



Lesson 3

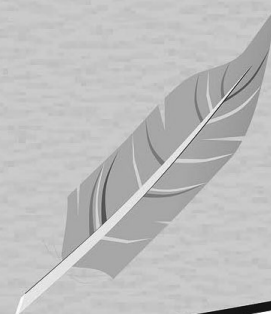
Managing risk: influences and pressure

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Ground rules

[Add your class rules here]



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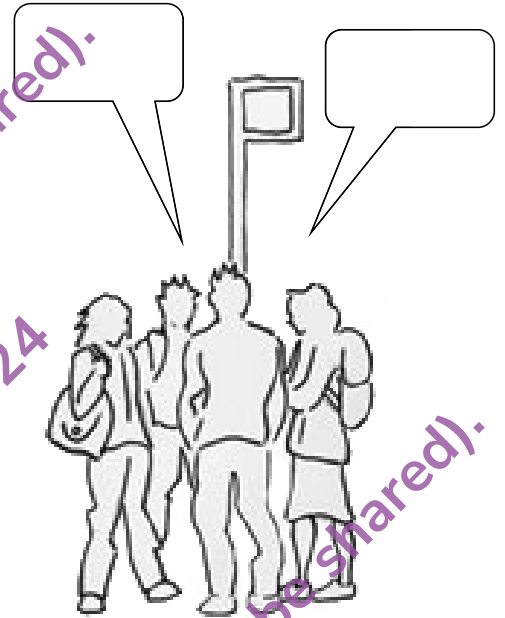
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What's our starting point?

Some young people are having a conversation about why people use drugs, smoke or drink alcohol.

- What might they be saying?
- What could someone do or say if they didn't want to use drugs, smoke or drink alcohol?

Write your ideas on the worksheet.



We are learning about the reasons why people use drugs; managing situations and peer influence

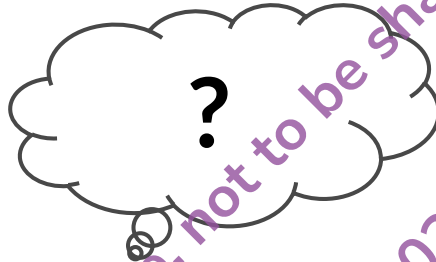


We will be able to:

- ✓ explain why people may choose to use or not use a drug, and the different factors that might influence them
- ✓ analyse what is most likely to influence a person to use or not use a drug
- ✓ describe strategies for managing peer influence in situations that might involve drugs
- ✓ explain how to express worries about a person's drug use and why this is important

Drug use

Think of a drug.

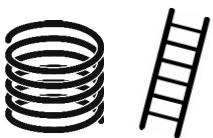
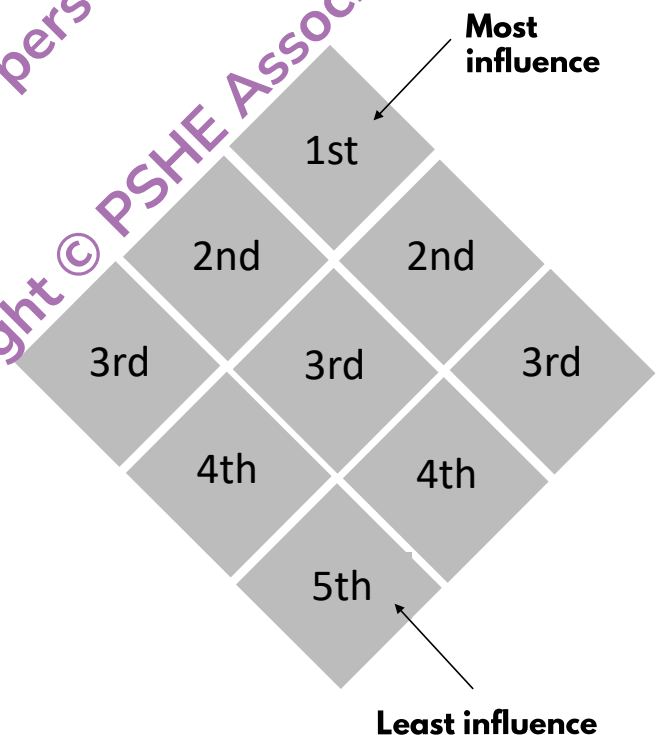


Why might a person use that drug?

Influences diamond 9

Discuss the different people, places or things that might influence someone to use a drug.

In your group, think of a drug and discuss what would *most* influence whether a person would use the drug. Then, use the diamond 9 to rank them from most to least influence.

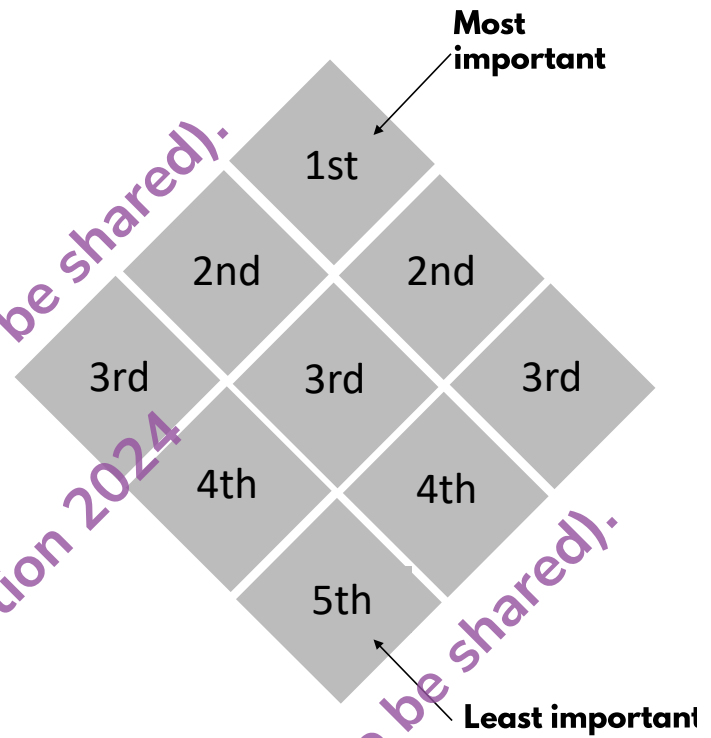


Influences diamond 9

Now, think about why someone might choose **not** to use a drug.

Thinking about the same drug, repeat the diamond 9 activity but this time rank what is mostly likely to influence someone **not** to use the drug.

Which examples are the most influential and why?



Strategies for managing pressure

passive



accepting or allowing what happens or what others do without actively responding.

aggressive



being ready or likely to confront or attack others or what others do.

assertive



standing up for oneself or someone else, calmly and positively, or getting a point across without causing upset

Strategies for managing pressure

Listen to the pressure scenario.

With your partner, discuss who or what the character is being influenced by and whether they are feeling pressure, including peer pressure.

Now, think about how the character could respond:

- What would be an example of a passive response?
- What would be an example of an aggressive response?
- What would be an example of an assertive response?

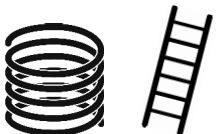
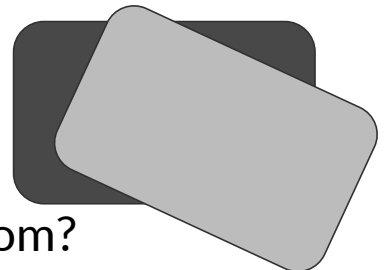


Pressure and response scenarios

Read the pressure scenario cards with your partner or group.

Can you identify:

- What are the risks for the character?
- Who or what are they being influenced by?
- Are they feeling pressure and if yes, what/who from?
- In what ways can they manage the situation?
- What would be an example of an assertive response?



Signposting support

Think about the characters from the pressure scenarios:

- Do you think any of the characters should get help?
- If so, when should they seek help?
- Who should they talk to and what should they say?
- Why is this important in this situation?

If you have any worries or concerns:

- Talk to a trusted adult
- Contact ChildLine 0800 1111
- Contact the police using 101 or ring 999 if someone is in immediate danger



What has been learnt?

Think about your learning on:

- drugs, alcohol and tobacco
- feeling pressure and peer pressure
- ways to respond to pressure



Write a sentence about what you think is the most important thing that you will take away from the lesson on a sticky note.

More activities

Draw a cartoon of one of the pressure scenarios:

- Add in speech and thought bubbles
- Show an assertive response

