

# Active Citizenship Pushed

## Lesson 4



### Lesson 4: Managing Challenging Situations

Planning	
<b>Theme</b>	This lesson encourages your pupils to investigate how they can manage challenging peer or social situations. It will enable them to develop the tools to make appropriate behaviour choices.
<b>Prior Learning</b>	Pupils should have gained prior knowledge and understanding of: <ul style="list-style-type: none"><li>• the challenges of teenage friendship;</li><li>• why making a healthy choice is not always straightforward; and</li><li>• the concepts of self-care or self-help.</li></ul>
<b>Learning Outcomes</b>	Pupils will be able to: <ul style="list-style-type: none"><li>• identify a range of strategies to manage challenging situations;</li><li>• discuss sources of help for young people; and</li><li>• create a personal plan to identify useful coping strategies.</li></ul>
<b>Thinking Skills and Personal Capabilities Focus</b>	Pupils will have opportunities to develop skills by: <ul style="list-style-type: none"><li>• choosing from a range of strategies or sources of help (<b>Managing Information</b>);</li><li>• creating a personal challenge plan (<b>Self Management</b>); and</li><li>• <b>Thinking, Problem solving and decision making</b> – identifying personal strategies.</li></ul>
<b>Resources</b>	The Film <a href="#">Pushed</a> Managing Challenging Situations Powerpoint presentation Post-it notes, slips of paper or mini whiteboards Three large display areas or boards for classroom Worksheet 1: Challenges Worksheet 2: Clip 1, 2 and 3 Wall Signs Worksheet 3: Coping Strategies Toolkit Worksheet 4: Coping Strategies Worksheet 5: My Strategy Signpost

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## Suggested Teaching and Learning Strategies

### Launch

1. Show slide 2 with the peer pressure image and invite your pupils to consider these questions:
  - a) **What might the boy on the stairs be thinking?**
  - b) **Would everyone respond in the same way to this situation?**
2. Lead a brief class discussion based on these questions.

Answers might include:

- a) I've always wanted to try this ...  
What will my friends think if I say no?  
What if I have a bad reaction?
- b) People could respond very differently.  
Some will take the drugs without giving the choice much thought.  
Some may feel pushed or pressured into taking the drugs.  
Some may feel afraid **not** to take them.  
Some will say no.

## Activities

### Activity 1: Clip discussion

This activity encourages the class to explore the challenging situations the characters in the film faced and suggest possible coping strategies.

1. Display slide 3 with the following questions.
  - a) **Why might behaving in a positive way be risky or difficult?**
  - b) **In this clip, what could Zoe and Katie do to respond positively to the situation?**
2. Show the scene in *Pushed* from the alleyway where Mikey offers Zoe and Katie a drink (1 min 33 seconds to 2 min 22 seconds). Ask your pupils to suggest answers to the questions.

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Answers could include:

a)

- Zoe fancies Mikey so she wants to behave in a way she thinks he will find attractive.
- Katie does not want Zoe to fall out with her.
- Katie does she want to leave Zoe in a vulnerable position.

b)

- Katie and Zoe could leave the alleyway and not accept the drink.
- Katie and Zoe may take the can to save face, but not drink.

### Activity 2: Challenges worksheet

1. Show the film *Pushed* again. Encourage your pupils to complete **Worksheet 1: Challenges**, with as many examples as possible.
  - **What challenges or risks do Zoe, Katie and Mikey face?**
2. After watching the film, encourage a feedback discussion using effective questioning.

Examples could include:

Physical challenge – Joe squaring up to Mikey after he hands over the money

Social situation – Zoe and Katie on the swings where Katie does not want to drink any more

Emotional – Mikey in the opening sequence having a nightmare

### Activity 3: Strategies for the characters

This activity uses three clips from the film *Pushed*:

Clip 1: 3 minutes 5 seconds to 3 minutes 42 seconds

Clip 2: 5 minutes to 5 minutes 55 seconds

Clip 3: chosen by your pupils

1. Ask your pupils to form groups. Give each group some Post-it notes and display the **Clip 1, 2 and 3 wall signs from Worksheet 2** on three different areas of the classroom.
2. Explain to your pupils that they are going to watch three clips from *Pushed*. Encourage them to write their answers to the following questions on the Post-it notes.
  - a) **What risks do the characters face in this clip?**
  - b) **What strategies could the characters use to help them deal with these risks?**
3. Show **Clip 1 (3 minutes 5 seconds to 3 minutes 42 seconds)** with Mikey and Joe. Ask your pupils to focus on Mikey's thoughts and feelings in that moment.
4. Give your pupils three minutes to write their answers and stick them on the Clip 1 board.
5. Show **Clip 2 (5 minutes to 5 min 55 seconds)** where Mikey produces the pills.
6. Give your pupils three minutes to write their answers and stick them on the Clip 2 board.
7. Ask your pupils to suggest a third clip for the class to watch. Give them three minutes to write their answers on to Post-it notes and stick them on the Clip 3 board.

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Devising coping strategies for the characters in this situation is very difficult. This reflects the complexity of the situations young people may find themselves in.

Prompt with possible answers such as:

	Risks	Strategies
<b>Clip 1</b>	<ul style="list-style-type: none"><li>• being caught by the police</li><li>• getting beaten up by Joe or his bosses or gang</li></ul>	Mikey could: <ul style="list-style-type: none"><li>• tell a friend, family member or trusted adult about the situation he is in</li><li>• ask for help from a trusted adult, youth worker, social worker, teacher, sibling or parent</li></ul>
<b>Clip 2</b>	<ul style="list-style-type: none"><li>• taking drugs – either illegal or prescription</li><li>• getting into trouble with her parents or the police</li><li>• losing Zoe’s friendship</li></ul>	Katie could: <ul style="list-style-type: none"><li>• stay and try to reason with Zoe</li><li>• go home and tell someone that she is worried</li><li>• speak to someone, such as a parent, police, teacher or Crimestoppers, in confidence about what she’s seen Mikey do.</li></ul>

8. Once your pupils have attached all their Post-its to the wall or board, use their responses to lead a class discussion focusing on the range of strategies the pupils suggest.

### Tip

Make sure that all the Post-it responses are appropriate.  
In a highly focused class, you could encourage a pupil-led discussion.

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### Activity 4: A Different Outcome

This activity enables your pupils to explore the challenges in Activity 2 in more depth through a short improvisation exercise.

1. Encourage your pupils to think about how the characters could have changed the events in the film. Explain how split second decisions we make have consequences. For example, ask what if:
  - **Zoe had listened when Katie said she wanted to leave?**
  - **Zoe had said no to Mikey when Katie did and left with her?**
  - **Katie had told someone she was worried about Zoe, after she left?**
  - **Mikey had not run away when Zoe collapsed?**
2. Ask your pupils to find a space and work in groups of three.
3. Ask each group to choose one of the challenges they identified in Activity 2.
4. Ask the groups to assign characters from their chosen scene to individual pupils.
5. Encourage them to devise a short improvisation that changes the outcome of the film from this point. Remind your pupils that they do not need to write a script.
6. Move around the room to observe as your pupils' work. Pause the activity and show the class some of the improvisations that reflect an interesting approach. It is not necessary for everyone to perform.
7. Lead a class discussion on what your pupils did in their groups to change the outcome of the film.

Here are some prompts to devise an improvisation.

- Katie and Zoe both say no to Mikey when he offers them the pills. They go to Katie's house.
- Zoe speaks to someone at school about conflict at home rather than spending time with Mikey.
- Katie tells someone, a parent, teacher, youth worker, police or Crimestoppers, about Mikey before it's too late.
- Mikey gets help from a youth worker to find a way out after Joe threatens him when he hands over the money.
- Who can they each turn to in that moment in the film?

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### Activity 5: Coping Strategies Toolkit

This activity focuses on your pupils' own coping strategies.

1. Show the Coping Strategies Toolkit on Slides 7 and 8 and give each pupil a copy of **Worksheet 3: Coping Strategies Toolkit**.
2. Take brief feedback from your pupils about the suggested strategies. Encourage your pupils to highlight or underline the strategies they may find helpful.
3. Give each pupil a copy of **Worksheet 4: Coping Strategies** and show slide 9.
4. Ask your pupils to complete the worksheet with their own ideas.
5. Set the whiteboard timer for **10 minutes** for this activity to be completed.
6. Collect the completed sheets and report the strategies back to the class. Encourage your pupils to add any strategies they would find helpful to their Toolkit on Worksheet 3.

#### Tip

- Depending on your pupils' experiences and maturity, some of their responses to the suggestions may be negative or derisive. Deal with this calmly and maintain the flow of the discussion.
- During this activity, walk around the class offering assistance and checking that your pupils remain on task.
- Report any responses that raise a child protection concern immediately to the designated teacher.

#### Alternatively

Complete this activity at the end of the lesson, to have enough time to review the responses and prepare a summary for the next lesson. Then, give this summary to your pupils so that they can add any strategies they find helpful to their Toolkit on Worksheet 3.

### Debrief

1. It is important for pupils to know where they can find advice and professional help. Use slide 10 to show the helpful numbers handout and discuss these with the class.
2. Use information specific to the school to complete **Worksheet 5: My Strategy Signpost**. Encourage your pupils to keep this sheet in their school diary or blazer.
3. Lead a class discussion using prompt questions and effective questioning techniques:
  - **Have you identified a range of coping strategies and sources of support?**
  - **Will these strategies be easy to use?**

Name \_\_\_\_\_



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## Lesson 4: Resources



**Mikey**

[Empty space for notes]

**Zoe**

[Empty space for notes]

**Katie**

[Empty space for notes]

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## Worksheet 2: Clip 1, 2 and 3 Wall Signs

**Clip 1**

**Clip 2**

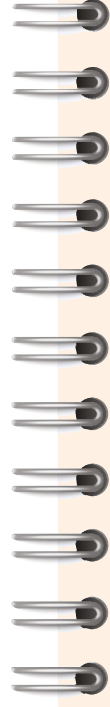
**Clip 3**



## Worksheet 3: Coping Strategies Toolkit

- Begin by choosing wise friends who will be supportive and encourage you to be your best self. If someone is not doing this, **they are not a true friend**.
- Walk through ... discuss tricky situations with family and trusted friends.
- Identify realities – make a list of the **real-life** outcomes, positive and negative of making a particular choice.
- Assess risk – think logically about a situation **before** you undertake risky behaviour.
- Accept that good enough is good enough! Everyone makes mistakes, by accepting this it is easier to move forward.
- Identify **your** values. If you are clear about your values, it is easier to explain to other people why you make particular decisions, walk away from a situation or say no to temptation.
- Have a wide (real-life) social network.
- Have a healthy outlet for your energy to help you deal with stress. This could be sport, music, volunteering or church activities.
- If you find relaxing difficult, you could try a relaxation or mindfulness app on your phone. There are many excellent free options available.
- Talk, talk, talk, talk ...
- Know when to ask for adult or professional help – for either yourself or a friend. You do not have to cope alone.
- Know where to access help.

Name \_\_\_\_\_



*My personal coping strategies*

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### Worksheet 4: Coping Strategies

Think about the situations below. Suggest ways that the characters in *Pushed* or other young people could deal with them.

Being pressured by your peers into drinking or taking drugs	When life at home is stressful or full of conflict
Someone else controlling you as Joe controls Mikey	When you know a friend is harming themselves or is in danger

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### Worksheet 5: My Strategy Signpost

Name \_\_\_\_\_

Designated Child Protection Teacher  
.....  
Teacher / staff members I can talk to  
.....  
School nurse / counsellor  
.....

**Other sources of help and advice.**  
fearless.org  
Police non emergency line 101  
Childline 0800 1111  
....