

Module eight: peer education

Guidance notes

Module aim: to encourage Guides to teach others about their new-found skills and experience.

Resources

- > Make a copy of the people diagrams for activity one
- > Make a copy and cut out the problem cards for activity two
- > You could find some toy animals for more impact during activity three
- > Make a copy of the evaluation form for activity three
- > Extension one requires a container for the time capsule – i.e. a jar or tin box
- > Extension two requires Peters' Projection World map

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Ideas

- > Create/perform dramatisations, followed by discussion of the issues raised.
- > Show documentaries/video footage and facilitate discussion.
- > Set up information kiosks at school/local events.
- > Organise meetings for interested parties.
- > Participate in training new peer educators.
- > Develop and adapt educational materials.
- > Set up and participate in peer education forums.
- > Develop a section in your school magazine for people to submit articles, pictures and questions about humanitarian issues.
- > Organise fundraising and awareness events.

Feedback

When giving feedback on presentations, encourage sensitivity and honesty so that feedback is positive and constructive.

Consider planning an opportunity for a local group of younger children to visit. Suggest that letters are written to local schools to organise the visit, or that the Guides talk to their teacher about doing a presentation in class.

We learn:

- 10%** of what we **read**
- 20%** of what we **hear**
- 30%** of what we **see**
- 50%** of what **we see and hear**
- 70%** of what we **discuss with others**
- 80%** of what we **experience personally**
- 90%** of what **we teach others**

**fact
file**

Solving problems at presentations

- 1. DRY MOUTH** – Keep a glass of water with you. Take small sips before starting and whenever necessary throughout.
- 2. FEELING UNDER TOO MUCH PRESSURE** – Make sure that you know exactly what you are going to do. Do not attempt to cover too much.
- 3. PROBLEMS WITH EQUIPMENT** – Arrive early to practise before the presentation begins. If you are using PowerPoint or overhead slides, it's a good idea to have handouts as back-up.
- 4. ROOM BADLY LAID OUT** – Check room layout beforehand. Ensure that furniture can be moved to suit needs.
- 5. AUDIENCE KEEP INTERRUPTING** – Ensure the audience knows there will be an opportunity to ask questions or voice opinions at the end.
- 6. TREMBLING VOICE** – Take deep breaths and talk slowly. Do not rush through the text.
- 7. DIFFICULT AUDIENCE MEMBER** – Ask a Leader to be nearby so that if you have any problems they can help.
- 8. SHAKES** – Stand firm and upright. Take deep breaths.
- 9. FEELING INTIMIDATED** – Do not think of the audience as the enemy. It is not You vs. Them.
- 10. RUNNING OUT OF TIME** – Cut the amount substantially; ensure that you know what the most important pieces of information are. Do not give irrelevant facts and figures.
- 11. MIXED ABILITY IN AUDIENCE** – Try to make sure that the presentation can be adapted to fit a wide range of abilities and backgrounds.
- 12. FORGETTING WORDS** – Use prompt cards with key words that can be glanced at in order to make sure that you know what you are going to say next.