

Identifying an issue:

Peer pressure and bullying is a big issue in today's society. This issue is important for teenagers because the effects of being pressured or bullied can be serious for all aspects of well-being, and it is important for teenagers to develop a positive sense of who they are and have good overall well-being so that they are more likely to enjoy their teenage years and develop into positive and confident adults. A **survey [1]** that our health class did around school showed that peer pressure and bullying was more of an issue in year 9 than in any other year group, so our group has decided to focus on this age. The **Youth 2012 national report [2]** showed that bullying was more common in this age group as well. As a class, we will raise awareness of, and try to reduce bullying and peer pressure in year 9 at our school. We will aim to work within a collective action model by different groups targeting different layers of the school system, including school policies on bullying, teachers, school leaders and year 9 students.

My group's SMART goal is to help develop social well-being and healthy relationships in year 9 by planning and teaching three lessons to year 9 students about healthy friendships and communicating well with others. By achieving this goal, social well-being within the school community can be enhanced, and issues relating to peer pressure and bullying can be reduced. Year 9 students will feel more confident in themselves and more connected to the school community. This will help them to focus on their learning and will create a more positive environment in and out of class.

Action plan (all critical steps are identified with details exemplified for two steps only):

Actions/steps	Why this step is needed	Possible barriers	Possible enablers	Time frame
Ask permission to teach the three lessons to one health class	So that we are able to carry out our action and achieve our goal.	The health teacher says no, so we will have to try another teacher. This could slow us down or stop us from doing our health promotion.	The health teacher being supportive, so we can start planning. Knowing who the class is will help us create lessons.	By 30/3
Start planning the lessons – what do we want them to learn and how?	We need to be organised with quality activities for our lessons, so that we can be effective as teachers and reach our goal.	Arguments within the group, no ideas or no resources to help plan with. This will stop us from progressing on time.	Our teacher giving us some ideas and books to look through. This will give us an idea of suitable activities for a year 9 class.	By 10/4
Show our planning to the class teacher				
Continue planning				
Organise when, where				
Double-check planning with the class teacher				
Finalise and practice the activities				
Teach the lessons				
Feedback from the teacher and year 9s.				

Implementing the plan – progress log (one action is exemplified only):

Date	Action taken	What happened	Enablers	Barriers
6-9 April	We have spent the last three lessons in health researching and planning. We decided on the aims for the lessons and each took responsibility for one lesson. I was in charge of lesson one. I looked through the books to find some good activities then discussed my ideas with my group.	We have sorted out three main aims (one for each lesson) and have made good progress with the actual activities. Some of my ideas for lesson one needed to be changed after discussing with the others in my group, but by working on it together, we were able to get good planning done and we are almost ready to show our planning to the class's teacher.	Everyone in the group being at school and being motivated to get the planning done. Having the books helped us sort out the ideas, and talking to each other helped to make changes if needed.	Not having any experience with planning lessons. This made us unconfident to begin with, but we overcame this with help from the books, each other and our teacher.

Evaluating the outcomes for well-being:

We were successful in completing all of the stages of our action plan, although some steps were easier to complete than others. In the end, we planned and taught three lessons of a year 9 health class, about healthy relationships. Our lessons were well planned and I think they were interesting to the year 9 students. We used a mixture of role plays, video clips, activities with cards and continuum activities. We got the ideas from books our health teacher gave us, and from working well in our group and from feedback given by the teacher of the year 9 class. The students were interested and enjoyed the activities and their teacher said she was impressed by the participation and learning for most students.

Our overall goal was to develop social well-being and healthy relationships and I feel that we achieved this to a certain point. After the lessons, the students gave us feedback that they have a better understanding of healthy friendships and said that they would be less likely to pressure or bully others (see survey responses attached). We would need to do another survey after some time has passed to see whether our actions had any long-term effect [3].

Overall we did not have too many problems, but we found it more difficult to do the actual lessons than we thought it would be. We needed the teacher's help quite often to sort students out into groups, to give out instructions and to make sure they were doing what they were meant to be doing. I think that this would have impacted on the overall action and the achievement of our SMART goal. If students weren't able to meet the aims of the lessons and activities and learn about healthy relationships, then it would not have had an effect on enhancing people's social well-being, reducing bullying and peer pressure etc. The students who were more interested in the learning might then have gotten more out of the lessons and might be more likely to have enhanced well-being, but it was important for this goal that everyone (not just a few people) learnt how to relate well to others, otherwise bullying and peer pressure in the year 9 student group would not change [4].

The feedback from the students our group taught was that they enjoyed the activities and that all year 9 students should do this sort of learning, especially at the start of the year. Therefore a good recommendation to the health teachers is that they could teach these lessons at the start of the year to build on the unit they usually do about getting to know each other. I feel it was a valuable experience to have year 12 students teaching the year 9s, so I would recommend that teachers continue to involve older students in this [5].