

# Peer Education – Supporting Students to Undertake a Peer Education Session

## Tips for Teachers:

- **Remind students they are not teachers!** The value of the peer education is students being on the same 'level' as others. Ask students to consider what methods help them engage in learning? Discussion, films, activities etc. What fun ways could engage the students in learning? How can they develop a workshop that brings in some of these methods? Remind them that no one likes being told what to think or do – so be creative!
- **Ensure they are clear on what they want to achieve** – Ask them to write down their objectives of the workshop. What do they actually want to achieve by running this? Ask them to continuously reflect on these objectives when they are developing the activities. Do the activities help them achieve their aims?
- **Develop a full workshop** with a beginning and an end. This includes a warm up – by loosening their bodies, they loosen their brains! The cool down is also an important time for students to reflect on their learning. Something even as simple as passing a ball around a circle where each student outlines their key learning or something they will do as a result of the training can be powerful.
- **Ensure they write out their plan** - Ensure students are well prepared – that each person knows what they are saying, doing and when. Ask them to fill in the template planning tool (download [here](#)) so they have it all written down. It is always a good idea for them to fill out the times, so they can know at a quick glance if any of their activities are going over time. If they need materials, they need to ensure have them all together in one place and ready ahead of the workshop.
- **Practice makes perfect (well better!)** Support the peer leaders to do a practice run through where they speak as if they are speaking to the students. They might think they know what they want to say but can freeze when they go to say it! This gives them time to go home and practice so they are not caught out on the day and feel confident going in. Remind them that they can have their planning sheets with them on the day so they can check in on times etc, but that they shouldn't read from them as it stifles their speech when they are talking.
- **Ensure the facilitators reflect after** – Create space for them to reflect on their workshop delivery very shortly after it has been delivered – what they enjoyed, what worked and what they could improve on. What next?!