

Peer Support Plan CTE Foods

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 foods materials, from appliances to food items
- Enjoy the learning to prepare food!

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, go get foods materials and get to work right away • Ask classmate quietly about current project: "What are you making? 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 or projects • Model by preparing necessary materials • Help student get 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 projects with clear criteria for completion • Tell students time that clean-up begins 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 	<ul style="list-style-type: none"> • Model staying focused and asking questions • Take clear notes to 	<ul style="list-style-type: none"> • Remind students to ask questions • Break down tasks into steps

<p>attention and answering questions</p> <ul style="list-style-type: none"> • If appropriate, sit or stand near to the demonstration and in clear view 	<p>share if needed</p>	<ul style="list-style-type: none"> • Provide a written set of notes or instructions for review • When appropriate, provide videos or other visuals of proper techniques
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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 	<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 	<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

comments about other students' work: <ul style="list-style-type: none"> • "That cake looks yummy", "That mac 'n cheese smells good" 	staying on task if teacher is busy <ul style="list-style-type: none"> • Give student support and praise on creative 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"> • Keep track of time to allow for cleaning and storage of materials • Listen for teacher reminders about upcoming due dates • Update planner • Ask teacher to check planner • Wash or store materials and unfinished projects as instructed • Check to see if hands, clothes and face need to be cleaned • Tell classmates and teacher, "Thanks. See you tomorrow." 	<ul style="list-style-type: none"> • Keep track of time to allow for cleaning and storage of materials and unfinished projects • Model by writing down teacher reminders in planner • Help student stay organized as he/she puts away materials • Model and remind student about self-care by checking hands, clothes, and face • 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 time warnings at end of class to allow students time to clean up and store materials/projects • 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.