

Influences and Peer Pressure: Lesson Plan

Which Way? Activity key:



Individual activity



Group activity



Whole class activity

Theme	Influences and Peer Pressure
Learning intentions	<p>I will be able to:</p> <ul style="list-style-type: none"> • Consider what or who may influence my decisions. • Identify the traits that I want in a friend. • Work well with others in a group.
Success Criteria	<ul style="list-style-type: none"> • I can discuss the different people and things that influence my decision making. • I can list the qualities that I would find desirable in a friendship. • I can share my ideas and listen to the ideas of others.
Resources	<p>Which Way Curricular Resource – S2:</p> <ul style="list-style-type: none"> • Which Way S2 Worksheets: <ul style="list-style-type: none"> » Worksheet 7: Who influences me? » Worksheet 8: What is a friend? » Worksheet 9: Peer Pressure Quiz & Answer sheet » Worksheet 10: Relationships • Influences and Peer Pressure: Activities and Scenarios: <ul style="list-style-type: none"> » Scenarios 11-12 <p>HWB Education Website and App:</p> <ul style="list-style-type: none"> • Information on health priorities and resources for educators to support delivery of lessons.
<p>Note to educator: Inform learner/s that today's session will cover – Influences/Peer Pressure.</p>	



Activity: Who Influences Me? (15 minutes)

Provide learners with Worksheet 7: Who Influences Me?

- Ask learners to read each statement and think about who or what influences them.
- Tick the relevant box to respond to each statement.
- Ask learners to add up all the ticks.
- The columns with the most ticks will show the people who influence them the most.
- Feedback and discuss.

Prompts for further discussion:

- Is there a common trend in the class of who influences us the most?
- Is there an influence that is clearly ahead of the others or are any quite close?



Activity: What is a friend? (20 minutes)

- Using the Worksheet 8: What is a friend? ask learners to circle the three most important qualities they look for in a friend.
- Ask learners why they picked the qualities they did and are there any other qualities they would add?
- Feedback and discuss.

Note to educator: Highlight that friendships are a great form of support and that they grow and change over time – it's okay to make new friends and change friendship groups.



Activity: Scenario 11 – Influencing friends

Using Scenario 11, read aloud and ask learners to consider questions in their groups. Feedback and discuss – see prompts for discussion.

Note to learner/s: Peer pressure or influence is when you do something because you want to feel accepted and valued by your friends.

- Peer influence can be positive or negative.
- Coping well with peer influence is about getting the right balance between being yourself and fitting in with your group.



Activity: Scenario 12 – Peer Pressure

Using Scenario 12 (see Activities and Scenarios), read aloud and ask learners to consider questions in their groups. Feedback and discuss – see prompts for discussion.

Note to learner/s: Peer pressure can be positive and or negative. Most people think of peer pressure as being negative. A friend may help to guide you to make a safer and healthier choice in a negative situation. Positive peer pressure is when someone's peers influence them to do something positive or growth building. For example, peers who are committed to doing well in school or at sport can influence others to be more goal orientated. Similarly, peers who are kind, loyal or supportive influence others to be the same.

Online peer pressure: Making friends, fitting in and feeling like you belong can be a daily challenge for young people but and even more so for children with additional educational needs e.g. due to disabilities or neurodiversity. Some children may lack the social skills to interact with others in the real world so socialising online offers a safer place to build those relationships. While this is a good thing, it can also present challenges. Social media and gaming can offer young people a place to find their 'tribe' and connect with others who have shared interests, helping them to feel less lonely or isolated.

Taking risks to feel accepted: The changing nature of social norms online and young people's increased need to feel part of a group can push them to take risks online that they otherwise wouldn't. This could be feeling pressured to take part in a prank and posting it on social media for all to see, sending a nude to someone they may like, or taking part in cyberbullying. As well as this, young people may actively chase likes and followers to prove to others that they are popular and well liked without a clear understanding of how this might put them at risk.



Activity: Peer Pressure Quiz (20 minutes)

- Using Worksheet 9: Peer Pressure Quiz and Answers, ask learners to complete the quiz.
- Share the answers with learners, discuss and feedback.



Activity: Relationships - Feedback and discuss as a whole class (20 minutes)

- Ask learners the following: what is a relationship? Who do we have relationships with? Feedback and discuss.
- Using the Worksheet 10: Relationships, ask learners to think about positive traits they want from someone they have a relationship with (i.e., friend, boyfriend/girlfriend/partner, family etc.)
- Ask learners to think about negative traits they wouldn't want in a person they have a relationship with.



Activity: Relationships (continued)

- **Positive examples:** Kind, considerate, respectful, good listener, supports me when I say no, thoughtful, makes me feel good about myself.
- **Negative examples:** Aggressive, leaves me out, abusive (physical, emotional, mental), puts me down, makes me do things I don't want to do (coercive control).



Activity - Agree/ Disagree: Relationships (30 minutes)

Using the statements below, read aloud to the class and ask learners, do they agree or disagree with the statements and if or why they were influenced by anyone else's views.

Statements:

In a relationship, it is ok for you to...

- Tell lies.
- Check other people's phones.
- Share pictures online.
- Tell someone what they should wear.
- Talk about someone behind their back.
- Hang out with different people.
- Tell someone what to do if you think you know what's best for them.
- Use other people's belongings.

Prompts for further discussion: Ask learners to suggest who or where they might go to for support if they are worried about an unhealthy relationship. (Examples of support: Parent/Carer/Family member/trusted adult, pastoral care teacher, appropriate support services e.g. Glasgow City Youth Health Service)



End of session

Summarise learning from today's session.

Evaluation: Head, heart, bin, bag (Worksheet 4).

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

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.

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Useful websites:

- 🌐 [Gender based violence awareness project in Glasgow offering support and prevention and education activity](#): Gender based violence awareness project.
- 🌐 [Citizens Advice](#): Information on what to do if your intimate photos or videos are shared without your consent: *Please note this includes advice for adults and those under 18.
- 🌐 [Action it Now](#): Information on healthy and unhealthy relationships for young people.
- 🌐 [Internet Matters](#): Information on children's safety online.
- 🌐 [Online Harms – Useful helplines, websites, and reporting mechanisms](#): This document focuses on a variety of online harms, including cyberbullying, revenge porn, phishing etc. and includes a range of available supports and reporting mechanisms for each.
- 🌐 [Aye Mind](#): A resource for anyone who works with a young person who wants to improve their digital skills and knowledge of the online environment and how it can impact on children and young people's mental health. This includes a toolkit to support professionals on their digital journey to best support young people, professionals need a base level of understanding of their online lives, which this resource will support with developing.
- 🌐 [Get Safe Online](#): The UK's leading online safety advice resource

Additional learning:

- 🌐 [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.
- 🌐 [RSHP \(Third and Fourth Level\)](#): Relationships, Sexual Health and Parenthood Education. This resource includes lessons around positive relationships, social media and online harms, as well as other topics.
- 🌐 [NHS GGC Healthy Minds Resource](#): Includes Online Harms and Mental Health and Screen Time and Mental Health awareness-raising sessions. These sessions can be delivered by professionals and young people. Each session includes a PowerPoint, notes and a quiz.

Scenario 11: Influencing Friends

Jamie is out with friends, when one of Jamie's friends Alex, has a vape and asks Jamie and the others if they want to try it. All of Jamie's friends try the vape and say that they like it and are telling Jamie they should try it too. Jamie doesn't want to try the vape but is worried their friends will laugh at them if they say no.

Question 1 – What if Jamie says "yes"? (Identifying risks, decision making) Encourage discussion around:

- Jamie might like the vape and want to keep using it
- Jamie might feel like they fit in
- Jamie might feel worried about how the vape will make them feel (e.g. might feel sick, start coughing etc.)
- Vaping can have an impact on your health, particularly for children and young people

Question 2 – What if Jamie says "no"? (Peer pressure, decision making, consequences). Encourage discussion around:

- Jamie's friends might laugh or make fun of them
- Jamie might feel like they don't fit in

Question 3 – How might Jamie feel? (Identifying feelings and emotions). Encourage discussion around:

- Embarrassed
- Guilty
- Annoyed at themselves
- Excited or giddy
- Happy

Question 4 – What advice would you give to Jamie? (Managing risk and problem solving). Encourage discussion around:

- Don't try the vape if you don't want to
- Be assertive – think about the Star Tips (Worksheet 12)

Additional prompts – are these Jamie's usual friend group? Will they continue to ask Jamie to try the vape when they are together? How can Jamie be confident and assertive to let their friends know they don't want to vape?

Encourage Discussion Around:

- Influence of Jamie's friends
- Rules
- Consequences
- Advice
- Being assertive

Scenario 12: Relationship Peer Pressure

Someone has requested to follow Alex online. Alex doesn't know this person.

Question 1 – What if Alex says “yes”? (Identifying risks, decision making) Encourage discussion around:

- Consider positive and negatives.

Question 2 – What might happen if Alex says “no”? (Peer pressure, decision making, consequences). Encourage discussion around:

- Consider positive and negatives.

Question 3 – How might Alex Feel? (Identifying feelings and emotions). Encourage discussion around:

- Worried.
- Excited.

Question 4 – What advice would you give Alex? (Managing risk and problem solving). Encourage discussion around:

- Say no
- Block user
- Be assertive

Additional prompts – Does this person have a profile picture? Does this person have any further information about themselves on their profile?

Encourage Discussion Around:

- Influence
- Feelings
- Rules
- Advice
- Consequences