

# How to Run the WTC Programme for Peer to Peer Educators

## 1) Recruitment of Ambassadors – Students aged 16-17.

Lead an assembly or create flyers to recruit Ambassadors. You should allow 3 Ambassadors for each class that they teach. Emphasise the benefits of the opportunity to learn how to be a facilitator

## 2) Set Training Day: They need a full day. You will need one classroom for the first 2 hours when they will work together. After that you will need 3 classrooms so that each group of facilitators can practice. You can have 2 groups to a room provided it is large enough.

## 3) Use the Ambassador Training Day powerpoint.

This will take you step by step through the process.

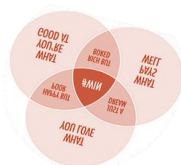
Everything that they learn from you, they will then teach to the younger pupils. We have included What Employers Want in the powerpoint (which will be shown at the Assembly for the younger students)

## 4) Session 1 - Pursuing Your Passion. (*Photocopiable Passion Bingo cards are included in resources*) At the end of this session there is a brainstorming about what makes for a good facilitator. We include communication, body language, importance of timing and using repetition to get the message across.

## 5) Session 2 – Harnessing your Skills – (*Skill cards available in resources*) *This is where they will need the Employability Skills Workbook in resources.* They will use this for creating My Time Line and for the Career Venn as well as My Attributes.

At the end of the session there is time for discussion with Ambassadors about importance of giving personal examples and asking questions.

Asking questions, waiting for the answers and engaging in discussion is something that many young facilitators find hard.



### **Session 3. – Writing Your CV**

Follow the powerpoint in making sure that everyone knows what a CV is and also a personal Statement. *In resources you will have Personal Statements, Good and bad CV, Score Cards, Workbook CV& Personal Statement*

Put the different personal statements in different parts of the room and encourage students to move around and note on their school cards what they think of CVs and personal statements.

Brainstorm what they think. What makes a good and bad CV? Stress importance of saying what the job is and then giving an indication of what qualities they had to show. This is all about trying to get them to maximise their experiences and show what skills they demonstrated.

They then have to write a personal statement and start to put down information for the CVs. We put multi copies of the Jo Butler form so that they can see a good example to follow.

At the end of the session we talk about Organisation of materials and class management.

**Break out into small rooms** - Having learned all together the Ambassadors are given sets of Session Outlines and Top Tips for Each Session as well as the Powerpoint link and then practice on their own. They need to sort out who is going to lead on each activity and mark it down. It is important to get them to stand up and demonstrate from the front.

They then come together in the afternoon and all have a chance of running an activity before the others.