"PEER EDUCATION FOR ENGLISH LANGUAGE"

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:	Francesca
My country:	Italy
My role:	Teacher
My school:	*Upper secondary school (students aged 14-19) There are 4 curricula: classical focused on ancient languages and humanities, foreign languages, humanities and socio-economics*
My class/lesson:	English as foreign language

CHAPTER 2: CHALLENGES/OBJECTIVES

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

Over the last few years English teachers have observed that a considerable percentage of students coming from the lower secondary school (11-14) have difficulties in learning English for several reasons (lack of basic requirements, intrinsic difficulties, special needs, etc.). That is why a peer education programme for English language was set up before the pandemic. Students attending the foreign languages curriculum in their 3rd-4th and 5th year (aged 16-18) supported younger ones, that is students in their 1st and 2nd year (aged 14-15). Unfortunately it took place only for few months. This school year the project was resumed, but it needs improving.

I would like to develop it further, starting from its strengths and weaknesses, the needs of the students as well as the needs of the peer support students.

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

- to support students in their first and second year in the study of English language
- to promote an inclusive and well-being culture at school
- to offer peer support students the chance to develop interpersonal skills as well as to deepen their subject competencies

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
2. Outline the **process you need to follow** to carry it out
3. Note down **how long** you think it will take
4. Mention the relevant **tools and resources** you will need per step

Selecting Peer Support Students			
Step	Describe the process	Identify the timeline	Identify relevant tools & resources and how they can support this step
Selection of the mentors – Step 1	A call for mentors is published on the school register (our official platform for communication within the school) A detailed description of the project is included in the call with the tasks mentors are expected to carry out. A series of requirement to be eligible is listed: - be a students attending the 3rd,4th or 5th year - have good marks in English language - be available for one/two hours a week after lessons - be available to get some training before the programme get started The benefits of participating in such a project are also included: - developing of communicative and interpersonal skills	End of September-mid October	Students need to fill in a digital survey where they have to provide information about their subject records, their availability, their qualities and a motivational statement

	- recognition of the activities as part of their school-to-work experience (in Italy it's mandatory		
Selection of the mentors – Step 2	A meeting with all the potential mentors is planned. The teachers in charge of the project explain it in details and give a talk about the skills/competences required.

Some possible scenarios are presented so as to raise students' awareness about what they are expected to do. They are invited to interact and make proposals on how to solve possible issues.

At the end of the meeting students are asked if they want to be a mentor or they have changed their mind. | Mid October
2 hour -meeting | Digital presentation Students/teachers that role play possible scenarios |

Training Peer Support Students			
Step	Describe the process	Identify the timeline	Identify relevant tools & resources and how they can support this step
Training – Step 1

Interpersonal skills | Mentors get some training to become aware of the different interpersonal skills required for their peer support activity | End of October

2-hour meeting | Several activities in small groups and pairs will be carried out:
- eye contact
- listen exercises |

			- non verbal communication - giving positive feedback Tools: cardboard, paper
Training – Step 2 Effective teaching and learning techniques for English as foreign language	Mentors get some training about some useful techniques to support their mentees in the study of English language They also acquire some knowledge about difficulties that are typical of Special Educational Needs students They are invited to reflect on which activities/techniques are more useful to them when it comes to learn a foreign language	Early November 2-hour meeting	Digital presentation Scenarios (ex. A students hasn't understood the difference between the simple present and present continuous: how would you help him/her?) Handout with grammar maps, etc.

Organising peer-to-peer activities			
Step	Describe the process	Identify the timeline	Identify relevant tools & resources and how they can support this step
Scheduling the peer activities	The teacher(s) responsible for the programme set up a website or a section on the school website where students can book their meetings with the peer support students. A weekly calender is scheduled according to the availability of the mentors. The	From November to May	School website Survey app

	booking procedure takes place via survey. Mentees need to choose their mentor and to give some information about the topics they would like to study/revise with the him/her. Mentees must book at least one day before the lesson takes place, so that the mentor hast got the time to get ready for their meeting. Mentees are required to sign a sort of clause, where they commit themselves to show up at the meeting as well as to tell the teachers in charge about any issue that may prevent them from meeting their mentors (and vice versa)		
Booking the room for the meeting	The teacher in charge of the programme books a room where mentors and mentees can meet.	From November to May	
Promoting the peer support programme	The peer education programme for English language is advertised through various means of communication: - school website - school register - leaflets on the school walls - announcements delivered by the English teachers in their classes and during teachers-parents meetings	November and February	School register Colleagues

European Commission

	Mentors present themselves in 1st and 2nd years classes and advertise their service		
Managing the programme	The teacher in charge of the programme checks whether the programme is being running successfully. She talks regularly to mentors and mentees to receive a feedback and to get informed about any issue that might have raised. She/he makes sure that the mentors have established a consistent way of communicating with their mentees	From November to May	
Rewarding the mentors	Mentors receive a certificate for their activity where it is mentioned: - the kind of training received - the activities carried out - the skills acquired A small ceremony might be organised	May	Certificates
Reporting about the programme to the whole school community	The project results are presented during the general teachers' assembly at the end of the school year. An article is also published on the school website so that also the wider school community can get informed about the peer support programme for English language	June	School web site

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

For the final evaluation I will use the following tools:

- surveys for mentors and mentees to identify the strengths and weaknesses of the programmes, to gather the issues that may have arisen over the implementation and to receive constructive feedback and new ideas to improve the programme.

- informal chats with selected mentors and mentees to understand better which issues they had to tackle, what was particularly appreciated, what training they lacked, etc.

- records that track the number of lessons that have been delivered

- meeting with the English teachers to discuss about the efficiency of the peer education programme