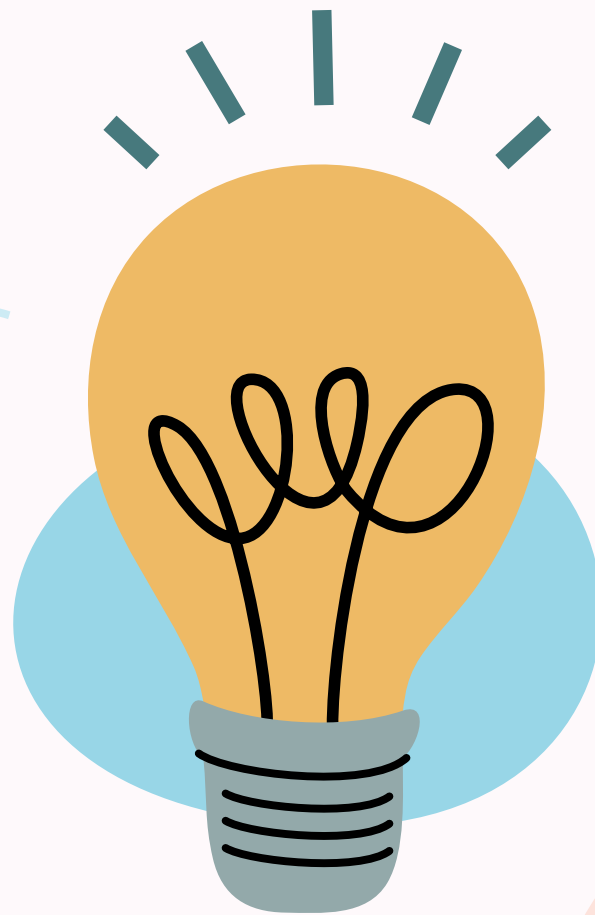




Peer
Education
Project



Mental Health
Foundation



The Peer Educator Training Series

Staff guide

| | |
|--|----|
| Session 1 | 4 |
| Session 2 | 31 |
| Session 3 | 48 |
| Lesson delivery practice sessions | 73 |

Peer Educator training is an essential part of the Peer Education Project. It is an important opportunity for your Peer Educators to understand the mental health topics covered in project lessons, learn the skills to be an effective facilitator and deliver engaging lessons, as well as a chance for them to practise their presentation skills.

The Peer Educator Training Series is designed as three structured training sessions, with follow-up sessions to practise lesson delivery. Although the initial three training sessions are structured, like the mental health lessons, they can be adapted to meet different timetable options.

Resources checklist:

- The Peer Educator Training Series PowerPoint slides
- The Peer Educator Handbook
- The mental health lesson plans and PowerPoint slides
- Pens and paper
- Internet access

Read the [Mindfulness Activities Pack](#) and the [Ice Breaker Activities Pack](#) for alternative activities.

How to do it:

The instructions for each activity are split into these steps:



Actions required such as presenting slides or handing resources out.

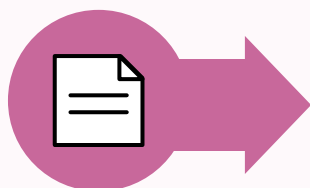


Key messages and activity instructions to be said.



Questions to be asked to extend the discussion or gauge understanding.

Notes and troubleshooting:



There is additional information to support the training sessions such as activity adaptations, considerations for classroom management, and key preparations.

It's not a script:

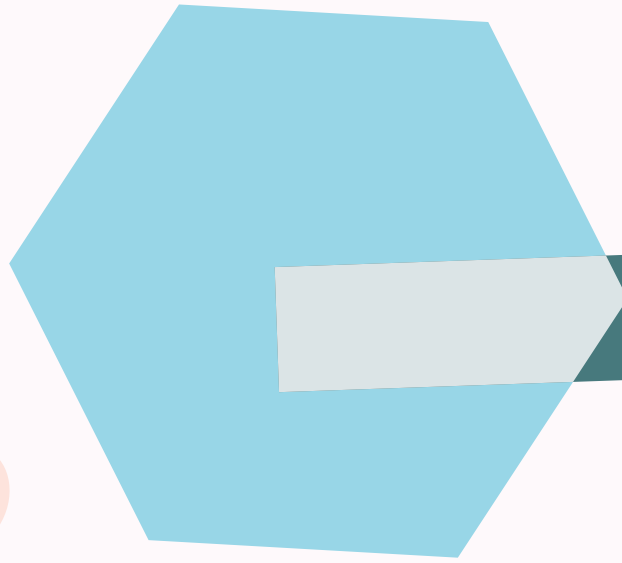
The training plans are not word-for-word scripts. Prior to delivery, preparation time should be allocated to make key notes and plan how each activity will run.



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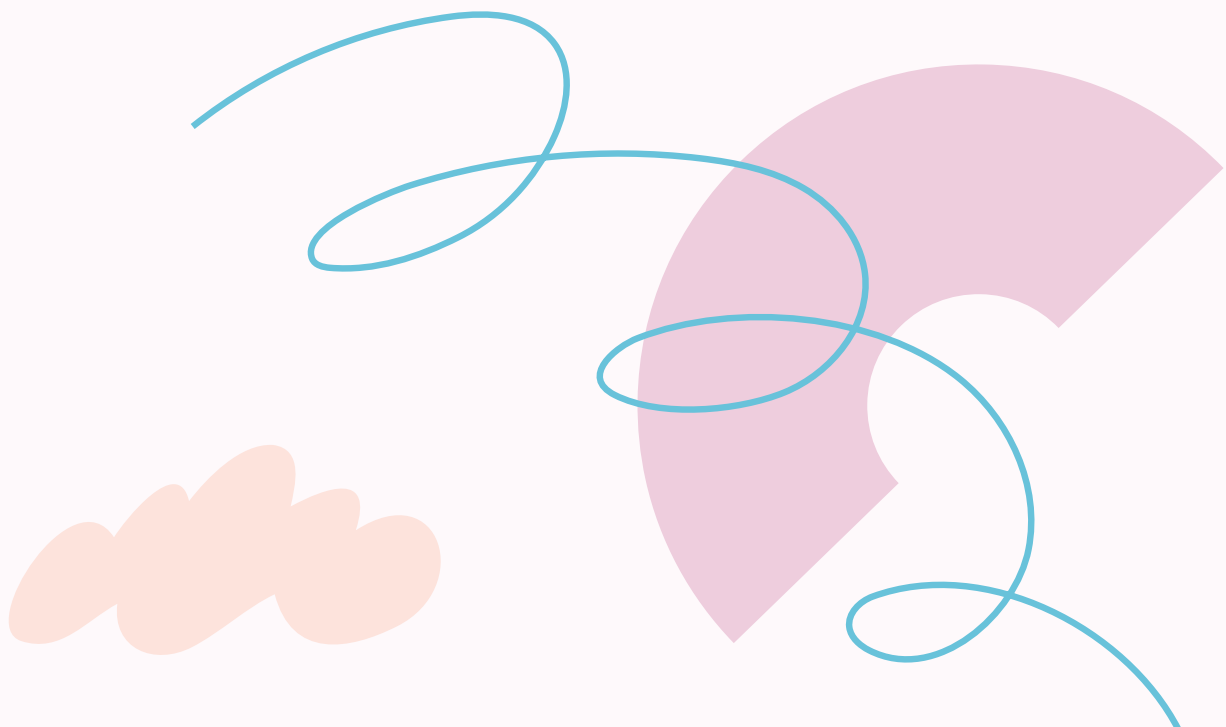
Session 1



Session 1



- **Welcome**
Slides 1-4 7
- **Being in the moment**
Slide 5 12
- **Building connections**
Slide 6 13
- **Introducing the topic**
Slides 7-13 15
- **Learning through activity**
Slides 14-30 23
- **Reflecting on the learning**
Slides 31-34 29
- **Being in the moment**
Slide 35 30



Overview (continued)



| Recommended training session 2 hours 30 minutes | Recommended training delivered in two sessions | |
|---|---|---|
| | Session 1 – 1 hour 20 minutes | Session 2 – 1 hour 20 minutes |
| Welcome 15 Minutes | Welcome 10 Minutes Ask the Peer Educators to watch the video prior to the session | Welcome 5 Minutes Introduce the training session and remind the peer educators of the 'ways of working' list. |
| Being in the moment 10 Minutes | Being in the moment 10 Minutes | Being in the moment 10 Minutes |
| Building connections 10 Minutes | Building connections 10 Minutes | |
| Introducing the topic 40 Minutes | Introducing the topic 40 Minutes | |
| Break 10 Minutes | | |
| Learning through activity 45 Minutes | | Learning through activity 45 Minutes |
| Reflecting on the learning 10 Minutes | | Reflecting on the learning 10 Minutes |
| Being in the moment 10 Minutes | Being in the moment 10 Minutes | Being in the moment 10 Minutes |



Welcome 15 mins

Resources needed: • Slides 1-4 • The Peer Education Project: Introduction video

Slide 1



The Peer Educator Training Series



Session 1



Do:

Present Slide 1.



Say:

"Welcome to the Peer Education Project. To introduce you to the project, we are going to watch a short video that highlights what the project is, the purpose of it and how it is delivered in schools or colleges."



Do:

Play [The Peer Education Project: Introduction video](#).



The Peer Educator Training Series



SLIDE 2

The aims of the training series:

- To explore the mental health concepts included in the lessons you will deliver.
- To learn the tools to deliver engaging lessons.
- To understand your role in keeping pupils safe during the lessons.
- To practise delivering the lessons.



Do:

Present Slide 2.

Welcome the Peer Educators to the training series. Explain that the training sessions are designed to explore the mental health concepts included in the lessons, equip them with the tools to deliver engaging lessons, and understand their role in keeping themselves, other Peer Educators, and the Peer Learners safe during lessons.

Explain that, as part of the training process, they will have an opportunity to practise lesson delivery to the group and receive feedback, prior to delivering the lessons to Peer Learners.



Ways of working



SLIDE 3

We will:

1. Respect and listen to each other, giving space for everyone to be heard.
2. Value everyone's opinion, even if it's different to yours.
3. Ask questions, especially if you are unsure about the information or activities.
4. Be kind to yourself and others, reaching out for support if you need it.

Any others? _____

Click to add text



"It is important for us all to feel safe and confident to share our thoughts, ideas, and questions in these training sessions, as well as in the lessons."

During the first lesson, you will agree 'ways of working' with the Peer Learners. This list will then be in place for all lessons going forward, to ensure everyone understands how the space will be shared and safe."



Read out the slide. Ask Peer Educators for any other points they would like to add for the training session. Write them directly on the slide.



The Peer Educator Training Series



SLIDE 4

The lesson structure:

- Welcome
- Being in the moment
- Introducing the topic
- Learning through activity
- Reflecting on the learning
- Being in the moment

Alternative activities:

- Taking action
- Challenging thinking



Do:

Present Slide 4.



Say:

“The training sessions will follow a similar structure to the mental health lessons you will be delivering. Here is the structure for each lesson:

- Welcome
- Being in the moment
- Building connections
- Introducing the topic
- Learning through activity
- Reflecting on the learning
- Being in the moment”

Continued...





“There are two additional sections – Taking action and Challenging thinking. These sections provide alternative activities, particularly for pupils who are older or who already have basic mental health awareness, to explore the mental health topics in more depth.

Each lesson begins and ends with a ‘being in the moment’ activity. These activities, based on mindfulness, encourage pupils to focus their mind on the present moment ahead of the lesson, and be a point of self-reflection at the end of the lesson.”

Being in the moment 10 mins

Resources needed: • Slide 5 • A mindfulness activity

Slide 5

Being in the moment



SLIDE 5



Do:

Present Slide 5.



Say:

"We're going to start with a short exercise to bring our focus to this training session."



Do:

Read out the mindfulness activity you have chosen.



Do:

Ask Peer Educators for any reflections on the activity and how it might run in lessons.



Building connections 10 mins

Resources needed: • Slide 6 • An icebreaker activity

Slide 6

Building connections



SLIDE 6

- Why did you want to become a Peer Educator?
- What do you hope to learn from the training sessions?
- What are you are most excited about for the project?



Recommended ice breaker



Say:

“For each lesson you will run an ice-breaker activity with the Peer Learners. These activities are focused on building connections between the Peer Learners, and between you and Peer Learners. As Peer Educators, you will choose which ice-breaker to run each lesson. However, each lesson provides a recommended ice-breaker activity that relates to the lesson topic.

Today’s welcome exercise is designed to get to know each other and why we wanted to get involved in the Peer Education Project.”



Do:

Present Slide 6.

Continued...



Building connections (continued)



Do:

Ask each Peer Educator to introduce themselves and share:

- **Why they wanted to become a Peer Educator.**
- **What they hope to learn from the training sessions.**
- **What they are most excited about for the project.**



Introducing the topic 40 mins

Resources needed: • Slides 7-13 • Pens and paper

Slide 7

Introducing the topic



SLIDE 7

The core mental health lessons:

- Mental health and the mental health spectrum.
- The risk and protective factors to mental health.
- The 5 Ways to Wellbeing or The 8 Tips for Good Mental Health.
- Creating a mental health and wellbeing toolkit.
- Building a network of support.



Do:

Present Slide 7.



Say:

"The Peer Education Project has five core mental health, activity-based lessons covering:

- **basic mental health awareness,**
- **the risk and protective factors for mental health,**
- **how to look after our mental health and wellbeing,**
- **how to support ourselves, and others, when we are not feeling our best; and**
- **the importance of seeking help and building a support network."**



Introducing the topic (continued)

Slide 8

Introducing the topic



Click to add text

SLIDE 8

What does the term 'mental health' mean to you?



Do:

Present Slide 8.

Invite Peer Educators to share words or phrases they associate with mental health and write their answers on the slide.

Time to discuss: 5 minutes.



Introducing the topic (continued)

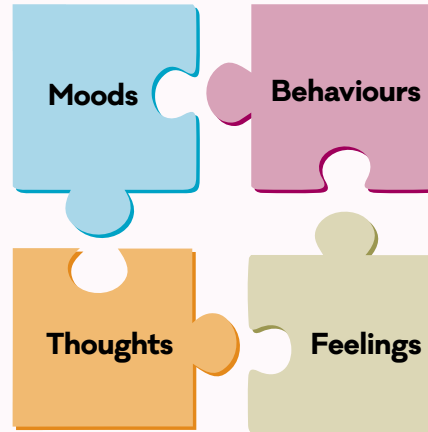
Slide 9

Introducing the topic



SLIDE 9

Mental health is made up of our thoughts, feelings, moods, and behaviours.



Do:

Present Slide 9.



Say:

“Mental health is something we all have. It consists of our thoughts, feelings, moods, and behaviours. Mental health is linked with the ability to interact with others and cope with challenges in life.

If our mental health is good, we can:

- cope with the challenges we face,
- manage our feelings and express them when we need to; and
- build good relationships with the other people in our lives.

Having positive mental health doesn't mean there are no problems in life. Instead, it means feeling able to cope with what comes our way.”

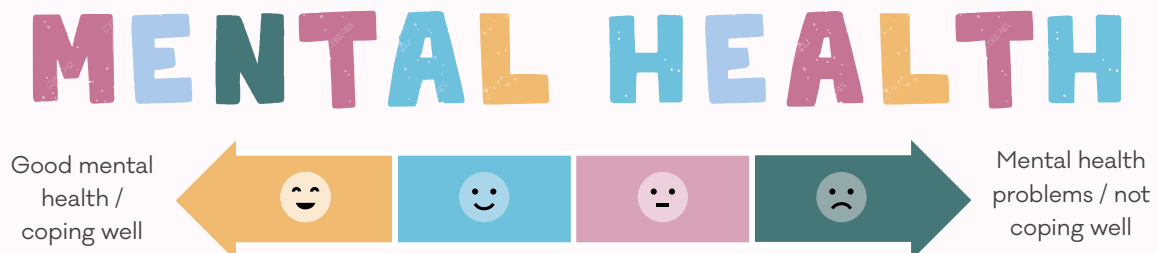


Introducing the topic



SLIDE 10

The mental health spectrum:



Do:

Present Slide 10.



Say:

"Just like physical health, mental health can change depending on experiences and circumstances, as people move through different stages of life. A spectrum is a common way of showing how mental health can change, depending on experiences and circumstances."



Introducing the topic



SLIDE 11

Risk factors:

Factors that can adversely affect a person's mental health.

Protective factors:

Factors that can improve a person's ability to maintain good mental health.



Do:

Present Slide 11.



Say:

"Experiences and circumstances affecting mental health are described as 'risk' and 'protective' factors.

- **Risk factors:** Factors that can adversely affect a person's mental health.
- **Protective factors:** Factors that can improve a person's ability to maintain good mental health."



Introducing the topic



SLIDE 12

Risk and protective factors can be categorised into:

Individual factors

Social factors

Environmental factors



Do:

Present Slide 12.



Say:

"As well as being described as risk and protective factors, factors can also be categorised into:

- **Individual factors:** These are things we think, feel and do ourselves, like our daily habits and our personality. These are mostly things we can control (though not always!).
- **Social factors:** These are our relationships with family and friends, and others close to us. We have some control in these factors, but we can't control how others behave.
- **Environmental factors:** These are where we are and the world around us, like our community and school. These things are mostly out of our control."



Introducing the topic (continued)

Slide 13

Introducing the topic



SLIDE 13

Write at least five factors for your category.

For each factor, provide examples of how a person could either reduce the level of risk or strengthen the level of protection.

Categories:

- Individual risk factors
- Individual protective factors
- Social risk factors
- Social protective factors
- Environmental risk factors
- Environmental protective factors



Do:

Present Slide 13.

Divide the Peer Educators into six groups, and hand out pens and paper to each group.

Allocate each group one category to discuss:

- **Individual risk factors**
- **Individual protective factors**
- **Social risk factors**
- **Social protective factors**
- **Environmental risk factors**
- **Environmental protective factors.**

Continued...



Introducing the topic (continued)



Do:

Ask each group to write down at least five factors for their allocated category and what a person could do to either reduce the level of risk or strengthen the level of protection for each factor.

Time to discuss: 10 minutes.



Do:

Invite each group to present their ideas.

Time to present: 20 minutes.



**Break
here for 10
minutes**



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Learning through activity 45 mins

Resources needed: • Slides 14 -30 • Pens and paper

Slide 14

Learning through activity



SLIDE 14

What do the terms
'mental health
discrimination'
and 'mental health
stigma' mean?



Do:

Present Slide 14.



Ask:

"What do the terms 'mental health discrimination' and 'mental health stigma' mean?"



Do:

Ask Peer Educators to discuss in pairs.

Time to discuss: 10 minutes.



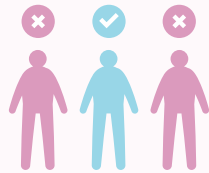
Learning through activity (continued)

Slide 15

Learning through activity

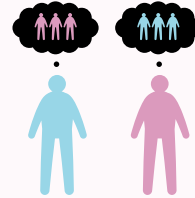


SLIDE 15



Mental health discrimination:

Giving some people less favourable treatment because of their mental health, which might include being less able to access opportunities and resources.



Mental health stigma:

Negative beliefs and attitudes about a person or group of people based on their mental health, related to social, institutional, or self-perceived stereotypes.



Do:

Present Slide 15.

Read out the definitions on the slide.

Ask Peer Educators to share any other ideas they had with the group.

Time to discuss: 5 minutes.



Learning through activity



SLIDE 16

Why do people discriminate and stigmatise people based on their mental health?



Do:

Present Slide 16.



Ask:

"Why do people discriminate and stigmatise people based on their mental health?"



Do:

Invite Peer Educators to share their ideas with the group.

Time to discuss: 5 minutes.



Say:

"Often mental health stigma and discrimination is due to a lack or misguided understanding of mental health, mental health conditions and the impact poor mental health has on everyday life.

We are going to discuss different myths and facts about mental health problems and why they happen."





TRUE  **FALSE**
 **OR** 



Do:

Present Slides 17-29.

For each statement, ask the group to vote:

- **Hands up for true, and then**
- **Hands up for false.**

Present the answer and explanation for each statement on the next slide. Invite pupils to share their thoughts, especially if it was opposite to their original answer.

Time to discuss: 10 minutes.



Learning through activity (continued)

Slide 30

Learning through activity



Design a poster to explain mental health stigma and mental health discrimination, including tips on individual actions pupils can take to support an inclusive school culture.



SLIDE 30



Present Slide 30.

Divide the Peer Educators into small groups to design a poster to explain mental health stigma and discrimination to pupils in school. The poster could include individual actions that could be taken to reduce mental health stigma and discrimination and create an inclusive school culture. For example:

- **Learn more about mental health and mental health problems.**
- **Listen to people's experiences of mental health problems.**
- **Sense-check the language used in conversations about mental health.**

Continued...



Learning through activity (continued)



Do:

- Be careful of the content used in the media and social media.
- Speak up and call out stigmatising and discriminatory acts and language.

Time to complete: 10 minutes.



Do:

Invite each small group to present their poster to the other Peer Educators.

Time to present: 10 minutes.



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Reflecting on the learning 10 mins

Resources needed: • Slides 31-34

Slide 31

Reflecting on the learning



SLIDE 31

One thing I
have learned.

One thing I will
do differently.

One question
I would like an
answer to.



Do:

Present Slide 31.



Say:

"Spend two minutes thinking about these reflection statements:

- One thing I have learned.
- One thing I will do differently.
- One question I would like an answer to."



Do:

Invite pupils to share their reflections with the class for each statement. Write their responses on Slides 32-34.



Being in the moment 5 mins

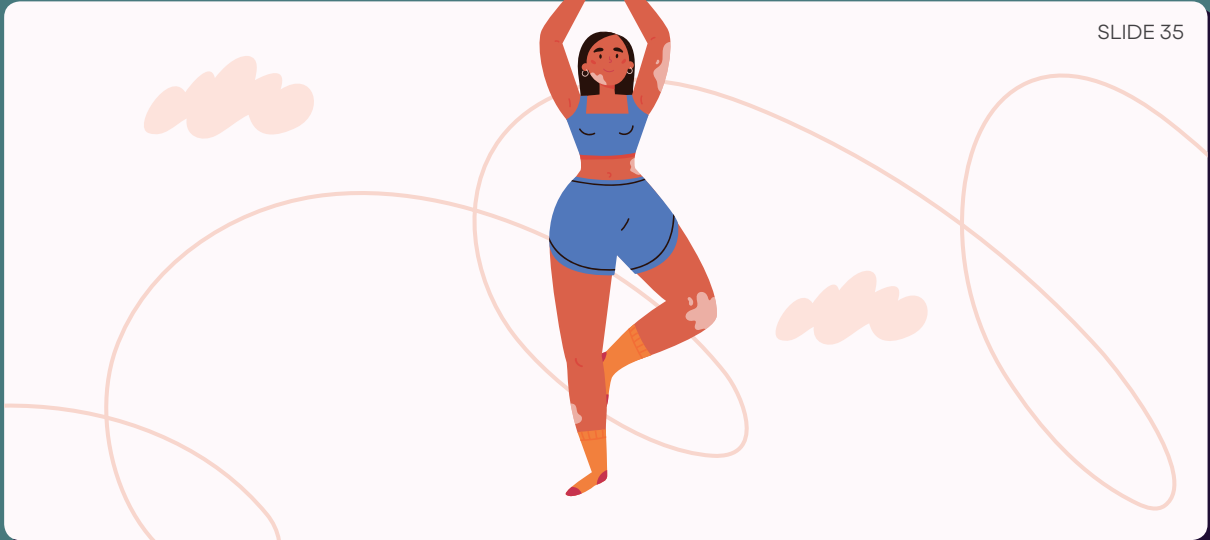
Resources needed: • Slide 35 • A mindfulness activity

Slide 35

Being in the moment



SLIDE 35



Do:

Present Slide 35.



Say:

"We'll finish the lesson with another short mindfulness exercise."



Do:

Read out the mindfulness activity you have chosen.



Say:

"That's the end of the session. Thank you everyone for your contributions."



Ask:

"Any questions?"

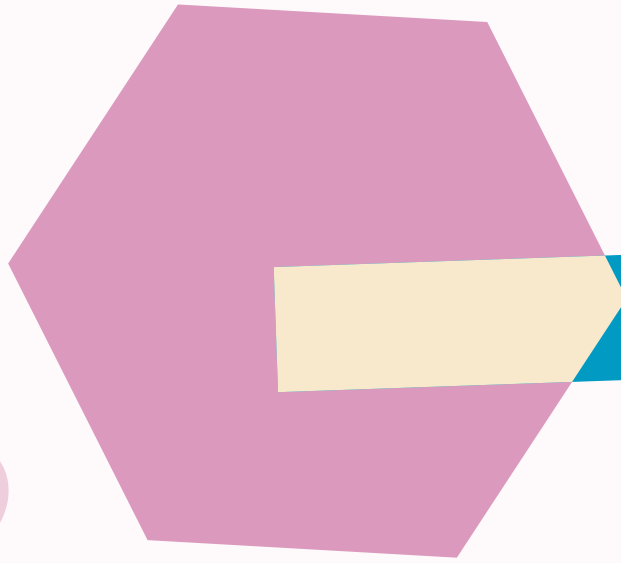




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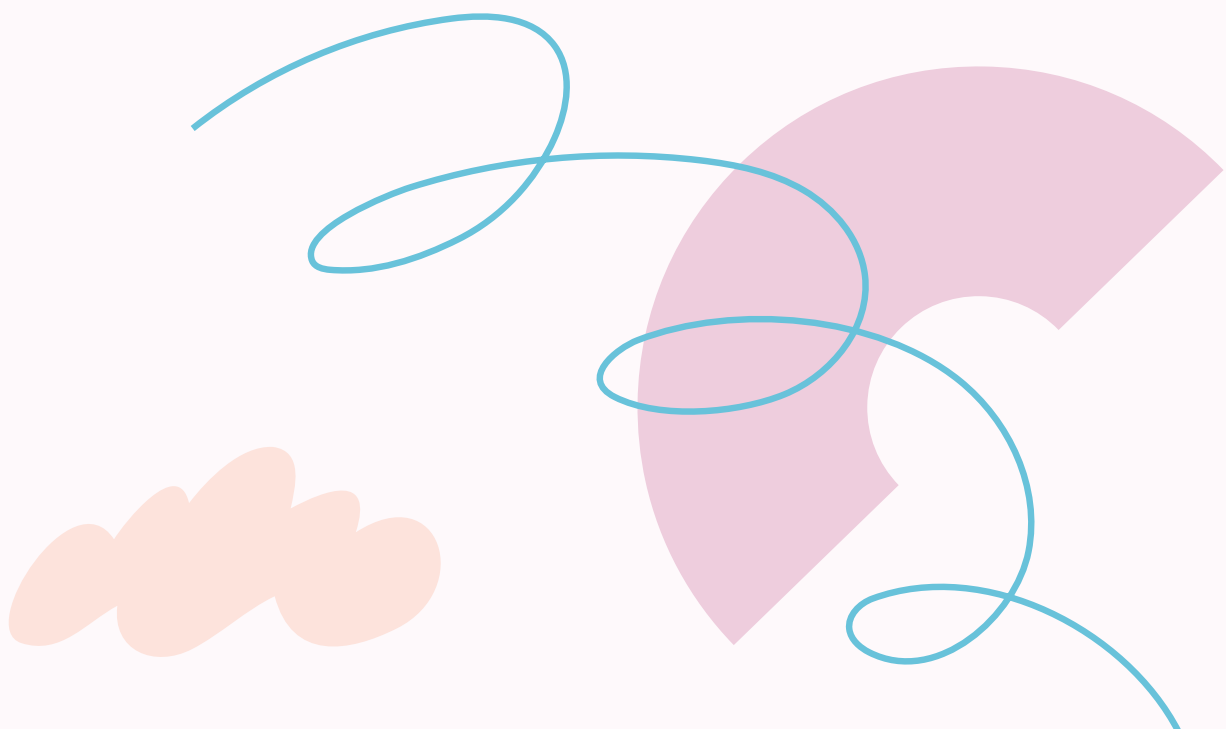
Session 2



Session 2



- **Welcome**
Slides 1 & 2 34
- **Being in the moment**
Slide 3 37
- **Building connections**
Slide 4 38
- **Introducing the topic**
Slides 5 & 6 40
- **Learning through activity**
Slide 7 44
- **Reflecting on the learning**
Slides 8-11 46
- **Being in the moment**
Slide 12 47



Overview (continued)



| Recommended training session 2 hours 15 minutes | Recommended training delivered in two sessions | |
|---|---|---|
| | Session 1 – 1 hour 20 minutes | Session 2 – 1 hour |
| Welcome 15 Minutes | Welcome 10 Minutes Ask the Peer Educators to watch the video prior to the session | Welcome 5 Minutes Introduce the training session and remind the peer educators of the 'ways of working' list. |
| Being in the moment 5 Minutes | Being in the moment 5 Minutes | Being in the moment 5 Minutes |
| Building connections 15 Minutes | Building connections 15 Minutes | |
| Introducing the topic 40 Minutes | Introducing the topic 40 Minutes | |
| Break 10 Minutes | | |
| Learning through activity 30 Minutes | | Learning through activity 30 Minutes |
| Reflecting on the learning 10 Minutes | | Reflecting on the learning 10 Minutes |
| Being in the moment 10 Minutes | Being in the moment 10 Minutes | Being in the moment 10 Minutes |



Welcome 15 mins

Resources needed: • Slides 1 & 2 • *The Peer Education Project: The roles and responsibilities video*

Slide 1



Session 2



Do:

Present Slide 1.



Say:

“Welcome to the next Peer Educator training session. This session is focused on understanding your role and responsibilities as a Peer Educator, and how to effectively deliver the mental health lessons to the Peer Learners. We are going to watch a video that explains the different roles and responsibilities required to deliver the Peer Education Project – including the support you will have from staff to deliver the lessons.”



Do:

Play [The Peer Education Project: The roles and responsibilities video.](#)

Continued...



Welcome (continued)



Ask Peer Educators to write down on post-it notes any concerns they have about being a Peer Educator and delivering the lessons.

Ask Peer Educators to then stick them on a notice board or something similar and explain these will be used later in the session.

Time to complete: 5 minutes.



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Ways of working



SLIDE 2

We will:

1. Respect and listen to each other, giving space for everyone to be heard.
2. Value everyone's opinion, even if it's different to yours.
3. Ask questions, especially if you are unsure about the information or activities.
4. Be kind to yourself and others, reaching out for support if you need it.

Any others? _____

Click to add text



Do:

Present Slide 2.



Say:

"It is important for us all to feel safe and confident to share our thoughts, ideas, and questions in these training sessions, as well as in the lessons.

Here is a reminder of the 'ways of working' we agreed to in the previous training sessions."



Do:

Read out the slide. Ask Peer Educators for any other points they would like to add for the training session. Write them directly on the slide.



Being in the moment 5 mins

Resources needed: • Slide 3 • A mindfulness activity

Slide 3

Being in the moment



SLIDE 3



Do:

Present Slide 3.



Say:

"We're going to start with a short exercise to bring our focus to this training session."



Do:

Read out the mindfulness activity you have chosen.



Building connections 15 mins

Resources needed: • Slide 4 • An icebreaker activity • Paper and pens

Slide 4

Building connections



SLIDE 4

Write a letter to your younger self about starting a new school or activity club.



Recommended ice breaker



"You will be delivering the lessons to younger pupils in the school. If you feel comfortable to, it can be useful to reflect on your own experiences and share advice with them."

Today's welcome exercise is a space to reflect on a common experience – starting a new school or activity club – and share advice that would be useful to other pupils."



Present Slide 4.

Hand out paper and pens.

Continued...



Building connections (continued)



Do:

Ask the Peer Educators to write a letter about their experience of starting a new school or activity club, and the advice they would give to their younger selves.

Time to complete: 5 minutes.



Do:

Invite pupils to share their letter with the group if they feel comfortable to.

Time to complete: 10 minutes.



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Introducing the topic 40 mins

Resources needed: • Slides 5 & 6 • Pens and paper • The Peer Educator Handbook

Slide 5

Introducing the topic



SLIDE 5

What makes a lesson engaging and memorable?

What makes a lesson less effective?



"We are going to watch two videos that provide an overview of the lesson topics and how the lessons run."



Play [The Peer Education Project: The lessons video](#) and [The Peer Education Project: Delivering the mental health lessons video](#).



Present Slide 5.



"In small groups, reflect on the lessons you've had and discuss what qualities or frameworks make lessons engaging and memorable, and what lesson elements are less effective."

Continued...



Introducing the topic (continued)



Do:

Hand out papers and pens to each group, in case they want to note their ideas down.

Time to complete: 10 minutes.



Do:

Invite each group to share their ideas with the group.

Time to share: 10 minutes.



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Introducing the topic (continued)

Slide 6

Introducing the topic



The principles for how to run a great lesson:

SLIDE 6

Provide clear instructions

Be adaptable

Reflect on your experiences

Manage the classroom

Be honest with your knowledge

Self-reflect post lesson

Mind your language

Be prepared

Ask questions

Any others?
Click to add text



Do:

Present Slide 6.



Say:

"Using the ideas from your discussions, we are going to create a set of principles for how to run a great lesson. On the slide are principles that have been established as part of the project."



Do:

Read the list of principles. Refer to The Peer Educator Handbook for more details on each principle.



Do:

Ask Peer Educators to share their thoughts on the principles listed, and any other ideas they would like to add to the list. Write their ideas on the slide.


Time to discuss: 10 minutes.





**Break
here for 10
minutes**

**During the
break, prepare
for the next
activity.**



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Learning through activity 30 mins

Resources needed: • Slide 7 • Pens and paper

Slide 7

Learning through activity



Click to add text

SLIDE 7

How can we reduce our concerns around becoming a Peer Educator and delivering the lessons?



Do:

Collate the post-it notes from the Welcome section activity into similar themes and place them round the room with a sheet of paper and pens.



Do:

Present Slide 7.



Say:

"At the start of the session, everyone wrote down concerns they had about being a Peer Educator and delivering the lessons. We are going to work collectively as a group to think about what we can do to support ourselves, and others, for each concern."



Do:

Ask Peer Educators to stand at one of the activity stations placed around the room, so that there is a similar number of Peer Educators at each station.

Continued...



Learning through activity (continued)



Do:

Explain that the Peer Educators will have two minutes to write down ideas for how to mitigate each concern and support themselves and others in the situation. After two minutes, Peer Educators will move to the next activity station. Peer Educators will keep repeating the process until they have completed all stations.

Time to complete: 15 minutes.



Do:

Once each group has completed all activity stations, ask Peer Educators to read through the ideas at the activity station they are standing at and prepare top tips to present to the group.

Time to discuss: 5 minutes.



Do:

Invite each group to present their top tips to the other Peer Educators and note them on the slide.

Time to share: 10 minutes.



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Reflecting on the learning 10 mins

Resources needed: • Slides 8-11

Slide 8

Reflecting on the learning



SLIDE 8

One thing I
have learned.

One thing I will
do differently.

One question
I would like an
answer to.



Do:

Present Slide 8.



Say:

"Spend two minutes thinking about these reflection statements:

- One thing I have learned.
- One thing I will do differently.
- One question I would like an answer to."



Do:

Invite pupils to share their reflections with the class for each statement. Write their responses on Slides 9-11.



Being in the moment 5 mins

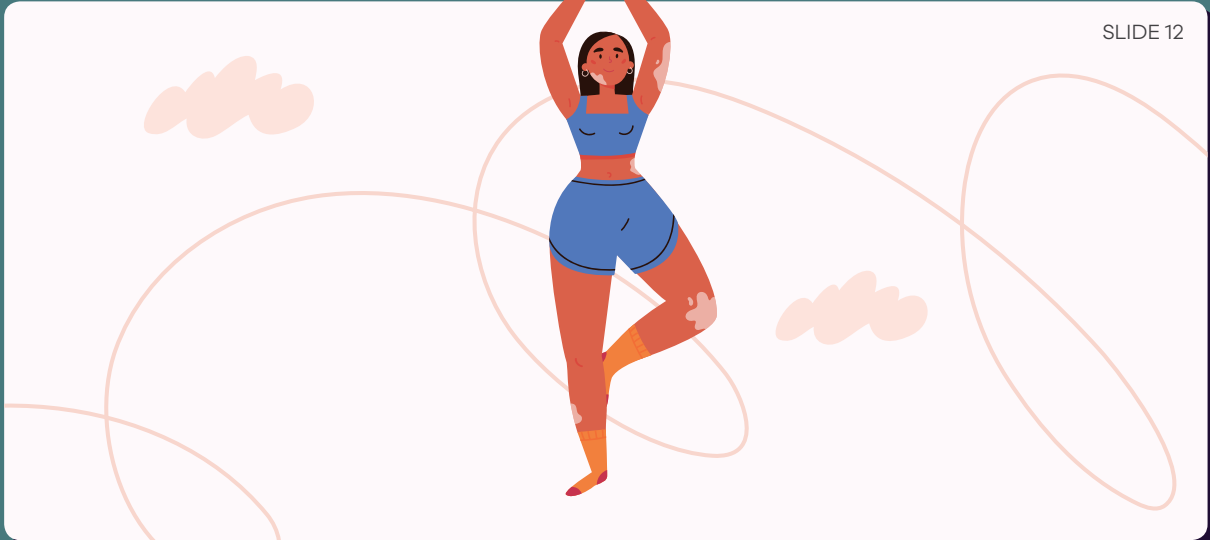
Resources needed: • Slide 12 • A mindfulness activity

Slide 12

Being in the moment



SLIDE 12



Do:

Present Slide 12.



Say:

"We'll finish the lesson with another short mindfulness exercise."



Do:

Read out the mindfulness activity you have chosen.



Say:

"That's the end of the session. Thank you everyone for your contributions."



Ask:

"Any questions?"

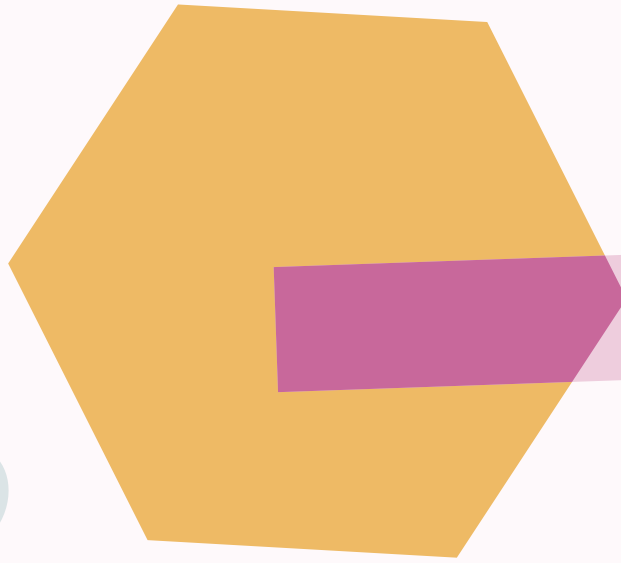




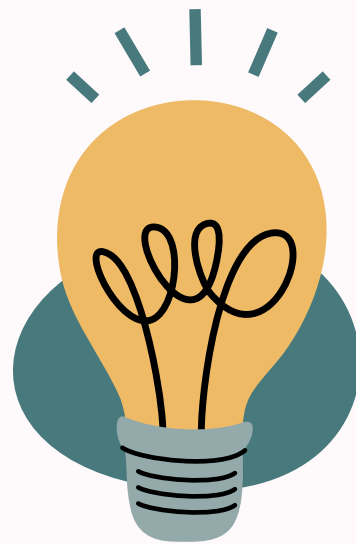
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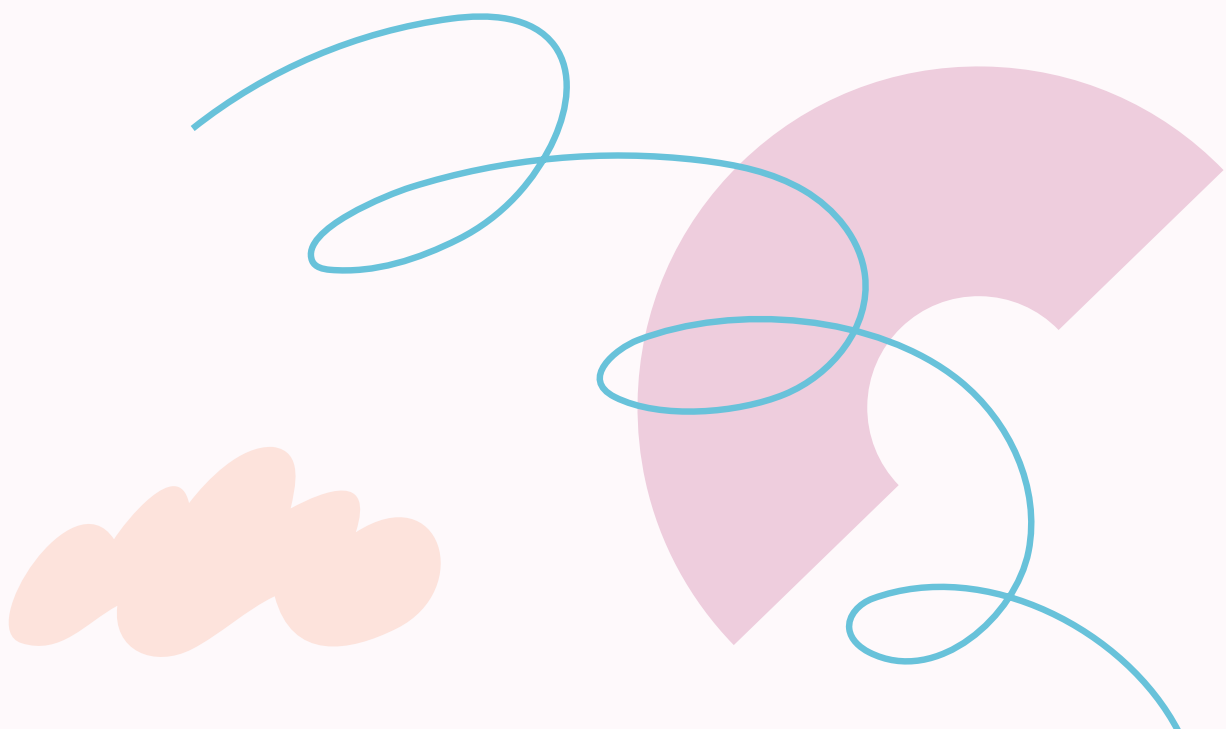
Session 3



Session 3



- **Welcome**
Slides 1 & 2 51
- **Being in the moment**
Slide 3 53
- **Building connections**
Slide 4-6 55
- **Introducing the topic**
Slides 7-15 58
- **Learning through activity**
Slides 16-19 68
- **Reflecting on the learning**
Slides 20-23 71
- **Being in the moment**
Slide 24 72



Overview (continued)



| Recommended training session 3 hours 10 minutes | Recommended training delivered in two sessions | |
|---|--|---|
| | Session 1 – 1 hour 45 minutes | Session 2 – 1 hour 35 minutes |
| Welcome 10 Minutes | Welcome 5 Minutes Ask the Peer Educators to watch the video prior to the session | Welcome 5 Minutes Introduce the training session and remind the peer educators of the 'ways of working' list. |
| Being in the moment 10 Minutes | Being in the moment 10 Minutes | Being in the moment 10 Minutes |
| Building connections 20 Minutes | Building connections 20 Minutes | |
| Introducing the topic 1 Hour | Introducing the topic 1 Hour | |
| Break 10 Minutes | | |
| Learning through activity 1 Hour | | Learning through activity 1 Hour |
| Reflecting on the learning 10 Minutes | | Reflecting on the learning 10 Minutes |
| Being in the moment 10 Minutes | Being in the moment 10 Minutes | Being in the moment 10 Minutes |



Welcome 15 mins

Resources needed: • Slides 1 & 2 • *The Peer Education Project: The roles and responsibilities video*

Slide 1



The Peer Educator Training Series



Session 3



Present Slide 1.



"Welcome to the next Peer Educator training session. This session is focused on understanding the safeguarding principles for the project, what your safeguarding responsibilities are and the support available in school. The session will also be an opportunity to start planning lesson delivery. We are going to watch a video that explains the safeguarding principles and responsibilities for the Peer Education Project."



Play [The Peer Education Project: Safeguarding principles video](#).



Ways of working



SLIDE 2

We will:

1. Respect and listen to each other, giving space for everyone to be heard.
2. Value everyone's opinion, even if it's different to yours.
3. Ask questions, especially if you are unsure about the information or activities.
4. Be kind to yourself and others, reaching out for support if you need it.

Any others?

Click to add text



Say:

"It is important for us all to feel safe and confident to share our thoughts, ideas, and questions in these training sessions, as well as in the lessons."

Here is a reminder of the 'ways of working' we agreed to in the previous training sessions."



Do:

Read out the slide. Ask Peer Educators for any other points they would like to add for the training session. Write them directly on the slide.



Being in the moment 10 mins

Resources needed: • Slide 3 • A mindfulness activity

Slide 3

Being in the moment



SLIDE 3



Do:

Present Slide 3.



Say:

"We're going to start with a short exercise to bring our focus to this training session."



Do:

Read out the mindfulness activity you have chosen.



Building connections 20 mins

Resources needed: • Slide 4-6 • An icebreaker activity • Lego pieces or playdough

Slide 4

Building connections



SLIDE 4

What activity do you
do to support your
mental health and
wellbeing?

Recommended ice breaker



"In your role as a Peer Educator, you will be supporting Peer Learners and co-Peer Educators, but it is also important to look after yourself.

Today's welcome exercise is an opportunity to think about the ways to look after our mental health and wellbeing, and that of others, during the project."

Continued...



Building connections (continued)



Do:

Present Slide 4.

Hand out Lego pieces or playdough to the Peer Educators and ask them to create a visual model of an activity that supports their mental health and wellbeing. For example, a model of a bottle to represent drinking the recommended water intake a day, or a football goal post to represent doing an activity you enjoy.

Time to build: 1 minute.



Do:

Ask Peer Educators to explain what they have built with the person sitting next to them. Once shared, dismantle the model.

Time to share: 2 minutes.



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Building connections



SLIDE 5

What could you do
to support each other
as Peer Educators?



Do:

Present Slide 5.

Ask Peer Educators to work in pairs to create a model together of something they could do to support each other in your roles as Peer Educators. For example, a model of a notebook to represent keeping organised and sharing notes, or a mobile phone to represent good communication.

Time to build: 2 minutes.



Do:

Invite Peer Educators to share their models with others on their table. Once shared, dismantle the model.

Time to share: 3 minutes.



Building connections (continued)

Slide 6

Building connections



SLIDE 6

What could you do
to support the class and
lesson delivery?



Do:

Present Slide 6.

Ask Peer Educators to work together as a table to create a model together of something they can do to support the class during the lessons. For example, a model of an ear to represent good listening skills, or a folder to represent being prepared to deliver the lessons.

Time to build: 3 minutes.



Do:

Invite each table to share what they have created with the group.

Time to share: 5 minutes.



Say:

"There are many ways we can look after ourselves and others. When we work collectively, the more ideas and opportunities to support there are."



Introducing the topic 1 hour

Resources needed: • Slides 7-15

Slide 7

Introducing the topic



SLIDE 7

What does the term 'safeguarding' mean to you?



"This next section will be exploring what safeguarding is and your responsibilities as Peer Educators."



Remind the Peer Educators that safeguarding can be a challenging topic to discuss. It is important they look after themselves. If they need to, they can step outside of the session at any point.



Present Slide 7.



"What does the term 'safeguarding' mean to you?"



Invite Peer Educators to discuss in pairs.

Time to discuss: 5 minutes.





SAFEGUARDING



Safeguarding is defined as protecting the health, wellbeing, and human rights of individuals.

We all have a part to play in keeping ourselves, and others, safe.



Present Slide 8.



"Safeguarding is defined as protecting the health, wellbeing, and human rights of individuals.

We all have a part to play in keeping ourselves, and others, safe.

Sometimes it may feel difficult to share information about someone or a situation we are concerned about with a trusted adult. However, by sharing all concerns, trusted adults have the information to understand and identify what support is needed."



SAFEGUARDING

SLIDE 9



Do:

Present Slide 9.



Say:

"We can use Lego pieces to visualise this. If we each hold a Lego piece that represents a safeguarding concern for a person or situation. We may feel that the concern we have is just a one-off or that we don't have all the information. If we put all our individual Lego pieces together, we build a fuller understanding of what may be happening. Trusted adults can then make more informed decisions about next steps and the support needed."

Introducing the topic (continued)

Slide 10

Introducing the topic



SLIDE 10

Your safeguarding responsibility is to **PASS ON ALL CONCERNS** you might have about a person's safety to a responsible adult.

A concern may come from:

- A direct disclosure
- An indirect disclosure
- Observations from yourself



Do:

Present Slide 10.



Say:

"Your safeguarding responsibility is to pass on all concerns you might have about a person's safety to a responsible adult. A concern may have come from a direct disclosure from someone, an indirect disclosure from a peer or something else, or something you have noticed."



Introducing the topic (continued)

Slide 11

Introducing the topic



SLIDE 11

If a pupil discloses something to you directly, here are some steps you can take:

- Listen carefully and stay calm.
- Let them know that they've done the right thing.
- Explain what you'll do next.

Be clear with the person, you will need to share the information with a trusted adult to keep them safe.



Do:

Present Slide 11.



Say:

"If a pupil discloses something to you directly, here are some steps you can take:

- Listen carefully and stay calm.
- Let them know that they've done the right thing.
- Explain what you'll do next.

It is important to tell them that you can't keep concerns to yourself. This may feel uncomfortable but be clear to them that you are worried, and you will pass on what they have told you to a trusted adult.

We are now going to discuss in small groups safeguarding scenarios that you may need to respond to during the lessons, and after."



Introducing the topic (continued)

Slide 12

Introducing the topic



SLIDE 12

Scenario 1: Aria has been very engaged in the first two lessons, asking questions, and getting involved in the activities. Today, you notice Aria is being very quiet.

What could you do to support in the moment?

What could you do to support after the lesson?



Do:

Present Slide 12.

Read out the scenario and ask Peer Educators to discuss in small groups what they could do to support the pupil in the moment, and after.

Time to discuss: 5 minutes.



Do:

Invite Peer Educators to share how they would respond.

Time to share: 5 minutes.



Introducing the topic (continued)

Slide 13

Introducing the topic



SLIDE 13

Scenario 2: At lunch time, some of the pupils from the Peer Learner class are sitting on a table near you. You overhear one of the pupils talk about how they are dating someone new, who has their own car and always gives them a gift every time they go out. The pupil is 11 years old.

What could you do to support in the moment?

What could you do to support after lunch?



Do:

Present Slide 13.

Read out the scenario and ask Peer Educators to discuss in small groups what they could do to support the pupil in the moment, and after.

Time to discuss: 5 minutes.



Do:

Invite Peer Educators to share how they would respond.

Time to share: 5 minutes.



Introducing the topic (continued)

Slide 14

Introducing the topic



SLIDE 14

Scenario 3: The topic for the lesson is risk and protective factors for mental health. When describing what a risk factor is, using bullying as example, one of the pupils starts to cry.

What could you
do to support in
the moment?

What could you
do to support
after the lesson?



Do:

Present Slide 14.

Read out the scenario and ask Peer Educators to discuss in small groups what they could do to support the pupil in the moment, and after.

Time to discuss: 5 minutes.



Do:

Invite Peer Educators to share how they would respond.

Time to share: 5 minutes.



Introducing the topic (continued)

Slide 15

Introducing the topic



SLIDE 15

Scenario 4: You will be delivering the lessons with two other Peer Educators. The only time you can all meet to plan the lessons is at lunch time. You noticed that one of the Peer Educators never eats with you at lunch. When you ask them about it, they always say that they don't feel hungry.

What could you do to support in the moment?

What could you do to support after lunch?



Do:

Present Slide 15.

Read out the scenario and ask Peer Educators to discuss in small groups what they could do to support the pupil in the moment, and after.

Time to discuss: 5 minutes.



Do:

Invite Peer Educators to share how they would respond.

Time to share: 5 minutes.



Say:

"Responding to and reporting safeguarding concerns can be stressful. It is important to look after yourself and reach out for support, when needed."





**Break
here for 10
minutes**



Learning through activity 1 hour

Resources needed: • Slides 16-19 • Pens and paper • Internet access

Slide 16

Learning through activity



SLIDE 16

Create a mind map of mental health and wellbeing support options in school, online, and in the local area.



Say:

"We are going to think about the mental health and wellbeing support options in school, online, and in the local area."



Do:

Present Slide 16.

Divide Peer Educators into small groups and ask them to create a mind map of support options. The Peer Educators will need access to the internet to search for support options available online and in the local area.

Time to discuss: 10 minutes.



Learning through activity (continued)

Slide 17

Learning through activity



Mental health and
wellbeing support
options in school

Click to add text

SLIDE 17



Do:

Present Slides 17-19.

Invite Peer Educators to share their ideas and write them on the slides.

Time to share: 15 minutes.

Continued...



Learning through activity (continued)

It is recommended that the next 25 minutes of the session is focused on outlining the next steps for lesson delivery.

Key information to share:

- The Peer Educator groups – who will be delivering with who.
- Lesson delivery details – the class they will be working with, the times, days and locations of the lessons, and any changes to the structure of the lesson plans. For example, lessons can be delivered in a 50-minute slot or across two 30-minute slots.
- Support options from staff – times available for project support or post-lesson debriefs and the members of staff available for support.
- The lesson resources – where can pupils access the lesson plans and slides, the Peer Educator Handbook, and the training slides from these sessions.



Ask Peer Educators to work in their allocated groups to begin to plan and assign roles. Allocate each group a lesson or elements of a lesson to deliver to the group for practice and to receive feedback. Outline when the lesson delivery practice sessions will be.



Reflecting on the learning 10 mins

Resources needed: • Slides 20-23

Slide 20

Reflecting on the learning



SLIDE 20

One thing I
have learned.

One thing I will
do differently.

One question
I would like an
answer to.



Do:

Present Slide 20.



Say:

"Spend two minutes thinking about these reflection statements:

- One thing I have learned.
- One thing I will do differently.
- One question I would like an answer to."



Do:

Invite pupils to share their reflections with the class for each statement. Write their responses on Slides 21-23.



Being in the moment 5 mins

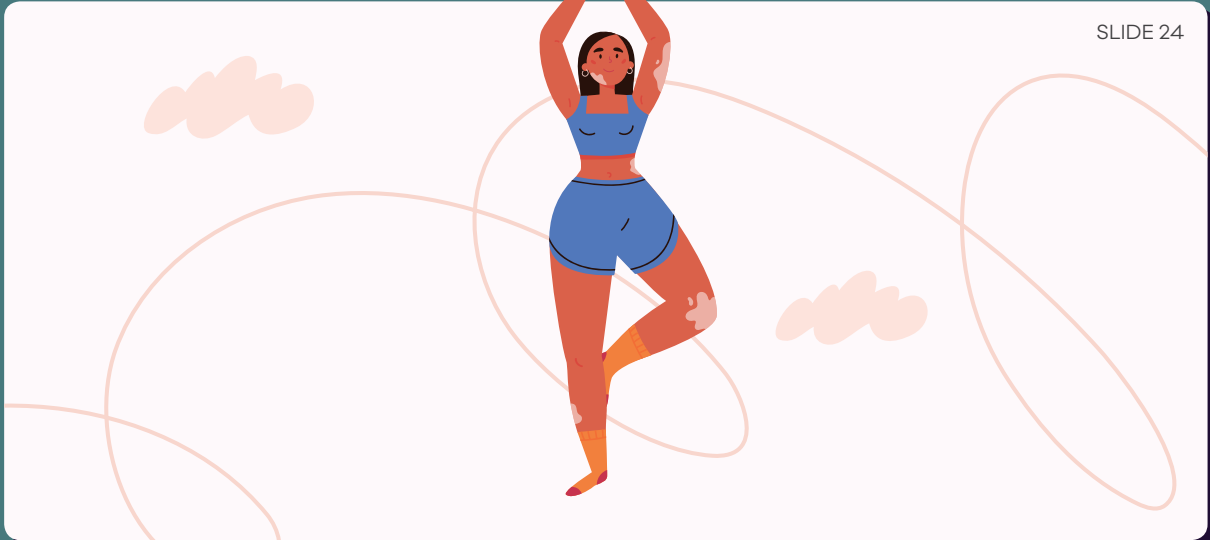
Resources needed: • Slide 24 • A mindfulness activity

Slide 24

Being in the moment



SLIDE 24



Do:

Present Slide 24.



Say:

"We'll finish the lesson with another short mindfulness exercise."



Do:

Read out the mindfulness activity you have chosen.



Say:

"That's the end of the session. Thank you everyone for your contributions."



Ask:

"Any questions?"





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Lesson delivery practice sessions



Lesson delivery practice sessions

Lesson delivery practice sessions are an important element of the Peer Educator training. These sessions provide opportunities for Peer Educators to practise delivering the content from the lessons, receive constructive feedback, reflect collectively with their Peer Educator group any changes needed prior to lesson delivery, and ask questions about to the lesson content or next steps. It is recommended that there is a delivery practice session for each lesson.

At the end of each practice session, use the 'next steps' section to remind Peer Educators of who will be delivering lesson content in the next practice session. In the final practice session, use this time to remind Peer Educators of next steps for lesson delivery to the Peer Learners.



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Lesson delivery practice sessions (continued)

Example session - 1 Hour 45 Minutes

| | |
|--|-------------------------------------|
| Welcome | Led by school staff 10 Minutes |
| Lesson A: Building connections | Led by Peer Educators 5 Minutes |
| Lesson A: Introducing the topic | Led by Peer Educators 10 Minutes |
| Lesson A: Learning through activity | Led by Peer Educators 10 Minutes |
| Feedback on group 1 and questions | Led by school staff 15 Minutes |
| Break | 5 Minutes |
| Lesson B: Building connections | Led by Peer Educators 5 Minutes |
| Lesson B: Introducing the topic | Led by Peer Educators 10 Minutes |
| Lesson B: Learning through activity | Led by Peer Educators 10 Minutes |
| Feedback on group 2 and questions | Led by school staff 15 Minutes |
| Next steps | Led by school staff 10 Minutes |

Example session if Peer Educators will be delivering
the alternative activities in the lessons
1 Hour 45 Minutes

| | |
|--|-------------------------------------|
| Welcome | Led by school staff 10 Minutes |
| Lesson A: Taking action or Challenging thinking | Led by Peer Educators 25 Minutes |
| Feedback on group 1 and questions | Led by school staff 15 Minutes |
| Break | 5 Minutes |
| Lesson B: Taking action or Challenging thinking | Led by Peer Educators 25 Minutes |
| Feedback on group 2 and questions | Led by school staff 15 Minutes |
| Next steps | Led by school staff 10 Minutes |

Feedback

Remind Peer Educators to use the principles of a great lesson, developed in training session 2, as a basis to provide constructive feedback to each group.

You can print out the following feedback sheet for Peer Educators to complete for each group.



Lesson delivery feedback

The principles for how to run a great lesson:

- Be prepared
- Manage the classroom
- Provide clear instructions
- Be adaptable
- Ask questions
- Reflect on your experiences
- Be honest with your knowledge
- Mind your language
- Self-reflect post lesson
-
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What went well?

It would have been better if...



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