"ALL FOR ONE, ONE FOR ALL"

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:	Nataša Marić
My country:	Croatia
My role:	School psychologist
My school:	Technical school for mechanical engineering and mechatronics
My class/lesson:	/

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
1.   As a school psychologist, I have conducted a questionnaire at school on a topic of school atmosphere and peer bullying. Results show that nearly half students in our school believe that students (in school) do not treat each other in a friendly manner, do

not listen to each other, do not respect the opinions of other students, exclude students who are different from the others from school activities and socializing, as well as make fun of and insult each other. Also, most students in school have rarely or sometimes been insulted, while 40% of students have been rarely or sometimes threatened, physically pushed and gossiped about (in person or via group class chats). These results clearly show that students in our school lack cooperation, empathy, compassion and considerate behaviour. Their social skills are also sorely lacking, which is evident through their inappropriate communication (e.g. vulgar words), isolation of different students (students with learning disabilities/shy/anxious students) and number of disciplinary measures.

2. Another challenge our school is facing is lack of motivation in some students. Our school is a vocational school and it has two programs, both which last four years. Many students enrol our school with expectation of practise, but the concept of school is that in the first two years students learn mostly theory and have many general subjects, while in the last two years they are oriented more towards practical implications. This often leads to a drop in motivation in younger students who are not well familiar with a way the school works and its programs. Students lack learning habits which is evident in their statements in another questionnaire that shows how many students mostly study day before exam, they are not familiar with many different methods of learning, most do not make study plan nor do they set goals for themselves.

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

1. One general goal of peer support program in our school would be promoting positive social interactions and encouraging positive behaviours. As was stated before, many students in our school have negative beliefs about behaviour of their peers related to school activities, some have negative experiences themselves and there is a growing trend of inappropriate communication. Therefore, peer support program should empower students to join the program, where a specific goal would be creating encouraging atmosphere through offering opportunities for students to get to know each other. Also, another specific goal would be building positive relationships which are based on mutual understanding by learning social skills: empathy, active listening, assertive communication and resolving conflict through dialogue. Another specific goal would be preventing peer bullying by bringing up hurtful behaviour preventatively, as

in before it happens and every time students see it happen. All of the above could be useful for students to connect with their peers and receive emotional support which they may not be comfortable seeking from adults or professional counsellor.

2.   Second goal of peer support program in our school would be to increase student motivation to learn by ensuring regular student meetings where students can exchange positive experiences, share efficient learning skills and practise planning and organizational skills related to learning.

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**
Peer support instructors will announce to school council, student council and parent council main information about peer support program.	Peer support instructors will hold a Power Point presentation to school, student and parent council which will include the goals, benefits and expected outcomes of the program. Presentation will also include description of specific roles and responsibilities of everyone who will be participating in program (instructors/students). At the school council, all headteachers will be given a task (with a deadline of three weeks) to think about students in their class who	This step will be held at the beginning of a school year, in September, on a first meeting of all councils. Headteachers will be given a three-week deadline to identify and suggest potential students-participants.	Power Point presentation is a good tool to systematically present an outline of a program. Main information about the program will also be available in form of a flyer at a school assembly hall and at the school Internet site.

	could potentially be student mentors, as well as mentees. headteachers will be given a sheet/form prepared in advanced where they could write their suggestions.		Also, headteachers would be given a form in which they can write the names of their students as well as strengths and reasons for student mentors, and risks and reasons for student mentees.
Meeting with headteachers.	Peer support instructors will hold a pre-arranged meeting with all headteachers where they would discuss headteachers' ideas about potential students-participants. Student strengths, risk factors and proposed reasons would be discussed. Suggested students will be noted for further steps. Also, peer support instructors will agree on visiting dates to all classes so peer support program could be promoted and peer support students will be selected.	This step will be held three weeks after first meeting of school council (September or October).	Paper form in which headteachers will write the names of their students as well as strengths and reasons for student mentors, and risks and reasons for student mentees.
Visiting every class in school.	According to scheduled dates, peer support instructors will visit all classes where they would introduce students to the peer support program. Using Power Point presentation, students will be introduced to goals, benefits (commendations at the end of the year, developing leadership skills, improving communication skills, building self-confidence and helping others) and expected outcomes. Instructors will explain what it entails to be a peer support student and what traits make a good one, such as reliability, a desire to be helpful, empathy,	This will be held after meeting with headteachers and would last two to three weeks (depending on how long it takes peer support instructors to visit all classes). Deadline for application will be middle of November (so that every class has time to	Power Point presentation will be used to introduce Peer support program to students in every class. Presentation will also contain process of application, and the same will be posted via school Internet site as well as school board for all students to see and have access to.

	willingness to learn, and interest in enhancing the school environment. Students will be also informed about obligatory training course which will last 12 school hours. Instructors will also explain to students how to apply to program – filling in an application that has 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. Students will also be given a deadline for application.	think about applying).	
Announcement of application.	Peer support instructors will place announcement of application for Program on a school board and school Internet site. Announcement will contain basic information about Program and selection criteria. Peer support instructors in school (there will be three of them) will form a committee for the selection of candidates. First criteria will be filling an application form which has few questions about students' background (basic information, average GPA from all years in high school), why they want to apply to be a peer support student and what qualities they possess that would make them a good candidate (motivation). Application forms will have codes so that students remain anonymous when receiving feedback. Also, it will be stated that students' application forms will be valuated according to their motivation (scale from 1 to 3, higher grade meaning higher motivation:1- low motivation, not explained; 2- high motivation, not	Deadline for application will be middle of November (so that every class has time to think about applying). Peer support instructors will give students feedback about passing to another round of selection process at the beginning of December.	Announcement of application and application form will be available on school board and school Internet site. Application in paper form will be available in student administration office and on school Internet site.

	explained; 3-high motivation, well explained), behaviour in school (disciplinary measures or exemplary behaviour – 0 or 1), average GPA (better GPA will bring more points). Students will also be given a deadline. Announcement will also contain information when will students be given feedback on who has passed onto second round of selection process.		
Meeting of Committee for the selection of candidates. Posting results.	Peer support instructors will meet and based on predetermined criteria and headteachers' forms, determine which students to reach out to for becoming a peer supporter. After every application has been evaluated, Committee will post results on a school board and on Internet site. Results will be posted as codes. (Codes will be kept until final decision has been made). If Committee has any doubts about some students, before making a final decision, they could arrange interviews with some students.	Meeting will be held at the end of November and results will be posted at the beginning of December.	Results will be available on school board and school Internet site.
Interview with students (in case of doubts).	Peer support instructors will arrange interviews with those students they could not decide whether to include as peer supporters and make final decision. Interview will be semi-structured, where all candidates will be asked about their motivation, reasons why they should be chosen and their ideas for program. Announcement of results will be posted week after interviews.	Interviews will be arranged in December. Results will be posted week after interviews.	Semi-structured interview in a specific form (school psychologist will make). Final results will be available on school board and school Internet site.

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Training Peer Support Students

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Step	Describe the process	Identify the timeline	Identify relevant tools & resources and how they can support this step
Get to know each other, make ground rules and plan meetings.	Peer support instructors will gather all selected student mentors, introduce themselves and ask for everyone to introduce each other. After that, instructors, with the help of student mentors will establish clear lines of communication, confidentiality as well as plan 12 meetings that would be acceptable to majority.	Middle of February (because Winter break is at the beginning of January and after, older students plan for graduation dance/party and negative grades are being corrected).	Icebreaker games (e.g. Blobs and lines, interviewing each other). Making a poster together with students, with communication and confidentiality rules that always be visible to everyone. Drinks and snacks for creating relaxed atmosphere.
Setting goals of a peer support program and defining the role of a peer support students.	Peer support instructors, together with students will define the personal and group goals as well as objectives of the peer support program, outline the responsibilities and duties of peer supporters, and establish clear lines of communication and support for all students involved. It will be emphasized that students have an obligation to participate in group meeting, but also that they should not ignore their school obligations. Duties that are derived from goals will be discussed and their role as supporters, not counsellors will be distinguished.	End of February. Two school hours.	Worksheet about why students wanted to become a peer supporter. Worksheet about why the peer support program is being implemented in their school, as well as identification of the most important goals that everyone at the peer support student group has agreed on. Worksheet about values of a peer support program and defining what kind of a peer support student they are. Their work could also be made into leaflets or flyers.
Creating a culture of caring	Peer support instructors will teach peer support students about main concepts of empathy,	Beginning of March. Three	Workshops about concepts of empathy, active

amongst students.	active listening, assertive communication and resolving conflict through dialogue. Each concept will be introduced as an activity, so that students will experience it themselves. Also, they will be given their own worksheets where they would think on how to create an atmosphere in school that allows everyone to be themselves and be a part of a group, as well as how to support isolated students.	school hours.	listening, assertive communication and resolving conflict through dialogue. Worksheets about recipe for a good friend, organizing one good and friendly deed that can be done in school for every day of the week, ways of approaching new students in school, noticing isolated students and ways of getting involved with them. Their work could also be made into leaflets or flyers.
Prevention of bullying.	Peer support instructors will teach peer support students how to identify, prevent and respond to peer bullying. They will learn to recognize signs of someone being a victim, bully and bystander, and behaviours which indicate peer bullying. They will be instructed how to act when someone is verbally or nonverbally abusing someone as well as whom to report to (headteacher, school psychologist and pedagogue).	Middle of March. Two school hours.	Workshops about identification, prevention and responding to peer bullying. Learning through experience with (prepared in advanced) possible conflict/bullying situations that might occur in the school environment and working with students on solving them. Their work could also be made into comic.
Instructing and inspiring a group.	Peer support instructors will teach peer support students how to organize, instruct and make a workshop/activity/exercise with other peer support students. They will think about their goals, targeted students, ways for participants to get to know each other, have fun and learn something.	End of March. Two school hours.	Workshops about tips for preparing for a class, making plan for a peer support student class (setting goals, selecting participants, thinking about work materials, support of instructors), things that are important

			to students in collaboration and teamwork, actions to take to make everyone feel comfortable in the group, exercises about ways to excite a group to ideate and do things together.
Planning activities.	Peer support instructors will teach peer support students how to plan annual activities that are meaningful and interesting for them and are in line with their goals. Annual plan will include activities, people responsible for implementation, participants, schedule (when the activity should be planned), communications plan (who will be informed, when and how) and evaluation. Every item will have its' daily, weekly and monthly plan and ideas of events that will be implemented once will be considered. Students will also draft an event budget because sometimes there are expenses that occur from organising events and students will have to learn to do a budget beforehand to understand how much their event will cost, and plan where those funds will be coming from.	Beginning of April. Two school hours.	Peer support students will work on an individual annual worksheet and draft an event budget. Then they will work on a group annual plan using a poster.
Evaluating activities.	Peer support instructors will teach peer support students how to evaluate their personal and group goals they have written at the beginning of training as well as activities or events that they have organized. Students will also write what was the best thing about the peer support program, what was the most important or useful thing that they have learned and what were some things they would change or do differently during their time as a peer support student.	Middle of April. One school hour.	Peer support students will work on an evaluation sheet. Conclusions will be posted on a school board and school Internet site and they will make leaflets and flyers about the program.

Step	Describe the process	Identify the timeline	Identify relevant tools & resources and how they can support this step
Planning for the incoming 1st graders (high school).	Peer support students collaborate with School admission committee on how to welcome new students at the beginning of school year and make materials about school (information about school programs, school activities, student rights and obligations, city where school is – traffic, student housing etc.).	Through May.	Leaflets and flyers that students will make. Posting the materials students will make on school Internet site.
Welcome gathering for 1st graders (high school).	Peer support students will organize a welcome gathering on a first day of school for new students where they will introduce themselves and peer support program, share their experience at school, give them beforehand prepared materials (with information about school, city, student dormitories etc.), answer questions and give tips. Gathering will be held in a school courtyard or atrium with some food, drinks and music so students can get to know each other in a casual and relaxed way.	Beginning of a new school year, September (first day of school).	Leaflets and flyers that students will make. Two different stands at the school courtyard (depending on the profession for which they are studying) where peer support students will be available for questions.
Thematic workshops.	Using their knowledge on instructing, peer support students will organize couple of thematic workshops to first (and optional - second) graders (they will be supported by peer support instructors). Workshops will be about empathy, active listening, assertive communication and resolving conflict through dialogue. Every workshop will be held by two or more	Throughout first school semester (October – November)	Materials for workshops will be prepared by peer support students with a help of instructors. Supporting materials such as crayons, markers, papers in colours etc. will be used.

	peer student supporters and it will incorporate teaching new students about social-emotional skills as well as introducing peer support supporters and program itself. Every workshop will last one school hour and will have one icebreaker and one to two activities for new students to work on, individually, in pairs or in groups.		
Study groups.	Peer support students will make an announcement about forming a study group at the beginning of the year. Every interested student will be able to apply and depending of a number of participants, peer support students (with the help of instructors) will arrange study group(s). Study groups will first have a meeting where ground rules and responsibilities will be made, goals and summary of study group work will be discussed. Participants of study groups will also plan on future meetings and evaluation in between (achievement of goals). Themes of study groups will be: help with homework, exchanging positive experiences, sharing efficient learning skills, making study plans and self-evaluation.	Announcement at the beginning of the first semester. Study groups will start at in October of first semester and last throughout the whole school year.	Announcement of forming a study group will be posted on school board and school Internet site. It will be available to students throughout the whole school year so that anyone can join at any time. Every meeting of a study group will be always announced on a school board and Internet site.
Small everyday things.	Peer support students will be attuned to school atmosphere and will have information from student administration office who new students are so they can pay more attention to them. Also, they will notice who isolated or lonely students are and smile, greet them and chat when able to with them. If someone seems troubled, peer support students will	Throughout the whole school year.	Our school administration office has candies for anyone who wishes to take one, so student peer supporters can always bring that to isolated or lonely students.

	direct them to the school psychologist.		
Christmas party.	Peer support students will organize an event in a school atrium – Christmas party. They will post an announcement with a possibility for all students in school to contribute to party. As announcement will have QR code which all students will have access to, same will be achieved by quick survey in which students will give their suggestions about fun activities on the day of party and vote for their favourite ones. After a deadline of two weeks, survey will be concluded and student suggestions will be taken into account. Best suggestions will be considered and if possible, implemented at the party. Peer support instructors will be available for any needed help. Christmas party will be held after school hours and peer support students will wear badges to be better distinguished in case some students have not memorized them.	Announcement of Christmas party will be posted at the beginning of December. Party will be held at the end of first semester (December).	An announcement of Christmas party will be posted on school board and Internet site. Announcement will have QR code which all students will have access to and via Google form survey give their suggestions and vote for favourite activities. Drinks, snacks, games (board games) and music will be used to make a relaxing atmosphere during an event.
Prevention of bullying.	Peer support students will pay attention to signs of peer bullying (according to what they have learned beforehand) and tell headteachers or school psychologist or pedagogue if someone is being mistreated. If they witness bullying, they will also report to teachers. Also, peer support students will organize an event on an Anti-bullying day to raise awareness of peer bullying. Event will hold place in a school atrium and have many activities which will include information about victim, bully and bystander;	Throughout the whole school year. Anti-bullying day (Pink shirt day) will be held in February (second semester).	Handouts, flyers, quizzes (using Kahoot! application), video clips (using digital tool Adobe Spark) and workshops made by peer support students can be used to promote the anti-bullying message. All material made on Anti-bullying day will be posted on school Internet site and peer support students (with help of volunteers) will make a poster which

	video clips made by older students (on separate workshops done by school psychologist and pedagogue) that demonstrate signs of bullying and ways to react; and quizzes about prevention of peer bullying where winning group will be awarded (e.g. student can excuse himself/herself from oral examination one time). As Anti-bullying day is also called Pink shirt day, all students will be asked to come to school that day in pink t-shits and a group photo will be made.		will be displayed in a visible place in school. Drinks, snacks and music will be used to make a relaxing atmosphere during an event.
Mentors to mentors.	Peer support students will organize a gathering with newly selected peer support mentors where they will share their experience as peer support students. Gathering will be supported by peer support instructors and will have its' formal part where benefits and challenges will be explained and its' informal part where students will hang out in a relaxed atmosphere and have room for open questions from new students.	End of February/ beginning of March (after new peer support students have been selected).	Power Point presentation will be used to present benefits and challenges to new peer support students. Drinks and snacks will be used as a way to create a relaxing atmosphere.
End of school year.	Peer support students, together with anyone interested will organize and event at the end of school year. Event will be held in school atrium after school hours where students and school staff could gather around food and drinks. Planning for event will take a month before and will include announcement for all students to join celebration by making short video sketches that could include a message for themselves/other students/teachers/public and last year students at the	Planning of an event will be held a month before end of school year. (June)	An announcement of event will be posted on school board and Internet site. Food and drinks will be used to make a relaxing atmosphere. Video sketches (using digital tools such as Adobe Spark) will be made by all interested students as a way to celebrate the end of school year and say goodbye to last year students.

end of the school year. On the last day, video sketches will be shown in background of school atrium via projector and will be posted on school Internet site.		

CHAPTER 4: EVALUATION

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

Peer support program should be evaluated in several ways. Considering goals of my program, I would conduct the same questionnaire I had given to students before, on a topic of school atmosphere and peer bullying. I would compare the results and see if my first general goal (promoting positive social interactions and encouraging positive behaviours) was achieved – indicators would be students' positive beliefs about treating each other in friendly manner, listening to each other, respecting opinions of others in classes, including students who are different from others, less insults, threats, physical bullying and gossiping.

Peer support instructors could also create a self-evaluation scale where peer support students, mentees and other students in school evaluate number of organized meetings/events/activities, meetings/events/activities they have participated in, their satisfaction with them and new skills (emotional, social, learning) they have learned.

Number of reported peer bullying, number of disciplinary measures and visits to school psychologist because of problematic behaviour (in comparison to time before program) could be also an evaluation of program and a specific goal related to prevention of bullying.

Peer support instructors could also create a survey for teachers to evaluate perceived behaviours of students in terms of supporting each other during class, group work, learning habits and grades.

All the evaluated data would be collected and presented to school council, student and parent council and serve as an incentive for future programs/projects.

European Commission