



# Setting up a peer support scheme for deaf young people

A step-by-step toolkit



LOTTERY FUNDED

Created as part of the Helping Hands project.



**Our vision is of a world  
without barriers for every  
deaf child.**





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# Acknowledgements

Special thanks to the National Lottery through the Big Lottery Fund who kindly granted us funding for the Helping Hands project. Their support has enabled us to set up and establish peer support schemes for deaf children and young people. At time of print, 268 deaf children and young people have been involved in the Helping Hands project.

We would also like to thank the schools, teachers and young people who have taken part in the Helping Hands project. Your enthusiasm and support for the training has helped to develop this toolkit, which will benefit many other deaf young people. We would like to thank Nottingham University Samworth Academy for their support with testing this resource.

Childline have run a successful peer support programme for many years<sup>1</sup> and the foundations of this learning and evaluation have been fundamental in the development of this resource.

We use the term 'deaf' to refer to **all types of hearing loss or impairment from mild to profound**. This includes deafness in one ear or temporary deafness such as glue ear.

We use the word 'parent' to refer to all parents and carers of children.

<sup>1</sup> *Peer Support Toolkit: Helping schools to set up their peer support scheme*, Childline, 2006.

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# Part one: Introduction

## Foreword

Peer support is important to all young people. We know from research that young people will naturally talk to their peers about problems before they talk to an adult. Schools do a great deal of work, through school councils, personal, social, health and economic education (PSHE) lessons and many other activities, to encourage students to ask for help and support each other. However, it can be difficult for a student to meet with others who understand the issues and challenges they are facing. In order to support deaf young people effectively it is important to consider the impact of deafness on their social and emotional development.

I am therefore delighted to write the foreword to this peer support toolkit created specifically for deaf young people. I was fortunate to have recently been involved in the project and can see the positive impact it is having on the young people involved. Their growing confidence and self-esteem are tangible and their feedback has been 100% positive. A vital outcome of the mentoring has been that deaf young people – both Mentors and peers – have a growing understanding and acceptance of their deaf identity, and they are learning so much from each other.

Deaf young people must be given opportunities to develop a positive image and schools need training and support to encourage a young person's emerging awareness of their deafness. I therefore wholeheartedly recommend this resource, which provides a framework for schools and professionals to develop student-led peer support and strengthen the emotional well-being of deaf young people.



Andrea Baker

President, British Association of Teachers of the Deaf



## What is the Helping Hands project?

Helping Hands was a three-and-a-half-year project run by the National Deaf Children's Society. The project delivered peer support training to deaf children and young people aged 10–18 across four regions in England (London, the Midlands, Yorkshire and the Humber, and the North East) and helped schools to set up peer support schemes.

## What is peer support?

Peer support builds on the natural affinity that children and young people have to help one another. Research has shown that children and young people are likely to turn to a peer for help before anyone else. Taking part in peer support training means children and young people are better able to help their peers when they ask for support. The training offers a safe environment for young people to learn active listening skills, with support to find their own solutions to challenges they might be experiencing.

Peer support is about giving deaf children and young people somewhere to go if they need help and support. This is particularly important for deaf children because they are:

- four times more likely to experience mental health problems than other children<sup>2</sup>
- more likely to be in mainstream education with no or little contact with other deaf peers – 76% of them are in mainstream schools where there is no specialist provision<sup>3</sup>
- vulnerable to isolation, bullying and poor self-esteem without the right support<sup>4</sup>
- more likely to be discriminated against.<sup>5</sup>

This toolkit will give guidance on delivering a training programme, looking at issues and challenges facing deaf young people today, and how they can tackle them in a positive and productive way, leading to an increase in self-esteem, confidence and resilience. It also provides an opportunity for deaf young people to engage with their deaf peers.

## Why set up a peer support scheme in your school?

A peer support scheme can have a positive impact on the school environment for the following reasons.

- It encourages a stronger school community.
- It helps to reduce bullying and isolation.
- It enhances academic performance, and children and young people have higher expectations of what they can achieve.
- It promotes positive self-esteem and emotional well-being.
- It increases motivation and self-confidence.
- It improves young people's participation in school activities.
- It enables a deaf young person to engage with a deaf peer.
- It encourages young people to be independent.
- It teaches young people strategies for looking after themselves and where to go for help.<sup>6</sup>

<sup>2</sup> *Towards Equity and Access*, Department of Health & National Institute for Mental Health, 2005

<sup>3</sup> Consortium for Research in Deaf Education (CRIDE) report on 2014 survey on educational provision for deaf children in England

<sup>4</sup> *Responding to Bullying among Children with Special Educational Needs and/or Disabilities*, University of Cambridge review, July 2010 and *Cyberbullying and Children and Young People with SEN and Disabilities: Guidance for teachers and other professionals*, Anti-Bullying Alliance, March 2015

<sup>5</sup> *See it, Say it, Change it*, Children's Rights Alliance for England submission to the UN Committee on the Rights of the Child from children in England, July 2015

<sup>6</sup> *Peer Support Toolkit: Helping schools to set up their peer support scheme*, Childline, 2006 and *Responding to Bullying Among Children with Special Educational Needs and/or Disabilities*, University of Cambridge review, July 2010.

A peer support scheme will help the emotional well-being of everyone in your school, by enabling staff and students to tackle issues in a productive and positive way.

The teacher will select students for the Mentor training and then match the trained Mentor with the peer.

Once you have selected students for the Mentor training, the training sessions can then go ahead.

For information on how to set up a deaf Mentor scheme see page 13.

## About this toolkit

This toolkit is a step-by-step guide for setting up a Mentor scheme for the deaf students in your school. It is designed for use in secondary school settings, to help deaf young people (aged between 11 and 18) to train as Mentors to support deaf peers of any age in the school.

While there are links to the National Curriculum of England, the toolkit is designed so that teachers can use their own judgement on how to best use it with students of different ages and abilities. It can also be used to address elements of a subject syllabus or as a cross-curricular approach for themed topics. It is likely that the lead subject area will be personal, social, health and economic education (PSHE), and citizenship and secondary citizenship: rights and responsibilities, but this is not a prerequisite for using the materials.

“Every state-funded school must offer a curriculum which is balanced and broadly based and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.”

“All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice. Schools are also free to include other subjects or topics of their choice in planning and designing their own programme of education.”<sup>7</sup>

## Links to National Curriculum for England

A high-quality citizenship education helps to provide students with knowledge, skills and understanding to prepare them to play a full and active part in society. It should also prepare pupils to take their place in society as responsible citizens.

Citizenship Key Stage 3 and 4

The National Curriculum for citizenship aims to ensure that all pupils:

- develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take with them into adulthood
- are taught about the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities
- are taught about diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding
- be taught about the different ways in which a citizen can contribute to the improvement of their community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity.

Educational policies and frameworks in England may be revised and subject syllabi vary, so the materials should be used in a way that best suits individual settings.

<sup>7</sup>Secondary National Curriculum, Department for Education, December 2014

## Safeguarding

It is important that the Mentors know where to go for help if a peer raises a serious concern, if they are worried about the peer's safety, or if the peer shares something that makes the Mentor uncomfortable. When using the toolkit, you will still need to adhere to your school's recordkeeping, child protection policy and safeguarding mechanisms for reporting disclosures or concerns.

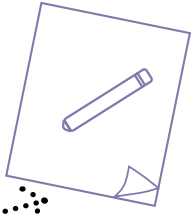



## ASDAN Peer Mentoring Award Certificate

Your school can register with ASDAN as a centre, enabling the students at your school to train using the Peer Mentoring short course and achieve a certified award. If this option is taken, they will need to fill in their ASDAN book and Short Course Skills Sheets at the end of each session and you will need to verify their entry. On successful completion of the ASDAN book and peer support training, the young people will qualify for a Peer Mentoring Award Certificate from ASDAN. This award, when using this toolkit, is worth three ASDAN curriculum credits for a total of 30 hours' work. This includes the sessions, practice, mentoring and reviewing as well as completing the Summary of Achievement and Personal Statement in the ASDAN books for each student. The credits can be used towards the ASDAN Personal Development Programmes (Bronze, Silver, Gold) or Certificate of Personal Effectiveness (CoPE).


For more information on registering your school as an ASDAN centre, and/or to order the Peer Mentoring course books in advance, go to [www.asdan.org.uk](http://www.asdan.org.uk). Please note that the ASDAN books will need to be ordered at least **four weeks in advance of the training**. The Short Course Skills Sheets can be downloaded from the ASDAN website.

## How to use this toolkit

The training toolkit is divided into eight sessions. We suggest the training is delivered either over one day, two half days, or split over four separate dates. Each session will take approximately 20–60 minutes (refer to each session for timings), but this will vary depending on group size, literacy etc. All eight sessions need to be fully delivered and completed in order for the students to be thoroughly prepared to be Mentors, and for a successful peer support scheme to be set up in your school.

- The session plans and activities are in section three, page 15, indicated with a **purple** banner at the top of the page. If this session has an accompanying handout or other materials, this will be highlighted with this icon. 
- Handouts are in section four, page 31 and are indicated with yellow circles at the top of the page. 
- Teachers' resources to support the sessions e.g. answers to the activities, are in section five, page 52 and are indicated with blue circles at the top of the page. 
- There are some 'Don't forget! Mentor cards!' for the Mentors to keep as a reminder throughout their training and for the life of their involvement with the scheme. These are in the Handouts section and are indicated with a 'Don't forget!' card icon on the handout. 





You will need to prepare for the sessions in advance as you might need to photocopy handouts, gather activity materials together (pens, paper etc.) and familiarise yourself with the content of the session and the activities. Your group might find it useful if you write the aim(s) of each session on a flipchart.

Please note the timings for each activity or session is approximate.

## Recognising the young people's involvement

It is important that the training ends with a positive acknowledgement of the students' achievements as trained peer Mentors, and that they are rewarded for their participation and commitment to the peer support scheme. By recognising the young people's involvement and championing the scheme as a positive venture, it shows that the school is concerned with the emotional well-being of everyone in their community.

Options for recognising the young people's involvement in the training could include:

- a school assembly that explains what the peer support scheme is, and presents Mentors with their ASDAN award certificates along with a congratulatory speech given by the head teacher
- a Mentor certificate (remember to include the name of the student, your school, the date, school logo (optional), the training they've completed (peer support), and the skills the student has developed e.g. communication and listening, working with others, problem-solving, team-building, supporting others, confidentiality etc., and a signature
- a Mentor lapel pin-badge
- giving out National Deaf Children's Society resources which can be downloaded, or ordered in advance from our Freephone Helpline (0808 800 8880).

Examples are:

- Buzz postcards (promoting our website especially for deaf young people)
- Fingerspelling postcards
- *Talking to your Deaf Friends* postcards and posters
- *See it! Stop it!* anti-bullying resource and postcards
- *My life, My health* resources (see page 75)

Mentors may have other ideas about what they'd like to do to be recognised for their involvement, for example, they might want to make a poster or display showing other teachers and students what the Mentor scheme is all about, they might want to go on a special trip or a day out, attend a workshop or promote the Mentor scheme to other schools by giving a presentation.

# Part two: How to set up the Mentor scheme

## Things to consider in setting up the training sessions

- 1 Identify and recruit deaf young people for the Mentor training.
- 2 Book a room, share dates and times for the sessions.
- 3 Prepare for delivering each session i.e. read through the session plans, gather any material you will need e.g. paper, pens, and photocopy any handouts and worksheets to support the session.
- 4 At the end of the training sessions, recognise the achievements of the young people, for example with an assembly, certificate or badge.
- 5 Set up the scheme by assigning the trained deaf Mentors to their deaf peers.
- 6 Monitor the scheme and the Mentors regularly.

## Identifying young people to train as Mentors

This scheme should be open to all deaf students who are interested in getting involved. It might appeal particularly to young people in secondary school who are enthusiastic about helping other students and making them feel better, who have a little more confidence than their deaf peers, or those who are interested in a career in a caring profession.

After completing the Mentor training, follow the action plan below to set up the Mentor scheme.

## How to set up the Mentor scheme (when training is completed)

- 1 Book a one-to-one session with the trained young person.
- 2 Consult the trained young person to confirm that they wish to be a Mentor.
- 3 Ask the Mentor to read the Mentor contract. Go through the contract with them to make sure they understand, answer any questions they have and ask them to sign their name (page 64).
- 4 Identify a peer to pair up with the Mentor. It can help to match Mentors and peers who have something in common, for example if they have similar hobbies, similar personalities, or are from a similar background. Equally, Mentor-peer relationships can work just as well if there are differences, such as age.



When matching up students:

- the Mentor and the peer must understand each other without any extra communication support
  - the Mentor and the peer must have respect for each other
  - similar interests/hobbies may be helpful
  - look for similar personality traits, for example the Mentor and peer may be quiet, have similar energy levels, or be dynamic.
5. Identify the issues that the peer would like to be tackled, e.g. problems at home, problems at school, being a new student, having no friends.
  6. The peer and the Mentor should then read and sign the Mentor action plan so that they are both clear on why they are paired up, and when, where and how often they will meet for sessions (page 65).
  7. The Mentor should give feedback to the teacher after each session.
  8. The peer should give feedback to the teacher after every four sessions.

It is important that you consider what approach will work best for the pupils in your school, so feel free to adapt how the peer support scheme works. For example, matching Buddies with peers can be a great way of making sure young people get the support they need, but also having drop-in sessions at breaktimes that have more flexibility can be just as valuable.

## Monitoring and evaluating

Your school should have a clear child protection policy and a reporting process for any disclosures or child protection concerns. There are **monitoring forms** (page 67) that should be completed using feedback received from the trained Mentors after each mentoring session, and from the peers after they have had four sessions with their Mentor.

These forms can also be used to record any concerns, in accordance with your school's safeguarding and reporting mechanisms

The forms in sections six and seven will contain confidential information about the peer's problems. The teacher should adhere to their school's safeguarding and reporting mechanisms.

It is vital that the deaf young people are clear that if something of serious concern is raised by a peer, if they are worried about their safety or if the peer shares something that makes them feel uncomfortable, that they know who and where to go for help. This is covered in detail in session three: Confidentiality (page 20), and is a theme that is revisited over the course of the training. Use the **Mentor contract** (page 64), **Mentor action plan** (page 65), **monitoring forms** (page 67) and **exit interview forms** (page 72) to record what happens during the sessions between the peer and the Mentor. Once the Mentor contract has been signed by the Mentor, the Mentor and the peer will then sign the Mentor action plan as an agreement between them on their goals and the timeframes for achieving these.

**Exit interview forms** can be used to evaluate the scheme, and also as a way for the Mentor or the peer to end their participation in the peer support scheme. A Mentor or a peer may decide they wish to leave the scheme for a number of reasons. For example, the peer may be happy with the support they've received and decide they don't need any further help or the Mentor may decide to end their commitment because they are not enjoying the role.

Using the exit interview form, you can make sure the peer is aware that their Mentor is no longer supporting them and seek a replacement if necessary.

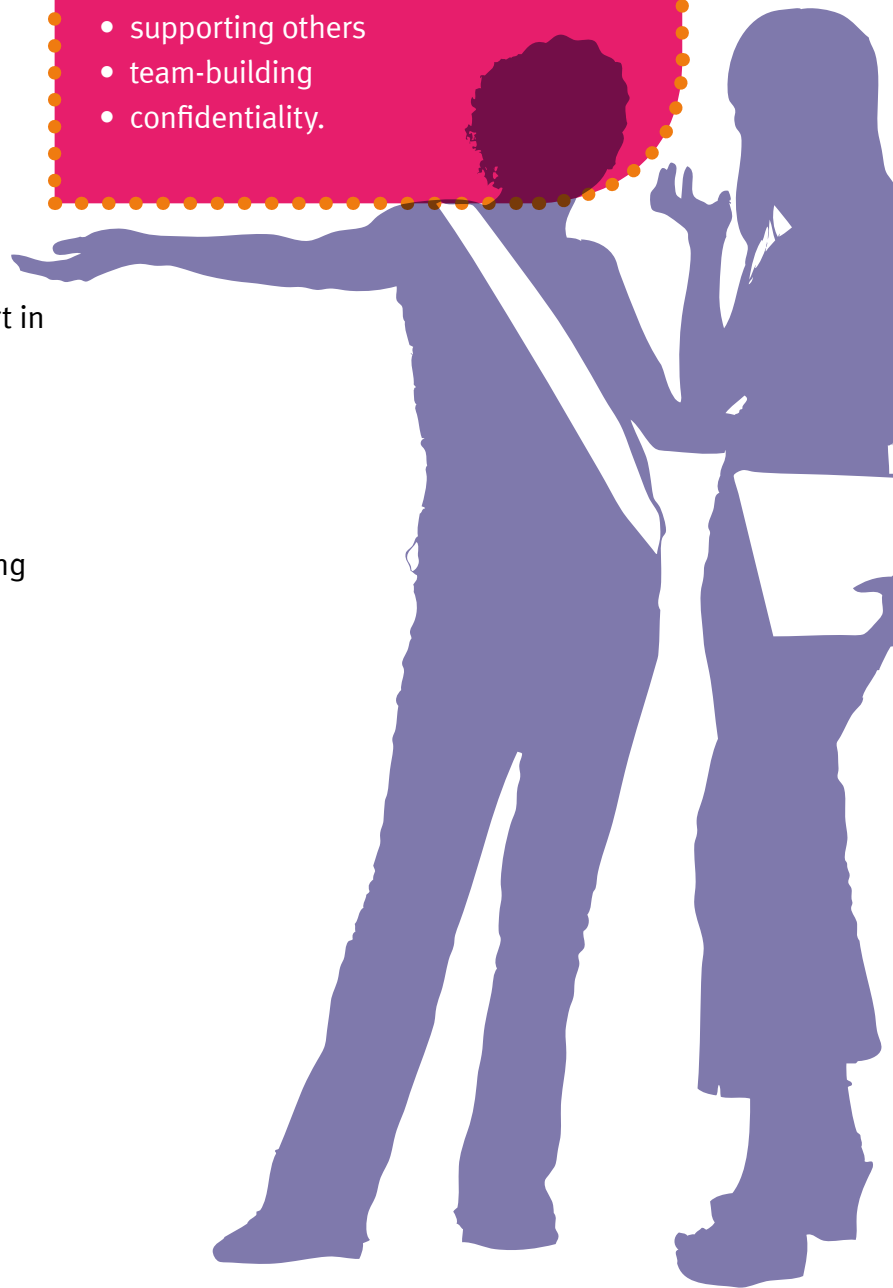
# Part three: The toolkit

## Mentor training programme

- 1 Session one: Introduction and icebreaker (45–50 mins)
- 2 Session two: What is a Mentor? (35 mins)
- 3 Session three: Confidentiality (1 hour)
- 4 Session four: Listening and communication skills (40 mins)
- 5 Session five: Identity issues (20 mins)
- 6 Session six: Why have peer support in the school? (20 mins)
- 7 Session seven: Responsibilities (35 mins)
- 8 Session eight: Quiz and role play (35 mins)
- 9 Session nine: Recognising the young people's involvement (35 mins)

By the end of the training, the young people will have had the opportunity to become trained peer support Mentors, and will have gained the following skills:

- communication and listening
- working with others
- problem-solving
- supporting others
- team-building
- confidentiality.



# Session plans

## Mentor training session one: Introduction and icebreaker

**Activity one:** Ground rules

**Activity two:** Icebreaker game

**Activity three:** Explaining about ASDAN (optional – omit if your school isn't registering as an ASDAN centre)

**Aims:** for everyone in the group to feel relaxed, to get to know a little bit more about each other, and to introduce the training programme and prepare for it.

**You will need:**

- flipchart and paper
- marker pen.

### Introduction

- Welcome the group and tell them that they will be taking part in a fun programme to learn to become a Mentor. Sign/speak the word 'Mentor' to the group. Continue using the word 'Mentor' in all future sessions.
- Explain that the group are taking part in a programme to help them learn how to become a Mentor and how to support other deaf young people.
- Optional part of the session – explain that they will get an ASDAN accredited certificate in the post four weeks after they complete their training, but that you'll talk about it in more detail later in the session.

### Activity one: Ground rules

**Aims:** for the group to identify core conditions for a safe training environment, agree principles for working together and share how best to feel safe and comfortable to contribute and participate.

**It will take:**



**You will need:**

- flipchart and paper
- marker pen.



**What to do**

1. Begin by asking the group to suggest situations or settings in which they must follow the rules. For example, at school, the library, train station, cinema, airport. Write these down on the flipchart. Remind the group that rules are important as they help us all live in society together, despite the fact we are all very different and have different ideas about how we should behave, live and interact with others etc.
2. Explain that as the group will be working together through the training, it's important that rules are set up for the group so it's an environment in which they can all get along and respect each other.
3. Write the ground rules (opposite) on the flipchart for the training group to see. Explain that it's important that everyone sticks to them.



### Ground rules

- Don't talk at the same time as other students.
- Listen to each another.
- Share your ideas [explain that no idea is a bad one].
- Be supportive and friendly.
- Respect other people's views and opinions.
- Keep confidentiality (don't tell other people). [Explain to the group that what they share is to stay in the room with the group, but if something is talked about that causes them to worry, they should share it with you.]

## Activity two: Call my bluff icebreaker game

**Aim:** for everyone in the group to feel relaxed, and to get to know a little more about each other.

**It will take:**

30  
mins

**You will need:**

- flipchart and paper
- marker pens.

**What to do**

1. Ask the group to sit facing each other.
2. Explain that everyone is to think of two facts and one lie about themselves.
3. Give two facts and one lie about you. Ask the young people to guess the lie.
4. Divide the group into pairs, and get everyone to have a go with their partner: they need to share two facts and one lie about themselves each.
5. Ask the group how many of them guessed correctly.

## Activity three: ASDAN books (optional – omit if your school isn't registering as an ASDAN centre)

**Aim:** for the group to understand what accreditation they will achieve on successful completion of the training.

**It will take:**

5  
mins

**You will need:**

- ASDAN book and Skills Sheets.

**What to do**

1. Explain to the group that in taking part in the peer support scheme they will have the opportunity to achieve an ASDAN Peer Mentoring Award certificate. Stress the importance of gaining the certificate for their futures, for example, college, university and work, and for demonstrating the skills they have learnt.
2. Give each young person their ASDAN book and Skills Sheets. Tell them that they will need to bring in their own file or folder to make a portfolio to store their tasks and evidence from the sessions.
3. Explain that you will make sure the tasks have been correctly completed after each session.
4. Explain that an ASDAN certificate will be posted to them four weeks after they complete the training.

The young person should fill in the relevant section in their ASDAN book (see below) and you will need to verify it.

ASDAN verification				
Model	Section	Challenge	Box (tick)	Write in the space
1	A	2	<input type="checkbox"/> Learning <input type="checkbox"/> Teamwork <input type="checkbox"/> Coping with problems	Did introductions and an icebreaker game to get to know everyone in the group and prepare for the start of training.

# Mentor training session two: What is a Mentor?

## Aims:

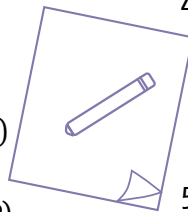
- To understand what a Mentor is.
- To identify the qualities and skills of a good Mentor.
- To recognise why these qualities and skills are important to the role.
- To give the group clarity and confidence in understanding what a Mentor is.
- For the group to feel good about themselves.

## It will take:



## You will need:

- Mentor characteristics cards handout, photocopied and cut out before the session (page 33)
- Mentor characteristics answer sheet (for the teacher), (page 52)
- What is peer support? handouts, one for each person (page 32)
- flipchart and paper
- markers.



## What to do

1. Explain what peer support means. Peer support is when a group of young people support other young people within their school. Peer Mentors don't tell others what to do, they are there to chat and help the young person to look at solutions to worries or challenges that they can be having. Reinforce that Mentors come in all shapes and sizes. It is not about being academic.
2. Share out the characteristics cards between the group. Take three sheets of flipchart paper and label them: 'Good', 'Bad' and 'Doesn't matter' – put the sheets on the floor.
3. Ask the group to look at one card at a time, and ask them to put the card on the paper they think it belongs to. The group need to decide if, for a Mentor, the characteristic is good, bad or if it doesn't matter.
4. Encourage the group to discuss what characteristics make an ideal Mentor. Have any of them disagreed? Ask them why these characteristics are important to the role.
5. Refer to the Mentor characteristics answer sheet (page 52) to help you explain/discuss with the group why some characteristics particularly suit a Mentor.
6. Explain to the group that a Mentor does not tell another young person what to do. A Mentor is a person supporting a peer to overcome the issues they may have. Also explain that Mentors all have different backgrounds, with different experiences etc. and it's their skills and attitudes that are the most important.

The young person should fill in the relevant section in their ASDAN book (see below) and you will need to verify it.

Model	Section	Challenge	Box (tick)	Write in the space
1	A	1	<input type="checkbox"/> Learning <input type="checkbox"/> Teamwork <input type="checkbox"/> Coping with problems	Talked about what it is to be a Mentor and what characteristics and qualities would make a good Mentor.

# Mentor training session three: Confidentiality

**Aims:** for the young people to understand confidentiality and to know when and how to break confidentiality.

## Activity one: The Secret Box

**It will take:**



**You will need:**

- paper
- pens or pencils
- 'secret box'
- cards
- envelopes
- shredder or confidential waste disposal unit
- flipchart and paper.



### What to do

1. Tell the group that what they talk about with their peers is private and should not be shared with their friends or anyone else.
2. Ask the group to think quietly about a problem, embarrassing moment or a secret they have or have had in the past.
3. Ask them to write it down (or draw it) on a piece of paper, put it in an envelope and place it inside a 'secret box'.
4. Pretend to open the secret box.

5. Ask the students how they would feel if their secret was shared with the others? (If they don't seem bothered they probably haven't written a real secret down.) Would they be tempted to have a peek at others' secrets?
6. Reassure the group that they won't have to share any secrets.
7. Start a discussion with the group by asking: "How did that make you feel?". Write their responses on the flipchart i.e. 'angry', 'upset', 'embarrassed'.
8. Explain to the group that those feelings are what the peer experiences when their worries and problems have been shared with others – when they've been gossiped about.
9. Get rid of the contents of the secret box by shredding or placing them into confidential waste in front of the young people, so they can stop worrying about what will happen to their secrets.
10. Explain to the group that this activity shows the importance of not gossiping and that they must agree to keep things private. They are supporting their peers and encouraging them to think about what they can do to help them feel better about their worries, not telling them what to do. Tell them not to gossip about what their peer tells them, and not to promise to keep secrets if their peer asks them.

**The young person should fill in the relevant section in their ASDAN book (see below) and you will need to verify it.**

Model	Section	Challenge	Box (tick)	Write in the space
1	A	4	<input type="checkbox"/> Learning <input type="checkbox"/> Teamwork <input type="checkbox"/> Coping with problems	Confidentiality, the importance of trust (secret box activity game) and when to break confidentiality.

## Activity two: When to break confidentiality

**It will take:**



**You will need:**

- scenario cards handouts, photocopied and cut out before the session (page 34)
- scenario cards answers sheet (for the teacher) (page 57)
- paper
- marker pens
- When to break confidentiality handout, one for each young person (page 37).



**What to do**

1. Split the group into two, and give each group 13 scenario cards.
2. Give each group three sheets of paper, labelled 'Tell the teacher', 'Maybe tell the teacher' and 'Keep private'.
3. Each group needs to look at their scenario cards and discuss which sheet to place them on.
4. Ask the two groups to give feedback on where they placed the cards and their reasons.
5. Discuss the reasons.
6. Explain that if the peer tells them something that may mean that they are not safe, or if the Mentor is worried about their safety, it is called a disclosure.
7. Use the scenario cards to show what can be a disclosure:
  - abuse – physical, sexual, emotional, neglect
  - bullying
  - racism
  - self-harm – e.g. anorexia, bulimia, deliberately cutting or hurting themselves.
8. Tell them if they are ever unsure about anything, they should always ask the teacher and never keep it to themselves. They should never go home worrying about the peer.
9. Explain to the students that they're not Mentors 24/7, only in school hours. Explain about the importance of keeping information that their peers share confidential and not gossiping about it with others.
10. Remind them that if the peer tells them something that means that they're unsafe or the Mentor is worried about something they share, they must tell the peer to tell the teacher. If the peer says they won't tell the teacher, then the Mentor should offer to go with them. If the peer still won't tell, then the Mentor must say that they will tell the teacher, for the peer's well-being. The Mentor must do this as soon as they can. Give the Mentors the When to break confidentiality handouts.

Explain each scenario card one at a time and then give them the correct answers using the scenarios answers sheet, explaining why.

**Please note:** Some of the issues raised here are very sensitive and the young people may want to ask questions about them or discuss them in more detail, so be prepared to talk about them with the group. The young people need to be prepared for possible disclosures from their peers and know how to respond.

# Mentor training session four:

## Listening and communication skills

**Aim:** for each young person to identify the essential elements of good listening and communication by experiencing and observing different responses.

### Activity one: Open and closed questions

**It will take:**



**You will need:**

- flipchart and paper
- marker pens
- peer conversation topic cards, one card for each young person in line A (page 39)
- Mentor listening behaviour cards, one card for each young person in line B (page 38)
- Mentor communication tips handout, one for each young person (page 40).



**What to do**

1. Ask the group to stand up and form two lines facing each other (so each young person forms a pair).
2. Label one line 'A' and the other 'B'.
3. Explain to the group that each person in line A will speak about something that contains a feeling, using a peer conversation topic card as a prompt. The person opposite them in line B will be given an instruction of how to respond using a Mentor listening behaviour card.
4. Give the group a few minutes to have their conversations.
5. Ask the group to stop their conversations, and ask line A whether they felt they were being listened to, and what they thought line B's listening behaviour was?
6. Ask line B to tell the group what their instruction for listening behaviour was.
7. Using the flipchart, write down some ideas for what it means to be a good listener, e.g. direct eye contact, look interested, don't look away, don't look bored, don't interrupt, and ask the group for other ideas to add.
8. Explain to the group that having more confident responses means an improved rapport with their peers.
9. Give each young person a copy of the Mentor communication tips handout.

### Activity two Who am I? game

**It will take:**



**You will need:**

- flipchart and paper
- marker pens
- Who am I? name cards handouts, photocopied and cut out before the session (page 41).



### What to do

1. Tell the group that for this activity they will be looking at open and closed questioning styles. Set the chairs out in a circle so everyone can see each other.
2. Give one student one of the Who am I? name cards (page 41) but tell them they mustn't tell the rest of the group the name that is on their card. (We have provided some example names of musicians, actors, royals etc. on page 41 but you can swap these for characters that will suit your training group best or that they are more likely to know).
3. The rest of the group have to take it in turns to ask a question to the student. The only two answers the young person can give them are 'yes' or 'no'.
4. The group will need to work out who the famous person is by asking questions, for example, "Are you a woman?", "Are you a singer?" etc.
5. Play this game several times, allowing different young people to pick a name card. When you have finished playing, explain to the group that this is a closed questioning style. Ask the group to change to an open questioning style e.g. by asking questions like: "How did she become an actress?", "Why was he famous?", "What does he look like?", "Where does she live?"
6. Continue the Who am I? game but use open questions instead of closed questions.
7. Start a discussion with the group on open and closed questioning by encouraging them to give feedback on the differences between the two styles. Ask them to compare the quality of information and answers between closed and open questioning styles.
8. Sum up by asking the group to remember to use open questions and remind them that having good listening and communication skills is not about a Mentor being bossy or telling others what to do.

**The young person should fill in the relevant section in their ASDAN book (see below) and you will need to verify it.**

Model	Section	Challenge	Box (tick)	Write in the space
1	A	5	<input type="checkbox"/> Learning <input type="checkbox"/> Teamwork <input type="checkbox"/> Coping with problems	Shared tips for good listening and communication skills and did role play of mentoring situation.



# Mentor training session five:

## Identity issues

### Preparation needed:

Write the following questions on flipchart paper (one sheet for each group)

1. What is your identity?
  2. What issues do you think a deaf young person may have?
  3. How would those issues affect your identity?
- Label another two sheets 'Coping strategies'.

**Aims:** to allow Mentors time to reflect on issues that young people may approach them to talk about and how they may feel about these. To make them aware that a strong sense of identity improves self-esteem, confidence and social awareness.

### It will take:



### You will need:

- flipchart and paper
- marker pens
- paper
- pens
- Coping strategies handout, one for each young person (page 43)
- Identity handout, one for each young person (page 42).



### What to do

1. Split the students into two groups (if the group is larger than eight young people).
2. Give each group a sheet of flipchart paper with the questions written on it, and ask them to discuss the questions and then write their answers on the sheet.
3. Ask the groups to share their answers and discuss how the issues linked with their identity make them feel.
4. Ask them to add other issues they have as a deaf young person, e.g. being bullied, feeling left out, having no friends, not enjoying school, finding maths difficult, not being able to communicate with their family.
5. Ask the groups how those issues affect their identity and write down what feelings they associate with those issues, e.g. angry, sad, upset, unhappy, don't care, isolated, lonely, fed up, hurt, rejected, afraid, nervous, happy, proud, confident, positive, hopeful, optimistic, determined, etc. Ask the group to share and discuss the positive aspects of being deaf e.g. using/knowing sign language, being a part of Deaf culture, being different from all your hearing friends, being able to have a good sleep without noises waking you up etc.
6. Ask both groups to give feedback on what they have added to the sheet.
7. Show the group the flipchart sheet labelled 'Coping strategies', and ask the group to offer their suggestions of how they would cope in difficult situations. Add the following ideas (opposite) to the flipchart if they haven't identified them.



- Own your deafness – take responsibility for your deafness, don't feel bad or negative about being deaf because it's part of you, part of your identity, and makes you who you are. (Use the coping strategies to deal with any negativity towards your deafness.)
- Ask people not to cover their mouths.
- Ask people to look at you when they talk.
- Take deep breaths.
- Keep safe by staying in a group or with friends.
- Be confident.
- Think of something that makes you instantly smile.
- Think of your 'happy' moments.
- Stand up to bullies: say "No!" and "Stop!"
- Keep a diary of what's happening.
- Look out for your friends.
- Talk to your friends.
- Be open and honest, rather than confrontational or aggressive. Try: "When you do..." or "I find it hard to..." or "I feel like..."
- Talk to a teacher or a trusted adult.
- Walk away.
- Look at other websites like Childline's Deafzone: [www.childline.org.uk/explore/deafzone](http://www.childline.org.uk/explore/deafzone).
- Visit the Buzz website: [www.ndcsbuzz.org.uk](http://www.ndcsbuzz.org.uk) (our website for deaf young people).
- **Don't give up!**

Write on the flipchart:



8. End the session by explaining to the group that we all have issues in our lives and we all have emotions. Mentors help peers overcome their issues in a positive way and encourage them to have a strong sense of identity.
9. Give out the Coping strategies and the Identity handouts.

**The young person should fill in the relevant section in their ASDAN book (see below) and you will need to verify it.**

Model	Section	Challenge	Box (tick)	Write in the space
1	A	7	<input type="checkbox"/> Learning <input type="checkbox"/> Teamwork <input type="checkbox"/> Coping with problems	Talked about coping strategies to retain a strong sense of identity, help improve confidence and self-esteem.

# Mentor training session six: Why have peer support in the school?

**Preparation needed:** write the aims of the session and questions (below) on the flipchart.

**Aims:**

- To identify the positives and negatives of having peer support within the school.
- To discuss how to overcome any negatives that might occur.
- To share ideas, concerns, support each other, improve things and know where to go for help.

**Questions**

- Why is it good to support a peer at school?
- What difficulties could there be in supporting a peer at school

**It will take:**



**You will need:**

- flipchart and paper
- marker pens
- Difficulties with a peer support scheme handouts, one for each young person (page 44).



**What to do**

1. Ask the group: “Why is it good to support a peer at school?”.
2. Gather feedback from the group and capture this on the flipchart.
3. Ask the group: “What difficulties could there be in supporting a peer at school?”.
4. Gather feedback from the group and capture this on the flipchart paper.
5. Encourage a group discussion on the answers gathered for both questions and ask for suggestions to overcome the difficulties they might face in supporting a peer in school.
6. Remind the group of who their designated teacher is and check that they know where/when to find them if they need to.

The young person should fill in the relevant section in their ASDAN book (see below) and you will need to verify it.

Model	Section	Challenge	Box (tick)	Write in the space
1	B	1	<input type="checkbox"/> Learning <input type="checkbox"/> Teamwork <input type="checkbox"/> Coping with problems	Talked about why you would take part in a mentoring programme.

# Mentor training session seven: Responsibilities

## Aims:

- To explain that the peer support scheme will be during school hours only (so that if there are any concerns the Mentor can see the teacher straightaway).
- To explain that Mentors will only support peers from the same school.
- To explain their responsibilities.

## It will take:



## You will need:

- Mentor contract (page 64)
- Mentor action plan (page 65)
- Mentor exit interview form (page 73)
- peer exit interview form (page 72)
- flipchart and paper
- marker pens
- Mentor's responsibilities handout, one for each person (page 46).



## What to do

1. Show the group the following forms:
  - Mentor contract
  - Mentor action plan
  - Mentor exit interview form
  - peer exit interview form.

2. Explain to the group that the teacher will have these forms and will complete them with the Mentor one-to-one, once they have been matched with a peer. Explain that there is also an exit interview form for Mentors and peers.
3. Write the following Mentor's responsibilities on the flipchart.
  - Be on time.
  - Be reliable.
  - Keep confidentiality.
  - Be supportive.
  - Don't be bossy.
  - Don't tell the peer what to do.
  - Talk to your teacher after each mentoring session.
4. Advise the group that the Mentor or peer can stop having the sessions at any time, by filling in either the Mentor exit interview form or the peer exit interview form with the teacher.
5. Give out the Mentor's responsibilities handouts. Ask the group if they have any questions or if there's anything about what's been covered that they'd like to discuss.

**The young person should fill in the relevant section in their ASDAN book (see below) and you will need to verify it.**

Model	Section	Challenge	Box (tick)	Write in the space
2	A	7	<input type="checkbox"/> Learning <input type="checkbox"/> Teamwork <input type="checkbox"/> Coping with problems	Gained an understanding of the Mentor's responsibilities, and looked at the contract and Mentor action plans. Agreed to report to teacher after each mentoring session.

# Mentor training

## session eight: Quiz and role play

### Aims:

- To have the opportunity to put all learning into place.
- To have the opportunity to make mistakes, practise and improve in a safe environment.

### It will take:



### You will need:

- Boundaries quiz handout, one for each young person (page 48)
- When to break confidentiality handout, one for each young person (page 37)
- Boundaries quiz answer sheet (page 61)
- pens and pencils
- Role play cards handout, photocopied and cut out before the session (page 50).

### What to do

1. Hand out the Boundaries quiz to each young person and give them some time to fill in their answers.
2. When everyone has finished the quiz, read out the correct answers (referring to the Boundaries quiz answer sheet). Ask them if they got the answer right and to explain their reasons for their answers, whether they were right or wrong.
3. Check that everyone is happy with the learning from the quiz. Congratulate the group on what they've achieved so far and explain that they will now be putting all their learning into practice by doing some role playing.
4. Divide the group into pairs and spread them out around the room so they are not distracted by others.
5. One student in the pair will act as the Mentor. The second student will receive a role play card with a situation on it (e.g. having no friends, problems at home, difficulties with schoolwork) and pretend to be a peer.
6. The pairs will role play the peer support process using the card. Some may finish quickly. If this is the case, remind them of all the steps they need to carry out to be a good Mentor, e.g. talking to the peer, keeping confidentiality, building a rapport (these terms may need explaining to the group), applying positive listening practice e.g. keeping eye contact, not looking bored, not interrupting, asking open questions, and finding out the facts. They can then go on to look at sharing coping strategies, suggestions and solutions. Encourage the person playing the role of peer to try to make the problem as realistic as they can by adding lots of details.
7. Each student in the pair should have a go at being a Mentor and a peer.
8. Refer to notes from session plan three about confidentiality for advice on scenarios if asked (see page 20).
9. Ask the group to give feedback on their views on the two scenarios (marked as 'breaking confidentiality').
10. Remind the group of what to do in these situations – refer to the handout When to break confidentiality.

**The young person should fill in the relevant section in their ASDAN book (see below) and you will need to verify it.**

Model	Section	Challenge	Box (tick)	Write in the space
2	A	5	<input type="checkbox"/> Learning	Completed the quiz, did role play scenarios for example of good practice, shared with each other about how to take an active part in mentoring.
2	A	1	<input type="checkbox"/> Teamwork <input type="checkbox"/> Coping with problems	

# Mentor training session nine: Recognising the young people's involvement

## Aims:

- For each Mentor to feel recognised and rewarded for their achievement, participation and commitment to the scheme, raising their self-esteem and confidence and aspirations.
- For all Mentors to complete an evaluation (optional).

## End of training and presentation

### It will take:



### You will need:

- certificates (if using – school to provide)
- goody bags (if using – school to provide)
- Mentor lapel pin-badge (if using – school to provide)
- National Deaf Children's Society resources (if using – school to order in advance)
- ASDAN certificates – verify their achievement with ASDAN for the Peer Mentoring Award (if using – school to be registered as an ASDAN centre in advance).

## What to do

1. Congratulate the group on becoming Mentors. Refer to 'Recognising the young person's involvement' section (page 12) for ideas on which options you could use to mark the end of the training.
2. Explain to the group that as well as being Mentors for other deaf young people in their school they can also put their new mentoring skills to good use for:
  - making new friends
  - improving everyone's confidence
  - feeling better about themselves
  - being more socially responsible (looking out for others)
  - building a stronger community
  - having more fun!
3. Ask the group if they have any questions or if they want to discuss anything. Ask the group to complete an evaluation (optional).
4. Congratulate the group on becoming accredited Mentors with the ASDAN Peer Mentor Award (optional – omit if your school hasn't registered as an ASDAN centre). Remind them they will get their ASDAN certificates in four weeks' time.



Part four:  
Handouts





## Handout for session two: What is peer Support?

Photocopy and laminate this sheet for the Mentor to keep somewhere safe.

### What is peer Support?

Peer support is a group of young people who support other young people in the same school.



### What do Mentors do?

- Mentors listen and help other young people feel better.
- Mentors do not tell other young people what to do.
- Mentors aren't bossy.
- Mentors don't tell other young people off.
- Mentors are there for a chat.
- Mentors help other young people to look at solutions to worries and challenges that they may be having.





# Handout for session two: Mentor characteristics cards

Photocopy and cut out each card before the session.

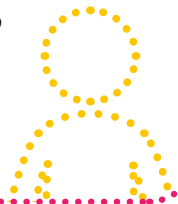
Sensitive	Keeps things private	Thinks about other people's feelings	Can be relied on
Kind	Trustworthy	Friendly	Enthusiastic
Helpful	Sensible	Happy	Confident
Honest	Caring	Problem-Solver	Quiet
Sporty	Funny	Clever	Cool
Good imagination	Cheeky	Has had a lot of problems	Likes fighting
Grumpy	Rude	Chatty	Shy
Bossy	Selfish	Worrier	Steals things
A gossip	Stubborn	Noisy	Doesn't listen



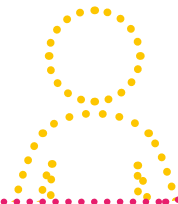
# Handout for session three: Scenario cards

Photocopy and cut out each card before the session.

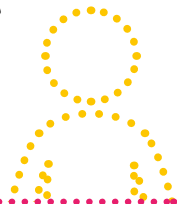
"My parents have split up and I don't like the man my mum is marrying."



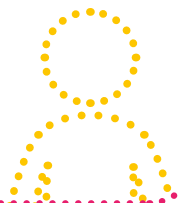
"My mum hits me after she's had a drink."



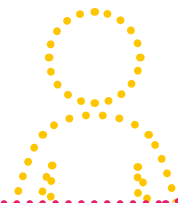
"I have a test tomorrow. I haven't done any revision. I'm going to fail."



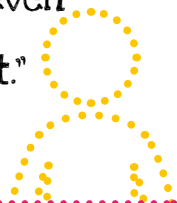
"I feel really depressed. I can't see the point of living."



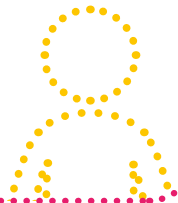
"I think I might be pregnant."



"Hannah says I've stolen her boyfriend but they weren't even properly going out."



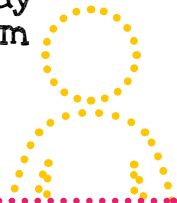
"I feel really lonely there is never anyone at home."



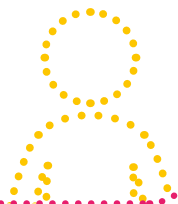
"I had an argument with my friend and now he/she is spreading nasty rumours around about me."



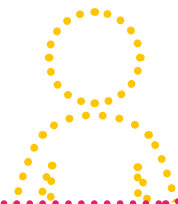
"There are a group of lads threatening to beat me up on the way home from school."



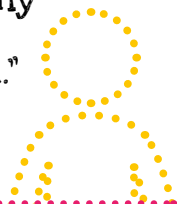
"I keep making myself sick after meals."



"I've got no one to hang around with."

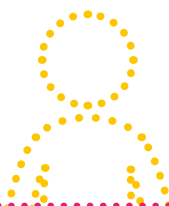


"My sister cuts her arms. She always wears long-sleeve tops so my parents don't see."

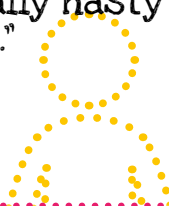




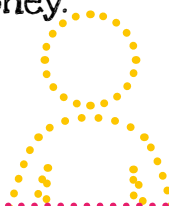
"My dad is touching me. I really don't like it."



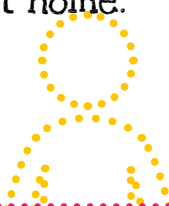
"Some of the other students in my class are calling me really nasty names."



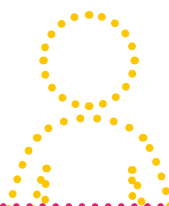
"A gang are picking on me. They push me over and take my money."



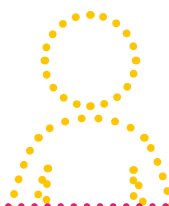
"My dad keeps shouting at me. I can't do anything right at home."



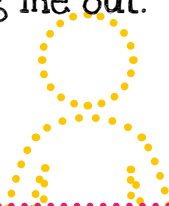
"I hate history. I really can't do it."



"I keep rowing with my parents."



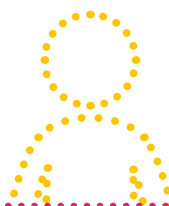
"My friends have all stopped talking to me and keep leaving me out."



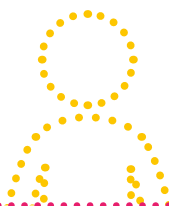
"My friends have started smoking and drinking. I really don't want to join in."



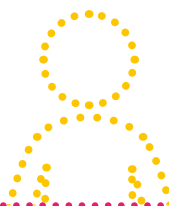
"My grandma is really ill. I'm really upset about it."



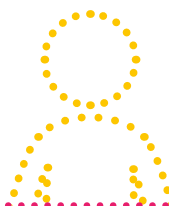
"My mum likes my brother more than me."



"I'm really worried I'm going to fail my exams."

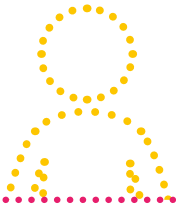


"I've got too much homework and I'll never get it done."

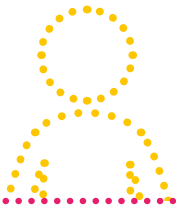




"My sister won't  
leave me alone.  
She's so annoying."



"My parents don't  
want me."





## Handout for sessions three and eight: When to break confidentiality

Photocopy and laminate this sheet for the Mentor to keep somewhere safe.

### When to break confidentiality:

- peer is in danger
- peer is very unhappy and upset
- peer wants to do something that is not safe
- something bad is happening to someone at home
- someone is being threatened
- someone is breaking the school rules.

1. Tell the peer you will not tell anyone else, but they **must** tell the teacher.
2. Tell the peer you will check with the teacher later to see how it went.
3. If the peer won't tell the teacher, offer to go with them.
4. If the peer says no, then say that you will **have to** tell the teacher as soon as you can because it is for their well-being.



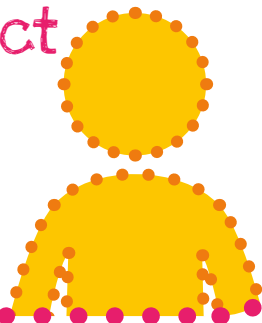
Never keep it to yourself and never go home worrying about the peer.



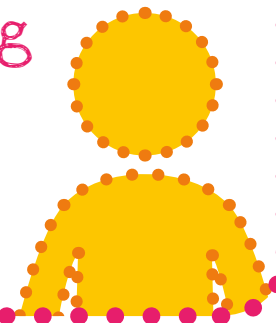
## Handout for session four: Mentor listening behaviour cards

Photocopy and cut out each card before the session.

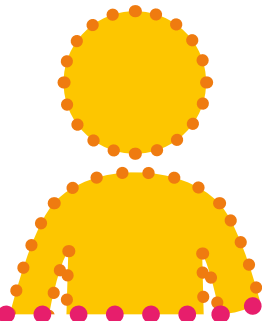
Don't make  
eye contact



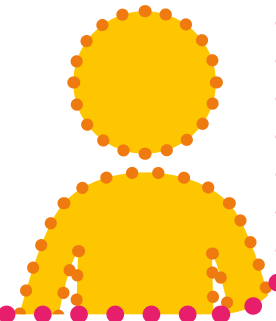
Laugh at  
everything  
they say



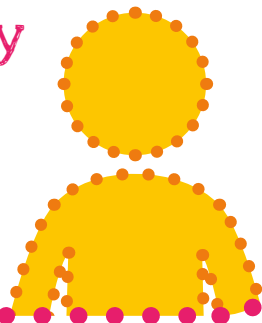
Interrupt all  
the time



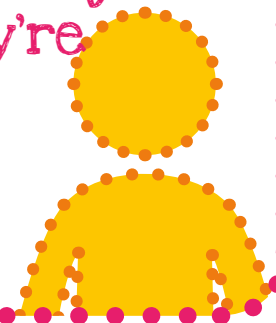
Slouch, yawn  
and look  
bored



Treat them  
like a baby



Act like every-  
thing they're  
saying is  
terrible







## Handout for session four: Peer conversation topic cards

Photocopy and cut out each card before the session.

Talk about your  
favourite  
food



Talk about a  
time when  
you were  
happy



Talk about a  
time when  
you were  
angry



Talk about your  
favourite  
holiday



Talk about your  
favourite  
animal





## Handout for session four: Mentor Communication tips

Photocopy and laminate this sheet for the Mentor to keep somewhere safe.



### Make eye contact

- But don't stare.
- Show you're listening.
- Be sensitive and smile.
- Don't look bored, don't yawn.

### Laugh with them, not at them

- It's okay to laugh with them but not at them.

### Let them do the talking, don't interrupt

- Give them time to speak.
- Silence isn't a bad thing.
- The peer should control conversation, not the Mentor.

### Positive body language

- Have a good open posture.
- Face the peer.
- Lean in.
- Look ready to talk (not looking at your fingernails etc.)

### Treat them with respect, as if they were a friend

- Don't be patronising (don't 'talk down' to them).
- Be careful with your facial expressions – don't look shocked or worried, don't roll your eyes, or look bored, don't exaggerate your lip patterns.

### Stay calm

- Even if you think what they are saying is really bad.
- Some peers won't like you to touch or hug them, so it's best not to.





# Handout for session four: Who am I? name cards

Tom Cruise	Simon Cowell	Lord Alan Sugar	Queen Elizabeth
Tom Hanks	Ryan Gosling	Prince Charles	Zac Efron
Bradley Cooper	Ariana Grande	Andy Murray	Victoria Beckham
David Beckham	Ansel Elgort	Beyoncé	Bruno Mars
Daniel Radcliffe	Prince George	Princess Charlotte	Wayne Rooney
David Cameron	Ed Sheeran	Harry Styles	Katy Perry
Jennifer Lawrence	Selena Gomez	Miley Cyrus	Meryl Streep
Niall Horan	Chris Evans		

## Handout for session five: Identity

What is your identity? E.g. deaf, gender, ethnicity, religion, disability, culture etc.

Photocopy and laminate this sheet for the Mentor to keep somewhere safe.



### Why should you look after your own identity?

A strong sense of identity improves:

- self-esteem
- confidence
- social awareness.

### Be positive and help your peers!



## Handout for session five: Coping Strategies

- Own your deafness – take responsibility for your deafness, don't feel bad or negative about being deaf because it's part of you, part of your identity, and makes you who you are. (Use these coping strategies to deal with any negativity towards your deafness.)
- Ask people not to cover their mouths.
- Ask people to look at you when they talk.
- Take deep breaths.
- Keep safe by staying in a group or with friends.
- Be confident.
- Think of something that makes you instantly smile.
- Think of your 'happy' moments.
- Stand up to bullies: say "No!" and "Stop!"
- Keep a diary of what's happening.
- Look out for your friends.
- Talk to your friends.
- Be open and honest, rather than confrontational or aggressive. Try: "When you do..." or "I find it hard to..." or "I feel like..."
- Talk to a teacher or a trusted adult.
- Walk away.
- Look at other websites like Childline's Deafzone:  
[www.childline.org.uk/explore/deafzone](http://www.childline.org.uk/explore/deafzone).
- Visit the Buzz website:  
[www.ndcsbuzz.org.uk](http://www.ndcsbuzz.org.uk)  
(our website for deaf young people).

**Don't give up!**



Photocopy and laminate this sheet for the Mentor to keep somewhere safe.

## Handout for session six: Difficulties with a peer Support Scheme

Some possible difficulties of having a peer support scheme in your school are listed below. In the second column there are some suggestions of how to overcome these problems.

Difficulty	Suggestions
Mentors have to give up their own time.	Have a rota so that each Mentor only gives up one lunchtime /break a week. Ask the group which day they want to volunteer so it doesn't clash with other commitments, and always tell your form teacher/tutor.
No-one comes to see the Mentors.	Is it because no one has any problems? Probably not. Talk to your designated teacher and have a look at your action plan.
The Mentors are bullied for what they are doing.	The peer support scheme needs to be promoted in the school in a positive way so that the whole school is supportive of it. If you or another Mentor are ever bullied for being involved you should tell the teacher.
Students are bullied more for visiting the Mentors.	The service needs to be private and confidential. Try to find a way that the peers can meet up with their Mentors discreetly.
Students come to the Mentors with fake problems.	They may be testing the service out and will come back later with a real problem. If they're abusing the service and messing about with their friends, tell the teacher.
A Mentor gives the wrong advice and makes the situation worse.	As long as they follow the steps they have learnt this should not happen. If it does, go and see the teacher straightaway.
A Mentor breaks confidentiality.	There will be a contract for the Mentor. If one student breaks the contract it will ruin the scheme for everyone. The teacher will go through the contract and the action plan with the Mentor. They may also do a recap of some of the training sessions with the Mentor if they want to remain in the scheme.

Difficulty	Suggestions
<p>Teachers don't understand the system.</p>	<p>A few Mentors could get together and write a leaflet for all staff explaining the system. Or have a 'slot' at an all-staff meeting to discuss the situation. Talk to the designated teacher.</p>
<p>No one knows who the Mentors are.</p>	<p>Decide on the best way for Mentors to be 'visible' in your school. This might be by wearing a 'Mentor' badge, putting their name and photo on a noticeboard or posters around the school, asking the Mentors to lead an assembly talking about the scheme, Mentors visiting form rooms, or running a stall at lunchtime giving out cakes/sweets and leaflets telling other students about the scheme – there are lots of ideas!</p>

# Handout for session seven: Mentor's reSponSibilities

Photocopy and laminate this sheet for Mentors to keep somewhere safe.

## Mentor's reSponSibilities

- Be on time.
- Be reliable.
- Keep confidentiality.
- Be supportive.
- Don't be bossy.
- Don't tell the peer what to do.
- Talk to your teacher after each peer support session.



## Handout for session eight: Mentoring tips

Photocopy and laminate this sheet for Mentors to keep somewhere safe.

- Be a good listener.
- Remember, you may only have five minutes with the peer so it's unlikely you'll find a solution straightaway.
- Your main role as the Mentor is to listen and show you understand.
- See if you can come up with some solutions together.
- Always remember to tell the peer that you won't say anything to other people.
- Never promise. Be prepared for disclosures and remember what to do:
  - 1) Encourage the peer to tell the teacher.
  - 2) If the peer doesn't want to go, offer to go with them to see the teacher.
  - 3) If the peer still refuses, tell them that you will tell the teacher by yourself.
- Show your peer that you care – it can make all the difference!

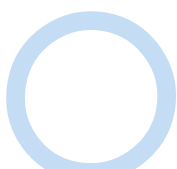




## Handout for session eight: Boundaries quiz

Questions	Fill in your answers below
1. Your peer asks if you want to meet after school. Is that okay?	
2. Your peer comes to you as your brother is bullying them. Should you get involved?	
3. Your peer asks you to carry their bag for them at school. Should you?	
4. Your peer asks you to help them with their homework. Should you help them?	
5. It's your peer's birthday. Should you buy them a small gift?	
6. Your peer tells you that she hates her teacher, should you agree or disagree?	
7. Your peer tells you about their love life, and then asks you about yours. Should you tell them?	
8. Your peer wants to meet you every lunchtime. What do you do?	
9. Your peer thinks her teacher picks on her, and wants you to sort them out. What do you do?	

Questions	Fill in your answers below
8. Your peer starts talking about a problem that you have also been through. It starts to upset you. Should you still support them?	
9. Should you lend your peer £2?	
10. Should you ask someone if they are okay and if they would like to talk to you?	
11. Should you listen to your peer read?	
12. Your peer is being bullied, should you talk to the bully?	
13. Your peer is new to the country, should you help with her English?	
14. Your peer is scared in the dining hall and asks you to sit with them. Should you?	
15. Your peer starts flirting with you, is that okay?	



## Handout for session eight: Role play cards

Photocopy and cut out each card before the session.

You're sitting your end of year exams and feel very stressed. You find it hard to study: there is lots of noise at home and you don't have a desk.

You're having huge problems with several of your subjects. You just can't seem to concentrate.

You've got a test tomorrow. The teacher has told you to revise for it as the mark is important. You don't know how to revise or where to start. It's making you feel very worried.

Some friends keep laughing at your taste in music. You don't really like the same groups as them and prefer to watch films. It's becoming an issue for you.

A group of young people at school are calling you names.

Your best friend has started hanging out with someone else and ignoring you. Now you have no one to hang out with.

Your mates always seem to have loads more cash than you. It means they can always go out to places and you can't afford to. It means you miss out on the stuff during the weekend and then can't join in the conversation on Monday.

You keep rowing with your parents. They won't let you stay out as late as your friends.

"I've got an exam tomorrow – I will fail!"

"Nobody will talk to me, I am alone and lonely."

<p>“I’m the only deaf person at home.”</p>	<p>“I miss out on chats during dinner which makes me feel really cross.”</p>
<p>“They keep teasing me because I’m deaf.”</p>	<p>“I can’t do my history schoolwork. I don’t like it.”</p>
<p>“I’ve been given a detention after school because I didn’t do my homework. I hate my teacher!”</p>	<p>“I’ve fallen out with my best friend. I feel really upset about it.”</p>
<p>“I’ve been grounded at home. Mum and Dad have stopped my allowance too. It’s not fair!”</p>	<p>“My hearing aid or cochlear implant falls off when it rains.”</p>

## Breaking confidentiality

<p>A group of people have threatened to get you after school.</p>	<p>Your mum has a violent temper and is often drunk. You feel very scared.</p>
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# Part five: Teacher's resources to support the sessions

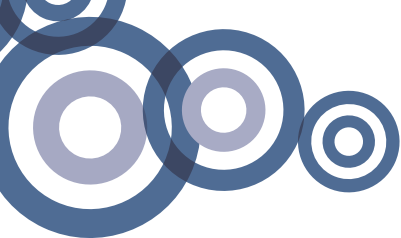
## Session two: Mentor characteristics answer sheet (for the teacher)

Characteristic	Good/Bad/Doesn't Matter	Discussion (if necessary)
Sensitive	Good	Cares about others' feelings.
Keeps things private	Good	As a Mentor you must keep things that people tell you private. But there are times when you should tell a teacher.
Thinks about other people's feelings	Good	This is really important. How would you feel if you were in the same situation?
Can be relied on	Good	This means if you say you are going to do something you do it.
Kind	Good	Being thoughtful, check if they want to sit down etc.
Trustworthy	Good	Won't lie or steal.
Friendly	Good	Helpful and amiable, a smile can make the peer feel better.
Enthusiastic	Good	You don't need to be enthusiastic when someone comes to talk to you. But you do need to be keen and enthusiastic about being a peer supporter as there are times when it may seem a bit boring or not much fun.

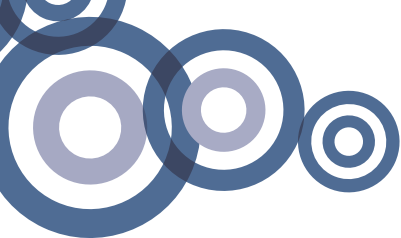
Characteristic	Good/Bad/Doesn't Matter	Discussion (if necessary)
Helpful	Good	Friendly, being kind, making them feel better.
Sensible	Good	Thinking carefully, listening to the peer, not making any promises etc.
Happy	Good	Just because you are a Mentor it doesn't mean you have to be happy all the time. You are not a Mentor 24/7. But if you are seen as a cheerful, happy person, people may be more inclined to come and talk to you about their problems.
Confident	Good	Show the peer how being positive and hopeful can make things better.
Honest	Good	No stealing, no lying and being fair.
Caring	Good	Sensitive, thoughtful, making the peer feel better.
Problem-solver	Good	You can't solve everyone's problems – there are some that will have to be brought to the teacher and some that you won't be able to help with.
Quiet	Good	You don't have to be the loudest person to be a good Mentor. Some people will prefer to talk to someone who is quiet as they might be scared by a loud person.
Sporty	Doesn't matter	Same as above. Some people may prefer to speak to a sporty Mentor if the peer likes football, for example. It can be an ice breaker, if it's something you both have in common.
Funny	Doesn't matter	It might be good to cheer someone up but mainly you are there to listen to them and help them sort the problem out, not just be a clown!

Characteristic	Good/Bad/Doesn't Matter	Discussion (if necessary)
Clever	Doesn't matter	This has nothing to do with peer support, other skills like listening are more important.
Cool	Doesn't matter	You can still be cool and be a good Mentor if the peer knows you are trustworthy, and will listen to them.
Good imagination	Doesn't matter	It doesn't matter if you have a good imagination as long as you are listening to your peer and trying to make them feel better.
Has had a lot of problems	Doesn't matter	If you have had problems you might have a better understanding of what someone is experiencing.
Likes fighting	Bad	Can make peer feel frightened, or more angry, or more confused.
Grumpy	Bad	Being grumpy means you are not listening to your peer and trying to make them feel better.
Rude	Bad	Same as above.
Chatty	Bad	As a Mentor you need to be doing the most listening and let the peer do the talking.

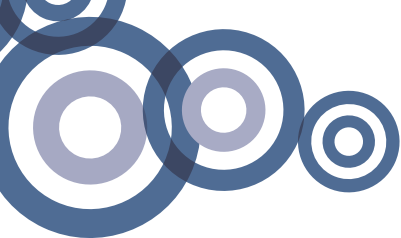




Characteristic	Good/Bad/Doesn't Matter	Discussion (if necessary)
Shy	Bad	If you're naturally shy, and prefer not to make eye contact with people, this will not enable you to be a good Mentor. The peer will not be able to talk to you because you won't be looking at them and they may think you don't want to listen or talk to them. Your peer will need you to make eye contact for good listening and communication. Being shy is different from being quiet. If you're quiet, you can still be an excellent Mentor because you might be seen as being a good listener. Remember, you can improve your listening if you're feeling shy but want to be a good Mentor. Being a Mentor can also be a great way of building up your confidence.
Bossy	Bad	You are not the 'playground police'! So you can't boss people around, tell them off or get them doing things they don't want to do.
Selfish	Bad	Thinking only of themselves, not the peer.



Characteristic	Good/Bad/Doesn't Matter	Discussion (if necessary)
Worrier	Bad	Worrying can be seen as your alarm bell. If you are going home and worrying about someone then the chances are you should be telling an adult about it. It's okay to show concern but not to be worried and thinking about the peer all the time.
Steals things	Bad	If you steal things, you are not an honest person which you need to be as a Mentor.
A gossip	Bad	If you gossip about things you have been told as a Mentor then this is really bad. Mentors must keep what they are told private. You shouldn't spread rumours.
Stubborn	Bad	Not listening to your peer. Sticking to what you think only.
Nosy	Bad	You can't push the peer to tell you something about their life. If they don't want to tell you something they don't have to.
Cheeky	Bad	It's okay to be funny, and to have the peer laugh with you, but if you are cheeky to them about themselves, it may make the peer feel worse, less confident, worried, confused and more self-conscious about themselves.
Doesn't listen	Bad	You need to be listening to the person to really understand what they want and how they want the situation to change.



## Session three: Scenario cards answer sheet (for the teacher)

Tell a teacher? **ALWAYS**

**My mum hits me after she's had a drink.**

Always: if anyone tells you they are being hit, or hurt in any other physical way you must tell the teacher.

**I feel really depressed. I can't see the point of living.**

Always: if anyone tells you they feel depressed or suicidal you must tell the teacher.

**I feel really lonely – there is never anyone at home.**

Always: every child and young person should be loved and looked after at home. If someone tells you they are left alone a lot, didn't have anything to eat last night etc., this is called neglect and is a form of abuse, so you must tell the teacher.

**There are a group of lads threatening to beat me up on the way home from school.**

Always: even though the threat hasn't been carried out yet, there is the possibility it will. You must tell a teacher so that the young person can get home safely. You don't want to come to school the next day and find out the student has been hurt.

**I keep making myself sick after meals.**

Always: the young person might have an eating disorder if they are doing this or if they are not eating very much. You must tell the teacher so that they can get professional help to get better.

**My sister cuts her arms. She always wears long-sleeve tops so my parents don't see.**

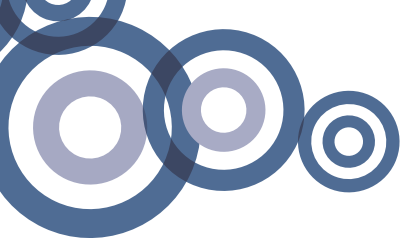
Always: this is called self-harm. Not all children and young people who self-harm cut themselves – some hurt themselves on purpose in other ways like burning themselves, scratching, bruising their skin or pulling their hair. You must tell the teacher so that they can get professional help to get better.

**My dad is touching me. I really don't like it.**

Always: this could be sexual abuse. Anything that a peer tells you that sounds like sexual abuse must be passed on to a teacher immediately.

**Some of the other students in the class are calling me really nasty names.**

Always: this should be reported to the teacher. Name-calling is bullying and should not be tolerated.



Tell a teacher? **MAYBE**

**My parents have split up and I don't like the man my mum is marrying.**

Maybe: find out why they don't like the man and encourage them to talk it through. Are they upset that the family is changing? If they are very upset, thinking of doing something silly or if there is anything dangerous or abusive going on you must tell a teacher.

**I think I might be pregnant.**

Maybe: ask them why they think this. If they have not had sex then you may be able to keep it private and encourage them to talk about their relationship. If they have, then you must tell the teacher. Whether or not they are pregnant, they may have a sexually transmitted disease (STD) if they had unprotected sex and will need to get tested and possibly treated. They may also be having underage sex. If they are pregnant and are planning to carry on with the pregnancy, there are things around the school that could harm a baby, like chemicals in the science lab, so the teacher will need to know so that they can be protected

**I had an argument with my friend and now she is spreading nasty rumours around about me.**

Maybe: if the rumours are too upsetting or leading to bullying, you may need to tell the teacher. Otherwise, talk to them about their friendship.

**A gang are picking on me. They push me over and take my money.**

Maybe: if they are doing this, then this is physical bullying. If someone is being bullied, hurt or they are in danger then it should be passed on to the teacher.

**My dad keeps shouting at me. I can't do anything right at home.**

Maybe: this could be just a normal family argument and then you could talk about it and keep it private. Sometimes parents may shout and families argue and don't always get along. But if they're being shouted at all the time and they are not doing anything wrong, this is verbal or emotional abuse and should be passed on to a teacher.

**I keep rowing with my parents.**

Maybe: if this is a normal argument that we all have with our parents then you could keep it private and talk about how they could try to avoid arguments. If it is very aggressive it could be verbal or emotional abuse.



**My friends have started smoking and drinking. I really don't want to join in.**

Maybe: if the student really doesn't want to join in and is happy to find other friends then you could keep it private. But if anything is against the law (underage drinking, taking drugs, or if anything is happening on school premises), then you must tell the teacher. If the friends are starting to bully the young person for not joining in, then tell the teacher.

**My grandma is really ill. I am really upset about it.**

Maybe: they may just need someone to talk to – in which case you can keep it private. But if they are very upset and it's affecting their day-to-day life e.g. they can't sleep, not eating, crying all the time, then pass it on to a teacher.

**My mum likes my brother better than me.**

Maybe: ask them why they think this. Is it just because their brother got bought some new trainers and they didn't? If they really are treated very badly, you might want to talk to the teacher. Discuss with the peer if they can talk to their mum or another family member (like their dad) about it.

**My parents don't want me.**

Maybe: ask them why they think this? Is it because of one thing that happened? E.g. their mum missed a school concert because she had to work late? Or do they have real reasons to believe this. If so then it should be passed on to the teacher.

Tell a teacher? **NO, KEEP PRIVATE**

**I have a test tomorrow. I've done no revision. I'm going to fail.**

Keep private: you can help them. Talk about the test together and help them with any revision. You could encourage them to go and talk to the subject teacher about the test too. Set them up a revision timetable for the evening. Talk about what they can do next term to make up marks or to avoid this happening again etc. If they're still very worried and upset, then you could talk to the teacher.

**Hannah says I've stolen her boyfriend but they weren't even properly going out.**

Keep private: talk about their relationship and friendship.

**I've got no one to hang around with.**

Keep private: you can talk to them or keep them company for the lunch time. Or suggest they join a club or introduce them to a group.



**I hate history. I really can't do it.**

Keep private: it might be that you or another Mentor can help them out or you could suggest they talk to the subject teacher for some extra tips or tuition like an after-school or lunchtime club. Tell the peer that we can't like all subjects, and that all you can do is your best.

**My friends have all stopped talking to me and keep leaving me out.**

Keep private: this will be one of the main things you are dealing with. You can talk to them, find out what happened and/or also suggest they talk to their friends or find new friends.

**I'm really worried I'm going to fail my exams.**

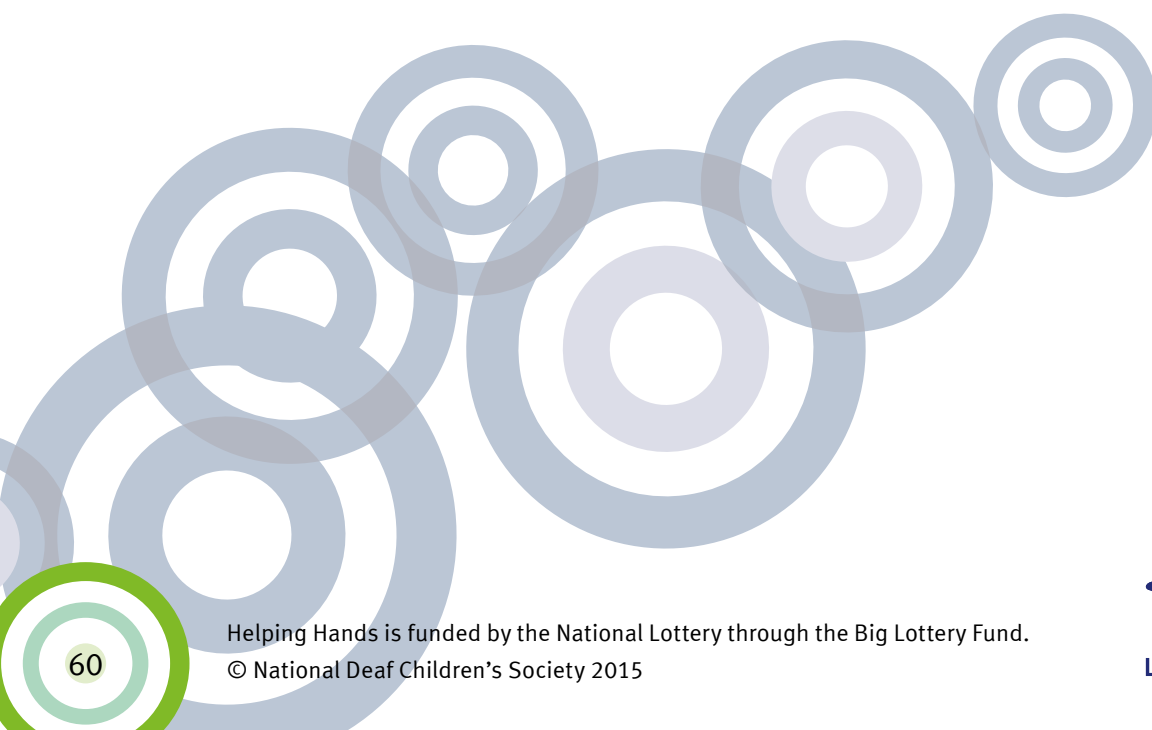
Keep private: talk about their worries. Help them with a revision plan and any work they don't understand. Encourage them to talk to their subject teachers for advice and tips on how to tackle the exams.

**I've got too much homework and I'll never get it done.**

Keep private: it can all be a bit daunting to start with so help them get organised. Explain how to use a homework diary and how to prioritise their work.

**My sister won't leave me alone. She's so annoying.**

Keep private: brothers and sisters often argue, especially if there's a big age gap. They may need to think about how to deal with their sister and work/play with her so that they don't find her so annoying.

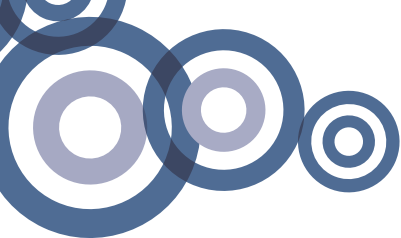




## Session eight: Boundaries quiz answer sheet (for the teacher)

Questions	Answers
1. Your peer asks if you want to meet after school. Is that okay?	No – only meet them when there are staff members available to support you if necessary.
2. Your peer comes to you as your brother is bullying them. Should you get involved?	No – if you know the young people involved personally you will not give an objective opinion. Talk to your teacher so that they can pass your peer on to a different Mentor.
3. Your peer asks you to carry their bag for them at school. Should you?	No – that’s not what you’re there for!
4. Your peer asks you to help them with their homework. Should you help them?	Yes – but make sure you’re helping, and not doing it for them.
5. It’s your peer’s birthday. Should you buy them a small gift?	No – you shouldn’t buy a gift. If you can remember and wish them a happy birthday in the corridor that would be better.
6. Your peer tells you that she hates her teacher, should you agree or disagree?	Neither – you should remain neutral. Phrases like “I hear what you’re saying.” could be used.
7. Your peer tells you about their love life, and then asks you about yours. Should you tell them?	Not unless you’re comfortable doing so. Remember, as a peer rather than a Mentor, they don’t have to agree to keep anything private, so they could tell other students.
8. Your peer wants to meet you every lunchtime. What do you do?	No – not every lunchtime. You’re not on duty 24/7, and you have other activities to do and friends to see in your breaks, and can say no.
9. Your peer thinks her teacher picks on her, and wants you to sort them out.	No – you can go to the teacher together or discuss how the student can talk to the teacher. You shouldn’t try to ‘sort things out’ personally.





10. Your peer starts talking about a problem that you have also been through. It starts to upset you. Should you still support them?	No – you’re there to help them, but if it upsets you then it’s not helping anyone. Talk to your teacher so that they can pass your peer on to a different Mentor and seek help for yourself.
11. Should you lend your peer £2?	No – if you lend money to one student, other students will ask you to lend them money too. Maybe take them to the school office for help.
12. Should you ask someone if they are okay and if they would like to talk to you?	Yes – if you see someone in need you should approach them, but if they say they are okay, you shouldn’t try to force them to talk to you.
13. Should you listen to your peer read?	Yes – especially if this is their problem at school.
14. Your peer is being bullied, should you talk to the bully?	No – you can help your peer with their problem and think of solutions together but you shouldn’t go to the bully directly. They need to learn how to be confident and deal with the situation.
15. Your peer is new to the country, should you help with her English?	Yes – if it’s a problem. But you shouldn’t do their work for them.
16. Your peer is scared in the dining hall and asks you to sit with them. Should you?	Yes – but this should be alongside trying to find others in their own year they can befriend. After a while maybe sit a few tables away until they are completely confident.
17. Your peer starts flirting with you, is that okay?	No – this is not acceptable, but can happen. Don’t give any of the wrong signals to younger students or spend too much time with one student. If you think it may be happening – don’t ignore it. Speak to the teacher.

## Part six: Mentor Scheme forms

The forms in this section contain confidential information about the peer's problems. The teacher should follow their school's safeguarding and reporting mechanisms.





## Mentor contract

The peer support scheme offers a confidential service for students. However you will need to break confidentiality if the health or safety of the peer seeking help is at risk at any time.

### Situations in which confidentiality will need to be broken include:

- disclosure or evidence of physical, sexual abuse or serious emotional abuse or neglect
- suicide is threatened or attempted
- disclosure or evidence of serious self-harm including drug or alcohol misuse
- evidence of serious mental health issues
- someone is involved in, is planning, or knows about any illegal activity
- someone is pregnant
- someone is being harassed, such as bullying, racism or homophobia.

### What to do if confidentiality needs to be broken

- It's not your role to figure out whether or not what you hear is true or to find out all the details – leave that to your teacher.
- If you decide you need to tell your teacher, discuss this with the peer. You could go with them to speak to the teacher. They may prefer to go alone. However, let them know you will talk to the teacher by the end of the day to make sure it went well. If they don't want to do either of these you must go and tell the teacher yourself.
- You will need to discuss the situation with the teacher as soon as possible.
- The teacher will decide what action is needed and who needs to be told. They will need to keep a written record of all action taken.
- You and the teacher should discuss with the peer seeking help any action taken.
- If you feel able to, and the peer would like it, you could continue to support the peer after any action has been taken.

### In addition to confidentiality I agree to:

- turn up on time for my sessions
- be committed to the peer support scheme as best I can
- treat everyone I speak to fairly and equally
- attend meetings arranged by my teacher when requested.

I have read, understood and agree that I will respect the confidentiality procedures outlined above and I agree to the expectations the school has of me as a Mentor. I understand that if I fail to follow this contract, I might be asked to give up my duties as a Mentor.

Signature:

Date:            /            /	



# Mentor action plan

Date:  /  /  Your name:

Name of the person you are supporting

What support are you going to give?

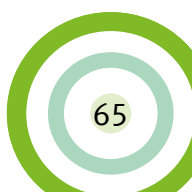
How are you going to give the support?

Mentor signature:

Date:  /  /

Peer signature:

Date:  /  /





## Mentor action plan (sample for teachers)

Date:	1 January 2015	Your name:	Mandy Morris
-------	----------------	------------	--------------

Name of the person you are supporting	Emma Elliot
---------------------------------------	-------------

What support are you going to give?

Meet every Wednesday lunchtime in the classroom for 10 minutes.

Look at different ways to help Emma increase her self-confidence.

Mandy and Emma to listen to each other and discussions will remain confidential unless Mandy feels a discussion needs to be reported to Mrs Smith.

How are you going to give the support?

Weekly meeting to be arranged in the classroom for the next six months. Mandy to make effort to meet Emma every week.

To meet up every week and have good discussions. This should last throughout the next six months.

To support Emma by discussing where she lacks confidence.

Mentor signature:	Mandy Morris
Date:	1 January 2015

Peer signature:	Emma Elliot
Date:	1 January 2015

## Part seven: Monitoring forms for teachers

The forms in this section should be kept somewhere safe as they will contain confidential information about the peer's problems. The teacher should follow their school's safeguarding and reporting mechanisms.





# Teacher's monitoring form for Mentors after each session

## For teacher's use only

All answers will be treated as confidential and will be recorded as part of the school's safeguarding procedures.

Your name:

Age/year group:  Date:  /  /

1. How long was the session with the peer?

### 2. Why did you see the peer?

<input type="checkbox"/> Being bullied.	<input type="checkbox"/> Problems with teachers.	<input type="checkbox"/> Problems with schoolwork.
<input type="checkbox"/> Problems with friends.	<input type="checkbox"/> Problems with family.	<input type="checkbox"/> School attendance.
<input type="checkbox"/> Feeling sad.	<input type="checkbox"/> Feeling lonely.	<input type="checkbox"/> Just wanted a chat.

Other:

### 3. Where did you meet the peer?

The playground.  In the classroom.

Other:

### 4. When did you meet the peer?

At lunchtime.  At breaktime.

Other:

### 5. Do you think the session was:

very helpful?  a little bit helpful?  not helpful?





**6. What did you do?**

- The peer listened to me.
  The peer told me what they were going to do.
  The peer told me they would get a teacher to help them/the peer asked me to see the teacher for them.

Other:

**7. After seeing the peer did you feel**

- Happier.
  Better.
  Able to make my mind up.
- Not alone.
  Same as before.
  Able to deal with my own problems.
- Not as angry.
  Worse than before.

Other:

Sometimes the Mentor, also being deaf, may have their own issues – they may be angry with life, or frustrated with school etc., and by seeing the peer, and helping them, it may actually make them feel less angry and more confident to confront their own issues. Peer support can therefore often benefit the Mentor as well as the peer, so it’s important to take the time to ask the Mentor how they are feeling after the sessions. Sometimes talking about solutions or coping strategies with their peer can help the Mentor to come up with solutions to tackle their own problems too.



# Teacher's monitoring form for peers after every four sessions

## For teacher's use only

All answers will be treated as confidential and will be recorded as part of the school's safeguarding procedures

Your name:

Age/year group:  Date:  /  /

1. How long was the session with the Mentor?

2. Why did you see the Mentor?

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Being bullied.         | <input type="checkbox"/> Problems with teachers. | <input type="checkbox"/> Problems with schoolwork. |
| <input type="checkbox"/> Problems with friends. | <input type="checkbox"/> Problems with family.   | <input type="checkbox"/> School attendance.        |
| <input type="checkbox"/> Feeling sad.           | <input type="checkbox"/> Feeling lonely.         | <input type="checkbox"/> Just wanted a chat.       |

Other:

3. Where did you meet the Mentor?

- |  |  |
|--|--|
| <input type="checkbox"/> The playground. | <input type="checkbox"/> In the classroom. |
|--|--|

Other:

4. When did you meet the Mentor?

- |  |  |
|--|--|
| <input type="checkbox"/> At lunchtime. | <input type="checkbox"/> At breaktime. |
|--|--|

Other:

5. Was the session:

- |  |  |                                       |
|--|--|---------------------------------------|
| <input type="checkbox"/> very helpful? | <input type="checkbox"/> a little bit helpful? | <input type="checkbox"/> not helpful? |
|--|--|---------------------------------------|



6. What did the Mentor do?

Listened to me.

Advised me what to do.

Got a teacher to help me.

Other:

7. After seeing the peer did you feel

Happier.

Better.

Able to make my mind up.

Not alone.

Same as before.

Dealt with the problem.

Not as angry.

Worse than before.

I could deal with the problem.

Other:

8. Do you now know how to help yourself?

Yes.

No.

Not sure.

9. Which sentence do you agree with?

Since the Mentor session I feel more confident to deal with my problem.

Since the Mentor session I feel the same about dealing with my problem.

Since the Mentor session I feel less confident about dealing with my problem.



## Peer exit interview form

All answers will be treated as confidential and are only to be recorded as part of the school's safeguarding procedures.

Date:  /  Your name:

1. What date did you get involved in the peer support scheme?  /

2. What date are you leaving the peer support scheme?  /

3. What has been good about having a Mentor?

4. What was not good about having a Mentor?

5. Why do you want to leave the peer support scheme?

6. Would you like to make any other comments?



## Mentor exit interview form

All answers will be treated as confidential and are only to be recorded as part of the school's safeguarding procedures.

Date:  /  /  Your name:

1. What date did you get involved in the peer support scheme?  /  /

2. What date are you leaving the peer support scheme?  /  /

3. How many people have you supported?

4. What has been good about being a Mentor?

5. What was not good about being a Mentor?

6. Do you feel you got support from your teacher during your time as a Mentor?

Yes.

No

Any comment?

7. Why do you want to leave the peer support scheme?

8. Would you like to make any other comments?



## Part eight

# What schools have told us about the scheme

### Teachers

“Peers [now] know who their Mentors are and go to them.” **Teacher of the Deaf, specialist deaf school**

“The peers are now more confident, self-assured, more comfortable with their own deafness.” **Teacher of the Deaf, mainstream secondary school**

“One student was very keen to meet with her Mentor and enjoyed having an older person to chat with. One particular student also seems to have more confidence and independence skills this term too.” **Teacher of the Deaf, mainstream secondary school**

“They seem to have better relationships among the school year groups because they meet and talk about personal things. One seems to feel ‘a little more cared for’.” **Teacher of the Deaf, mainstream secondary resource provision**

“One peer in particular had never met any deaf teenagers so she was amazed by [her deaf Mentor]! The benefits have been fantastic.” **Peripatetic Teacher of the Deaf**

### Students

“I learnt how to speak to others more clearly.” **14-year-old deaf student, in resource provision**

“Best part for me was when I learned how to support someone who has a problem.” **15-year-old student, in resource provision**

“Learnt about coping strategies, best for a strong sense of identity to help improve confidence and self-esteem.” **16-year-old student**

“The best part was role play, it helps me understand the problems.” **15-year-old student**

“The sessions were all fun, I learnt new things like disclosure, open and closed questions and listening tips.” **14-year-old student**

“Meeting new deaf people [was the best]. I know someone else is like me and how to be a good Mentor.” **12-year-old student**

“To act as a Mentor has built my confidence and helped me to know what I have to do.” **14-year-old student**

# Useful resources

The National Deaf Children's Society has a range of resources for deaf children and young people and education professionals.

These are available to download for free from our website [www.ndcs.org.uk](http://www.ndcs.org.uk), or you can order them by contacting our Freephone Helpline.

## **Resources for education professionals**

- *Communicating with Deaf Children* flyer
- *Look, Smile, Chat* deaf awareness pack
- *Look, Smile, Chat* posters
- *Bullying and Deaf children: A guide for primary and secondary schools*
- *Supporting the Achievement of Deaf Children in Secondary Schools*
- *My life, My health* information pack

## **Resources for deaf children and young people**

- *See it! Stop it! What you need to know about bullying*
- Anti-bullying postcards for deaf young people
- *My life, My health* information pack
- The Buzz, our website especially for deaf children and young people [www.buzz.org.uk](http://www.buzz.org.uk)
- *Talking to your Deaf Friends* postcard and poster
- Fingerspelling postcards
- Me2 activities leaflets

# About the National Deaf Children's Society

The National Deaf Children's Society is the leading charity dedicated to creating a world without barriers for deaf children and young people across the UK.

For more information for professionals visit our website at [www.ndcs.org.uk/professionals](http://www.ndcs.org.uk/professionals).

For information to support parents visit [www.ndcs.org.uk/family\\_support](http://www.ndcs.org.uk/family_support).

For information and practical support on issues related to childhood deafness, contact the National Deaf Children's Society Freephone Helpline on 0808 800 8880, email us at [helpline@ndcs.org.uk](mailto:helpline@ndcs.org.uk) or contact us via Live Chat at [www.ndcs.org.uk/livechat](http://www.ndcs.org.uk/livechat).

## About the Big Lottery Fund

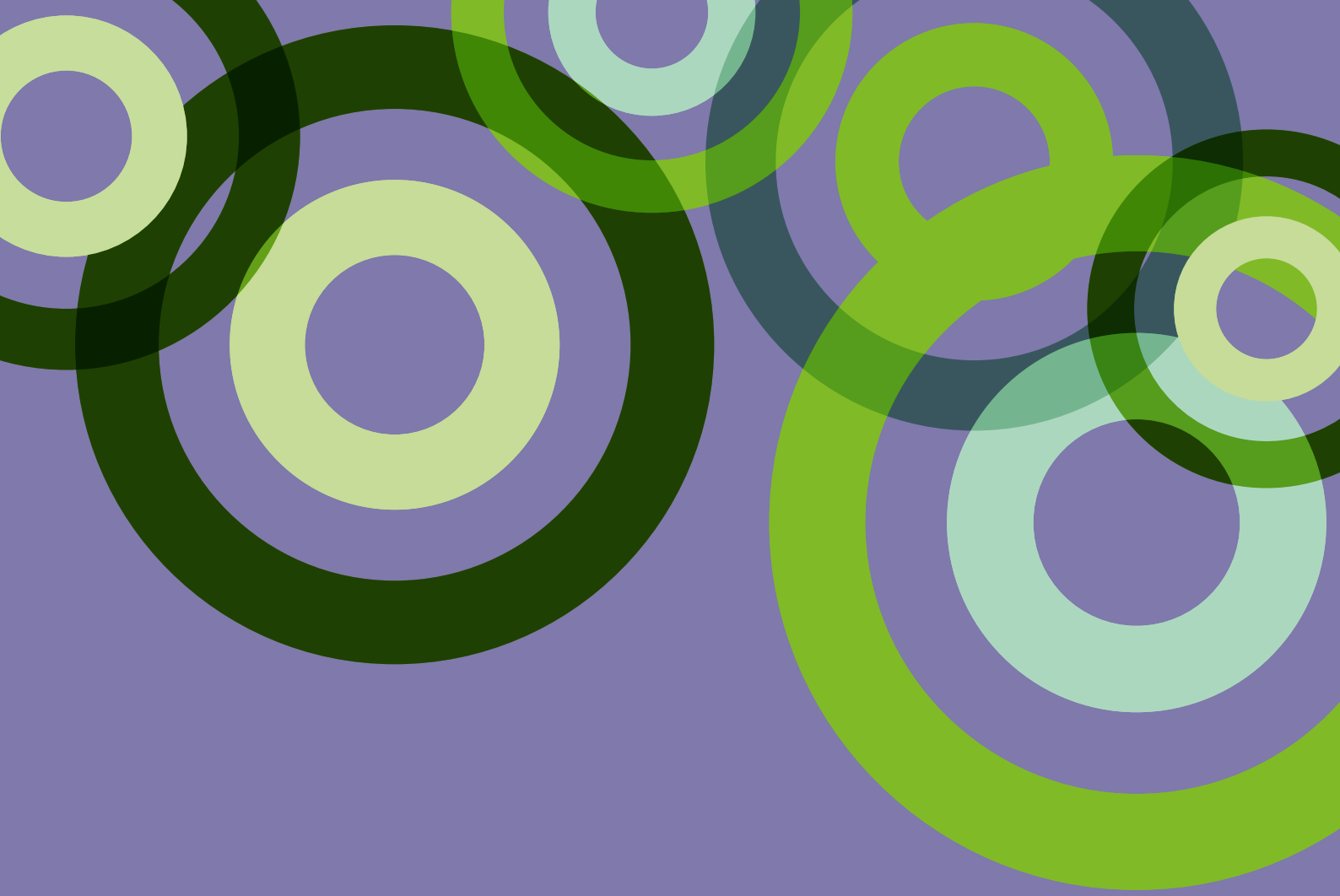
Every year, the Big Lottery Fund gives out millions of pounds from the National Lottery to good causes. The money goes to community groups and projects that improve health, education and the environment. For more information, visit [www.biglotteryfund.org.uk](http://www.biglotteryfund.org.uk).

Helping Hands is funded by the National Lottery through the Big Lottery Fund.











**The National Deaf Children's Society is the leading charity dedicated to creating a world without barriers for deaf children and young people.**

Freephone Helpline:  
**0808 800 8880** (voice and text)

**helpline@ndcs.org.uk**  
**www.ndcs.org.uk/livechat**  
**www.ndcs.org.uk**

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Tel: 020 7490 8656 (voice and text) Fax: 020 7251 5020  
NDCS is a registered charity in England and Wales no. 1016532 and  
in Scotland no. SC040779.  
This resource can be requested in large print, in Braille and on audio CD.

**ndcs**  
  
**every deaf child**