

Peer Support Student Training Plan



Trainer's resources

- Flip chart paper and pens
- Sticky-tack
- Pens and paper for all the students (it may be worth creating a workbook for the students to help them keep their training notes in one place).
- Paper sticky notes
- Definitions of bullying from Slide 5 written on separate pieces of paper for Session 2
- Copies of case studies/newspaper articles for Session 8
- Print-outs of the Level 1 Peer Supporter Certificate for Session 15
- Students to bring their diaries/work plans
- A printout of the PowerPoint slides



Agenda and proposed timings

08:30 – 08:45	Introduction to the day (15 minutes)	
08:45 – 09:00	Ice breaker (15 minutes)	
09:00 – 09:10	Session 1	Creating an agreement for the Peer Supporters (10 minutes)
09:10 – 09:30	Session 2	What is bullying? (20 minutes)
09:30 – 09:45	Session 3	The different types of bullying (15 minutes)
09:45 – 10:05	Session 4	What do people get bullied for? (20 minutes)
10:05 – 10:20	Session 5	Is it ever OK to bully someone? (15 minutes)
10:20 – 10:40	BREAK (20 minutes)	
10:40 – 11:10	Session 6	Why do people bully others? (30 minutes)
11:10 – 11:30	Session 7	Similarities and differences game (20 minutes)
11:30 – 11:40	Session 8	The impact of bullying (10 minutes)
11:40 - 12:40	Session 9	Myths and misconceptions about bullying (1 hour)
12:40 – 1:30	LUNCH (50 minutes)	
1:30 – 1:45	Session 10	Spotting someone who is being bullied (15 minutes)
1:45 – 2:25	Session 11	The role of Peer Supporters (40 minutes)
2:25 – 2:45	Session 12	Qualities of a Peer Supporter (20 minutes)
2:45 – 3:25	Session 13	Our school (40 minutes)
3:25 – 3:45	Session 14	Next steps (20 minutes)
3:45 - 3:50	Session 15	Celebrating the day's achievements (5 minutes)

A one-day training outline for staff to train their students to be Peer Supporters

Instructions to train students

Introduction (15 minutes)



Aims of session

- ▶ Understand the objectives of the day
- ▶ Feel they are part of a network of Peer Supporters across Europe
- ▶ Recognise that being a Peer Supporter is a privileged role in the school

Training activity

Slide 1

- ▶ Introduce why the students are here today and explain why these particular students have been chosen to be Peer Supporters. What qualities/behaviours have they shown?

Slide 2

- ▶ Outline the plan for the rest of the day.

Slide 3

- ▶ Explain what the ENABLE project is and how it is being implemented in the school.

It is important to explain that they are part of a network of students who are receiving the same training in Croatia, Greece, Belgium, Greece and the UK.

- ▶ Ask students to match up the flags on the slide to the countries circled.

Resources Slides 1, 2 & 3



Ice breaker (15 minutes)

Aims of session

- ▶ Help students to get to know each other
- ▶ Create a relaxed environment where students feel comfortable

Training activity

Slide 4

- ▶ Put students in pairs and give them each a piece of paper and a pen.
- ▶ Give them 2 minutes to roughly draw their partner and ask each other the following questions:
 - 1 What Year they are in?
 - 2 One fun fact about them
 - 3 What they are most proud of?
 - 4 Why they wanted to become a Peer Supporter?
 - 5 What do they hope to achieve from the training day?
- ▶ Select a few pairs to share their drawings and tell the group a bit about their partner.

Resources Slide 4

1 piece of paper and 1 pen per student

Instructions to train students

Session 1 – Creating a Peer Supporter Agreement (10 minutes)



Aim of session

- ▶ Students will understand that they need to listen to each other, treat each other's ideas with respect, work as a team, support each other etc.



Training activity

- ▶ Explain to students what a group agreement is and why it is important.
- ▶ Ask students to put forward ideas for a group agreement which establishes the ground rules for the day and the Peer Support scheme e.g. listen and respect each other's ideas, include everyone in group work etc.
- ▶ Write student's ideas up on a piece of flip chart paper and ask them to circle the ones they feel are most important. The circled ideas will form their agreement.
- ▶ Stick the agreement up where all the students can see it.



Resources

- ▶ Flip chart paper and pens



Session 2 – What is bullying? (20 minutes)



Aim of session

- ▶ Students know what is defined as bullying behaviour and understand what distinguishes bullying from other types of behaviour
- ▶ Peer Supporters and Staff Peer Support Lead have an agreed definition of bullying



Training activity

Slide 5



- ▶ Ask the group to put their hands up if they have heard of the word 'bullying'.
 - ▶ Write the 'Bullying Definitions' from the slide on pieces of paper around the room, one definition on each piece.
 - ▶ Ask students to stand under which piece of paper they think is the correct definition.
 - ▶ Select a number of students to explain why they stood under that particular definition. What is it about the definition which made them think it is the correct one?
 - ▶ Once students are back in their seats ask students to give suggestions of what they feel makes a behaviour 'bullying'.
- ① *Click on slide 5 to reveal the definition of bullying which includes all of these factors.*

Instructions to train students

- ▶ Based on the previous activity, you can either come up with a group definition of bullying which incorporates all of the elements students feel makes a behaviour 'bullying', or, if students are happy with it, use the definition highlighted on the slide.

Resources Slide 5

- 1 Your school's definition of bullying
- 2 Bullying is any action which hurts somebody physically, psychologically or emotionally.
- 3 Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen offline or in cyberspace (Anti-Bullying Alliance).
- 4 Bullying involves a bully using repeated threats, violence, force or abuse to a victim to gain a sense of power over them. This can happen online or offline.

Session 3 – The different types of bullying (15 minutes)

Aim of session

- ▶ Students are aware of the different types of bullying and are able to identify the behaviours associated with each type



Training activity

Slide 6

- ▶ Ask students to put their hand up if they know the three different categories of bullying (verbal, physical and indirect which includes online bullying). You can prompt them by giving them the first letter of the word if they're struggling.

 *Click slide 6 to reveal answers and ensure they write these down.*

Slide 7

- ▶ Put the students into groups of four and ask them to write down as many examples of the three types of bullying as they can think of. Select a few to share from each group.

 *Click slide 7 to reveal examples.*

Make sure that online bullying is discussed in this session.

Resources Slide 6 & 7

Paper and pens for each group

Instructions to train students

Session 4 – What do people get bullied for? (20 minutes)

Aim of session

- ▶ Understand why people get bullied
- ▶ Realise that the key reason people get bullied is because of difference
- ▶ Define the word discrimination and be able to associate certain types of behaviour to the word
- ▶ Staff member to see from the students' discussions some of the key issues which exist in the school

Training activity

Slide 8

- ▶ Split students up into groups of five and put each group in a different area of the room. Give each group a pack of sticky notes.
- ▶ On separate sticky notes ask them to write all of the reasons they think people get bullied e.g. height, interests, family etc. Ask each group to stick their notes on an area of the wall.
- ▶ Ask students to share some of the reasons they have written and ask them where they have seen this happening e.g. in school, in the media etc.
- ① *Add key reasons to the list if they haven't been covered e.g. race, sexuality. Keep these sticky notes as you will need them for Session 6. Click slide 8 to show examples of why people get bullied.*
- ▶ Ask the group to put their hand up if they know and can explain what the word discrimination means.
- ▶ Can students name some of the types of discrimination?
- ① *Click slide 8 again to show examples of discrimination.*
- ▶ Highlight to students that all of the reasons above of why students get bullied are ultimately down to difference.

Resources Slide 8

- ▶ Pack of sticky notes and pens for each group



Instructions to train students

Session 5 – Is it ever ok to bully someone? (15 minutes)



Aim of session

- ▶ Reflect on why people get bullied
- ▶ Understand that it is never ok to bully someone
- ▶ Recognise the importance of celebrating difference, being proud of their own differences and celebrating other's differences

Training activity

- ▶ Collect all of the students' sticky notes from Session 4.
- ▶ Create two large columns on a wall with a good amount of distance between them. In one column write YES on a piece of paper and on the other write NO.
- ▶ Ask students to get back into their groups from Session 4.
- ▶ Divide the sticky notes equally between the groups, ensuring they don't have all of their original sticky notes. Ask them to work together to sort their sticky notes into the two columns. 'YES' means it is an ok reason to bully someone and 'NO' means it isn't. The quickest group to sort them wins.
- ① *Hopefully students will have put all the sticky notes in the 'NO' column and realise that there are no OK reasons to bully someone. If there are some sticky notes in the 'YES' column, have a discussion around these with the students. They will all be anonymous so no one will feel embarrassed.*
- ▶ Finish the activity by summarising that there is never an OK reason to bully someone. Highlight to the students the importance of difference and being proud of what makes you different.

Resources

- ▶ 1 piece of paper with the word YES and 1 piece with the word NO
Sticky notes from Session 4

Session 6 – Why do people bully others? (30 minutes)



Aim of session

- ▶ Explore some of the reasons why someone may bully someone else
- ▶ Reflect on how emotions are linked to how a person behaves
- ▶ Understand some of the emotions someone who bullies others may be feeling
- ▶ Recognise that often the bully needs support too
- ▶ Increase the students' emotional understanding

Instructions to train students



Training activity

Slide 9



- ▶ Ask students the following questions and take a few answers:
 - ① Think about a time when perhaps you had had a row with someone at home before school, or something had happened which had made you feel really angry. How did that change how you behaved with others when you got to school?
 - ① *Possible answers you are looking for include grumpy, angry, short with people, irritated by others, sensitive.*
 - ② Think about a time when there was something you really really wanted (a grade, a material possession etc.) and your friend or someone in your class got it before you. How did that make you feel? And how did you react to them?
 - ① *Possible answers you are looking for include jealous, upset, annoyed, left out etc.*
 - ③ Now I want you to put yourself in the shoes of someone who is being bullied. Pretend someone new is starting the school. You have been bullied in the past because students think your interests are different from most students'. You see the new person as a threat and you are worried because of your previous experiences that they may bully you. What might you do?
 - ① *Possible answers you are looking for include: start bullying them before they can bully you, be unfriendly to them, spread a rumour about them, avoid them.*
- ▶ Put the students in groups of five. On a large piece of paper, ask each group to draw the outline of a person's body. Thinking about the questions they've just been asked, on the inside of the body write all of the reasons that may make someone bully someone else.
- ▶ Share some of the group's answers.
 - ① *Click on slide 9 to reveal examples.*
Add any key reasons that have been missed.
- ▶ Explain that, from the reasons they have discussed above, there are sometimes things that happen in people's lives that make them behave badly towards others. Although bullying is never acceptable, explain that sometimes the people who are doing the bullying need support too.



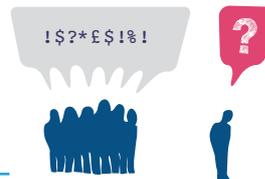
Resources

Slide 9

- ▶ Large piece of paper and pens for each group

Instructions to train students

Session 7 – Learning about people’s similarities and differences (20 minutes)



Aim of session

- ▶ Recognise that students have more similarities with their peers than they think
- ▶ Observe that despite having similarities and differences with students they can still work together as a team

Training activity

- ▶ Ask all the students to form a large circle with their chairs. Remove one of the chairs and ask the person without the chair to stand in the middle of the circle.
- ▶ Explain that the person in the middle has to start by saying 'It is true of me that' followed by a statement that is true for that person e.g. 'it is true of me that I have brown hair'. All of the other students who the statement is true for then have to walk into the middle of the circle and swap chairs with each other as quickly as possible. The person left without the chair then starts the next 'It is true of me that.'. Tell the students that it is really important that they don't break the circle of chairs.
- ▶ Do the activity until most of the students have had a go.
- ▶ Ask what the students learnt from the exercise. Explain that this exercise shows that despite having similarities and differences, the team worked together to keep the circle of chairs complete, just like they will have to work as a team in their role as Peer Supporters.

Resources

- ▶ Students with their chairs

Session 8 – The impact of bullying (10 minutes)

Aim of session

- ▶ Develop empathy for those who have been through bullying
- ▶ Understand the different impacts that bullying can have on a person

Training activity

Slide 10

- ▶ Circulate the newspaper articles/case studies with the group and give them time to read the different stories.
- ▶ Ask them if they found anything shocking /surprising about them.
- ▶ Ask students to put their hands up and give examples of the impact bullying can have on a person.
Click on slide 10 to reveal examples.

Resources

Slide 10

- ▶ Copies of newspaper articles or case studies on the general public or celebrities which demonstrate:
 - 1 The impact bullying has on a person e.g. suicide, lasting into adulthood
 - 2 A person's experience of online/cyber bullying

Instructions to train students

Session 9 – Myths and misconceptions about bullying (1 hour)



Aim of session

- ▶ Recognise the importance of preventing and tackling bullying within the school
- ▶ Understand the misconceptions some people have around bullying
- ▶ Develop debating skills



Training activity

Slide 11

- ▶ Split students into three groups and label each student in each group number 1 or 2, ensuring there is an even number of both in each group if possible.
- ▶ Hand each group one of the 'Debate Statements' about bullying from the slide.
- ▶ Explain to the students that they are going to have a debate about the statement they have been given. All of the 1s will argue in favour/ agree with the statement and all the 2s will argue against and disagree with the statement. Each group will have 3 minutes to argue their side and the team that wins is the team with the most votes from the audience.
- ▶ Explain to the students that they can use drama to support their argument and information from the case studies/newspaper articles provided in Session 8. Give them 15 minutes to come up with their argument.
- ▶ In turn ask each group to present both sides of their argument.
 - ① *Add any key points to the arguments which have been left out.*
- ▶ After each group has presented, ask the audience if they want to ask any questions to either side and then ask them to vote for who they think argued the best side.
- ▶ Ask the students whether they agree or disagree with the debate statements. Explain to them that:
 - 1 Bullying is not a normal part of growing up
 - 2 The impact of bullying can stay with people into adulthood
 - 3 You should behave online as you would offline
 - 4 Online bullying can often be worse than offline bullying due to the fact that it can happen 24 hours a day, it is very public, it can be very isolating etc.
 - 5 There is not always a clear distinction between a person being a bully or a victim. Often people who bully have also been bullied

Instructions to train students



Resources Slide 11

Pens and paper

Debate Statements (pieces of paper with one of the following statements):

- 1 Bullying helps to build character and makes a person stronger
- 2 Offline bullying is worse than online bullying
- 3 Bullies are bullies and victims are victims

Session 10 – Spotting someone who is being bullied (10 minutes)



Aim of session

- ▶ Develop empathy for somebody who has been/is being bullied
- ▶ Recognise the different emotions and signs that someone being bullied may show
- ▶ Be able to identify what someone being bullied may look like



Training activity

Slide 12

- ▶ Explain to the group that they need to walk around the room, and when you shout stop they have to freeze into a pose which resembles what someone being bullied may look like.
- ▶ Go around and select a few students to explain their pose, focussing on the emotions they are displaying in the pose. Allow the students to do a number of different poses.
 - ⓘ *Click on slide 12 to reveal examples.*
- ▶ Summarise some of the key points of what someone being bullied may look like.



Resources Slide 12

Students, space for them to walk around room

Session 11 – The role of Peer Supporters (40 minutes)

Aim of session

- ▶ Identify the different roles people play in group bullying
- ▶ Recognise how people can passively contribute to bullying
- ▶ Understand the concept of a bystander and an upstander



Training activity

Slide 13

- ▶ Write the 'Bullying Scenario' on the board where all students can see it/show slide 12 and read it out to them. Write the names from the scenario on the board.

Instructions to train students

- ▶ Ask students to label whether each character in the scenario is:
 - 1 Contributing to the bullying – Student 1 (leading the bullying), Student 3 and Student 4 (encouraging the bullying and providing the bully with an audience), Student 5 (hasn't done anything to help the victim), Teacher (hasn't done anything to keep an eye on the student being bullied).
 - 2 Helping to stop the bullying.
 - 3 Not making any difference.
- ▶ Ask students to share their answers and explain that everyone in the scenario is contributing to the scenario in the ways outlined above.
- ▶ Teach students about the concept of a bystander and an upstander.
- ▶ Discuss with the students how the people in the scenario could help stop the bullying or support the victim.
- ① *Some examples could include:*
 - Student 3 & 4 – Stop laughing at the bully and tell the bully it's not funny, report the bullying.*
 - Student 5 – Report the bullying to the teacher, ask Student 2 if they are ok.*
 - Teacher – Ask any of the other students if they have noticed anything going on in the class. Tell Student 2 that if they aren't ok they can talk to the teacher, that the school doesn't tolerate bullying and takes it very seriously.*
- ▶ Tell students that we all have a part to play in stopping bullying.
- ▶ Explain what the role of the Peer Supporters will be in the school and what part they will play.



Resources Slide 13

Bullying scenario from slide 13

Session 12 – Qualities of a Peer Supporter (20 minutes)



Aim of session

- ▶ Identify the qualities/skills that somebody needs in order to effectively support someone
- ▶ Identify and recognise their own qualities and skills and understand how they can use these in their role as a Peer Supporter



Training activity

Slide 14

- ▶ Ask students to think of a time when they had a problem and someone helped them. Ask them to write down all of the qualities that person had e.g. good listener.
- ▶ Pair the students up with people they know.
- ▶ Ask them to write on each other's pieces of paper great qualities their partner has.

Instructions to train students

- ▶ Ask them to discuss how each of their qualities will help them in their role as a Peer Supporter.
- ▶ Select a few students to read out the qualities of their partner and how these will help them be a Peer Supporter.
Click on slide 14 to reveal examples.

Resources

Pen and paper for each student

Session 13 – Our school (40 minutes)



Aim of session

- ▶ Highlight the issues that currently exist in the school
- ▶ Reflect on their experience of school
- ▶ Come up with effective solutions to the problems which exist in the school

Training activity

- ▶ Stick three large pieces of paper up on the wall side by side. On the left hand piece of paper write 'My School', on the middle piece of paper write 'Actions' and on the right hand piece of paper write 'My Perfect School'.
- ▶ On the piece of paper entitled 'My School' ask students to write words to describe what their school is currently like in relation to friendships, bullying, safety and how students treat each other (5 minutes).
- ▶ On the piece of paper entitled 'My Perfect School' ask them to write words to describe their perfect school in relation to friendships, bullying, safety and how students treat each other (5 minutes).
- ▶ Share what the group has written on both sheets of paper and if necessary, ask the students to explain what they have written (5 minutes).
- ▶ Split students up into groups of five. Ask the groups to write down ideas of what they could do to move from 'My School' to 'My Perfect School'. Encourage groups to think about the role Peer Supporters, other students, staff and parents have to play (15 minutes).
- ▶ Ask the groups to share what they have written and put some of the key ideas on the middle piece of paper you've stuck on the wall entitled 'Actions'.
- ▶ Circle the ideas the students want to prioritise.

Resources

Three sheets of flip chart paper and pens and paper for students

Instructions to train students

Session 14 – Next steps (20 minutes)



Aim of session

- ▶ Get the students to start thinking about their role
- ▶ Create an action plan for after the training day, including establishing weekly meetings



Training activity

- ▶ Explain the importance of the Peer Supporters creating a sense of identity so students recognise them in school.
- ▶ To start to create their identity, ask them to come up with a name for their Peer Supporter group.
- ▶ Explain the next steps for the Peer Supporters e.g. introduce themselves to the school, meet each week to go through the set of 10 Peer Supporter sessions.
- ▶ Set a time and day each week where the Peer Supporters will meet you to run each of the 10 weekly Peer Support sessions.



Resources

Students will need their diaries/work plans

Session 15 – Celebrating the day's achievements (5 minutes)



Aim of session

- ▶ Motivate and encourage students to excel in their role as a Peer Supporter



Training activity

Slide 15

- ▶ To finish the day, present the Peer Supporters with their Level 1 certificate and take a group photo.
- ▶ Explain to Peer Supporters that they will achieve the Level 2 certificate once they have completed the 10 weekly sessions.
- ▶ Take a photo of your newly trained Peer Supporters **and send it to us at info-enable@eun.org and tweet us using the hashtag #ENABLEeu.**



Resources

Slide 15

Level 1 Peer Supporters' certificate

