



Integrated ICT Learning Unit

Volume 7

7.4 Peer Pressure

PO Box 911
Teen Town
5091
12 January 2005

Abby
PO Box 3465
Heartlands
8999

Dear Abby

I have a really good friend called Samantha. The other day we were in Clicks and we were looking at lipsticks and she took one and put it in her pocket. Then she walked out of the shop without paying for it. When we got outside she gave it to me. She says she does it all the time and never gets caught.

We are going shopping again soon and I am scared that she will expect me to take something as well. I'm scared she'll think I am a whimp and tease me if I do not join in. What should I do? Should I tell someone about Samantha's bad habit? I don't want to let her down as she is my best friend.

Yours faithfully
Brenda Black

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Next week is the last game of the season and Roy has invited us around again. I am afraid that they will talk me into drinking again. What do you think I should do?

Yours sincerely
Bruce Brown

Overview

This integrated ICT learning unit consists of one activity which explores the concept of **Peer pressure**.

Lesson format:

- 10 minutes Educational game (optional; at the discretion of the teacher)
- 5 minutes "Tech Talk" which introduces ICT terminology
- 5 minutes Touch Typing skills which develops essential touch typing techniques
- 20 minutes+ Integrated activity involving tasks which relate to relevant content being covered in the classroom

ICT skills covered in this Learning Unit:

Word Processing	Graphics	Spreadsheets	Databases	Internet	E-mail	Presentations	Drawing	Web design	Information Organiser	Simulations & design	Desktop Publishing	Operating Systems	Programming & logic
√												√	

Structure of the Learning Unit:

Integrated Activity

This lesson is aimed at integrating ICT into current, relevant class curriculum. Using this approach enables learners to use the computer not only as a working tool but also as a relevant learning tool to learn new concepts and skills or consolidate previously learnt work. This activity will take between 20 – 60 minutes (or 1-3 lessons) to complete depending on the ability of the learners and the time available.

e-Learner Assessment

The required assessment for each unit is completed by the ICT teacher by means of evaluating each skill on the skills matrix. The ICT teacher can indicate on the skills matrix whether the skill is being practised or developed by inserting a tick in the appropriate column next to the appropriate skills. Should the teacher wish to formally assess the skills, a symbol of 1, 2, 3 or 4 is inserted into the matrix in the assess column next to each skill assessed. The corresponding skills should also be marked off on the e-Learner Administration System and forwarded to Head Office when completed. As a pre-requisite for accreditation, all the required skills for each e-Learner unit need to be mastered. In this way, the level of ICT competency as well as the progress of each learner can be monitored. This matrix may be printed or photocopied for each learner.

LEARNING OUTCOMES ADDRESSED IN THIS INTEGRATED ICT LEARNING UNIT

Learning Areas	LO1	LO2	LO3	LO4	LO5	LO6
Languages	Listening	Speaking	Reading & viewing	Writing	Thinking & reasoning	Language Structure and use
Mathematics	Numbers, operations & relationships	Patterns, functions & algebra	Space & shape (Geometry)	Measurement	Data Handling	
Natural Sciences	Investigate relationships & solve problems in scientific, technological & environmental contexts	Interpret & apply scientific, technological and environmental knowledge	Relationship between science, technology, society & environment			
Social Sciences - History	Historical Enquiry	Historical Knowledge and Understanding	Historical interpretation			
Social Sciences - Geography	Geographical Enquiry	Geographical Knowledge and Understanding	Exploring Issues			
Arts and Culture	Creating, Interpreting and Presenting	Reflection	Participation and Collaboration	Expression and Communication		
Life Orientation	Health Promotion	Social Development	Personal Development	Physical Development and Movement	Orientation to World of Work	
Economics and Management Sciences	Economic Cycle	Sustainable Growth and Development	Managerial, Consumer & Financial Knowledge & Skills	Entrepreneurial Knowledge & skills		
Technology	Technological Processes & Skills	Technological Knowledge & Understanding	Technology, Society & the Environment			

STRUCTURE OF LESSON

7.4 PEER PRESSURE

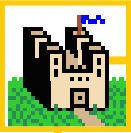
INTEGRATED LESSON	
Prior Learning Requirements	
Concept / Topic: Knowledge of what constitutes peer pressure	
ICT Skills: Basic word processing skills	
Educational Game	10 Min
A suitable educational game, as per Appendix A, may be used as an optional activity at any point during the course of the lesson at the discretion of the ICT or class teacher	
Touch Typing	5 Min
Ensure continuity and progression as per Appendix B	
Tech Talk	5 Min
BIOS B asic I nput O utput S ystem. This is a programme that is stored on a silicon chip on the motherboard that ensures that your pc communicated effectively with equipment attached to your pc, eg, monitor and keyboard. This programme runs when you start (boot) your pc.	
Integrated Activity	20 Min
Learners write a letter to a peer offering advice about a peer pressure issue	
Resources Used	
Software: Microsoft Word	
Prerequisite: Letters Peer Pressure.doc	
Template: None	
WWW: None	
Learning Outcomes	
<ul style="list-style-type: none"> • Life Orientation LO1 • Languages LO 4; LO 6 	
Additional Learning Opportunities	
Concept / Topic: 7.1 Responsibilities 7.8 Teenage Issues	
ICT Skills: 7.1 Responsibilities 7.10 Earth and Beyond	
Beyond the ICT Centre	
<ul style="list-style-type: none"> • Have a debate in class where you discuss the pressures that peers have to handle in today's modern world • Brainstorm as many different kinds of peer pressure as you can. Create a "Peer Pressure" Notice board in your classroom where you post the different types of pressure. Underneath each one, attach a form where learners can write what they would do in that situation • Have a "Peer Pressure" discussion each week 	

Learner name:	Class	
Integrated Activity: Learners write a letter to a peer offering advice about a peer pressure issue		
Theme/Topic: Peer Pressure	Integrated Activity	
Learning Outcomes & Assessment Standards	Practice	Assess
Life Orientation		
7.1.4 Discuss personal feelings, community norms, value and social pressure		
<i>Comment:</i>		
Language		
7.4.1 Expresses and develops a clear personal viewpoint		
7.6 Uses appropriate language structures to express complex thought		
<i>Comment:</i>		
Concepts, Skills and Attitudes		
Peer Pressure		
Making choices		
Self awareness		
Self expression		
4 = Exceeded Requirements 3 = Satisfied Requirements 2 = Partially Satisfied Requirements 1 = Has Not Satisfied Requirements		

Learner name:	Class	
Integrated Activity: Learners write a letter to a peer offering advice about a peer pressure issue		
Theme/Topic: Peer Pressure	Integrated Activity	
e-Learner Skills	Practice	Assess
Unit 2 - Files and Folders		
2.2.1 Right / Left click mouse		
2.2.2 Single / Double click mouse		
2.3.1 Alpha / numeric keys on keyboard		
2.3.2 Special Keys (Ctrl / Alt / Shift etc) on keyboard		
2.4 Recognising icons		
2.5.1 Open / Exit programmes Using Shortcuts		
2.5.2 Open / Exit programmes Using Start Menu		
2.7.1 Navigating through folders / Folder structure		
2.7.3 Navigating within a file (scrollbar / hyperlinks)		
2.7.4 Opening Files		
2.7.5 Saving Files		
2.7.6 Closing Files		
Unit 4 - Word Processing		
4.1 Open programme		
4.2.1 Start new document		
4.3.1 Insert text		
4.3.2 Format Text (font face/ colour / size / bold)		
4.3.3 Align text		
4.8 Save		
4.10 Print		
4.11 Exit		
4 = Exceeded Requirements 3 = Satisfied Requirements 2 = Partially Satisfied Requirements 1 = Has Not Satisfied Requirements		

Learner name:	Class	
Integrated Activity: Learners write a letter to a peer offering advice about a peer pressure issue		
Theme/Topic: Peer Pressure	Integrated Activity	
e-Learner Skills	Practice	Assess
Unit 7 - Web Browsing and Email		
7.12.1 Email Clients (Outlook / Thunderbird)		
7.12.2 Webmail		
7.13.1 Inbox		
7.13.2 Outbox		
7.13.3 Sent		
7.13.4 Drafts		
7.13.4 Trash		
7.14 Reading Mail		
7.15.1 Create new		
7.15.2 To / Cc / Bcc		
7.15.3 Subject		
7.15.4 Message Body		
7.16 Replying		
7.17 Forwarding		
7.18 Attachments		
7.19 Print		
7.20 Exit Mail		
<p style="text-align: center;">4 = Exceeded Requirements 3 = Satisfied Requirements 2 = Partially Satisfied Requirements 1 = Has Not Satisfied Requirements</p>		

Integrated Lesson Peer Pressure (Microsoft Word)



EDUCATIONAL GAME: (10 minutes)

A suitable educational game, as per Appendix A, may be used as an optional activity at any point during the course of the lesson at the discretion of the ICT or class teacher



TOUCH TYPING (5 minutes)

Check that all students:

1. Have their hands in the correct touch typing position (ASDF JKL; - home keys)
2. Look at the screen all the time
3. Are sitting up straight with their bodies square to the keyboard



TECH TALK: (5 minutes)

BIOS

Basic **I**nput **O**utput **S**ystem. This is a programme that is stored on a silicon chip on the motherboard that ensures that your pc communicated effectively with equipment attached to your pc, eg, monitor and keyboard. This programme runs when you start (boot) your pc.



INTEGRATED ACTIVITY (60 – 120 MINUTES)

In order to promote relevant discussion, the following questions are posed by the educator to the learners:

- **Have you ever been involved in an activity that you did not feel completely comfortable about doing?**
- **Who should you speak to if you are experiencing peer pressure?**
- **Does it help if you ask for someone else to help or advise you?**


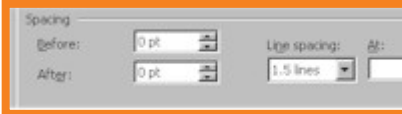
A short discussion takes place about peer pressure and how it can be alleviated or avoided by asking for help from a trusted source.

The learners will be presented with a 'Dear Abby' letter from a teenager experiencing Peer Pressure. They must, in the form of a formal letter, answer the letter and give the person some useful advice and encouragement. The learners will need to have an idea of the layout of the formal letter (the exact layout might differ from school to school so check with the teacher first).

Before you begin discuss Peer Pressure with the class. Talk about ways of dealing with it and how teenagers can support each other.

Task: Have your friends ever asked you to do something you didn't like to do? How did you handle the situation? Today we are going to imagine we are volunteers at the Teen Advice bureau. Some teenagers have written us some letters. We are going to reply to the letters with our advice and try to encourage them to do the right thing.

1. Read the letter from the teenager very carefully (pg 16 and pg 17). Think about the right thing to do. *(Note to the educator: These letters have been saved into the **Volume 7 template** folder should you wish to print them out)*

2. Start a new **Word** document. **Start → Programs → Microsoft Word**
3. Make sure you are in **Print Layout** view: **View → Print Layout**.
4. Change the margins: **File → Page Setup**. Change all the margins to **2.5cm** by typing **2.5** into each window (top, bottom, left and right). Click **OK**.
5. Your address should be at the top of the letter in the centre of the page. To make our typing line up we will set **Tabs**. Look at the left-hand side of the ruler at the top of your page (below the toolbars). You will notice an **L-shaped** symbol on the left. Click on the ruler at the 8cm mark. A **left tab** (the L-shaped symbol) should appear on the ruler.
6. Now press the **Tab** key on your keyboard. Your **cursor** should jump to underneath the Tab marking which you placed on the ruler. Your text will be **left justified** under this tab. Use Abby's address.
7. Type the first line of your address and press **Enter**.
8. Press **Tab** and type the second line of your address and press **Enter**.
9. Press **Tab** and type your postal code and press **Enter**.
10. Press **Enter** (to leave a blank line).
11. Press **Tab** and insert today's date: Click on **Insert → Date and Time...** Choose the correct format from the list. Choose **Update Automatically** (if you come and print your letter tomorrow you will find tomorrow's date at the top of the letter). Press **Enter**.
12. Leave a line.
13. Type the name and address of the person you are writing to against the left margin.
14. Leave a blank line.
15. Change to 1.5 Spacing: **Format → Paragraph**. In the **Spacing** section set **Line spacing:** to 1.5 lines.
16. Type "**Dear**" and the person's name.
17. Leave a blank line.

18. Type your answer to the letter.

Remember the following things you have learned about Word Processing:

- Use capital letters at the beginning of a sentence and full stops at the end.
- Always press the **Spacebar** TWICE after a full stop.
- Only press **Enter** when you want to make a new paragraph, not after each sentence.
- Use the **Backspace** key (on your keyboard at the top right-hand corner) to rub out the letter that is to the left of the cursor (i.e. your cursor goes backwards).
- Use the **Undo** button to undo mistakes.
- Click on the little disk button to save the document regularly (you have already given it a name).

19. Type a suitable closing paragraph.

20. At the end leave a blank line and on the next line type **Yours faithfully**.

21. Leave 2 lines (for your signature) and type your name.

22. Save the document in your file using a suitable filename.

23. Print the document.

24. Exit the program.

Hints:

- Please make sure that your computers and Office programs are set to use cm and not inches. In Word **Tools** → **Options** → **General** will give you an option to change the Unit of Measurement. But make sure your **Regional Settings** in **Control Panel** are also correctly set.
- Change the names of the teenagers in the letters to suit the cultural makeup of your school. You might want to change the issues as well depending on what is topical at the moment in the school.

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Yours faithfully

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Teacher Feedback Form

This Teacher Feedback Form serves as a

- ❖ Personal record of work covered with your class
- ❖ Feedback form about this lesson to your management
- ❖ Feedback form about this lesson to your colleagues

Place a relevant comment in each of the boxes.

Volume Number			
Learning Unit			
Integrated Lesson			
Educational Game			
Touch typing / Keyboard Skills			
Tech Talk			
I found this Learning Unit to be...			
Engaging?			
Relevant?			
Significant?			
Challenging?			
General Comment			
Name		Date	




This **Teacher Feedback Form** may be photocopied or found in digital format with the Educator Resources and at www.computers4kids.co.za

Self Assessment Form

This Self Assessment Form serves as a

- ❖ Personal record of work covered during class
- ❖ Personal record of your progress

Place a tick (✓) and comment in the relevant boxes.

Volume Number				
Learning Unit				
Regarding this Learning Unit ...	Great 	Partial 	None 	Comment
When I started this task my knowledge of this topic was...				
The effectiveness of my completed task is...				
My answers to the topical questions were...				
The pride and care I took in the presentation of my work was...				
After completing this task my knowledge of this topic is...				
During this task I have learnt to be...				
Caring		Principled		
Communicative		A Risk Taker		
Reflective		A Thinker		
Inquiring		Well-balanced		
Knowledgeable		Open-minded		
After completing this task I have learnt...				
Name			Date	




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Peer Assessment Form

This Peer Assessment Form serves as

- ❖ Feedback to your peer about your perception of their achievements
- ❖ A record of your personal perception of your peers achievements

Place a tick (✓) and comment in the relevant boxes.

Peer's Name				
Volume Number				
Learning Unit				
Regarding this Learning Unit ...	Yes 	Sort Of 	No 	Comment
Has the task been completed?				
Is the completed work effective?				
Have the topical questions been answered successfully?				
Have they taken pride in the presentation of their work?				
Have you learnt anything new from your friends work?				
I think this task has taught my friend to be...				
Caring		Principled		
Communicative		A Risk Taker		
Reflective		A Thinker		
Inquiring		Well-balanced		
Knowledgeable		Open-minded		
By completing this task I think my friend has learnt...				
Name			Date	

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