

Know your own mind!

(Lesson 10 Post-Show)

Experiences & Outcomes (Curriculum for Excellence)

I can use a range of maps and geographical information systems to gather, interpret and present conclusions and can locate a range of features within Scotland, UK, Europe and the wider world. SOC 3-14a

I know that popular culture, the media and peer pressure can influence how I feel about myself and the impact this may have on my actions. HWB 3-46b/HWB 4-46b

I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible. HWB 3-16a

After assessing options and the consequences of my decisions, I can identify safe and unsafe behaviours and actions. HWB 3-41a

When I engage with others, I can make a relevant contribution, encourage others to contribute and acknowledge that they have the right to hold a different opinion. I can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking. LIT 3-02a

Benchmarks

Health and Wellbeing

- Demonstrates the skills needed to challenge stereotypical images in the media, including social media, for example, confidence, judgement.
- Identifies and demonstrates the skills required to make positive choices in challenging situations, for example, assertiveness, empathy.
- Weighs up risk and identifies potential safe and unsafe behaviours and actions.

Literacy

- Contributes regularly in group discussions or when working collaboratively, offering relevant ideas, knowledge or opinions with supporting evidence.
- Responds appropriately to the views of others developing or adapting own thinking.
- Builds on the contributions of others, for example, by asking or answering questions, clarifying or summarising points, supporting or challenging opinions or ideas.

Learning Intentions

- To explore the concept of peer pressure in general.
- To explore whether peer pressure is a factor in unsafe behaviours in the context of road safety.

Success Criteria

- Pupils identify how their own and other behaviour is affected by peer pressure.
- Pupils can critically analyse peer pressure and offer solution to negative consequence of peer pressure.

Resources

Copies of School Daze Script
Flip Chart
Pens
Paper
Post-its
Your Call – Psychologist Interview for reference

Pupils should come to this lesson with prior knowledge of the concept of peer pressure and what this means. Previous lessons have considered negative behaviours and risk-taking. The main aim of this lesson is for pupils to connect the influence of peer pressure to negative road safety behaviours. Ultimately, they should consider whether accidents can or are caused by behaviours as a result of wanting to 'keep face' within a group situation.

Introduction (5-10 mins)

Teacher led discussion on friendships.

What are friends and how should friends behave towards you?

Why are friendships important?

Have friendships changed in the move from Primary to Secondary School?

Teacher should then introduce the concept of peer pressure and ask the pupils to define what this means to them. Pupils should be guided to consider the positive and negative affect that peer pressure has on behaviours, attitudes, opinions, clothes, risk taking, studying, etc. This discussion should be recorded on a flip chart.

Main (30 mins)

Using the School Daze script pupils should work in pairs to find evidence of behaviour influenced by peer pressure.

Taking each of the characters they should explore how each character is affected by peer pressure. Record these on post-its and share with the class analysing the information for patterns.

From this, pupils should continue in pairs and discuss whether peer pressure has any effect on road safety or behaviours that affect road safety. They should give special consideration to behaviours they have seen within the local school context that are directly influenced by the peer group. *(The idea behind this is that some pupils may not see safe behaviour as particularly 'cool' like walking to a crossing or using a bridge. The question is 'Are some young people taking extreme or unnecessary risks in order to appear acceptable to the peer group?').*

Plenary (5-10 mins)

Pupils should be encouraged discuss advantaged and disadvantages of peer pressure. It is healthy and normal to want to belong to a peer group?

As a class, pupils should consider these questions:

Is there a dilemma between wanting to following a peer group, and wanting to be true to our values and ourselves and make decisions that are good for us?

How can young people be supported to keep themselves safe despite peer group pressure?

This lesson can be linked to other school-wide initiatives and discussions on peer group pressure and is relevant for the wider development of confidence and resilience.