# UNIT 4.2

## We are standing up to peer pressure

### Dealing positively with peer pressure

## 1 About this unit

### UNIT SUMMARY

In this unit, children will understand that access to the internet is not the same among all people and that **peer pressure** can be both positive and negative. They will scrutinise and discuss a short online safety scenario and decide how to resolve a problem where access to the internet is not the same between two friends, resulting in negative peer pressure. They will then think of ways to reinforce positive behaviour.

### REPORTING ROUTES

In Year 4, children should know a range of ways to report concerns and inappropriate behaviour through:

- talking to a trusted adult
- calling Childline (0800 1111).

These points should be re-emphasised in any teaching and learning where children are working online.

If any safeguarding issues or concerns arise during this unit, you must follow your School Safeguarding Policy.

### ONLINE SAFETY FOCUS

In this unit, children will:

- understand that peer pressure can be a positive and negative influence
- understand that access to the internet is not the same for everyone
- recall ways to report concerns and inappropriate behaviour.

### ENGAGING PARENTS AND CARERS

- In this unit, children are encouraged to talk to their parents and carers about any situations where they have felt pressured into doing something by another individual.
- Consider running an online safety session for parents that shows how peer pressure concerning the internet can positively and negatively influence children.

### TEACHER KNOWLEDGE

- This unit builds on children's understanding of responsible internet use and digital citizenship by asking them to discuss how they might respond to a difficult situation caused by people's different ideas about what friendship means. Any questions asked are simply suggestions. It is important to ask questions based on the children's responses and experience.
- The safety focus of this unit (peer pressure) is contextualised through the use of a fictional photo sharing app (QuickSnap) that has the same functionality as the popular app, **Snapchat**. The tool referenced here should not be over emphasised since this is not the focus of the activity. Be aware that Snapchat has an age rating of 13+ so is not appropriate for use by primary school children.
- Review the definitions of the following terms using the glossary on page 64: **peer pressure**, **Snapchat**.

### CROSS-CURRICULAR LINKS

#### Computing
Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

# 2 Getting ready

## ONLINE SAFETY PRINCIPLES

Think about how you can embed the online safety learning and outcomes from this unit within your whole-school online safety strategy through:

- whole-school e-team engagement
- online safety displays
- use of a website online safety area
- Twitter tweets. For example: 'This half term our Year 4 pupils are learning about peer pressure and how to deal with this.'
- a school newsletter. You may wish to paste the following advisory text for parents and carers into your school newsletter, or send home in book bags (see editable *Newsletter text* on My Rising Stars): 'This half term Year 4 pupils have been learning that access to the internet is not the same for everyone. They have also been learning how to deal with negative peer pressure, especially when

it comes to the use of technology. Children have been encouraged to discuss any situations where they have felt pressured to do something by others with their parents and carers at home.'

## THINGS YOU NEED

- Interactive whiteboard

## THINGS TO DO

- Familiarise yourself with the steps of this activity before running this online safety session.
- Read through all the slides in *QuickSnap mishap* to familiarise yourself with the scenario.

## ⭐ MY RISING STARS RESOURCES

- *QuickSnap mishap* (.ppt)

## ⭐ OTHER RISING STARS RESOURCES

- This lesson can be linked to *Switched on Computing, Unit 3.6 – We are Pollsters*

## 👥 INCLUSION/THINGS TO CONSIDER

- This session is about ensuring all children have a voice in developing their understanding of peer pressure and resilience. Consider mixed-ability grouping for supporting SEN/D and EAL children to understand the concepts involved.
- Be aware that some children may already feel pressure to use the internet more than they are able to. Any disclosures should be dealt with in a sensitive manner and follow your current safeguarding procedures.
- If you become aware that children in your school are using Snapchat (age rating 13+), it is important to speak to parents quickly to explain why their children should not have access to this application.

## www USEFUL LINKS

- CEOP's Play, Like, Share; how to recognise pressuring and manipulative behaviour online: www.thinkuknow.co.uk/parents/playlikeshare/
- Useful parents' guide for helping children cope with peer pressure: www.parentzone.org.uk/peerpressure
- Peer pressure class clips: www.bbc.co.uk/education/topics/zyy39j6/resources/1
- Online bullying advice for young people: www.kidscape.org.uk/advice/advice-for-young-people/

# 3  Running the lesson

### Resources
- *QuickSnap mishap* (.ppt)

### Possible outcomes
- The children will use their knowledge of peer pressure to come up with positive ways to influence their peers to be good digital citizens.

## Step 1: Introducing the session

- Explain to the children that in this online safety lesson they are going to look at internet access and the impact peer pressure has on others.
- Explain that peers are our classmates, work colleagues and friends. Peer pressure is used by people to make others do what they want. Recall that as digital citizens, we are part of a group that uses the internet.

## Step 2: Reviewing an online safety scenario

- Project the first slide of the *QuickSnap mishap* PowerPoint presentation onto the interactive whiteboard and read through this scenario with the children. Ask the children to explain what they think is happening. Prompt them as necessary: Ruby expected Jaz to respond immediately to the QuickSnap and was annoyed that she didn't.
- Ask the children to think about reasons why Ruby might be annoyed, e.g. they are best friends, they both have QuickSnap, they share everything, Ruby always replies to Jaz, it was late so Jaz would've been at home, etc.
- Ask the children to think about why Jaz might not have responded straight away, e.g. it was late and she was asleep, she didn't want to be part of the photo sharing, she isn't allowed to have her device in her room, the internet at home went down, etc.
- Project the next slide of *QuickSnap mishap* onto the interactive whiteboard and read through this with children.
- Ask the children to discuss what they think about the situation. Was Ruby being fair? Was Jaz being fair? Should Jaz have replied, even if it was to say she didn't like the photo?

## Step 3: Understanding peer pressure

- Project the last slide of *QuickSnap mishap* onto the interactive whiteboard and read through this with the children. Ask the children to explain what we have found out about the two girls. The family rule in Jaz's house is that all devices have to be switched off by 8pm; Ruby's family don't have any rules about using technology at home. So, access to the internet is not the same for the two girls.

- Explain that it is important to remember that even if everyone has the internet at home, they might not have the same access to it. And they might not want the same access to it.
- Ask the children if they think either of the girls is applying peer pressure in this situation? Without realising it, Ruby is using peer pressure in a negative way to try to influence Jaz.
- Ask the children to discuss how peer pressure might be making Jaz feel and what influence her friend is trying to have? What might happen if Jaz gives in to the pressure? Who could Jaz turn to for support if she feels under pressure from friends to do something she is unable or unwilling to do?
- Ask the children to split into pairs to role-play how the two friends might resolve the situation.

## Step 4: Influencing people in a positive way

- Explain that peer pressure can also be a positive influence, e.g. if people are good listeners and kind hearted, they will encourage friendship and other people may behave in the same way.
- Ask the children to discuss ways their peers might have positively influenced them, e.g. have they joined a club because their friend recommended it? Do they think someone is especially kind and want to be like them? If there is someone in their class who has positively influenced them, maybe they can share it with that person?
- Ask the children to come up with some ideas about how to positively influence their peers or family to be good digital citizens, either as individuals or as a class.

## Step 5: Summing up

- Recall that internet access is not equal across the world, between different regions and different streets. It is also not the same within different families and between different people. Peer pressure caused by internet access can have a negative influence on friendships and create worry. Reinforcing positive relationships, both online and offline, helps us to influence our peers to do the same.

## 4  Taking it further

- Ask the children to talk to their grown-ups at home about any situations where they have felt pressurised to do something by someone else.

- Ask children to think about how they could influence their family at home to develop positive behaviours around the use for technology, for example, turning off devices at the same time each day, or not using devices during mealtimes.