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| Unit: | Peer Mentor Training | Suggested Order: 2 of 3 |
| Topic: | Learning how to be a peer mentor | |
| Key Objectives: | * To develop the team dynamic * To help you to empathise with your mentee by learning about how different people respond * To practise peer mentoring * To know what to do if your mentee discloses something that may place them in danger | |
| 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: Revision Task (individual or group) * Paper Sheet: Self Awareness / Awareness of Others (individual) * Paper Sheet: Practice Mentoring Mentee Roles (1 per triad) * Paper Sheet: Practice Mentoring Observation Log (1 per triad) * A5 cards (which students can turn into their own support card for Mentor Session 1) | |
| Time: | 3 hours (depends on how long you allow for safeguarding) | |

| Guideline Timing | Activity | Typical Learning Gains | Notes / Advice from teaching team |
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| 5 Mins | **Icebreaker**  Two truths and a lie | Building the team dynamic | *This neatly flows into discussing the importance of body language in communication.* |
| 5 Mins | Overview of session and objectives | Big picture understanding |  |
| 5 Mins | **Recapping Training 1: Summary of a good peer mentor**   * Give out task Revision Task (individually or in groups) * A good peer mentor should / should not | Revising what a peer mentor is  Allows trainer to assess their learning from session 1  Recaps core content for students who were absent | *This is also useful for students who may have missed training 1.*  *If at all possible, re-introduce students to the peer mentors that they build in Training 1 (either physically or using photographs) to jog memories* |
| 30-45 Mins | **Developing self-awareness and awareness of others**   * Individually pupils complete the first column of the Self- Awareness / Awareness of Others sheet – encourage students not to ponder but to answer quickly * In groups, now discuss responses to generate a group response * As a class, share group responses (encourage all students to note down some key responses to their sheet) * Reflect: What did we learn from this activity? How will this learning be important in your role as a peer mentor? | Students consider how they respond to a range of situations and also learn how other might respond very differently to a similar situation  Helps students to empathise with their mentee by learning about how different people respond  Develops their knowledge of each other and therefore strengthens the team dynamic | *Groups respond to differently to this activity – be prepared to cut it short if they are losing focus.* |
| BREAK | | | |
| 30-45 Mins | **Practise Peer Mentoring**   * Place students in triads (they should be familiar with this way of working from the Active Listening task in Training 1) * Give out Mentee rolecards and the Peer Mentoring Observation Sheet * Each student will run their own mentoring session. The session should focus in on homework at some point. Each student will adopt each role in turn:   + Mentee – The student acting as mentee can choose one of the four roles to adopt (but shouldn’t tell the mentor which one they have chosen)   + Mentor – Uses the Peer Mentoring Prompt Cards to attempt to mentor the student   + Observer – observes the mentor and gives feedback www/ebi | Allows them to practise in a low-stakes setting  Explores some of the issues that they might encounter in the role |  |
| 15 Mins | **Reminders for my first Peer Mentor Session**  Each students creates a small reminder card which they can use for their first peer mentor training session  It should include:   * Questions to ask * Reminders e.g. smile * Follow-up questions | Recaps and summarises the learning  Takeaway task which can be used to reassure them before their first formal session. | *It is better if staff take responsibility for these. They can be handed to the students at the meeting before the first peer mentoring session or on the day.* |
| Each school to decide. | * Each school has their own approach to this, but it must mention:   + Who the safeguarding officers are (including who to report to if a concern is raised outside ‘mentoring’ hours)   + That the mentor must never promise to keep a secret   + Some examples of the types of concerns that might need to be reported * You might also mention:   + Dangers online including cyber bullying, posting of images etc   + Reporting students who do not disclose but who seem withdrawn / unhappy   You may / may not wish to allow time for questions | Students know what to do if a safeguarding issue occurs! |  |
| 5 Mins | Next steps |  |  |