Guide on Peer Education

Edited by

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Introduction

The awareness of the importance of peer education is still far from a complete diffusion in European schools and, therefore, this project could be useful for school and teachers. The research and experiences of recent years have revealed how peer group can be for teenagers an important help to build up their own identity.

Learning with peers can allow young people to test their skills with partners and to interact without reverence. The aim of this guide is to promote the culture of peer education, starting with the presentation of some projects made by different European schools.

Nevertheless the materials presented here are not to be perceived as models to follow strictly, as one of the prerequisites of educational planning is the need to develop projects linked to the real context of action. Each school might develop ideas and suggestions in order to enrich this project in its own context.

This guide will facilitate the spread of peer education’s culture in Europe, where at least at the institutional level, there is already a “special attention” to this issue. In fact, the confidence about the usefulness of peer relationship has already activated several national projects.

The purpose of this guide is to present a project which aims to encourage peer’s relationships inside schools, supporting propitious conditions to increase school success.

What is peer education

The current emphasis on peer education is due to the support given 1997 by the European Union to a specific project which involved many European nations. Moreover previous experiences gave good results, involving young people in primary, secondary schools and high school, with peer cooperation.

The peer education constitutes an educational proposal in which some members of a group are trained to play a tutorial role. Peer education often helps to promoting relationship of mutual education, as recommended by modern development psychology.

Peer education in History
Mutual teaching began to be used in England between XVIII and XIX century by Andrew Bell, who introduced it into overcrowded schools, where older students helped the younger to learn reading and writing. Obviously, the main purpose of mutual teaching was to save money, so much that in 1804 Joseph Lancaster set up a school with 700 pupils. In this context, teaching is entrusted to a "tutor" who coordinates learning activities within a large room containing even 100 students. Despite the attacks of conservatives, who blamed Lancaster’s non-traditional methods, mutual teaching spread throughout Europe and got great success.

With these historical notations, however, we do not indicate a direct subsidiary of peer education from mutual education, but we would like to point out that the idea of mutual help among peers is not a recent discovery. Looking at mutual teaching help to avoid some mistakes like using young people to substitute shortcomings and relational limitations of the school.

Social relationships among peer

The main aim of this guide is to enhance the value of peer relationship at school, not only to underline its importance in improving social development, but also in building up young people personality.

Socialization processes fully understood in their richness and complexity, are encouraged by participation to the peer group life, where he/she can make different experiences of relationship, learning rules and limits.

For teenagers, the peer social context is an essential part of the construction of personal identity. A good relationship within the peer group helps specific tasks of this age. For this reason this guide aims to support developing good relationships among peers.

First question is how to promote and help them acquiring skills to solve problems in school and everyday life.

With the expression “life skills” in intended both cognitive and emotional abilities problem solving, critical thinking and creativity, which enable people to solve their problems, identifying personal solutions.

- Effective communication, that is the ability to express ourselves in different situations.
• Empathy, which leads to recognize the others’ emotions and feelings and to manage their emotions and state of tension.

• Personal effectiveness which is the ability to organize a series of actions and handle new situations.

• Collective effectiveness which consists on beliefs shared by a group on the ability to achieve common objectives.
Peer education and didactic support

The proposal of peer education, however, cannot be designed only for educational meanings, because it also has an undoubted potential from an academic/didactic point of view. So with the present project it is desirable to develop actions, based on the support which elder students may give to younger ones, or the more capable can give to the less skilful in the same class.

Within this perspective it seems to be useful to design a project which can be delivered in secondary schools of the involved Countries (UK, Poland, Romania, Denmark and Italy). The project has the aim to give to a group of older students necessary informations and skills to manage reception for first grade students since the beginning of the school and in the first period of their stay at school.

It is important also to involve the teachers, whose support is essential for the success of the project, because students will be more involved in an educational experience promoted by both their teachers and mates.

The objective should be try to enhance the role of students, as suggested by peer education perspective, which tends to develop relationships not only among young people but also between them and adults, keeping everyone of them his own identity and his role.
As it is said above, when a peer education activity starts it is necessary to plan a long term perspective. Peer education is not only an educative method, it is also an engine for changing, but it needs to take on a strong commitment by the actors involved. Peer education by itself will not make any significant impacts on young people’s orientations, attitudes and behaviours. Successful peer education programmes work hard to built connections with other organizations and should be part of a comprehensive approach and wide community effort.

This model has been built to start the activities in school structure and the time table is planned for two school years. The first year will be dedicated to vary actions of training and to create a fertile background inserting peer education in normal academic programs. In the second year will be developed and started a peer education program, first in two pilot class and then in all the other classes.

### Start peer education activity

| First year | I semester | Create Institutional background
|           |           | Built training team
|           |           | Create activity
|           | II semester | Select peer educators
|           |           | Training peer educators
|           |           | Evaluation of actions
| Second year | I semester | First action in pilot classes
|           |           | Evaluation of first giving
|           | II semester | Action in all classes
|           |           | Evaluation of action
|           |           | Future exceptive
| Third year |           | Maintenance of objectives
|           |           | Promote new action
Aim

Usually peer education has been planned in education programmes and in school activity as a method to promote health care behaviour (example: preventing HIV), and to implement many skills of the youth involved.

This guide and the model set have the aim to prevent early school leaving by the developing of student’s skills. To reach this objective the program must be oriented to train students and teachers on peer education’s technique and the “learning to learn” methodology by following the suggestion given in the Learning To Learn Guide.

It is essential to involve in this program many figures already working in school and some professionals. This is a crucial point for the success of a peer education (see creating a training team).

Authorization

Next step should be to achieve an “institutional” agreement that could involve all the active professional resource active in the school. Every school institution has its own internal organization and human resources, so it is suggested to promote a wide agreement to the project including some students involved in this first organizational step.

To built a training team

This guide, besides giving theoretical support and methodological bases to start peer education activities, wants to give guidelines and practical suggestions to train trainers of young peer educators and peer educators either.
This manual can be used by professionals, teachers and students. First, it is necessary to create a training program to start peer education activities that can be suitable to each school’s needs and resources. At this purpose it will be important to create a training team.

This model can be used by the training team as a guide line to direct and start the training of peer educator. In the guide there are either suggestions for peer educators and trainers to start activities.

The training team should have different professionals involved either from school resources or external. The team should has some characteristics:

- Experience or interest in learning to learn activity: motivational strategy, learning strategy and meta-cognitive strategy
- Interest to prevent early school leaving
- Young women and men who have experience in peer education
- Male and female, to model equal participation and promote genders sensibility
- Persons who have strong motivation an interpersonal relation skills
- School psychologist expert in group dynamics
- Drama teachers

Such a team should be able to adapt peer education and learning to learn techniques to the specific and peculiar school context.

The training team will have the role to make possible the beginning of the process and then to train accurately the pupils who will become peer educators. Their task won’t be finished after the training program, they have to support discreetly the work of the new peer educator group, by doing few action:

- Facilitating the new education processes with families, teachers and students
- Supervising and evaluating all the process, in every activity
- Tutoring continuously peer educators

The presence of trainers should be constant and accurate but when the new process of peer education will be a part of the normal academic programme, it is important to give students the chance to be independent in their decision in a empowered peer education perspective.
To Encourage empowered peer education:
Empowered peer education is devised to consider in every phase of work the population, our students, as collaborators and subjects in action since the beginning. The real promotion of new skills will be possible not just with sterile training from top to bottom but involving students during all process.
The trainer offers a working method oriented to teamwork and cooperation, but the content of the work is entirely produced by the students themselves.
Some strategy to really promote peer educator’s role:

- Promote active participation of students in solving issues that affect them closely
- Recognize and promote students’ rights and duties
- Create the conditions to help students taking an active part in decision-making processes that affect them closely

Networking promotion:
Trainers step into the project which involves many figures (teachers, but also other school employees) from the stage of planning to that of implementation and project verification.
Therefore, trainers become a part of an already-built network of operators, professional and institutional figures. The collaboration and cooperation with other figures are therefore not ancillary elements, that improve training, but elements which must be hold in due consideration to achieve a good performance.
Select peer educators

Peer educators’ selection is one of the crucial steps to make the process possible and it can be made either through volunteer candidature or through teacher’s recommendation. It is strongly recommended to use the first type of candidature because it tests the effective motivation and avoid any favouritism.

Some criteria needed for peer educator:

- Being in the middle of the academic course
- Being at least one year older than pupils who are going to meet during the course
- Be able to dedicate time after academic schedule to train and create peer education environment and during school time to train peers
- Participating continuously to the training and drawing up an informal contract with trainer
- They should have dialectic abilities, a good disposition to, group leadership, drama skills, voluntary work and empathy

It necessary to maintain always a balanced presence of males and females because a training leded by a couple, as is experimentally demonstrated, has better results than those leded by a singular or a couple of the same sex.

The peer educator training encourages skills’ development of many virtues espoused in a broad curriculum: communication skills, creativity, reflectiveness, ethical responsibility, etc. Through the training, it is hoped that participants will learn and practice skills that will benefit them throughout their lifespan. Additionally, such proficiency will be useful in future careers. For all these reasons training team should stimulate pupils during the presentation in classes to increase the volunteer process of selection of future peer supporters. Peer educators should not be necessarily the best students of every class, but pupils who have expressed willingness, generosity, discretion, which not always are needed for academic success.
Train peer educators

The presentation of the course is a fundamental step to recruiting students as peer educators: should be illustrate clearly, beside the aim of the project, the real weighed down with work they will have to do and their capacity to manage with normal academic activities. At this point trainers and teachers stimulate a strong feeling of responsibility so to stipulate a contract with peer educators. When recruitment is accomplished, it is possible to start the training course, but for the best outcome the number of participants should not be more then 12 - 14 pupils.

Schedule of training:

<table>
<thead>
<tr>
<th>Day</th>
<th>Topics</th>
</tr>
</thead>
</table>
| I Day | Introduction to training team and participants  
Introduction to training methodology  
Presentation of icebreakers, warm up and activities  
Peer education in action |
| II Day | Group’s dynamics  
Team building  
Public speak  
Use of role playing |
| III Day | Learning to learn  
Motivational tools |
| IV Day | Attributional styles  
Personal theory on intelligence |
| V Day | Time management  
Dealing with time and stress |
| VI Day | Methodology of study  
Mind mapping |
| VII Day | Monitoring  
Outcomes  
Supervision |
Introduction of trainers and participants

At first it is necessary to elaborate a new setting comparing to the normal academic lessons. Pupils can sit in semi-circle and trainers should sit in front of them at the same level. Members of the training team should introduce themselves and briefly tell the participants about their background and training, emphasizing their enthusiasm for the opportunity to work with this group. They should invite pupils to introduce themselves to the whole group, telling their name, the class they attend and briefly something about themselves.

During the first meeting it is very important to pay attention to group work dynamics. This could be done for example preventing that pupils from the same class aggregate in subgroups. Trainers should be able to let students know each other very quickly so they could start to communicate and thinking already as peer educators, overtaking their limits, fears and personal censor.

To do this it is possible to use some icebreaker games and warm up sessions. An icebreaker is a facilitation exercise intended to help a group of persons who do not know each other to begin a process of building a good team. Icebreakers are commonly presented as a game to "warm up" groups by helping the members to get to know each other. They often focus on sharing personal information such as name, hobbies and general information on members’ group.

Usually it is not easy to warm up a group of persons extraneous from each other, for many reasons, so icebreaking games are a good way to start to know group members.

Trainers introduce to the group the use of icebreaker games and warm up session and how this activity can be done to let members know each others. Trainer must underline the importance of every action and game because pupils can also use them for their own lesson to peer.

Below there are two games that can be use, and in appendix others useful for trainers and trainees.
### Game 1: Name Game

**Objective:** A simple icebreaker useful for introducing people to each other and helping people learn names. This game is especially useful when there are new people present.

**Recommended of People:** 5-20.

**Messiness Factor:** No Sweat

**Recommended Setting:** Indoors

**How to play**

The Name Game (also known as the Adjective Game) starts with one person in the room picking a word that describes himself or herself as a person. The catch is, that the word must start with the first letter of their first name. For example, my students call me Miss Velasquez. I would say “Hello! My name is Vivacious Velasquez.” The person after me must say my adjective and name before saying theirs. So they would go, “Hello, Vivacious Velasquez, my name is Silly Sam.” Then the third person would go, “Hello, Vivacious Velasquez, and Silly Sam, my name is Easy-going Edwin.” This continues on until all of the students have gone. Being last is hilarious in this game, because they must remember everyone’s name and adjective before stating theirs.

### Game 2: The Ball Exercise

Immediately after introductions, the facilitator arranges the group in a circle and asks each person to throw the ball to a person on the other side of the circle while stating their name. When every person in the group has thrown the ball at least once, the facilitator announces that "we are going to do it again but this time we'll time it" and announces the rules. 1) Each person must touch the ball in the same order as the first round. 2) Each person must touch the ball with at least one hand. 3) Time stops when the ball is returned to the facilitator. (For further complication, the facilitator will sometimes introduce three balls in succession to the process.) Regardless of their performance, the facilitator expresses disappointment with the group’s performance and urges them to do it again faster. When asked for clarification, the facilitator only reiterates the rules. An effective team will creatively redesign their process to meet the
requirements of the rules. After several iterations, the facilitator will call a halt and use the exercise to draw out morals which will be relevant later in the day such as "Challenge assumptions", "Don't be satisfied with the first answer", "Be creative", etc.

Peer education in action

At this point when the group is warmed up it is time to introduce and explain what peer education is and why this methodology will be used to train pupils in the learning to learn technique.

Trainers have to define peer education as an educative strategy to activate a natural process of knowledge, experience and cooperativeness between peers that goes from members of a group to another.

Such intervention gets started a process of global communication, characterized by a deep and intense experience for the subjects involved. This kind of practice goes beyond the educative moment and becomes a very and proper occasion for the singular adolescent, group of peers, or school class to develop skills and relationship competence in a different way.

The exercises below can be a good tool to get into peer education meanings.

**Game 3: Peer Education, What and Why?**

Objective: To have a common understanding of the concept of peer education and to identify the benefits and the limits of peer education

Time: 30 minutes  
Materials: Three flip charts and markers

*How to play*

The facilitator conducts three consecutive group ‘call-outs’ (an activity similar to brainstorming, in which participants call out their responses) on the following questions:

- What do we understand by peer education?
- What are the possible advantages of peer education?
- What are the possible disadvantages of peer education?
All responses are recorded on the flip charts.

When agreeing on a working definition, it is important to come as close as possible to the following description:

“Peer (health) education is the process whereby well-trained and motivated young people undertake informal or organized educational activities with their peers (those similar to themselves in age, background or interests) over a period of time, aimed at developing their knowledge, attitudes, beliefs and skills and enabling them to be responsible for and protect their own health.”

When discussing major advantages and disadvantages of peer education over other forms of education it might be useful to have the following table at hand to add essential points if necessary:

<table>
<thead>
<tr>
<th>ADVANTAGES</th>
<th>DISADVANTAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Young people taking responsibilities</td>
<td>• As peer educators age, they grow out of their role; so new people always have to be recruited and trained</td>
</tr>
<tr>
<td>• Educators and target group speak the same language</td>
<td>• It is difficult to evaluate the impact of peer education</td>
</tr>
<tr>
<td>• Peer educators gain skills which are important for their further personal development</td>
<td>• If educators are not well trained, peer education can have a harmful effect (misinformation, unprofessional advice, etc.)</td>
</tr>
<tr>
<td>• Peer education can supplement other educational interventions, such as the work of teachers, social workers, health service providers, etc.</td>
<td></td>
</tr>
<tr>
<td>• Peer education is a community-level intervention which can provide a link to other community services</td>
<td></td>
</tr>
<tr>
<td>• Peer educators can gain access to groups which are otherwise difficult to reach</td>
<td></td>
</tr>
<tr>
<td>• Peer education is relatively cheap</td>
<td></td>
</tr>
</tbody>
</table>

Closure: At the end of this activity, the trainers should emphasize that peer education is not the solution to every problem, and sometimes it may be better to use other approaches. The
objectives of the intervention, the characteristics of the target group or the specific setting are all elements that play a role in whether peer education is appropriate or not.

**Game 4: Information, Motivation, Behavioural Skills and Resources**

Objective: To identify information, motivation, behavioural skills and resources as the four primary components of successful peer education.

Materials: Flip chart and markers
How to play:
The facilitator draws four columns (untitled at this stage) on the flip chart and leads a group call-out, asking the participants what they consider the essential components of successful peer education programmes.
The participants are still not aware of the identification of the columns, but the trainers records their responses on the flip chart according to where they belong in the following four categories:

- Providing information
- Creating motivation
- Building behavioural skills
- Referring to resources

It is best not to name the categories beforehand, but to list the participants’ suggestions in the untitled columns. Once all the responses have been included, the four categories can be identified and the trainees’ responses discussed within that context.

Closure: The facilitator can point out that these are four complementary components.

Game 5: Would we ever need a peer educator’s support?

The group is divided into sub-groups, each with four members. Each subgroup receives a poster and some markers.

Thinking about your experience of the early years, in which situations would you need the support of one or more tutors? List five episodes.

Each group has from thirty to forty minutes to speak about these episodes and to list them in the poster. Later, sub-groups meet together and each one chooses a member to show its work.

This activity allows the students to identify in their school and personal experience, elements which will characterize their work as peer educators.
At the end of first day it is necessary to introduce very briefly why using peer education to train in learning to learn skills. The specific work on learning to learn characteristics will be done later but there must be always a reference to learning to learn competence (see Learning to Learn Guide). At first, it is important to create a peer education background and then will be easier to train pupil on learning to learn but the two topics cannot be distinguished and separated, so trainers have to integrate them during their lessons.

Trainers are invited to summarize and review all topics discussed during the first day and collect feedback from participants about what their feelings during training and exercise. For example trainers could ask to trainees to take all their impression after the lesson and bring them to the next one.

It is suggested to use this method for all lessons.

II Day Training

Training topics: Group’s dynamics, Public speak and Role Playing

Feedback of first day have to be collected by trainers, it is a good method to summarise the topic of the previous meeting and to get into the new training day. It can be useful to set off again on peer education itself and its fundament.

Facilitate and promote the knowledge among the group:

- It is possible to built a working group, establishing its own identity and clarifying its mission
- Learn how to work in a group: let the students find their own ways to cooperate and solve problems all together
- Ask students to identify in their school and personal experience, those elements which will characterize their work as peer educators
- Let’s make possible that students can bring a positive change into their school
Game 1: The tutors’ suitcase

Each member writes seven words which represent the skills bag that peer educator should have. Then, the students will form some pairs: the 14 words of each pair should become again seven, so that each member of the couple must give reasons to keep his seven words in the new list. Now the leader forms groups of four people: the same activity to obtain seven words. You have now two groups of eight young people who summarize their thoughts in seven words. Finally, a single group of sixteen students comes to get the final seven words chosen by mutual agreement.

Reflection on the group performance and the results of its work: the skills stock of a tutor, the importance to "be" and "know how".

Group’s dynamics and team building

After the first meeting it is useful to give some theoretical information about group’s dynamics. This argument is pretty complex and the risk is to set up a formal and frontal lesson. To avoid this risk it is suggested to link information and theory to pupil’s real life. The topics about group’s dynamics can be divided in three macro-areas: leadership, communication and group development.

Some topics of discussion:

- Leadership and functions of a leader
- Use of different leadership styles
- Situational leadership
  - Communication
  - Sending messages effectively
  - Receiving messages effectively
  - Leader’s radar
- Symmetrical vs. asymmetrical communication
- Situational communication styles
- Space tolerance
- Feedback & self-disclosure
- Tips on giving feedback
- Group development
- An effective group
To get into the topics and understand concretely the development of a group it is possible to use some games, allowing pupils to enjoy the training but also to understand the importance of team building and group’s dynamic in training.

At the end of every game, the trainers’ task is analysing what is happened in the group by asking to group’s members how did they feel and underlining moment and peculiar dynamics of groups as discussed in theory above.

**Game 2: Stranded on a Island**

Summary: A teambuilding activity that asks people to identify what object they would bring if they were to be stranded on a deserted island. Each person discusses why they brought the object. Within groups, people decide how to improve their chances of survival by combining various objects.

Ages: 12 and up.
Messiness factor: No sweat.
Materials required: Paper and pen, if desired.
Recommended setting: Indoors.

*How to play:*
Stranded on a Island is a useful team building activity to help people get to know each other better. Form groups of about five to ten people and give the following instructions: “Unfortunately, you will be relocated and stranded on a deserted island for an indefinite amount of time. You may only bring one item to the island, and you only have a few minutes notice. What will you bring? Share with your group your object, why you chose it, and what you plan to do with it.” Have each person briefly share their item, why it is important to them, and what they plan to do with it. After everyone has shared, instruct the groups to figure out how they
can improve their chances of survival by combining the items in creative ways. Allow ten to fifteen minutes of brainstorming time, and then have each group present their ideas. Give a prize to the winner (most creative group) if desire.
Public speaking

A peer educator has to face many difficulties, probably the first one is speaking to audience in public. This is often a hard task for adults either but for an adolescent it could be a traumatic experience. So trainers have to teach to trainees some technique and especially let them practicing in speaking to the group. Below it is proposed a game but trainers should create many new occasions to let pupils have a public speech.

It is important to keep in mind that peer educators can be nervous in this task so trainers have to be sensitive to ensure that tasks can be successful for everyone.

Game 3: Public speaking skills

Objective: Participants identify and practise their skills in public speaking and facilitation.

Materials: None unless a participant chooses to use relevant materials, such as a flip chart

How to play

Tell the group that they are now going to focus on public speaking techniques. Show the participants major features of good public speaking and ask them to watch closely and describe what you are doing. This not only allows the group to see good public speaking methods, but also to reflect upon them.

Then ask for feedback: “How would you describe what I’m doing at this moment?” To help participants to identify good public speaking skills, move in and out of the group, all the while using many of the important components of good public speaking, including:

- Use of engaging/interactive techniques
- Movement into and out of the audience
- Use of gestures
- Eye contact (of appropriate duration)
- Modulation of intonation
- Appropriate use of humour
Following this, facilitate a discussion of what makes for good public speaking. Be sure to bring up the following areas:

- Use of storytelling as a technique to capture attention
- Caution about inappropriate use of slang terms or other unacceptable language
- How to ensure the creation and maintenance of a safe learning environment for the audience
- How to respond to incorrect answers from the audience

Closure: Tell the participants that they will receive feedback on how they use their public speaking skills throughout the training session.

Role playing:

Role playing exercises are a specific kind of group work. Here, instead of solving a problem, the students in the group take on pre-assigned roles and dramatize a problem as characters. The advantage in role playing exercises is that it allows students to engage with issues on a more immediate and emotional level. Role playing also helps students to overcome shyness, since it is sometimes easier for them to play an assigned role, rather than to defend their own individual ideas. Role playing exercises also appeal to contemporary students who like to "learn by doing." So it will be always possible to create easy role plays to teach something and is suggested in this guide as an educational method.

Principles for creating role play exercises:

- Clearly define the roles that students are to play, and what the various goals of the participants should be
- Form groups of appropriate size.
- Allow time for questions and discussion of the scenarios.
- End the role play as soon as the problem is resolved (don’t let it drag on).
- Leave time for discussion afterwards.
Game 4: Role playing revolution

Objective: This exercise can be used to accomplish many objectives. It can serve as a topic lead-in to introduce various issues of a certain subject. It can be used to help provide information, motivate people to change behaviour, demonstrate a variety of negotiation and decision-making skills, model appropriate behaviour and provide information about accessing resources.

How to play

Have eight to ten volunteers stand in a semi-circle behind the backs of two chairs. Ask two volunteers to sit on the chairs; explain that they will do a little acting. Ask one of the players sitting on the chairs to start an improvised ‘scene’ by saying something to which the other player responds. Explain that at any point, one of the participants standing behind the chairs can ‘tap in’ and take over by simply lightly tapping the shoulder of one of the actors in the scene (provided this kind of touch acceptable in the local culture). The actor who comes in can either continue the story that was being played or start a whole new scene.

Closure: After most or all of the participants have had a chance to act, end the acting and start a discussion about what the participants’ experienced while playing their role. Any incomplete or incorrect information that appeared in the story can be discussed. It is very important to note that the actors were ‘in character’ and not necessarily playing themselves.

Note: This exercise is a valuable example of how peer educators can practise supporting each other as a team. For example, it should be made clear to them that when they are standing in the background, behind the chairs, they need to be quiet. They can be instructed to behave in such a way that it appears as though the role play is ‘the most fascinating thing happening at this moment on the planet’.

After the game it is possible to close the lesson and introduce the topics of the new one. Feedback from this lesson are useful to calibrate the training program.
III Day Training

Training topics: Learning to learn, motivational tools and techniques

Invite all participants to tell briefly their impression trying some technique learned in the precedent training day.

Warm up

Objective: Welcome, introductions, review of previous training day, a reminder about group, and a general overview of the themes to be addressed in this session.

Aim: To answer questions or concerns from the previous workshop and to provide continuity between the sessions.

Input: As this is the third day training, you may need to review participants’ names. Afterwards, begin by going over the main themes from the previous session and ask for questions. How has the material “settled” with students? Participants should be reminded of the group dynamics, public speak and peer educations characteristic. Then introduce the topics to be covered in the current day, highlighting how the new learning builds on topics previously addressed.

At last, it is time to integrate learning to learn to peer education. This project has been built to set two guides and the present one in the container for the topics of learning to learn. Motivational, learning and meta-cognitive strategies find their collocation into the container of peer education.

Already in the previous lesson and in warm up this topic has been introduce and now trainers have to teach to trainees some theoretical anchors and then to practice with several activities proposed in the Learning to Learn Guide.

As a good start about the meaning of learning to learn the Learning to Learn Guide suggests the Activity 1:
Why learn? Why learn how to learn?

Trainers should always keep in mind the training work done before and try to adapt to peer education fundamental the new topics of the course. It won’t be easy to integrate this two part of the training but using some techniques and controlling disadvantage group dynamics the task won’t be prohibitive.

What is motivation and what is motivation to learn are one of the crucial part of learning to learn. It is suggested to fill in this training day the Activities 2 - 3 and 4:

- Positive self talk
- 10 Year from now on
- Winning and losing - who gets credit and who is blamed?

Closure: These activities are very useful for trainees, they can gain new competences and skills with which they can be peer educators suitable in learning to learn strategies.

Underline the topics discuss during this training day and give some information about next lesson.

IV Day Training

Training topics: Attributional styles and personal theories on intelligence

The use of ice breaking games is suggest to create an informal climate and to relax participants so they can be used at the beginning of every lessons. Human sculptures game can be nice to precede the topics of training.

Game 1: Human Sculptures
Summary: Human Sculptures (also known as Human Clay) is an icebreaker group game that involves posing people into large human sculptures based on predefined topics. Two versions exist: a competitive version based on a guessing game, and a version that is more about coming up with a creative interpretation.

Messiness factor: Minimal – hold a pose for a few minutes.
Materials required: Sheets of paper and pens.
Recommended setting: Indoors or outdoors.

*How to Play Human Sculptures: Guessing Game Version*

The facilitator should announce a category (e.g. famous movies or famous songs — the more specific the better). All players are then divided into smaller groups and one team leader is given a pen and paper. Each group brainstorms an idea that goes along with the topic and each team leader must write down the idea on a sheet of paper and turn it in to the leader, who checks that the idea is appropriate for use. Each group then creates a sculpture using their bodies. Every member of the group should comprise some part of the entire sculpture. After a predefined time limit (for example, five minutes), each team looks at each other’s sculpture. Each team is allowed two guesses for what the other team has formed. Whatever group guesses the the other group’s sculpture the closest is the winner.

*How to Play Human Sculptures: Non-competitive Version*

The leader should announce that the group will now participate in a “human clay” activity. Players would be asked to provide their own interpretation or illustration of some category of events or other topics (prepared in advance by the leader). Some examples of categories that could be used:

- A topic related to specific subject matter learned in the classroom
- An important event or experience
- An important event in history
- An famous scene from a movie
- A line from a famous song
The leader should demonstrate first (to help put the players at ease, especially those who might be reluctant to act out). This non-competitive version can be a good way to see how people illustrate content learned in class, or something personally meaningful to them.

Attributional style it is a very important concept and a new knowledge whereon pupils and peer educators can understand and learn a lot about themselves.
Moreover know how to manage success or failures can be a defence for lack and decrease in motivation and motivation to learn.
Linked to these ideas are personal theories on intelligence as it is well explained in Learning to Learn Guide which suggest these Activities 5 - 6 and 7.

- Focus on your success
- My strong points
- Davie has to take a test

Training topics: planning, dealing with time and stress

The intense training for young pupils can be stressful, trainers have to make enjoy the activities and always collect feedback from previous lessons and after every game.

Game 1: Pass the Mask

Objective: Participants break the ice, the group’s energy is raised and steps are made towards team building. Participants relax with each other by being able to appear silly with each other.

Materials: None
How to play

Ask all the participants to stand in a circle, facing inwards. Explain that each person is going to receive and then make a facial ‘mask’ which he or she will pass on to the next person in the group, who will make a new one to pass on, etc. Tell them the following: ‘I am going to make a face or a ‘mask’ and make eye contact with the person on my left. She or he must try to copy or make the exact same mask, with her/his face, as if she/he were looking in a mirror. [Demonstrate] Then, she/he will turn to the left and change the first mask into a new one to pass on to the next person. We will ‘pass the mask’ around the circle. Let’s try it now, and remember to make eye contact and give the person enough time to make a really good copy of your mask with her/his face. Do not rush through it too quickly, give everyone time to copy your mask exactly.”

Closure: The group can discuss how they felt playing the game.
The fifth day is dedicated to planning, dealing with time, environment and stress, and how all these factors can influence learning and motivation.

In the Learning to Learn Guide it is possible to find the proper exercise and theories to practice with timing and environment, Activities 8 - 9 - 10 and 11:

- Time management
- Control your environment
- Stress free
- The news analyst

Training topics: methods of study and mind mapping

The complexity has been raised: topics, concepts and methods and it is time for trainer to close the training session of the project with the last activities about the study technique, on how learning processing proceed, and the mind maps, related to the meta-cognitive concept.

In the Learning to Learn Guide are designed the Activities 12 and 13:

- Study technique - analogy
- Mind - mapping

Closure: Using the technique learned during the training create dynamic games as a role playing to make easier comprehension.

It very important to collect all topics discussed during meetings, underlining again the significance of each one. Trainees should be encouraged to point out critical ideas and unclear concepts.
Training topics: Monitoring and evaluating

During all training days, trainers should have kept the focus on peer education, it has to be a container in which all contents have to find their room. Through peer education many information will be passed and a different way of learning.
While the course is going on the trainer should be able to give more freedom to trainees to express themselves and to make peer education process start.
Peer education does not need only a guide or good trainers, it needs also of an environment able to create a structure to built it. As every process peer education requires many actors with different roles.

- Summarize topics
- Game (role playing)
- Peer start to create their program and their actions
- Tutoring

Feedback and outcomes:

Trainers have to collect all feedbacks from participants and they have to be able to present, divided in small groups, some topics they like more and try to explain them to the group by using games.

Focus group on peer creating a peer education program:

Probably the hardest part of all project. If pupils felt, during the course, empowered and owners of an important part of the program and they have understood all process, will be easier for them lead their peer education program.
This focus have to analyze few aspects:
How to start peer education program in their own school
First step to create a peer education program
Peer educators team meeting and visibility

**Game 1: The advertising campaign**

The peer’s group divided into several subgroups.
Each group has thirty to forty minutes to prepare an advertising slogan on peer education activities.
Groups are also asked to find three good reasons why their slogan should be the winner. Once finished, the big group gathers and the representatives of each small group illustrate its work and the reasons to choose it.
The entire group votes the slogan that will represent peer education activity activities in the school.

**Game 2: Emotion representation and peer educators action simulation**

a) In small groups, play some sketches to show the difficulties the students met at the beginning at the high school. 
b) Then simulate the tutor’s intervention in helping the students with their problems. 
c) Elaboration: 
- Which emotions came out from the sketches? 
- How did the tutors react? Errors to avoid, correct behaviours and attitudes

This game wants to promote feedbacks on the work done and it can be use at the end of any lessons or meetings.

**Game 3: Symbolic greeting game - Once upon a time...**
Objective: Promote the exchange of feedbacks on the work done.

Necessary material: a sheet of wrapping paper for each participant. A poster and a marker.

Time: 30-40 minutes.

Group phase: at the end of a group work session.

Objectives: Promote the exchange of feedbacks on the work done.

Instructions: The students have to form a circle. At its centre, the leader will put a poster with a sentence, which will represent a stimulus for the group’s creative writing. The input can concern different genres, the important thing is that it has to activate a story (ex. In the jungle, all the animals slept..., In the evening..)

The students have to write a story, thinking about their training experience as peer educator.

Every person will write a sentence on the poster and will fold the paper so that only his/her sentence will be visible for the next student. At the end, the poster will be unfold and the leader will read the whole story. Then the participants will have to report their emotions activated by the story and their general consideration.

Elaboration: The elaboration of this activity is, usually, very intense, due to the stories’ strong symbolism. According to every story’s characteristics and to the group’s experiences, it is possible to urge different meditation levels:

- How did I feel during the reading?
- Do I feel my personal experience is close to the one in the story?
- What particularly impressed me?
- Which aspects emerge regarding the task, the work process and the relationships between the group’s members?
- What would I add or cut?
- Which title would I give to the story?

Notes: This activity is usually very involving for the students, even if it requires some patience from the students, who have to wait for their writing turn. Because of that, it can be better o avoid this game with very large groups. With small or fast ones, the leader can propose another writing turn.

The writing order can be set (useful with groups who don’t have a self-organization sense yet), but it is preferable that everyone chooses spontaneously his moment to write. The conductor has to supervise on the game’s rules respect.
Supervision:

Trainers of the training team should watch over the work or tasks of each peer educator and of all groups. Supervision does not mean control of another but guidance in a work, Trainers should have prepared such system of support for peer before the end of the training days.
Peer educators program for intervention in class guidelines

It is important to underline that peer has competence that adults and trainers have not, being a peer. Peer educators are the only one to have the opportunity to communicate to students at the same level, using the same communication.

None adults can tell them how to move and interact with peers. It is crucial for peer educator to keep in mind this concept, because a big mistake for trainers and trainees either will be to establish the figure of peer educator as similar to all adult teachers present in school. Peer educators have to be still peers to their fellows.

The experience done during the training should have already create a functional team of peer educators.

They have gained different skills and abilities which are going to be useful during their meeting with classes.

Prepare the action:

- Peer educators should have a room in school where they can meet. In this space they could invite other student to take part and share information about the project.
- Could be useful to establish a campaign to sponsor the project as suggested by the game of the last lesson.
- Project and invent a tutorial support for students (introduction in school for new students, support after intervention in class on learning to learn)
- Organize a welcome party, in order to facilitate the acclimatization of new students
- Project documentation:

In order to draw benefit from the project lesson, it is necessary a constant report of activities, which will produce materials useful to make the project results known and to build knowledge around the theme of peer education.
First action in pilot class

It is important to start with clear rules so that everyone participating in the session is comfortable. The group of supervisors and peer educators decides in brainstorming which are the important rules for them, and they should fill in this list the following point:

- Respect. You must respect everyone in the group. This means there must not be aggressive behaviours, and everyone must be sensitive to other people’s points of view
- Attentiveness. Listen to what other people are saying. You will not only learn something but also make the people who are speaking feel more comfortable.
- Openness. To get the most out of the training, people should be encouraged to speak about their own experiences and not to speak for others.

It is necessary to schedule the lessons considering needs of all components of peer educator’s team but also evaluating school plan.

However either in case of less time for lessons, it could be built a tutorial support by peer educators for all students to get into learning to learn strategies and to organize more activities. Peer educators are free to invent any initiative they prefer, coordinated by their tutors, as the suggestions above (Peer educators program for intervention in class guidelines).

Audience and setting:

The perfect group is a small class with not more than 20 students, but probably groups will be larger or will be too many classes and give lessons to all will take too long. So peer educators should be elastic to their need, time and competence, and it is necessary to adopt different strategies on different school contexts.

About the setting could be used the one of the training team. The setting should not be the same of normal lesson, a round circle is the best way, it makes feel confident all participants, peer supports too.
Questionnaire:

Peer educators could prepare a short questionnaire with few points and give it to their fellow students. It can be useful to understand quickly:

- Which expectative participants have
- What do they know about the campaign on this project
- What do they know about peer education and learning to learn
- What do they think about them

Questionnaires can be handed out to participants at the very beginning of the session.

Peer educators ask each person to fill it out without any help from his or her friends. They are given about ten minutes to complete the questionnaires, after which the peer educators collect them. If is possible, the educators should try to check through questionnaires to see what the participants already know about the subject, which will help them to know what information they need to focus on and emphasize. Another questionnaire could be used at the end of the session, in order to understand if it was successful and how could be improved.

Introduction:

It is important to start with an introduction to the peer education session, to introduce the participants and to remind them of why they are attending these meetings.

Some basic roles for a good interaction:

- Use nouns and not surname
- Use small sentence
- Speed up everyone to speak
- Does not exist right and wrong
- Use freely any kind of language
- Encourage spontaneousness and immediacy
- Use images, analogies and metaphors
A clear introduction is fundamental for every start, peer educators should focus on:

- Introduce themselves and the new project
- Briefly describe what it is peer education
- Describe what is learning to learn
- Draw the schedule of lessons

Icebreaker:
There are many icebreakers that can be used, including games and exercises such as the Ball exercise or Human Sculptures, described in this guide, but it is possible to find more, have a look on appendix and reference.

Learning to learn concepts and activities:
The focus of lessons will be on learning to learn concepts and most of the time will be used to explain their roles and play with some exercise. The Learning to Learn Guide well known by peer educators will be the base to establish lessons.

Final questions:
At the end every lessons, students are invited to share their reactions to what they have experienced during the meeting. Although they should be encouraged to ask questions and give comments at any point. Peer educators have also the opportunity to review topics that may have arisen out during the presentation and games. Everyone should feel confident with the group and speak freely about anything. At this purpose is useful to use some game or role playing.

At this point can be given another questionnaire about the lesson already done. This could be an evaluation for peer educators but, most important, trainees could give important suggestions to redefine the course.
Tutoring project

An important action to be done, as already said, should be the creation of a tutorial service done by peer educators for all students. This action will help peer educators to start with their activities and students could use this service to have help and to be more participative to school life, in order to prevent early school living.

So is suggested this activity:

Peer educators elaborate a tutoring project, to be proposed to their school

1. Identify need situations, when the students would be helped by a tutor’s support

   • ..................................................
   • ..................................................
   • ..................................................
   • ..................................................

2. Needs of 1st year high school students

   ..............................................................................................................................
   ..............................................................................................................................
   ..............................................................................................................................

3. Aims of our project. Which are its aim and the goal to pursue.

   ..............................................................................................................................
   ..............................................................................................................................
   ..............................................................................................................................

4. How do we want to meet this goal? (Activities, initiatives)

   Proposal 1...........................................................................................................
   Proposal 2.........................................................................................................
Proposal 3........................................................................................................................................
5. To be accomplished:

When (period, time)...........................................................................................................
........................................................................................................................................
........................................................................................................................................
For how long..........................................................................................................................
........................................................................................................................................
........................................................................................................................................
Who is going to do it...............................................................................................................  
........................................................................................................................................
........................................................................................................................................

6. How does the tutors’ group work?

- Which tasks
- Division of the tasks
- Needs
- Resources we have (persons, materials etc.)
**Action in all classes**

A continuous evaluation must be done during all the phases of process to adapt and work out a new structure or model for the courses. After developing the process and all components (peer educators, tutors, teachers and schools) it is possible to start the action in all classes. At this point it is important that peer educators build a more structured system of tutoring for students and for new students of next academic year. This is a good strategy to prevent early school leaving and to promote and pass peer education actions to a new generation of pupils.

**Maintenance of objectives**

In this phase it has to be developed the activity of coordination with school to submit again the project, to prepare a new generation of peer educators. If during all the process all the activities have been reported and all steps have been evaluated, will be easier to pass the information and make possible the continuousness of the project.
**Evaluation**

Training team supervisors should have followed, all the path chosen and done by peer educators, and supervised all the phase of the peer educators course. After the first pilot class actions it is necessary to analyse, by supervisors and peer educators, results and difficulties founded. Two levels need to be evaluated individual and groups difficulties and lacks in lesson structures. Peer educators will involve themselves and their emotional states, they need a constant support either on technical statement and on their feelings. The interaction between classes brings itself few dynamics difficult to handle, so a continuous support will be very useful. Tutors from the training team and teachers have this duty to make easier the work of peer educators. In order to monitor the project and to carry on its evaluation we can foresee the following activities:

- Ongoing focus groups with all the students involved in the activities (both tutors and not)
- Ongoing focus groups with all the tutors of training team involved in the activities
- Final focus group with all the students involved in the activities (both tutors and not)
- Final focus groups with all the tutors involved in the activities
- Final focus group with the participation of both students and tutors
- Individual interviews with a sample of tutors and students, as well as headmasters, administrative staff and parents
Every action done for the project, could be evaluate by using the following scheme:

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<thead>
<tr>
<th>Action</th>
<th>Weaknesses (Difficulties and problems met during the project)</th>
<th>Strengths (opportunities and resources to enhance)</th>
<th>Proposal to improve the project and to promote it in other schools</th>
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<tbody>
<tr>
<td>Preliminary class intervention</td>
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<td>Peer educators’ selection</td>
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<td>Peer educators’ training</td>
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<td>Network promotion</td>
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<td>Students’ leadership promotion</td>
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<td>Tutors’ team program the work</td>
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<td>The advertising campaign</td>
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<td>The action of the project</td>
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<td>Project documentation</td>
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<td>Project evaluation</td>
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<td>Suggestion</td>
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- The project result will be analysed in a meeting with all the characters involved
- A questionnaire to evaluate the satisfaction of the students who have participated in the activities
Brief example of questions for a questionnaires to evaluate the satisfaction of peer educators:

1. Which were the most difficulties during the lessons?
2. What kind of difficulties have raised during the course?
   Management or relationship
3. How do you value the efficacy of the course?
   Likert scale: 1 to 5
4. Do you think was a good experience?
   Likert scale 1 to 5
5. Which competence did you develop?
6. How many lessons do you suggest?

Brief example of questions for a questionnaires to evaluate the satisfaction of students:

1. How was useful the training?
   Likert scale: 1 to 5
2. Which were the arguments you like most?
3. How many lessons do you want?
4. Do you like a tutorial support done by students?
5. Would you do like to become a peer educator too?

All the monitoring and evaluating activities have to be recorded in written form. So it is necessary to foresee the tape recording and the transcription of the focus groups and of the interviews.

All the produced material have to be used for the project evaluation in every school and it will be the base for the final evaluation report to be discussed during the last project partners meeting.
Appendix

Few activities to be used during trainings:

Icebreaker games

Activity 1: Clustering game
Participants walk inside the room freely, when the animator says a number, they must quickly form groups consisting of a number of people equal to the one said by the animator. The game is repeated with different numbers, the last to be called is number 2 which allows the formation of random couples. These pairs will work together in the following activity.

Activity 2: Concentric circles
Necessary material: none
Time: for a group of 20 persons, it takes around 60 minutes
Objectives: facilitate introductions
Instructions: divide the group into two equal parts. These subgroups have to form two concentric circles, one inside the other. The internal circle will be outward-facing, while the external circle will be inward-facing, to allow the creation of pairs. Everybody sits on the floor. Each member of a pair will ask some questions to the other one, to come to know each other better. After some minutes, the leader will give a signal and the inner circle will move to next position, until everyone will have met all the others.
Elaboration: ask everyone’s impressions and difficulties about the game
Notes: It is useful that one of the two leaders participates to the game, to accelerate its rhythm. Moreover, it is useful for the leader to be available to do what he asks to the group.
This game allows an introduction in pairs, which initially is less challenging than the one in front of an entire group.
Activity 3: The four corners

Necessary material: four A3 sheets, for each category (minimum 4 – maximum 6), scotch tape, marker

Time: for a group of 20 persons, it takes around 60 minutes

Year time: it can be used with groups which just began to work together

Objectives: facilitate introduction

Instructions: Four categories billboards will be hanged on the four walls of the room. The leader will show the four subjects belonging to the same category and the students will have to get to the wall they feel closer to their personality. The members of these groups will have the opportunity to share their opinions about their choice (10 min.) . At the end, the students will get back to the centre and will split again with a new set of words.

Possible sets:

Madonna- Sting- U2- Beatles

Head- Stomach – Heart – Other

I can’t – I don’t want – I’d like – I have to

At the end, the students will elaborate their activity.

Elaboration: ask everyone’s impressions and difficulties about the game.

Activity 4: Warm up game - The circle of numbers

Necessary material: a chair for each participant

Time: 30 minutes

Group phase: every phase

Objectives: Increase the attention to nonverbal communication and activate a positive group atmosphere. Instructions: the group forms a circle, so that everyone will face the others. The group members have to count (beginning from 1), without following an established order. Rules:

1. The number is valid only if it is pronounced by only one person
2. It is not allowed to set verbal agreements
3. It is not allowed to gesticulate
4. It is not allowed to repeat the same order or follow an organized method (ex. following the linear order)
The aim of the game is to teach to the participant to stay tuned on the others and get the right moment, to accomplish the task: to count as much as possible.

It is fundamental to say that the accomplishment of the task depends on everyone’s commitment.

Elaboration: the time to be dedicated to the elaboration is going to be set later, according to the course of the game.

The groups showing a good collaboration will be asked only to report some impressions, to give value the group experience. The groups showing not a so good collaboration will be asked to report which kind of obstacles and difficulties they found. It is not about looking for the “guilty members”, but looking for the facilitator attitudes and the obstacles. We should not put the attention on internal dynamics but analyze the most important issues related to the failure.

Notes: After some initial difficulties, usually the groups find their own rhythm and improve their performance. This simple game is very useful because, from a side, it stresses some group characteristics (ex. Listening skills, power dynamics, collaboration, interdependence etc.), from the other side it activates significant potentials, to create a reciprocal attention climate.

Activity 5: Two hands draw

In pairs, the students have to draw some animals, without before drawing a draft. Both students have to hold the same pencil with a hand, doing their best to accomplish the request.

Elaboration:

- How was the activity?
- Who guided the pencil?
- Was there a guide or a submissive person?
- Did you agree on the movements of the pencil?

Let’s observe the draws.

- Which elements in the draws do you think let emerge these dynamics?
Game on peer education

Activity 6: Tutors know each other
At first, participants are divided into pairs. Each pair receive a sheet with three questions:

1) Why did you choose to become a tutor?
2) Which personal resources you think you can bring to the group of tutors?
3) What do you think you can learn?

Partners read all the questions and each of them answers to the other telling the reasons of his choice to become tutor. Each student has five to ten minutes to introduce himself. In the second part of the activity, the whole group is gathered in a circle and by turn, each student introduce himself as if he were "his fellow", standing behind him and putting his hands on his shoulders. He has to speak in first person.

“Try now to identify with your partner: Think well to what he said, get behind him and introduce yourself as if you were him, telling the group the important things that you discovered about your partner Then you will exchange the roles. All the group listens without comment. We can notify our impressions only at the end. "Thinking about the activity:

a) How did you feel during this activity?
b) How freely did you speak about you to your fellow?
c) How much attention did I put into listening process?
d) Did he understand me?
e) Did I manage to identify with my fellow?

Activity 7: Strategies to put yourself in someone's shoes
“I managed to put myself in someone else's shoes when..” The students look back to their personal experiences and find out situations in which they have been able to get in someone else's shoes. From their observations, we are going to list some of the strategies used to get in the shoes of another. Then we write a summarizing billboard.
Group dynamic’s games

Activity 8: A group at work

Exercises on the group dynamic: “Observing a group at work”

The group is divided into two subgroups, one of them has the task of representing a simulated team at work, and the other is a group of observers. The first group will sit around a table and will receive a sheet containing the following text:

An 18 years old girl belonging to a very traditional and strict family is in love with a 20 years old boy, but her parents don’t like him. She still continues secretly to go out with him. She came to know that he assumes drugs and she tries to help him to stop. She tells her secret to her older sister, but she doesn’t agree with her either. One evening, after a party, the boy gives to the girl a dose of heroin and supplicate her to bring it to a friend of his who needs it because he was on abstinence crisis. She reluctantly accepts.

During a night control, the police stops the girl’s car and finds the bag with the drug. The girl begs the police to forget it, but the police drags her in its headquarter and denounces her for drug possession. In the meantime, her sister revealed everything to her parents and they get very angry. The girl feels lost and, desperate, commits suicide.

Which of these characters, in order of appearance, the girl, the boyfriend, the parents, the sister, the boyfriend’s friend, the police can be considered responsible for this death?

The group has to agree on a list of responsible people, from high to low responsibility.

The group has thirty minutes to discuss the matter and solve the task. The observers group have to watch the simulating teams. Each member has a task, unknown to all others, so that it is possible to observe the verbal and nonverbal communication.

Observers A: Observe the leader of the group and in which way;
Observers B: Notice which methods are used by the group to take decisions;
Observers C: Observe people who don’t participate to the discussion and how they do it;

Once the team debate ends, all the group meets in a circle and, first of all, the simulating group have to share its feelings, emotions and thoughts about what happened with the others. In the second phase, the observers, in turns, refer to the group all their observations.
Activity 9: I Know everything

Objective: solve a problem all together, experimenting some group working methods.

Instructions: the leader divides the group into two parts and propose the same problem to solve to both of them. The first subgroup will adopt the Principle A to solve the exercise, while the other subgroup will adopt the Principle B.

Principle A: the problem has to be solved first individually. Then, everyone will share his solution with the others and the group will find a common agreement. They have ten minutes for the individual choice and twenty minutes to discuss the common choice.

Principle B: The subgroup will have thirty minutes to discuss about the problem freely and reach a written common solution.

After 30 minutes, the groups are asked to share their results.

Text of the problem:
“Put in a chronological order the following historical events: Napoleone’ birth, End of The First World War, Bastiglia’s assault, Charles Magnum’s coronation, Berlin Wall’s fall, Cassibile’s armistice, Porta Pia’s assault, Wall Street’s crisis, End of The Second World War, America’s discovery” (Solution: Charles Magnum’s coronation: Christmas 800; America’s discovery: 1492; Napoleone’ birth: 15.08.1769; Bastiglia’s assault: 1789; Porta Pia’s assault: 1870; End of The First World War: 1918; End of The First World War: 1929; Cassibile’s armistice: 1943; End of The Second World War: 1945; Berlin Wall’s fall: 1990.)

Thinking about the activity:
- Is it better to be alone or in a group to solve a problem?
- Which advantages or disadvantages did you find solving the problem all together?
- Which group worked better?

This activity helps the guys to think about the fact that individual knowledge, mixed with the others’ knowledge can represent an incredible power.
Communication’ games and role playing

Activity 10: Communication game. In his shoes
Two students sit close and improvise a dialogue according to the context and the situation indicated by the conductor ("We are in a doctor waiting room..."); “Sitting on a train with a delay of more than half an hour ...”; “At the stadium, cheering for students playing in two opposing teams ... “At the hairdresser”). Behind each of the two students, two more ones will be their companions’ "hands", in fact, while the first talk, leading the verbal communication, the others will have to follow the dialogue with their hands’ gestures. A jacket worn by the front will hide the arms exchange and will make the effect more real. Not only those who keep the conversation will be a guide to the arms, but also the arms can give suggestions and be a stimulus for the dialogue. Some more couples repeat the game, varying the situations.
Elaborate and comment the activity. Thoughts and comments on verbal and nonverbal communication.

Activity 11: Communication game. Speaking dumb
The conductor writes a phrase on a sheet. Six students go out of the room. The leader tell the phrase to group remained in the classroom assigns to a volunteer the task of miming the phrase to one of the boys who previously left the room. He can mime it three times, without giving any indication if the interpretation is correct or not, the other observes in silence and, after the third repetition, he writes the phrase on a piece of paper, as he understood it. Then he has to mime himself to one of the another student out. The game continues until the last student will tell loud the message he received and the group will value the correspondence to the original phrase written by the conductor, thinking about the distortions occurred and the difficulties raised during the communication.

Activity 12: Semi-structured Role Playing game: If I shot a movie on adolescents I would
Objectives: Let emerge the group’s representations about being a teenager and about the relationships between adults and adolescents.
Necessary material: paper sheets and pens. A table and some chairs for the meeting.
Time: The length can vary a lot, according to the events. Globally, we can consider from 2 to 3 work hours.

Group phase: this game can be used at least from the 2nd day that the group works together, or with settled group, assigning different functions (supervision, training, reorganization etc.). Anyway, the exercise should always be a part of a longer training course.

Instructions: the leader will present a situation and chooses the actors, without giving any particular prescription on their roles and on the objectives.

Situation: a movie maker and his assistant gathered six people to explore and speak about adolescence’s characteristics, in order to collect some material for their next movie on this theme.

Actors:
- A movie maker
- His assistant
- A researcher
- A teacher
- A parent
- A young emerging singer
- An adolescent
- An older adolescent from a social centre

Duties:
In a maximum time of 40 minutes (time for the meeting) the participants have to identify a list of ten most important characteristics of adolescence, ordered by importance. The movie maker and his assistant must lead the discussion.

So, the leader has to assign all the roles. It is very important that any member can apply freely and is not forced to play a role. Then the leader will prepare the room for the meeting. “Double” Technique.

In order to help the protagonists to play their role, a conductor will play the role of the “double”. He will stand behind the actor’s back, helping him to build up his character. For instance, if the movie maker will say: “I’m the movie maker..”, he will add some more details, in order to construct a complex character’s identity. He must not lead the role setting.
The other group members who are not acting, will observe the role playing, collecting observation on “what” emerges from the play and on “how” the actors interact.

Now the play can start. The leader will not interrupt the play, unless if he has to repeat the instructions.
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