

## Activity: 5-6.12.1

### Key Messages

- Peers impact on young people's behaviour and choices during puberty.
- It is important to have strategies and the skills to assert your own choices and to have trusted adults and/or services that can be part of your support network.

### Activity Details

#### Victorian Curriculum

**Health & PE** Explore how identities are influenced by people and places VCHPEP105

**Capabilities** VCPSCSE027

**Time** 40 minutes

**Levels** 5 & 6

**Equipment** • paper and pens per group

# Stories about peer pressure

## Purpose

To define peer pressure.

To explore practical strategies for problem solving.

To establish a more comfortable environment in which to talk about peer pressure.

## Teaching notes

Students enjoy this activity as it draws on their own experiences and provides the opportunity to demonstrate how mature their responses can be. It also appeals greatly to the more 'dramatic' students as it is a role play based activity. If you have students who are not keen on role play, the activity could be adapted by having students write their responses down or create a cartoon strip.

## Procedure

1. Start the lesson by talking about peer pressure: Does it exist? Do your friends ever put pressure on you? Have you ever felt that your friends were putting pressure on you or someone else to do something? Do you have another name or term for it? Can peer pressure ever be positive? How could you define it?
2. Divide the class into groups of 3-4 students. Ask each group to write a scenario about peer pressure (or use scenarios developed in previous sessions (see *part e.* in *Teaching sequence 11*).
3. Collect the scenarios and redistribute them to different groups. Ask each group to read and discuss the scenario they have been given and to role play a response for a solution to the problem. Alternatively, they could write a response or create a cartoon strip.

## Discussion

A class discussion could include questions such as :

- How did you feel giving suggestions to your peers?
- What have you learnt from this activity?
- Did some situations occur a number of times? Why do you think that might be?
- What were the easy/difficult scenarios to solve and why?