Lesson notes – influences and pressures – KS2

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| This PSHE lesson is intended to compliment your existing provision. The purpose is to give agency to children so that they can make their own decisions about their future health and wellbeing based on facts. Each slide is designed to generate discussion between the children and adults in the class. | | |
| Slide | Notes | Resources |
| 1 | **Objective** Share with class |  |
| 2 | **Golden rules** Remind children that people have different opinions and ideas, and that it is important to respect these. |  |
| 3. | **True, false, don’t know** This can either be done with children showing thumbs (thumbs up for true, down for false, middle for don’t know) or children can stand up and place themselves on an imaginary line at the front of the class. Agree at one end, disagree at the other, and don’t know in the middle.  Teacher to red out the following questions/statements. The answers are in italics.   1. Most secondary school students vape. *False. The Wiltshire schools health and well-being survey shows that 94% do not use vapes daily/weekly* 2. Smoking with the window open will stop others breathing in smoke. *False. Most second hand smoke is invisible. To protect other people and pets from the health harms of smoking, people should never smoke indoors or in cars.* 3. Vapes are for adults to quit smoking. *True. They are 95% safer than cigarettes for adults. We don’t know the long term effects yet.* 4. All vapes are safe as there are laws in UK. *False. There are laws in the UK for vapes. Nicotine strength is no more than 2%, and the ingredients are restricted. BUT illegal vapes are available online and in some shops. We don’t know what is in them and they can contain over twice as much nicotine.* 5. Nicotine is addictive. *True. Nicotine is found in cigarettes and nicotine vapes. It is legal. It is addictive and makes it harder to give up smoking or vaping.* 6. Nicotine causes cancer. *False. It is the chemicals such as tar and carbon monoxide in cigarettes that causes the health harms.* 7. It is illegal for anyone under 18 to buy nicotine vapes. *True. It is also illegal for adults to buy nicotine vapes for anyone under 18.* |  |
| 4 | **What influences are there in your life?** Ask the children what influences them to think, feel and act the way they do. Give children the influences resource sheet (or show on screen). Children can discuss in pairs or small groups the different influences and add any of their own. | Influences resource sheet |
| 5 | **What influences matter most to you?** Either on whiteboards or in their books, children can draw a stick person and the circles around them as on the slide. This could be printed out if you prefer. Each child uses the resource sheet from the previous slide, and their own ideas to rank the influences on them. The stronger the influence, the nearer it is to them. Weaker influences can be placed outside of the circles completely. Children can put the numbers instead of writing full phrases or words if that’s easier.  Children discuss their influence diagram with the person next to them. They should realise that people are individual and are affected in different ways by what is happening around them. |  |
| 6 | **Peer pressure and peer influence** Ask the children what they think these two phrases mean. To clarify, peer pressure is when someone keeps asking if you want to do something, even though you don’t want to. Peer influence is when you see people doing things and are tempted to do it yourself. Encourage children to discuss and share examples of peer influence and peer pressure e.g. peer pressure can be teasing, bullying, continual asking. Peer influence can be doing things to fit in even if no-one has pressured you.  Explain that for the purpose of this lesson, the children are going to be exploring ways to manage peer pressure and peer influence related to smoking and vaping.  Read through the two bubbles. Children to say which they think is peer pressure and which is peer influence, and why. |  |
| 7 | **Different ways to respond** On this slide are 3 possible responses to being offered a cigarette or vape. Ask the children to discuss and then share the positives and negatives of each response.  Ask the children is they can describe the type of response. Encourage/give them the vocabulary to do this – passive, aggressive, assertive – and ensure they know what these mean. |  |
| 8 | **Response ideas** In pairs, the children are going to practise responses for if they are offered something they don’t want. You can use the examples on slide 6. Give the children the responses sheet and remind them of the three different types of responses – passive, aggressive, assertive. Children to role play the different responses on the sheet.  Feedback to the class which they thought were the most useful and why. | Response ideas resource sheet |
| 9 | **Reflection** Children to think about and share how confident they feel about pressures and influences. Discuss where they can go for further help if they need it. |  |