Year 3 - Lesson plan for session 3

Responding to pressure  
[Positive Choices Coventry](https://www.changegrowlive.org/positive-choices-coventry)

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| Links to PSHE Association Programme of study  See:  <http://www.pshe-association.org.uk/resources> | Learning outcomes  By the end of this lesson, the pupils will have:   * Explored ways to respond to pressure including ways to say no and being assertive * Be aware that it is important to talk with someone you trust if making a healthy decision is helpful |
| Time required | 30 minutes (depending upon pupil’s needs and teacher choices) |
| Required resources | Paper and pencils for children to record their learning and thinking – this alternatively could be done electronically  Flip chart / A3 paper and pens for each table (optional)  We would also suggest that pupils have a PSHE learning journal to provide evidence of learning and progression and as a reflective |
| Lesson Plan | **Introduction activity – whole class**  To summarise the topic; ask the children if they would like to share a healthy decision they have made since this topic began.  **Main activity**  **In small groups:**  Mind map different ways/techniques for saying “no”; some ideas could include:   * Change the subject * Repeat a phrase such as “no I don’t want to” * Give a fact: “You will get into trouble for that” * Walk away * Attract the attention of an adult * Negotiate-agree to do something else/share   Introduce there are different ways in which we communicate with other people; in a situation whereby someone is applying pressure for you to do something you do not wish to; being assertive is the most effective way to communicate. Being assertive is being respectful, confident and clear in communicating about what you wish for.  To highlight the importance of being assertive; the children are to role-play the following scenarios in threes using their assertiveness skills. Two children to play the characters, the other to act as “director” and suggest ways to resist peer pressure if needed, or to give feedback on what good skills they saw being used:   * Your friend wants to borrow a DVD but last time you loaned them one it got scratched and now doesn’t work. * A friend suggests playing out on a busy road. * A friend dares you to steal a drink from a shop. * A friend asks you to give them your chocolate bar. |
| Assessment / Plenary | To assess understanding; share the ideas from the above activity – what techniques did the children use?  An additional task could involve asking children to consider who they could ask for support in making healthy decisions (exploring support networks). |