

Peer Support for Children and Young People's Mental Health and Emotional Wellbeing Programme

PEER MENTOR TRAINING SESSION PLANS
AGE GROUP: 10–13





Department
for Education



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PEER MENTOR TRAINING SESSION PLANS

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Guidance

These session plans are accompanied by supporting resources as well as a PowerPoint presentation which can be found online. Each session plan will take one hour to deliver and includes and/or references the following:

- specific guidance
- learning outcomes
- all required resources
- any preparation needed.

Creating a safe space, ground rules and signposting

Mental health is an emotive subject area which can take us back to difficult times and stir up strong feelings. At the start of this session, communicate to your group any available safe spaces in your setting that they can go to. We strongly recommend that you establish ground rules around respectful listening and confidentiality.

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Session plan 1 – HOW TO BUILD EFFECTIVE RELATIONSHIPS WITH YOUR MENTEES

Guidance

This 1-hour session is focussed on supporting children to understand that to be a good mentor they need to really listen to their mentee.

The session provides opportunities for children to practice these skills.

Learning Outcomes

1. Know what a peer mentor is and how they can support other children.
2. Understand that building a relationship is central to peer support.
3. Begin to practice active listening.

Resources

R 1.1

R 1.2

Session Plan slides age 10–13

Please photocopy and cut up one copy of R1.1 and one copy of R1.2 per pair of children in your group.

Activities

Time

Introduction

5 mins

1. Welcome the group and explain that to become a peer mentor they need to learn about the role and practice certain skills.
2. Explain that this will be done over three sessions.
3. Show slide 2 and explain that this session today will focus on the learning objectives:
 - I know what a peer mentor is and how they can support other children.
 - I understand that building a relationship is central to being a good peer mentor.
 - I know what active listening is and I have been practising it.

Activities**Time**

Activity 1 – EXPLORING WHAT A PEER MENTOR IS

5 mins

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1. Ask: *When you want someone to talk to, who do you go to? Do you ever speak to friends?*
 2. Show slide 3 and ask: *What do you think a peer mentor is and what do they do?*
 3. Make links to other mentors that they may have come across in their setting.
 4. Show slide 4 and read out definition of a peer mentor
 5. Facilitate a discussion about the role of a peer mentor and emphasise that a peer mentor is different from a friend.
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Activity 2 – INTRODUCING THE MENTOR-MENTEE RELATIONSHIP AS CENTRAL TO MENTORING

10 mins

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1. Show slide 5 and ask: *Why do you think it is important to get to know your mentee?*
 2. Emphasise the importance of a mentor getting to know their mentee and that the mentor needs to build trust with their mentee before they can really support them.
 3. Ask: *How might you get to know your mentee?*
 4. Show slide 6:
 - Talk to them.
 - Be interested - ask them questions.
 - Listen to them carefully.
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Activities
Time

Activity 3 – PRACTICING ACTIVE LISTENING

15 mins

1. Explain that mentors need to use good active listening. Show slide 7 and explain that: *Active listening is paying attention to everything the other person is saying and doing and also focusing on your body language.*
 2. Ask someone to volunteer to do an activity with you.
 3. Ask the volunteer to stand/sit next to you and to tell you about what they did last weekend. Whilst they are talking, model good and bad active listening body language.
 - Good–Open body posture with arms by side, sitting up straight and looking at the speaker.
 - Bad– Closed arms, slumped and not looking at the speaker.
 4. Get the children into pairs and to label themselves mentor and mentee. Hand out one copy of **R 1.1** per pair and ask the mentee to read it out whilst the mentor demonstrates bad body language.
 5. Now get them to read it again whilst the mentor demonstrates good body language.
 6. Ask: *How did it feel when someone was showing you that they weren't interested or listening to what you were saying?*
 7. Facilitate discussion.
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Activity 4 – UNDERSTANDING OPEN QUESTIONS

10 mins

1. Explain that it is important to ask questions when you are actively listening
 2. Show slide 8 and ask: *What is an open question? What is a closed question?*
 3. Share the definitions on slide 9: *Closed questions can be answered with a simple "yes" or "no," whilst open questions require more thought and more than a simple one-word answer.*
 4. Ask the children to get in pairs and label themselves A and B. Tell A that they should think of a famous person but not tell B who it is.
 5. B should ask closed questions to try and find out who the famous person is.
 6. Now B should think of famous person and A should use open questions to find out who it is.
 7. Bring group back together and ask who identified the famous person quickest.
 8. Hand out **R 1.2** and ask the children to work in pairs to mark which are open questions and which are closed questions. They should think of one open question and one closed question to add to the empty boxes.
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Activities**Time**

Activity 5 – WHAT YOU SHOULDN'T DO AS AN ACTIVE LISTENER

10 mins

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1. Ask the children what they shouldn't do when using active listening skills. Make a list of their answers on a board if possible.
 2. Reveal slide 10 and check they have covered all points:
 - Tell the speaker they are wrong to feel that way.
 - Bad active listening body language.
 - Thinking about what you're going to say next before the person has even finished speaking.
 - Tell the speaker you don't like their viewpoint (be judgmental).
 - Interrupt them or finish their sentences for them.
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Summary

5 mins

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1. Show slide 11 and remind children that today we have learned:
 - What a peer mentor is.
 - That listening carefully is very important if you are going to be a good mentor—we call this active listening.
 - It involves thinking about your body language and asking open questions.
 - The more you practice the better you will get at active listening.
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SESSION PLAN 2 – HOW TO PROMOTE CHANGE

Guidance

Activity 1 focusses on the importance of mentors seeing things from their mentees' perspective. It is important to be mindful that this activity risks bringing up sensitive issues for some children.

Activity 2 focusses on supporting the mentors to think through the steps involved in making a change. This will prepare them to then support their mentees to do the same in Activity 3. It introduces a 'Change sheet' as a tool to support this process.

Mentors will have a tendency to tell their mentees how to make a change. The key learning objective of this session is that the mentor's role is to support their mentee to make a change in their own way rather than being told what to do.

Learning Outcomes

1. Understand things from the viewpoint of your mentee.
2. Learn skills which will help you support your mentee to make a positive change in their life.
3. Understand that as a mentor you should not tell your mentee what to do.

Resources

R 2.1
R 2.2
Session Plan slides age 10–13

Please photocopy one copy of R2.1 per child, and one copy of R2.2, R2.3 and R2.4 per pair of children in your group.

Activities

Time

Introduction

5 mins

1. Show slide 13 and ask children if they can remember what was discussed at the last session.
2. Recap using slide 14.
3. Show slide 15 and introduce learning objectives for this session:
 - Understand things from the viewpoint of your mentee.
 - Learn skills which will help you support your mentee to make a positive change in their life.

Activities
Time

- Understand that as a mentor you should not tell the mentee what to do.

4. Explain that: *One of the roles of a peer mentor is to support a mentee to make small positive changes in their life.*

Activity 1 – IMPORTANCE OF UNDERSTANDING SOMETHING FROM YOUR MENTEE'S PERSPECTIVE

10 mins

1. Explain to the group that a mentor needs to understand how their mentee views things in order to help them make small changes in their life.
 2. Ask children to get into small groups and hand out a large sheet of paper and two different coloured pens to each group.
 3. Ask one person in the group to draw the outline of a body (they can draw round someone lying down if the paper is big enough). Then with one colour, they should write round the outside of the body, all the things they think could be going on in the mentee's life (i.e. moving to secondary school, fallen out with a friend, parents arguing, struggling with school work).
 4. Once they have written all the things round the outside of the body, they should write on the inside, with a different coloured pen, how the mentee might feel about those things.
 5. Bring the group back together and ask them to feedback some of their points.
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Activity 2 – THE STEPS TO MAKING A CHANGE

20 mins

1. Remind the children that one of the roles of a peer mentor is to support a mentee to make a small change in their life.
 2. Show slide 16 and ask the children to think about something small that they might want to change in their life, they don't need to share this but just think about it by themselves.
 3. Give each child a copy of **R 2.1**
 4. Show slide 17 which has an example of a completed Change sheet
 5. Ask the children to complete the Change sheet with a change they think a mentee might want to make.
 6. Once they have completed all the boxes, remind them they should choose which option they think would be best to help the mentee resolve their problem.
 7. Once they have done this, ask:
 - *What problems might the mentee come across if they pick this option?*
 - *Who might be able to help them achieve their goal?*
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Activities

Time

Activity 3 – HOW CAN YOU SUPPORT YOUR MENTEE TO MAKE A CHANGE?

20 mins

1. Show slide 18 and talk through the steps to making a change:
 - Understanding the current problem.
 - Why you want to change it.
 - What the options are to make a change.
 - And what help you might need to make this change.
2. Ask the group to get in to pairs and decide who is going to be mentor and who is going to be mentee.
3. Hand out **R 2.2** per pair and ask the pairs to pick one scenario to talk through.
4. Hand out **R 2.3** and **R 2.4** per pair.
5. The mentor should help the mentee to complete the change sheet by asking the questions from the question bank.
6. Bring the pairs back together as a group and ask the 'mentees' to share:
 - *How did it feel when you were able to come up with your own ideas with the support of your mentor?*
 - *If you were the mentee and the mentor was telling you what to do, how would you feel?*
7. Emphasise that the job of a peer mentor is to support their mentee to come with their own ideas of what and how they want to change, not to tell them what to do.
8. Show slide 19 and ask why this is important facilitate discussion.

Summary

5 mins

1. End the session by summarising the learning objectives (slide 20):
 - Importance of understanding the viewpoint of a mentee.
 - The mentor's role is to support their mentee to come up with their own ideas for what they would like to change and how they can do this.
 - The mentor should not tell the mentee what to do.
2. Ask the children if they have any questions before bringing the session to a close.

Session plan 3 – Understanding the role and its limitations

Guidance

The key message of this 1 hour session is that if children have any concern about something their mentee has told them, they must share it with a designated adult.

The nature of the topics discussed in the session can be emotive and it is important that you refer to “Creating a safe space, ground rules and signposting”.

Learning Outcomes

1. Understand when to keep something private and when to inform an adult.
2. Know how and when to report concerns.
3. Understand the importance of setting up agreements with your mentee and your programme facilitator.

Resources

Session Plan slides age 10–13

Highlighter pens

R 3.1

R 3.2

Large paper

Coloured pens

Please photocopy one copy of R3.1 per pair of children in your group.

Please copy and cut the appropriate number of copies of R3.2 per group (each child will need one copy of the contract but there are two on the page).

Activities

Time

Introduction

5 mins

1. Show slide 22 and ask children if they can remember what was discussed at the last session.
2. Recap using slide 23.
3. Talk through objectives for this session (slide 24).
 - I understand when I need to keep something private and when I need to inform an adult.
 - I know how and when to report concerns.
 - I understand the importance of setting up an agreement between me and my peer mentor coordinator and me and my mentee.

Activities	Time
<p>Activity 1 – EXPLORING CONFIDENTIALITY AND SAFEGUARDING</p> <ol style="list-style-type: none"> 1. Ask: <i>Do you know what confidential means?</i> 2. Elicit responses and reveal definition on slide 25. 3. Ask: <i>Why can it be important to keep some things confidential in your relationship with your mentee?</i> 4. Explain: <ul style="list-style-type: none"> • <i>In order to get to know your mentee, they need to trust you.</i> • <i>Think of how you feel when you have asked a friend to keep something confidential but instead it is shared with others.</i> 5. Show slide 26 and ask: <ul style="list-style-type: none"> • <i>Can you keep everything your mentee tells you confidential?</i> • <i>When might you need to tell someone?</i> • <i>Who might you need to tell?</i> 6. Facilitate discussion about when mentors should share information and who with. 7. Emphasise that to maintain trust with your mentee most information they tell you must be kept confidential, if there is ANYTHING which makes you feel worried about your mentee or other people you must tell me or (name the other safeguarding leads in your setting). 	5 mins
<p>Activity 2 – EXPLORING SAFEGUARDING IN MORE DETAIL</p> <ol style="list-style-type: none"> 1. Ask: <i>What type of things might your mentee say that might make you worried?</i> 2. Suggest that below are a few examples: <ul style="list-style-type: none"> • Mentee being bullied. • Mentee not eating breakfast. • Mentee feeling scared at home or school. 3. Ask: <i>How might it make you feel if a mentee told you one of these things?</i> 4. Show slide 27. 5. Ask the group if they can think of any other examples. 6. Show slide 28 and explain that: <ul style="list-style-type: none"> • <i>Feeling worried or concerned by anything a mentee tells you is an important sign that you must share this information with the programme lead adult before the end of the day.</i> 	15 mins

Activities	Time
<p>7. Ask the children: <i>What do you do if you are not sure of something you have been told by your mentee can be kept confidential or if you need to tell the programme lead adult?</i></p> <p>8. Explain: <i>If you are not sure, you must always discuss with the programme lead adult. There will also be regular meetings with your lead adult when you can discuss concerns. This is called supervision.</i></p>	

Activity 3 – SAFEGUARDING EXAMPLE

15 mins

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1. Split the children in to pairs and hand out a copy of **R 3.1** and a highlighter to each pair.
 2. Read the case study **R 3.1** out loud to the whole group.
 3. Ask each group to highlight the parts of the text that make them worried.
 4. Show slide 28 and ask them to discuss with each other:
 - What they might say to the mentee at the time?
 - Will they promise to keep it confidential?
 - What will they do after mentoring session is finished?
 5. Feedback as a group and emphasise:
 - That the mentor should use active listening skills i.e. “this sounds like a really tough time for you.”
 - Tell Sean that you can’t promise to keep it confidential and you will need to speak to an adult about what to do.
 - Raise it straight away with the facilitator or another designated member of staff. Add details of your Safeguarding Leads to slide 30.
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Activities**Time**

Activity 4 – ESTABLISHING AN AGREEMENT/CONTRACT BETWEEN THE MENTOR AND THE PROGRAMME LEAD ADULT

15 mins

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1. Explain to the children:
 - *As you are almost ready to start mentoring, it is important that we think about our (yours and my) roles in the programme.*
 - *To do this, we need to work together; you need to do your bit and I need to do my bit.*
 2. Show slide 31, talk through the agreement and clarify any queries
 3. Ask: *Who else might you need to make a contract/agreement with?*
 4. Hand out one copy of **R 3.2** per child and check they understand it all.
 5. Explain that they will need to go through this contract with their mentees when they first meet, and both sign it. They can add extra points to the document.

Summary

5 mins

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1. Explain to the children that now that they have completed the three training sessions, they are ready to be mentors.
 2. Remind the children what they have learned:
 - How to get to know your mentee using active listening.
 - How to support your mentee to make small positive changes.
 - How to get support when your mentee brings up something which worries you.
 3. Outline the next steps for starting the programme including plans for supervision.
 4. Ask if they have any question before bringing the session to a close.
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