

Peer Support Plan CTE Computer Skills Class

In CTE classes (Career and Technical Education), students are often given demonstrations of skills, notes and information to learn, and then asked to complete projects during class time. Sometimes these projects are to be completed independently or in small groups. A challenge for students in these electives is to stay focused and manage time in order to complete activities and assignments. A challenge for teachers is to get around and help all the students who may need help. Having peer supports is a great way to help with these challenges.

Overall goals:

- Support each other in learning the information and skills needed to complete activities and assignments
- Stay on task to complete projects on time
- Learn to engage with other students when appropriate
- Manage frustration if mistakes are made
- Learn to care responsibly for the class equipment
- Enjoy the learning to use technology!

At the beginning of class....

<i>The student could...</i>	<i>Classmates could...</i>	<i>The facilitator could...</i>
<ul style="list-style-type: none"> • Turn in any completed homework • Check planner or with teacher to see what materials are needed for class • If appropriate, get out materials and get to work right away • Ask classmate quietly about current project: "How is it going so far?" 	<ul style="list-style-type: none"> • Model greetings like "Hi, how are you?" • Remind student to turn in any homework • Model by getting out necessary materials • Help student get out necessary materials • Ask student quietly about current project 	<ul style="list-style-type: none"> • Review agenda posted visually so students can prepare for class • Provide rubric for assignments/projects with clear criteria for completion • Tell students time when they need to start putting away materials at the end of class

When there is whole group instruction...

<i>The student could...</i>	<i>Classmates could...</i>	<i>The facilitator could...</i>
<ul style="list-style-type: none"> • Stay engaged and listen to the teacher • Take notes • Participate by paying attention and answering questions 	<ul style="list-style-type: none"> • Model staying focused and asking questions • Take clear notes to share if needed 	<ul style="list-style-type: none"> • Remind students to ask questions • Break down tasks into steps • Provide a written set of notes or

		instructions for review <ul style="list-style-type: none"> • When appropriate, provide visual demonstrations
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When there are small group activities...

<i>The student could...</i>	<i>Classmates could...</i>	<i>The facilitator could...</i>
<ul style="list-style-type: none"> • Move to join group and face group members • Tell group which role or task is preferred, if appropriate • Ask for help or explanation from group members and teacher if needed • Stay on task • Make positive comments about group members' work 	<ul style="list-style-type: none"> • Make student feel welcome and included • Encourage student to choose a job or task he or she would prefer • Ask student for input/ideas • Encourage student to stay on task • Model supportive and inclusive work for all group members 	<ul style="list-style-type: none"> • Consider tasks that would allow all students to make successful contributions to group work • Break down group tasks into clear steps. Provide steps in written form as needed preferably in checklist form • Help create structured roles for group members • Help students decide appropriate roles and tasks within group

When there is independent seatwork...

<i>The student could...</i>	<i>Classmates could...</i>	<i>The facilitator could...</i>
<ul style="list-style-type: none"> • Ask for help if needed • Watch classmate for appropriate action • If appropriate, ask classmate for help • Stay focused on task • Stay patient if you have to wait for teacher help • Give specific, positive comments about other students' work: "I like the template you 	<ul style="list-style-type: none"> • Model by staying focused and on task • Check to see if student is on task • Let students know when they are doing a good job • Model by asking questions if needed • Model patience and staying on task if teacher is busy • Give student support 	<ul style="list-style-type: none"> • If appropriate, allow student to take classwork or projects to finish at home if more time is needed • Allow student to receive quiet help from classmate if appropriate

used for that powerpoint!"	and praise on projects	
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At the end of class...

<i>The student could...</i>	<i>Classmates could...</i>	<i>The facilitator could...</i>
<ul style="list-style-type: none"> • Listen for teacher reminders about upcoming due dates • Update planner • Ask teacher to check planner • Tell classmates and teacher, "Thanks. See you tomorrow." 	<ul style="list-style-type: none"> • Model by writing down teacher reminders in planner • Walk with student part way to next class • Mention one thing the student did well that day in class; ask if he/she has questions 	<ul style="list-style-type: none"> • Give students a five minute warning before the end of class. • Review upcoming activities, requirements, due dates • Offer to check student planners to confirm information is written down • Ask individually if unanswered questions from class remain • Give positive feedback on work completed

Big Ideas for Peers

- Get to know your partner ... ask lots of questions and find out what he or she enjoys.
- Involve your partner in conversations with other classmates – interacting with others is an important goal.
- Look for opportunities to involve your partner in class activities, even in small ways.
- Make sure you complete your own work; learning the class material is still your priority.