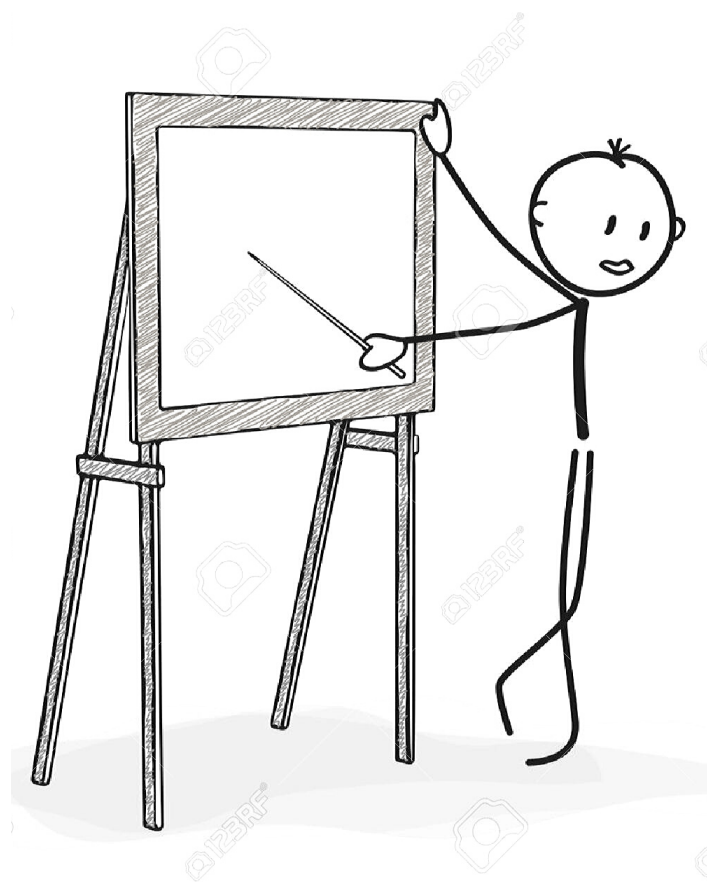
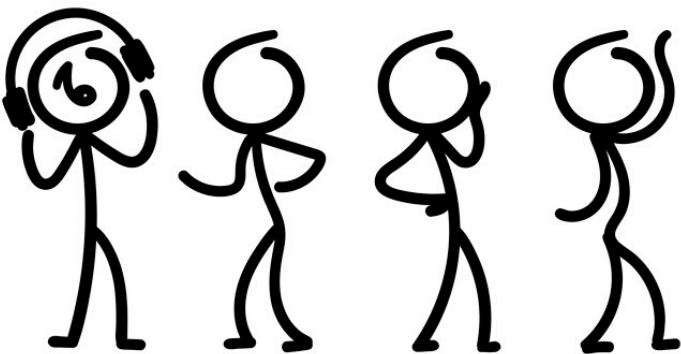


PEER EDUCATOR TOOLKIT



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WHAT IS THE PEER EDUCATOR TOOLKIT?

This toolkit has been designed to help you in your role as a Peer Educator. In this manual you can read about your role, learn some skills and get some tips and advice for your time working on the project. It includes different ideas, examples and inspirations to guide you through your journey as Peer Educator. However, don't be afraid to do things differently and most importantly have fun!

What is a Peer Educator led programme?

Peer education is a teaching or co-teaching relationship between people who share similar experiences. This project believes that because you have had the experience of seeking asylum in the UK, you are able to welcome others and support them as they get to know the area and how to access their rights.

The Peer education programme is a way of improving services by sharing vital information throughout a community. Through such programs, people can gain the knowledge and skills to strengthen their communities. They can also learn to advocate for themselves and their needs and share experience with others who are experiencing a similar situation to the one they have been through/ are going through.

A PEER EDUCATOR'S ROLE

Why is it important?

Being a Peer Educator is important because your experience means you can understand the situation that other asylum seekers are going through. You can use this experience to offer support and advice and to help design and deliver a relevant course that is better suited to their needs.



AS A PEER EDUCATOR...

YOU SHOULD KEEP THESE 5 ASPECTS IN MIND

Be supportive:

- Listen without judging
- Have the time to talk to people

Be an educator:

- Share useful information
- Correct misunderstandings and misconceptions

Be a role model:

- Encourage people to stay positive
- Show that it is possible to build a life here

Be an expert by experience:

- Use your knowledge and experience about the asylum process to give helpful tips and advice
- Help and support others that are going through the same process



Be a team member:

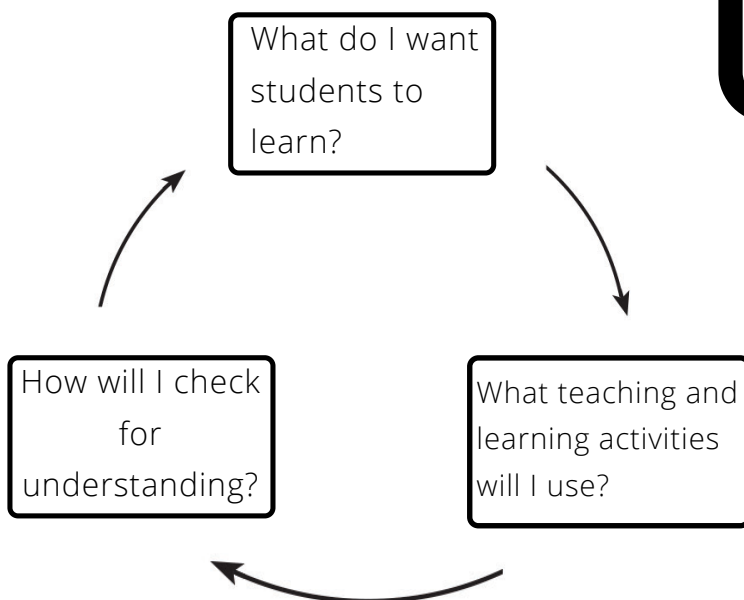
- Commit to being an active part of the group
- Work together with the coordinator to meet the project goals
- Communicate your availability and attend meetings and events when possible
- Know that you are able to ask for help and voice your concerns
- Use positive means to solve disagreements

Lesson

PREPARATION

There are a few things to consider before starting to create the lesson plan.

1. Work with the team of Peer Educators/Coordinator to decide on the topics for the course
2. Meet as a group and discuss each topic further - considering your experience and what information would be helpful to pass on to participants
3. Ask the coordinator if you need help
4. Invite your friends to the course!



TAKE A MOMENT...

...to consider your own mental well-being!



Discussing all these topics can be tough and it's okay to admit it. Do take a break to process difficult topics and talk to someone you trust. As a Peer Educator you shouldn't neglect yourself!

HOW TO PREPARE A CLASS

What is a Lesson Plan?

A lesson plan is the instructor's template of what students need to learn and how it will be done. Before you plan your lesson, you will first need to identify the learning objectives for the class. Then, you can design appropriate learning activities.

DESIGN, DELIVER, SUPPORT

HOW TO CREATE A LESSON PLAN

On the next pages are the four **Es**: **E**xplore, **E**ngage, **E**laborate and **E**valuate - steps to guide you through creating your lesson plan.

A successful lesson plan includes these three key components: **First phase: Explore**

- Objectives for student learning
- Teaching / learning activities
- Strategies to check student understanding

Before you start planning, you must determine what you want to teach the students by the end of the class. To help you specify your objectives for student learning, answer the following questions: What is the topic of the lesson? What do I want the students to understand and be able to do at the end of class? By ranking the learning objectives in terms of their importance, it then becomes easier to manage the lesson time and accomplish the more important learning objectives.

This phase is the introduction into the topic for the lesson. Because you will have a diverse body of students it is crucial to find out how much the participants already know. That is why you might start with a question or activity to understand the students' knowledge of the subject. Consider the following questions:

- What will I do to introduce the topic?
- How can I wake their interest?

Example: If you are introducing the topic of healthcare, ask students if they know which service to go to for different health problems.



Second phase: Engage

Prepare several different ways of explaining the material (real-life examples, analogies, visuals, etc.) to catch the attention of the students and appeal to different learning styles. As you plan your examples and activities, estimate how much time you will spend on each. These questions could help you design your learning activities to engage the participants:

- How will I explain the topic?
- What will I do to illustrate the topic in different ways?

Example: Invite a local nurse to come in and explain health services.

Third phase: Elaborate

The best way to help the participants remember the lesson is by further elaborating. This is best done through giving the students a task related to the objective of the day, which can be done either alone, in pairs, or in groups. Page 12 includes some activities that you can use to make the lesson appeal to everyone. Here are some guiding questions you can ask yourself:

- What should students do to demonstrate that they are following?
- What will they need to understand the topic better?
- How can you help students remember their new knowledge?

Example: You and the team of Peer Educators could lead a discussion on challenges and solutions when accessing healthcare.

Fourth phase: Evaluate

Now that you have explained the topic and illustrated it with different examples, you need to check for student understanding - how will you know that students are learning? Think about specific questions you can ask students and the best way to ask them (maybe in the form of a quiz or worksheet). Don't forget to check if all the learning objectives have been accomplished. Then end the lesson with a short recap. There are a number of ways that you can summarise the main point of the lesson:

- you can state the main points yourself
- or ask a student to help you
- or even ask all the students to write down what they think the main points of the lesson were

Example: Do a quiz to check their knowledge of health services.

Don't forget the time!

- Remember that things always take longer than you think so try and stick to 2 or 3 learning objectives;
- Estimate how long each of the activities will take, then plan in a buffer;
- Plan a few minutes at the end of class to answer any remaining questions;
- Plan an extra activity or discussion question in case you have time left;
- Be flexible



1.Key Objectives

2.Starter activity (Explore)

3.Introduction

4.Key point and activity

(Engage - for the first learning objective)

5.Key point and activity

(Elaborate - for the first learning objective)

6.Key point and activity

(Engage - for the second learning objective)

7.Key point and activity

(Elaborate - for the second learning objective)

8.Conclusion/Recap

(Evaluate)

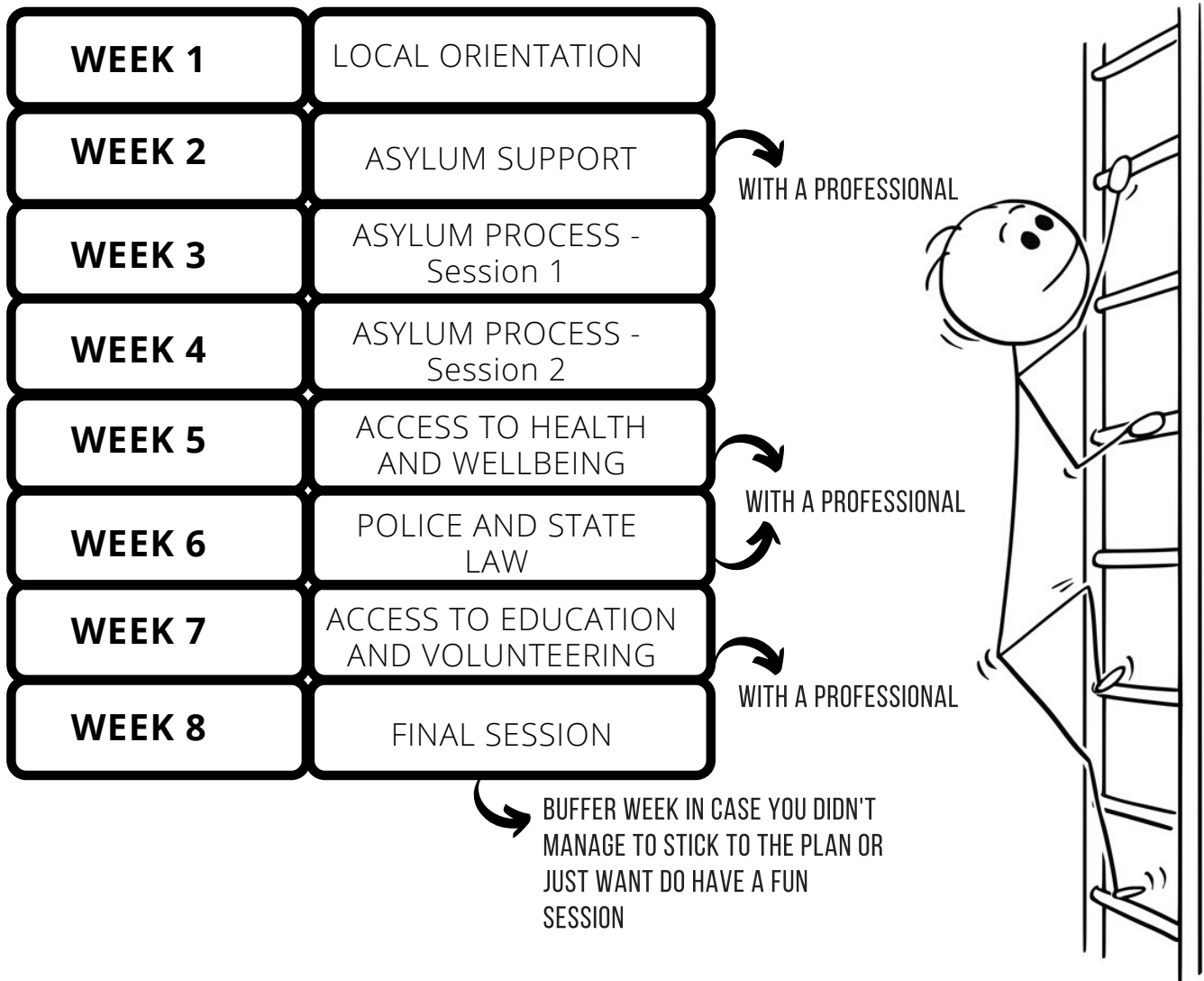


This is what a plan could look like. Keep in mind that it does not have to follow these guidelines, but it might help you structure the lesson.

An empty lesson plan
TEMPLATE

CREATING A COURSE SCHEDULE...

In case you need inspiration for the course, this is what a schedule could possibly look like.



Time suggestion:

Lesson duration: approx. 3 hours, including
breaks for refreshments and lunch

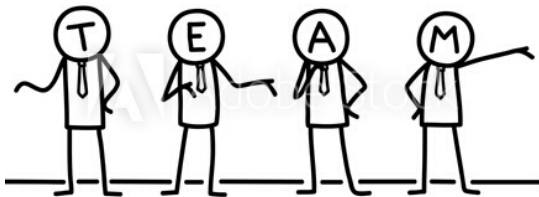
Need some

INSPIRATION?

GAMES AND ICEBREAKERS?

What is the point of having an icebreaker?

- Fun to play and bring variety;
- Break down barriers between people;
- Make it easier for people to get to know each other;



EXAMPLE

The Pineapple Game

To play this game you only need post-its.

How to play?

1. Have everyone stand in a circle facing the middle;
2. Give everyone one post-it each
3. The objective of the game is to form a pineapple out of the post-it, without looking at it. The post-it is allowed to be torn, scrunched up, folded, etc.
4. Take a look at everyone's post-it pineapples after 10 seconds and have a good laugh!

ENERGIZERS

Energizers are short activities that increase the energy level of a group and help the brain access its imaginative side. They are great as "back-up" in case the group needs a boost!

EXAMPLE

Which side are you on?

How to play?

1. Divide the room into two sides ('yes' and 'no' / 'agree' and 'disagree')
2. Explain that the one side means 'yes' / 'agree' and the other one means 'no' / 'disagree', and when you say a sentence they must choose one side.
3. You can use this exercise to ask questions about the lesson you are doing or about something fun.



WHAT ARE STARTERS?

These are activities that can be fun, thought-provoking or both! They are a good way to introduce the subject and get people thinking and talking about a particular topic.

EXAMPLES



1. Question cards:

Place some cards with 'conversation starter' questions on each table. They may include questions such as 'What was your favourite subject at school?' 'What was the most shocking thing about the UK when you arrived?' 'What do you like the most in the UK?' etc.

Further question examples:

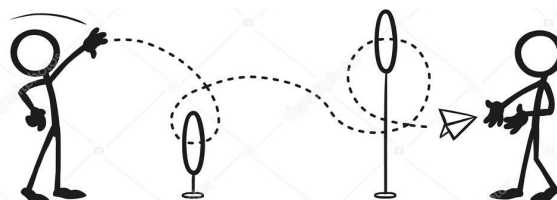
- If you could have endless supply of any food, what would you get?
- If you were an animal, what would you be and why?
- What is one goal you'd like to accomplish during your lifetime?
- Who is your hero? (a parent, a celebrity, an influential person in one's life)
- What's your favourite thing to do in the summer?

2. Quiz:

For this you could design or print off a short quiz to get people talking about a particular subject. This may be about education, health, Wales, etc. It is an active start into the session and leads onto the information that is going to be shared in a relaxed, fun way.

3. Newspaper article:

You could have a short newspaper story and facilitate a discussion about the topic. However, it is important that this is not a 'trigger' topic, so avoid stories about war, conflict, violence or negative stories about religion and politics.



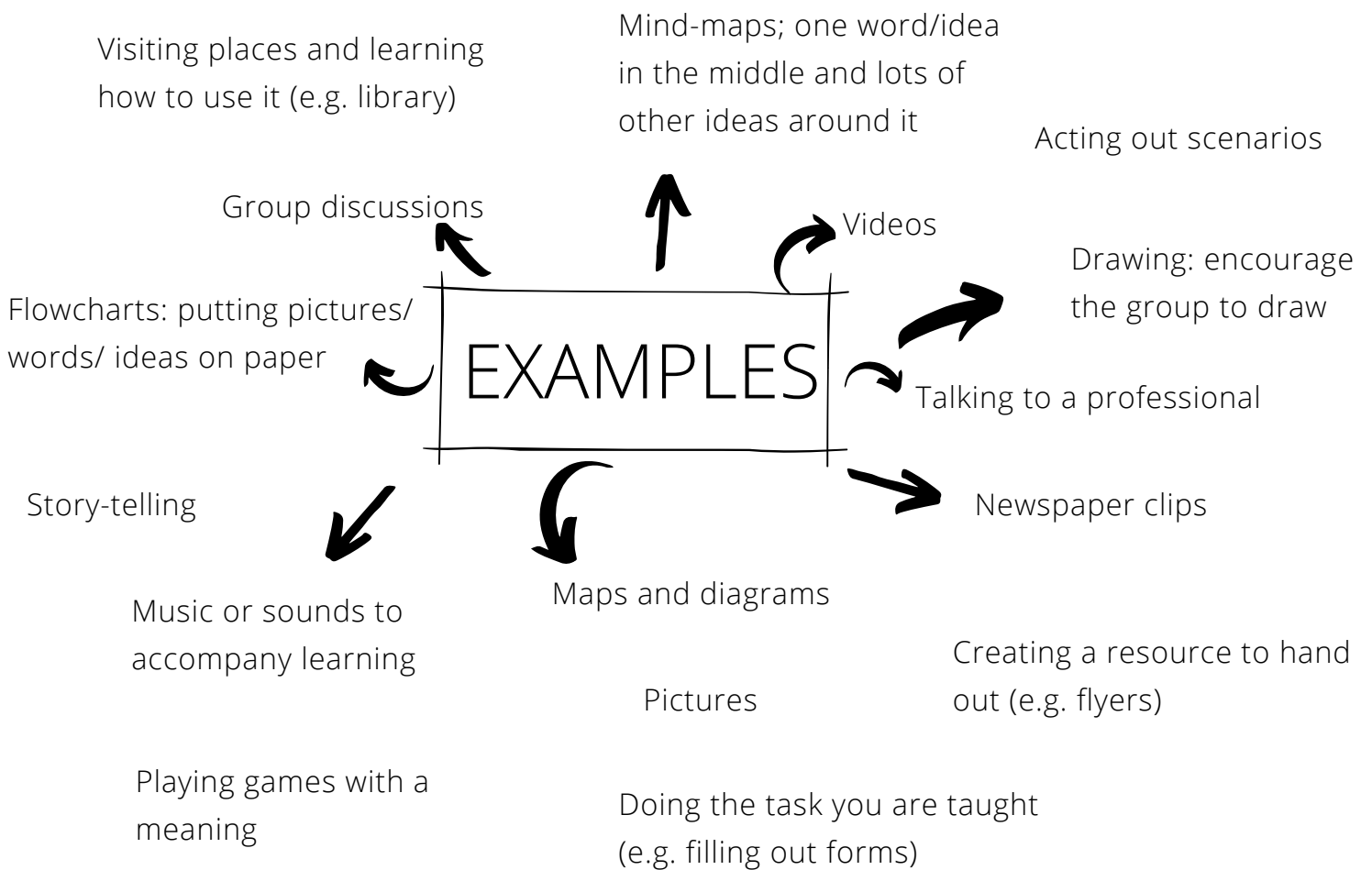
Learning **STYLES**



Learning styles refer to the different ways that people learn something new. Often people can learn in a mixture of ways but they may have one style that they find easiest for both understanding and retaining information.

There are four main learning styles:

- Visual (spatial): prefer using pictures, images, and spatial understanding;
- Aural (auditory-musical): prefer using sound and music;
- Verbal (linguistic): prefer using words, both in speech and writing;
- Physical (kin-aesthetic): prefer using your body, hands and sense of touch.



EVALUATING AND DEBRIEFING



EXAMPLES

1. Post-it Notes

Give two different coloured post-it notes to each participant in the class. Ask them to write on one what went well and on the other what they think you should improve and stick them onto the middle of a flip-chart page.

2. Feedback round

Ask the participants to form a circle. Get the group to pass a ball around, the ball-holder needs to tell the group one thing they liked/learned/enjoyed, and one thing that could be improved about the course. Keep passing until each participant has contributed.

Evaluating and debriefing help you to make sure you are teaching people the right information in the right way! Evaluating your service/ resources can be done by getting feedback from the participants but also as a group of Peer Educators.

- Debrief is an opportunity to meet as a group of volunteers after a session to discuss what went well, how things could have been better and if any further action is needed to follow up on the session.
- Evaluation with the participants offers an opportunity for the group to share their opinions on activities that were useful and those that weren't, information they didn't understand or topics they would like to be included in a future session. This can be done either at the end of each session or as a bigger activity at the end of the course.

Try using group activities such as the examples, or use a more formal survey or questionnaire if you want a more detailed response.



How do you keep people engaged in your class?

Sometimes people find it hard to participate due to language barriers and not knowing each other. Look for ways to include everyone and keep the conversation flowing.

Facilitation Skills

Sometimes the discussion can stray from the topic for the week. Ways to keep the lesson on track include:

- Plan the agenda carefully;
- Help to focus discussions
- Make objectives;
- Ask questions and try to keep them on topic;
- Listen to participants;
- Where there are different opinions, create common ground

Professional boundaries

Professional boundaries are very important for protecting both you and the participants. Without boundaries participants may look to you for personal support outside your volunteering hours, which can be hard to manage. Here are some simple rules for you to follow:

- Be aware of the Red Cross policies and procedures which you should be following as a volunteer
- Keep in mind who you are working with (their age, situation, possible cultural differences)
- Trust your instincts - if you feel like something is overstepping boundaries, then you are probably right
- It's better to be too careful, than not careful enough
- Just stop and think about the situation for a moment. Don't rush into anything
- If you feel bad about saying no, tell them it is the organisational policy (e.g. if someone invites you for dinner you can say that you are not allowed to accept, due to your role with the Red Cross)
- Try and say "we" instead of "I", so that they know the Red Cross is helping them and don't rely on you
- Be friendly, but not friends
- Try and avoid being social media friends with participants
- **Don't be afraid to ask if you are unsure!**

DESIGN, DELIVER, SUPPORT

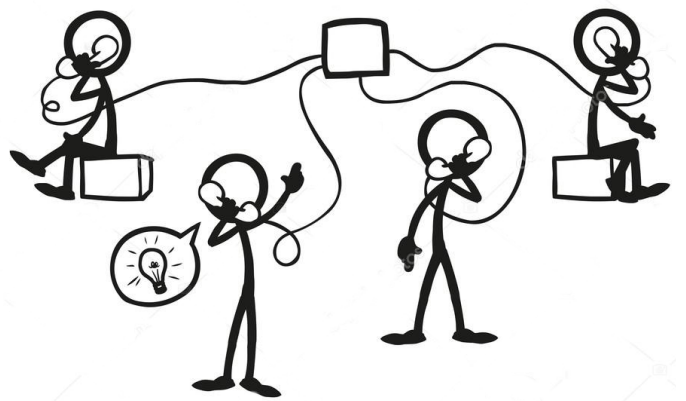


WORKING WITH INTERPRETERS

Interpreters play an important role for the people who attend the Life Skills course. They are the bridge that a participant uses to understand and contribute to the class. Therefore, it is important that an interpreter is professional in the way they support the participant. Here are some of the guidelines that interpreters should be following. If you are working with an interpreter who doesn't follow these, intervene to ensure that the participant feels fully included in the class:

1. Respecting the values and spiritual beliefs of participants which may be different to their own;
2. Not giving advice, or expressing opinions or reactions to any of the parties;
3. Interpreting in the first person, as closely as possible to what is said, without anything being added, omitted or changed;
4. Providing a summary if requested by either party;
5. Disclosing any difficulties they may encounter (for example: dialects);

6. Interpreting not only the spoken words but also expressing the empathy and sensitivity conveyed by the organisation's staff;
7. Always respecting confidentiality
8. Acting in an impartial and professional manner;
9. Always being reliable and punctual. If for any reason they can't come or are late, they should contact the coordinator or the British Red Cross;



When you should intervene?

- To ask for clarification
- To point out that a party may not have understood something
- To alert the parties of possible misunderstandings due to culture

NOTE: When intervening, ensure that it is done in a sensitive and transparent manner so that both the interpreter and the service user clearly understand the nature and relevance of the intervention or communication.

SUPPORT - What is trauma?

Some of the people who attend Life Skills classes may be affected by trauma from previous experiences. To create a supportive and safe environment, it is important to be aware of what trauma is and how to support someone affected by it.

Trauma is a response to an experience involving:

- Severe injury or death
- Violation of human rights;
- Sudden and/or violent death or injury of a relative or someone close to them;
- Witnessing any/all of the above
- Anything emotionally upsetting to the individual

A person can suffer an abuse/traumatic event a single time or repeatedly over time. It's important to know that traumatic situations have an impact on the lives of the ones that experienced the situation. This impact can be physical or psychological. People may present some of these short-term signs /symptoms:

- A Physical response;
- Fight/flight/freeze;
- A variety of emotions, such as fear, panic, anger, shame;
- Attention narrows, language problems

Or long-term symptoms like:

- Rapid mood/emotional changes;
- Anxiety and/or panic attacks
- Emotional detachment;
- Physical health difficulties

Remember that every person is different and they may present some of these signs but not be suffering from abuse/traumatic situation. But in any case, if you have any suspicion that someone is suffering abuse talk to one of these people:

Safeguarding contacts:

In case of an emergency, contact the police.

HOW CAN YOU SUPPORT?

CALMER technique

Consider:

- Our experiences can affect how we respond to things;
- Everyone's crisis is personal;
- Anyone can be vulnerable;
- Everyone reacts in a different way;
- What someone answers may not be what they are feeling inside.



Acknowledge:

- Age;
- Gender;
- Culture;
- Language;
- Religion;
- Needs and disabilities.
- "How would I want my loved ones to be treated if they needed support in crisis."



Listen:

- Avoid making assumptions;
- Listen with complete attention and empathy;
- Be sure you understand what the other person is saying – repeat what the other person has said or summarise);
- Give them time.

What does CALMER mean?

CALMER is an acronym for: Consider, Acknowledge, Listen, Manage, Enable and Resource.

The CALMER technique helps to facilitate a trusting relationship with people in crisis. It can help you to deal with difficult situations in a calm and thoughtful way.

Resource:

- Find out what happens next and support them to get this;
- Recognise their resilience
- Involve them in all aspects of the action plan for what happens next;
- Remember to resource your own needs.



Enable:

- Involve them in thinking about their possible options;
- Assist them to make contact with others, such as family and friends.
- Encourage choice.



Manage:

- Be clear about what can and can't be offered;
- Do not encourage dependency;
- Know your personal limits.



Useful links

Red Cross Website:

www.redcross.org.uk/

Volunteer Portal:

<https://britishredcross.interactgo.com/Interact/Pages/Section/Default.aspx?Section=5388>

Once on the site just click on the area you have a question about and it will open up with a series of FAQs.

Online learning portal:

<https://ifrc.csod.com/client/ifrc/BRC.aspx>

Your username is your ID number, the default password: password

If you have problems with the Online learning portal email: booktraining@redcross.org.uk

Safeguarding Contacts:

<https://britishredcross.interactgo.com/Interact/Pages/Content/Document.aspx?id=1125>

This page has links to safeguarding contacts for both adults and children/young people

Support Line:

Contact: 08000305182

Website: www.healthassuredeap.com

Login name/password: BRC

THANK YOU...

...for being a Peer Educator! With this Toolkit and your training you are well prepared to start the course. Don't be afraid of using your skills even when they are different to others - difference is a good thing! Only through teamwork will the course be able to be successful, so don't hesitate to ask for help or support when you need it.



IMAGE RIGHTS

The many amazing artists, whose pictures we have used to create this Peer Educator Toolkit, need to be given credit for their work. These are the websites that we used:

<https://www.shutterstock.com/image-vector/hand-drawn-scribble-set-circle-square-262492004?src=w8JlvakemY7nnugtBP5k3A-1-6>

<https://www.vectorstock.com/royalty-free-vector/cartoon-of-man-or-businessman-climbing-up-ladder-vector-20829881>

<https://latinocf.org/giving-and-investing/giving-hand-36/>

<https://www.shutterstock.com/es/search/stick+figure>

<https://depositphotos.com/vector-images/stick-figure-work.html>

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<https://www.clipart.email/clipart/stick-figure-student-clipart-29574.html>

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<https://pixabay.com/vectors/stickman-stick-figure-matchstick-man-151356/>

<https://www.vectorstock.com/royalty-free-vectors/injured-stick-figure-vectors>

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AVAIL

Amplifying the Voices of
Asylum Seekers and Refugees
for Integration and Life Skills



This project is funded
by the European Union