|  |  |  |
| --- | --- | --- |
| Unit: | Peer Mentor Training | Suggested Order: 1 of 3 |
| Topic: | 1. Introduction to working with Year 7 and an introduction to peer mentoring | |
| Key Objectives: | To begin to create a team dynamic  To identify some of the issues associate with transition  To understand what peer mentoring is and what will make an effective peer mentor | |
| Resources: | * Training Powerpoint * Projector / Interactive Whiteboard * Large room set up in a flexible group setting (we recommend working in groups of 4-5 for most of the session) * Paper Sheet: Supporting Year 7 Group Brainstorm (1 per group of 4-5) * Paper Sheet: Active Listener Observation Triad Record Sheet (1 per group of 3) * Peer Mentoring Training Videos (available for download from: <http://www.gladesmore.com/page/?title=Stepping+Stones&pid=39>) * Optional: Paper Sheet – Creating a Peer Mentor * Building box (1 per group) containing a variety of craft goods e.g. lolly sticks, string, selotape, goggly eyes, coloured paper, pipecleaners, art straws, paper clips, bells, table tennis balls etc. NB It may be worth having an extra supply of goods at the front if groups need them. | |
| Time: | We recommend a 3 hour slot. | |

| Guideline Timing | Activity | Typical Learning Gains | Notes / Advice from teaching team |
| --- | --- | --- | --- |
| 5 Mins | **Icebreaker Activity:**  Group discussion focused on identifying the cartoon character from a small detail of the character e.g. Nemo’s eyes etc. | Begin to create a team dynamic  Students may be able to make links with peer mentoring | *Extension Question: How does this activity link to your role as a peer mentor?* |
| 10 Mins | Introduction and project outline | Knowledge of big picture |  |
| 1 Min  10-15 Mins  10 Mins | **Remembering Transition Activity:**   * Individual reflection focused on 4 key questions:   + What did you enjoy?   + What were you worried about?   + What did you find difficult?   + How did you feel? * Group share experiences with the goal of identifying for feedback one common experience and one experience that they differed on * Feedback: Each group shares their common and different experience | Students able to identify with Y7  Creates a team dynamic  Ability to empathise  Students exposed to a range of real experiences |  |
| Group talk: 20 Mins  Feedback: 10 Mins | **Supporting Year 7 Activity:**   * Give each group the Supporting Year 7 Group Brainstorm * Groups use the last activity to identify common issues facing all students on transition * Groups are to consider transition for different groups and to identify at least 3 challenges that each group would face * Extra Challenge: Groups identify another group with particular needs and identify challenges for this particular group | Creates a team dynamic  Consideration of a range of different experiences  Able to empathise with Year 7 | You may wish to modify the sheet to reflect particular circumstances or students who you know are in the cohort e.g. wheelchair adapted  Avoid repetition by making each group an expert on one particular group and then eliciting additional ideas from the other groups. Each group should be given the opportunity to share their ‘extra challenge’ group |
| BREAK | | | |
| 15-20 Mins | **Active Listening Activity:**   * Teacher explanation / modelling of what good listening looks like (prompts on the PowerPoint) * Regroup students into triads (avoiding existing friendship groups and different to their core group) * Students are to work in triads with each student taking on each role. The three roles are: Observer (observing the listener), Speaker (person talking) and Listener.   + Speakers talk about something that they are passionate about for 2-3 Minutes   + Listeners listen to the speaker – prompting and asking questions as necessary * Observers use the Observation Triad Record Sheet to take notes on the quality of the listening and to provide oral feedback to the listener (www/ebi) | Students more aware of the features of active listening  Building a team dynamic (learn about the interests and passions of the other people in the group) | It works well to link to how the groups have listened in the last few feedback tasks. |
| 3 x 5 Mins | **Peer Mentoring Video Analysis:**  Students watch video of 3 peer mentoring sessions and analyse:   * + What are the mentee’s issues?   + What did the mentor do well?   + What could the peer mentor have done differently? | Knowledge of what peer mentoring is |  |
| 45 Mins  Feedback = 10 Mins | **Creating a Peer Mentor**   * Groups of 4-5 are given the task of applying their learning to create the ideal peer mentor using the materials in the craft box. The Success Criteria are:   + Must reflect the characteristics of a good peer mentor   + Must be at least 15cm high   + Must be 3D   + Must use at least 3 different types of materials e.g. lolly sticks, paper, string   Each group presents their mentor to the class explaining what they have included and why | Builds a team dynamic  A chance to apply their learning to the model  Facilitates discussion amongst the team | It is a good idea to photograph the products of this work as as this can be printed and given to students as a visual memory of their learning.  The feedback is the culmination and summary of their learning so don’t run out of time! |
| 5 Mins | What next?  Trainer explains next steps e.g. dates, training foci etc. |  |  |