

PEER MENTORING TOOLKIT



This **Peer Mentoring Toolkit** has been designed for any organisation working with children and young people, to enable them to set up and embed a peer mentoring support programme.

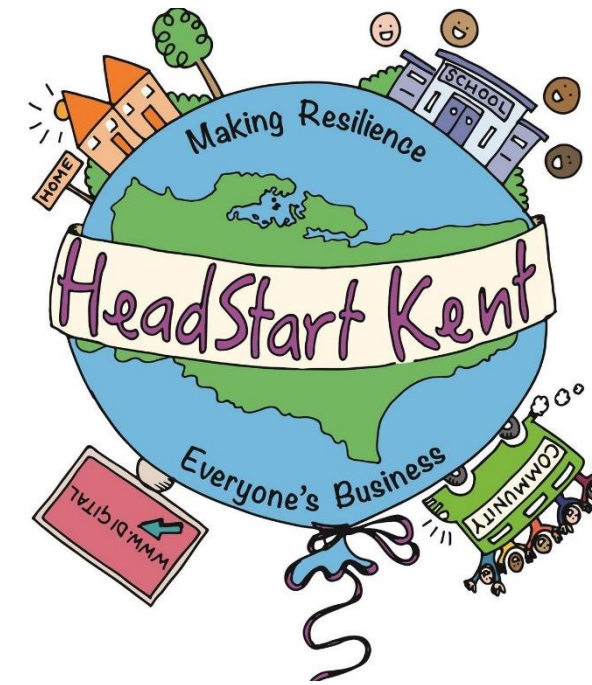
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PEER MENTORING TOOLKIT

The [National Lottery Community Fund](#) has awarded funds to Kent County Council to help 10-

16 year olds in Kent build their resilience. The HeadStart ambition is to equip young people so they can better deal with difficult circumstances in their lives, preventing them experiencing common emotional and mental health problems.

Schools and community groups requested this toolkit to enable them to run their own peer mentoring programme using quality resources.

This toolkit was originally developed by Salus who coproduced and piloted with the support of Horizon Academy in Swanley and St John's Catholic Secondary school in Gravesham in 2016. We would like to thank the staff and young people for their contribution.

The toolkit gives settings the training plans and resources that are needed, with the flexibility to deliver this programme at a time that suits them and their young people. The toolkit also provides the tools and steps that are required to become an APM accredited Peer Mentoring programme.

We want to ensure this toolkit is a practical and effective resource, and will continue to adapt it based on user feedback. Should you wish to share your comments please contact us at headstart@kent.gov.uk

For further information about HeadStart email headstart@kent.gov.uk or visit <http://www.kelsi.org.uk/support-for-children-and-young-people/health-and-wellbeing/headstart>



INTRODUCTION

This Peer Mentoring Toolkit has been designed for any organisation working with children and young people, to enable them to set up and embed a peer mentoring support programme.

The development of the toolkit was commissioned by HeadStart Kent who have been working to develop and support programmes to support children’s resilience in primary and secondary schools.

Peer mentoring has been evidenced as having a positive impact on the emotional health and well-being of children and young people.

Peer mentoring can support children and young people by:

- enhancing social competence
- building security within the setting and the wider community by realising their worth as social beings
- improving attendance and educational attainment whilst developing friendship skills in a positive environment.

The toolkit outlines how to identify the need, how to train and support peer mentors, and how to evaluate the impact of your programme. It is divided into 4 sections:

- Management and operation
- Service users (mentees)
- Mentors
- The mentoring relationship

These four sections correspond with the four key areas detailed by the NVCO in their guidance to achieve the Approved Provider Standard (APS) – the national quality standard for all types of mentoring projects. More details about the standard can be found [here](#)

The APS comprises 10 requirements supporting safe and effective practice in mentoring, which have been detailed on the next page. This toolkit has been designed alongside these requirements to support you in the application process for accreditation, should you wish to apply.

Additional resources and activities have been provided in Appendix A and B to support implementation.

We wish you every success in developing and sustaining your own peer mentoring programme!

NVCO Approved Provider Standard (APS)

Four key areas	Requirements	Toolkit Section
Management and operation	<ol style="list-style-type: none"> 1. The mentoring project has clear aims, objectives and outcomes 2. There is an appropriate level of resources available to develop and sustain the project, including funding, management and staff 3. There is a commitment to managing the safety of project staff, mentors and mentees 	<ol style="list-style-type: none"> A. What is mentoring and what impact does it have for participants? B. Models of mentoring C. The role of project staff D. Risk Assessment and Safeguarding
Service users (mentees)	<ol style="list-style-type: none"> 4. There is a clear process for the identification and referral of mentees 5. The needs of mentees are assessed in determining how mentoring can help them 	<ol style="list-style-type: none"> E. Mentee selection
Mentors	<ol style="list-style-type: none"> 6. The recruitment and selection process for potential mentors is safe and effective 7. Mentors receive appropriate induction and training so that they can provide effective support to service users 8. Support is provided to mentors to help them develop their role 	<ol style="list-style-type: none"> F. Mentor selection G. Mentor training
The mentoring relationship	<ol style="list-style-type: none"> 9. There is a clear and consistent process in place for matching mentors with mentees 10. Mentoring relationships are regularly monitored to ensure they are making progress and that outcomes are achieved 	<ol style="list-style-type: none"> H. Matching mentors with mentees I. Support session guidance J. Evaluation K. Qualifications & Quality Mark

In order to achieve APS standard the peer coordinator must collect evidence at each stage of programme implementation in order to produce a portfolio of evidence to show that each of these 10 standards have been met. This can include resources from training sessions such as flip chart paper, evaluations, session records, emails or photographic evidence. This toolkit has been produced with this in mind and allows adequate opportunity for the identification and inclusion of portfolio evidence.








MANAGEMENT AND OPERATION

A WHAT IS MENTORING, AND WHAT IMPACT DOES IT HAVE FOR PARTICIPANTS?

Peer mentoring is traditionally a one-to-one non-judgemental relationship in which an individual (mentor) voluntarily gives time to support and encourage another (mentee).

Peer mentors provide advice and guidance whilst acting as a positive role model for younger people who require their support.

What impact can mentoring have?

-  Improve self-esteem, confidence, communication skills, and problem solving skills
-  Improve sense of belonging in school
-  Improve pupil attendance in school
-  Reduce behaviour incidents
-  Improve grades/academic achievement

MANAGEMENT AND OPERATION

B MODELS OF MENTORING

Primary Models (8 - 11 year olds)

	Model	Role of mentor
1	1:1 mentors (with adult supervision)	<ul style="list-style-type: none"> • Mentors have a named younger 'mentee' to support • Building friendship with child and safe space for child to talk
2	Playground Mentors	<ul style="list-style-type: none"> • A friendly and approachable person that children can ask for help • Organise/teach playground games • Responsible for playground equipment (getting out/putting away) • Playing with children who are lonely • Help with friendship problems • Inform adults of any concerns • Help to make the playground a happy and safe place
3	Friendship Mentors	<ul style="list-style-type: none"> • Be a friendly and approachable person that children can ask for help • Encourage children to use the friendship bench/stop • Help children who appear unhappy or lonely • Support/play with specific children identified by a teacher • Tell adults if they are worried about a child
4	Transition Mentors	<ul style="list-style-type: none"> • Support Reception with transition into Year R (starting school) • Support Year 2 with transition into Year 3 (Junior) • Support Year 6 with transition into Year 7 (Secondary) • Mentors have named younger 'mentee' to support • Older mentors need to introduce themselves to younger ones (send a card/letter) • Take part in transition days • Share experiences, show children around the school • Help with any problems, worries etc.

MANAGEMENT AND OPERATION

B MODELS OF MENTORING

Secondary Models (11 - 18 year olds)

	Model	Role of mentor
1	1:1 Support Mentors (with adult supervision)	<ul style="list-style-type: none"> • 1 to 1 drop-in sessions at break time and lunch time – offer safe place for young people to talk, seek advice, make friends • Staff member present at all times who can offer support, guidance and safeguarding
2	Transition Mentors	<ul style="list-style-type: none"> • Support upcoming Year 7 pupils on transition days • Be available to help young people find their way around school during lesson changes • Help young people who are lost in school • Support young people who have transition concerns • 1 to 1 drop-in sessions at break time and lunch time – offer safe place for pupil to talk, seek advice, make friends
3	Learning/homework Mentors	<ul style="list-style-type: none"> • Support young people with learning and/or homework at specific times during school day • Support during exam season
4	Break time/lunchtime Mentors	<ul style="list-style-type: none"> • On rota (school hours only) • On duty in a classroom/nurture room at break times to support young people/play games/arts and crafts

MANAGEMENT AND OPERATION

C THE ROLE OF PROJECT STAFF

The role of the Peer Mentoring Co-ordinator

A Peer Mentoring Co-ordinator takes responsibility for the development and delivery of the mentoring programme in their setting, liaising with other staff members, collating information and ensuring the well-being of all participants.

As a Peer Mentoring Co-ordinator you will need to:

- Be an advocate for promoting the Peer Mentoring Programme (see below)
- Identify mentors
- Deliver Peer Mentor training (this may also be delivered by a facilitator – see below for role)
- Identify mentees
- Prepare mentees
- Arrange mentoring support sessions
- Oversee mentoring support sessions
- Arrange fortnightly meetings for mentors to check progress of programme
- Liaise with your DCPC around safeguarding concerns raised throughout the programme
- Monitor and evaluate the programme

Promotion

- ✓ Get the whole setting community involved in the programme from the start.
- ✓ Consider delivering a whole school assembly to explain the programme, and give out certificates and badges to trained mentors.
- ✓ A dedicated display board in the school entrance which is regularly updated on peer mentoring activity is a great way to promote the scheme.
- ✓ Website and social media updates can keep mentors motivated.
- ✓ A presence at events such as parents evenings, open days and transition days will give the mentors a boost and give them a greater sense of ownership of the programme.

The role of the Facilitator

Where it may not be possible for the Peer Mentoring Co-ordinator to deliver the mentor training, an additional member of staff may be required to facilitate the training. They may also support the Co-ordinator to identify the mentors, and also oversee the support sessions.

MANAGEMENT AND OPERATION

D RISK ASSESSMENT AND SAFEGUARDING

Risk assessing your mentoring scheme

The HSE outline a 5 step approach to risk assessment which we advise the use of in the production of both an overall project and programme risk assessment. A few examples of risks to consider include:

The 5 step approach:

1. Look for hazards
2. Decide who might be harmed, and how
3. For each hazard, evaluate the chance, big or small of harm actually being done and decide whether existing precautions are adequate or more should be done
4. Record the significant findings of your risk assessment: the main risks and the measures you have taken to deal with them
5. Review your assessment from time to time and revise it if necessary

Potential project hazards to consider:

- Co-ordinator changes role/moves establishment
- Funding is withdrawn or significantly reduced
- Venue for delivery is no longer available

Potential programme hazards to consider:

- Dealing with disclosures
- Parental consent
- DBS Checks
- Client group issues: drug and/or alcohol abuse/mental health issues
- Matching process between mentor and mentee
- Mentor leaving/stepping down from role before formal ending of mentoring relationship
- Dealing with challenging behaviour
- Accidents

[Click here for Sample Project risk assessment](#)

[Click here for Sample Programme risk assessment](#)

Safeguarding

During training and support sessions, children and young people may disclose information that could raise a safeguarding concern. Be mindful of (and follow) the policy and procedures within your setting for recording and communicating safeguarding concerns, and ensure that a copy of the policy and procedure is kept in your peer mentoring portfolio.

SERVICE USERS (MENTEES)

E MENTEE SELECTION

In order for your peer mentoring programme to be successful, you will be required to carry out a needs analysis to identify the issues faced by the children and young people you work with. You will need to liaise with children and young people as well as staff working with them to clarify the purpose of running a peer mentoring programme.

Only when you know the issues you wish to address with the programme can you begin to select your mentees – the children and young people you wish to offer support to.

Below are some examples of issues, the likely reason for these issues, and therefore your target for support (mentees).

	Issue	Reason	Target (Mentees)
1	Year 3 pupils are having difficulty entering school in the morning. The class teacher has to spend an amount of time supporting these children before the curriculum can be taught	Several Year 3 pupils have found the transition from KS1 to KS2 difficult due to the size of the class increasing and the classroom space being reduced	Selected Year 3 pupils
2	Too many Year 7 pupils are being given detentions following non-completion of homework	A cohort of Year 7 pupils are having difficulty structuring their time to complete homework	Selected Year 7 pupils
3	Use of legal highs is increasing	Several young people attending your setting are actively promoting the use of legal highs.	Selected young people

Mentees can be selected for a variety of reasons including:

- Social issues
- Friendships
- Family problems
- Dealing with loss or change
- Difficulty with school work
- Bullying
- Relationship with teachers
- Drug or alcohol use
- Involvement in criminal activity
- Sexual health



MENTORS

F MENTOR SELECTION

Now you are aware of the needs of the children and young people you wish to support, and the issues that you hope to address through the development of the peer mentoring programme, you are ready to select your mentors.

It is important to consider ALL children and young people you work with for the role of mentor. The best mentors are not always your A* pupils! You require a varied skills base.

For example, if you have decided on a peer mentoring programme to support others who are dealing with loss or change, you will require empathetic, understanding mentors who might have experienced loss or change themselves.

Use a combination of methods for mentor selection:

- Peer nomination
- Adult/teacher nomination
- Self-nomination/application

Consider how many mentors you wish to train. Too many may make it difficult to manage your co-ordination or support and mentors may then drop out; too few and you may not be able to offer the level of support you require for your setting.

It is recommended that between 12 and 20 mentors are trained in each cohort.

Example application forms can be found here:

[Peer Mentor Application Form 8 – 11 \(Primary\)](#)

[Peer Mentor Application Form 11 – 18 \(Secondary\)](#)



MENTORS

G MENTOR TRAINING

Training can be delivered over 2 full days, 4 afternoons or 8 x 1.5hr sessions. Training often takes place between June and July or September and October to allow for the mentors to develop into their roles and be ready to support transition periods if applicable, but you need to consider the best time for your setting.

Prior to the delivery of the mentor training, you need to consider the format of the mentor support that will be in place following completion.

- How often will the peer mentoring support take place?
- Will your mentors meet once or twice a week?
- Offer daily support on a rota?

Well supported groups are more successful. An organised support programme where an enthusiastic adult offers advice, encouragement and praise on a regular basis will lead to success.

Also consider how you will be promoting the programme, getting the whole setting community involved from the start:

- Consider delivering a whole school assembly to explain the programme
- Give out certificates and badges to trained mentors
- A dedicated display board in the school entrance which is regularly updated on peer mentoring activity is a great way to promote the scheme
- Website and social media updates can keep mentors motivated
- A presence at events such as parents evenings, open days and transition days will give the mentors a boost and give them a greater sense of ownership of the programme.

MENTORS

Co-ordinator Check List

Setting up a peer mentoring scheme

What is the aim of the programme? What do you hope to achieve overall?

What are the objectives of your programme? What steps need to be taken to achieve your aim?

What outcomes are you hoping to achieve (for the mentees and the mentors)?

MENTORS

Co-ordinator Check List

Setting up a peer mentoring scheme

Who will be the Peer Mentoring Co-ordinator?

Who will be the Facilitator (if applicable)?

Identifying mentees

Who are the mentees that you hope the programme will support?

Co-ordinator Check List

Identifying Peer mentors

How will you identify your peer mentors? (Tick all that apply)

Peer nomination Adult/teacher nomination Self-nomination/application Other

How many mentors do you need?

What skills/qualities do the mentors need to have?

MENTORS

Training

Which model of training will you use? (Tick all that apply)

2 days 4 afternoons 8 x 1.5hr sessions

When will these sessions take place?

Who will be involved in training?

Which model of training will you use? (Tick all that apply)

Weekly Monthly On a rota Other

Which model of promotion will you use? (Tick all that apply)

Assembly Certificates Badges Display Board
 Website / Social Media Events Other

Think About

How much will it cost to run the mentoring programme?

Where will the budget come from to run the mentoring programme?

How much time will it take the coordinator to run the programme outside of existing role?

Will time be allocated to running the mentoring scheme?

SUPPORT

Support Sessions

Which support model will you use? (Tick all that apply)

1:1 mentoring Drop in sessions Other

When will these sessions take place?

Where will these sessions take place?

Who will be involved in supervision of these sessions?

How will your peer mentoring scheme run? (Tick all that apply)

Weekly Monthly On a rota Other

How will you gather feedback on support sessions in your setting? (Tick all that apply)

Verbal feedback Written record (recommended for APS) Other

How will you monitor the success of the mentoring programme during support sessions? (Tick all that apply)

Formal evaluation Feedback from parents/carers/site staff/Mentors/Mentees
 Combination (recommended for APS) Other

ENDING THE MENTORING RELATIONSHIP

Some thought should be given to how you, as the Peer Mentoring Co-ordinator, will support the ending of the mentoring relationship.

It is recommended that you consider an agreed time period for the relationship at its conception. You would then regularly assess this as the scheme progresses, with a view to an early or extended ending depending upon the needs of the individuals and their capacity to continue.

Mentoring relationships can end for a variety of reasons including:

- The relationship has fulfilled its original purpose; careful planning of the reason 'why' a mentee is allocated a mentor leads to a planned outcome – once this has been achieved the mentee may have built adequate support networks within their own peer group/home etc. It may be that another mentor might be appropriate or more informal support is required (e.g. drop in).
- The mentor and mentee may not get on; discuss this with both parties and allocate a new mentor. This does not mean that either party have failed or that the pairing process was not robust enough.
- A change of priorities or commitments; consider a change in meeting date/alternative mentor.

It is vital that all those involved in the mentoring relationship are given the opportunity to feed back on their experience and for open and honest communication to take place to discuss what will happen next.

Example feedback forms:

[Example feedback form for Mentees](#)

[Example feedback form for Mentors](#)

CHOOSE YOUR AGE GROUP

Click on your chosen age range to take you to your training package



8 - 11 (Primary) Peer Mentoring

TRAINING

Session One "Introduction to Mentoring"

8 - 11's
Primary



Session Aims:

- The beginning process – naming the group, overall purpose and group rules, getting to know each other.



Intended learning outcomes:

- To understand what mentoring is and the role they will each play as individuals in their setting mentoring programme.
- To understand how to help others effectively – skills and qualities.
- To practice some of the tools that will help young people to become peer mentors.



Key vocabulary:

“Role model” “Knowledge” “Experience” “Skills and Qualities”



Session Resources:

Flip chart paper Bean bag (turn taking object) Pens Pencils



Welcome and check-in: (Approx. 15 minutes)

- Welcome group and *check in*. A check in involves everyone sitting in a circle. The facilitator models what they would like the check in to be e.g. say your name and then one thing about yourself, be this an emotion or an interesting piece of information (favourite food, hobby, something special you have done recently). It is important that everyone listens to everyone else when it's their turn.
- Give information about the programme e.g. length of training, teaching methods – activities, discussion, role play and games.
- Name labels and register.
- Share learning outcomes for session.

Introduce the aims of the peer mentoring programme:

- To understand your role as a peer mentor
- To practice using some tools that will help during sessions
- To feel confident about being a peer mentor
- To have FUN and work hard

Session One

“Introduction to Mentoring”

8 - 11's
Primary



Warm Up activities:

- It is important that you work as a team as you will be supporting each other not only throughout training but in your ongoing role as a mentor.
- You will be taking part in activities that will help you to understand your role as a peer mentor - let's get to know each other better

Activity 1: Human Bingo

- Produce a set of group ground rules - To be discussed as a group and written on flipchart paper and displayed.

Activity 2: Ground Rules for training sessions sample worksheet



Core Activities:

- Discussion: What is a Peer Mentor? What is the role of a Peer Mentor? Whole group discussion (record results)
- What skills do Peer mentors need? Small group discussion- write ideas on flipchart paper. Share ideas with group.
- Decide upon 4 key skills/qualities for a peer mentor.



Closing Activities:

- One thing I have learnt today is... Go round the room/pass bean bag and ask every child one thing they have learnt in today's session.

Session Two

“Friendship Skills”

8 - 11's
Primary



Session Aims:

- To gain an understanding of what it means to be a good friend and how to apply existing skills to the role of a mentor.



Intended learning outcomes:

- For the group to produce a job description for the role of a mentee and understand their roles and responsibilities as a mentor.



Key vocabulary:

“Friend” “Caring” “Experience” “Helpful” “Good listener”



Session Resources:

Flip chart paper Bean bag (turn taking object) Pens Pencils



Welcome and check-in: (Approx. 15 minutes)

- Register and name labels, Recap on last session – what did we learn?
- Share Learning Outcomes for session



Warm Up activities:

Activity 24: Sausage



Core Activities:

- Discussion – what is a Friend? Group discussion
- Divide children into groups to complete what is a friend activity – draw round a group member or draw a person on A3 paper and write the qualities a good friend should have. Feedback to the group.

Activity 21: Personal Bubble activity

- Discuss personal space and the importance of protecting both ours as mentors and the mentees from feeling uncomfortable in the role of mentoring friend.
- Emotional Barometer- stand on imaginary line scale 0- 10 (10= felt confident/comfortable with that activity 1= uncomfortable). Children to stand themselves on the scale to show how confident they feel about their Mentee role.



Closing Activities:

- One thing I have learnt today is... Go round the room/pass bean bag and ask every child one thing they have learnt in today's session.



Session Aims:

- To gain an understanding of the importance of listening and how to show others you are listening to them.
- To develop awareness of effective listening, understanding body language, to introduce respect for self and others, to start to build trust within the group.



Intended learning outcomes:

- For the group to discuss how to use positive listening skills whilst being a mentor and in other aspects of their lives.



Key vocabulary:

“Eye contact” “Concentration” “Positive”



Session Resources:

Flip chart paper Bean bag (taking turns object) Pens Pencils



Welcome and check-in: (Approx. 15 minutes)

- Register and name labels, Recap on last session – what did we learn?
- Share Learning Outcomes for session



Warm Up activities:

Activity 25: The big wind blows

- Why is it important to be a good listener? In small groups of 4 or 5 ask young people for ideas, collate on flip chart.

Should include:

- To gather information
- To get feedback
- To participate in someone else's life story and to hear of their experiences and insights
- To be in control – information is power
- To learn
- To build relationships
- To show respect and value others
- To keep safe (follow instructions)
- To really listen to someone else you need to give them your full attention. There are two types of listening - Passive and active
- Define passive and active listening:
 - Passive - In this type you do not verbally respond, but may use body language e.g. eye contact, smiles, yawns, nods etc. This type of listening is good when the person you are communicating with wants to get something off their chest or to use you as a sounding board.
 - Active - This involves clarifying verbally, and checking your understanding of what they are saying by paraphrasing. You need to be sensitive to the other person's voice, choice of words, tone, speed and body language
- Role play with another adult if possible. If not, a volunteer from the group. 'Tell me about your weekend' - First demonstrate poor listening skills - interrupting, fidgeting, looking bored etc.
 - Ask group to feed back their observations.
 - Repeat role play demonstrating good listening skills – nodding, affirmation, reflection etc.
 - Ask group to feed back their observations.

Activity 10: Bricks activity

Activity 11: Listen and Draw activity

Choose either activity 10 or 11 and organise group into pairs.

- Ask group to share finished drawing/bricks with partner.
- Did anyone's partner do particularly well at listening? Why?
- Discuss why it was difficult for the person to build/draw their partners description?



Warm Up activities: Continued

Should include:

- Too noisy in the room
- Not good enough description
- Pair did not check the other person had heard them
- Not being able to ask questions
- Not being able to see each other
- What can we do to improve our listening skills?
- Taking into account feedback from activity what can we do to improve our listening skills?

Ask group how they think they can improve their listening skills – what should you do and what shouldn't you do, to include:

- Face the person talking.
- Go somewhere quiet.
- Speak clearly and use appropriate vocabulary.
- Look for non-verbal clues - Body language.
- Make sure you have been understood and that you understand the person talking.
- Speak clearly and use appropriate vocabulary.
- Concentrate on what is being said – listen, really listen to the other person - stop thinking about what you want to say next and think about what the other person is saying.
- Don't interrupt
- Look for non-verbal clues
- Ask questions



Closing Activities:

- **One thing I have learnt today is..... Go round the room and ask every child one thing they have learnt in today's session. (Throw or pass bean bag)**



Session Aims:

- To gain an understanding of how to communicate effectively both verbally and physically.
- To develop awareness of effective communication skills, including ability to ask questions, and barriers.
- To continue building respect for self and others.



Intended learning outcomes:

- For the group to discuss various ways of communication to include tone/pitch of voice, positive body language and terminology used.



Key vocabulary:

"Communication" "Body language" "Open and closed questions"



Session Resources:

Flip chart paper Bean bag (turn taking object) Pens Pencils



Welcome and check-in: (Approx. 15 minutes)

- Register and name labels, Recap on last session – what did we learn?
- Share Learning Outcomes for session



Warm Up activities:

Activity 26: Fruit Bowl



Core Activities:

- Discuss different methods of communication – telephone, speech, emails, text, sign language, and the relationship to body language - posture, facial expressions, hand signals.

Activity 13: Communication styles worksheet

- Reinforce that we all use different forms of communication depending on the situation – this is perfectly normal. Facilitator to give an example and ask group if they are able to give an example of when they have used the different styles – what was the situation?
- Discuss, when working with our mentees we will need to make sure we are communicating appropriately and allow our mentees to talk about anything they wish to, should we need/want to ask questions we would be best placed to ask open questions
- Discuss, closed questions require a yes, no or one word response – give examples.
- Divide group in small groups and allow them to formulate 3 – 5 closed questions. Ask groups to swap questions and change the closed questions into open questions.
- Feedback to wider group.

Activity 15: 20 Questions game

- Complete 20 questions game.



Closing Activities:

- One thing I have learnt today is..... Go round the room and ask every child one thing they have learnt in today's session using a bean bag / talking object to take turns.
- If appropriate and mentors to take on a role in the playground you can introduce a playground game session. e.g. Red Letter, Please Mr Crocodile. Ideas for games can be found on the internet if your setting does not have common ones that the children enjoy, or you would like some more to choose from.



Session Aims:

- To gain an understanding of the groups' knowledge of anti-bullying and differentiate between what is and what is not bullying. To develop children's skills and experiences whereby improving emotional well-being and reducing disaffection.



Intended learning outcomes:

- For the group to discuss what they think bullying is and write a group definition.



Key vocabulary:

"Respecting differences" "Emotional bullying" "Physical bullying" "Cyber bullying"



Session Resources:

Flip chart paper Bean bad (turn taking object) Pens Pencils



Welcome and check-in: (Approx. 15 minutes)

- Register and name labels, Recap on last session – what did we learn?
- Share Learning Outcomes for session



Warm Up activities:

Activity 27: 4 corners game



Core Activities:

- What is bullying – children to discuss in small groups what they think bullying is. Write on flipchart paper. Feedback.

Activity 17: Types of bullying information sheet

- Discuss types of bullying, - verbal, physical, cyber, excluding someone time and time again, bystander.

Activity 18: I am being bullied, what can I do information worksheet

- Discuss pros and cons to each idea and aim to find another option.
- Group definition – divide children into small groups and ask them to begin to formulate a definition of bullying.
- Show setting/group/LA definition and produce a final setting/group definition for use.
- Respecting differences – we are all different but we are all the same, can the group think of ways in which they are all the same (they are at the same setting/group – part of a community).
- Can the group think of ways in which they are different from each other – celebrate this difference.
- Sentence starter: I am different because ... and I am proud. Group to clap each other.
- If appropriate and mentors to take on a role in the playground you can introduce a playground game session.



Closing Activities:

- One thing I have learnt today is..... Go round the room and ask every child one thing they have learnt in today's session using a bean bag / talking object to take turns.
- If appropriate and mentors to take on a role in the playground you can introduce a playground game session. e.g. Red Letter, Please Mr Crocodile. Ideas for games can be found on the internet if your setting does not have common ones that the children enjoy, or you would like some more to choose from.



Session Aims:

- Develop a positive belief system that raises self-esteem and develop an awareness of the importance of self-esteem.



Intended learning outcomes:

- Introduce empathy as a key skill.
- Develop understanding of feelings and signs of low self-esteem.
- Recognise ways to raise self-esteem, emotional wellbeing and empathy for others.



Key vocabulary:

"Empathy" "Emotional bullying" "Self-esteem"



Session Resources:

Flip chart paper Bean bag (turn taking object) Pens Pencils



Welcome and check-in: (Approx. 15 minutes)

- Register and name labels, Recap on last session – what did we learn?
- Share Learning Outcomes for session



Warm Up activities:

Activity 4: Compliments circles



Core Activities:

Activity 19: Self-esteem story telling exercise

Includes: Description, Freddy Story No.1, Freddy Story No.2, 'I am good...' sheet, 'I'm good...' sheet

Activity 20: Techniques to raise your self-esteem worksheet

- Before you begin the story hold up a piece of brightly coloured paper with the words 'I AM GOOD, I AM KIND, I LIKE MYSELF, I AM OK'.
- Give A4 Freddy sheet to a member of the group. At each point in the story that Freddy encounters something that may reduce his self-esteem each group member tears a bit of the paper off until there is non-left.
- At the end of the story get the group to walk around the room showing how Freddy is feeling (body language).
- Read story 2, which has positive changes. Hold up a blank piece of paper and as the good things happen write the words 'I AM GOOD, I AM KIND, I LIKE MYSELF, I AM OK' on the paper.
- Place A3 picture of Freddy on floor/table. As the good things happen ask children to write them down on post-it notes and place on the A3 picture of Freddy. Discuss how we have seen Freddy's self-esteem 'grow'.
- Get the group to walk around the room feeling good like Freddy. Discuss the difference in body language and the level of noise.
- Discuss techniques to raise your self-esteem information sheet and that of others.
- Recap 'empathy' and the importance of this skill.



Closing Activities:

- One thing I have learnt today is..... Go round the room and ask every child one thing they have learnt in today's session using a bean bag / talking object to take turns.
- If appropriate and mentors to take on a role in the playground you can introduce a playground game session. e.g. Red Letter, Please Mr Crocodile. Ideas for games can be found on the internet if your setting does not have common ones that the children enjoy, or you would like some more to choose from.



Session Aims:

- To gain an understanding of when you might be able to keep secrets, and when it is necessary to talk to an adult.
- To develop a clear understanding of child protection issues, restrictions on confidentiality, limits of mentors' responsibilities, boundaries to protect the mentoring relationship.



Intended learning outcomes:

- For the group to discuss good and bad secrets – those which can be kept and those which need to be passed on to an adult. For the group to discuss ways in which to keep themselves safe whilst working with younger pupils – not promising to keep a secret until they know what it is.



Key vocabulary:

“Confidentiality” “Secrets” “Trust”



Session Resources:

Flip chart paper Bean bag (turn taking object) Pens Pencils



Welcome and check-in: (Approx. 15 minutes)

- Register and name labels, Recap on last session – what did we learn?
- Share Learning Outcomes for session



Warm Up activities:

Activity 28: Chinese Whispers activity



Core Activities:

- Need for confidentiality. What is it? Group discussion. Clarify, the need to pass on information to an appropriate adult when we find out someone may be at risk of harm.

Activity 29: When do we need to tell an adult prompt cards - activity

- When might we need to tell an adult? Discuss and/or use prompt cards.
- Who should we tell? Discuss and identify 2 or 3 adults to tell. Emphasise that should you tell someone and no action is taken keep telling different (appropriate) people until you feel the situation has been dealt with.
- Discuss importance of not promising to keep a secret until you know what it is – give positive examples of when a secret could be kept such as, ‘my mum is having a baby’ and when secrets must be told, ‘I am left alone at night to look after myself whilst my parents are out’.
- Role play your own choice of confidentiality scenarios to re affirm key phrase ‘I can’t keep a secret or promise not to tell an adult until I know what it is’.



Closing Activities:

- One thing I have learnt today is..... Go round the room and ask every child one thing they have learnt in today’s session using a bean bag / talking object to take turns.
- If appropriate and mentors to take on a role in the playground you can introduce a playground game session. e.g. Red Letter, Please Mr Crocodile. Ideas for games can be found on the internet if your setting does not have common ones that the children enjoy, or you would like some more to choose from.



Session Aims:

- To ensure an understanding of all key concepts has been achieved and to allow mentors to alleviate any concerns.



Intended learning outcomes:

- To solidify all knowledge of what it means to be a mentor and for the mentors to feel confident to carry out their role.



Key vocabulary:

All vocabulary from previous sessions



Session Resources:

Flip chart paper Bean bag (turn taking object) Pens Pencils
Certificates (create prior to session - [click here for example](#)) Badges (if applicable)



Welcome and check-in: (Approx. 15 minutes)

- Register and name labels
- Share Learning Outcomes for session



Warm Up activities:

- Of group choosing



Core Activities:

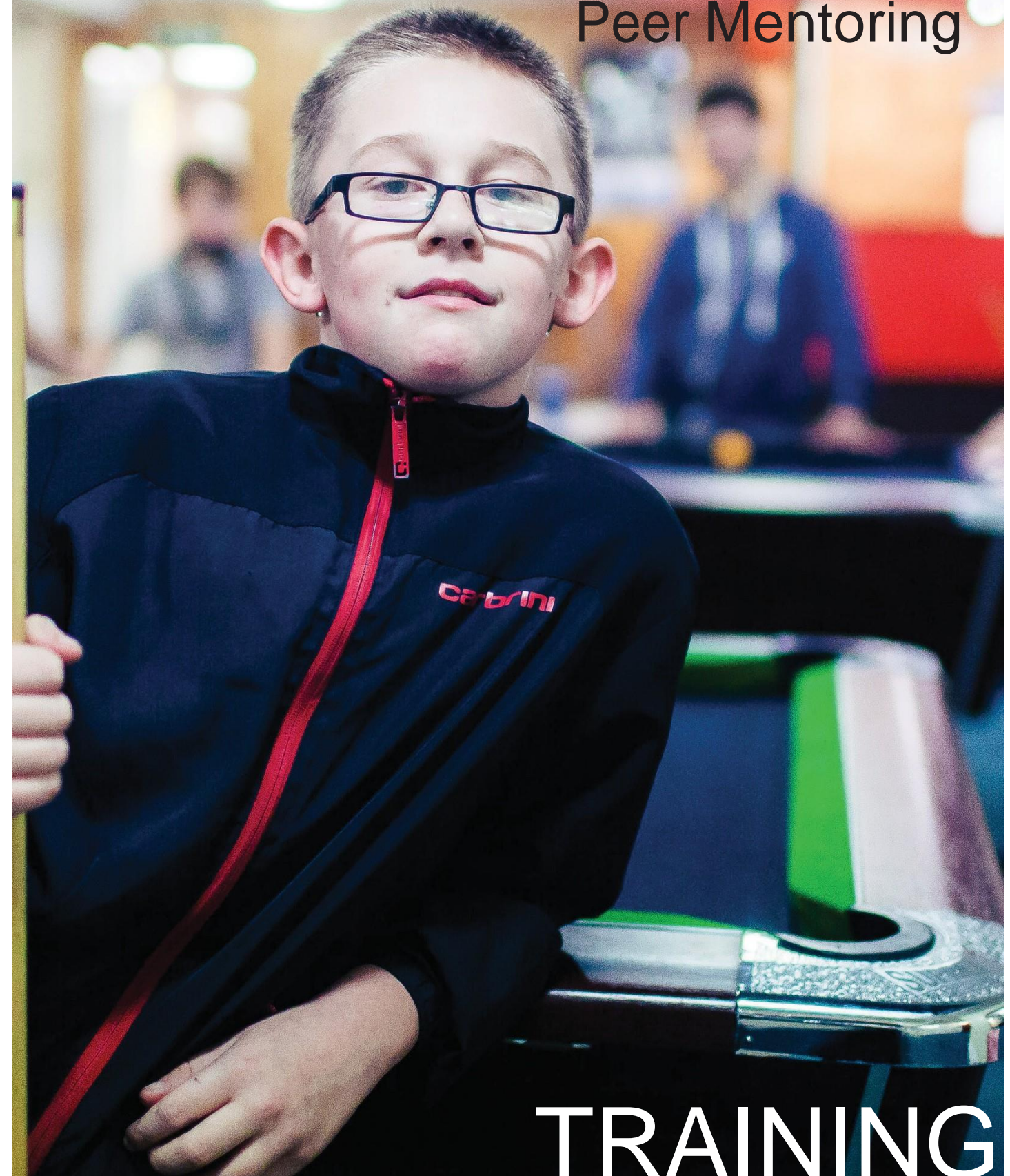
- The formal elements of your training are now complete, recap on all elements asking young people what they can remember. Ensure an understanding of all key concepts- look through flip charts, worksheets to remind of key concepts.
- In pairs or small groups- children identify any concerns, questions or uncertainties they have. Discuss.
- Address any parts of the training that need revisiting- confidentiality etc.
- Discuss specific focus for Mentoring at this setting and the role they will be undertaking/format/ venue etc.



Closing Activities:

- Celebration party
- Hand out certificates and other mentor items if applicable (e.g. badges)

11- 18 (Secondary) Peer Mentoring





Session Aims:

- To develop an understanding of what mentoring is and what skills mentors require
- To promote a sense of 'team' among mentors



Intended learning outcomes:

- To understand what mentoring is and the role they will each play
- To understand how to help others effectively; skills and qualities
- To practice some of the tools that will help young people to become peer mentors



Key vocabulary:

“Role model” “Knowledge” “Experience” “Skills and Qualities”



Session Resources:

Flip chart x 2 Marker pens Pens/pencils Post-It Notes



Welcome and check-in: (Approx. 15 minutes)

- Welcome group and check in. A *check in* involves everyone sitting in a circle. The facilitator models what they would like the check in to be e.g. say your name. It is important that everyone listens to everyone else when it's their turn.
- Give information about the programme e.g. length of training, teaching methods – activities, discussion, role play and games.
- Name labels and register
- Share learning outcomes for session

Introduce the aims of the peer mentoring programme:

- To understand your role as a peer mentor
- To understand own limitations regarding issues discussed; confidentiality
- To understand how to help people most effectively – skills, qualities
- To practice using some tools that will help during sessions
- To receive information that will consolidate learning
- To feel confident about being a peer mentor
- To have FUN and work hard



Warm Up activities:

- It is important that you work as a team as you will be supporting each other not only throughout training but in your ongoing role as a mentor.
- You will be taking part in activities that will help you to understand your role as a peer mentor - let's get to know each other better

Activity 1: Human Bingo



Ground Rules:

- Produce a set of group ground rules - To be discussed as a group and written on flipchart paper and displayed.

Activity 2: Ground Rules for training sessions sample worksheet



Core Activities: (Approx. 30 minutes)

What is peer mentoring? *Small group activity*

Divide young people into small groups of no more than 5. On flip chart paper they can record their ideas as to what the term mentoring means to them.

Each group to nominate a spokesperson who will feedback to the others.

Facilitator to discuss ideas and give group a definition of peer mentoring - 'Mentoring is when a role model offers support to another person. A mentor has knowledge and experience in an area and shares it with the person being mentored'.

Share ideas, discuss and produce a 'job description' of mentoring.

Activity 3: Job description sample worksheet

What skills does a peer mentor have? *Small group activity*

Small group activity

Divide young people into small groups of no more than 5. Mentors can record their ideas on post it notes.

Each group to nominate a spokesperson who will feedback to others.

Facilitator to collect post it notes on a board and highlight the 'qualities' which were repeated in each group and discuss results.

Relate the job description and skills and qualities to the forthcoming sessions:

e.g. Mentors need to be good listeners, mentors need to know how to communicate effectively, mentors need to be good role models



Closing Activities:

Activity 4: Compliments circles

Session Aims:

- Understanding individual perspectives and how others' perspectives impact on their behaviour

Intended learning outcomes:

- To understand how other people's views, values and beliefs impact on their behaviour

Key vocabulary:

“Individual” “Behaviours” “Perspectives” “Views, Values and Beliefs”

Session Resources:

Flip chart paper Marker pens Pens/pencils Bean bag (turn taking object) Ball of wool/string

Welcome and check-in: (Approx. 15 minutes)

- Register and name labels
- Share learning outcomes for the session:

It is important to understand that we are all different and see the world around us from an individual perspective. This helps us to make judgments on other people and in a whole host of different situations. We do this without thinking by using our values, beliefs and motives.

In the role of a mentor we must be careful not to put our own values, beliefs and motives onto others.

Warm Up activities:

Warm up Activities:

- Pass/throw bean bag to each person – “one thing I remember from last session”

Activity 5: Question Web activity

- The Question Web activity: Young people stand in a circle. Hold on end of wool and throw ball of wool to 1 person to catch. Ask 1 of the 20 questions (see resources). Young person then throws ball of wool to another person, saying their name. Facilitator asks each person a question until everyone has had a turn and a web is formed. Supports teamwork, getting to know each other and group member's views, values and beliefs.

Core Activities:

Activity 6: What matter's to me

- Complete activity with young people.
- Feedback and discuss the multitude of differences within the group

Let's begin to understand perspective and behavioural responses to situations depending upon values, beliefs and motives displayed through behaviours.

Activity 7: Support scenarios

Split young people into groups and give each group a scenario to discuss and work through answering the following questions:

- What does the other person need to help them?
- What impact could their behaviour have on them both immediately and in the future?
- What do you think the hidden issues may be?

Activity 8: Maslow's Hierarchy of Need

- Discuss and then translate back to scenarios
- What needs do you think those people had and where would they be on the hierarchy of need?
- Summarise – people are all different and have different needs which alters the way in which they see the world, we need to be aware of this

Closing Activities:

- Looking at the responses to all scenarios what do they have in common? How might it feel to feel like you don't belong?
- What have I learnt today? Facilitator to pass/throw beanbag to each individual for feedback.



Session Aims:

- To develop and promote good listening and communication skills



Intended learning outcomes:

- To improve our listening skills.



Key vocabulary:

“Passive” “Non-verbal clues - Body language” “Active”



Session Resources:

Flip chart Marker pens Pens/pencils Paper Bean bag (turn taking object) Wooden bricks



Welcome and check-in: (Approx. 15 minutes)

- Register and name labels, Recap on last session – what did we learn?
- Share Learning Outcomes for session



Warm Up activities:

- Pass/throw bean bag to each person - one thing I remember from last session.

Activity 9: Interview Activity

- Young people get into pairs. Ask them to interview each other. Each interviewer has to find 3 interesting facts about their partner. Ask everyone to present the 3 facts about their partner to whole group.



Core Activities:

Why is it important to be a good listener? In small groups of 4 or 5 ask young people for ideas, collate on flip chart.

Should include:

- To gather information
- To get feedback
- To participate in someone else's life story and to hear of their experiences and insights
- To be in control – information is power
- To learn
- To build relationships
- To show respect and value others
- To keep safe (follow instructions)
- To really listen to someone else you need to give them your full attention. There are two types of listening - Passive and active



Core Activities:

- Define passive and active listening:
 - Passive - In this type you do not verbally respond, but may use body language e.g. eye contact, smiles, yawns, nods etc. This type of listening is good when the person you are communicating with wants to get something off their chest or to use you as a sounding board.
 - Active - This involves clarifying verbally, and checking your understanding of what they are saying by paraphrasing. You need to be sensitive to the other persons' voice, choice of words, tone, speed and body language
- Role play with another adult if possible. If not then a volunteer from the group. - 'Tell me about your weekend'. First demonstrate poor listening skills - interrupting, fidgeting, looking bored etc.
 - Ask young people to feedback their observations.
 - Repeat role play demonstrating good listening skills – nodding, affirmation, reflection etc.
 - Ask young people to feedback their observations.
- listening? Why?
 - Discuss why it was difficult for the person to build/draw their partners description?
- Should include:
 - Too noisy in the room
 - Not good enough description
 - Pair did not check the other person had heard them
 - Not being able to ask questions
 - Not being able to see each other
- What can we do to improve our listening skills?
- Taking into account feedback from activity what can we do to improve our listening skills?
- Ask young people how they think you can improve your listening skills – what should you do and what shouldn't you do, to include:
 - Face the person talking
 - Go somewhere quiet.
 - Speak clearly and use appropriate vocabulary.
 - Look for non-verbal clues - Body language.
 - Make sure you have been understood and that you understand the person talking.
 - Speak clearly and use appropriate vocabulary.
 - Concentrate on what is being said – listen, really listen to the other person - stop thinking about what you want to say next and think about what the other person is saying.
 - Ask questions.
 - Don't interrupt
 - Look for non-verbal clues

Activity 10: Bricks activity or

Activity 11: Listen and Draw activity

- Choose either activity 10 or 11 and organise young people into pairs.
 - Ask young people to share finished drawing/ bricks with partner.
 - Did anyone's partner do particularly well at



Closing Activities:

- Name a Change - Ask young people to think about changing the way they listen in certain situations – classroom, at home and with friends – can they name one change they will make as a result of the information they have gathered during this session.

and/or

- Emotional Barometer - on a scale of 1 (not very confident) to 10 (very confident), how confident do you feel about your listening skills?



Session Aims:

- To develop and promote good communication and questioning skills



Intended learning outcomes:

- To gain an understanding of good communication skills
- To gain an understanding of good questioning skills
- To understand the ways others communicate - Communication and learning styles.



Key vocabulary:

“Learning styles - visual, auditory, kinaesthetic”



Session Resources:

Flip chart paper Marker pens Bean bag (turn taking object)



Welcome and check-in: (Approx. 15 minutes)

- Register and name labels
- Share learning outcomes for session



Warm Up activities:

Warm up Activities:

- Pass/throw bean bag to each person – one thing I remember from last session and my favourite hobby/pastime.

or

- My Name Is? Ask each person in group to state their name and attach an adjective that not only describes a dominant characteristic but also starts with the same letter of his/her name e.g. dynamic David, energetic Emily etc. Facilitator starts game with their own example and writes down answers to refer to throughout session.



Core Activities:

Activity 12: Communication worksheet

We all have our preferred style of communication; give out **communication worksheet**

Do not let young people look until they all have a sheet. Ask them to turn over and answer the questions with their first response. Discuss:

Mostly 'a' answers you are most likely primarily visual (how things look are important to you)

Mostly 'b' answers you are most likely auditory (what can be heard is important to you)

Mostly 'c' answers you are most likely kinaesthetic (how it feels is important to you)

Activity 13: Communication Styles information

Discuss visual, auditory and kinaesthetic learning styles.

- We can get an understanding of the way others communicate by the way in which they speak

Discuss communication styles and what they mean. Relate communication styles to learning styles and whether anyone recognises their own communication and learning styles.

- It is easier to build a rapport with someone when you mirror the way in which they speak. It is also easier to build rapport by using good body language:
- Ask group to stand with their head hanging down forward, droop your shoulders down and let your arms hang loose by your side. Turn your mouth down. Sigh. Now in this position, try to feel happy and say something positive.
 - Ask: What happened? Was it possible to feel happy and say something positive in this position?
- Ask the group to now stand up straight, lift your head up, put your shoulders back and put on a big smile. Now in this position, try to feel sad and say something negative.
- Body language is the quiet, secret and most powerful language of all. According to experts, our non-verbal language communicates about 55% of what we

really mean the tone of our voice 38%, while words themselves a mere 7%.

Activity 14: Body language picture activity

- These people are not talking but what do you think they are saying? Give out sheet with pictures to each small group of 5/5. Ask for feedback.
 - How do we display good body language?
 - Sit up straight
 - Give good eye contact
 - Use open gestures
 - Smile
- We now have a good idea as to how to show we are listening, understand how we communicate and use positive body language with each other; during our listening exercise we discussed the importance of asking questions.

Type of questions:

- Closed: Where the answer can only really be yes or no. e.g. 'Did you enjoy the match?' This kind of question is good for fact finding and gathering information. Closed questions usually start with do/does/has/have or am/is/are.
- Open: When you want more information or the person to describe something and engage with the other person. E.g. 'What did you enjoy about the match? Or 'tell me what happened at the match at the weekend?' Open questions usually start with, what, when, where, which, who, when, where, why and how.
- Probing: When you want to get to the bottom of something. To get more information or to get more understanding e.g. what exactly did you do at the match? And then what happened?

Good questions should start with: Where, Who, What, When, Why, How

Session Four

11- 18's
Secondary



Closing Activities:

Activity 15: 20 Questions game

- Complete 20 questions game.
- Emotional Barometer - On a scale of 1 (not very confident) to 10 (very confident) How confident to you feel about using your communication skills to help others? (Optional activity - good time filler if needed).
- What Have I Learnt Today? – Pass/throw beanbag to each young person who takes it in turns to feedback.

Session Five

11- 18's
Secondary



Session Aims:

- Develop and improve groups understanding of anti-bullying strategies and how to help anyone who is being bullied.



Intended learning outcomes:

- Distinguish between types of bullying
- Understand what bullies do
- Give examples of where bullying can happen
- Give examples and strategies of what peer mentors can do to help other students who are being bullied or think they are being bullied



Key vocabulary:

Types of bullying:

“Physical” “Sexist & Homophobic” “Verbal” “Sexual” “Emotional” “Cyber bullying” “Racist”



Session Resources:

Flip chart paper Marker pens Bean bag (turn taking object)



Welcome and check-in: (Approx. 15 minutes)

- Welcome each student
- Register
- Briefly give an overview of learning outcomes for this session.
- Explain that anti-bullying can be quite emotive and if there is anything they wish discuss after the session that you will be available to speak to them.

Session Five

11- 18's
Secondary



Warm Up activities:

- Bean bag passed/thrown to each student and are asked to give one thing they can remember from the last session and what was their favourite thing they had to eat yesterday. They then throw the bean bag to another person they swap places with that person.
- Ask the group why they were asked to remember 2 things – as a mentor they may need to remember more than one issue disclosed by the mentee.



Core Activities:

- In small groups of 4/5 discuss what is bullying? Think about the different types of bullying. Write ideas on flipchart paper. Group feedback and discussion.

Activity 16: Bullying definition

- Discuss. Did the groups think of them all?

Activity 17: Bullying information sheet

- Discuss bullying information sheet.

Activity 18: What to do if you are being bullied information sheet

- Discuss
- Most importantly TELL SOMEONE. It's the only way for it to stop. If you recognise that someone is being bullied or they have told you that they are being bullied - you must pass this information to an adult in your setting.



Closing Activities:

- One thing I have learnt from this session... Pass/throw bean bag and ask every young person for an example or strategy of what a peer mentor can do to help another student who are being bullied or think they are being bullied.
- Emotional Barometer – On a scale of 1(not very) to 10 (very). How confident do you feel about being able to recognise signs of bullying and to help someone who is being bullied?

Session Six

11- 18's
Secondary



Session Aims:

- Recognise ways to raise self-esteem, emotional wellbeing and empathy in yourself and others.



Intended learning outcomes:

- Develop a positive belief system that raises self-esteem and develop an awareness of the importance of self-esteem in yourself and in others.
- To recognise ways to raise self-esteem, emotional wellbeing and empathy in yourself and others.
- To understand empathy as a key skill for helping others



Key vocabulary:

“Self-esteem” “Empathy” “Emotional wellbeing” “Confidence”



Session Resources:

Flip chart paper Marker pens & pens/pencils Bean bag (turn taking object)



Welcome and check-in:

- Register
- Share learning outcomes for session.



Warm Up activities:

- Compliments game – each person turns to the person next to them and says ‘I likebecause....’ Facilitator to start game by complimenting someone else in the room.
 - Ask group – how does it makes us feel when someone says nice things about us?
 - Discuss how some people find it difficult to accept compliments- why?

Session Six

11- 18's
Secondary



Core Activities:

Activity 19: Self-esteem story telling exercise

Includes: Description, Freddy Story No.1, Freddy Story No.2, 'I am good...' sheet, 'I'm good...'sheet

Activity 20: Techniques to raise your self-esteem worksheet

- Before you begin the story hold up a piece of brightly coloured paper with the words 'I AM GOOD, I AM KIND, I LIKE MYSELF, I AM OK'.
- Give A4 Freddy sheet to a member of the group. At each point in the story that Freddy encounters something that may reduce his self-esteem each group member tears a bit of the paper off until there is none left.
- At the end of the story get the group to walk around the room showing how Freddy is feeling (body language).
- Read story 2, which has positive changes. Hold up a blank piece of paper and as the good things happen write the words 'I AM GOOD, I AM KIND, I LIKE MYSELF, I AM OK' on the paper.
- Place A3 picture of Freddy on floor/table. As the good things happen ask young people to write them down on post-it notes and place on the A3 picture of Freddy. Discuss how we have seen Freddy's self-esteem 'grow'.
- Get the group to walk around the room feeling good like Freddy. Discuss the difference in body language and the level of noise.
- Discuss techniques to raise your self-esteem information sheet and that of others.
- Recap 'empathy' and the importance of this skill.



Closing Activities:

- **Compliments game** – each person says 'I like myselfbecause....' Facilitator to start game.
 - Ask group – Who found that activity difficult?
 - Discuss why it is OK to like yourself and the importance of mentors having good self-esteem and confidence when they are helping others.
 - Reiterate - 'I am good, I am OK, and I like myself'.

Session Seven

11- 18's
Secondary



Session Aims:

- To promote the use of boundaries and the importance of confidentiality



Intended learning outcomes:

- To gain an understanding of what confidentiality is.
- To discuss and understand the importance of boundaries in the role of a mentor.
- To gain knowledge of your support network regarding understanding confidentiality as a peer mentor



Key vocabulary:

“Confidential” “Role model” “Disclosure” “Boundaries”



Session Resources:

Flip chart paper **marker pens & pens/pencils** **Bean bag (turn taking object)**
You need to know name of DCPC, Mentoring link, and whether the setting has a mentoring and confidentiality policy before this session.



Welcome and check-in:

- **Register**
- **Share learning outcomes for session:**
 - People are complicated, we all have different things going on for us as individuals, it is important for us to know where our boundaries lie, what your responsibility is as a peer mentor and what responsibility others need to take.

Activity 21: Personal space bubble activity

- Complete personal space bubble activity, Use to promote discussion regarding personal boundaries and comfort, body language etc. Facilitator to offer advice regarding room layout – chairs etc. for 1 to 1 meetings/ drop ins.



Core Activities:

- Confidentiality
 - It is important that the people you are helping can trust you. If not they will not be open and honest with you. You must make sure that they understand that you will treat any information disclosed to you as confidential. However there will be concerns that you don't know how to deal with and the person you are helping needs to know that you may have to disclose information of this type to a suitable member of staff – name DCPC, mentoring link teacher.
 - Can you think of something you may need to tell a member of staff? Record results. Examples:
 - -Someone is hurting themselves (self-harm)
 - -Someone has an eating disorder,
 - -Someone is being bullied,
 - -Someone is hurting someone else. It is important to make this clear at the beginning of your first meeting (as I did with you during our first session).
 - Discuss the meaning of 'disclosure' to ensure understanding.
- Role Play – Facilitator and another adult:
 - How to promise not to keep a secret – 'it depends what it is' rather than yes I will promise and then have to break that promise when young person discloses.
 - Facilitator asks young people – only a sample – I have a secret, do you promise to keep it? Ideal response shown above – don't tell them this before you ask, let them respond then give information for example:
 - Facilitator: 'I have a secret, do you promise to keep it?'
 - Adult: 'Yes'
 - Facilitator: 'I self-harm'
 - Adult: 'I will need to tell an adult about this'
 - Facilitator: 'But you promised to keep it a secret. I don't want to talk to you anymore, I can't trust you, and you're a terrible mentor!'
 - Discuss with group – what should the mentor have said? Identify the complexity of the situation. **'It depends what it is, I may need to talk to an adult about what you tell me if there is a risk of harm/ danger to you or another person'**
 - Discuss importance of informing mentee of confidentiality clause

Activity 22: Comfort Worksheet

- Each young person to complete 'comfort' worksheet. Obtain feedback from group and collate a list of boundaries. Include the importance of mentoring to be an 'within setting' role only. Therefore, contact outside of the setting should be minimised – discuss mentors being 'on duty'.
- Ask – why is this important? If mentors don't have boundaries around their role and a support network, they could become overburdened with the information the mentee has shared with them.
- Ask – Who are your support network – Peer Facilitator, Peer Co-ordinator, tutor etc.



Closing Activities:

- Emotional barometer – On a scale of 1 (not very) to 10 (very) How confident to you feel about how to respond if someone asks you to keep a secret.
- One thing I have learnt today.... Pass/throw bean bag to each person.



Session Aims:

- To ensure an understanding of all key concepts has been achieved and to allow mentors to alleviate any concerns - What happens next?



Intended learning outcomes:

- To solidify all knowledge of what it means to be a mentor and for the mentors to feel confident to carry out their role
- To understand use of Peer Mentor contract



Key vocabulary:

“Good role model” “Communication” “Confident” “Self-esteem” “Concerns” “Confidentiality”
“Key skills - empathy” “Contract”



Session Resources:

Beanbags Flip chart x 2 Marker pens & pens/pencils
Certificates (create prior to session - [click here for example](#))



Welcome and check-in:

- Register
- Share learning outcomes for session.



Warm Up activities:

- One thing I remember from the last session and the best thing that happened to me yesterday and/or
- Desert Island – You will be exiled to a desert island for a year. In addition to the survival essentials you can take:
 - 1 piece of music
 - 1 book
 - 1 luxury item
- What would you take and why?
 - Allow a few minutes for group members to write 3 items and then ask them to share with group. Facilitator to start game with their choices



Core Activities:

The formal elements of your training are now complete. Recap on all elements asking young people what they can remember. Ensure an understanding of all key concepts.

- Ask young people to discuss in small groups what they can remember from the training programme
- Groups to write responses on flip chart. Facilitator to read out responses and discuss/recap if needed
- In pairs or small groups- young people identify any concerns, questions or uncertainties they have. Discuss.
- Address any parts of the training that need revisiting - confidentiality etc.
- Discuss specific focus for Peer Mentors at this setting and the role they will be undertaking/format/venue etc.

Activity 23: Gerald Egan's 'Skilled Helper' worksheet

- Introduce Gerald Egan's 'Skilled Helper' model. It is useful in helping people to solve problems and develop opportunities. The goals of using this model are to help people to 'manage their problems and become better at helping themselves in their everyday lives'. The model focuses on empowerment.
- Q & A - What does empowerment mean? – Definition – 'The process of becoming stronger and more confident, especially in controlling one's life and claiming one's rights'.
 - The person you are helping (mentee) can be encouraged to think of 3 questions:
 1. Where am I now?
 2. Where do I want to be?
 3. How am I going to get there? (Goal setting between this meeting and next).
- Discuss good questions for the first meeting and list on a flip chart. Practice in pairs using all of the communication skills you have learnt throughout this training: active listening, body language, open questions etc.
- Question and answer session
- Discuss – remember you are not Super Hero's. There will be times when you need to signpost a way forward for the people you support. Always talk to your facilitator, or Co-ordinator if you are concerned/unsure about any aspect of your role.



Closing Activities:

- Emotional Barometer – On a scale of 1 (not very) to 10 (very) confident to you feel about becoming a Peer Mentor?
- My favourite thing about peer mentoring training is...



THE MENTORING RELATIONSHIP

H MATCHING MENTORS WITH MENTEES

You will no doubt be familiar with the mentors and mentees in your setting and have an idea of their interests and personality traits which makes pairing up simple.

Things to consider when pairing mentors and mentees:

- Academic levels
- Socio/economic background
- Age
- Gender
- Nationality (EAL children and young people)
- Personality
- Hobbies/interests
- Background and 'life' experience

An example of a Peer Mentor contract can be found here:

[Click here for Peer Mentor contract](#)



THE MENTORING RELATIONSHIP

I SUPPORT SESSION GUIDANCE

Offering regular support sessions with peer mentors is vital in allowing peer mentors to discuss worries, concerns and achievements. Support sessions allow mentors to feel safe in their role and to continuously develop their skills and abilities in mentoring through peer support mechanisms and practical support and advice.

Support sessions allow the facilitator to keep all those involved in the mentoring process safe and can be used to monitor safeguarding incidents which occur.

Peer mentor support sessions should take place every two weeks at a minimum and would follow a structured session format such as:

- Check in
- Update on mentoring
- Discuss achievements and problems
- Closing activity

All support sessions should be recorded in some way, you will find a sample recording sheet [here](#).

You can promote discussion by the use of '**Mentoring scenarios**'. These allow participants to imagine themselves in a certain situation and work as a team to problem solve and outline appropriate action.

Remember support sessions allow you to give constructive feedback and praise to your mentors and will promote longevity of your programme.



THE MENTORING RELATIONSHIP

J EVALUATION

There are many evaluation tools you can use to show the impact of your peer mentoring programme, for example [Strengths and Difficulties Questionnaires \(SDQ\)](#). When considering evaluation you must think about what it is you are trying to evidence. The [Warwick-Edinburgh Mental Wellbeing Scale \(WEMWBS\)](#) is useful for looking at improvements in overall emotional health and wellbeing. Data and attendance figures will allow you to show improvement in attainment and attendance.

It is important that you combine qualitative and quantitative data in your evaluations as it can be the case that the impact of mentoring cannot be measured in a formal way, but the benefit to participants is huge!



THE MENTORING RELATIONSHIP

K QUALIFICATIONS AND QUALITY MARK

The Approved Provider Standard (APS) is the national quality standard designed specifically for all types of mentoring and befriending projects. Projects which are assessed as meeting the requirements of the standard are accredited for three years.

APS comprises 10 requirements across four key areas supporting safe and effective practice in mentoring and befriending: <http://www.mandbf.org/quality-standard>

These requirements have been used as the basis for the development of the toolkit, and you are encouraged to use the checklist below to consider whether you feel that you have met the requirements following the development of the programme in your setting. For more information about what's involved in applying for APS, click [here](http://www.mandbf.org/quality-standard/eligibility-and-responsibilities)

THE MENTORING RELATIONSHIP

K QUALIFICATIONS AND QUALITY MARK

Four key areas	Requirements	Check List
Management and operation	<ol style="list-style-type: none"> 1. The mentoring project has clear aims, objectives and outcomes 2. There is an appropriate level of resources available to develop and sustain the project, including funding, management and staff 3. There is a commitment to managing the safety of project staff, mentors and mentees 	<ol style="list-style-type: none"> 1. 2. 3.
Service users (mentees)	<ol style="list-style-type: none"> 4. There is a clear process for the identification and referral of mentees 5. The needs of mentees are assessed in determining how mentoring can help them 	<ol style="list-style-type: none"> 4. 5.
Mentors	<ol style="list-style-type: none"> 6. The recruitment and selection process for potential mentors is safe and effective 7. Mentors receive appropriate induction and training so that they can provide effective support to service users 8. Support is provided to mentors to help them develop their role 	<ol style="list-style-type: none"> 6. 7. 8.
The mentoring relationship	<ol style="list-style-type: none"> 9. There is a clear and consistent process in place for matching mentors with mentees 10. Mentoring relationships are regularly monitored to ensure they are making progress and that outcomes are achieved 	<ol style="list-style-type: none"> 9. 10.

For older students, participation in a structured peer mentoring programme can lead to a qualification for their portfolio such as:

<http://www.ocnlondon.org.uk/qualifications/our-qualifications/professional-development/level-2-award-in-peer-mentoring.aspx>

<http://www.asdan.org.uk/courses/programmes/peer-mentoring-short-course>















APPENDIX

Human Bingo

ACTIVITY 1

1. The first person to fill the required number of boxes shouts 'BINGO' and is the winner.
2. You have 10 minutes to fill in as many blanks as possible by asking questions of the group.
3. You can only use each person's name once on the sheet.

Can say hello in a different language. (what language? please demonstrate) 	Can name the 4 houses in Harry Potter? 	Can Say "Peter Piper picked a peck of pickled peppers" fast 
Has been to a live football match – what team? 	Has a pet, what is their name? 	Can show you a party trick? 
Can play an instrument or sings onstage? 	Knows someone who was born in a different country. Where they were born? 	Belongs to a club or group, What is the name of it? 
Is a vegetarian or vegan. What is your favorite meal? 	Has met someone famous. Who and When? 	Can name a different county that they have visited? 

TOTAL:

Our Ground Rules

ACTIVITY 2

1. Be kind to others and think about their feelings
2. Behave sensibly
3. Respect other people's opinions/property
4. Sit properly
5. Listen to each other
6. Be polite
7. Keep each other safe

You need to devise a suitable consequence for breaking the rules with your group which should be noted here. An example would be 5 minutes time out.

To help others

To advise others

To be kind and caring

To encourage others to participate in games

To listen to others and communicate properly

To be a good role model

To have fun!

Ask the group to stand in a circle.

Allow one young person to identify themselves as the receiver of compliments.

Ask for 4 volunteers to give the receiver a compliment and justify their responses.

For example:

- I think A is helpful because when I lost my pen they lent me one of theirs.
- I think A is kind because when I was upset she took the time to listen to me.
- I think A is inspirational because I know they have a lot going on for them but they are always there to help me to.

Should you feel the group will find it difficult to 'give' compliments, you can produce compliments cards with a range of compliments words on them for group to use as inspiration.

You need to have a spool of string or wool for this game.

Ask the young people to stand in a circle.

Hold on to the end of the string and throw the ball/spool to one of the young people to catch. Ask them a question as you throw the ball/spool to them.

They then ask another question to another group member and throw the ball/spool to them.

Once every young person is holding the 'web' ask the group what would happen if one of them walked away now.

The web would collapse.

We are all important and all need to work as a team to be successful.

Looking at the list below, choose 4 things you consider to be important to get from your school life:

- Being important
- Doing different things
- Learning tolerance
- Qualifications
- Knowledge
- Making Friends
- Rising to a challenge
- Being part of a group
- Achievement
- Pleasure
- Equality
- Getting a good job
- A nice environment
- Having a lot of work to do
- Praise/recognition
- Rewards
- Honesty
- Success

Your mentee comes to you crying but won't open up about what is wrong.

Your mentee has not attended their support session for a few weeks. When you speak to them around school they repeatedly say they will see you at the next session.

Your mentee tells you that they are being teased by another person. You think it is bullying behaviour but your mentee does not agree.

Your mentee tells you that their parent has cancer and has been told they do not have long to live.

Your mentee wishes to discuss LGBT with you.

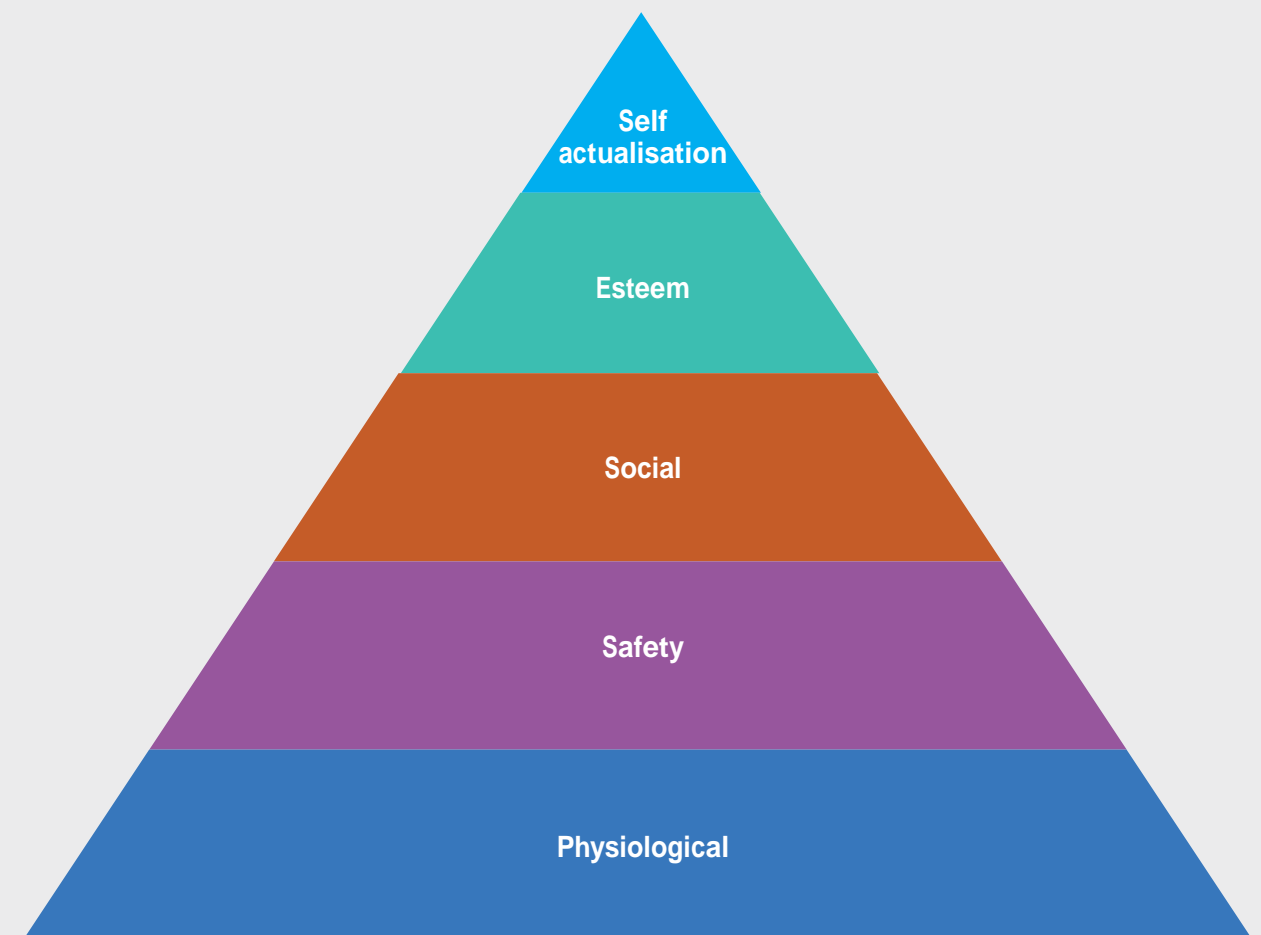
Your mentee has been attending support sessions looking much thinner than before.

Your mentee appears to have self-harmed.

Your mentee tells you that they are sleeping on their friends couch as they have nowhere to live

Abraham Maslow developed a hierarchy of five levels of basic needs. His theory was that in order to feel happy and fulfilled these basic needs should met.

These are the 5 basic needs



- Fulfilment: Who we want to be now and in the future
- Confidence, respect and self-respect, achievement
- Belonging, making friends, joining in, not being left out or labelled
- Safety, security, structure
- Environmental and biological needs, warmth, shelter, food

Organise children in the group into pairs.

Getting to know new people is an important part of being a mentor. Finding out someone's name is often the easy bit but how can we find out more?

Use these 'interview' questions to find out more about your partner; be prepared to share 2 pieces of information with the group.

- Do you have any brothers or sisters?
- Do you have any pets?
- What is your favourite subject at school?
- What is your favourite food?
- What is your favourite television programme?
- What is the most exciting thing you have any done?

You will need two sets of building blocks for this activity.

Ask for two volunteers. Seat them back-to-back with a work surface in front of them. Arrange the rest of the group so that they can observe the two participants.

Give each of the two a set of identical bricks. Ask one to be the communicator and the other to be the listener.

The communicator has to build a tower whilst describing what they are doing to the listener. They cannot turn around to see how the other person is doing or ask how they are managing.

The listener has to interpret the communicator's instructions and build an identical structure. The listener is not allowed to turn around to look at the other construction or to ask any questions or even to ask the person to slow down or repeat the information.

At the end, look at both of the buildings and assess how well they did in listening and communicating.

Discuss how the task could have been made easier.

You will need a set of 'stock' pictures for students to describe.
Paper and pencils.

The aim of the exercise is for one member of the pair to describe a picture and the other member to draw what is described.

Encourage children to work with someone they do not usually work with and to move to quiet areas.

Ask each pair to sit with their backs to each other.

Hand one 'stock' picture to the first member of the pair, and ask them to describe the picture to the other member (without telling them exactly what it is). The second member draws what they think is being described.

The person describing the drawing is not allowed to answer questions from the person drawing. The person drawing cannot ask for any descriptions to be repeated or confirmed.

Upon completion, compare the two images. Note the differences e.g. size and general likeness.

Discuss how the task could have been made easier.

What is your preferred style?

Answer with your first response to the following:

I like to learn by.....

- a) Watching how to do it
- b) Listening to a talk
- c) Having a go, getting my hands dirty

I make decisions by....

- a) Getting a clear picture in my head
- b) Finding out how it sounds
- c) Knowing how I feel about it

I buy things based on....

- a) Whether I like the look of it
- b) What it sounds like when described to me
- c) How it feels

I find it easier to....

- a) Draw a picture
- b) Sing or hum a tune
- c) Play sport

Seeing/Visual preference:

- That looks right to me
- I get the picture
- Do you see what I mean?

Visual people often talk very quickly. They have a clear picture in their head and will want to describe it to you in great detail.

Hearing/Auditory preference:

- We are on the same wavelength
- I hear what you're saying
- That sounds good to me

Auditory people have a rhythmic, even, level and musical tone. They may go to great lengths when describing something.

Feeling/Tactile/Kinaesthetic preference:

- I can't get a grip on this
- I felt right at home
- I feel like it's all slipping away

Kinaesthetic people like to talk s-l-o-w-l-y. There will be long pauses as they go inside their mind to access the exact information they want.

Introduce the concept of body language through a demonstration that sends the class a "mixed message."

For example, storm into the room, slam a book down on your desk, stand with your arms crossed, frown, stamp your foot and say, "Today will be a great day; we will do some really interesting and fun things today."

Then ask the class how they felt about the words you were saying.

- Did they believe them?
- Were they comfortable with them?
- Why not?
- How else were you communicating?
- Which was more believable?

Discuss the concept of body language with the class. We all communicate on two levels: in verbal and non-verbal ways. Feelings are often communicated through body language.

Ask for volunteers to demonstrate, through body language, the words (feelings) written on index cards; have the class identify the feelings being demonstrated.

Examples for words for the cards:

Scared	Hurt	Worried	Snobby	Excited
Guilty	Bored	Sad	Irritated	Angry

Listening exercise: Open and Closed Questions

You will need a topic to start the session

Example questions and starting statements on flip chart (or white board).

Students to work in pairs. Encourage children to work with someone they do not normally work with.

Open questions cannot be answered by yes or no.

Closed questions must be answered by yes or no.

Display the topic for discussion. Make sure everyone has the opportunity to pose questions.

Discuss which types of responses were easier.

Bullying definitions are based on the same principles:

- Deliberately hurtful (including aggression)
- Repeated, often over a long period of time
- Difficult for victims to defend themselves against

What is Bullying?

Bullying is repeated verbal, physical, social or psychological aggressive behaviour by a person or group directed towards a less powerful person or group that is intended to cause harm, distress or fear.

Types of bullying behaviour

There are some specific types of bullying behaviour:

- verbal or written abuse - such as targeted name-calling or jokes, or displaying offensive posters
- violence - including threats of violence
- sexual harassment - unwelcome or unreciprocated conduct of a sexual nature, which could reasonably be expected to cause offence, humiliation or intimidation
- homophobia and other hostile behaviour towards students relating to gender and sexuality
- discrimination including racial discrimination - treating people differently because of their identity
- cyberbullying - either online or via mobile phone

What is not bullying?

- There are also some behaviours, which, although they might be unpleasant or distressing, are not bullying:
 - mutual conflict - which involves a disagreement, but not an imbalance of power. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation
 - single-episode acts of nastiness or physical aggression, or aggression directed towards many different people, is not bullying
 - social rejection or dislike is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others

Tell yourself that **YOU HAVE THE RIGHT NOT TO BE BULLIED.**

Tell someone – the right person can help you! You may feel it is ‘grassing’ or may make things worse. However, it will not stop if you are quiet. A bully’s strength is your silence

Talk to friends or a ‘mentor’ – they may be able to help you. If they can’t help personally, they may be able to help find the ‘right’ person to help you

Rehearse what you could say with a friend. If you are confident enough to speak out, you are less likely to be bullied

Tell a teacher

Walk away calmly

Stay with a group of people – make sure you are never on your own

Don’t react – that’s what the bully wants you to do

Stand up for yourself – try to say NO to the bully – stand up straight and look them in the eye

Get your friends to help you say NO to the bully

Don’t fight back – if you are in danger, get away

Think about and write a list of all the good things about yourself

Think and talk about good things you like doing such as singing, dancing and sport

Before you begin the first story, hold up a piece of brightly coloured paper with the words **'I AM GOOD, I AM KIND, I LIKE MYSELF, I AM OK'**.

At each point in the story that Freddy encounters something that may reduce his self-esteem tear a bit of the paper off until there is none left.

At the end of the story get the group to walk around the room showing how Freddy is feeling then have a discussion about what has happened and how we could re-write the story to have a positive outcome.

Then read the second story, which has positive changes.

Hold up a blank piece of paper and as the good things happen write the words **'I AM GOOD, I AM KIND, I LIKE MYSELF, I AM OK'** on the paper.

Get the group to walk around the room feeling good like Freddy.

Discuss the difference in body language and the level of noise.

Freddy is 10 years old. He is a bit small for his age and he wears glasses. He lives with his mum, step dad, stepsister and stepbrother and attends Rainbow Primary School.

Freddy woke up feeling really good. The sun was shining, the birds were singing and everything seemed OK as he snuggled up under the covers of his warm bed.

Suddenly Freddy heard pounding on the stairs and his mum shouting, 'Freddy, get out of bed NOW or you are going to be late for school.'

Freddy mumbled to himself. It was so nice and warm in bed, but he jumped up quickly and ran to the bathroom. He washed his hands and face, brushed his teeth, combed his hair and put on his glasses. He looked in the mirror. Mmm, not bad, he thought. I feel good. He ran back to the bedroom and put on his school uniform and hurried down the stairs. He didn't want to be late for school and he couldn't wait for breakfast 'cos mum had bought Frosties and they were his favourite.

When he arrived in the kitchen his mum was waiting for him. She didn't look very happy. 'I don't understand why you won't get up in the morning' she said. 'You are so lazy.'

Freddy shrugged his shoulders. 'Sorry', he said as he hurried past her and got out the Frosties. He was really looking forward to them.

'You don't have time for breakfast', his mum said, 'we need to leave now or I will be late for work and it will be all your fault.'

Freddy shrugged his shoulders. 'Sorry' he said, picked up his bag and got in the car. He was feeling very hungry and now he would have to wait until break time for some food.

As he got in the car he felt a sharp pain on his arm. 'Ouch, that hurt', he cried. His little sister started giggling. For some reason she took great pleasure in hurting Freddy and today it was pinching which she did again and again.

'Ouch, ouch, ouch' said Freddy.

'What is going on', said Freddie's mum, looking through the mirror.

'Annie keeps pinching me', said Freddy.

'What a lot of fuss about nothing', said his mum. 'She is only a baby, it couldn't possibly have hurt. You are such a wimp.'

Freddy shrugged his shoulders. 'Sorry', he said as he got out of the car and walked into school.

As he walked across the playground a group of older boys deliberately walked in front of him and tripped him up. 'Watch where you are going in future, four eyes', they said.

Freddy shrugged his shoulders. 'Sorry' he said, even though he knew it wasn't really his fault and it had nothing to do with him wearing glasses. Why did they always call him names?

In class Freddy got told off by the teacher for talking.

Freddy shrugged his shoulders. 'Sorry' he said. There was no point trying to explain that he was only trying to help Andrew with his reading, he thought, it would only make matters worse.

He was looking forward to seeing his friend Robert at lunchtime because they were going to play football. Freddy loved football, he was the goalie. The boys got into two teams and started playing. Freddie's team didn't play very well and lost but they all blamed Freddy. He was the goalie. He should have saved the goals. By the end of the game no one was talking to him, not even Robert.

Freddy shrugged his shoulders. 'Sorry', he said. He knew he hadn't played very well today but it wasn't all his fault that they lost, was it?

Things were no better in the afternoon.

Freddy forgot his lines in the school play and everyone laughed at him.

He got the lowest marks in the class spelling test and everyone laughed at him.

He spilt paint all over his shirt and everyone laughed at him.

Each time he shrugged his shoulders and said 'Sorry'.

Freddy was glad it was time to go home. He was looking forward to spending some time chatting with his mum. He liked that. Freddy started to tell her about his day.

'Freddy' said his mum, 'I'm too busy to listen to your stories. I've got to get the tea ready, put the washing on thanks to you being clumsy with the paint, and bathe your sister...'

Freddy shrugged his shoulders. 'Sorry', he said and went to bed. Maybe tomorrow I will feel good he thought.

Freddy's Day No.2

Freddy is 10 years old. He is a bit small for his age and he wears glasses. He lives with his mum, step dad, stepsister and stepbrother and attends Rainbow Primary School.

Freddy woke up feeling really good. The sun was shining, the birds were singing and everything seemed OK as he snuggled up under the covers of his warm bed.

Suddenly Freddy heard a knock on his bedroom door. It was his mum. 'Freddy, she said, 'it's time to get up now and get ready for school.'

Freddy smiled to himself. It was so nice and warm in bed, but he jumped up quickly and ran to the bathroom. He washed his hands and face, brushed his teeth, combed his hair and put on his glasses. He looked in the mirror. Mmm, not bad, he thought. I feel good. He ran back to the bedroom and put on his school uniform and hurried down the stairs. He didn't want to be late for school and he couldn't wait for breakfast 'cos mum had bought Frosties and they were his favourite.

When he arrived in the kitchen his mum was waiting for him. She had poured out his Frosties for him. 'I don't understand how you get up so bright and cheerful' she said. 'You are so good.'

Freddy smiled. 'I feel good', he said as he hurried past her to eat his Frosties. He was really looking forward to them.

'I've made you a snack for break time, it's in your bag', his mum said, 'we need to leave now so that I am not late for work.'

Freddy smiled. 'I feel good' he said, as he picked up his bag and got in the car. He was always hungry at break time and now he would have a snack to keep him going.

As he got in the car he felt a sharp pain on his arm. 'Ouch, that hurt', he cried. His baby sister started giggling. For some reason she had pinched him.

'Ouch, ouch, ouch' said Freddy.

'What is going on', said Freddie's mum, looking through the mirror.

'Annie keeps pinching me', said Freddy.

'That's not very nice' mum said to Annie. 'Say you are sorry and kiss Freddy better. Annie did as she was told.

Freddy smiled. 'That feels good', he said as he got out of the car

and walked into school.

As he walked across the playground a group of older boys walked in front of him and Freddy tripped over. 'Sorry mate', they said as they helped him up. Good job you didn't break your glasses. Are you OK?'

Freddy smiled. 'I feel fine' he said amazed that they hadn't call him names?

In class Freddy got praised by the teacher for trying to help Andrew with his reading.

Freddy smiled. 'I feel good' he said to himself.

He was looking forward to seeing his friend Robert at lunchtime because they were going to play football. Freddy loved football, he was the goalie. The boys got into two teams and started playing. Freddie's team didn't play very well and lost but the team didn't blame Freddy it was a team effort. Robert offered to help Freddy at the weekend with goalie practice.

Freddy smiled. 'That would be good', he said looking forward to Saturday.

Things were even better in the afternoon.

Freddy forgot his lines in the school play but the teacher prompted him so the audience didn't notice. He got a great big cheer at the end.

He got the lowest marks in the class spelling test but the teacher said that he had tried really hard and gave him a sticker.

He spilt paint all over his shirt and the teacher washed it off quickly so it didn't leave a mark.

Each time he smiled and said 'I feel good'.

Freddy was glad it was time to go home so he could tell the people he lived with all about his brilliant day!

Later that evening when Freddy went to bed he smiled to himself thinking how good he felt. It had been a great day.

Statement 1

I AM GOOD

I AM KIND

I LIKE MYSELF

I AM OK



**I'M GOOD,
I'M KIND AND
I'M OK**



Some techniques to raise self-esteem in yourself and others:

Face your fears – challenges seem scary but your fears are usually exaggerated. Facing your fears increases your confidence and boosts your self-esteem.

Forget your failures – learn from them. Avoid making the same mistakes again but don't limit yourself by assuming you failed before so you can't succeed this time. Try again, you're wiser and stronger. Don't be trapped in the past!

Reflect on your success. Isn't everything easier when you take time to help yourself? Make a list of your successes and focus on the positive.

Personal space bubble activity

ACTIVITY 21

Choose a volunteer from the group, while the other children observe.

Stand a distance apart, but so everyone can see you both clearly.

Ask the volunteer to stretch their arms out straight on both sides, and turn slowly in place, in a complete circle.

Explain that this area is their “personal space.”

Now you do the same and demonstrate “your” space.

This helps them to visualise what the space “looks” like.

Now put your arms down at your sides and ask the volunteer to slowly walk towards you. Tell them to stop just before they think they have reached the edge of your personal space.

When they stop to make a guess, raise your arms out straight and slowly turn in place.

If you bump them with your arm, they have to try again. “No, you’ve invaded my personal space and you’re cast out of the galaxy!”

The arms outstretched circle created in this example may create a bigger bubble than what true personal space encompasses for some people, but it doesn’t hurt to exaggerate when first teaching the concept.

You can explain that the bubble changes in size depending on our relationship to others.

If there is space in the room, ask all of the children to get into pairs and test their personal space bubbles.

‘Comfort’ Activity

ACTIVITY 22

What sort of issues would I feel comfortable to help someone with?

1.

2.

3.

What would/should I not be happy to help someone with?

1.

2.

3.

Who do I report issues to that I am not able to deal with?

1.

2.

3.

OVERVIEW OF THE SKILLED HELPER MODEL

Gerard Egan described 3 stages in his helping model, which he sees as a “map that helps . . . in your interactions with clients”. Each stage can support the helpee (mentee) in asking a question of themselves.

Stage 1: Current scenario: “What is here?”

- This is about building a trusting relationship with the helpee and helping them to explore and clarify their problem situation
- It deals with what is happening now for the helpee

Helper Skills: empathy; congruence; making & maintaining contact; reflecting; attending (to behaviour & feeling); clarifying; paraphrasing.

Stage 2: Preferred scenario: “What do I want here?”

- This is about helping the helpee to identify what they want
- It is about identifying what options are open to the helpee

Helper Skills: Stage I + identifying themes; focussing; offering alternative perspectives; sharing helper experience/feelings; helping client move to Stage III.

Stage 3: Action: “How might I help this to happen?”

- This is about supporting the helpee to look at how they might help themselves.
- It is about looking at possible outcomes

Helper Skills: Stage II + facilitate helpee in developing and choosing ways to help self; helping helpee to consider and evaluate their choices.

Note: The stages do not necessarily follow this order - helping relationships do not move in a straight line! Client-centred helping is fluid and flexible – and follows the helpee – perhaps moving in a spiral, round and down. This model is useful in helping us to look at the different ‘stages’ that we might experience with a helpee as our relationship develops.

Egan, G. (1994). *The Skilled Helper: a Problem Management Approach to Helping*. Pacific Grove: Brooks/Cole Publishing Company (361.323)

Overview of Skilled Helper Model, H Baker, 2009

Everyone sits in a circle.

The child who is “it” stands at the centre of the circle.

Each person asks who is “it” an appropriate question.

The only answer to every question can be sausage.

The first person to make the centre person laugh wins a try in the middle.

The big wind blows

ACTIVITY 25

The group forms a large circle sitting at an arm's length apart.

One person is chosen to be the "wind" and stands in the centre of the circle.

The game begins when the person in the middle acts like the wind (by turning in a circle and waving their arms) and says "THE BIG WIND BLOWS". At this point they must specifically state what the wind blows, a statement which must be true about themselves e.g. "The Big Wind Blows everyone who has blue eyes."

Everyone who has blue eyes, including the wind, must stand up and run through the circle to a position that is now empty on the other side.

Upon reaching this spot, they sit down. One person will be left over, they are now the wind and the game continues.

There is no winner or loser, just a lot of fun.

Fruit Bowl

ACTIVITY 26

Children begin in a circle sitting on a chair.

Label the children with a type of fruit (approx. 5 – banana, apple, cherry, strawberry, pineapple). Repeat the sequence until every child is labelled with a fruit.

To check they remember and to practice, call out each fruit and get the students to raise their hand when their fruit is called.

Now explain that you will call out a fruit and those who are that fruit must change places (not with people sat next to them). If you call out "fruit bowl" everyone moves.

Tips:

You can change the theme from fruit to anything. You can also adapt the way they move and change places e.g. hop, like you're on the moon, skip etc...

4 corners activity

ACTIVITY 27

You will need four signs for your 4 corners (labelled 1, 2, 3, 4), tape to hang signs, list of categories, a microphone or very loud voice. You will need enough room for the group to move around.

Hang the signs in each corner of the room. Be sure the numbers are LARGE and easy to see.

“Today we’re going to discover just how much you have in common with the other people in our group.”

“I’ll read a list of items and you’ll need to move to the corner which best describes you.”

“Though you may not move every time, you must pick a corner – no standing in the middle.”

“First up, let’s see what your favourite drink is: corner 1 – fizzy, 2 – water, 3 – milk, 4 – juice.” You may need to repeat the list more than once.

Choose another list and go through as many as you wish or as time allows.

Categories List:

- Which type of film do you prefer: comedy, romance, drama, action
- If you were going to watch a sport: football, golf, basketball, tennis
- If we were having ice cream: chocolate, vanilla, strawberry, banana
- Your favourite food: Chicken, Pizza, Burger, Pasta
- Dreaded household chore: ironing, bathroom, dishes, washing
- If you were to get flowers: roses, daisies, tulips, wildflowers
- Favourite season: spring, summer, autumn, winter
- Favourite colour: red, pink, blue, green
- If you could be a superhero: Wonder woman, Spiderman, Batman, Superman

Chinese whispers

ACTIVITY 28

For the game, the players stand in a line and the first player thinks of a phrase to use for the game.

S/he whispers the phrase to the next player in the line and that player should whisper what s/he thought they heard to the next player, and so on, until the whispered phrase reaches the end of the line.

The last player should then announce what s/he thinks the phrase is.

- Your mentee has fallen out with their best friend
- Your mentee's mum is in hospital
- Your mentee's mum is going to have a baby
- Your mentee is scared of going on the playground
- Your mentee is being bullied
- Your mentee says that a teacher is picking on them
- Your mentee likes a girl in his class
- Your mentee has been having difficulty with their step-dad/step-mum

8	7	6	5	4	3	2	1	Name of mentor
								Issue
								Mentee name
								Mentee Class
								Safeguarding Issue? Must be reported to DfPC
								Action (by whom)
								Signed

Peer Mentor Contract

Your Name and will meet

Where

When

Duration

The peer mentor will provide support and information to help to (mentee goal/reason for referral).

All of our conversations will remain confidential between us except where there may be potential danger/harm to you or another. In such instances you agree this information can be disclosed and referred to a suitable staff member.

We understand that should it become necessary to terminate this contract with or without adequate notice we will be supported by the Peer Mentoring Co-ordinator and an alternative mentor/mentee may be allocated.

By signing this document is agreeing to these terms, will not abuse the support offered and will take responsibility for actions that will move them towards what they want to achieve.

Signed
(Mentor)

Signed
(Mentee)

Example feedback form for Mentees

Start date of mentoring

End date of mentoring

Number of meetings attended:

How do you feel you have benefited from participation in the mentoring programme?

How do you feel you have benefited from participation in the mentoring programme?

Were there any difficulties in participation in the programme?

Do you have any suggestions as to how the peer mentoring programme could be improved?

Was your peer mentor supportive? Give details:

How could the peer mentor could improve the level of support?

Do you think that your experience as a mentee will help you in the future? Give details:

Example feedback form for Mentors

Start date of mentoring

End date of mentoring

Number of meetings attended:

Do you feel you have made a positive difference to your mentee? Give examples:

How do you feel you have benefited from participation in the mentoring programme?

Were there any difficulties in participation in the programme?

Was the training useful? Give details:

Do you have any suggestions as to how the peer mentoring programme could be improved?

Was your Peer Mentoring Co-ordinator supportive? Give details:

Any suggestion as to how the Peer Mentoring Co-ordinator could improve the level of support?

Do you think that your experience as a mentor will help you in the future? Give details:

This certifies that

***has successfully completed Peer Mentoring training
and will be supporting others in***

as a

Peer Mentor

***Skills covered include:
the role of a mentor, listening and communication,
promoting positive behaviour, confidentiality, problem
solving, anti-bullying, team work and
helping others to achieve***

Signed:

Date:

PEER MENTORING PROJECT -RISK ASSESSMENT

What are the hazards?	Impact on Project?	What are you already doing?	Do you need to do anything else to control this risk?	Action by who?	Action by when?	Done
Co-ordinator is on short or long term leave	<ul style="list-style-type: none"> Scheme may cease to exist Mentors and mentees feel demotivated Loss of structure to delivery/ support sessions 	Support personnel involved in setting up of programme who are available to cover should this be required.	No	Coordinator	On-going	

PEER MENTORING PROGRAMME -RISK ASSESSMENT

What are the hazards?	Impact on Project?	What are you already doing?	Do you need to do anything else to control this risk?	Action by who?	Action by when?	Done
Challenging behaviour	Difficulty delivering mentoring training in Mentee support sessions disrupted Mentors no longer wish to participate Mentees no longer wish to participate Complaints from staff Complaints from parents/carers	Training and support sessions are monitored by two adults Group rules are in place Break out area for 1:1 time should it be required Other site staff are aware sessions are taking place		Coordinator	On-going	

**Peer Mentor Application Form
8 - 11 (Primary)**

Venue:	Name:
Peer Co-ordinator:	Gender:
	Pupil Age:

Please answer the following questions in as much detail as possible:

1. Why would you like to be a Peer Mentor?

2. What qualities can you bring to the Peer Mentoring Programme?

What do you enjoy doing in your spare time?

Date:

Please return your completed application to _____

**Peer Mentor Application Form
11 - 18 (Secondary)**

Venue:	Name:
Peer Co-ordinator:	Gender:
	Pupil Age:

Please answer the following questions in as much detail as possible:

Do you have any previous experience of mentoring either as a mentor or mentee?
(If yes, please give details)

Why do you want to be a mentor?

What qualities can you bring to the Peer Mentoring Programme?

What do you enjoy doing in your spare time?

Referee:

Give the name and contact details of someone who will provide you with a reference; this should be a teacher/tutor or someone who knows you well.

Date:

Please return your completed application to _____

For more information about Salus please contact:

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