"MOSAIC OF POSITIVE SKILLS"

This action plan is the product of collaborative work between Tajana Ninković, Antonia Jelinić and Linda Dujmović who are colleagues in the same school (process approved by the course coordinator)

CHAPTER 1: BACKGROUND

My name:	**Linda Dujmović** (in collaboration with **Tajana Ninković** and **Antonia Jelinić**)
My country:	Croatia
My role:	School psychologists and educational rehabilitator/ special needs counsellor
My school:	Poljoprivredna, prehrambena i veterinarska škola Stanka Ožanić, Zadar - Agricultural, nutrition and veterinary school Stanko Ožanić, Zadar
My class/lesson:	

CHAPTER 2: CHALLENGES/OBJECTIVES

CHALLENGES
Bullying among peers (including cyberbullying)
Lack of schoolwork discipline (organisational skills, learning techniques, motivation for schoolwork and homework)
Lack of collaborative learning (unwillingness to help others with school tasks)
Behavioral issues (disrupting classes, refusing school assigments, inappropriate vocabulary, etc.)
Mental health problems (anxiety problems, lack of self confidence, stress management, adjustment issues, etc.)

Lack of engagement/ motivation (for actively participating in the educational process/ extracurricular activities)

OBJECTIVES
Preventing bullying and supporting better cooperation and friendly relations
Improving school work discipline (better organisational skills, using appropriate and suitable learning techniques, increasing motivation for schoolwork and homework)
Supporting collaborative learning (breaking diffusion of responsibility by encouraging self initiated help among peers with school tasks)
Promoting behavioral and emotional self-regulation
Learning healthy coping mechanisms in order to face different stressors
Encouraging assertive behaviour
Promoting positive attitude towards diversity (inclusion)
Support in transition challenges (from primary to secondary school)

CHAPTER 3: IMPLEMENTATION

Selecting Peer Support Students			
Step	Describe the process	Identify the timeline	Identify relevant tools & resources and how they can support this step
Introduction to the program to mentors and school staff	Informations about the program would be provided with posters in school, school website, presentations on teaching council, teacher parent meetings and presentations for students from second and third year.	The program would start at the beginning of March	Powerpoint presentation, posters, school website

Recommendations for mentors by their professors	Based on the previous lecture about the program, professors could recommend which students could be good mentors	March and April	Laptop
Applications for mentoring from students interested in the program	„Introduction to peer support" workshops including all classes (students), a kind of peer support scenario to give them an idea of the main goals, benefits for both sides. At the end of the workshop, students would be provided with application forms for mentoring. In the forms we would ask for personal data, reasons for applying, expectations from the program and interests.	March and April	Powerpoint, laptop, application forms, pens
Selecting potential mentors for the interview	Reviewing applications forms and professor recommendations and selecting appropriate candidates for the final selecting step	Late April	Laptop, application forms, pens
The Interview	Students would be notified about the interview in writing. The letter would contain information about time and the place of the interview. The main goal of the interview is to assess different skills. They would be given various scenarios that require using communication skills, problem solving skills, creative thinking, empathy and emotional regulation. Based on their answers we would select the most suitable candidates.	Students would be notified in late April, and then interviewed in the beginning of May.	Laptop,application forms, pens, various scenarios in writing

Training Peer Support Students			
Step	Describe the process	Identify the timeline	Identify relevant tools & resources and how they can support this step
Making a timetable for the meetings between mentors and instructors	Peer program instructors together with the mentors would make a schedule for all the meetings that would take place in the following 3 weeks based on the mentors availability and we would make plans for activities in September.	May	Laptop
The goals of the peer support program and the role of a peer supporter	In this lecture for mentors we would outline the expectations in their role as mentors and establish guidelines for their interactions with students who receive support. This includes defining the goals and objectives of the peer support program, outlining their responsibilities and duties, and establishing clear lines of communication and support for all students involved.	May	Booklet about the basic principles of being a peer support student
Enforcing a positive atmosphere	In this lecture for mentors we would clarify the role of a peer support student in promoting a positive atmosphere through small actions in the school. Provide the peer support students with the tools and courage they need to encounter other students in the school. Strengthen the peer support students' emotional	May	Booklet about the basic principles of being a peer support student

	and interaction skills. Strengthen the peer support students' understanding on how they can, in a concrete manner, support and improve the wellbeing of students in the school and build the school's overall atmosphere. Discussion about different events and functions that peer support students could implement for the whole school community.		
Instructing and encouraging a group	In this lecture for mentors we would demonstrate what a safe group looks like. Explain why it's beneficial to do grouping in classrooms and study groups. Practice guiding and leading a game or exercise. Familiarise themselves with the Buddy Class concept. A "Buddy Class" refers to a class that has been assigned to a peer support student pair or peer support student group for them to visit the class regularly throughout the school year, implementing grouping exercises or talking about different themes.	June	Booklet about the basic principles of being a peer support student
Planning of activities	In this lecture for mentors we would plan the peer support program activities for the school year, go over things they learned during basic training. Get excited about continuing as peer support students. Agree with the instructor how they will maintain communications and get together to plan for their activities.	June	Booklet about the basic principles of being a peer support student

Organising peer-to-peer activities			
Step	Describe the process	Identify the timeline	Identify relevant tools & resources and how they can support this step
Introducing mentees to the program	During school enrollments we would notify first graders parents about the program. On the first day of school during the introduction lesson they would be introduced to the program and mentors.	September	Powerpoint presentation, Booklet about the basic principles of peer support program
Series of workshops for whole classes of first graders	Workshops targeting all first graders (lead by mentors, supervised by instructors), focusing and implementing activities enhancing the development of goals/objectives of this program. Themes of workshops would be: -communication skills (assertive communication and non-violent conflict resolution) -problem solving skills (problem solving techniques) -stress coping techniques (recognizing and naming emotions –acceptance of diversity (recognition of prejudice, stereotypes and discrimination)	First semester (from September to January)	Different materials for workshops (paper, pens, scissors, scotch tape, etc), powerpoint presentation
Organising (Day of educational rehabilitators,	Workshops targeting all school students (lead by mentors and	Throughout the year	Different materials (paper, pens, scissors, scotch tape, etc),

Down Syndrome Day, Anti-Bullying Day, etc)	mentees, supervised by instructors)		powerpoint presentation
Series of workshops for students with specific difficulties (smaller mentee groups)	Workshops targeting specific school students (lead by mentors, supervised by instructors). Themes of workshops depend on their difficulty (shyness, social anxiety, lack of communication skills-appropriate language, learning difficulties etc.)	Second semester (from January to June)	Different materials for workshops (paper, pens, scissors, scotch tape, etc), powerpoint presentation
Individual meetings (one mentor, one mentee)	Individual meetings addressing specific difficulties which require a delicate and confidential approach-reliable person with adequate skills (active listening, empathy, problem solving, learning skills)	Second semester (from January to June)	Depending on the difficulty

CHAPTER 4: EVALUATION

The assessment would be through:
- evaluation questionnaire at the end of every activity/training/workshop that also contains improvement ideas
- for smaller groups and pairs weekly update and evaluation sessions, later monthly (depending on the necessity) in which we can discuss difficulties and possible solutions through creating activities that mentors will execute
Question examples: Have we reached our goals? What kind of changes did we achieve? What needs further improvement and development? What kind of tracking data and information would be useful for the school so that peer support initiatives can be sustained and advanced?
- posters with QR codes leading to questionnaires about events for commemorating certain days

We would make peer support activities visible and audible to all school staff, students and parents. Updates at the end of every semester for school staff (dissemination and evaluation) to get their feedback. Also activities would be listed and displayed on the school web page.

At the end of the school year we would organise focus groups where mentors could give their feedback about the program, conclusions and suggestions for further improvements.