


## Section: Peer Tutors

<b>Activity 6</b>	<div style="text-align: right;">  <b>45 – 60 mins</b> </div>
<b>Description:</b>	This is a group planning exercise that gives Fellows the opportunity to develop a training programme.
<b>Use(s):</b>	The Fellows can use the programme as a starting point for planning their own Peer Tutor training or can be adapted to suit a variety of different contexts/Timetables.
<b>Preparation:</b>	<p>Copy of the aims of the training needed for everybody.</p> <p>An exemplar agenda, record sheet for accreditation and evaluation sheet are provided if desired.</p> <p><b>Resources included.</b></p>

Give everybody a copy of the aims of the training, which are:

- To develop the young people's support/tutoring and communication skills.
- To develop the young people's self-confidence and ability to work in a team.
- To enhance the young people's awareness and understanding of the principles and ethos of the UFA, including an understanding of basic facts about the brain and multisensory learning.
- To clarify the roles and responsibilities of Peer Tutors and identify the particular strengths that student can bring to UFA activity.
- To excite the young people about being involved.

Groups of four Fellows work together to develop a training programme that meets the above aims. These programmes can be more fully developed and the resources collected/created as part of the Fellows' professional development programme and shared amongst the group.

Each group gives a brief outline of their programme to the whole group who can ask questions and suggest developments.

### Learning to be drawn from this activity

- It is important to consider the needs of the Peer Tutor as well as those of the tutee and this will inform the training you plan.
- Although the UFA has developed a Peer Tutor training programme, it is in no way definitive and Fellows will need to consider the requirements of the young people they are working with and plan the training accordingly.

## PEER TUTOR TRAINING AGENDA

- 1) Welcome.
  - 2) 'People Search' or another icebreaker activity.
  - 3) The purpose of the training.
  - 4) Post-its of any questions/concerns arising from the presentation.
  - 5) Group create positive ground rules for the way they work.
  - 6) A successful learning experience – using the sheet from the 'Involving parents' resources section.
    - Q) for Peer Tutors/Fellows - What implications do they think this has when helping younger students?
  - 7) 'A dotty problem'.
    - Q) for Peer Tutors/Fellows - What implications do you think this has when helping younger students?
  - 8) 'Do's and Don'ts of Peer Tutoring'.
  - 9) Mind maps – how to do them.
    - Q) for Peer Tutors/Fellows - What use do you think this has when helping younger students?
  - 10) Tackling worries and fears about being a Peer Tutor.
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## Activity 6 - Record sheet for accreditation-LT-S3-A6-Record

### Record sheet

A example of a possible record sheet from a training activity to go in a portfolio for accreditation.

Brief summary of what we did:

How this could be useful to someone in general:

Implications for working with younger young people and how I could use this with them:

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Activity 6 - Evaluation sheet-LT-S3-A6-Evaluation

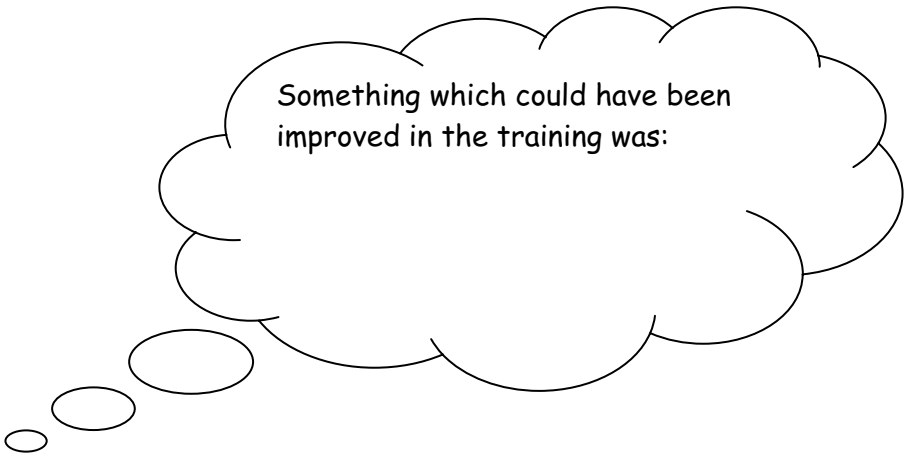
# Evaluation Sheet

Something I learned in the training  
that I will find useful for me is:

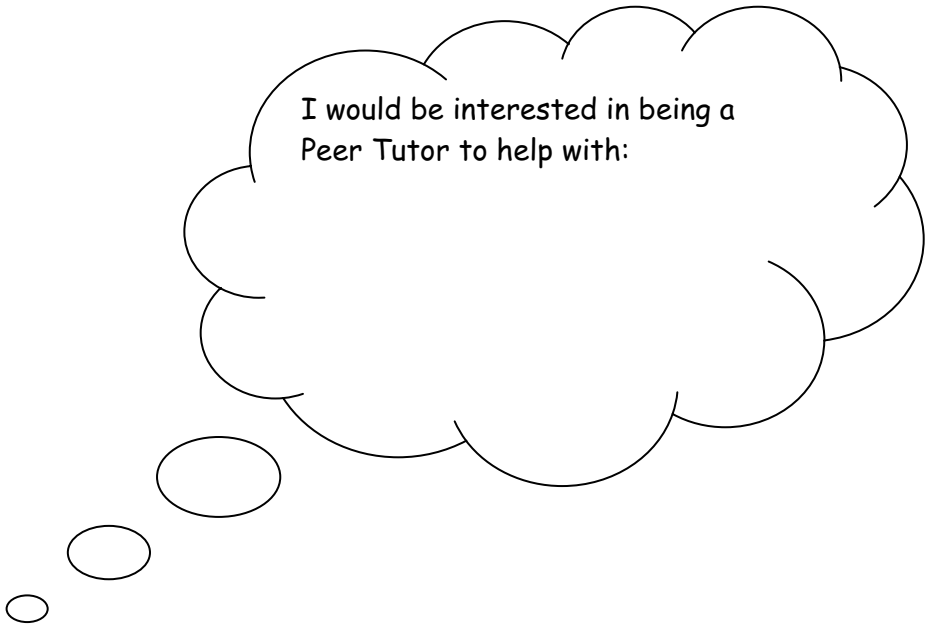
Something I enjoyed in the training was:

Something I learned in the training  
that I can use with younger students is:

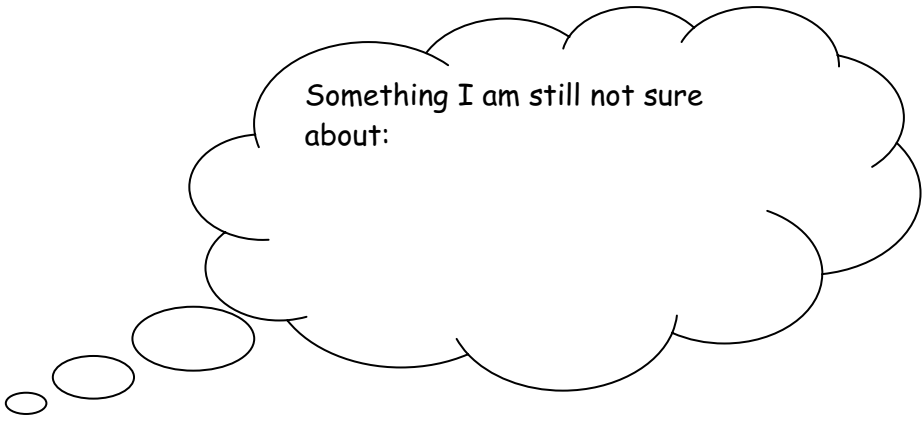
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Something which could have been improved in the training was:



I would be interested in being a Peer Tutor to help with:



Something I am still not sure about:

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## Activity 6 – Aims of the training-LT-S3-A6-Aims

### Aims of Peer Tutor training:

- To develop the young people's support/tutoring and communication skills.
- To develop the young people's self-confidence and ability to work in a team.
- To enhance the young people's awareness and understanding of the principles and ethos of the UFA, including an understanding of basic facts about the brain and multisensory learning.
- To clarify the roles and responsibilities of Peer Tutors and identify the particular strengths that student can bring to UFA activity.
- To excite the young people about being involved in UFA activity.

