't want to do and formulate ways to address it.

### Preparation

Teachers need to prepare a short ‘How well do you teenagers’ questionnaire. This needs to be based on recent current data available from local public health teams, school nursing service, social care and / or the police.

Suggested questions are listed below but it is important only to choose questions that:

- a) You feel are appropriate;
- b) That you are sure the pupils will understand
- c) For which you have fairly recent data.

### Intended Learning Outcomes

By the end of this core lesson, the pupils will have:

- Reiterated ground rules
- Discussed the notion of peer pressure and ways that unwelcome pressure may be addressed.
- Improved their understanding of, and ways to express, emotions.
- Understood the difference between passive, assertive and aggressive responses.
- Learned and practiced some assertive responses.

### Detailed Lesson Plan

**Step 1.**
Reiterate Ground Rules

**Step 2.**
Quick re-cap on the learning / agreements from the previous session which are probably something like:

- People cope with their feelings and emotions in different ways
- Some of the positive ways that people cope with their emotions.
- Some of the ways that we can we cope with the unhelpful feelings.
- People do not have to act only (or entirely) on their emotions
- Ways that someone might calm themselves down and
then manage an emotional response.

Step 3.
Ask the pupils to discuss (either in small groups or ‘circle time’) situations in which others may persuade someone to do something.

Acknowledge that this maybe something well intentioned, such as inviting a new pupil to play with them or inviting a friend to share a celebration.

Briefly discuss ways to say ‘yes please’ or thank-you to being invited to do something that you’d like to do. If someone says or does something kind or that we appreciate, why is it important to say thank-you?

Step 4.
Some of the examples that pupils will have given probably relate to pressure to do things that they don’t want to do. Explain that this is often called ‘Peer pressure’ (but that peer pressure is not always negative – as discussed above).

Teacher to describe the difference between a passive, assertive and aggressive response and briefly discuss which is likely to be more effective?

If you wish, take one or two examples of pupil’s ideas for situations where someone might be being asked to do something they don’t want to do and model passive, assertive and aggressive responses.

Teachers may wish to give 3 simple assertive ways to deal with pressure:

- The broken record – just keep saying ‘no’ and repeat it.
- Reversing the pressure – by saying something like ‘Don’t you respect my right to say no?’ (and / or adding ‘I already said no. Did you not understand?’)
- Remove – put down the phone, or just get out of the situation, without being rude, aggressive of falling out with people.

Step 5.
Pupils take either their own (or examples from others) and prepare the three-stages of assertive responses.

Pupils to model / perform simple assertive responses. This is not just about reiterating words or phrases but making it socially acceptable to be assertive and to establish a social norm for our class that assertiveness is a positive ways of managing behaviours.

It may also be important to note that we have assumed that peer
pressure is ‘external’ ie. Someone inviting another to do something. Teachers may also wish to point out that some peer pressure is about wanting to conform, wanting to join in with the ‘cool kids’ or those who are rebelling or to share an identity. This will require a completely separate set of skills that will be discussed later.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Step 6.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupils to share / discuss and possibly record responses to statements such as:</td>
<td></td>
</tr>
</tbody>
</table>
| • ‘Peer pressure is….
• Peer pressure is also…
• Why it’s important to say thank-you to someone who does or says something kind.
• The difference between a passive, assertive and aggressive response is …. 
• 3 ways that I could be assertive are … |

<table>
<thead>
<tr>
<th>Plenary</th>
<th>Step 7.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers to review / discuss pupils’ responses to Step 6.</td>
<td></td>
</tr>
<tr>
<td>Pupils complete a short, anonymous questionnaire ‘How well do you teenagers’ under test conditions- for use in next lesson.</td>
<td></td>
</tr>
<tr>
<td>Depending on local data sources available (so that you are able to correct local social ‘mythunderstandings’) questions may include:</td>
<td></td>
</tr>
<tr>
<td>If we chose a typical group of teenagers (aged 13-16), how many out of 10 (or as a % if you prefer) will:</td>
<td></td>
</tr>
</tbody>
</table>
| • Smoke cigarettes
• Think that smoking is cool
• Drink alcohol every week
• Tried illegal drugs
• Been shop-lifting
• Be worried about their weight
• Be overweight
• Been excluded from their (secondary) school
• Had sex
• Plan to go on to a college course
• Been bullied
• Got into a fight |
| We recommend that pupils complete the questionnaire anonymously (ie. They DO NOT put their names on their questionnaire) to avoid any stigma, to encourage honest answers and to demonstrate how such a survey might be conducted and to show that there would be no point in lying. |
N.B. It is important only to choose a few questions that:
   a) you feel are appropriate;
   b) That you are sure the pupils will understand
   c) For which you have fairly recent data.

We appreciate that the KS2 pupils are not teenagers, but they will assume that increasing numbers of young people locally are engaged in risk-taking activities. They will tend to assume that such risk-taking is both normal and far more prevalent than it actually is. The purpose of the exercise is to point out (in the next lesson) that these risk-taking behaviours are far less common than may be perceived.