





Steps to Success

Date	Tuesday 2 nd February 2021
Subject/s	PSHE
Learning Objective 	To understand the dangers of dares

		SA 	TA 
Success Criteria 	I can define what is meant by a dare		
	I can explain why someone might give a dare		
	I can suggest ways of standing up to someone who gives a dare		
Support	Independent Adult Support () Group Work		
Lockdown learning: DC			
Key vocabulary for the lesson:			
dare risk benefit consequence peer pressure			

What is a dare? Who might play dares? Why do people do dares?

Ella's Diary (Part 1) – Monday

Had a good laugh today, mucking about with Kira and Sadia at break time. Kira's sooo funny! She'll do anything for a giggle! While we were waiting to go into Mrs. Johnson's class for maths, Ryan was showing all his mates his tablet that he'd brought in from home. You're not allowed to bring in anything like that, but Ryan and Kira were taking stupid selfies and stuff like that. It was really funny!

At lunchtime, Kira was talking about it and said we should 'borrow' Ryan's tablet to take some more silly pictures. So, she's dared me to sneak back into class tomorrow break time and take it out of his drawer. It doesn't sound like a great idea to me and I said I'd think about it. I'm hoping that Kira will have forgotten all about it by tomorrow.

What should Ella do?

What could be the risks if she does go through with the dare?

What are the risks if she doesn't do the dare?

Does she have to do the dare?

Ella's Diary (Part 2) – Tuesday

Kira hadn't forgotten all about the dare – it was the first thing she asked me in the morning. She said I had to do it today, at break time. So, without really thinking, I said OK.

At break time, I told the teacher on duty that I needed the toilet. But, instead, I sneaked back into our classroom – in our school, that's totally out of bounds!

At first, it felt really exciting – like I was on a secret spy mission or something – but then, when I was rummaging around in Ryan's drawer, it felt more real and not right and I started to get really scared. I grabbed the tablet and started to run out of the classroom. But then, the door opened and guess who walked in? Mrs. Johnson!

How did Ella feel when she was doing the dare?

How does it feel when we do something risky?

Was there a point or critical moment when she could (or should) have stopped or changed her mind?

Ella's Diary (Part 3) – Wednesday

Today was definitely *not* the best day of my life!

Last night, Mrs. Johnson phoned my Mum and Dad and told them what had happened. They had to go into school to see her today.

Well, to cut a long story short – I got into massive trouble.

When Mrs. Johnson asked me why I had taken Ryan's tablet, I didn't tell her anything about Kira's dare.

I feel sooo upset and embarrassed! Why did I do it?

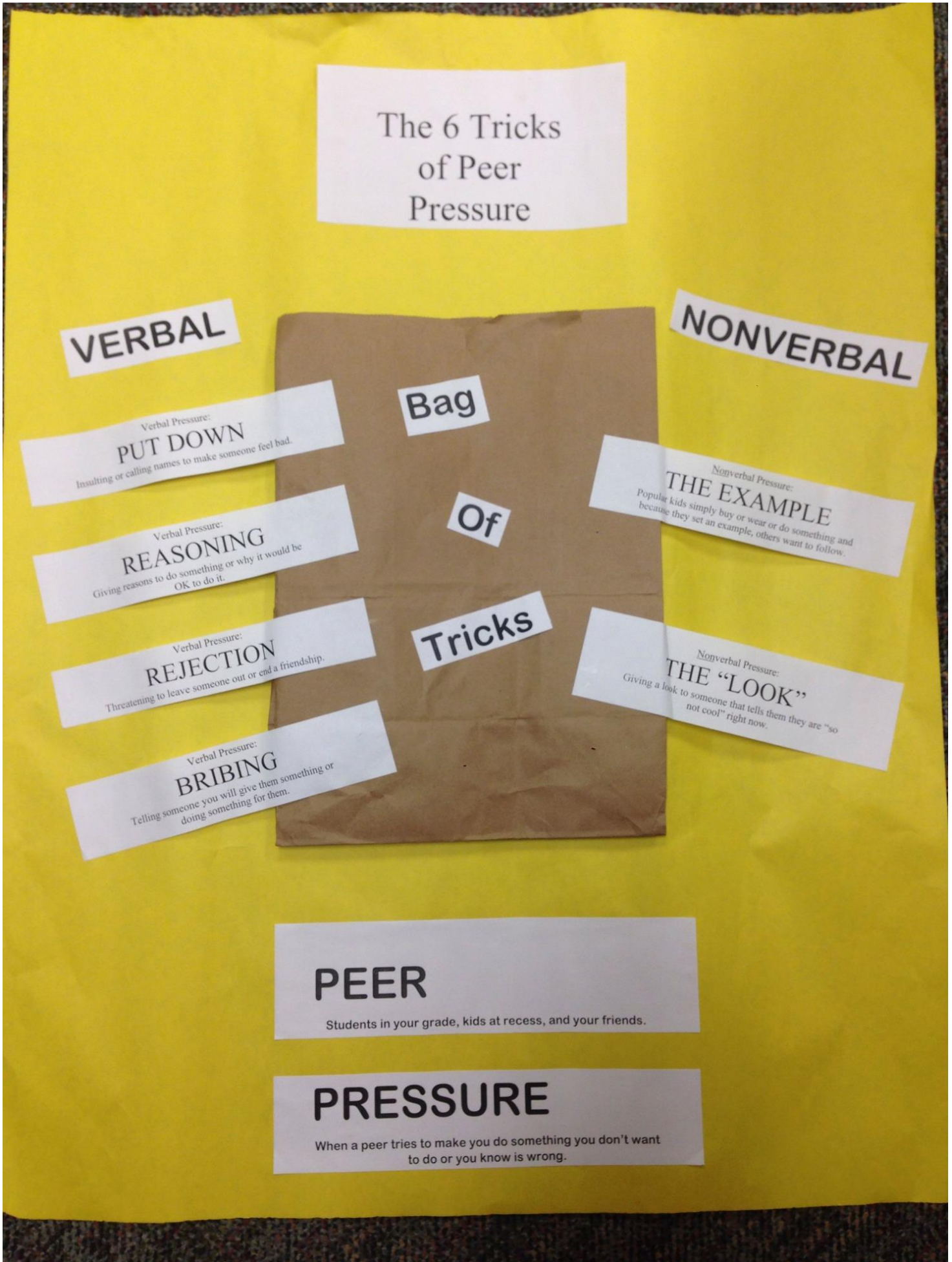
I've been put on report at school *and* I've been grounded at home – for three weeks!

I wish I could go back to Monday and start the week all over again!

Who was to blame for this? Explain.

What could Ella have done to stop all of this from happening?

Design a poster to warn people of the dangers of dares and peer pressure.



The 6 Tricks of Peer Pressure

VERBAL

Verbal Pressure:
PUT DOWN
Insulting or calling names to make someone feel bad.

Verbal Pressure:
REASONING
Giving reasons to do something or why it would be OK to do it.

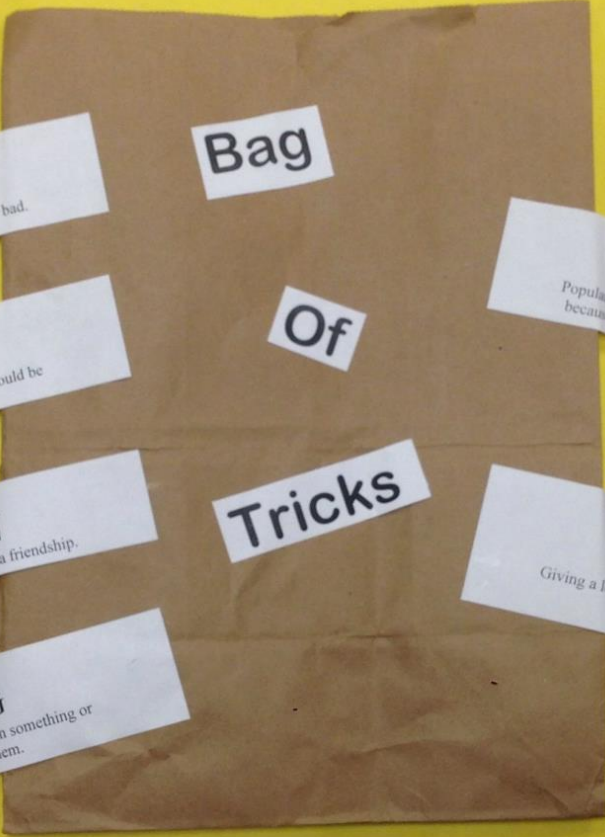
Verbal Pressure:
REJECTION
Threatening to leave someone out or end a friendship.

Verbal Pressure:
BRIBING
Telling someone you will give them something or doing something for them.

NONVERBAL

Nonverbal Pressure:
THE EXAMPLE
Popular kids simply buy or wear or do something and because they set an example, others want to follow.

Nonverbal Pressure:
THE "LOOK"
Giving a look to someone that tells them they are "so not cool" right now.



PEER
Students in your grade, kids at recess, and your friends.

PRESSURE
When a peer tries to make you do something you don't want to do or you know is wrong.

Resisting Peer Pressure

1. Look at the person.
2. Use a calm, assertive voice tone.
3. State clearly that you do not want to engage in the inappropriate behavior.
4. Suggest an alternative activity. Give a reason.
5. If the person persists, continue to say "No."
6. If the peer will not accept your "No" answer, ask him or her to leave or remove yourself from the situation.



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For more resources on Social Skills
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Remember to include key ideas like:

- They aren't a real friend if they force you to do something you don't want to.
- You have the right to say no.
- Think of the consequences your actions will have!

