

This is a lesson exploring peer pressure within primary drug education. For support with delivering Personal Social Health& Economic education please visit my blog: <http://sexedukation.wordpress.com/>

## Peer Pressure- Catfood!

Keystage & Yeargroup  
KS2 Y5 or Y6

*Lesson 1 of 1*

Topic	
Dealing with Peer Pressure	
<i>Curriculum Links</i>	<i>Learning outcomes (relating to end of KS statements)</i>
<ul style="list-style-type: none"> <li>▪ 1c - to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action</li> <li>▪ 2a to research, discuss and debate topical issues, problems and events</li> <li>▪ 3e to recognise the different risks in different situations and then decide how to behave responsibly.</li> <li>▪ 3f that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong</li> <li>▪ 5D make real choices and decisions [for example, about issues affecting their health and well-being such as smoking;]</li> <li>▪ 5g consider social and moral dilemmas that they come across in life</li> </ul>	<ul style="list-style-type: none"> <li>• can express their views confidently and listen to and show respect for the views of others.</li> <li>• identify positive ways to face new challenges</li> <li>• make choices about how to develop healthy lifestyles</li> <li>• make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and wellbeing.</li> <li>• identify and explain how to manage the risks in different familiar situations.</li> <li>• can explain how their actions have consequences for themselves and others.</li> <li>• can describe the nature and consequences of bullying, and can express ways of responding to it.</li> <li>• can respond to, or challenge, negative behaviours such as stereotyping and aggression.</li> </ul>

### Lesson Preparation

Before the class prepare the following:

Using a thoroughly cleaned empty tin (of human food!)- carefully stick a catfood label around the tin. Prepare some orange jelly in a bowl and leave to set. Chop up a mars bar into small cubes. Just before the lesson begins mix in the chopped mars bar into the orange jelly so it resembles catfood and put in the tin (Warning don't do this too far in advance of the lesson as the ingredients will dissolve into each other). Place a plastic "tin lid" eg a Pringles lid. over it for hygiene.

Get the help of your TA or another teacher to assist you with role playing this lesson.

### Lesson Objectives

- To analyse what is happening in a "peer pressure" situation.
- To practice different possible responses to peer pressure.
- To use the CATFOOD acrostic to help with dealing with situations involving peer pressure.

### Starter

Tell the class you are going to be in role as "Jay" when you wear a particular prop (eg, baseball cap) and out of role and back to class teacher when you are not. You play the role of "Jay" who is pressurising "Alex" to eat catfood. The other adult to play "Alex"- the one who is being pressured.

Enter the classroom having an argument with your "friend" (The TA/Teacher also in role). You should be waving the tin of catfood at you and saying things like:

"Come on everyone else has, you can't be in our gang unless you do, you're such a wimp, it's not going to hurt you, it's good enough for cats so it's fine for us," etc etc.

"Alex" should put up a bit of a fight but in the end should give into the peer pressure and eat a

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spoonful of the "catfood" (at which point the class may erupt!). "Alex" should keep acting like it really is catfood- pull a horrible face, have difficulty swallowing it, gag a bit etc. Have a drink of water handy to add to the effect!

Come out of role.

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### Main activity

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Ask what techniques was Jay using to get Alex to eat the catfood?

Suggestions could include:

- Saying everyone was doing it?- (was that true?)
- saying Alex couldn't be in their gang- excluding him/her if he didn't join in
- saying hurtful personal comments
- Saying it wouldn't hurt to try it (is that true?).

Ask the class why did Alex give in?

Suggestions could include

- Wanted to be liked
- Wanted them to stop going on at him
- Wanted to be in their gang
- Believed Jay that it wouldn't hurt.

Now ask for a volunteer in the class to show how to say no to Jay. (choose quite a confident assertive individual who will be able to cope!)

Role play Jay pressurising again and allow the new actor "Alex" to say no, this time Jay should really up the pressure- including showing "Alex" how easy it is to "eat the catfood". "Look you are SUCH a wimp- look its soooo easy, what a baby, I dare have a spoonful, in fact I'll have two etc. (actually eat the "catfood" in front of the new "Alex" Perhaps even persuade the TA (original Alex) to try some- to increase the pressure further "And look my friend Chris is doing it too- so why can't you- both "friends" to laugh and jeer at "Alex" while eating the "catfood".

(Again if the class hasn't sussed this isn't really catfood yet there will probably be some strong reactions!)

Ask the class what might the consequences of eating catfood might be? (including physical and emotional consequences)

- Tummy ache
- Being sick
- Nothing
- Parents get cross
- Feeling sad that he gave into pressure
- Not feeling in control.

Ask the class why might Jay and Chris want Alex to eat the catfood?

Suggestions could include:

- Because its genuinely good and they want to share how nice it is?
- Because they are bullying him
- Because they want to have power over him?
- Because they want him to be like them?
- Because they want him to be in the gang?
- Because they know eating catfood is wrong but they want other people to join them so they won't be the only ones who get into trouble.

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Ask the class what techniques the new "Alex" was employing to avoid having to eat the catfood.

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- eg. repetition NO NO NO, Body language- strong defensive stance, Giving good reasons "no I might be allergic, "I ate earlier" etc.

Explain to the class about "passive, aggressive and assertive responses" and role play each of these for the situation. Ask the children to role play each of these responses and discuss in pairs how it felt.

Ask the class to come up with a list of "Strategies for saying no to peer pressure" Create a whole class poster with this information on.

Assessment activity/ Plenary	Notes and Further Resources
<p>Explain to the class if they haven't already worked it out that the "catfood" is really orange jelly and mars bars, and in this case not really harmful however there are many situations where someone might try and pressure you into doing something that could be harmful- ask the class to consider what these may be and come up with a list.</p>	<ul style="list-style-type: none"> <li>▪</li> </ul>
<p>Introduce the "CATFOOD" acrostic to help them with decision making in cases of peer pressure in future.</p>	
<p>C- Consider consequences?            A- Analyse Advantages?            T- Talk to someone who can help/ (Talk to Frank if appropriate)            F- Find out more information?            O- Other options instead?            O- Own your own mind and body            D- Decide on what action to take</p>	
<p>Ask students to create individual decorated posters with this information on.</p>	
<p>Then ask the class to use the list of possibly harmful situations they just came up with- eg "someone wants you to try a cigarette" ask them to use the catfood acrostic to help them decide what course of action they could take.</p>	