

peer expert training project



make-IT-safe

Coaching peer-2-peer
educators on online safety



Financed with the support
from the Daphne Programme
of the European Union



make-IT-safe

Coaching peer-2-peer educators on online safety

Content: ECPAT Austria, ECPAT Belgium, ECPAT Germany, ECPAT Netherlands, ECPAT UK

Layout and design: Benedikt Skorpik

Copyright © 2014: ECPAT Netherlands

Vienna, 2014

make-IT-safe. A manual for peer-2-peer activities on online safety (for young people)

make-IT-safe. Coaching peer-2-peer educators on online safety (for teachers, youth workers)

Recommendations for parents to discuss online behaviour with their children (for parents)

For more information visit: www.make-it-safe.net

This publication has been produced with the financial support of the DAPHNE Programme of the European Union. The contents of this publication are the sole responsibility of ECPAT and can in no way be taken to reflect the views of the European Commission.



Financed with the support
from the Daphne Programme
of the European Union



Contents

1. The make-IT-safe peer education project

Page_6

2. Online safety issues

Page_7–16

a. Cyber bullying

Page_7

b. Sexting

Page_10

c. Cyber grooming

Page_12

3. Peer education

Page_16–21

a. History

Page_16

b. Regular forms of peer education

Page_17

c. Peer Education 2.0

Page_18

4. Recruitment and selection of peer educators

Page_21–24

a. Characterization: different types of peer educators

Page_21

b. Requirements and selection procedure

Page_23

5. Training peer educators

Page_24–33

a. Basic training didactics and troubleshooting

Page_24

b. Subject matter project training

Page_30

c. Knowledge deepening training

Page_31

d. Competency training

Page_32

[6. Monitoring & coaching peer educators](#)

Page_33–37

a. Role of the coach in peer education: do's and don'ts

Page_33

b. Monitoring, observation and feedback

Page_33

c. Peer review meeting

Page_34

d. Evaluation meeting

Page_35

e. Appraisal reviews

Page_36

f. Certificate

Page_37

[Appendix 1: Guidelines for coaches and peer educators](#)

Page_38–49

[Appendix 2: Exercises for training of peer educators \(12\)](#)

Page_50–71

[Appendix 3: Exercises for peer educators to use in lectures for peers \(6\)](#)

Page_72–84

[Appendix 4: Example of certificate](#)

Page_85

1. The make-IT-safe education project

While being a platform for learning, creativity and connectivity, the internet can also leave minors at risk to significant harm, including risks related to sexual exploitation and abuse such as sexting, grooming or sexual abuse material. Young people need to be equipped to keep themselves safe from these risks. On the other hand, parents, teachers and other educators and reference persons are often not sufficiently equipped to assist children and young people in the online world. Children and youth frequently turn to their friends and peers rather than to their parents or teachers in seek for advice.

The make-IT-safe peer education project seeks to respond to this situation by empowering children and young people to become responsible digital citizens through enhancing their capacity to protect themselves and their peers against online abuse and promote child safety online as “make-IT-safe peer experts”. This coaching manual is developed for schools, youth groups and youth centres who want to work with peer experts on media safety in order to educate their peers dealing with risks and problems.

The make-IT-safe project was executed in five European countries (Germany, Austria, Belgium, UK and the Netherlands) from January 2013 until December 2014 and was funded by the European Commission. Within the project tools were developed to make the peer education project available to others. Therefore, this coaching manual was developed, as well as a manual for peer experts, flyers for parents to discuss online safety issues with their children and a website (www.make-it-safe.net) with additional information.

The aim of this coaching manual is to provide coaches guidelines on how to recruit, guide and evaluate peer educators.

2. Online safety issues

The make-IT-safe project focuses on cyber bullying, sexting and grooming.

a. Cyber bullying

Cyber bullying is deliberately insulting, threatening, compromising, harassing, mobbing or excluding another person by using digital media. Cyber bullying might take place on the internet (social networks, chat rooms, emails, etc.) or on mobile phones (sms and instant messenger apps, annoying phone calls, mobile phone pictures and videos). Persons who are being cyber bullied are often bullied in “real life” as well. Additionally, young people who are cyber bullied have a harder time getting away from the behaviour, because it can happen 24 hours a day, 7 days a week and reach a person even when he or she is alone. Cyber bullying messages and images can be posted anonymously and distributed quickly to a very wide audience. Cyber bullying can have serious social, physical and psychological consequences such as social exclusion, isolation, pain, insomnia, self-doubt, shame, anxiety, lack of concentration, irritability, depression or even suicide.

Cyber bullying is more than a prank. It can also be criminal! Cyber bullying can constitute stalking, libel and slander, coercion or sexual harassment, depending on the act and your national legislation. Some countries even have specific laws penalising cyber bullying. In addition, the distribution of pornographic pictures or videos of a person below the age of 18 constitutes child sexual abuse images and is illegal. Furthermore, data protection laws might be violated as well as the right to one’s image.

Guidelines for schools, youth centres and youth groups to react to bullying

Schools, youth centres and youth groups need to have protocols to handle and prevent bullying. It would be good to organize an anti-bullying week every year to make the subject discussable within the school and also to make it visible that the school actively combats it. For instance, every class/ group could make a bullying protocol:

Bullying protocol

- Divide the group in small groups and let them think of behaviours that are pleasant and acceptable within the class/ group and online and behaviours that are unpleasant and unacceptable in the class and online.
- Let the groups present the behaviours they find acceptable and unacceptable. Write the common behaviours on a flip-chart.
- Write below the unacceptable behaviours and who should do what to stop it. For instance:
 - The bullied person says: please stop; I don't like this
 - The one who is bullying: stops
 - People that witness the bullying: say to the one who is bullying that he/ she should stop, or go to the teacher/ youth worker to tell what is going on
 - The teacher/ youth worker: discusses the bullying protocol without saying names about the bullying and possibly informs parents about it (also discuss when parents should be informed)
 - The parents: discuss bullying and focus on how to behave

-
- After this is filled in by the class/ group every group member signs the bullying protocol and it is placed visibly in the classroom.

Preventive tips about bullying that can be addressed to youngsters

What can I do against cyber bullying?

- Protect your privacy! Be aware what you share. Your personal data (email address, home address, phone number, private pictures) can be used against you.
- Know your rights! Nobody is allowed to publish compromising pictures of you on the internet without your permission.
- Trust in yourself! Don't let others get to you and don't insult or compromise others.
- Report problems! Don't put up with harassment. Inform the website operator or the police in case of illegal harassment.
- Support victims! If you are witness to cyber bullying, don't look away. Help and report!

What can I do if I am harassed?

- Don't question yourself! You are all right just the way you are!
- Block the bullies!
- Don't reply! Don't react to harassing messages.
This is exactly what bullies often want.
- Secure evidence (e.g. with screenshots)! This way you can show others what has happened. The bully can be found more easily and held accountable.
- Talk to somebody! (peer experts/their coach, adult/person of trust, helplines, police etc.)

b. Sexting

Sexting is a word formed by joining two others: sex and texting, where the latter is meant in the wide sense of sending a text possibly with images. Sexting describes the use of technology to share sexual and sexually implied content, including texts, photos of partial nudity and sexual images or videos. This could be shared between partners, peers and strangers via mobile phones, on social networks, in chat rooms etc. Pictures and videos might show the person who is sending it, his/her (ex-) partner or others. Sexting might be voluntary and consensual but it can also be coerced, blackmailed, or be part of a revenge action (e.g. by an ex-partner) or bullying behaviour.

Once these pictures or videos are out there, their distribution can hardly be controlled and they can easily fall into the wrong hands. Pornographic pictures and videos made and shared by young people may land on computers of pedophiles. And even after many years such images can turn up again and harm the person on the picture (e.g. in job seeking, new relationships).

Sexting might even be illegal! Pornographic pictures and videos of people below the age of 18 years constitute child sexual abuse images. It is forbidden to produce child sexual abuse images (e.g. taking such pictures or videos with a smartphone, a camera or a web cam). It is also illegal to offer, distribute and transmit child sexual abuse images or make it available (e.g. via smartphone, email, bluetooth, on a website, social networks, apps etc.). Furthermore, acquisition and possession (e.g. on your phone, in your pocket, on your computer) as well as knowingly accessing child sexual abuse images (by looking at it on the internet) is prohibited.

Guidelines for schools, youth centres and youth groups to respond to sexting

When the person in the picture is below 18 years, sexting is actually child sexual abuse. It is important that the victim receives help and also keeps control over what happens. At all times it should be avoided that the child is victimized any further. Also the one(s) who send the pictures to others should receive information about sexual boundaries and respectful sexual behaviours. A letter could be sent by the school, youth centres and youth groups to parents about sexting and that a case has happened at the school, of course without mentioning the names of the involved children. Within the project Make IT Safe flyers are developed for parents to discuss online safety issues with their children. These flyers can be downloaded from the website (www.make-it-safe.net). Also an information evening can be organized for parents, possibly in cooperation with the police or an NGO, such as ECPAT, to explain the subject. Within classes the subject could be discussed. In these discussions the focus should be that sending a nude picture of yourself because you trust someone is not to be blamed. Someone who violates that trust and sends it to others is at fault. Information can be given about the risks of sexting and tips on how sexting can be done safe.

Preventive tips about sexting that can be addressed to youngsters

It is not advisable to distribute nude pictures of yourself! Once they are out there, you lose control over what happens with these images. If you are old enough to be criminally responsible you might even be liable for producing and/or distributing child sexual abuse images! If you still want to do sexting, be aware of some ground rules:

- Only send pictures that you feel comfortable in showing to everybody (e.g. your parents, your teachers, the public).

-
- Think twice: What you feel OK with today might feel embarrassing tomorrow.
 - Don't forget that you might commit a crime by distributing child sexual abuse images.
 - Make sure that your genitals and your face are not shown.
 - You can also show pictures personally to someone without sending them.

Before publishing pictures and information always ask yourself:

- Could it be disadvantageous or disreputable for me?
- Could it be unpleasant or embarrassing in the future (in 5 years)?
- Could it be disadvantageous or disreputable for others?
- Would I show/tell this to my parents/teachers/a stranger in the park?

If an erotic picture or video of you is out there, you have to react quickly. Contact the website operator in order to get the picture or video off the website. Seek help (from peer experts/their coach, an adult/person of trust, helplines, police etc.)!

c. Cyber grooming

Grooming means that an adult is getting to know and befriending a child with the intention of sexually abusing him/ her. Grooming doesn't have to be online, but the internet gives perpetrators the anonymity to act more freely and access children who are not under direct parental supervision. Online groomers may pretend to be a child's friend, hiding their true identity. They may ask about intimate information, engage in sex talk and encourage the child to send sexually explicit photos and videos. Sometimes the child is blackmailed with the threat of sending this material to families and friends or posting it online. Groomers might try to talk the child into a meeting in order to abuse him/her "offline". There are three different forms of grooming to distinguish:

1. Adults approach children on child-friendly websites with chat-forums or on social networks, such as Facebook. Mostly their profile-pictures or the nick-names are the reason why they got approached. The chat starts inconspicuous with questions about the age, hobbies or school. After a while the perpetrator asks questions about the sexual experience and tries to talk the children into switching the webcam on and showing themselves topless or fully naked. Often they save the broadcasts with the aim to blackmail the children.

There are mainly two types of groomers: those who pretend to be younger and those who truly reveal their identities. Even if a perpetrator builds trust and friendship and pretends that this relationship is special, one can assume that this isn't his only conversation. Usually they approach twenty or more children, wait for responses and continue to chat with everyone who is answering. Mainly the victims are female, but there are male victims, too.

2. Sometimes the initial contact isn't started by adults, but by children. Some just want to get to know other people and entertain themselves. But there are also children whose aim it is to make some money on the internet. Some young people, especially boys, sign on specific forums and offer naked pictures, live broadcast in front of a webcam or even a personal meeting for money. There are some communities where contact details with potential "customers" are shared.

3. "Loverboys" often use social media to come in contact with potential victims. Loverboy is a name used in the Netherlands and Belgium for a pimp that uses seduction tactics with the aim to eventually exploit girls into prostitution or into (other) illegal activities. On social media it is easy for them to talk to many girls at the same time. They can see how girls present themselves on the internet, if they go out often and what their hobbies are. It is easier

to gain their trust. They compliment the girls and present themselves as their best friend. They ask if they could see a little more of them, because they are so beautiful. As soon as they have a (half) naked picture of them, they have means to blackmail the girl into doing things for him, such as working for him as a prostitute.

Grooming is a criminal offense!

It is important to be aware and report cases of grooming.

Guidelines for schools, youth centres and youth groups to respond to cyber grooming

When schools, youth centres or youth groups have a suspicion that a child is a victim of an online groomer or loverboy, action should be taken immediately. That means informing parents, youth care and/or the police. This child is in serious danger and should be protected as soon as possible. In cases of loverboys, the girls can be very loyal to their 'boyfriend' and believe they don't need any help. Victims of loverboys often skip school or have low grades. This could be held as a reason to interfere anyway.

Preventive tips about cyber grooming that can be addressed to youngsters

In order to detect cyber grooming, watch out for potential 'false identities'. Pay attention to suspicious online behaviour, e.g. if your online acquaintance:

- Makes a lot of compliments about your body, especially if you just got to know each other recently.
- Is interested in details from your real life soon after you get to know each other, e.g. your telephone number, your real name, your address, school etc.

-
- Asks in detail about your looks and does not shy away from intimate questions (e.g. “Do you already have your period?” “Have you had sex before?”).
 - Does not want you to talk with others about your chat contact.
 - Tries to lure you with gifts or job offers (e.g. to become a model).
 - Asks very soon if you have a web cam, especially if the person does not have one his/herself.
 - Asks for nude pictures.

When you ask for proof of his/her identity with a picture, don't settle for a normal picture. Ask for a funny one that people don't have at hand or cannot find on Google easily, e.g. with a cucumber on the head! This way you can make sure that the person on the picture is the one you are chatting with.

In case you want to meet an online acquaintance, keep yourself safe: bring a friend, make sure your phone is charged and turned on, tell others where you are and meet in a public place, preferably at day time.

If you feel uncomfortable or something has happened, talk about it! Seek help (from peer experts/their coach, an adult/person of trust, helplines, police etc.)!

General tips for safe use of internet and social media that can be addressed to youngsters

- Set your profile on private.
- Put your chat history on.
- Don't accept friend requests from strangers.
- Don't send naked pictures of yourself to others (especially where you are recognisable).
- If you don't trust something, don't do it!
- Don't put your birth year in your nickname.

-
- Establish your boundaries so you will not be surprised with questions (what do you show of yourself on the internet and what kind of information of yourself do you give online?)
 - Stand up against bullying.
 - Report sexual abuse on the internet to the police.

Before publishing pictures and information always ask yourself:

- Could it be disadvantageous or disreputable for me?
- Could it be unpleasant or embarrassing in the future (in 5 years)?
- Could it be disadvantageous or disreputable for others?
- Would I show/tell this to my parents/teachers/a stranger in the park?

3. Peer education

a. History

Already at the beginning of the nineteenth century, education established a foothold through peer educators. Philanthropists were committed to educating the working class (Wagner, 1982). Ambition and idealism were plenty, but the funds for mass education were missing. Out of necessity revolutionary British educators Joseph Lancaster and Andrew Bell had older students teach the younger ones. When it became apparent how well students thrived under this system, Lancaster translated his pragmatism into a structural approach which he substantiated theoretically (Wagner, 1982). After a period of prosperity in the nineteenth century, enthusiasm for peer education waned. Only in the sixties of the last century, fascination for this learning method revived. In the classroom emphasis came to be on cooperation rather than rivalry. This offered advantages to both strong and weak students. Pupils that were reluctant to receive education from a teacher were found to perform much better under the supervision

of peer educators (Wagner, 1982). Peer education served another purpose in the classroom. By giving hyperactive pupils a special responsibility in teaching others, they stopped creating unrest (Goodland, 1979). In 1969, the success of the peer education projects led the American professor of Educational Sciences Herbert Thelen to make the following statement: “I can think of no other innovation which has been so consistently perceived as successful.” (Tutoring by Students, 1969). With the rise of the Dance Scene in the eighties, peer educators were deployed outside the classrooms. In the Netherlands, there were more peer education projects outside school. The emergence of AIDS and the popularity of cigarettes and drugs required a more effective approach in which peer educators were central. The peer educators went to major dance events and discos where they informed young people about the effects of alcohol and drugs. Soon it became clear that using experience-based experts from the peer group had a domino effect. Knowledge about addictive stimulants spread rapidly among young people. The success led to a significant increase in the number of peer education projects in the first decade of the twenty-first century.¹

b. Regular forms of peer education

There are some classic forms of peer education that use the story and the experience of the peer educators.

- The classic peer education method clearly distinguishes sender, medium and receiver. Here, the peer educator is primarily a medium; he or she translates the message, enriches it with own experiences and eventually communicates this message to the target group. Classic projects are often initiated by organizations or institutions that want to convey certain information to young people. The peer educators help the institution to bring the message in an attractive or compelling way to the target group’s attention.

-
- In peer learning projects, the second form of peer education, the concepts of sender, receiver and medium are intertwined. The organization has a message that is less clearly defined and peer educators are not only regarded as intermediaries, but also as experts who may be better able to bring the message to the attention of the target group. It is more a sort of learning process or exchange of ideas, in which the organization and peer educators will learn from each other and jointly develop activities in order to reach the target group.
 - The purpose of the third method, the peer prevention method is to deter young people from making wrong decisions in the field of drugs, alcohol and sex. The method consists of providing thorough information on the subjects concerned.²

c. Peer Education 2.0

Diversion (www.diversion.nl), a Dutch institution for social innovation and nationwide specialist in the field of peer education, has developed the Peer Education 2.0 method. Key to this approach is to take the environment of young people as a starting point, entering into positive confrontations and investing in young leaders in the community who want to make a difference. This manual will explain how coaches can work with this method.

Vision and basic principles

Peer educators are trained to introduce difficult subjects for discussion, subjects that many young people may experience as dull, that are politically sensitive or considered taboo, culturally and/or religiously. Many organizations use peer educators as a way of communicating information interactively (peer prevention) or

as a learning method (peer learning). Just as it is the case with peer prevention and peer learning, the personal story of the peer educator plays a crucial role. But then, what is Peer Education 2.0 and what are the success factors? The principles of the methodology will be described below.³

Perspective of the target group as a starting point

Stimulating self-reflection among young people and creating the ability in the group to recognize and learn from your mistakes are attitude changes likely to be high on your wish list. You can only achieve these goals by taking the world of young people as a starting point for the project and go from what they know or think, even if you feel that the views of young people on the subject are incorrect. It is usually the case that those who try to tell a teenager that his or her view of the world is wrong usually gets a rude awakening. Most successes are gained when discussion is kept open, even in really difficult moments. By reasoning from the perspective of your target group, it will be open to new knowledge and ideas. Who can be better suitable for this than young people themselves?

Do not avoid confrontation

In case prevailing opinions among the target group differ from general beliefs about a topic, emotions during discussions may run high. When young people get the idea that they are distrusted and that their views are only seen as offensive, it will be difficult to make contact with them and to learn to know what they think. Adolescents in particular may react fiercely, sometimes provocatively, to negative or dismissive attitudes of adults. It often seems easier to ignore the subject completely to avoid escalation. It is precisely in these cases that it is important not to avoid confrontation.

1 Source: PEER EDUCATION 2.0 Voor de klas op sneakers (In front of the class wearing sneakers) Diversion, 2011:38

2 Source: PEER EDUCATION 2.0 Voor de klas op sneakers (Diversion) 2011:48

Although confrontation often leads to a tense situation, ultimately it often is an effective way to discuss a difficult or delicate topic. If you offer young people a platform, especially in situations where normally they are not involved, they will also be more open to counter-arguments. Peer educators understand the position of young people often well but at the same time can see things in another perspective. They are able both to empathize and to keep a distance. Because they hold an intermediary position between young people and society, peer educators often succeed in defusing tension. Young people often know exactly how to make their teachers and parents angry and with their behaviour and statements sometimes even shock society as a whole. But experience shows that often they miss the knowledge or the context necessary to realize why what they say or do is found to be hurtful or provocative. Peer educators are familiar with the arguments and emotions of young people and will not easily feel driven into a corner. They may agree with the arguments and start a discussion from there; they are not to be provoked but will seek dialogue. So do not intervene too quickly but give your peer educators time and space.

Allow things to happen

Take care not to be too rigid in planning the project; leave room for adjustments in the program. A certain degree of flexibility in the way you transmit knowledge and handle discussions will contribute to the quality of the project. Indicate to the youngsters that they should be creative and allow things to happen. If a class discussion flourishes during time when actually curriculum should be taught, a peer educator should just go with it. Often young people gain more insight through such discussions than by the memorization of facts.

Make peer educators co-producers

Peer educators really are a large group of experts. Use their knowledge! For instance, by involving them in composing teaching materials, you make sure to hit the right chord with the target group. Peer educators always bring in important nuances when making teaching materials. Mostly, they unerringly estimate how the target group will react to something and so they can help to strike the right tone in all parts of the program.

Believe in young people

Do not only regard young people as group that still has a lot to learn but also as a group from whom there is much to learn about their world, about society as a whole, but also about yourself or your organization. Be open to what they have to say and see them as a guide.

4. Requirements and selection of peer educators

In this chapter we will explain the types of skills and competencies peer educators are required to meet and offer basic principles regarding the selection process, training and coaching. Within the make-IT-safe project guidelines for coaches and peer experts were developed that can be used as an example (see **Appendix 1**).

a. Characterization: different types of peer educators

We can distinguish three types of youngsters who appear to be interested in a position as a peer educator: go-getters, solo sailors and the so-called sleeping beauties. Below is a brief explanation of these types.¹

Go-getters

‘Go-getters’ are young people who lead a very active life. They have broad interests, often work hard to build their resume and active in all kinds of organizations and political parties. They feel at home there. For them being a peer educators means an additional activity within their business career. They are often peer educators because it is a way of having direct contact with a target group; for them it is a practical activity, which means something different than attending meetings.

Solo Sailors

‘Solo sailors’ are young people who are reluctant to become a member of a political party or volunteer at a charity. They do not feel any connection and do not believe that by carrying a membership or being an activist they can actually do something for society. But like the ‘go-getters’, ‘solo sailors’ are very much focused on their business career; they clearly know what they want. They set up their own initiatives or look for a project with a social theme that they care about. Since they do not have much free time, this should be a well-directed project plan and they want to see clear results of their efforts at the end.

Sleeping beauties

‘Sleeping beauties’ are young people who are socially involved, but do not really act on it. They are, as it were still sleeping. ‘Sleeping beauties’ will not be quick to define themselves as committed and usually have no clear idea about what might be their social role. They study, read the newspaper and have an affinity with social issues. However, they are not inclined to act according to that affinity, even though they are willing to contribute to society. By leading an active life, they often discover new passions and talents. But for this they first need to be ‘kissed awake.’

b. Requirements and selection procedure

Young people will be selected for the role of peer educators on the basis of objectives and principles of the project concerned. During the selection process, which may take place in the form of a personal interview (individual selection) and assessment (group selection), the following criteria should be taken into account. This list may vary depending on the aforementioned basic principles, adapted or supplemented (see also **Appendix 1**). General criteria are (in no particular order): social engagement, motivation, communication skills, professionalism, teamwork skills, enthusiasm, social skills, flexibility, responsibility, representativeness, empathy, willingness to share their story and availability:

- Willingness to participate in trainings and regular coaching meetings.
- A commitment to work as a peer expert until project ends.
- A commitment to confidentiality.
- A high interest in and a good knowledge of new technologies.
- General acceptance from their peers (students, members of youth groups/centres).
- Willingness to communicate and work in teams.
- The ability to empathize with others and listen to them.
- Willingness to learn and be open to new ideas.
- The capability of being supervised and receiving feedback.
- Willingness to help sustain the project in the framework of the agreed sustainability strategy.

As was mentioned above, the selection process may vary. However, we would advise to at least conduct one personal interview with every potential peer educator prior to the decision to cooperate in a project.

4 Source: PEER EDUCATION 2.0 Voor de klas op sneakers (Diversion) 2011:81

The following elements can be discussed in this one-on-one conversation:

- General introduction.
- Principles and objectives project/organization.
- Time investment in the project.
- Affinity/motivation with the subject/project.
- Self-reflection strengths and weaknesses.
- Explaining willingness to share their own story.
- Solving concrete problems/difficult classroom situations.
- Mutual expectations.
- Practical issues concerning communication and availability.

5. Training Peer Educators

Below we will discuss various trainings and training elements to offer peer educators.

a. Basic training in didactics and troubleshooting

Basic training in didactics

At the beginning of this training peer educators are made familiar with the peer education method and basic didactics that are used in the lessons. Focus will be on making the transition to the world of a teenager, use of language by peer educators, starting discussions. The world of adolescents is to be central in the projects. Peer educators should be on an equal footing with the students and therefore must not perform a teaching role but rather that of a big brother or sister. It is also important, using specific previous project

experiences or situations to be expected, to coach and practice with difficult or complex classroom situations. These can both relate to content (a student thinks that gay people are dirty) and practical matters (what do you do when a class will not be silent).

Elements addressed in this training are:

- Introduction to the project and fellow peer educators.
- Background of peer education and basic attitude in front of the class.
- Didactical tips and exercises to gain an insight into your own role in front of the class.
- Trouble shooting: practice teaching situations that are difficult, practically or with regard to its subject matter.

In Appendix 2 you can find 12 different training exercises for peer educators.

Didactical tips

The teaching tips focus on the peer educators themselves and may be used by the coaches to practice difficult situations, but may also be considered as tools for reference for young people on how to prepare and feel firm and secure in front of the class.

Didactical tips that can be addressed to youngsters

- Make sure you do not present yourself as an ‘oracle’ – you need not have the answer to everything. Moderate the conversation, present opinions and comments from other students to the class or answer with a counter question without making your opinion explicit.

-
- Be sincere/honest when you do not know the answer to a question, give a compliment about the question, say you do not know the answer either and ask the class. If they do not know, indicate that you will find it out for them.
 - Always be alert to the atmosphere in the group. When you detect laughter or harassment, you speak to the pupils concerned about their behaviour. Ask the teacher for help if necessary.
 - Explain that there are no right or wrong answers, that discussion is a good thing and that their opinions and experiences are central.
 - To help the students on their way you can start by giving examples yourself. Providing examples yourself is also a way to broaden the scope of associations, if you find that students linger too long on a certain topic.
 - As many different students as possible should have their say.
 - Approach students, especially those who don't say much. Often it is easier to let students who like to speak, do all the talking. But inconspicuous students often have very sensible things to add to a discussion. They only need a little more time. A silent student is not always a disinterested one. You can involve students by pointing them out and asking them to tell what they think.
 - Repeat the question or answer given by the student so that everyone can hear it. This also gives structure to the discussion.
 - Do not pay too much attention to a difficult pupil. If gently admonishing him or her does not work, feel free to ask the teacher for assistance.
 - Do not force anything. If a subject seems not to be appealing, do not continue too long to get an answer. Ask a new question to the whole class about their experiences or things they are curious about.
 - If attention wanes and students are talking and paying less attention, make them aware of this. Then take a short break and start again.
 - Have students explain things to each other.
 - Make the theory visual when you notice that students have a need for this.

Draw something on the board, or show a video.

- Create exercises that are concise and interactive. For example, set a time limit on the discussion. When more challenge is needed, dig deeper into the subject; dare to take a side track.
- Don't set your expectations too high, a class changes every hour and day. Sometimes students are very excited, other times they are unapproachable and don't seem to want to do anything. So, teaching almost never goes according to plan. Sometimes you do not succeed in getting out of class what you would have liked. However, this does not mean that they did not learn anything.

Basic principles for a successful lesson that can be addressed to youngsters

Be prepared

Tip 1. Make sure you are well-informed about the subject and make a planning of the things you intend to do with the class. At the same time keep in mind that a class can always react differently from what you would have expected. Don't force anything and if necessary, adjust the lesson. So, always pay close attention to how your lesson is received by the pupils.

Tip 2. Make sure you yourself also have an opinion on the topics discussed.

Tip 3. Make sure you know together with whom you will be teaching this lesson and get further acquainted with this fellow peer educator. Make agreements with each other. What works best for the two of you?

Dare to be yourself

Tip 1. In terms of teaching style, dare to choose what suits you.

Tip 2. Watch your body language. Be clearly present from the beginning to

the end of the lesson. Dare to take up space, since you are the one that brings structure to the lesson and thus the driving force. Students compare themselves to you, so be prepared, enthusiastic, clear, in short: a role model.

Tip 3. Show that you are committed and dare to be vulnerable. Show interest in the students and let them know what you think about certain issues, without putting it down as ‘the truth’. Also ask what they think of your views and why.

Make it personal

Tip 1. Peer educators are particularly adept at breaking the ice. Make your lessons personal. Tell them about yourself, your hobbies, why you became a peer educator and why you like to be in front of a class.

Tip 2. Have an opinion yourself, but at the same time do not disapprove of anybody.

Tip 3. Involve current events and examples in your story. Tell about something that has happened to you or to someone you know or tell about something you’ve read in the news. Then ask whether students have ever experienced something similar, or what they think of the incident.

Trouble shooting

Trouble shooting is meant as a tool for coaches and peer educators to practice dealing with difficult situations. But peer educators can also use it as a work of reference to prepare themselves for the lessons and to be able to stand firmly in front of the class.

Tips for difficult situations that can be addressed to youngsters

- How do you deal with difficult students?

-
- When a student says something you do not agree with: this is allowed. It is part of the program that students enter into discussion with each other and with you. Do not avoid a subject you find difficult yourself, because then you let them know you feel insecure. In such a case, seek support from your fellow peer educator, let him or her take over if you think he or she can handle the subject better. Let the student at least explain further his or her opinion, and inquire whether there are more students who also feel this way. And who does not agree? Because the students will refute each other's arguments, class discussion is a fact.
 - When there is something you, the peer educator, don't agree with, but you do not wish to put your personal opinion in the foreground, try returning the matter to the other students: "How do you all think about this?"
 - If a student is really rude and insulting to you or others, you should make it clear that you do not accept this kind of behaviour. The teacher, who is always present in the classroom, will also intervene at moments like this. Should the student become really annoying, as a last resort, you can send him or her out of the classroom. Do make him or her understand why he or she is no longer welcome in the classroom.
 - Sometimes a student tries to outsmart you by asking difficult questions all the time. Do not be ashamed to say you do not know something. Pay the student a compliment for asking such a good question and say that you do not have an answer right now. You may possibly ask if one of the other students know the answer. Say that you will look it up and give the answer during the next lesson. Make sure you really do this, do not forget!
 - Try to ignore negative behaviour and award positive behaviour.
 - If you do not succeed in getting the discussion going, you could tell something personal or for instance refer to an article you've seen in the paper. It is always good to come up with examples.

What to do when a class is not very cooperative?

- Make sure you know names so you can involve students personally. Direct your question to one specific person to get his or her opinion.
- Perhaps the subject matter is too difficult or too easy for this class. If students do not understand or are bored, they will direct their attention elsewhere. Try to adjust the level a little. When in doubt, just ask for the opinion of the students themselves.
- Put the students at ease by taking a break from the lesson and start talking about a different subject, or tell something about yourself. Another idea is draw them out with a joke or by proclaiming an opinion that you think they will not agree with.
- Sometimes you just do not get a class to start a discussion, no matter what you try. In such a case, it is best to just accept this and continue teaching. In such a class you might go deeper into the subject matter of the assignments.
- If the class is very noisy and you do not get the class to quiet down, try to stay calm. Ask for silence in a clear voice. You may expect the teacher to help you. Give a signal if necessary. You can try an old teacher trick: remain silent and stare at the class until they have become quiet. As a last resort: raise your voice, or address students who are very noisy on their behaviour individually.

b. Subject matter project training

During this part of the training, focus is on the subject material, background, project setup and objectives of the project. Together with the peer educators we will carefully go through the teaching material by means of practical exercises. These exercises, which will be used in the classroom, are practiced and simulated during training. The peer educators and trainers act as a class, so that the

peer educators are able to work with the material in a very visual way. During this training focus is both on the peer educators becoming familiar with the subject material of the project, as well as on actually getting started with the role they have in the classroom and are trained and coached in this.

Elements that certainly will be included in this training are:

- Looking back on the didactic training.
- Extensive explanation of the project approach and background.
- Possibly (expert)partner who can elaborate on current events concerning the subject.
- Go through and practice with teaching materials
(see 6 exercises Appendix 3 and more exercises in 'A manual for peer-2-peer activities on online safety - Peer experts' that can be downloaded on www.make-it-safe.net).
- Practical issues regarding briefing on the classes, contracts, fees.

c. Knowledge deepening training

Knowledge deepening trainings aim, as the name implies, to deepen the knowledge on the subject. The purpose of this training is to provide the peer educators with more substantive (background and deepening) tools for the project and to increase their affinity, commitment and motivation for the subject. Focus of attention of this training is to always set it up in such a way that it connects well with the project. So, make sure that either an external party who is well acquainted with the project or yourself as a coach will make the link between the deepening element and how and in what way this comes back in the project. Provide questions to deepen knowledge of the subject, facilitate discussions or have the peer educators come up with

a plan on how to use this information in their future lessons. For instance, invite the police to talk about matters involving sexting or grooming.

d. Competency training

Competency training focuses on emphasizing and developing certain skills that are important for the project. These trainings are often very specific and serve to gain a deeper understanding of the methods and project. Competency training also focuses on the personal development of peer educators; the development of certain competencies can bring in the open and overcome fears regarding teaching. Moreover, competency training aims to make the peer educator more confident and act purposefully in his or her work. As a coach/organization you may think of other competencies that peer educators should develop and subsequently set up specific training accordingly. Another element of improvement may be, after the pilot phase or the first series of lessons of a project are over, to question the peer educators about which competencies they would like to develop further: what makes them more confident standing before the class? What difficulties are they still facing? With what could they still use help/frameworks? This way you create a customized training program within the project. During this training, for instance, you may focus on presentation skills, or on using the peer educators' own story as a way of getting the conversation going with other young people, on dealing with different educational levels or improving didactical knowledge according to school types/teaching methods used.

6. Monitoring & coaching of peer educators

a. The role of the coach in peer education: do's and don'ts

- Build a relationship of trust with the peer educators, but do not become too personally involved.
- Act as a contact and support person for them.
- Be clear in your feedback and coaching and point out positive aspects as well as areas for improvement.
- Make sure you are approachable and easy to contact.
- Express faith in their capabilities.
- Be aware of being a role model, keep your appointments, be clear in your communication and make clear what you expect from them.
- Create a positive environment for their activities and assist with implementation (e.g. by providing a room for counselling meetings with peers or helping to arrange workshops or information booths).
- Assume that the contents of the project, its organization/communication and coaching are always in the process of development. Therefore ask the peer educators for feedback on all components during peer reviews and evaluation sessions. Thus you make them jointly responsible for the success of a project, and you can use the information to improve future project proceedings.

See **Appendix 1** for more guidelines for coaches.

b. Monitoring, observation and feedback

When classes start, the coaching phase moves on to the actual teaching. It is important for the process, the quality of the lessons and the development

of peer educators that one or more classes are attended by a coach. Intensive coaching in the initial period is not only effective, but it will also give peer educators a sense of confidence. Here it is essential that they evaluate and are being evaluated individually as well as together with the other peer educator with whom they stand in front of the class. The mutual process is important: both of them and the coach look at the manner of preparation, didactics, cooperation, strengths and weaknesses, successes and obstacles, and discuss these with an open mind. Even experienced peer educators still need intensive monitoring; their experiences may cause them to get stuck in certain habits or become sloppy in preparing or teaching the lessons. Since new peer educators tend to lean on the knowledge and skills of the more experienced ones, it is important to make the latter role models. However, one should stay alert not only for the possibilities this may present but also for its pitfalls.

If no coach is present at the lessons, peer educators always make contact with their supervisor to discuss the lessons. In this interview the lesson will be evaluated, how did it go, things worth noticing, what themes have emerged, what the teacher thought of the lesson and whether circumstances have arisen which require follow-up. This feedback should be standardized so that, if necessary, further explanation may be requested by phone or in person. It is important to explicitly communicate to the peer educators that in case of urgent questions or if something unpleasant has happened, the coach should be contacted immediately.

c. Peer review meeting

When the pilot of a project or the first series of classes are over, it's important for the peer educators (and the quality of the project and its development) to take time for reflection and to look back at the project and ahead, at project and personal level.

The peer review meeting will be held when the project is still in progress and is considered part of the ongoing development of the material and the functioning of the peer educators. Classes are monitored and peer educators receive feedback. In order to optimize project execution peer review meetings are necessary to maintain focus on the core of the project. The peer educators will also have a voice in this meeting, since they are the ones in front of the class and know what is going on. Moreover, for peer educators it is a chance to share experiences, to ask for input from fellow peer educators and to contribute ideas for possible development. All input gathered during the peer review meeting can be used for further development of the project and identifying (general or personal) needs, for instance, for competency training.

Elements that surely are to be discussed during the peer review meeting are:

- Inventory of the experiences of peer educators.
- Case discussions of difficult situations and how they have dealt with them.
- Coaching and exchanging ideas and new ways to use teaching material.
- Self-reflection on performance: strengths and difficulties (alone and as a group) and peer educators indicate which points they want to develop further.
- Ask about the need for deepening or competence training.
- Looking ahead to the continuation of the project.

d. Evaluation meeting

The evaluation meeting takes place after completion of the project. During the evaluation meeting the project and the lessons will be evaluated carefully. This is also the time and place for peer educators to indicate whether they are satisfied with the organization, project content, coaching etc. The experienc-

es, findings and opinions of the peer educators are central here. In addition, we look back at the peer review meeting: have the peer educators been able to use the input and advice from that meeting in subsequent lessons and how did this go? The coaches have the job to obtain all available information, which will serve as (self-) reflection and as basis for further development. Finally, the coaches will provide a glimpse into the future.

Elements that certainly will be included in the evaluation meeting are:

- Inventory of the experiences of peer educators.
- Sharing nice/exciting/impossible/challenging situations.
- Coaching and exchanging ideas and new ways to use teaching material.
- Gathering input on positive aspects and areas for improvement regarding organization, project content, coaching etc.
- Announcement of and invitation to a personal interview.
- A glance at the future continuation of the project.

e. Appraisal interviews

The appraisal interviews are personal; the subject is the individual performance of the peer educator concerned. The peer educators will have the opportunity to ask questions and to respond to (constructive) criticism. In addition, the interview is used to exchange mutual expectations and the peer educator can indicate which skills he/ she would like to develop further. Keep in mind that this is an appraisal interview and that although the interview may certainly be held on equal footing, it is important to very clearly communicate what you want of them from a professional point of view in terms of development (communication/ attitude/ skills).

Elements that should at least be discussed during this interview are:

- A reflection on the performance alone and in a team.
- Strengths and areas for improvement.
- Any concrete events (positive/negative) that have not been previously discussed.
- Expression of mutual expectations regarding the future.

f. Certificate

When the peer educator was present at all meetings, and it was decided (during the appraisal interview) that he/she is suitable as a peer educator, the organization may choose to award a certificate. This is proof that the peer educator has successfully completed the entire process and the coach considers him or her suitable to develop further as a peer educator and participate in the programs. Another possibility is to set up a program in which the peer educators receive a certificate of participation/ successful completion after each completed element. The advantage of awarding a certificate after a year is that then, it is possible to make a judgment about the performance and degree of development of the peer educator before they receive a certificate. See **Appendix 4** for an example of a certificate used in the make-IT-safe project.

Appendix 1: Guidelines coaches and peer experts

Guidelines for implementing partners

Why Peer Education?

The right of children and young people to participation

A key element in working to safeguard the welfare of children and youth is the promotion of their rights as set down in the Convention on the Rights of the Child. When talking about peer education, their right to participation is a central starting point. It includes freedom of expression, the right to seek and receive appropriate information, to have one's opinion and views be respected and taken seriously and to be able to contribute to decision-making processes.

Meaningful participation requires:

- voluntariness of children and young people involved, based on informed consent and options not to participate or back out;
- a commitment by everyone involved to respect each others' views and work together;
- an ability to provide meeting places and facilitate activities and events aiming at encouraging involvement (e.g. the possibility to organize a training or distribute information material);
- knowledge of when and how to intervene to support the process while at the same time encouraging growth and development of the involved children and youth;

-
- allowing the necessary time for children and youth to work together and come up with their own opinions;
 - ensuring access to relevant child-friendly information;
 - appreciation of the work of involved children and youth (e.g. with a certificate).

What is a peer?

A peer is a person who belongs to the same social group as another person. Peers might share the same age, sex, social class, religion, ethnicity, occupation or other connecting elements. A peer will be someone in whom we see a part of ourselves. Similarly, a peer group is defined as a group in which the members share some common characteristics, such as age. A peer group can have substantial influence on its members. It can influence its members to change their attitudes, values or behavior through “peer pressure” in a negative but also positive way.

Peer-to-Peer Education

Peer education makes use of same age or same background educators, who inform, educate, train or counsel their “peers”. Peer education happens when young people carry out informal or organized activities with other young people to develop their knowledge, skills, beliefs, attitudes and behavior, enabling them to be responsible for themselves and others. Peer education can be implemented in different ways. Peer information is aimed at informing, raising awareness and changing the attitude of peers by distributing material to them. Peer training is more intense, using structured education (e.g. a workshop) to build the skills of peers. Peer counseling means giving direct support and advice to peers.

Peer education is an **effective way of sharing knowledge**. Young people are more likely to listen to their peers because they can more easily identify with them and speak the same “language”. This adds to the **credibility of the information and experiences shared** by peer educators. Their messages often come across more relevant, meaningful, explicit and honest and – lastly – not authoritarian.

Guidelines for Make-IT-Safe peer experts

Ideally, the option to be trained as a Make-IT-Safe peer expert is open to all students or members of the youth group/youth centre who are interested in becoming a peer expert. The selection process is up to the implementing partner (school, youth group/centre) but in order to ensure an effective and sustainable implementation of the project, some general selection criteria should be kept in mind. Peer experts should provide:

- willingness to participate in two trainings and regular coaching meetings
- a commitment to work as a peer expert until project end (opt-out possibilities including strategies to provide for new peer experts will be agreed between implementing partners, the peer experts and ECPAT)
- a commitment to confidentiality
- a high interest in and a good knowledge of new technologies
- general acceptance from their peers
(students, members of youth groups/centres)

-
- willingness to communicate and work in teams
 - the ability to empathize with others and listen to them
 - willingness to learn and be open to new ideas
 - the capability of being supervised and receiving feedback
 - willingness to help sustain the project in the framework of the agreed sustainability strategy

Furthermore, a balance of gender, age and ethnic/cultural affiliation among the selected peer experts is encouraged. Besides selection by group leaders/teachers/headmasters the peer experts could also be selected by their peer group, e.g. through vote by the school community or youth group/centre members or selection by the elected student representative.

Responsibilities and tasks of peer experts

As already mentioned, peer education can be implemented in different ways, e.g. through peer information, peer training or peer counseling. At a minimum, peer experts should be ready to:

- act as a multiplier by promoting their knowledge and informing their peers on safe use of new technologies
- act as contact and support person for peers by assisting them dealing with risks and problems and helping with questions concerning the use of new technologies

Furthermore, the peer experts might – together with their coaches – decide to do trainings and workshops for their peers, organize other activities to sensitize their peers or be involved in the training of new peer experts.

Ethical guidelines for peer experts

Independent of which activities the peer experts are carrying out, some basic rules and ethic guidelines should govern their work:

- Everything that you do should be guided at all times by a primary concern for the best interest and well-being of children and young people – that of your peers as well as yours!
- Always consider your own emotional well-being. If you are exposed to distressing information and experiences or feel overstrained, immediately seek help from your coach.
- Whatever you do, think of the principle of “at first do no harm!” Never cause any risk to your peers.
- Do not condone or participate in behaviour of your peers that is illegal, unsafe or abusive (e.g. sexting, sharing inappropriate pictures, bullying etc.)
- Respect the right to privacy of your peers and your commitment to confidentiality. If you need to talk to your co-peer expert, coach or other persons, respect wishes of the peer not to be mentioned by name or any other identifying details.

-
- You should always treat your peers with kindness and respect. Avoid judgmental statements and do not impose your opinions and values over a peer. Listen to her/him, ask what would make her/him feel better and if he/she would like to talk to an adult.
 - Provide your peers with contact information on services, helplines or organisations that they could turn to in order to seek support and help if they would like to do so.
 - Try to express yourself in a clear and non confrontational manner when assisting/informing peers.
 - If you are informed about abusive situations, encourage your peer to inform an adult trust person. You can offer to accompany him/her. Try to find a solution together with him/her on who is going to be informed. However, if your peer does not wish to tell anyone else, you may still need to take action. Sometimes there is no other way than to immediately inform adults of what has happened to a peer. But in this case, explain this to your peer and tell him/her that you are obliged to inform an adult.
 - Where you have a concern that a peer or another person is at risk of serious harm or has experienced abuse (e.g. grooming), please inform your coach.
 - Try to value, respect and understand your peers within the context of their own culture, religion, ethnicity or gender. If you think, you are not able to understand or relate to his/her problems, discuss with your co-peer about the problem or get help from your coach or the ECPAT staff.
-

-
- Sometimes, when particular sensitive issues are addressed, it might be appropriate that a same-gender peer expert is helping a peer. If this is not possible, it might be good to seek advice from your coach.

Lastly, some simple ground rules for communicating with your peers:

- Listen carefully.
- If you don't know, say so.
- When in doubt, check it out.
- Take everything that occurs as relevant.

Guidelines for coaches

Similarly as with the peer experts, the selection of a good coach can be difficult. The decision on who to select as a coach is up to the implementing partner (school, youth group/centre) but bearing in mind the role of the coaches to support, motivate and assist the peer experts, some general criteria for the selection of coaches should be kept in mind. The coach should provide:

- the necessary social and pedagogic competences to be able to assist the peer experts
- a high interest in and a sufficient knowledge of new technologies
- a commitment to confidentiality

-
- presence and availability, including for participation in two trainings and regular coaching meetings with the ECPAT staff
 - acceptance from colleagues and students or the young people from the youth group/centre respectively
 - belief in the potential of young people and respect of their views
 - knowledge of when and how to intervene to support young people while at the same time encouraging their growth and development;

Responsibilities and tasks of a coach

The task of the coaches will be to support, motivate and assist the peer experts by:

- acting as a contact and support person for them
- assisting them emotionally
- creating a positive environment for their activities and assisting with implementation (e.g. by providing a room for counselling meetings with peers or helping to arrange workshops or information booths)
- discussing the establishment of a routine of regular meetings for reflection and assistance
- giving constructive feedback

-
- expressing faith in their capabilities
 - supporting the team spirit and cooperation

During their work, peer experts can be confronted with difficult, sensitive and sometimes controversial subjects and situations which can put added pressure on them both in practical terms and emotionally. Potential risks and challenges for peer experts where supervision from the coach is needed could be:

- Exhaustion
- Risky or dangerous situations
- Confrontation with unfamiliar tasks
- Pressure
- Need to help and comfort people; limitations to do so
- Team problems
- Gender problems
- Confrontation with expectation of others
- Disturbing influences from outside groups or authorities
- Boredom
- Drop-outs

Ethical guidelines for coaches

- Everything that you do should be guided at all times by a primary concern for the best interest and well-being of children and young people.

-
- Make sure that the peer experts who you are coaching know how and when to contact you.
 - Respect the right to privacy and your commitment to confidentiality. If there is a need to talk with the peer experts or outsiders about a certain case, respect wishes of the concerned young person not to be mentioned by name or any other identifying details.
 - If you are informed by the peer experts or other persons about abusive situations (e.g. that a child or youth is at risk of serious harm or has experienced abuse such as grooming) please follow the procedures foreseen by your institution/organisation for such a case.
 - Try to value, respect and understand children and young people within the context of their own culture, religion, ethnicity or gender. Sometimes, when particular sensitive issues are addressed, it might for instance be appropriate that a same-gender peer expert or coach is helping a young person. If this is not possible, it might be good to seek help from another teacher/colleague or ECPAT staff.

Lastly, some simple ground rules for communicating with your peer experts and young people in general:

- Listen carefully.
- Take everything that occurs as relevant.
- Try to express yourself in a clear and non-confrontational manner.
- Always treat them with kindness and respect. Avoid judgmental statements and do not impose your opinions and values over them.

Checklist for implementing partners

Time resources

- Allocated hours for peer experts and coaches for training, case management, reflection, meetings
- For schools: time available or absence by the hour from class for peer experts for training and activities – clarify with all teachers in order to avoid inconveniences
- Consent form from parents of peer experts if necessary

Professional resources

- Selection of peer experts and coaches according to above-named criteria
- For schools: Conference decision/school committee decision before project start
- Agreement with peer experts concerning duration of training and activities, exit conditions, organisation, confidentiality and sustainability strategy (in cooperation with ECPAT)
- Organisational agreements: how, where, when project is promoted and activities implemented; clarity about tasks of peer experts among teachers, students or youth group/centre members and personnel respectively

Room resources

- E.g. for counselling meetings

Acceptance

- Acceptance of the project among teachers/personnel
- For schools: Teachers excuse absence of peer experts from class by the hour for training and activities
- Youth group/centre personnel/teachers recommend cases to the peer experts
- Possibilities of self presentation and presentation of project for the peer experts
- Regular support and appreciation from school administration or management for project
- Adequate forms of appreciation for peer experts

Exchange and cooperation

- Information about content, objectives and implementation of project to teachers/colleagues, students, youth group members, parents, school committee etc.
- Regular information about project at school or within the youth group/centre respectively

Appendix 2:

Methods to train peer trainers



Exercise 1

My motivation

Intention / purpose	Learn and reflect about one's motivation to being a peer expert
Resources	Poster/ wrapping paper, Pencils
Description of activity	<ul style="list-style-type: none">• First the group forms teams of 3 or 4. One person lies down on the poster and let the others sketch the shape of his/her body.• Now everyone in the team thinks about their motivation to become a peer expert and draws respective symbols on the paper (e.g. head wants to think about the problems of the internet, heart wants to help, hand wants to write down the new ideas etc.).• After that each group presents their sketch to the others.
Source	Henk Göbel, HILFE-FÜR-JUNGS e.V. Berliner Jungs

Exercise 2

Peers influence your life

Intention / purpose	Participants will become aware of the influence their peers have on them. Participants will become conscious of this influence and take measures to protect themselves from negative influences.
Resources	Flip chart paper, markers, crayons, pencils
Description of activity	<ol style="list-style-type: none">1. Invite the participants to sit in a circle. Explain that they will be doing an exercise to understand the influence their peers can have on them:<ol style="list-style-type: none">2. Ask the participants to divide into groups of 4-5.3. Ask each group to do the following:<ol style="list-style-type: none">a. Reflect for sometime on your peer group.b. Discuss and list (on the flip chart) the things you have learnt from your peers, both negative and positive (for example, new phrases, dressing style, mannerisms, habits etc.).c. Against each learnt thing recorded, on the flip chart, mention how you learnt it from your peers.4. Give the groups 30 minutes to do this exercise. Ask them to reassemble in the large group and present their work.

Description of activity

Questions:

Were you surprised at the things you have learnt from your peers? Why/ Why not?

Have you ever reflected on the influence your peers can have on you? Why/ Why not?

How do you feel about the ways in which you have learnt things from your peers?

What are the positive things that you have learnt from your peers?

Are there some things you should avoid learning from your peers? What/ Why?

Young people are often deeply influenced by their peer group. However, most of the time, this influence is very subtle, and they do not notice the changes in their behaviour, attitudes and skills. Peer influence also exerts pressures. At times, many young people end up doing things they would not have done on their own. This exercise provides many opportunities for discussion on the pros and cons of peer influence.

Source

www.epto.org

Exercise 3

Influencing the peers

Intention / purpose	Participants will become aware of the influence they can exert on their peers. Participants will have the potential to influence their peers in positive ways.
Resources	Flash cards, markers
Description of activity	<p>This exercise is useful when it is done with the previous exercise. The outputs of both exercises allow the participants to compare and analyze their results. Help them understand that peer influence is a mutual process in which everyone can be influenced, and, in turn, influence others. This is one reason why peer education programmes are effective in the behavioural change processes.</p> <ol style="list-style-type: none">1. Invite the participants to sit in a circle. Explain that they will be learning about the influence they can have on their peers.2. Ask the participants to pick up 2 flash cards and a marker each.3. Ask them to close their eyes for a few minutes and think about their peers. Ask them to think of situations when they have been able to influence them to do or not do something.4. Explain that they should use one flash card for writing a positive influence and one flash card for writing a negative influence. Assure the participants that we all influence people with positive and negative effects, and there is no harm in learning from both.

Description of activity

5. Ask the participants to place the two sets of cards in two vertical lines.

6. Invite them to read the cards. Ask a volunteer to do this. Then, ask the group to cluster similar cards from both the lines.

7. Ask the participants to put the cards up on a wall, so that everyone can see them.

Questions:

Invite the group to sit facing the cards, and facilitate a discussion using the following questions:

How did you feel writing about the positive and negative influences that you may have had on your peers? Why?

Have you ever reflected on your ability to influence others? Why/ Why not?

Can you think of ways you can use the ability to prevent your peers from indulging in risk behaviours? How?

Source

www.epto.org

Exercise 4

The perfect peer trainer/ mentor

Intention / purpose	Learn about important skills of a peer trainer/mentor
Resources	Flip chart paper, markers
Description of activity	<p>Divide the participants into groups and give them flip chart paper and markers. Each group should draw a matchstick man on a flipchart and write above 'The perfect peer trainer/mentor'. Ask the peer experts to think a moment about their own role as a peer expert. Then ask them:</p> <p>How would you describe a 'perfect peer trainer/mentor'?</p> <p>What are important skills you should have?</p> <p>What are things we should pay attention to?</p> <p>They should now write or draw their ideas where they fit best around the matchstick men (e.g. draw an ear on the head ("be a good listener")).</p> <p>When the groups are finished, let them discuss their results with the others.</p> <p>Here are some ideas on important skills of a peer mentor/trainer:</p> <p>Pay attention, listen carefully, show interest, speak loudly and clearly, be flexible, show humour, don't be arrogant, be empathetic, prepare yourself, be self-assured, know your borders...</p>
Source	ECPAT Austria / ECPAT UK



Exercise 5

My role as a peer expert/ coach

Intention / purpose	Learn and reflect about the role as a peer expert / coach; set rules for your job and get to know your own boundaries
Setting	Inside
Resources	Pin boards are placed randomly within the room Pin boards with wrapping paper pinned on them, markers, flash cards
Preparation	Write the following texts on four flash cards and pin each in the center of one pin board (on the wrapping paper): “Rules for my own conduct” “How to protect myself” “How to deal with affected peers/victims” “How to deal with offenders/bullies”
Description of activity	Explain to the participants that it is important for a peer expert/coach to reflect on his/her role. You need to be aware about what’s your job, and what’s not your job; be able to identify your boundaries and know when you need help by others (e.g. the coach, the principal, the police). Ask the participants to wander around in the room to write their ideas on the wrapping paper around the flash cards. Explain the text on the moderation cards: “Rules for my own conduct”: As a peer expert/coach I have certain responsibilities, e.g. I should never just look away if I am witnessing bullying. The participants should write down their ideas of “ground rules” or “guidelines” for their own conduct.

Description of activity	<p>“How to protect myself”: We should always be aware of our own boundaries and not strain ourselves with things we can’t handle. Write down ideas how we can protect ourselves while working as peer expert or how coaches can help the peer experts.</p> <p>“How to deal with affected peers/victims”: How can we best help other peers that are affected by bullying, sexting, grooming etc.? What if we witness something? What if a peers turns to me for help?</p> <p>“How to deal with offenders/bullies”: How are we handling bullies/perpetrators? What is our job and what is for instance the job of the police?</p> <p>After the pin boards are filled with ideas you can discuss the results.</p>
Source	ECPAT Austria

ACTIVE LISTENING

Exercise 6

Association and perception

Intention / purpose	Learn about diverging perceptions and interpretation
Resources	A piece of paper and a pencil for each participant
Description of activity	<p>Divide the participants into groups of around 10 people. Explain that you are going to tell them a word and that it is their task to write down 10 substantives/nouns they associate with this word. They are not supposed to see what the others are writing.</p> <p>Depending on the workshop format and age of the participants you can for instance use the word “sex”, “love” or “violence”.</p> <p>After about 5 minutes or after the last participant has finished, let them compare within each group how many congruencies there are between the lists. Only identical words that everybody in the group has on his/her list count! You will see that it is usually none or only one match. Explain that this exercise shows that we often talk with somebody about something but don't mean the same thing. What we perceive as “love”, “sex” or “violence” might be something else from what others think it is. This is why we need to be sensitive when talking with others and not impose our perception onto them but rather try to understand what our counterpart feels. This exercise should be followed by an exercise on “active listening”.</p>
Source	ECPAT Austria

Exercise 7

Active listening: Giving advice

Intention / purpose	Active listening and advice for web problems
Complexity	Need the presence of a coach that can deal with active listening and boundaries + emotional content
Setting	Inside, 3 chairs facing each other where the 3 peers can discuss about the questions below
Resources	Active listening coaching lessons, paper, pens, flip-chart paper
Preparation	<p>The coach prepares situations on internet safety and active listening that the peers can discuss. For example: What would you do if a friend/someone came to tell you that her/his boy/girlfriend is asking her/him to undress in front of the camera?</p> <p>Friends have posted an embarrassing picture of you on Facebook; what would you do? You hear that someone in the class is being bullied and insulted via internet; what would you do? A friend talks to an unknown man on the Net that she is going to meet soon.</p>
Description of activity	<p>In groups of 3, peers have 15 minutes to discuss the questions above and think about how they would react in order to help their friend.</p> <p>Then, they go back to the group and share their answers. The coach notes down the main elements on the flip chart (15 minutes)</p>
Source	ECPAT Belgium

Exercise 8

“Mirroring” body language

Intention / purpose	Learn how body language, voice and tone impact a dialogue
Description of activity	<p>First round: Split the group in half. One half leaves the room. Explain to the remaining group that the others are soon going to tell them stories about themselves. Assign them to be indifferent to the other persons’ story, not listen carefully, not to look them in the eye etc.</p> <p>Now go to other group outside. Let them each think about a nice personal experience they are ready to share with another person. Tell them to get back into the room, look out for a dialogue partner in the other group and tell the story.</p> <p>After two minutes of conversation interrupt the pairs and ask the people who first had stayed in the room to get outside now.</p> <p>Second round: Now the group that stays in the room is assigned to listen carefully to their counterpart, be attentive and try to “mirror” the body language of their partner by imitating – but trying to do it in a subtle way without him/her noticing.</p>

Description of activity

The other group is asked to think about a negative personal experience, get back into the room and tell another person in the room about this story.

After another two minutes of conversation you interrupt them again.

Follow-up: Discuss with the whole group what happened and how they felt. Ask them how long each conversation round lasted. Ask them how they perceived body language and tone of their conversational partner.

Explain that this exercise shows the importance of body language and being attentive. Although both conversation rounds lasted two minutes and one would think that talking about a negative experience is more unpleasant, the participants usually think the second round was shorter. We often underestimate the impact of body language in relation to spoken words. In reality we affect others to 55% with body language, 38% with voice and tone and only 7% with words and content! This is an important lecture for peer mentors who want to help their peers.

Source

ECPAT Austria

Exercise 9

Active listening and its limits

Intention / purpose	Learn what active listening is and what are its limits
Complexity	Need the presence of a coach that can deal with active listening and boundaries + emotional content
Setting	Inside, 3 chairs facing each other: where the 3 peers can discuss the questions below
Resources	Active listening coaching lessons, paper, pens, flip chart paper
Preparation	<p>The coach prepares questions such as:</p> <p>How much are you ready to listen? How comfortable are you with certain subjects?</p> <p>When is the time to talk about it to an adult?</p> <p>Who can you turn to in order to talk about it?</p> <p>Which adult can be identified around you to talk about it?</p> <p>How do you tell the person that you are going to talk about it to an adult because it's too heavy for you?</p> <p>Do you listen to a boy in a different way than to a girl?</p> <p>Who talks about a problem on the internet?</p> <p>What advice can you give to someone whose boyfriend/girlfriend is asking her/him to send a naked picture or a picture of her/himself in a sexual position?</p> <p>How do you react in front of someone crying?</p> <p>What can you tell someone who is scared of the person harassing her/him?</p>

Description of activity

In groups of 3, peers have 10 minutes to discuss what active listening is, what they are prepared to listen to and what they feel is off limits for them.

They write 5 topics they feel is not in their realm of taking in and they have to find a sentence to tell the person it's off their limits + how to refer to the coach.

They go back to the group and share (10 min).

The coach then asks each group what they think / would do in the situations above, what is off limits and how they can respond to it (10 min).

Source

The coach notes down the main elements on the flip chart.
ECPAT Belgium

Exercise 10

Role play: Talking with peers

Intention / purpose	Learn about active listening
Setting	Inside room, space for teams to work in private
Resources	Cards with different situations
Preparation	This exercise should be done after an introduction into/ exercise about active listening, its limits as well as the role and limits of the peer experts (see above).
Description of activity	<p>In groups of 4 persons with at least one coach conversations between peer experts and their peers are practised in a role play. Each group works on a situation in which a peer is seeking help, e.g.:</p> <p>“I was harassed in chat. This guy asked if I had sex before and he just won’t stop although I asked him again and again to let it off.”</p> <p>“I went on this site... and it was scary. There were violent things, pictures and videos. And I just can’t forget what I saw.”</p> <p>“I gave my address to this guy and later he found out I was lying to him. I am really scared that he will just one day stand on my doorstep.”</p> <p>“My friend sends me these links. Things I don’t want to see... But I don’t dare to say no.”</p>

Description of activity

One person in each group plays the affected peer with the problem, one is the peer expert, one is observer and the coach is the coach. The affected peer explains the problem and the peer expert should practice how to respond and lead the conversation. Explain to the groups that they can work the role play as they feel, e.g. the peer could object to certain advice or not let the peer expert talk to the coach about it.

If there is enough time, roles can be changed.

Follow-up: After around 20 min. get the groups together again and discuss the exercise. Was it hard to respond and give advice? Were they able to help the peer? What did the observers think? Was the coach involved? How?

Stress that it is much more important to assure and calm down the person and create an atmosphere of trust instead of doggedly trying to find a solution. You should also never ask the “why” question. Sometimes all you can do is offer information and contact numbers. It is always wise to have a list of helplines ready.

Source

ECPAT Austria / Julia von Weiler “Smart User Handbook”

DEALING WITH CHALLENGES

Exercise 11

Role play: Difficult participants

Intention / purpose	Learn how to deal with “difficult” participants in workshop situations
Complexity	Hard; this exercise should only be done once the peer experts feel comfortable enough to conduct an exercise themselves and when there is enough trust within the group.
Setting	Inside
Resources	Resources for exercise X + small slips of paper with the instructions for the “hidden troublemakers”
Preparation	<p>During a break, assign roles to two or three of the participants in secret, so no one else sees it. If you have a mixed group of peer experts and coaches, you can also assign coaches with roles. Give them the small slips of paper with their secret role on it and tell them to play this role in the next exercise. Here are some examples:</p> <p>“You know everything better than the others.” “You dominate the discussion and won’t let others have their say.” “You completely refuse to participate in the exercise.” “You always change the topic.”</p>
Description of activity	Tell the peer experts that they have now the chance to practice an exercise they already learnt before (Exercise X). Ask for a volunteer to be the trainer for this exercise. Give him/her the material for the exercise and let him/her start. This can be done with any other exercise the peer experts have learnt before that involves group interaction.

Description of activity

During the exercise some people might realise what is going on, others won't. After the exercise ask the peer expert who conducted it how he/she felt, if it was difficult to be the trainer and if yes, why? Then ask the "hidden troublemakers" to reveal themselves and tell the others which role they had. Assure the peer expert that conducted the activity that he/she did a great job and that it is sometimes hard even for very experienced trainers to handle difficult participants like our "hidden troublemakers". Let the group think about ideas how to handle such situations and collect the ideas on a flip chart. Here are some helpful ideas you can share with the peer experts:

Specifically address participants that don't involve themselves into the activity or seem to be shy: "What do you think?"

Respect the opinion even of "busybodies" and "know-it-alls". But try to limit them in order to give others the opportunity to involve themselves too: "This is an interesting approach. Now, what do the others think?" You should bring people who wander from the subject back to track: "This is indeed interesting but not the topic of our workshop today. Let's come back to the matter at hand."

Be aware of situations where two or few people are dominating the group and won't stop their discussions: "May I ask you to continue your discussion in the break? We would like the others to have a chance to speak too."

Source

ECPAT Austria

Exercise 12

Role play: Difficult situations

Intention / purpose	Learn how to deal with difficult situations in workshops
Setting	Inside room, space for teams to work in private
Resources	Sheets with difficult workshop situations, flip chart paper, markers
Preparation	Make space available for each group to work in private and provide them with markers and flip-chart paper. Prepare a copy of one story for each group.
Description of activity	<p>Divide the participants into groups of 3-4 people each. Tell them that you will provide them with a situation they could be confronted within a workshop or similar activities.</p> <p>Ask them to answer two questions and collect their ideas on a flip chart in order to present it afterwards to the whole group:</p> <ol style="list-style-type: none">1. What can you do in this situation? What are your options?2. What could you do to be prepared for such a situation in advance? <p>Situation 1: You are conducting a peer workshop together with your co-peer expert in a class at your school. Their teacher asked your coach because allegedly there was an “incident”. You have just started to show the video of Amanda Todd when suddenly a girl rushes out of the class room. You have the feeling that she seemed troubled but are not sure what happened and if it has even to do with the workshop at all.</p>

Description of activity	<p>Situation 2: At an information evening at your youth centre you talk about the topics cyber mobbing, sexting and grooming. Some girls make fun about the case stories and think this whole evening is completely useless. They say they already know everything there is to know about web things.</p> <p>Situation 3: At a workshop, a boy approaches you and your co-peer expert during a break. He tells you about a friend that was chatted up online by a man and gave this man nude pictures in exchange for online gaming credit. The boy admits this is kind of weird but on the other hand his friend knows that this is “some pedo” and this way he can at least gamble for free... Actually you should start again soon and some of the other participants already wait in their seats for the workshop to continue. You are afraid you won’t be able to get through with the programme if you don’t start immediately. But on the other hand you don’t want to leave that story uncommented...</p> <p>Give the groups 20 min. time to discuss the situations and find answers to the two questions. Afterwards, the groups present their cases and results to the others and discuss about it.</p>
Source	ECPAT Austria

Appendix 3:



Exercises for peers to use in lectures

Exercise 1

Chances and risks of the internet

Intention / purpose	Encouragement to think about own internet use
Setting	Possibilities for group work
Resources	Moderation cards, chart, pencils
Description of activity	First divide the Group in teams of 3-5 and let them brainstorm about benefits and risks of the internet. Let them write them down on moderation cards and present them to the whole group. After that categorize them in special topics in a discussion (e.g. Benefits of social networks: communication with friends from school, being up to date with what happens in their friends life's etc.; Risks of social networks: cyber bullying, sexting etc.)

Exercise 2

Security on social networks

Intention / purpose	Awareness raising on the personal information posted on the internet and social networks privacy parameters
Setting	Inside, chairs in circle
Resources	Paper, pens, flipchart, computer with internet access
Preparation	Prior to the meeting, you look for information online on three of the participants using just their names
Description of activity	<p>Start the session by telling what you know about the three people you found information on (for example: I know that Juliette has a brother, she is in such school and likes to watch movies...). Most information is found on social networks and this is to show that just with one name you can find a lot of information about someone.</p> <p>Then ask the participants if they are surprised by the information collected or even shocked by it. Take a look at the privacy parameters, e.g. of Facebook, and discuss the kind of information that each person posts online and how this could potentially be used against them.</p>

Exercise 3a

Private or public?

Intention / purpose	Learn to distinguish between private and public data, reflect on sharing personal data
Setting	Inside
Resources	Flip-chart or school board, post-its with different kinds of information on them, e.g. my address, name of my pet, name of my school, picture of me on the beach, my email address, my telephone number, my weight, shoe size...
Preparation	<p>Prepare the post-its with different sorts of information on them.</p> <p>Divide the school board/flip chart into four parts: public, just for friends, not on internet and not sure</p>
Description of activity	<p>Read the information on the post-its out loud and ask the group where to put the post-it. Ask different participants about their opinions. If there is no consensus, let the group vote where to put the post-it.</p> <p>Let them discuss the outcomes afterwards.</p>

Exercise 3b

Private or public?

Intention / purpose	Learn to distinguish between private and public data, reflect on sharing personal data
Setting	Space to move around
Resources	Four sheets with different symbols on them (representing “private”, “just for friends”, “not sure” and “public”), list of different information (see alternative 1)
Preparation	Prepare the list of information. Prepare four sheets for: public, just for friends, not on internet and not sure, and lay them into the four corners of the room.
Description of activity	The group stands in the middle of the room. Explain that you will now read out different sorts of information and that everybody should decide if it is private, public etc. To show their opinion, they should take a stand in the respective corner. Raise a discussion by asking different people why they are standing in their respective corner.

Exercise 4

Discussing a movie

Intention / purpose	Awareness raising
Resources	Movie "Let's fight it together" and a possibility to show them to the group (beamer, laptop, internet connection, screen) Online bullying: http://www.youtube.com/watch?v=dubA2vhIlrg Sexting: https://www.youtube.com/watch?v=tDgQW4YjZx0 Cyber grooming: https://www.youtube.com/watch?v=cV1ZCF4oueQ
Preparation	Check if your laptop and the internet connection work
Description of activity	Let the group watch the short movie and discuss them afterwards. Questions for the discussion could be "How does the victim feel?", "Why does the other school kid do something like that?" "If you had been in this situation what would you've done?"

Exercise 5a

Take a stand!

Intention / purpose	Reflection of the own knowledge and prejudices about internet, formation of opinion, reflection of possible myths about internet/ cybersex/ chat etc.
Setting	The participants sit on chairs arranged in a circle
Resources	One moderation card with "I agree", a list of statements to discuss Examples for statements: Bullying is part of life. You should accept it. If a sexy picture of someone I know is sent to me I send it to other friends. If I receive a friendship request from a stranger, I accept it.
Preparation	Place the card ("I agree") into the centre of the circle of chairs. Explain rules about discussing (listening, let each other finish, etc.). It is important to stress that there is no "right" or "wrong"; the activity is about sharing opinions and debate.
Description of activity	Explain that you will now read out some statements. Ask the participants to declare whether they agree or disagree by placing a personal item (e.g. a pen, a bracelet) within the circle. The nearer to the centre, the more they agree to the statement. The further away from the centre, the less they agree. After everybody has taken position, ask why they decided this way. Ask others to respond.

Exercise 5b

Take a stand!

Intention / purpose	Reflection of the own knowledge and prejudices about internet, formation of opinion, reflection of possible myths about internet/ cybersex/ chat etc.
Setting	Space to move around
Resources	Two sheets with "agree" and "disagree", a list of statements to discuss Examples for statements: If someone looks ridiculous, this person asked to be bullied. If a naked picture is spread through social media, the person on the picture is to blame because it was stupid to send it in the first place.
Preparation	Place the sheets (agree/disagree) on the floor at different ends of the room. Explain rules about discussing (listening, let each other finish, etc.). It is important to stress that there is no "right" or "wrong"; the activity is about sharing opinions and debate.
Description of activity	Explain that you will now read out some statements. Ask the participants to declare whether they agree or disagree by positioning themselves between "agree" and "disagree". After everybody has taken position, ask some participants why they decided this way. Ask others if they want to change position after hearing the argument.

Exercise 5c

Take a stand!

Intention / purpose	Reflection of the own knowledge and prejudices about internet, formation of opinion, reflection of possible myths about internet/ cybersex/ chat etc.
Setting	Any
Resources	Three moderation cards in green, orange and red for each participant, list of statements Examples for statements: If someone is being bullied I help that person. You can tell the age of a chat partner by what he/she is writing. If a friend tells me about being a victim of a 'loverboy' and asks me to keep quiet, I do it.
Preparation	Hand out the moderation cards. Explain rules about discussing (listening, let each other finish, etc.). It is important to stress that there is no "right" or "wrong"; the activity is about sharing opinions and debate.
Description of activity	Explain that you will now read out some statements. Ask the participants to declare whether they agree or disagree by holding up a card (red=disagree, green=agree, orange=not sure). After everybody has put a paper in the air, ask some participants why they agree, disagree or don't know. Ask others to respond.

Exercise 6

Who can I talk to?

Intention / purpose	For young people to think about where they could go to for advice
Setting	Enough space to sit
Resources	Paper and pens, scenarios on paper. Colour dots (green, yellow, red)
Preparation	Prepare the scenarios, e.g. "A friend states something on Facebook, which makes you feel sad." "You see something on social media, which involves friends which you feel is bullying." "You post something on social media which you regret." Prepare sheets of paper in sections of friends, parents, teachers, professional, police etc.
Description of activity	In small groups discuss the scenarios and who you would talk to about it. On each scenario add a coloured sticker. Red=very serious, green=not so serious the group discuss who they could talk to and how serious a problem it is. There will be different opinions and that is alright, these should be discussed.

Tips for safe use of internet and social media

- Set your profile on private
- Put your chat history on
- Don't accept friend requests of strangers
- Don't send naked pictures of yourself to others
(especially where you are recognisable)
- If you don't trust something, don't do it!
- Don't put your birth year in your nickname
- Establish your boundaries so you will not be surprised with questions
(what do you show of yourself on the internet and what kind of information
of yourself do you give online?)
- Stand up against bullying
- Report sexual abuse on the internet to the police

Appendix 4: Certificate



Certificate

has successfully completed the training programme to become
make-IT-safe Peer Expert

The training programme lasted from _____ to _____ and
comprised _____ workshop hours.

Contents of the training:

Trainer team: _____

Date: _____

Signature: _____