

"SHINE TOGETHER"

Using the knowledge and ideas that you've gathered from the course, you will create an **action plan** in four chapters:

- **Background**, where you provide some basic information about yourself and your school.
- **Challenges and Objectives**, where you list potential challenges that could be solved with a peer support program.
- **Implementation**, where you describe how you are going to plan and implement a peer support program.
- **Evaluation**, where you explain how you are going to assess the peer support programme.

*Don't forget to check the evaluation criteria by which your plan will be assessed.

CHAPTER 1: BACKGROUND

Introduce yourself. Simple as that!

My name:	Vanda Nunes
My country:	Portugal
My role:	Teacher
My school:	AE Silves
My class/lesson:	English

CHAPTER 2: CHALLENGES/OBJECTIVES



CHAPTER 2: CHALLENGES/OBJECTIVES

List here some of the **challenges** you think your student are facing and could benefit from a peer support program.

CHALLENGES
Academic stress: Many students experience stress related to academic demands, such as exams, homework, or deadlines. Peer support programs can offer academic support, such as tutoring or study groups, to help students manage their workload and improve their academic performance.
Mental health: Students may also struggle with mental health challenges, such as anxiety, depression, or stress. Peer support programs can provide a safe and supportive environment for students to discuss their mental health concerns, seek guidance, and connect with resources such as counselling services.
Social isolation: Students may feel socially isolated or struggle to make friends, especially during transitional periods such as the beginning of a new school year or after moving to a new school. Peer support programs can help students build social connections and create a sense of community by organizing social events, mentorship programs, and other activities that foster positive social interactions.
Bullying and harassment: Bullying and harassment are unfortunately common challenges that students face in school. Peer support programs can provide a safe space for students to discuss their experiences, receive support and guidance from peers, and develop strategies for dealing with these challenges.
Personal and family challenges: Students may also face personal or family challenges such as financial difficulties, family conflict, or relationship issues. Peer support programs can offer a non-judgmental and confidential space for students to discuss their concerns and receive support and guidance from peers who may have experienced similar challenges.

State your **goals** regarding peer support in your school: What development would you like to see in your own school in regard to peer support? What are you trying to achieve?

OBJECTIVES

- Improving wellbeing so that everyone can feel a part of the school community.
- Creating a fair and encouraging atmosphere.
- Increasing positive interactions and respectful encounters.
- Supporting the understanding of principles of equality, and planning and implementing activities in accordance with these principles.
- Supporting the positive atmosphere through team building activities.

CHAPTER 3: IMPLEMENTATION

List the steps you need to consider for the implementation considering **selection** and **training of peer support students** as well as **organising peer-to-peer activities** and **evaluating the programme**.

1. Write the **title and/or summary** of your step in the first row
"Shine together"
2. Outline the **process you need to follow** to carry it out
 - a. Launch event. The leadership and staff of the school familiarise themselves with the basic principles of peer support programs
 - b. Incorporating peer support programs in the school's existing structures
 - c. Guiding peer supporters
 - d. Orientation and support for peer support instructor(s)
 - e. Selection of peer supporters
 - f. Training of peer supporters
 - g. Drafting an action plan for the school year
 - h. Informing and communications
 - i. Evaluation
3. Note down **how long** you think it will take
One/two school years (September to June)

4. Mention the relevant **tools and resources** you will need per step

board

pencils / pens or pieces of chalk

paper

application form

lists of rules and interaction skills

Space: A space that allows group discussion, with the students sitting in a circle

Selecting Peer Support Students			
Step	Describe the process	Identify the timeline	Identify relevant tools & resources and how they can support this step
identifying potential peer supporters among your students	1) Conduct an interview: Interview the students by asking them about i) their interest in supporting and guiding peers and what they hope to gain from the experience; ii) ways of how they have helped others in the past or by presenting them with a hypothetical scenario; iii) their willingness to attend training sessions or workshops, or to receive feedback and coaching from a mentor. 2) Review their past behaviour and interactions with peers: (i) assess if they have	September to October	paper pen audio recorder

	demonstrated empathy, respect, and a willingness to help others, if they have taken on leadership roles in the past, such as in a club or volunteer organization; (ii) observe students' interactions and collaboration in group projects or activities and assessing students' leadership potential, communication skills, willingness to learn, interpersonal and problem-solving skills.		
attracting students	<ul style="list-style-type: none"> - special recognition at school events or certificates offered to give students a sense of achievement and recognition for their efforts - training sessions and ongoing support 	Throughout the school year(s)	certificates
expressing interest	<ul style="list-style-type: none"> - students can apply by filling in an application that has a few questions about their background, why they want to apply to be a peer support student and what qualities they possess that would make them a good candidate 	September to October	application form pens
selecting peer supporters	interviews where students develop the information	September to October	space that allows group discussion, with the students sitting in a circle

	given on the application form		paper & pens computer(s) board & chalk
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Training Peer Support Students			
Step	Describe the process	Identify the timeline	Identify relevant tools & resources and how they can support this step
Create a safe learning atmosphere within the group of peer supporters	practical exercises focused on imparting skills for interacting with students, identifying appropriate collaborative activities, encouraging group discussions and the sharing of personal experiences among peer supporters in a confidential environment	October to November	space that allows group discussion, with the students sitting in a circle paper & pens computer(s) board & chalk
Develop interpersonal skills of peer supporters	practical exercises focused on determining what constitutes "doing good" within the school community and responding effectively to challenging situations	October to November	space that allows group discussion, with the students sitting in a circle paper & pens computer(s) board & chalk
Introduce the goals and rules of the peer support program	brainstorming & creation of rules in a collaborative environment	October to November	space that allows group discussion, with the students sitting in a circle paper & pens computer(s) board & chalk

Organising peer-to-peer activities

Step	Describe the process	Identify the timeline	Identify relevant tools & resources and how they can support this step
"Welcome Week" for incoming students (to help new students adjust to their new environment, make friends, and feel more connected to their school community)	During Welcome Week, peer support students could lead activities and events, such as: 1) Campus tours / footpapers: for new students to help them become familiar with the layout of the school and the various facilities available to them; 2) Meet-and-greet events: new students can meet and interact with each other, as well as with current students and faculty; 3) Information sessions: sessions on topics such as academic expectations, school policies, and resources available to students, such as counselling services, tutoring, and academic advising	beginning of the school year(s)	flyers school maps
Social events	Peer support students could lead events such as game nights, book readings, sport events, film screenings, dance contests to help students get to know each other and feel more comfortable in	Throughout the school year(s)	films computers screens sport materials books paper & pens board & chalk spaces that allow gatherings sports fields



	their school environment		
Buddy program	Peer support students could create a buddy program, where each new student is paired with a peer support student who can serve as a mentor	Throughout the school year(s)	
Study groups	Peer support students could organize study groups for specific subjects or classes, where students can study together, share notes and resources, and help each other with homework or assignments.	Throughout the school year(s)	
Wellness workshops	Peer support students could lead workshops on topics such as stress management, mindfulness, healthy eating, or exercise, to promote wellness and self-care among students	Throughout the school year(s)	
Career panels	Peer support students could organize career panels or guest speaker events, where students can learn about different career paths and hear from professionals in various fields	Throughout the school year(s)	
Community service projects	Peer support students could organize community service projects or volunteer events,	Throughout the school year(s)	

	where students can give back to their community and make a positive impact		
Cultural events	Peer support students could organize cultural events or celebrations, such as a multicultural fair or a cultural food festival, to promote diversity and understanding among students	Throughout the school year(s)	

CHAPTER 4: EVALUATION

Explain how you are going to assess the peer support programme.

1. Carry out a welfare mapping for students
2. Analyse and talk about the results of the mapping together with the students
3. Share your analysis and your conclusions with the school staff
4. Draft a development plan that includes assignments for adults, peer support students, and other groups that function in the school
5. Implement the actions that have been outlined in the development plan
6. Evaluate how well the implementation succeeded

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