

Module eight: teaching others

Share all that you have learned

The Red Cross is changing the world by educating people about the importance of being a humanitarian citizen. We visit schools and youth groups and encourage young people to take action.

You can help us by telling people too:

You can change the world by becoming a peer educator



Introducing the Power of Humanity

The Power of Humanity programme forms part of the Girlguiding UK: Changing the World project. The British Red Cross is working together with Girlguiding UK to demonstrate how everyone can contribute to changing the world.

The objective of the Power of Humanity project is to mobilise people to become humanitarian citizens – people who are prepared to help others, able and willing to respond in an emergency. If everyone was a humanitarian citizen then we would be more able to cope when disasters strike. The Red Cross works alongside communities in the UK and across the world to help them prepare and recover from emergencies.

To take part in this project, all you have to do is download the four core learning modules and complete the activities; you can record your progress on your downloadable passport. When you have completed the core modules, you can celebrate with your very own award ceremony. You can then go on to choose from four further optional modules, which involve hands-on activities that enable you to act as a humanitarian citizen and show how you can do something practical to change the world.

By completing the first four modules and one optional module you will be eligible to register for one of our exciting regional events: a 'real life' emergency response workshop designed to help you demonstrate and explore your new-found humanitarianism with Red Cross employees and volunteers. Find out what they do and experience a day in their life!

See our website to register for the regional challenge events:
redcross.org.uk/powerofhumanity

Don't forget to tell Girlguiding UK that you are participating in the British Red Cross 'Power of Humanity' project by registering at
www.girlguiding.org.uk/changingtheworld/tellus

When you have finished the project you will be a humanitarian citizen and you will be able to change the world every day by your actions, which could include:

- > saving lives through first aid
- > providing therapeutic care
- > fundraising
- > providing peer education.

Congratulations – you have nearly completed the Power of Humanity project. This module is designed to help you share with others how they too can change the world by becoming a humanitarian citizen and helping others in an emergency! Tell your peers about emergencies and how they can help, because if everyone is willing to help then more lives will be saved and more people in crisis will get the help they need.



Activity one: group

10 minutes

What is peer education and why is it good?

Peer educators are people who offer support and learning to their peers (people in the same age group) within the local community.

Peer education gives you the chance to be the educator, to tell other people your age in your local area all about the Red Cross and how to respond in an emergency. You know what makes a good teacher – you also know what people your age enjoy doing and what will get them interested.

However, it can be scary talking to people and doing presentations so here are some activities to help you prepare and plan a peer education session.

Describing activity

Use the diagrams on page 3. Write down on person number one all the best things about your favourite teacher or Leader. Describe on person number two what activities you enjoy doing at school and in your groups.

Discussion

Once you have completed this activity, compare your diagrams with other people in the group.

- > What are the personal qualities featured strongly regarding your favourite teacher or Leader – and were there any surprises?
- > Which activities did group members enjoy doing the most – and why do you think this is so?



Activity two: group

10-20 minutes

Overcoming problems you might encounter

- > Cut out each of the problem cards below.
- > In your groups, see if you can explain what each of these problems might be, why they are problems and how you would feel if they happened to you.
- > Can you come up with a solution for each of the problems?



DRY MOUTH	GETTING THE SHAKES	FEELING INTIMIDATED
TOO MUCH PRESSURE	DIFFICULT AUDIENCE	RUNNING OUT OF TIME
EQUIPMENT PROBLEMS	ROOM BADLY LAID OUT	MIXED ABILITY AUDIENCE
TREMBLING VOICE	AUDIENCE KEEPS INTERRUPTING	FORGETTING WORDS

Activity three: in pairs

15-20 minutes

Talking animals

Get into pairs; you are going to introduce yourselves to one another but in a new way!

You both need to choose an animal, then make a mini-presentation to one another AS THAT ANIMAL.

Think about...

- > How you will start your presentation
- > What information you will give. (e.g. how you spend your time, where you live, what you eat, how you were born, etc.)
- > How you will make your presentation interesting. (e.g. with pictures, actions, demonstrations, etc.)
- > How you will end your presentation.

Practice

Now take it in turns to make a presentation. While one person is talking, the other needs to be evaluating their presentation by filling in the middle column (yes/no) on the evaluation form on page 6. Remember to be fair and honest but also sensitive when giving feedback; it should be positive – useful and encouraging.

How well did you do?

Once you have both finished your presentations and filled in an evaluation form (see page 6) for each other, have a look at the end column and discuss how you could improve if you were making a presentation in front of an audience that you didn't know.



Photos © EBC



Talking animals evaluation form

Did they...	YES/NO	How to improve next time?
1. Speak clearly?		
2. Keep you interested?		
3. Have things to look at as well as listen to?		
4. Let you ask questions?		
5. Give you enough information?		
7. Introduce themselves and end the presentation properly?		

Activity four: individual or group

10 minutes

Start planning



Who are your peers? Describe someone who belongs to the same social group as you: same age, sex, interests, location, school.	What can you tell them? Describe what you have learnt from the Power of Humanity project: what do you know about emergencies and how do you become a humanitarian citizen?	How can you evaluate them? Describe how you would go about educating your peers. Where would you do it, what activities would you undertake, what resources would you need?
This is your peer.	This is what you are going to teach.	This is how you will educate.

Take it further

- > Identify another group to which you can deliver your peer education. Phone or write to them and ask when would be a convenient time. Remember it might be easier to deliver peer education to someone slightly younger than you so it's less scary.
- > Plan how you will deliver the activity. Who will do what, what resources will you need, in what order will things happen?
- > Are you going to provide refreshments? If so, who will co-ordinate that?
- > Are you going to take any leaflets or handouts – who is going to design or photocopy them for you?
- > Practise, practise, practise, so that when you do it for real, it is perfect.

Extension activity one

Make a time capsule

Now that you have told your peers about emergencies and how to be a humanitarian citizen, why don't you have a go at passing on your knowledge to someone in the future?

Imagine that you could talk to someone your age in the year 2050. Tell them why you want everyone in the future to be humanitarian citizens and why it would change the world if everyone was a humanitarian citizen.

You might want to tell them about some of the international emergencies that are happening now and why it is important that people throughout the world are mobilised to do something about it.

Tell them what you hope the future will be like; that you envisage a world of humanitarian citizens. Let them know why you hope for this.

You could write a letter, draw a picture, take photographs or do a poster and put it in an envelope marked 2050 and keep it at the bottom of a drawer somewhere in your house or in a secret place where it won't be thrown away or destroyed – then see what happens.



Extension activity two

Did you know...?

- > On a traditional world map, countries that are far from the equator are inflated in size to make it easier to navigate. However, this means that countries close to the equator look geographically smaller and so less significant than they actually are.
- > The Peters' Projection World map, however, shows countries as their actual geographic size, which changes how they are perceived in importance.
- > Since most poorer or less developed countries are closest to the equator, traditional maps make them appear smaller and so less significant than is actually the case.
- > Look at the Peters' Projection World map to the right and consider the discussion points:

- 1. Which countries appear smaller/larger than we usually see on maps?**
- 2. Why do you think the UK is always in the middle of world maps?**
- 3. Do you think world maps in China have China in the middle?**
- 4. Which continent looks the most significant?**
- 5. Do you think Africa is as important as the UK?**
- 6. How does size on a map lead to status or level of importance?**



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completed!

Module eight: teaching others

**Well done on completing module eight on
peer education.**

**You are actively helping to build a community of humanitarian citizens
where everyone is willing to help each other in an emergency.**

**You are now ready to register for one of our regional events and
put your new-found skills into practice!**