



Peer Mentoring Toolkit

How to plan, deliver and support a Peer Mentor Programme for young people in your setting.

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Introduction

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

Why introduce Peer Mentoring to your setting?

Having a Peer Mentor programme has many benefits – to the young people who are mentored, to the young people providing the mentoring, and to your setting.

Peer mentoring has been evidenced as having a positive impact on the emotional health and wellbeing of young people. Having a Peer Mentor programme will allow you to make the fantastic work you're already doing even better by using young people's knowledge and skills to understand, support, and help others.

We know that not one size fits all, so all the training resources we have put together for you in this Toolkit are tried, tested and flexible. There is:

- [**GUIDANCE**](#) - this covers setting up and managing the programme, recruiting mentors, and training delivery. It's a great starting point.
- [**CHECKLIST**](#) - has all the things for you to consider and have in place before even starting to deliver the training.
- [**SESSION PLANS**](#) - have clear learning outcomes, key themes to cover and step by step delivery ideas.
- [**POWERPOINT PRESENTATION**](#) - follows the session plans and supports delivery.
- [**ICEBREAKERS, ENERGISERS & GAMES ACTIVITIES**](#) - offer ways to break up the sessions and embed learning through fun activities.

The resources provided in this toolkit are straightforward and fun to deliver to young people enabling you to develop a model that meets the needs of your setting.



Introduction

The impact of a Peer Mentor programme for young people

Peer Mentoring is based on young people supporting each other; matching peer mentors with mentees in one-on-one relationships so they can provide guidance and support, serving as positive role models.

It will allow young people to manage and process their thoughts and worries in a safe and familiar environment in a positive way. Peer Mentoring will also help young people to:

- Improve self-esteem, confidence, communication skills, and problem-solving skills
- Improve sense of belonging
- Improve attendance, academic achievement at school, and reduce behaviour incidents in your setting
- Develops friendships in a positive environment and

Have a look at the videos from our colleagues and students at [HeadStart Hull with Malet Lambert School](#) and [HeadStart Newham with Cumberland school](#).

"The success of the Peer Mentor scheme is that the younger children really benefitted greatly by the help given to them by the older children."

"...[The Peer Mentors are] fantastic role models to other students within the school who have made a real difference to the whole school environment".



Models of Mentoring

5 key stages to help you begin

Mentoring models will be different for each setting and are flexible to meet your settings specific needs however the process for getting your mentoring programme in place and the programmes ongoing development is straightforward.

Planning

Deciding on the right fit for your setting, promotion and recruiting .

The Set-Up

Setting up your framework and preparing young people for delivery.

Delivery

Types of mentors and mentoring relationships.

Sustaining

Evaluating, reviewing, refining and developing your programme.



Models of Mentoring

Planning your programme



Getting Started

To get started, ensure there is a clear understanding of what you hope to achieve through having peer mentors in place in your setting.

This peer mentoring toolkit contains all the guidance, training for young people, and resources you need to help you develop that overarching plan.

Make a note of the ways you could deliver different aspects of the programme including how and who could support this throughout. You will find templates in [Appendix A](#) to help you with this.

Promotion and raising awareness of your programme

You need to consider how you are going to raise awareness and promote the programme across your setting; how young people know they can become mentors, how young people know about them and how they can access them as well as how staff can encourage engagement and support the development of the programme.

In a school setting you could promote the opportunity at an assembly, in lunch times and tutor slots etc. In a community organisation you could use posters or run designated sessions to ask young people if they would like to become peer mentors.

Considering who your peer mentors are and how many you need

Peer Mentoring could; enhance the roles of existing student councils, ambassadors, or other young people roles, or be a new group of trained young people.

We recommend between 8 and 20 young people being trained as mentors – you could always train a new cohort of mentors each academic year if in a school, or on a regular basis for community settings, and get the existing mentors involved in recruiting and training the next group.

Recruiting

You will need to identify potential young people to be your mentors, it is important to not only consider those that would be good because they are helpful, friendly and would want to help others. Also think about those who would gain self-confidence and may have experienced challenges in their own life who would benefit from taking on the responsibility of being a role model to others.

Some things you may want to consider in your recruitment are;

- Will you ask for written applications ([see Appendix B](#)) from young people?
- Will you conduct interviews?
- Will you only ask for volunteers to be trained or will you also ask for staff to nominate young people?

Models of Mentoring

The Set-Up

Training your Mentors

You will need to think about training the mentors. Use [this toolkit](#) to support you in thinking about how the mentors will be trained consider timings, who will deliver the training, and what resources you may need.

Training can be delivered over 2 full days, 4 afternoons or 8 x 1.5hr sessions. If in a school setting your training could be in June and July or September and October. This allows mentors to develop in their roles and be ready to support transition periods, but consider the best timings for your own setting.



What will your format be

Prior to delivery of training and mentoring you need to consider the format of the mentor support that will be in place and what mentoring model/s you want to use [see Appendices A– C](#).

- How often will peer mentoring take place?
- Will your mentors meet once or twice a week?
- Will the mentors offer daily support on a rota?
- Will you run drop in sessions?

A rota system can be useful and allow you to allocate mentors who are 'on duty'. Having scheduled timeslots based on a rota system and being available in a specific space is one option, but you may wish to use drop in sessions as these might be most appropriate for your school / organisation.

Where?

You need to think about where mentors can operate within your setting. Taking into consideration privacy for mentees, and mentors needing adult supervision and where possible providing a dedicated space.

Sometimes we need to be flexible, and for this reason, we do recommend ensuring you have clear communication for both the mentors and the mentees.

Models of Mentoring

Delivery



Accessing mentoring support

You need to consider how young people can access support through mentoring.

- Engaging and encouraging colleagues to identify and nominate those young people who would really benefit from having a mentor matched with them.
- Promote that mentors are there for any young person who needs support to access them.

Types of mentors and types of mentoring relationships

Appropriate matching of mentees to mentors is important and so make sure young people feel confident when meeting their mentor for the first time and throughout the relationship.

You will no doubt be familiar with the mentors and mentees and have an idea of their interests and personality traits which will support you in making positive matches, this list is not exhaustive but some things you need to consider are:

- Academic levels
- Age, gender and nationality
- Socio/economic background and life experience
- Personality, hobbies and interests

There are various mentoring models you can use to support the development of positive mentor/mentee relationships, please [see Appendix C](#).

Supporting the end of a peer mentoring relationship

Some thought should be given to how you, the Peer Mentoring Coordinator, will support the ending of mentoring relationships.

We recommended you consider an agreed time period for the relationship at its conception. Then regularly assess this, with a view to early or extended ending depending upon the needs of the individual and their capacity to continue.

Mentoring relationships can end for a variety of reasons but the hope is that the relationship has fulfilled its 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, at home or in their community. At this time another mentor or more informal support might be appropriate.

It is vital that all those involved in the mentoring relationship are given the opportunity to feedback on their experience and for open and honest communication to take place to discuss what will happen next. There are a range of ways you can do this, please [see Appendix D](#) and [Appendix F](#) for some sample feedback forms and evaluation templates.

Models of Mentoring

Delivery– Supporting your mentors

Supervision

Regular 'supervision' is important; all mentors need to be able to discuss any issues or concerns with you, and where possible with fellow mentors. The supervision is a time to allow them to reflect on the mentoring they have been involved in, any impact it has had on them, recurring themes as well as an opportunity to address any safeguarding worries or concerns.

As staff, it needs to be agreed from the start who will have overall responsibility for the mentors and who will be responsible for coordinating the programme.

Consider the 3 S's

- How will SUPERVISION for the mentors work?
- The mentors will need SUPPORT so who will the go-to person be?
- How will any SAFEGUARDING concerns be handled?



Guidance for supporting your mentors

Group support sessions allow mentors to feel safe in their role and continuously develop their skills and abilities in mentoring through peer support mechanisms as well as practical support and advice.

As a minimum support sessions should take place every two weeks 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 can find a sample recording sheet in [Appendix E](#).

You could also promote discussion through the use of 'Mentoring Scenarios' (see [Activity 8](#)). These allow participants to imagine themselves in a certain situation and work as a team to problem solve and outline appropriate action.

Models of Mentoring

Sustaining Your Programme

Review and Refine

Don't be afraid to make changes as you go, and we really recommend you seek feedback from the young people who are delivering the mentoring as well as those who have been mentored. The mentors will usually have some great ideas on how to further develop and refine the programme to meet the needs of the young people they are working with. You want the peer mentor programme to be an ongoing success and an integral part of your setting so thinking about refresher sessions, recapping on core values and planning for the next generation of mentors is important to consider.



Peer mentoring works best when young people can influence how the programme works and can give their honest feedback.

Evaluation

There are many evaluation tools you can use to show the impact of your peer mentoring programme. When considering evaluation think about what it is you are trying to evidence.

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

You can evaluate individual mentoring relationships and impact as well as your over arching programme utilising a number of tools please see [Appendix D](#) and [Appendix F](#) for templates and ideas.

Ongoing promotion

Well supported groups are more successful—an organised programme of support where enthusiastic adults offer advice, encouragement and praise on a regular basis will lead to success.

Consider how you can encourage and sustain enthusiasm and interest in your programme, getting your whole community involved from the start.

- Deliver sessions and produce material to explain the programme
- Give out certificates and badges to trained mentors
- Have a dedicated display board in your setting which is regularly updated
- Website and/or social media updates can keep mentors and others motivated
- Having a presence at events will give mentors a great sense of ownership over the programme.

Models of Mentoring

Qualifications and Quality Marks



The NCVO Approved Provider Standard (APS) is the national quality standard for all types of mentoring projects.

More details about the standard can be found [NCVO - Approved Provider Standard \(APS\)](#)

The APS comprises 10 requirements in supporting safe and effective practice in mentoring, which you can find in [Appendix G](#). This toolkit has been designed alongside these requirements to support you in the application process for accreditation, should you wish to apply.

The resources and activities throughout this toolkit have been provided to support implementation.

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

Peer Mentoring – Training & Session Plans

The following session plans provide an outline to delivering the training for your peer mentors.

Within them are suggestions of a range of activities and formats that you can use to deliver these, such as power points and online resources as well as timings for activities.

These can be delivered in whichever way suits your organisation and group of young people best, in 1 hour sessions, over half or full days.

Peer Mentoring Training: Welcome and Ground Rules (pages 13-15) give you an introduction and welcome session that we would recommend you use at the beginning of each session. We also suggest that you take ten minutes at the close of each session to recap what you have covered, revisit the aims and allow young people to ask any questions they may have.

Further to this we recommend ending each session with a short mindfulness activity, ideas for which you can find in [Activity 16](#). Not only will this encourage positive habits for your mentors and strategies they can use when they are feeling emotionally pressured this will also give them tools they can use with, and teach to their mentees.

Please feel free to adapt or change these as best suits your young people and setting.



Peer Mentoring Training: Welcome and Ground Rules

AIM

The aim of this section is to welcome members of the group, support them to develop group relationships and provide an overview of the session.

NB This session can be referred to and used for the start of any of the session plans within this toolkit.

Welcome/Intro

Start the session by welcoming everyone to the group.

If you aren't familiar with the participants, perhaps check:

- If they all know each other?
- Are they in the same or different Year groups (if in a school setting) or friendship groups (if in a community setting)?
- If they know why they are here today?
- They have clear expectations of the session and duration

If participants are not familiar with each other or the space you can try this...ask everyone to write their name on a label and wear for the duration of the session or until people feel comfortable to take them off and / or play a name game to become familiar with who is who.



Housekeeping

Next run through housekeeping expectations such as:

- What to do if there is a fire alarm?
- Where the toilets are?
- What is the expectation for having food & drink in the session?
- When and how long are the breaks?
- Do the participants need to take notes?



Peer Mentoring Training – Welcome and Ground Rules

Discussion: Ground Rules

Ask the group to agree some ground rules for the session about how they are going to work together. Write them up on flipchart and have them within sight throughout the session.

Some suggestions might include:

1. Confidentiality - what is said in this room stays here
2. Respect other peoples' emotions. Some things we talk about may be upsetting
3. Respect other people's opinions/property
4. Take part in all activities
5. Listen to each other
6. Be polite
7. Support each other

Check in with other staff to see if there are any other suggestions that should be added.

It is important to cover the topic of 'confidentiality' in the context of the session and in this space. This should be something stated very clearly along the lines of:

"...if something is shared in the session, then it needs to stay in the session and not be discussed outside. The only exception to this is if something is shared where you or others would be at risk of harm. Then, safeguarding comes into play and others need to be informed..."

Once the list is exhausted, ask the group to individually sign their name at the bottom to signify they agree to abide by these rules and keep them on display for the duration of delivery to refer to if necessary.



Peer Mentoring Training—Welcome and Ground Rules

Icebreaker activity for new groups: Human Bingo

Assuming it is a new group or just to start in a fun way, ask if anyone in the group has played Bingo before.

Explain the idea for those that may not know.

Ask the group to move around the room and ask people if any of the statements on their card ([See Activity 1](#)) fit them.

If they do, they should write that persons name or initials in the box that applies to them.



This should continue until ALL of the boxes have a name assigned to them.

The first person to complete this is the winner! Go through each response with the group asking questions. Make connections!

There are many more icebreaker activities and quick games you can play, to re-energise and support your group to engage and develop connections with each other. You will find a few more throughout the following sessions plans and take a look at [Kent Resilience Hub](#) for some more ideas!



Peer Mentoring Training Section 1:

What is Peer Mentoring?

Aim

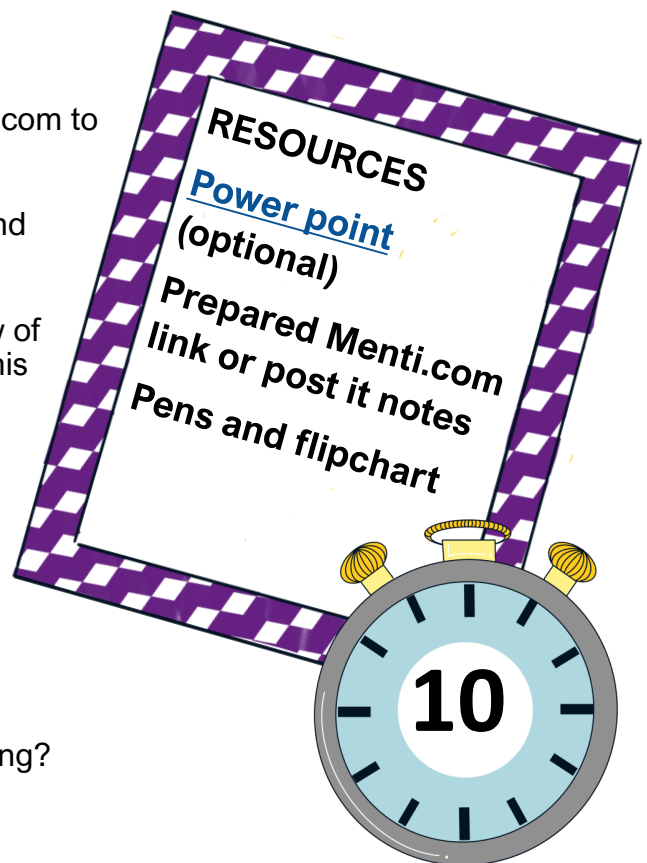
The aim of this section is to provide an overview of what Peer Mentoring is, for young people to consider the role of a mentor as well as what skills and qualities are needed to be a peer mentor.

Activity - Hopes for the training

Ask the group to write on a post-it note, use Menti.com to create a mural,

ask the group to add in the chatbox their hopes and any worries for the

session and place these on a flipchart. Share a few of them with the group. Remember to refer back to this



Activity - What is peer mentoring

Ask the group...

- How have they become involved in this training?
- Why do they want to be Peer Mentors?
- What is a Peer Mentor?

Split the participants into groups of 3 or 4, ask them to discuss what they think peer mentoring is and write down their ideas on flipchart paper.

Peer Mentoring Training Section 1: Introduction to Peer Mentoring

Activity - What is peer mentoring continued

Ask each group to nominate someone and feedback to the whole group. Ensure the below are covered

A Peer Mentor:

Advises other young people, is a positive role model, good listener and knows how to communicate with others...

Read to everyone the peer mentoring definition:

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.

Ask the participants to think about where mentors could be within their organisation. For example, it could be:

- On the playground
- In schools, mentors could support younger people through transition.
- Holding drop in sessions or carrying out 1:1's.
- At clubs and groups where young people go for help and support e.g. homework clubs.
- On a rota or 'on duty' at specific times or throughout the day.

What other thoughts do the group have?



Peer Mentoring Training Section 1: Skills and Qualities

Activity - Peer Mentor Job Description

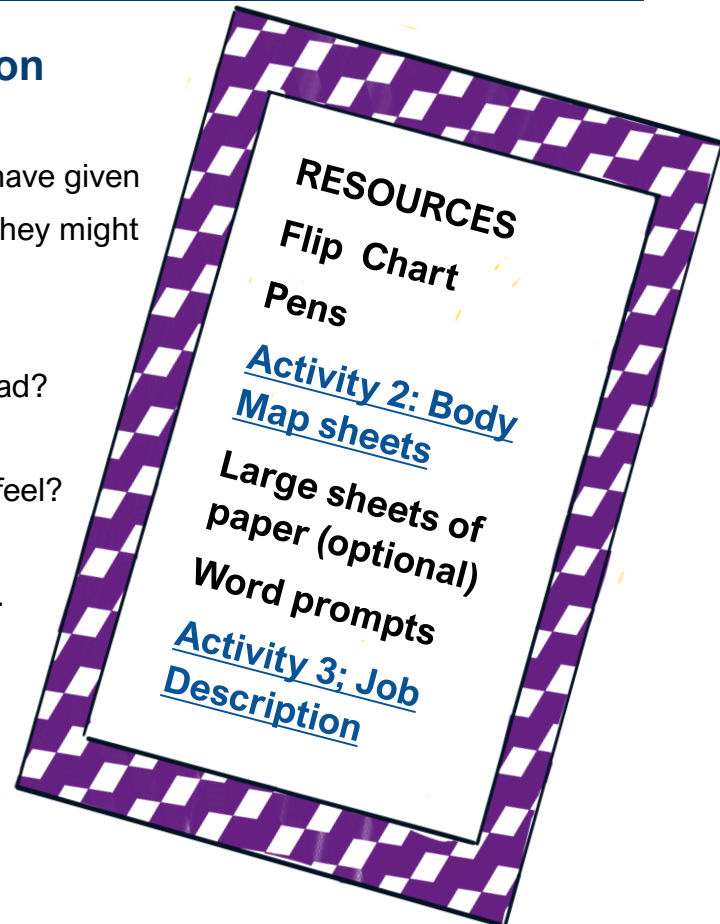
Ask the group to reflect on a time when they would have given advice or guidance to other young people, or when they might have received advice or guidance too.

Ask the group to think about what made it good or bad?
Make a list.

How do they think this made them or someone else feel?

Handout the Peer Mentor job description ([Activity 3](#)).

Ask the group if there are additions to be made?



Ask the group to consider, what impact they think mentoring can have on someone? Make a list.
For example:

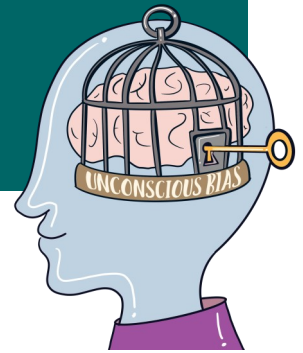
- Improve self-esteem
- Confidence
- Communication
- Problem solving

Either individually, in pairs or groups ask them to think about the skills and qualities, and experience they have that would make them a good peer mentor. Writing or drawing them all down on their body map sheet ([Activity 2](#)). If in pairs or groups you could use large sheets of paper and draw around someone so you have a large body outline.



Consider your group. You may need to provide some examples of words. Ask for volunteers to share some of the suggestions they have written down.

Peer Mentoring Training Section 2: Views and Opinions



AIM

The aim of this section is to understand how people's view, values and beliefs impact on their behaviour. We are all different and see things differently around us. This helps us make judgements but as a mentor, we have to be careful not to put our own values and beliefs onto others.

Discussion - What is a view? What is an opinion?

Start by ensuring the group is aware of the distinction between a view and an opinion.

A VIEW is the ability to see something or to be seen from a particular place and an OPINION is a view or judgement formed about something, not necessarily based on fact or knowledge.

Activity - 4 Corners

This activity can be delivered face to face, or virtually, using software such as Menti.com or MS Teams Polls.

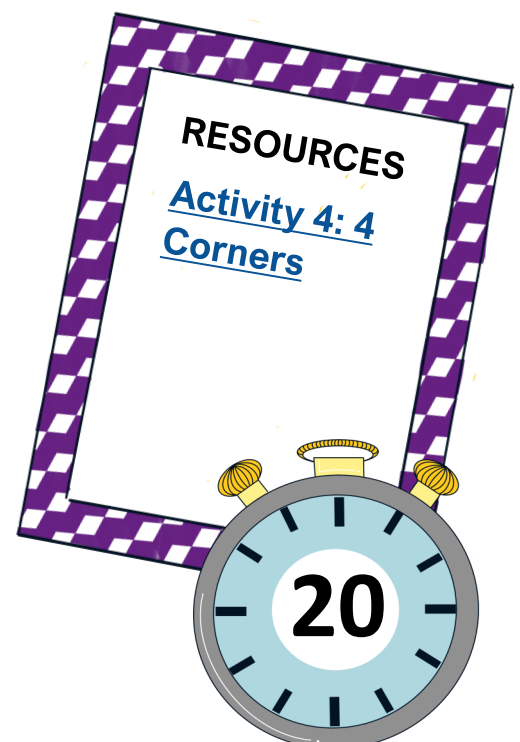
Designate 4 corners of the room 1, 2, 3 and 4 and explain to the group you are looking to discover how much they have in common with each other. Explain you will read a list of items ([Activity 4](#)) and they will have a designated corner. The group should move and pick a corner. There's no standing in the middle, so they need to make a clear decision. For example:

What is your favourite drink?

Corner 1 - It's fizzy. Corner 2 - It's water. Corner 3 - It's Milk.

Corner 4 - It's juice.

You could also ask additional sub-questions just for interest too. Ask the group to reflect on what they have learnt about each other.



Peer Mentoring Training Section Two: Views and Opinions

Activity: What Matters to me

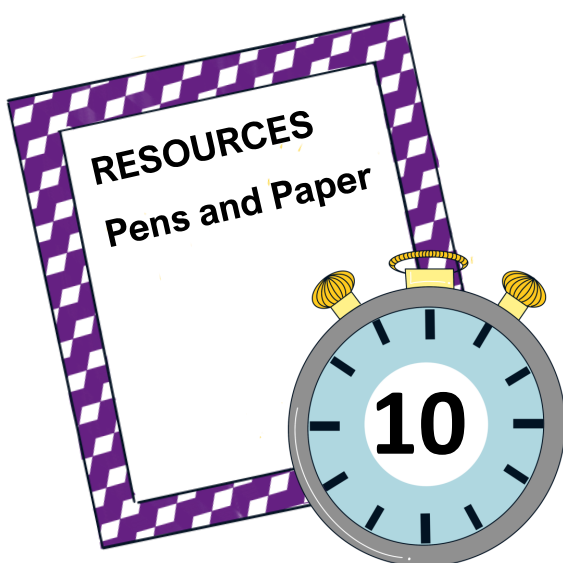
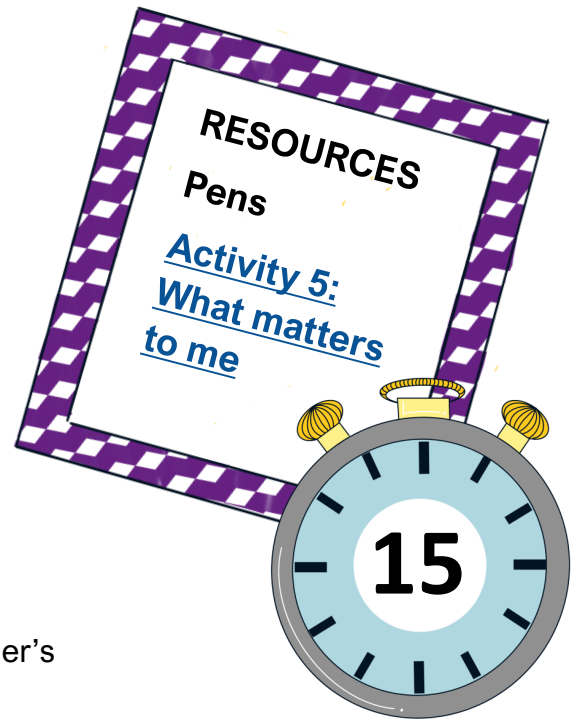
Handout What Matters to Me ([Activity 5](#)) to each young person and ask the group to individually go through the list and identify the 4 things they consider to be of most importance to them. This session can easily be delivered virtually as well as face to face.

Once completed, go through each statement and ask for a show of hands if the statement was one of the things they identified.

This is where we think about different perspectives and the importance

of not judging others. Also, how understanding each other's perspectives

can impact on behaviour.



Activity: Two Truths and a Lie

Explain to the group that they will need to prepare three statements. Two will be true and one will be a lie.

To start one person gives three statements about themselves to the rest of the group. The trick is: all of the statements won't be true - two of the statements should be and one should be a lie.

After you have finished everyone should guess which statement has been made up - the speaker will then reveal which statement was a lie.

Keep the game going by then choosing someone who guessed correctly to go next and then play as many rounds as you like.

Peer Mentoring Training: Section Three

Communication Skills

AIM

The aim of this section is to support young people in developing their communication and listening skills through both verbal and non verbal communication, engaging in the activities will support them in translating what they have learnt into practise to become an effective mentor.

Activity: Listen and Draw

Using the images in [Activity 6](#) or identifying one of your own, without showing the image describe it. The participants have to listen and draw what is being described. Once finished ask participants to hold their drawings up and then show them the original image.

Now ask the group to try. Split the group into number 1 & 2s. Ask the 1s to look at a picture ([Activity 6](#) or your own) memorise it and tell them they will need to explain that picture to their partners for them to draw.

You can make this more difficult by adding in the rule that no nouns can be used to describe what is in the image.



Come back together as a whole group and discuss:

How hard was it to listen?

How close were the images?

How did this feel?

What could make it better?

What would have helped?



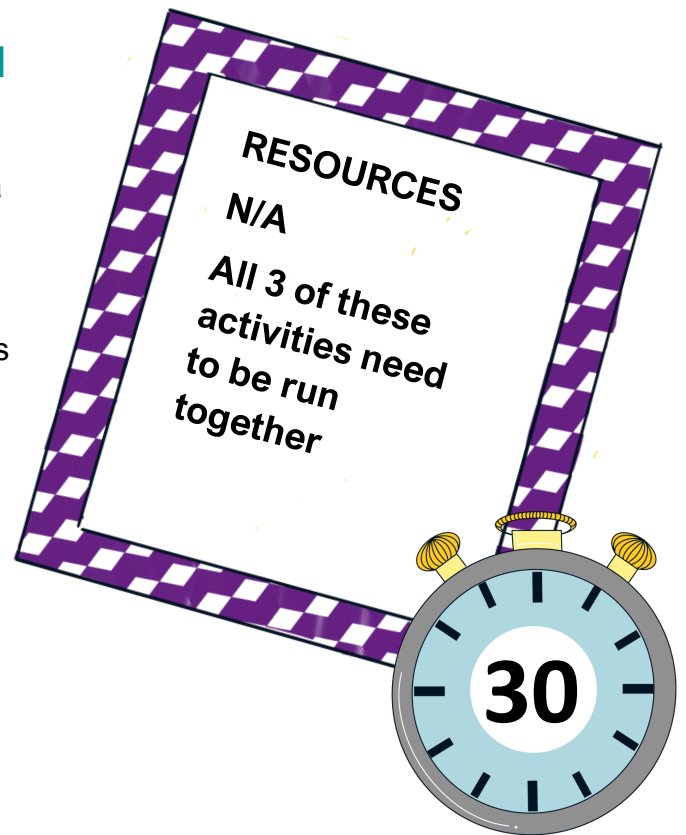
Peer Mentoring Training – Section Three

Communication Skills

Activity- Why do I need to be a good listener?

Discuss with the group the reasons we need to be a good listener? Ask them to write on a post-it some suggestions or in a group, draw a large ear. Write around the ear, all the things you need to demonstrate to be a good listener. Discuss what has been recorded ensuring the following points are included;

- To gather information, get feedback, to learn
- To participate in someone else's life story and hear about their experiences
- To build relationships, show respect and value others
- To keep safe (follow instructions)



Activity - Practising good listening

Split the group into number 1 & 2s. Ask the 2s to step outside of the group.

Explain they are going to go back and listen to their partners talk about a topic but not as a 'good listener' and discuss what this may look like.

Go back in room and instruct number 1s to talk to number 2s about what they did at the weekend for roughly 5 minutes. Discuss with the group what that felt like.

Repeat the activity with number 2s now actively listening to another talk on a different topic and discuss the changes in how this makes people feel.

Activity - How do I show I'm a good listener?

Recap previous sessions on listening and the impact of good listening- ask the group how you demonstrate good listening? Some suggestions could be:

- Face the person talking, go somewhere quiet, concentrate on what is being said
- Speak clearly and use appropriate language, look for non-verbal clues – Body language
- Make sure you have been understood and that you understand the person talking
- Ask questions and don't interrupt

Peer Mentoring Training – Section Three

Communication Skills

Activity - Passive and Active Listening

Ask the group if they know what different types of listening there are. Go through and explain each type:

ACTIVE

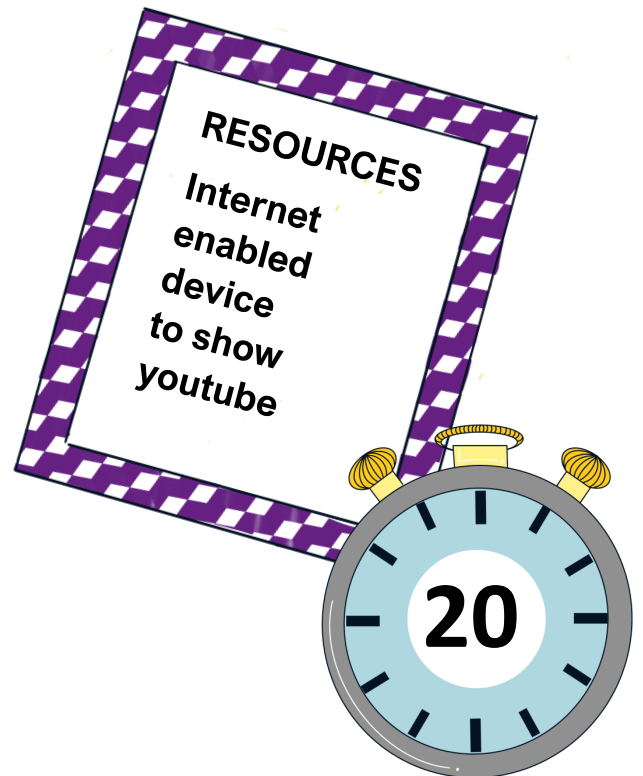
This involves clarifying verbally and checking your understanding of what they are saying by paraphrasing. You will need to be sensitive to the other person's voice, choice of words, tone, speed and body language.

PASSIVE

In this type, you do not verbally respond, but you may use eye contact, smiles, 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.

Show the group these videos to explain further:

- Listening tips: https://www.youtube.com/watch?v=oWe_ogA5YCU
- Active listening tips: https://www.youtube.com/watch?v=0nmJW_zExk0
- Paraphrasing: https://www.youtube.com/watch?v=z_-rNd7h6z8
- Emphatic listening – Inside Out movie: <https://www.youtube.com/watch?v=t685WM5R6aM>



Peer Mentoring Training – Section Three

Communication Skills

Activity - Different types of questioning

Explain to the group they now have a good idea of how to show we are listening but now it's about the importance of asking questions. Ask the group to think what words start most questions:

Where, Who. What, When, Why and How

Explain there are different types of questions. Ask if anyone knows what these are? Go through the different types of questions with the group:

OPEN QUESTIONS

When you want more information or the person to describe something and engage with the other person. For example: 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, why and how.

CLOSED QUESTIONS

These are questions where the answer can only really be YES or NO. For example: 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 an/is/are.

PROBING QUESTIONS

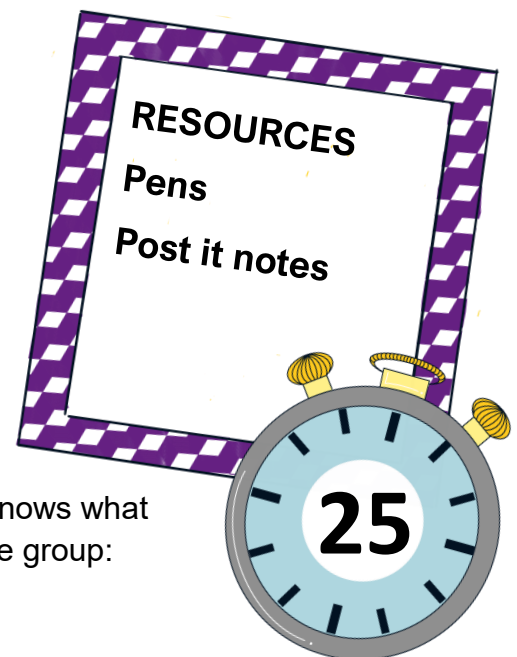
When you want to get to the bottom of something. To get more information or to get more understanding e.g. what exactly did you do at the match? And then what happened?

Activity - Taboo...So Who Am I?

In pairs, give one person in the group a post-it and ask them to write on it a celebrity or someone famous, dead or alive. Don't let your partner see. Place the post-it on their head. Your partner must ask questions to try and guess who it is. You can only ask CLOSED questions so reply YES / NO to the questions.

Swap over. Let's try again, this time you can ask more OPEN / PROBING questions.

How did that work? Discuss why it is better to have more open questions. How might this affect how you ask questions to the young people you work with?



Peer Mentoring Training – Section Four

Body Language

AIM

The aim of this section is to support young people in further developing their non verbal communication skills, as well as develop an awareness of recognising and understanding others non verbal communication which will enable them to appropriately support others in their mentoring role.

Activity - Body Language

Explain to the group how body language is really important.

We've all had times when we're supposed to be listening, but really we're not. Can you demonstrate 'not listening' body language? Ask the group to show you what this looks like.

Read the following statement and then ask the group their thoughts:

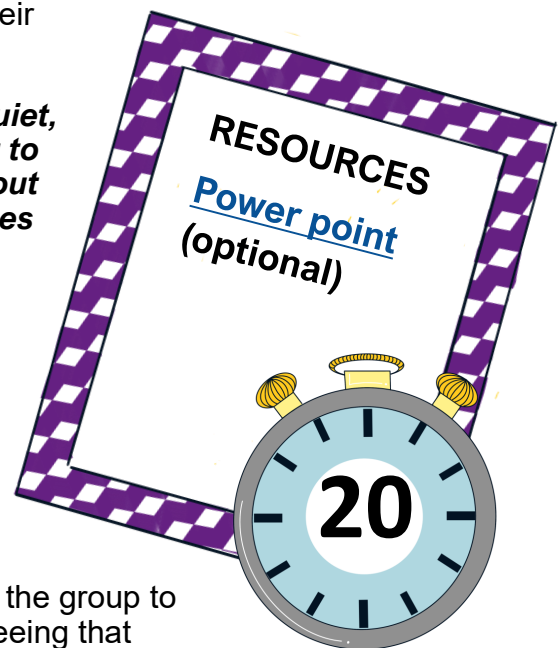
Body language, with its secret body signals, is the quiet, secret and most powerful language of all! According to experts, our non-verbal language communicates about 50% of what we really mean (voice tonality contributes 38%) while words themselves contribute a mere 7%.

Next ask everyone to stand up and hang their head down, droop their shoulders & let their arms hang loose - turn their mouth down and put on a frown. Ask them to walk around in this way. Tell them they need to try to feel happy and say something positive. Give an example...

Get the group to shake it out and then take a seat. Ask the group to consider what that would make them feel if they were seeing that when someone was talking to them? Discuss what it felt like for them to be that way.

Ask everyone to stand up straight, put their shoulders back, head up, chin up, and put on a big smile. Ask them to walk around in this way. Tell them they need to try to feel sad and say something negative. Give an example...

Ask the group to shake it out and then take a seat. Discuss how they found this.



Peer Mentoring Training – Section Four

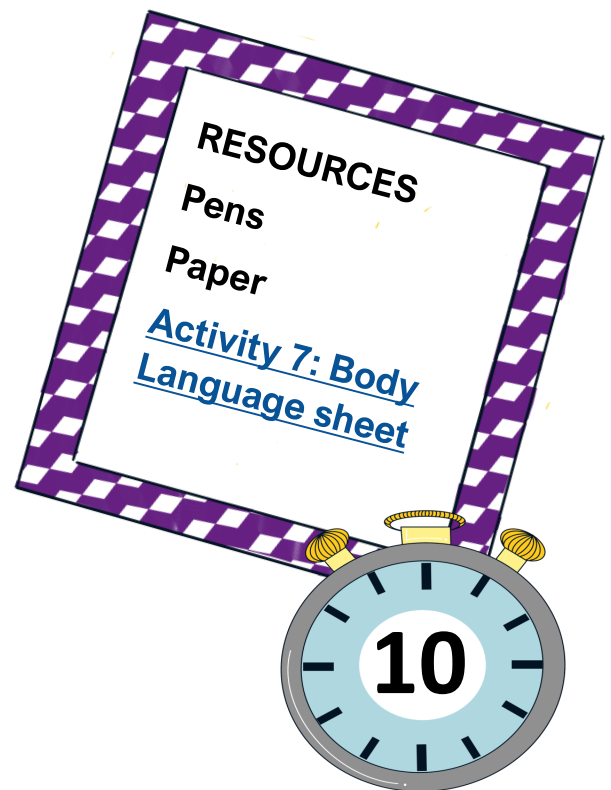
Body Language

Activity - Body Language Images

Handout the [Activity 7: Body Language](#) sheet with different images. Ask the group to work in pairs and write next to each image what they think is happening by looking at each person's body language.

Once finished, go through each image and discuss as a group what people think.

Highlight to the Peer Mentors that in their role, the impression they give needs to be positive.



Activity - Personal Space

Demonstrate to the group about personal space; choose a volunteer from the group while the others 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 ask the group to all do the same and demonstrate “your” space. This helps them to visualise what the space “looks” like.

Split the group into pairs, A's stand one side of the room and B's the other. Ask B to walk towards A and A to tell them to stop when they feel they are close enough.

How far apart are different pairs? Swap over and repeat.
How far apart are different pairs?

Discuss with the group how wide is our ‘personal bubble’?

Remind the group, it can be different for different people and as Peer Mentors they'll need to think about this when they are working with people.



Peer Mentoring Training– Section Four

Body Language

Activity - Scenarios

Talk to the group about how as Peer Mentors you're going to get all sorts of situations and different things that people need advice or guidance on. Ask the group for their suggestions and make a list.

Split into groups and give the participants a scenario ([Activity 8](#)) and ask them to consider:

- What does the 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?

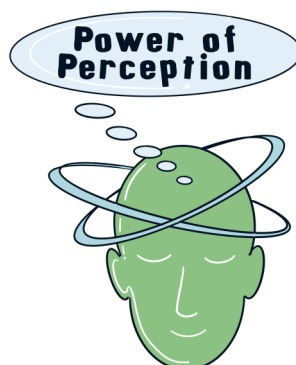


Explain to the group how they'll need to feel confident in dealing with these types of issues.

Discuss with the group, split the group into pairs and ask them to write their own scenarios based around these issues, swap scenarios between pairs and then have each pair consider how they would respond to the scenario they've been given.

- What happens if someone is crying, stressful or angry?
- What would you do if you weren't sure about something?
- What could you have to say to people in these circumstances?

Explain to the group you'll be providing on-going training and supervision. They aren't expected to know everything before they start but as a team they will work together and share



Peer Mentoring Training – Section Five

Bullying Behaviour, Self Esteem & Empathy

AIM

The aim of this section is to support young people in working through common scenarios or worries that they may come across in their mentoring role, giving them skills and strategies that they can use to support their mentees.

Activity - Bullying

Explain you've already discussed what you think most issues are going to be that arise for the mentors to deal with – friendships, etc. but there might be issues of bullying that are likely to be a reason a young person will want to speak to someone.

Remind the group that bullying can be a very emotional subject and some of them may have experienced it too. Explain you are available for them to talk to.

In groups, ask the participants to think what bullying is and list the different kinds of bullying? Ask the group to share what they have written.

Emphasise the point that bullying is a repeated behaviour. Explain [Activity 9: Bullying Definition](#). Ask the group what happens if there is an incident of bullying, what would they do and who would they go to? Clarify what the organisation's policy is. Remind the group this is an example of where they must tell a member of staff.

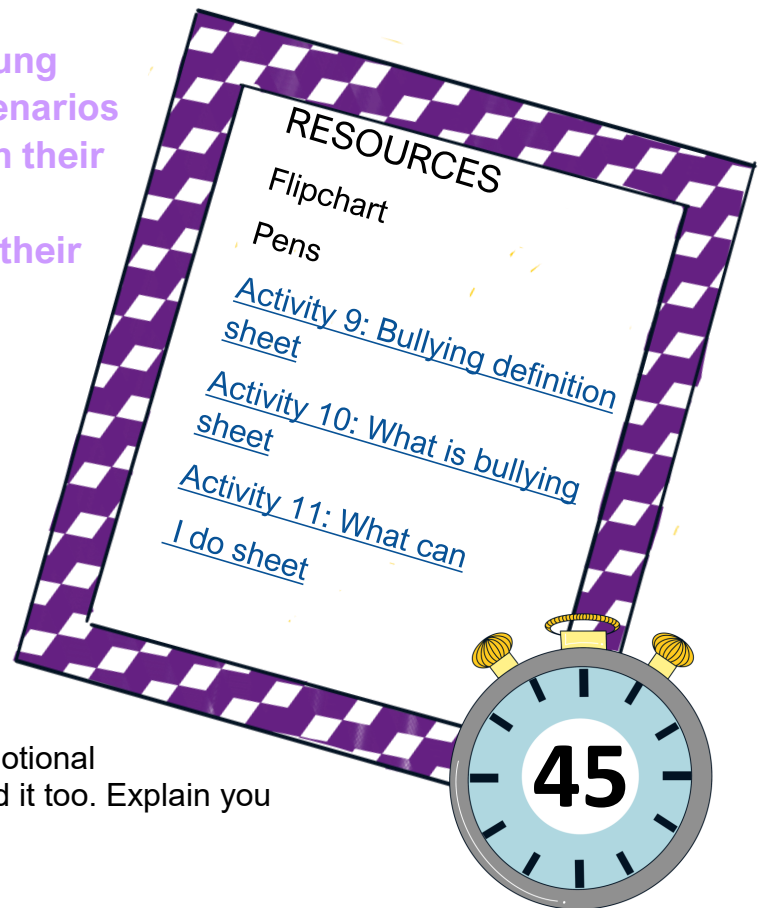
With the group, go through the handout [Activity 10: What is Bullying?](#). Perhaps ask a volunteer to read through the description. Ask the group if they think there is anything we missed. Emphasise what is and what is NOT bullying. Is there anything they agree or disagree with?

With the group, go through the handout [Activity 14: I am being bullied. What can I do?](#). Perhaps ask a volunteer to read through the description. Facilitate a discussion;

- Has anyone experienced this and had to deal with something similar?
- What happened? What did they do?

Agree with the group some clear advice they could share with a mentee if they are experiencing bullying. Highlight to the group the steps they then need to take if this is reported or they hear about bullying behaviour.

To note: these sessions can be emotive for young people and it would be good to consider a 5 minute game break or reenergiser following the activity—see [Activity 17](#) for some ideas.



Peer Mentoring Training – Section Five

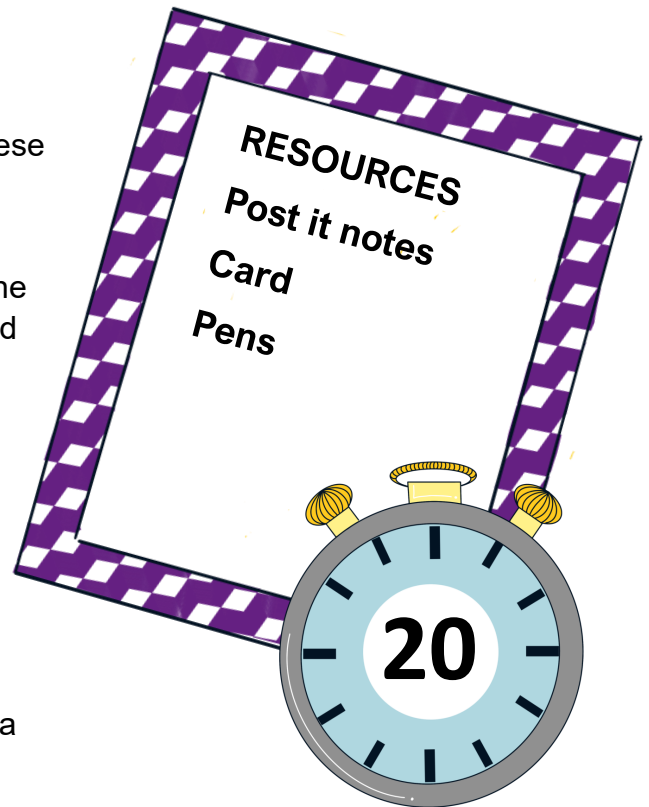
Bullying Behaviour, Self Esteem & Empathy

Activity– Compliments

Talk to the group about compliments and what effect these could have on people. Ask them how often they give compliments / receive them?

In pairs, ask the group to write down a compliment for the person they are working with. When they're finished, fold it over and when ready, give it to that person.

If you have time, you could make cards or on a piece of paper, ask each participant to draw around their hand. Ask them to then pass it around the room with 5 people (for each digit) writing a compliment for them.



Discuss how this made them feel – to give & to receive a compliment.

Give yourself a compliment, was this easy to do? Discuss.

Some questions you could ask them:

- How easy was it to come up with a compliment? (It probably would have been very easy to come up with 5 things that annoy you ...we're so much better at the negatives!)
- What did it feel like to read the things people wrote about you?
- How might you use this activity in your role as a Peer Mentor?



Suggest to the group that part of their role might be to help people they don't know and boost them up a bit.

Task the group to give someone a compliment today.

Peer Mentoring Training – Section Five

Bullying Behaviour, Self Esteem & Empathy

Activity - Freddy's Story

Just a reminder to know your group and ascertain any adaptations you may need to make with this activity in advance.

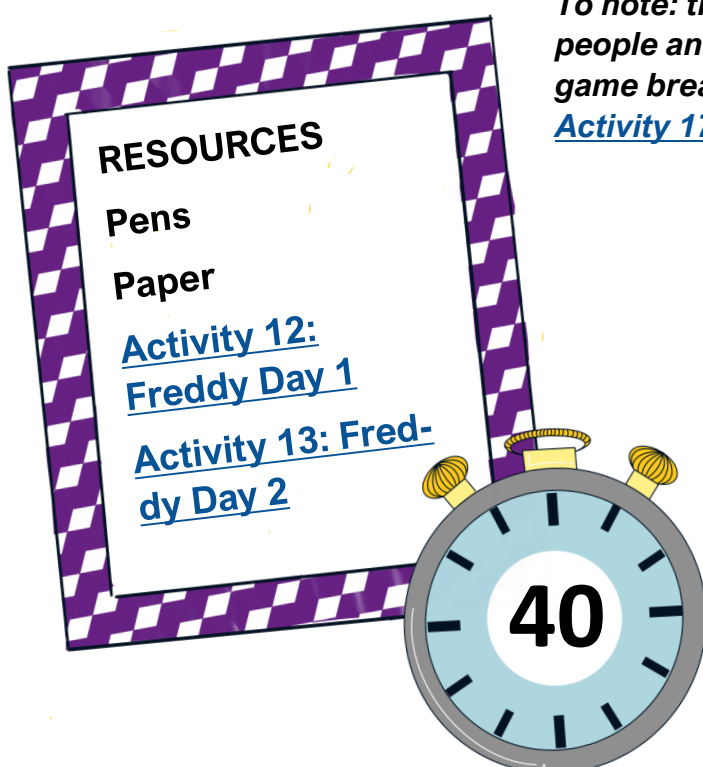
Explain to the group you are going to read them a story. In groups, ask them to draw the outline of a person, Freddy. The idea is as we read out Freddy's story, tear a piece of the paper every time something negative is said or happens to him. Read through [Activity 12: Freddy's Story Day 1](#).

When everyone's ready, talk about what happened to Freddy. Essentially, he is worn down by negative comments. Point to the fact, that for some people, this is their regular day. There is often a lot going on for people you don't know and can't see. This will affect how they feel and behave.

Discuss with the group any ideas they have if you experience someone like this? How can you help build up their self-esteem?

This time read out [Activity 13: Freddy's Story Day 2](#) and ask the group to think about how Freddy feels differently each time something positive happens or is said to him. Now ask the group to draw Freddy after Day 2. Discuss what he is feeling.

To note: these sessions can be emotive for young people and it would be good to consider a 5 minute game break or reenergiser following the activity—see [Activity 17](#) for some ideas.



Peer Mentoring Training – Section Six

Confidentiality & My Support Bubble

AIM

The aim for this section is for young people to understand and be clear around confidentiality and safeguarding responsibilities. Mentors will know when, where and how to access support if a mentee makes a disclosure to them or discusses something that they do not feel comfortable with.

Activity - Confidentiality and Safeguarding

For this session, it's a good idea to have another member of staff who is the Safeguarding Lead to come in and reiterate the key messages.

Talk to the group about how it is important the group are clear about confidentiality and when to talk to someone and who they should go to. Explain it is also important the people the Mentors are helping can trust them. If not, they will not be open and honest with them.

The person being mentored needs to understand the Mentor will treat any information disclosed to them as confidential. Explain to the mentors at this point there will be concerns they won't know how to deal with and the person they are helping needs to know they may have to disclose information of this type to a suitable member of staff. Tell the group who this is and how they can access them. Cover your organisations policies and guidelines.

Discuss with the group what we mean by confidential? Explain as a professional, you are governed by confidentiality and safeguarding and there are things that you must do. Explain to the group in their roles as Peer Mentors they are required to be 'professional' too.



Peer Mentoring Training – Section Six

Confidentiality & My Support Bubble

Activity - Confidentiality and Safeguarding Continued

Ask the group to think of something where they may need to tell a member of staff?

Make a list of when you would share with an adult, etc. Examples should be appropriate to the age of the group and could include:

- 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.

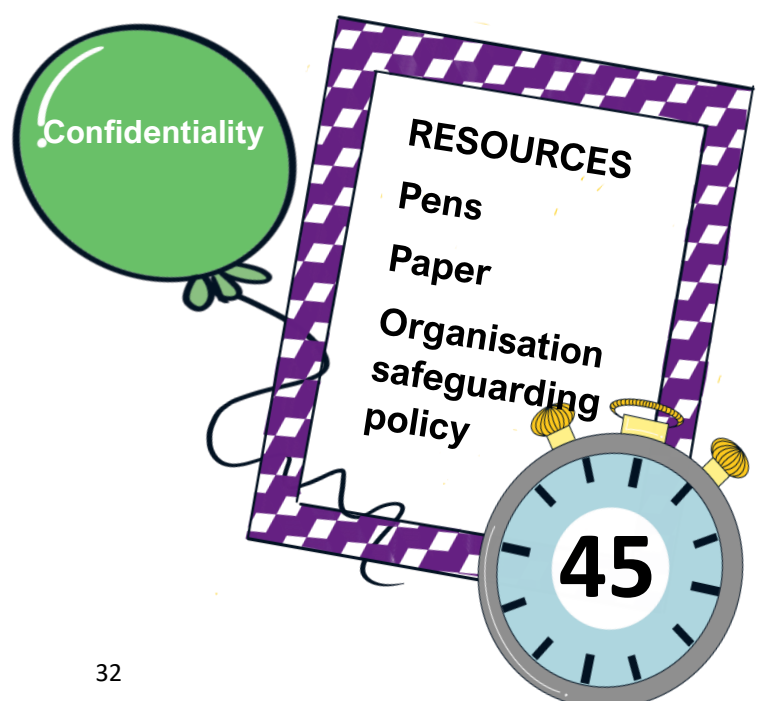
Role play some examples of situations happening. Include what the group would do if someone asked to ‘tell you a secret’? Ensure they are clear about what they could do.

Work in groups to draft a sentence or two to explain how you can’t always keep a secret and you might need to pass it on. Give the group some time to rehearse this ‘speech’ so they feel comfortable and it feels natural.

To note: these sessions can be emotive for young people and it would be good to consider a 5 minute

game break or reenergiser following the activity

see [Activity 17](#) for some ideas.



Peer Mentoring Training – Section Six

Confidentiality & My Support Bubble

Activity - Issues you feel comfortable dealing with (and those you don't).

Handout the [Activity 14: My Comfort Zone](#) and ask each person to complete. Use the results from this questionnaire to inform your ongoing training and supervision for the mentors.

Obtain feedback from group and collate a list of boundaries.

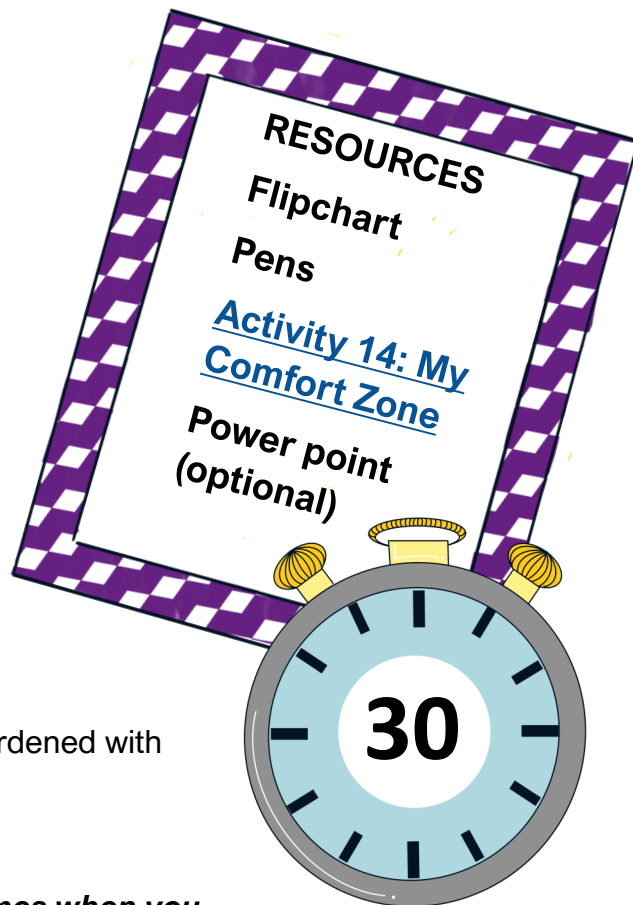
Include the importance of mentoring to be an 'within setting' role only. Therefore, contact outside of the setting should be minimised – discuss mentors being 'on duty'.

Ask why is this important?

Explain 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.

Read aloud to the group:

Remember you're not superheroes. There will be times when you need to signpost a way forward for the people you support. Always talk to your Staff Member if you are concerned or unsure of any aspect of your role.



To note: these sessions can be emotive for young people and it would be good to consider a 5 minute game break or reenergiser following the activity -

see [Activity 17](#) for some ideas and 'Recap' activities to ensure young people have understood the content of the session.

Peer Mentoring Training – Section Seven

How will Peer Mentoring work?



AIM

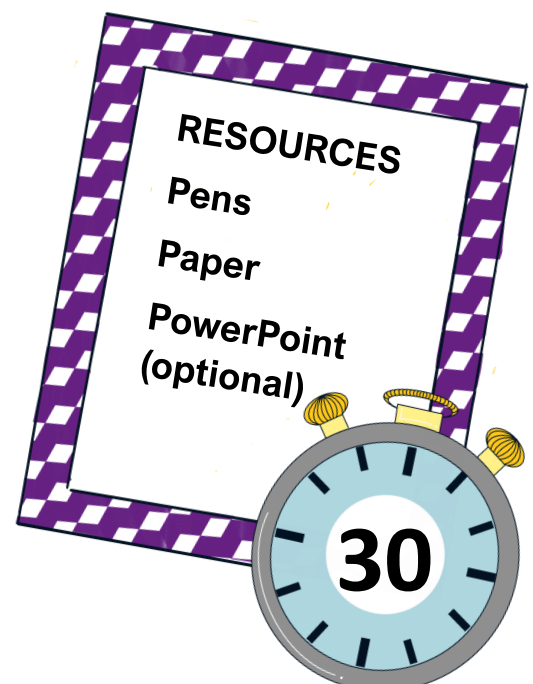
The aim of this section is to provide young people with an opportunity to explore how peer mentoring will look in your setting moving forward and to re-cap on the previous training sessions ensuring they have all the information they need and are clear on what is happening next.

Activity - How will Peer Mentoring work in your setting?

Discuss with the group the vision for how Peer Mentoring will work going forward. Things to consider could include:

- How will you promote Peer Mentoring? Would you like to do a presentation about the peer mentoring service in assembly or group session? What would you say in the presentation? Will you design posters?
- Where will you be based as Peer Mentors? How often will you be on duty as Peer Mentors? Will there be a rota?
- How will you be identifiable as Peer Mentors?
- What do you do if you're not sure about something?
- When will we meet up as a group to review how it is going? When will the refresher sessions be?
- Who will be my mentee?

Ensure all information is shared with Mentors so they are clear what happens next and where to go if they are unsure.



Peer Mentoring Training – Section Seven

How will Peer Mentoring work?

Activity - Recap

Congratulate the group on completing their Peer Mentor training. Ask the participants to rate how confident they are feeling about becoming Peer Mentors so far.

Reiterate there will be on-going training and it's a learning experience so no need to feel totally confident here at the beginning.

Ask participants to reflect on their learning from the Peer Mentoring training. Having covered the following topics, ask them some quick fired questions to recap:

- What is Peer Mentoring?
- What skills are needed to be a Peer Mentor?
- Views & Beliefs
- Communication – Listening, Questioning
- Bullying, Self-esteem & Emotional Wellbeing
- Confidentiality
- Support for Peer Mentors
- Safe Space ideas



Show the participants the [certificates](#) they will receive and agree time and place for these to be presented. [Handout Activity 15: Peer Mentoring wordsearch](#) and ask the group to complete the activity.



Method Worries, concerns and feedback

Ask participants to complete the feedback sheet. Explain it helps us to learn and make things better each time we deliver this so please be as honest as possible.

Collect in all feedback sheets and schedule a time to review and make any adjustments in time for the next delivery of this training.

Any questions & close



Peer Mentoring Training – one last thing...

You will find all the resources, worksheets and examples you need to complete this toolkit in the appendices as referenced throughout.

Don't forget the toolkit is designed to be flexible around your settings needs and please feel free to adapt it around this.

Pages 13-15 give you an introduction and welcome session that we would recommend you use at the beginning of each session and we also suggest that you take ten minutes at the close of each session to recap what you have covered, revisit the aims and allow young people to ask any questions they may have. Take a look at our Top Tips as a quick reference for each session.

Further to this we recommend ending each session with a short mindfulness activity, ideas for which you can find in Activity 17. Not only will this encourage positive habits for your mentors it will provide strategies that they can use when they are feeling emotionally pressured this will also give them tools that they can use with and teach their mentees.

But before you go don't forget, be creative about how you engage and recruit young people, build trust, co-produce materials with young people and ensure mentors are adequately trained and supported throughout.

Check out the Kent Resilience Hub and MoodSpark websites for a wealth of information, support and further resources which can support you as staff, as well as students and parents/carers.

So over to you now and Good Luck!

**Kent
Resilience
Hub**



This toolkit was produced by HeadStart Kent, a National Lottery Community Fund funded programme delivered by Kent County Council.

Activity Sheets

In this section we have pulled together some useful activities for you to use. These have been referenced as resources throughout the sessions plans and are numbered:

<u>Activity 1 - Human Bingo</u>
<u>Activity 2 - Body Templates</u>
<u>Activity 3 - Job Description handout</u>
<u>Activity 4 - 4 Corners Game</u>
<u>Activity 5 - What Matters to me</u>
<u>Activity 6 - Listen & Draw 1</u>
<u>Activity 6- Listen & Draw 2</u>
<u>Activity 7- Body Language</u>
<u>Activity 8 - Scenarios</u>
<u>Activity 9 - Bullying Definition</u>
<u>Activity 10 - Bullying Information Sheet</u>
<u>Activity 11 - I am being bullied. What can I do Sheet</u>
<u>Activity 12 - Self-esteem storytelling exercise</u> <u>Freddy's Day 1</u>
<u>Activity 13 - Self-esteem storytelling exercise</u> <u>Freddy's Day 2</u>
<u>Activity 14 - My Comfortable Zone</u>
<u>Activity 15 - Peer Mentoring Wordsearch</u>
<u>Activity 16 - Mindfulness Exercise Ideas</u>
<u>Activity 17 - Recap and Energizer Activity Ideas</u>

You can also opt to use the [Peer Mentoring Power Point Presentation](#) when delivering any of the training sessions, if you wish to do so you can find the presentation at [Kent Resilience Hub](#).

Activity 1 – Human Bingo

Move around the room and talk to everyone and ask them each statement to find out about them. Ask them to mark with an initial what statement is a fit for them.

Has been to a football match

Has a pet

Can juggle

Has performed on a stage

Knows someone that was born in a different place

Belongs to a club

Being part of a group

Is a vegetarian

Has met someone famous

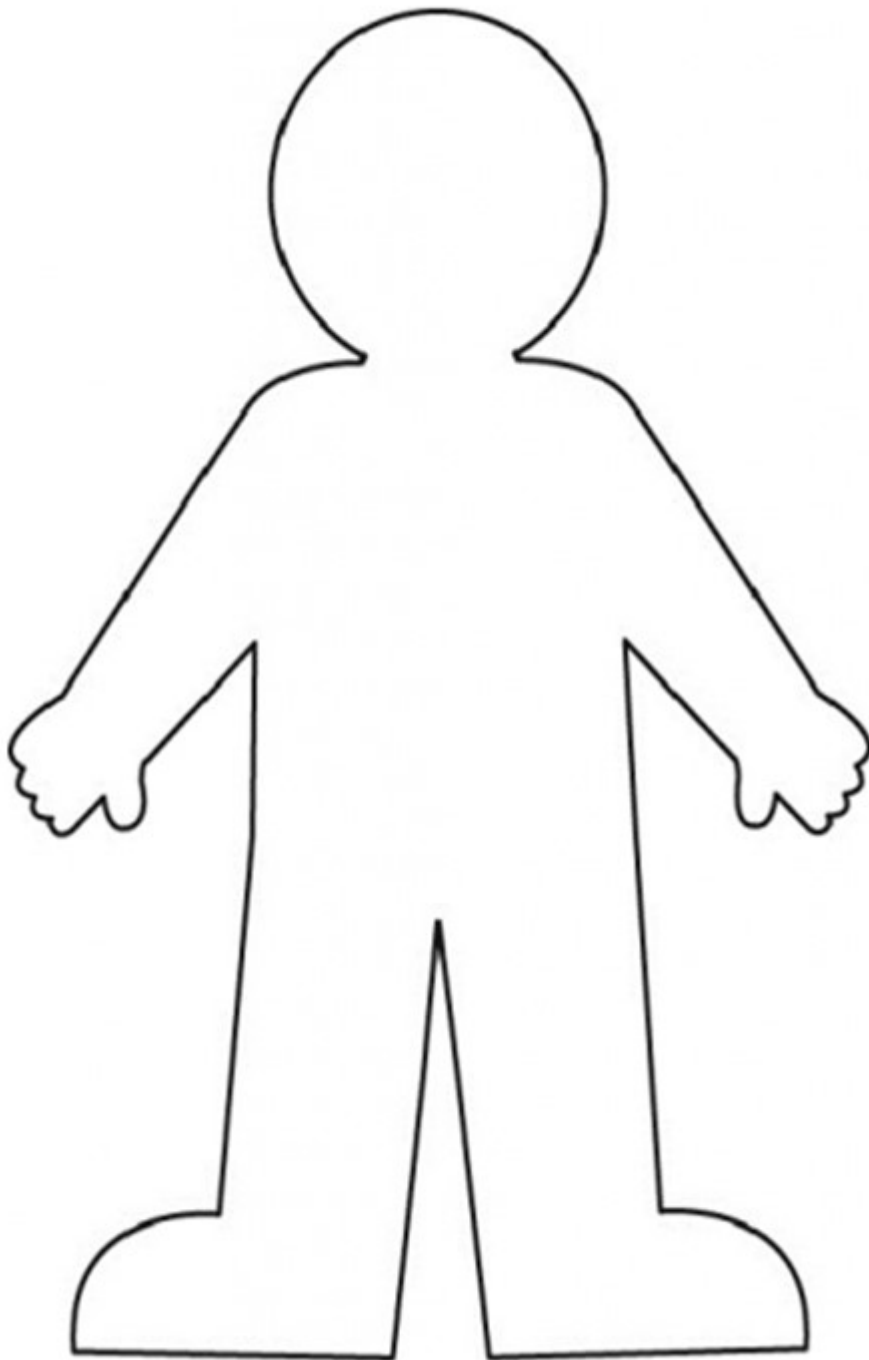
Can say Hello in a different language

Can name a character from Harry Potter

Can say a tongue twister

Activity 2 – My Skills, Talents, Qualities & Experience

Be as creative as you like and capture all the skills, talents, qualities and experience that you have, which will help you as a Peer Mentor:



Activity 3 – Peer Mentor Job Description

Here are some behaviours you will be expected to display as a Peer Mentor:

- 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

What do we mean by 'role model'?

What other behaviours do you think need to be included in this job description?

Activity 4 – 4 Corners

Which corner will you find yourself?

First up, let's have a practice and see what your favourite drink is?

1. Fizzy
2. Water
3. Milk
- or 4. Juice

Next up, what type of film do you prefer to watch?

1. Comedy
2. Romance
3. Drama
- or 4. Action

If you were going to watch a sport, what would it be?

1. Football
2. Golf
3. Basketball
- or 4. Tennis

If we were having ice cream, what flavour would you choose?

1. Chocolate
2. Vanilla
3. Strawberry
- or 4. Banana

What's your favourite food?

1. Chicken
2. Pizza
3. Burger
- or 4. Pasta

What are your dreaded household chores?

1. Ironing
2. Cleaning the bathroom
3. Washing the dishes
- or 4. Tidying your room

If you were to get flowers, what would you choose?

1. Roses
2. Daisies
3. Tulips
- or 4. Wildflowers

What's your favourite season?

1. Spring
2. Summer
3. Autumn
- or 4. Winter

What's your favourite colour?

1. Red
2. Pink
3. Blue
- or 4. Green

If you could have a superpower, what would it be?

1. Invisibility
2. Time travel
3. Mindreading
- or 4. Strength

**What other examples
can you think of?**

Activity 5 – What Matters to me

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



Activity 6 – Listen and Draw 1

Look at the picture and as best you can, describe what you see for your partner to draw the image without seeing it.

How close did they get?



Activity 6 – Listen and Draw 2

Look at the picture and as best you can, describe what you see for your partner to draw the image without seeing it.

How close did they get?



Activity 7 – Body Language

Look at these images and say what you think is happening in each scene:



Activity 8 – Scenarios

Choose one of the scenarios to discuss. Think about these 3 questions as talk the scenarios through.

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

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 their parent has cancer and has been told they do not have long to live.

Your mentee wishes to discuss LGBTQI+ with you.

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

Your mentee appears to have self-harmed.

Activity 9 – Bullying Definition

The anti– bullying Alliance defines bullying as;

“Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.”

Activity 10 – Bullying Information Sheet

What is Bullying?

“Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.”

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

Activity 11 – I am being bullied!

What can I do?

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

Activity 18 – Freddy's Day No.1

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.

Activity 18 – 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.

Activity 15 – My Comfortable Zone

Think about what we have discussed and where you are now. Identify 3 things you feel comfortable with and 3 things you feel less comfortable with.

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.

Activity 16 – Peer Mentoring Wordsearch

Find as many words as you can in this jumble:

S S Z R C W C O M M U N I C A T I O N S
K Q K J H O U A T B O Q V Y S E Z J L L
T Y Z I V D M A C X A P Z I B U F B C R
Z Z O P L T T P H T O V T F W J H I E A
A T A H O L M R L E I B H T R T W L H W
I E N C B S S C C I L V P D D Z K O E E
N A T I A O I A B F M P I N G L U O L L
N M I F Y R D T S I N E F T R C Q E P L
G W B B V M I Y I P X F N U I J G G I B
O O U F J Q B N L V E Y N T L E X H N E
O R L I K W M D G A E E J T D F S O G I
D K L B I S P D T W N B R X U U O L O N
L U Y T N P X I L U L G E M W N T L T G
I U I J D M X X Q Z O L U H E R E N H G
S G N L R O L E M O D E L A A N Z Z E A
T Y G V W S T N K C H C Y T G V T N R M
E H E M P A T H Y L E Q J Z O E I O S E
N T J I D Z F V C T G D P G I D R O R S
E A G T H O U G H T F U L Y N R Q F U V
R S U P P O R T W S A F E S P A C E Q R

positive behaviour

anti bullying

good listener

teamwork

compliment

kind

communication

peer mentor

role model

helpful

empathy

fun

helping others

thoughtful

support

skills

wellbeing

body language

activities

safe space

caring

games

Activity 16: Mindfulness Activity Ideas

Square Breathing: Find something that is square. With your eyes, from the bottom left hand corner to the top left hand corner, breathe in 1, 2, 3 & 4

From the top left hand corner to the top right hand corner, hold your breath 1, 2, 3 & 4

From the top right hand corner to the bottom right corner, breathe out 1, 2, 3 & 4

And from the bottom right corner to the bottom left corner, hold your breath 1, 2, 3 & 4

Now repeat.

5,4,3,2,1 Technique: This activity can also work as a means of distracting us if our thoughts are becoming unhelpful. You can either list the things or say them out loud if doing the activity.

At this moment in time, name...

5 things you can see, 4 things you can touch, 3 things you can hear, 2 things you can smell and 1 thing you can taste

Texture bag: Place several small, interestingly shaped or textured objects in a bag. Have each young person reach in and touch an object, one at a time, and describe what they are touching. Make sure they don't take the object out of the bag, forcing them to use only their sense of touch to explore the object. Young people can utilise this technique day to day by having a smooth pebble or other object in their pocket that they can use when feeling anxious or overwhelmed.

Blowing bubbles: Have the young people focus on taking in a deep, slow breath, and exhaling steadily to fill the bubble. Encourage them to pay close attention to the bubbles as they form, detach, and pop or float away.

Young people can find this a really helpful exercise even when they are imagining the bubble.

Heartbeat Exercise:

Paying attention to one's heartbeat has a role in many mindfulness exercises and activities. To begin, tell the young people to jump up and down in place or do star jumps for one minute.

When they have finished, have them sit down and put a hand over their heart. Instruct them to close their eyes and pay attention only to their heartbeat and, perhaps, their breath as well.

This exercise teaches children to notice their heartbeat, and use it as a tool to help their focus.

Fizzy Hands:

Ask the young people to shake their arms and hands loose for a few seconds, then resting their hands at their side, on their lap, in front of them or wherever comfortable ask them to form a fist with both hands wrapping their fingers over their thumb. They will now squeeze each hand as hard as they can, focussing all their strength on doing this for 30 seconds.

Finally, ask the young people to open their hands out, as they do this you want them to be paying attention to the sensations they feel, the blood rushing back into their palms and into their fingers— focussing fully on how this feels until their hands return to normal.

For more mindfulness activities that will help young people to regulate their emotions and ground themselves at times of stress visit [Kent Resilience Hub](#).

Activity 17: Games Break and Recap

Activity Ideas

Bean bag: Throw a bean bag to a young person asking them to say something they have learnt in the sessions so far. Ask them to throw it to another person and ask them what they have learnt. Repeat until everyone in the group has participated.

21: Ask the group to stand in a circle. Explain they have to count to 21 taking it in turns. They can count between 1-3 numbers each. Whoever lands on having to say “21” is out. Continue the game until there is just one person left, they are the winner.

In Order Of: With talking allowed the young people need to order themselves according to;

Height / age / month born / first letter in name (alphabetically) / shoe size / length of hair / most excited about the weekend

Now, without talking allowed, they need to order themselves according to;

Height / Age

Again without talking allowed, ask the young people to try ordering themselves according to;

Shoe size / how much of a colour they are wearing / length of time spent on their phone

The Sun Shines On: Ask the group to sit on a chair in a circle, now ask for a volunteer to step into the middle and take away their chair—the volunteer must recite ‘The sun shines on someone who...’ and then give an example of something.

All those that this statement applies to should then move—whoever is left without a chair is next and so on until everyone has had a turn or time has run out.

Giants, Wizards, Elves: Adapted version of rock, paper, scissors - the rules are as follows;

- Giants beat Wizards
- Wizards beat Elves
- Elves beat Giants

Start by teaching your team the three actions:

Giant: Arms up over your head — plus your best giant face and grunts (up to your interpretation).

Wizard: One hand straight out, holding an imaginary wand, saying, “Shazam!”

Elf: Lower yourself down, put both hands out in front of your face, and wiggle all your fingers.

Call on two people to play each other. Together, everyone says, “Giants, wizards, elves — go!” The two people playing each other do one of the three actions. Whoever loses sits down and the winner plays another person. Repeat until everyone has had a turn.

For more game break ideas that will help re-energise and support young people to engage in the sessions visit [Kent Resilience Hub](#).

Appendices

In this section we have pulled together some useful resources and templates for you to use when planning, setting-up, delivering and sustaining your programme. These have been referenced as

[Appendix A - Top Tips](#)

[Appendix A - Programme Coordinator Checklist](#)

[Appendix A - Programme Risk Assessment Template](#)

[Appendix B - Mentor Application Form](#)

[Appendix C - Peer Mentoring Models](#)

[Appendix D - Sample Feedback Forms](#)

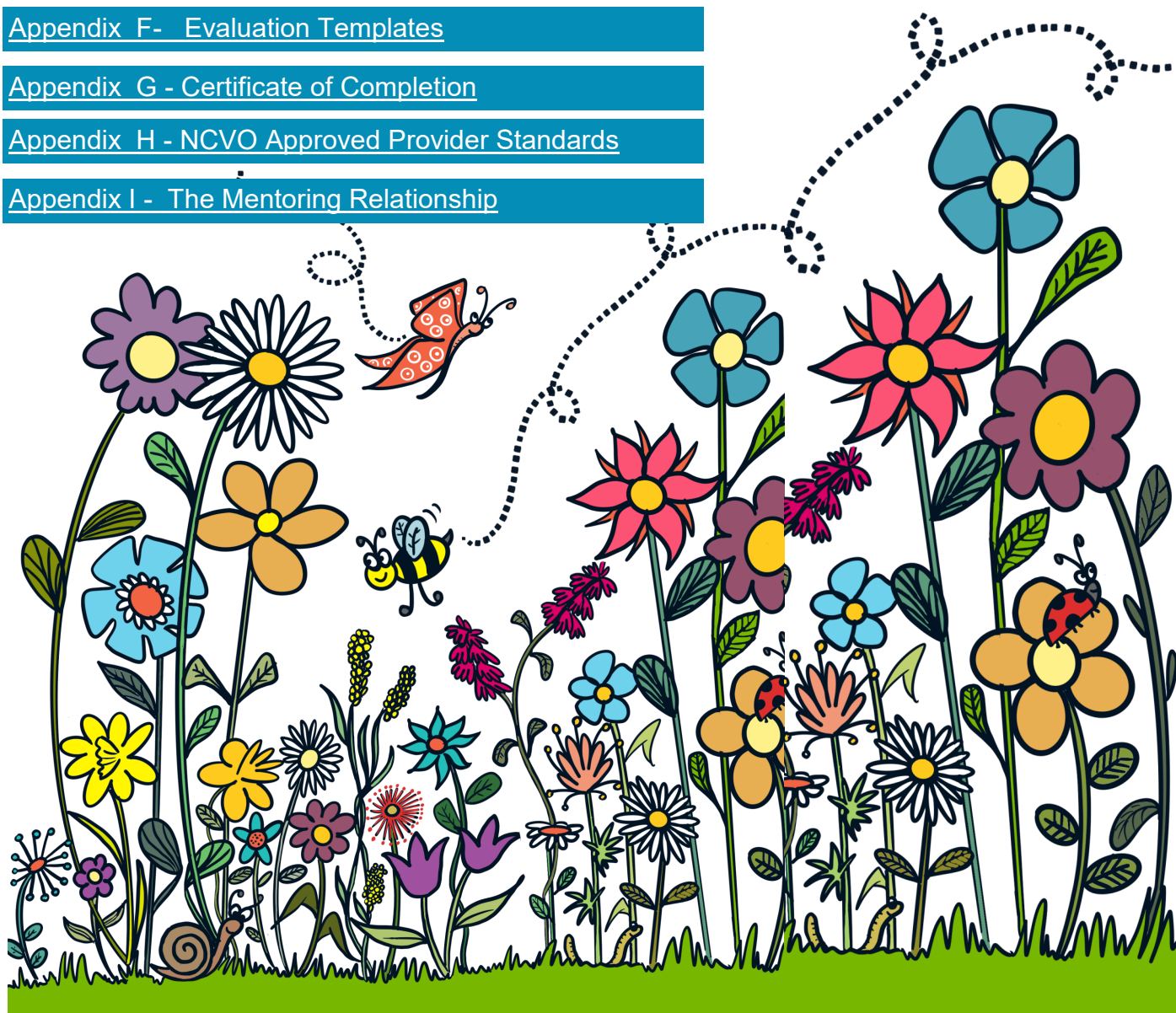
[Appendix E - Sample Recording Sheet](#)

[Appendix F- Evaluation Templates](#)

[Appendix G - Certificate of Completion](#)

[Appendix H - NCVO Approved Provider Standards](#)

[Appendix I - The Mentoring Relationship](#)



Appendix A: Top Tips

In essence, there are lots of resources for you to use and we have covered a lot of information in this Toolkit. To recap, our top tips are:

- Go at your own pace to meet the needs of your group of young people
- Think about how you will deliver the training – either 1 day of training to complete it or split the training into 2 x half day sessions, or even 1 session per week! The training is flexible so whatever works best for you
- Make sure you review the training materials before delivering it to young people. The Toolkit gives you the preparation materials and the session plans should make it a smooth delivery programme
- Mentors and their roles can be varied depending on the needs of your organisation
- Giving young people the responsibility to organise their own rota (with staff supervision) works well. You'll also need to give mentees the opportunity to meet with their mentors if using 1:1 mentoring
- Ensure mentors know they can come to you with any feedback or worries
- Please use any resources to compliment the training that you know work well – the Toolkit is a guide
- Review and refine as everyone's experience develops



Appendix A: Peer Mentoring Checklist – things to consider...

- ☐ Group size & pre-knowledge
- ☐ Identify participants
- ☐ Session duration & frequency
- ☐ Room layout
- ☐ Check IT set up
- ☐ Agree staffing support & responsibilities
- ☐ Review session plan & activities
- ☐ Breaks, snacks & drinks
- ☐ Collate resources & materials required
- ☐ Communicate to colleagues
- ☐ Communicate to young people
- ☐ Produce evaluations
- ☐ Have agreed implementation date
- ☐ Schedule supervision sessions
- ☐ Schedule refresher sessions
- ☐ Schedule & plan launch
- ☐ Schedule rota
- ☐ Identify promotion material & display
- ☐ Print out certificates
- ☐ Agree timeline
- ☐ Finalise everything
- ☐ Get ready for Peer Mentoring

NOTES

HAVE FUN!

Appendix A: Peer Mentoring Checklists

Co-ordinator Check List Setting up a peer mentoring scheme

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

Peer Mentoring Checklists

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?

Peer Mentoring Checklists

Training

Which model of training will you use?

☐ 2 days ☐ 4 afternoons ☐ 8 x 1.5hr sessions

When will these sessions take place?

Who will be involved in the 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?

Peer Mentoring Checklists

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 the supervision of these sessions?

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

☐ Weekly ☐ Monthly ☐ On a rota ☐ Other

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

☐ Verbal feedback ☐ Written record (recommended by 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 by APS) ☐ Other

Appendix A: Example Documents

Peer Mentoring Project Risk Assessment

What are the hazards?	Impact on the Project/Programme?	What are you already doing?	Do you need anything else to control this risk?	Action by who?	Action by when?	Done
Coordinator is on short or long term leave	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	

Appendix B: Example Peer Mentor Application Form

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 _____

Appendix C: Peer Mentoring Models

Model	Delivery Method	How might this look
Direct	1:1	<p>This might include on-going or one-off sessions, or drop-in support or targeted interventions with a referral scheme.</p> <p>Mentors would be matched with a younger mentee to support, usually within a safe space.</p>
Group Based	Targeted work Peer led learning Session	This could be for targeted group or peer led training involving upskilling young people.
Transition	1:1 Group In session	<p>This may be for when young people join or are preparing to leave your organisation.</p> <p>An older mentor would be matched with a younger mentee to take part in transition days, activities or events – sharing the experience together.</p>
Friendship	Social times Drop in sessions Safe spaces	<p>Mentors are friendly and approachable whilst outside or moving around the setting, other young people know they can ask them for help.</p> <p>Support can be provided around friendships, games and being involved in activities or through providing a space and time where young people can access peer support.</p>

Appendix D:

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:

Appendix D:

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:

Appendix E:

Example Recording form for Supervision

Date of Supervision Session

Attendees

What was discussed?

What is going well?

Any issues, worries or concerns raised?

Next steps – does any further action need to be taken around anything raised e.g. any safeguarding action, ending a mentoring relationship, introducing some additional training for mentors around common themes etc...





Date of next supervision session

Appendix F:

Evaluation Templates

Thinking about the support you have received – would you recommend mentoring to a friend?

Always	Sometimes	Maybe	No	Never	Don't Know

How do you feel about the following...	Great 	Good 	Not Good 	Bad 
How quickly you were able to see a mentor				
How you have been listened to				
The information you were given				
The way you were treated				
How helpful mentoring has been				

Is there anything that could have been better?

Is there anything else you would like to add?

Appendix F: Strengths and Difficulties Questionnaire

Strengths and Difficulties Questionnaire

S 11-17

For each item, please mark the box for Not True, Somewhat True or Certainly True. It would help us if you answered all items as best you can even if you are not absolutely certain or the item seems daft! Please give your answers on the basis of how things have been for you over the last six months.

Your Name

Male/Female

Date of Birth.....

	Not True	Somewhat True	Certainly True
I try to be nice to other people. I care about their feelings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am restless, I cannot stay still for long	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I get a lot of headaches, stomach-aches or sickness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I usually share with others (food, games, pens etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I get very angry and often lose my temper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am usually on my own. I generally play alone or keep to myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I usually do as I am told	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I worry a lot	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am helpful if someone is hurt, upset or feeling ill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am constantly fidgeting or squirming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have one good friend or more	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I fight a lot. I can make other people do what I want	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am often unhappy, down-hearted or tearful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other people my age generally like me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am easily distracted, I find it difficult to concentrate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am nervous in new situations. I easily lose confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am kind to younger children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am often accused of lying or cheating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other children or young people pick on me or bully me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I often volunteer to help others (parents, teachers, children)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I think before I do things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I take things that are not mine from home, school or elsewhere	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I get on better with adults than with people my own age	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have many fears, I am easily scared	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I finish the work I'm doing. My attention is good	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Do you have any other comments or concerns?

Appendix F: Strengths and Difficulties Questionnaire

Overall, do you think that you have difficulties in one or more of the following areas:
emotions, concentration, behaviour or being able to get on with other people?

No	Yes- minor difficulties	Yes- definite difficulties	Yes- severe difficulties
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you have answered "Yes", please answer the following questions about these difficulties:

- How long have these difficulties been present?

Less than a month	1-5 months	6-12 months	Over a year
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- Do the difficulties upset or distress you?

Not at all	Only a little	Quite a lot	A great deal
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- Do the difficulties interfere with your everyday life in the following areas?

	Not at all	Only a little	Quite a lot	A great deal
HOME LIFE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
FRIENDSHIPS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CLASSROOM LEARNING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LEISURE ACTIVITIES	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- Do the difficulties make it harder for those around you (family, friends, teachers, etc.)?

Not at all	Only a little	Quite a lot	A great deal
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Your Signature

Today's Date

Thank you very much for your help

© Robert Goodman, 2005

Appendix F: Warwick and Edinburgh Wellbeing Scale

The Warwick-Edinburgh Mental Well-being Scale (WEMWBS)

Below are some statements about feelings and thoughts.

Please tick the box that best describes your experience of each over the last 2 weeks

	None of the time	Rarely	Some of the time	Often	All of the time
I've been feeling optimistic about the future					
I've been feeling useful					
I've been feeling relaxed					
I've been feeling interested in other people					
I've had energy to spare					
I've been dealing with problems well					
I've been thinking clearly					
I've been feeling good about myself					
I've been feeling close to other people					
I've been feeling confident					
I've been able to make up my own mind about things					
I've been feeling loved					
I've been interested in new things					
I've been feeling cheerful					

Warwick-Edinburgh Mental Well-Being Scale (WEMWBS) © NHS Health Scotland, University of Warwick and University of Edinburgh, 2006, all rights reserved.



This certifies that

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

as a

Peer Mentor

Skills covered include:

**The role of a mentor, listening and communication, promoting
positive behaviour, confidentiality, problem solving, anti-
bullying, teamwork and helping others to achieve.**

Signed: |

Date:



Appendix H: 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 the project staff, mentors and mentees 	<ol style="list-style-type: none"> A. What is mentoring and what impact for it have for participants? B. Models of mentoring C. The roles of project staff D. Risk Assessment and Safeguarding
Mentees	<ol style="list-style-type: none"> 4. There is a clear process for the identification and referral of mentees 5. The needs of the mentees are assessed in determining how mentoring can help them 	<ol style="list-style-type: none"> E. Mentee selection

NVCO Approved Provider Standard (APS)

Four key areas	Requirements	Toolkit Section
Mentors	<p>6. The recruitment and selection process for potential mentors is safe and effective</p> <p>7. Mentors receive appropriate training so that they can provide effective support to service users</p> <p>8. Support is provided to mentors to help them develop their role</p>	<p>F. Mentor selection</p> <p>G. Mentor Training</p>
The Mentoring relationship	<p>9. There is a clear and consistent process in place for matching mentors with mentees</p> <p>10. Mentoring relationships are regularly monitored to ensure they are making progress and that outcomes are achieved</p>	<p>H. Matching Mentors with Mentees</p> <p>I. Support session Guidance</p> <p>J. Evaluation</p> <p>K. Qualifications & Quality Mark</p>

In order to achieve APS standard the peer coordinator must collect evidence at each stage of the 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 charts 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.

Appendix I: The Mentoring Relationship

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 the project staff, mentors and mentees 	<p>What is mentoring and what impact for it have for participants?</p> <p>Models of mentoring</p> <p>The roles of project staff</p> <p>Risk Assessment and Safeguarding</p>
Mentees	<ol style="list-style-type: none"> 4. There is a clear process for the identification and referral of mentees 5. The needs of the mentees are assessed in determining how mentoring can help them 	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 training so that they can provide effective support to service users 8. Support is provided to mentors to help them develop their role 	<p>Mentor selection</p> <p>Mentor Training</p>
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 	<p>Matching Mentors with Mentees</p> <p>Support session Guidance</p> <p>Evaluation</p> <p>Qualifications & Quality Mark</p>

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

[Continuing Professional Development \(ocnlondon.org.uk\)](https://ocnlondon.org.uk)

[Peer Mentoring Short Course \(asdan.org.uk\)](https://asdan.org.uk)

