

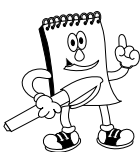


Session 6

Taking steps

Explain that today we are going to

- ❖ discuss the importance of achieving goals
- ❖ learn how to make positive choices
- ❖ remember the strengths we have



You will need

- ❖ Activity Sheet 9 - one copy, cut up, per student. Peer leaders will need to complete their own before the session
- ❖ Activity Sheet 10 - one copy per group
- ❖ pens or pencils
- ❖ coloured pencils

Looking back

Ask the group to think of a time last week when they used positive self talk

- ❖ What was the situation?
- ❖ How did you feel?



10 mins

Activity 1 - Small steps



“At times tasks seem hard to do or take a long time. Taking little steps towards achieving a goal helps us to stay optimistic.”

1. One Peer leader explains we will be talking about the steps we might need to take to achieve a goal.
2. Hand out Activity Sheet 9 to each student.
3. Ask students to write their name in the space provided.
4. One Peer leader shows the students their completed sheet.
5. Split students into pairs, an older student with a younger student.
6. One Peer leader asks students to think of a goal they would like to achieve in the next week.



Peer Leader's Notes

- read a whole novel
- make your own breakfast
- complete a jigsaw puzzle
- achieve 100% in your weekly spelling test
- make your own lunch
- complete all your homework tasks for the week
- read your home reader perfectly
- make your own dinner

7. Ask students to write their goal in the foot marked 'goal' on their sheet.
8. Ask students to discuss what 2 steps they may need to take to reach this goal eg to read a whole novel. Read pages 1-50 by Wednesday, read pages 51-99 by Friday etc.
9. Ask students to write the 1st step they will take in the foot marked 'Step 1'.
10. Ask student to write the 2nd step they will take in the foot marked 'Step 2'.
11. Peer leaders can help students.
12. Allow time to complete.
13. Bring group together.
14. Ask students to share their goal and the 2 steps they will take.
15. Ask students to take their sheet back to class with them to complete another activity.



10 mins

Activity 2 - Stepping out

1. Explain to students we will be playing a game where we need to take steps. This game is played like tug of war.
2. Split students into 2 groups.
3. The groups form a line and face each other about 7 paces apart just as you would in a tug of war game.
4. Ask students to place their hands on the shoulders of the student in front of them.
5. One Peer leader will read out a question to be answered by the 1st student in each line.

Peer Leader's Notes

Do you..

- enjoy learning new things
- try hard at everything you do
- see the funny side of a situation
- ask questions when you are unsure
- help your friends when they need it
- speak up for what is right
- ask for help from an adult
- like to be kind to others
- use positive self talk
- work well with others



6. If this student can answer 'yes' to the question and provide an example, the whole group moves 2 paces forward without breaking hold.
7. If this student answers 'no' or can not provide an example, the group remains where they are.
8. This student then moves to the end of their line.
9. Peer leaders take turns reading out a question to the first student in each line.
10. Continue until one group reaches the other or time is up.
11. Bring group together and ask them to sit in a circle.



10 mins

Activity 3 - What would you choose?

Let's chat



- ❖ What types of activities do we find challenging?
- ❖ How can we stay positive at these times?

1. Explain to students we will be talking about different choices we could make.
2. Split students into 2 groups, a Peer leader with each group.
3. Hand out Activity Sheet 10 to each group.
4. Ask students in each group to choose a different coloured pencil.
5. Peer leaders explain the sheet has a range of strategies to help us cope with difficult situations.
6. Peer leaders read out the first strategy and ask students to think about whether they have used this.
7. If students have used this strategy they share their example and place a tick with their coloured pencil next to the strategy.
8. Peer leaders read out the next strategy and ask students to think about whether they have used this.
9. Repeat until all strategies have been discussed.
10. Bring group together.

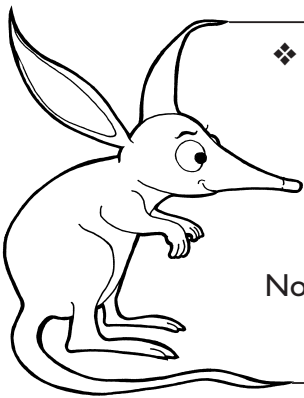


"At times we try our best and still find something difficult. This is when we may need to use different coping strategies and focus on our strengths."



Finishing off

- ❖ Ask the students what they liked about Peer Support today
- ❖ Ask them to remember to work toward their goal during the week
- ❖ What can we tell our families about Peer Support this week?
- ❖ Thank everyone for taking part today



❖ Teacher Debriefing Notes for use with your own class after today's Peer Support session:

- discuss with students the goal they will be working on this week.
- remind students to take their footstep sheet home to complete.
- encourage students to work toward their goal.

Note: Posters are provided for classroom use to support the concepts taught in this module.



Activity Sheet 9

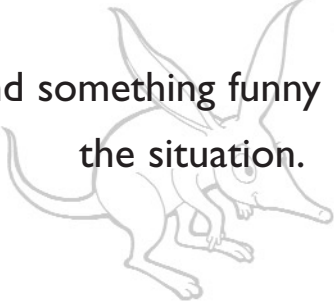

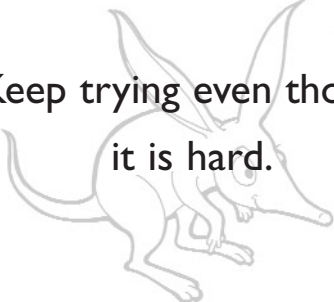
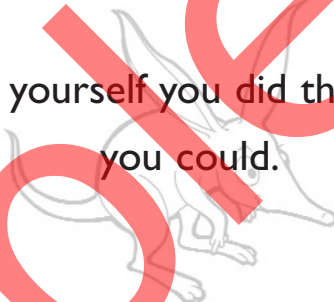





Small steps

<p>Scissors icon</p> <p>Name: _____</p> <p>Step 1</p> <p>Goal</p> <p>Step 2</p> <p>Scissors icon</p>	<p>Scissors icon</p> <p>Name: _____</p> <p>Step 1</p> <p>Goal</p> <p>Step 2</p> <p>Scissors icon</p>
<p>Scissors icon</p> <p>Name: _____</p> <p>Step 1</p> <p>Goal</p> <p>Step 2</p> <p>Scissors icon</p>	<p>Scissors icon</p> <p>Name: _____</p> <p>Step 1</p> <p>Goal</p> <p>Step 2</p> <p>Scissors icon</p>



Activity Sheet 10

What would you choose?

<p>Find something funny about the situation.</p> 	<p>Try some other way.</p> 
<p>Keep trying even though it is hard.</p> 	<p>Tell yourself you did the best you could.</p> 
<p>Ask a friend what they would do.</p> 	<p>Encourage yourself.</p> 
<p>Tell yourself it will be OK.</p> 	<p>Take a break and do something fun.</p> 
<p>Ask others for help.</p> 	<p>Remain positive.</p> 