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| Unit: | Peer Mentor Training | Suggested Order: 3 of 3 |
| Topic: | 1. Developing our understanding of Year 7 and evaluating the project so far | |
| Key Objectives: | To build relationships within the team (aka to have some fun)  To develop our understanding of how Y7 may feel  To understand how we can encourage and support Y7 to plan for the future  To evaluate the programme so far | |
| 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) * Sugar Paper * Range of resources which can creatively be used to create a prom dress e.g. paper plates, pom-poms, coloured card, sugar paper, lolly sticks, reflective paper * Marker Pens * Blindfolds (1 or 2 per group) . | |
| Time: | We recommend a 2 hour slot. | |

| Guideline Timing | Activity | Typical Learning Gains | Notes / Advice from teaching team |
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| 30-40 Mins | **Icebreaker Activity:**  Create a Prom Outfit  In groups of 4, students are directed to make a prom dress, however, there is a twist. Each member of the group will have one handicap i.e.   * The model must stand still * One person is blindfolded * One person can’t touch anything (you may wish to tie their hands together) * One person can’t speak   NB: If group sizes are unequal, some groups can be 5 and allow the team to double up a disability e.g. 2 x blindfolds | Students work together and have fun  Students experience a range of emotions which Year 7 may also experience  Students develop empathy of those with disabilities | *This is a great activity but students can get frustrated – particularly if they are being left out (this is part of the learning). It can be helpful to provide opportunities for groups to swap the disability so that all students are engaged.*  *It may take a long time to tidy up from this activity!!!* |
| 5 Mins | **Catwalk (sharing icebreaker outcomes):**  Create a fashion catwalk and ask one member of the group to describe the design to the others |  |  |
| 10 Mins | **Feedback from Prom Outfit Activity:**   * Why did we do that activity? * In what ways does it link to our work as peer mentors * Prompts:   + When did it work well?   + What made good teamwork?   + How was it when….you were…?   + Who felt left out?   + Who was most / least useful? Why? | Students reflect on the different experiences of year 7 including those they are mentoring |  |
| *BREAK (and organise chairs)* | | | |
| 15-20 Mins | **Circle Time – Dreams and Ambitions:**   * Each individual to share their ambitions | Building a team dynamic  Trainer knowledge of the group (able to match / re-designate y7 as a consequence) | *If the group are small, you may wish to develop this so that students share what they are currently doing to help them achieve their dreams.* |
| 15 Mins | **Discussion – Supporting Year 7 with their dreams**  What do you do if:   * They have no dreams / ambitions? * Their ambitions appear unrealistic? (e.g. want to be a doctor & can’t read) * How can you help them to achieve their dreams? | Students empowered to have conversations about the future with Year 7 (beyond the mundane e.g. homework)  Students evaluate their own dreams and think about what they need to do to achieve their dreams. |  |
| 15-20 Mins | **Evaluation of the project so far**  Re-organise into small groups of approx 4. It is helpful if these are different groups to the first activity in order to build relations within the team. On sugar paper, ask the groups to identify:   * Strengths of the Project * Weaknesses of the Project * Ideas for improvement * The 4th Quadrant can be used for any other comments | Students identify issues and strengths of the project  Good ideas for taking it forward | *Obviously, it helps if you can act on some of these ideas!* |
| 10 Mins | **Shared Feedback**  Each group to share their  • Most significant strength  • Most significant weakness  • Best idea |  |  |