



Positive Vs. Negative Impact of Peer Pressure on Adolescents and Strategies to create Positive Impact through Peers.

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Abstract: The adults educators and administrators the world over have studied the negative impact of peer pressure and ways to handle it. This paper aims to study both the negative and positive impact of peer pressure and ways to make use of peer groups to bring about positive changes in adolescents. The researches in the past have been on how to tackle peer pressure while I wish to bring forth the strategies to redirect the peers towards positive influence to each other. With education and administrative tool in my hand I realised that peers can compel us into certain actions which are contradictory to our personal values. Therefore it is important to choose friends carefully and also to identify the groups of peers in schools.

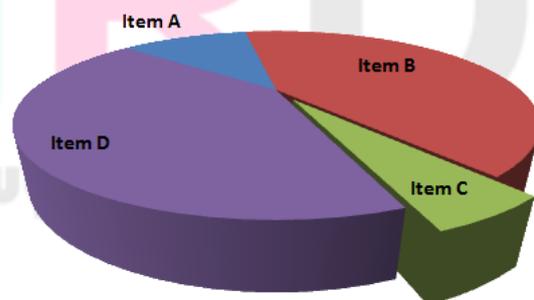
Hypothesis :

This paper suggests a few ways where the peers can be directed towards each others' positive growth and how the educators and adults in the life of adolescents can use these peers to understand that Wrong is wrong even if everyone is doing it and Right is right even if no one is doing it. Positive peer pressure can be used for bringing about desirable change

PEER LEARNING : Peer Learning is a process students' learning with or from each other. It is important to understand and recall that we all

studied in groups and most of our learning has been from friends and more importantly the wrong things too were learnt from friends despite the fact that we knew that the wrong was wrong and would not be accepted. A survey conducted on a group of fresh pass outs of grade 12 from a school in New Delhi highlighted the following.

The survey chart for; good scores in academics ,bad habits, , use of substance abuse, using and misusing net and media with; group of friends of the same age is as below



PEER LEARNING CHART

Item A. academic growth

Item B- substance abuse

Item C- Bad habits

Item D- use and misuse of net and media

Having prepared the above result of what they can do together ,the strategy adopted was that all the similar age group members, about 40 of them, were brought together in the name of a project, Project

Excellence and subjected to working with a guided plan of action. Here they were given tasks to bring about the positive learning pattern in their own self. These strategies were then shared with other educators and peer-peer learning was redirected to expected learning outcomes.

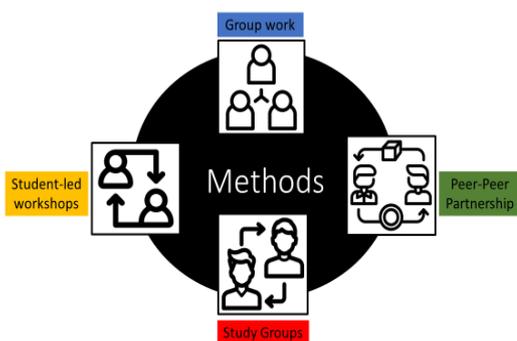
The strategies adopted to ensure peer peer learning becomes a positive influence are :

#group work

#Peer peer partnership

#Student led workshops

#Study groups



The influence of positive peers is the same as negative peers. Role plays question box, questionnaires are also helpful in positive outcomes.

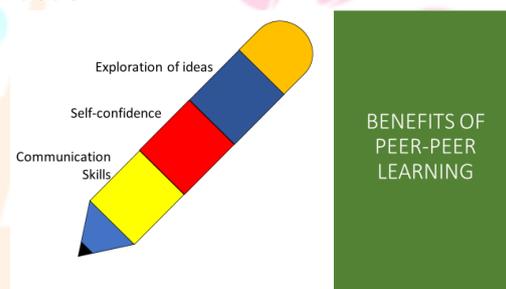
PEER PEER PARTNERSHIP -Find out the deficiency and pair it with an efficiency to fulfil the gap. Buddies can be made Pair and Share can be used. Each student is empowered to help his buddy to perform better. Such system also helps the buddy to ensure giving up of bad habits.

GROUP WORK - The teacher can identify the students and ensure grouping so that all the students of the group contribute collectively . No child will feel left out. Groups should not be made randomly and a well thought out strategy should be applied. These groups later stick together and help each other to follow the right track .

STUDY GROUP- This group is slightly difficult to monitor as here the role of distance from home to home , interests etc comes into play. Each child must be given a topic of the lesson based on difficulty level or interest and then asked to prepare and teach each other. However once in a while some student from each group must be taken into confidence and the group should be controlled through him/her.

STUDENT LED WORKSHOPS- Identify the students who know alot and have the potential but are shy to come out. Ask these children to lead workshops. The whole group will empathise and help. The negative influence would be totally negated. This activity has redirected many students to excel.

Besides the above strategies, peer learning works well when a teacher or a counsellor adopts the 4-5 students of a group and stays updated on the wellbeing of their peers. Identify the students who need extra help. Provide guidance and necessary support. Formulate plans and follow up. These strategies help the students to first develop good communication skills .Then when they are able to express themselves self confidence is the result and last but definitely not the least there is exploration of ideas.



The last thing that was done during this research was to teach the children the Art of saying NO to negative pressure.

Situations were given to students where they were to refuse their peers and best opinions were collected and suggested after review by the groups. They said no to substance abuse, forming fake ID , bunking school, having sex for fun and even bullying the classmate.

The process involves six steps .

#Learning to prioritise.

#Weighing the cons of saying Yes to the wrong .

#Strongly saying yes to what is right.

#Maintaining Eye contact.

Question box technique.

#Choosing the right way to say

No without irritating the promoters of pressure. Ask counter question.

Saying No with a backup positive statement eg if offered weed..say "I like my brain the way it is .Thanks.(Role plays helped)

Training the adolescents and enhancing their skill of No by giving them simulating situations.

#Let them say no in the safe environment of home.eg Say no to your elder brother to watch a movie with him .

Make friends (peers) who share your values and back each other up.

This art once learnt will be of great help and peer peer learning impact.

Conclusion:Peers are the biggest tool that one can have as an educator to bring about a highly positive change among the peers .Peer pressure is not always negative it can be positive too.

References :

AEP Manual CBSE

What Great teachers do Differently by Todd Whitaker

