

# Peer Education and Facilitation

**Adapted from [Get Global Pack](#).**

## **Organisation – have a PLAN**

*'Can we do an assembly please?'*

Prepare

Liaise

Advertise

N-joy!

**Prepare** your ideas in writing or email. Be professional = respect.

*'We have been researching issues on the global issues as part of Citizenship / Welsh Baccalaureate / Textiles / Economics etc. We'd like to present our findings to other students etc.'*

Introduction over with, outline your plans on one sheet of A4 or in an email. Use bullet points and include:

- Aims of session
- Timing of session
- Content of presentation (brief outline only)
- Outcomes – how will you change the students' attitude/behaviour?
- What will the classmates learn?
- What can they do next?

Do your research as you need to know your stuff before trying to persuade someone to let you take over their lesson or hijack an assembly. Fill your head with the facts so you (at least sound like) you know what you're talking about.

**Liaise** with teaching staff to get their support and agreement (e.g. a flash mob in assembly where the lead teacher has been briefed will work far more effectively when the teacher carries on as if nothing has happened!).

**Advertise** Let people know what you're doing, where, when, why (especially if it's an optional lunch time or after school activity, or out in the community).

**N-joy!** Whatever you decide to do, keep an element of fun where possible. While the issues are complex and do require sensitivity, campaigning and informing activities need to be memorable and lively and not turn people off.

## **Timing**

*'I've got a free lesson in the morning so can we do the Year 7 assembly tomorrow, Sir?'*

Give plenty of notice if you need assembly time or lesson time as teachers usually plan at least a week in advance. Take as much responsibility as possible for organising the room, IT equipment etc. Arrive early if possible to check that everything is set up and to avoid the embarrassment of *'Why isn't it playing...does anyone know how to work this thing?'*

## **Curriculum links**

*'Sorry kids, we're really behind on the syllabus, can't fit in any extra stuff right now...'*

If you are pushed to justify why you should be speaking to other students about the issue, point out that global issues and sustainable development are actually part of the curriculum. Teachers are expected to provide a global dimension in everything they teach, and learning about global issues can also contribute to subject specific learning in geography, D&T, Science and Welsh Bac.

## **Delegation**

Got a mate who likes the sound of their own voice?

If you're inspired by the issues but a little bit shy when it comes to public speaking, find someone who isn't and DELEGATE. ChangeMakers is intended to help you go out and get others to campaign to stop global injustices. Share it with others, get them on board and get them to do the jobs you're not keen on. Share your ideas with a

teacher and plan an assembly or lesson together. Get creative people designing posters, IT types doing techy stuff etc. Remember – you don't have to do it all yourself! Get other students and teachers on side.

### **Once you know it's all happening**

*'Er...hold on a minute...we've lost our place...'*

Read through the assembly or lesson plan carefully. If you are working in a team, make sure everyone know who is responsible for which part of the session – that way you'll avoid awkward pauses and keep it moving. Don't forget to know your facts so you're ready to answer questions that come your way. Gather all the resources you're going to need and make any necessary photocopies. The class teacher may be willing to help you with this but don't leave it until the last minute!

### **On the day**

*'Me...Miss...me...I know the answer...please ask me?'*

Being taught by another learner may be new for your audience and hopefully they'll be all too eager to participate. But remember that in every group there are some shy or less confident students. Encourage everyone to get involved by responding positively to all contributions and build on students' answers even if they may not have been what you were looking for!

### **Butterflies?**

Does the thought of standing in front of 30 Year 9 students or the WHOLE of Year 7 make you quake at the knees? Don't worry – it's natural to be nervous. Try to come across confidently even if you don't feel like it. Don't forget a teacher will be there to step in if you get a bit tongue-tied or the students get a bit over excited! Don't worry if you can't answer a question, just admit you don't know and see if anyone else can (perhaps a teacher). If you draw a blank, suggest the student researches the answer and shares it with the group next time.

### **And before you go...**

*'So...er...how did I do? Can I have a job?'*

If you are going to teach another lesson, it's a really good idea to ask the class teacher for some feedback so you can build on and improve the lesson for the next time. Most teachers will be very grateful to have been able to take more of a back seat during the lesson and will more than likely have plenty of positive feedback for you!