

# Which Way

(Primary 7)

## Assertiveness and Resilience: Lesson Plan

### Which Way? Activity key:



Individual activity



Group activity



Whole class activity

Theme	Assertiveness and Resilience
Learning intentions	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>Identify the ways that rules help protect me from harm and develop skills I may need to use to cope in difficult situations.</li> <li>Consider the persuasive techniques people may use to pressure others and identify strategies I can use to be more assertive.</li> <li>Work well with others in a group.</li> <li>Share my ideas and listen to the ideas of others.</li> </ul>
Success Criteria	<ul style="list-style-type: none"> <li>I can demonstrate assertive skills in a role play situation.</li> <li>I can identify the ways that rules protect me from harm.</li> <li>I can share my ideas and listen to the ideas of others.</li> </ul>
Resources	<p>Which Way Curricular Resource - P7</p> <ul style="list-style-type: none"> <li>Which Way P7 Worksheets                             <ul style="list-style-type: none"> <li>Worksheet 1: Scenario grid</li> </ul> </li> <li>Assertiveness and Resilience: Activities and Scenarios                             <ul style="list-style-type: none"> <li>Scenario 5 – Decision Making and Peer Influences</li> <li>Scenario 6 – 20 questions and prompts</li> </ul> </li> </ul> <p>HWB Education Website and App:</p> <ul style="list-style-type: none"> <li>Information on <a href="#">health priorities and resources</a> for educators to support delivery of lessons.</li> </ul>
<p><b>Note to educator:</b> Inform learner/s that today's session will cover - Assertiveness and Resilience.</p> <p><b>Note to learners:</b> Being assertive means being able to stand up for your own or other people's rights in a calm and positive way, without being aggressive or passive. Assertiveness can build up a young person's confidence, self-esteem, and ability to form and maintain stronger relationships.</p> <p>Being Resilient means that you can cope with changes and challenges and bounce back during difficult times. Resilience is not about keeping quiet and putting up with a potentially harmful situation. Resilience is something that can be developed and can rise and fall throughout our lives, it is about developing as a person - developing skills and coping strategies that work for you.</p>	



### Activity: Warm Up (10 minutes)

- Ask learners to gather in the middle of the room/space.
- Read out the statements below.
- If learners agree with the statements, they will move to one side of the room and if they disagree with the statements they will move to the opposite side of the room. Ask learners why they agree or disagree with the statements.

Statements:

- Rules are boring
- There are times when it is ok to break rules
- Rules are there to protect me
- I like having rules
- Rules can be different depending on where you are

**Note to educator:** Consider discussion relating to the United Nations Convention on the Rights of the Child which offers a complete statement on children rights and underpins all work delivered to and for children and young people – see useful websites below.



### Activity: Rules (15 minutes)

- **Why do we have rules?**  
Rules are instructions we are asked to follow. You may have rules at home, at school or in the community.
- **How do rules protect us?**  
Rules help to keep us safe, make sure that everyone is treated fairly and make sure people's rights are respected.
- **When is it ok to break rules?**  
To protect someone e.g. when you or someone else is in danger from yourself or others.
- **Ask learners for examples of rules that they follow every day e.g.**  
Treat everyone with kindness and respect.  
Tell the truth.  
Look both ways before crossing the road.
- **What rules are good for us?**  
When asked to raise our hand or wait our turn if we are in a group and want to ask something. If there were no rules, everyone would talk at once and nobody would be able to hear what anyone was saying.
- **What would happen if we didn't have rules?**  
People might be able to do whatever they wanted, and there would be no consequences for their actions.



### Activity: Decision Making and Peer Influences (20 minutes)

- Read out Scenario 5 – Decision Making and Peer Influences.
- In groups, ask learners to consider Scenario 5 and prompts and to complete Worksheet 1: Scenario grid.



### Activity: Influencing Factors - (1 hour)

Activity can be completed as role play or group discussion. Split class into groups. Each group will have a different scenario (choose from Scenarios 6-20). Groups/class to discuss the risky behaviours in the scenarios. If choosing role play, learners will practice acting out their scenarios in their groups. If appropriate, choose a group or two to act out their scenario in front of the class. Ask the following questions:

1. What is happening in the scenario?
2. What rules are being broken in the scenario?
3. How could the person be assertive?
4. Are there any rules which could protect the characters in the scenario?

Option to use Worksheet 1: Scenario grid to support this activity.

Class will feedback and think of the rules in each situation.

Ask learners what the differences might be for scenarios if based in a different setting e.g. there are different rules at school than there are at the park. Ask learners why these rules are in place i.e. to protect us.

**Note to educator:** The law around drug use may come up in these discussions and it may be helpful to discuss this with the class. However, it is important to acknowledge that learners may know adults and peers that are using drugs, which may impact their perception of substance use. Educators should be mindful of how these discussions may impact learners when navigating these discussions.



### End of session

Summarise learning from today's session. Consider learning intentions and success criteria.



### Evaluation: Head, heart, bin, bag (Worksheet 3).

- Head: something you learned
- Heart: something you felt about the session
- Bin: something you would change
- Bag: something you will take away

Alternative option to ask for verbal feedback from learners on what they have learned e.g. exit ticket. This might be a helpful alternative for learners with different abilities in the classroom.

### Useful websites:

- 🌐 [NHS GGC Resilience Poster and Toolkit](#): The Resilience Toolkit with top ten tips for resilience poster provides a visual aid and practical guidance for promoting the resilience of children and young people. The resource includes interactive sessions and is designed to be used by workers and volunteers working with young people aged 10 and over.
- 🌐 [United Nations Convention on the Rights of the Child](#)
- 🌐 [Glasgow City HWB Education Website](#): Access a range of quality assured information, curricular resources and training opportunities from NHS GGC Health Improvement that cover priority health topics for children and young people in Glasgow. These include multiple risk, mental health and wellbeing, poverty, physical activity, nutrition, relationships, Sexual Health and Parenthood (RSHP), equalities and more.

### BBC Bitesize – Rules:

- 🌐 [Why do we have rules? | KS1 Citizenship | Primary - BBC Bitesize](#)
- 🌐 [Rules, rights and responsibilities | KS2 Citizenship | Primary - BBC Bitesize](#)
- 🌐 [Rules, Rights and Responsibilities - BBC Bitesize](#)

### Mind – confidentiality:

- 🌐 [Information for 11-18 year olds on confidentiality and mental health - Mind](#)
- 🌐 [Recommendations for when and how to break confidentiality \(mind.org.uk\)](#)

### Scottish Government – The Law:

- 🌐 [Law and order - gov.scot \(www.gov.scot\)](#)
- 🌐 [What the Scottish Government does - gov.scot \(www.gov.scot\)](#)
- 🌐 [Twinkl Wiki – Rules and Laws](#)
- 🌐 [Learn Bright – ASL Laws and Rules for Kids](#)



### Activities and Scenarios (Group Activity)

#### Scenario 5: Decision making and Peer Influences

Rowan is with friends outside on the street. Some of them are kicking a football among themselves. Rowan sees their neighbour walking along the street. The neighbour looks scared when they see Rowan's friends kicking the ball. The neighbour tells Rowan and their friends to move to the park instead.

#### Worksheet 1 can be used alongside this activity

##### Question 1 – What if Rowan says 'Yes'? (Identifying risks, decision making)

Encourage discussion around:

- Rowan will hopefully feel that they are being a responsible citizen by preventing their neighbour from feeling more frightened or getting hurt.
- Are all of Rowan's friends happy with the decision to move? What might happen if they're not?
- Why is this the most sensible decision? It would make the neighbour feel safer and it would prevent Rowan getting into any trouble.

##### Question 2 - What if Rowan says 'No'? (Peer pressure, decision making, consequences)

Encourage discussion around:

- Is this a sensible decision? Are there any consequences?
- Is Rowan showing respect to their neighbour and considering the neighbour's feelings?
- Could this affect Rowan in the future?
- Why would Rowan say no to moving if they didn't want to?
- Has Rowan been pressured by their friends?
- How can Rowan assert themselves if they feel this is the wrong decision?

##### Question 3 - How might Rowan feel? (Identifying feelings and emotions)

Encourage discussion around:

- Different feelings and emotions: happy, worried, brave, anxious, guilty, scared, annoyed, confident.
- Why would Rowan be feeling these emotions?
- What could help Rowan feel better?

##### Question 4 - What advice would you give Rowan? (Managing risk and problem solving)

Encourage discussion around:

- Making safer choices. Are there safer places where Rowan could hang out with friends?
- Be a kind and responsible member of the community – move to an area more appropriate to play football.
- Assertive techniques.
- Could Rowan maybe speak to the neighbour about preventing this happening again?

### Activities and Scenarios

Worksheet 1 can be used alongside this activity

#### Activity: Influencing factors

**Note to educator:** Choose from Scenarios 6-20 below. This activity can be completed as Role Play or Group Discussion.

#### Scenario 6: Anti-Social Behaviour

Jamie is hanging about on the street with some friends. One of Jamie's friends, Alex, smashes a bottle onto the road. Their friends all laugh and start to smash their bottles on the road too. They tell Jamie to do it as well.

#### Scenario 7: Bullying

Alex is at school when they see some children making fun of someone in the year below them. They are calling them horrible names and try to get Alex to join in.

#### Scenario 8: Drugs

Rowan's brother Jordan is out with friends. Rowan is doing homework when their pen runs out of ink. Rowan goes into Jordan's room to see if they have one. When Rowan looks in Jordan's drawer, Rowan finds what she believes to be drugs. Rowan shouts at Jordan, and Jordan says not to tell anyone.

#### Scenario 9: Snapchat

A lot of Rowan's friends in her Primary 7 class use 'Snapchat.' Rowan has asked their mum if they can get a Snapchat account, but Rowan's mum says they are too young. Rowan's friends suggest they set up one anyway using a fake date of birth.

#### Scenario 10: Social Media

Rowan and Alex go along to their other friend Jamie's house. Rowan's favourite song comes on the radio, and Rowan begins to sing along. Rowan soon realises Alex is filming this on the phone. Alex asks if it's ok to share the video on social media.

### Scenario 11: Friendship

Alex has two friends, Jamie and Rowan. Alex tells Jamie that Rowan has been saying nasty things about Jamie behind her back. Alex tells Jamie to say nasty things about Rowan.

### Scenario 12: Healthy eating

Alex's Dad has given them a healthy packed lunch. When Alex opens their lunch some of their friends say it looks disgusting. Their friend Jamie is going to the corner shop to spend her lunch money on sweets. She tells Alex to bin their lunch and come with her instead.

### Scenario 13: At the shops – Alcohol

Jordan meets his friends on the high street. One of his friends has told Jordan they're trying to get alcohol. They see Mr Smith coming down the street. The group suggest that Jordan should ask Mr Smith to go in and buy alcohol for them.

### Scenario 14: Stealing vodka

Jordan, Jamie and Rowan are playing video games at Rowan's house. Rowan's grandparents are out. Jamie suggests they steal some of Rowan's gran's vodka to share.

### Scenario 15: Drinking in the park

Alex is at the park with her friends. Some of the older teenagers in the group are drinking alcohol. They offer her some. She drinks it and starts to feel a bit dizzy and giggly. Someone else then offers her a cigarette.

### Scenario 16: Friend request

Alex gets a friend request from a boy she doesn't know on social media. She has a look at his pictures, and he looks nice and fun. She accepts his request. He sends her a message saying he is new to the area and looking for new friends, asking her if she wants to meet him at a local park.

### Scenario 17: Sneaking out

Jamie goes over to her friend Rowan's house for a sleepover. Rowan tells Jamie that a girl she knows has invited them to a party, but her gran has said she is not allowed to go. Rowan says she plans to sneak out once her grandparents go to bed and tells Jamie to come with her.

### Scenario 18: Getting into a car

Alex and her friends are hanging about on the High Street. Alex suddenly realises she has lost track of time and it is past the time she was supposed to be home. Some older boys drive up in a car and shout Alex over. They say they know her brother, Angus, and offer to give her a lift home. Alex doesn't recognise them, but they did know her name.

### Scenario 19: Halloween

Jordan is out trick or treating with Rowan and Jamie. They go to one of the houses and Dr Singh, the local GP, answers the door. Jordan and his friends shout "trick or treat!" but Dr Singh says, "sorry kids, I've run out of treats." Jamie wants to tip Dr Singh's bins over as a 'trick' and asks Jordan to help him.

### Scenario 20: Smoking at school

Jamie and his friends are hanging out in the school playing field during lunch break. One of his friend's lights up a cannabis joint, takes two puffs, and passes it on to the next person. Jamie realises the joint is coming around the circle he is sitting in, but he doesn't want to smoke it. He thinks about what to say when it gets to him.