Section 8

9 sessions for training Peer Coaches

The main aim of these 9 sessions is to enable young people, workers or coaches to set up a peer group education project focused on issues concerning racism, xenophobia, anti-Semitism and intolerance and to explore ways of integrating activities into their own youth work.

We have made no reference: getting to know each other exercises, warming up activities, mid-way evaluation etc. This should be left to the trainer who is designing the programme or course. What you will find in this section are 9 sessions with ideas and guidelines which you can use in the planning of a training course for coaches who are interested in peer group education and the topics of the ‘all different - all equal’ campaign.

All models and training sessions carry with them certain limitations. It is not possible, for example, to know the skills of the trainer, the atmosphere in the group, the knowledge level concerning racism, xenophobia, anti-Semitism and intolerance or the place where the training will take place. The training can take place in residential workshops lasting 6 days, during evening sessions held over several weeks or months. Most of the exercises can be used for groups of 15 - 35 persons. We suggest that you read the different sessions, draw from the activities and plan the training in a way which is suitable for your situation or group.
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I find it very evil and racist, when people make remarks about me and my boyfriend who’s name is Sagil and from Gambia. Some of my ‘close’ friends have giggled sometimes when the subject ‘cruised’ around me and Sagil. I believe that is prejudice and racism at the same time.

Tanya Klikkenborg,
18 years, Danish
Session 8.1

ME AND MY IDEAS
What is peer group education?

Introduction
Me and My ideas is about exploring the terminology around peer group education and why to use it as an educational approach in the light of the campaign ‘All different - All equal.’

Materials
• Flipchart paper
• Coloured markers (thick)
• Sheets with questions

Time
2 - 2.5 hours

Group size
15 - 20 people

Process
Split people in small groups of four or five. Give the groups a sheet with the questions listed below and ask each group to discuss what they think about it. Explain that each group has to write down the main points of the discussion. At the end the groups will display their points on a flipchart paper for others to see and will give a short explanation.

Give a time limit for the group-work to discuss and prepare the flipchart paper. An hour or an hour and a half at least.

Questions
• What does the word ‘peer’ mean to you? What do you think peer education is?
• Make together a list of things which help people learning and a list of things that can make learning difficult?
• Say something about people who you have learnt things from. What sort of things? Who influenced you the most and who have influenced you less?
• Tell something about influences upon young people.
• What do you think of the ideas of young people learning from young people? (peer group education) What are the different benefits and difficulties of this educational approach?
Conclusion

This activity is an introduction to get people to think more about peer group education and whether it is something they would like to get involved in. At the end in the large group take enough time for the explanations of each group and allow time for general reflections and comments.
Session 8.2

S.W.O.T. ANALYSIS
Peer group education in your own organisation

Introduction
There are many different ways of getting individuals, groups or organisations to assess their current situation in order that future plans can be made which are realistic and, therefore, achievable. The S.W.O.T. Analysis is one such method.

Materials
- A4 white paper
- Pens

Time
2 - 2.5 hour

Group size
10 - 30 people

Process
S.W.O.T. stands for:
- **Strengths**
- **Weaknesses**
- **Opportunities**
- **Threats**

It can be used by individuals to consider their professional or personal situation especially at points of crisis or decision. Similarly groups of people, whether social, community, temporary or work based can explore their position. It can also be used within organisations to assess circumstances and assist in future planning of a peer group education programme. When used with groups or organisations the analysis should ideally first be done by individuals.

Each person is asked to make an individual S.W.O.T. analysis of their own organisation or group. They can think about it or write or give a visual expression to the four aspects of the analysis. Then get people in pairs or small groups to share their thoughts and feelings on this trying to spend an equal amount of time on each of the four aspects. It should also be timed so that each person has a fair share of the time
available. Large group discussion should then take place with all pairs or small groups sharing their perspectives. This should be focused on the S.W.O.T.'s affecting the group or organisations who want to set up peer group education programmes.

Either at this point or later, after some work has take place this S.W.O.T. analysis can form a useful base on which to build strategies for future development. (Session 6 - How to set up a peer group education programme)

**Conclusion**

This is good method for getting people to think about their groups and organisations, to make a critical analysis of what they can achieve and what they may need to help them.
Session 8.3

SILENT FLOOR DISCUSSION
Racism, anti-Semitism, intolerance and xenophobia, what does it mean to me?

Introduction
A way of encouraging a group to think about the issues of the campaign ‘all different - all equal’ with each other is to use the Silent Floor Discussion. The basic rule is that no one speaks during the exercise.

Materials
- 20 Coloured markers (thick)
- Flipchart paper or wall paper
- Paper tape

Time
1.5 - 2 hours

Group size
10 - 20 people

Process
Everybody sits in a circle around the 4 big sheets of paper on the floor. Write than the following words in large letters on the paper.

RACISM  ANTI-SEMITISM  INTOLERANCE  XENOPHOBIA

Depending on the size and interest of the group, you can also take 2 or 3 words. Ask people to write down everything what comes in their mind or what they associate with the word. They can also respond to something that has been written by somebody else. They can give counter-arguments, make links, ask questions etc. The basic rule is: NOBODY SPEAKS.

It is alright if more people are writing at the same time. Indicate that the discussion ends after ten minutes or at the moment that nobody is writing any more. After the silent session there is time to continue by a verbal discussion. Some questions can be posed, or some explanations can be asked about things written on the paper. The discussion can explore the topics of the session and people’s thoughts and feelings about it and/or their feelings about the silent discussion approach.
Conclusion

This session can be especially helpful for people who take some time to consider their reactions or for whom speaking in a large group is difficult. A ‘Silent Floor Discussion’ can be a very useful introductory exercise to a topic.

Racism is to behave towards others as if they would not be the same human beings as you.

Dan Paunescu,
17 years. Romania
Session 8.4

OPINION CARDS
Working with young people

Introduction
This opinion card activity is about raising awareness and challenging the perception of how young people are viewed by adults in society.

Materials
White postcards with the opinions (one set for each group)

Time
1 - 1.5 hours

Group size
10 - 25 people

Process
Ask people to form groups of four or five and give each group a set of opinion cards. Each person in the group picks an opinion card and reads it out. The person places the card down on an imaginary line between two points: Agree and Disagree. You can use also the following pattern:

Other members of the group now say whether they support where the card lies or think it should be moved, giving their reasons.

Once the groups have finalised, everybody can walk around and look at the position of the opinion cards of the others. Open this out to a general discussion in the large group.
Some specific questions should also be posed:
- What opinions did most people agree/disagree with? Why?
- Was it easy or difficult to reach group agreement?
- Did they feel that each group member had an equal amount of speaking time?

**Opinions about young people (*)**

This are examples, of course you can add yours or ask the group to write statements about young people.
- Young people, as a rule take more from society than they give back.
- Young people think talking to adults about life is a waste of time.
- You need to learn to love yourself before you can love anyone else.
- You can’t expect the world to look after you.
- Young people can make a big difference to the world.
- Young people can’t influence anything in the adult world.
- It’s important to live your life in the way that your friends do.
- It’s important to live your life in a way that’s true to yourself.
- Someone will always help you out when you need help in life.
- Young people are a bad influence on each other, they need adult discipline.
- Without the interference of adults, young people could make this a much better world.
- Young people respond well to adult encouragement in dealing with problems.

**Conclusion**

This session is intended to help the group address issues such as attitudes towards young people, needs of young people, working with young people etc. Either at this point or later this activity can form a useful base for discussion about the role of the peer coach.

A more active version of this session is possible with a small group. Draw in a room an imaginary line between two points. One point is labelled agree and the other disagree. Read out an opinion card and everybody must then stand where they want between the two points. Some people can give an explanation and say why they choose for this position, for those who perhaps do not have a strong opinion, the middle or centre can offer an ‘undecided’ position.

(* Extract from Just Us!: Young people in action with young people, by John Holt and Philip Hope, British Red Cross, 1994)
Session 8.5

PROJECT PLANNING
How to set up a peer group education programme

Introduction
This session is about how to set up a peer group education programme and what action to take.

Materials
• Copies of check-list ‘Step by Step’
• Flipchart paper or wall paper
• Coloured markers (thick)

Time
2 - 2.5 hours

Group size
10 - 25 people

Process
Form working groups of four. Ask each group to select one possible action project that they would like to consider carrying out. It is important for the groups to have a clear starting point, a concrete idea for a project. Give them a copy of the check-list to help them to develop their peer group education programme.

Ask the groups to note down their plans on a flipchart considering each step in the process of the project. These should be stuck to the walls so that others can read them. Allow people to move around the room to look at the plans. Finally, open up for general discussion if you feel that useful points could be made about some of the things shown.

Conclusion
This planning activity has its value in getting people to plan the different steps and to consider what may happen with their plans. It can help ensure that idealistic ideas have a practical and realistic root. The S.W.O.T. Analysis made of the organisation can be used as a basis for the planning work.

Racism is the proof of incapacity or powerlessness to understand the other people's problems.

Roman Rares, 24 years, Romania
Session 8.6

CASE STUDIES
Your role as a coach

Introduction
This case study activity is focused on the peer coaches involved in peer group education programmes. It is designed to help them to examine their role, the empowerment of young people and possible conflicts which can arise.

Material
Case studies and questions

Time
1.5 - 2 hours

Group size
10 - 20 people

Process
Ask people to work in small groups (4-5). Each group is given a copy of a case study. The task is to read the description and to consider the questions and note down the responses. Each group needs to identify a spokes person and feedback with a short presentation in the large group.
After the presentation several questions could be raised and common areas and differences between the groups identified.
• Who is in control?
• What are potential areas of conflict?
• What would the feeling of the young people be in these situations?
**Case study 1**

You are involved in a peer group education programme which has been running successfully for 2 years, the young people are responsible for planning and running sessions with other groups of young people on Human Rights and conflict mediation. Sessions take place in youth centres although some take place in schools, they have also recruited new members and the team numbers around 15 with 10 of these being more committed. They have organised themselves with roles and job descriptions, recruitment, planning, publicity, dealing with administration, etc. The funders of the project made up of local education authority and private sponsors feel that the young people are not responsible enough to manage their funds. They would like the youth leader or coach to take financial responsibility for the project. The young people feel that they should have control of what they do.

- What are the issues arising?
- What strategies would you pursue with the young people?
- What skills are required to deal with this situation?
- What support and resources would you need to handle the situation effectively?

**Case study 2**

You work in a school as a teacher; your subject area includes work on equality and Human Rights. Your headmaster has recently attended a conference on peer education and is very keen to see that you develop such a programme with your class. He has a model from the conference and you have been instructed to implement this for project which aims to deal with a number of racist incidents in the school and local community. When the idea is suggested to young people there is little response, they are not excited by the idea of peer education or the subject of racism.

- How do you react?
- What do you say: to the headmaster? to the young people?
- How do you follow up this situation?
- How do you respond to the issue (racism incidents) within the school?
Case study 3

You work at a youth centre where for the past twelve months there has been a successful programme organised by a committed group of young people. They work in youth centres across the town to reduce prejudice against people who have physical disabilities. Some of the group are able bodied and others are not, they are interested in the issues and many people acknowledge that the project is a great success both in integrating able and disabled and in the peer education work they do. Three new members of the youth centre would like to join the group, the members of the main group are resistant to this and feel that they will not ‘fit in’.

• What are the issues involved?
• What do you do?
• How do you reflect this issue within the youth centre programme?
• What strategy would you develop to prevent a repeat of this or similar situations?

Conclusion

Activities which are case studies have the advantage of allowing people to connect themselves with a situation before investigating in their own roles as peer coaches.

Xenophobia is the psychic trauma after a dramatic event that has to do with something unfamiliar or someone from other countries. The effect of the disorder is the irrational fear of anything strange...

Anthony Bargilly,
17 years, Cyprus
Session 8.7

NETWORKING
Identifying the different needs of peer educators

Introduction
An activity designed to allow people to consider the different types of support and to develop ways of building a network of people concerned with racism, xenophobia, anti-Semitism and intolerance.

Material
- Flipchart paper
- A4 paper
- Pens

Time
2 - 2.5 hours

Group size
15 - 30 people

Process
The fact is that no one is self-sufficient because we all depend on others for certain things. This can be illustrated with a short activity in the large group. Everybody, draw a line down the centre of a A4 paper. At the left side they list the names of people they need and like to have around them, or make contact with on regular times. Now on the right side, after each name: what sort of support is that person giving to you, why do you need that person, why you like to have contacts with that person etc.

Ask them to call out all the support and needs other people meet for them (no names), while you write the points on the flipchart. Review the list and try to identify different areas for needs and support.

For example:
- physical needs: food, air, sleep etc.
- care and protection: clothes, shelter, health service etc.
- social needs: security of a community, a feeling of ‘belonging’ etc.
- personal development: to develop our interests and talents, the need for ‘a purpose in life’ etc.
Brain-storm all the situations where peer educators are likely to need support. This could be on issues concerning group work leadership, knowledge and activities around Racism. Go through the brain-storm list and ask the people to choose a situation which they would like to discuss more in depth. The people should now work in smaller groups on the situation they have chosen. Ask the group to address the question of what for support in this particular situation is needed and how to realise it. In the large group, ask the small group to feed back all the ideas they shared and list major points about support structures and how they can be organised.

**Conclusion**

These two activities could open the way for some further exploration in the needs for different kind of support, information or training. The need for support will vary over time for each individual. The peer coach needs the skills to provide that support flexible and in a variety of ways which should be flexible.
Session 8.8

USING AUDIO VISUAL MATERIAL
Educational activities in the area of racism, anti-Semitism, intolerance and xenophobia

Introduction
Towards the end of a course, which has explored and demonstrated peer group education and racism, xenophobia, anti-Semitism and intolerance in theory and practise. This activity provides a much needed outlet for the creative potential of individuals and the group.

Material
• Video equipment
• A tested and tried video related to the issues of the campaign
• Flipchart paper or wall paper
• Coloured markers
• Box with: glue, scissors, tape, coloured paper, markers etc.

Time
2.5 hours

Group size
10 - 30 people

Process
The group is told that the aim of this activity is to create a 45 minutes programme around racism, xenophobia, anti-Semitism and intolerance issues, using video as stimulus material. Each group (5-6) can decide for themselves for what age range the programme is intended and how the 45 minutes is to be used. Afterwards, the group watches the video, participants can take notes, if they wish.

Participants have 90 minutes to discuss and to devise the content and methodology. The final negotiated programme is written up on the flipchart paper and stuck on the wall. One member of the group should remain beside it as a guide, to give any clarification or explanation if needed. Other members then can walk around, but will also take their turn as guide to give everybody an opportunity to read the activities.

Racism is a widely spread problem even in our days. People feel obliged to criticise others according to racial colour, religion, political or sexual beliefs. I find such behaviour unacceptable and even sickening. I just want to say that one should take a good look at oneself first before one begins to criticise others.

Miranda Maratheftou, 18 years, Cyprus
**Conclusion**

Other stimulus material can be used, such as cartoons, a series of photographs or slides, a set of posters, articles from magazines or newspapers. The resulting programmes are often innovative, and can be run over a whole day if possible. The activity should be run to get feedback off the rest of the group.
Session 8.9

PERSONAL ACTION PLAN AND EVALUATION
What did I learn and how am I going to use it?

Introduction
This session is an opportunity for people to formulate action plans to follow on from this course and to assess what they have learned during this course.

Materials
Copies of the Action Plan sheet
Sheets with evaluation questions

Time
2 - 2.5 hour

Group size
10 - 30 people

Process
This activity is designed to get people to think what they can do within a specified time, one or three or six months. Each person should have a copy of the Action Plan sheet which they work through alone.

First they must decide on their goal: what it is they want to do in relation to what they have learnt about racism, anti-Semitism, intolerance and xenophobia and peer group education. It could relate to their personal or professional life; it could be to acquire more knowledge concerning the above mentioned issues; to attend a course for anti-racist education; to read a book about peer group education; to set up a training course for peer educators; to talk with family and friends about the increasing racist incidents etc. Whatever they choose, it should be realistic and achievable within the time frame that they specify.

After answering the questions alone they should then form pairs to share their answers with each other. Then in the large group each person should tell the others what the goal is and how they will celebrate when they achieved the goal. It is important to acknowledge the difficulties that could lead to sabotage but, finally to stress the need for - and the value of - celebration.

For the evaluation it’s important to use a method of evaluation that best suits the group. It is also important that the course evaluation is an ongoing and joint affair (including discussion of trainers and group behaviour). Described here is one evalu-
ation technique which has been successfully used in different settings. Select a few sentences which are appropriate for the evaluation session, write them on a sheet and hand this out to the group. Explain that these sheets will be handed in and that they do not have to sign them.

**Unfinished sentences:**

- Right now I feel.....
- Next session I hope....
- The best thing about this session was....
- One thing I really liked was....
- I wish I could....
- I think we could have....
- I learnt....
- One thing I did not like was....
- I would change....
- Next time we....
- This course has been....
- I want to know....
- I can propose....

Racism is for me a severe sickness and I feel that all nations should co-operate to cure it. And I believe that every human being and every nation should feel this way.

Dia, 17 years, Cyprus
What is my goal?

What other barriers might get in the way?

How will I achieve it?

What support will I need to achieve it?

How will I celebrate?

What will I say about myself when I’ve done it?

What am I getting from not doing it?

How might I sabotage myself?