

## Choose examples of peer support

### Objective(s)

Learners differentiate between appropriate and inappropriate examples of peer support.

### Description

In this activity, learners are presented with a list of potential peer supports and are asked to identify which are not appropriate.

### Required Materials/Resources

#### Learner Materials

- Format for learner responses (written activity form, guidance for discussion)

### Detailed Facilitator Instructions

1. Provide learners with a list of potential peer supports, including several supports that are inappropriate. A sample list is provided at the end of this handout.
2. Ask learners to consider the list and choose which items are *not* appropriate peer supports.

### Suggested Assessment

In the example at the end of this handout, the items that are *not* appropriate examples of peer support are:

1. If a child always plays alone on the playground, leave the child alone. It is better to have the child make his or her own decisions. (#3)
2. If a child does not know how to select an activity or a game from the computer menu, do not let any of the children use the computer. (#6)

### Facilitation Tips

- Learners can respond in class, online, or via email.
- Break into groups to discuss and respond.

### Alternate Version(s) (refers to different level of difficulty)

- [Activity Guide 1.4a](#): Describe peer support
- [Activity Guide 1.4c](#): Peer support problem solving
- [Activity Guide 1.4d](#): Identify examples of peer support

### Credits

The CONNECT Content Team

This activity is part of Module 1: Embedded Interventions. To view the content related to this activity, go to [Step 3: Evidence](#).

#### Instructional Method

Structured Exercise

#### Level

Beginner

#### Estimated Time Needed

5 minutes for instructor preparation

5-10 minutes for learner activity

## Example

### Which of these are *not* appropriate examples of peer support?

1. If a child is watching two children play with a new toy and the child seems to be interested in the toy and wants to play with the two children, ask these two children to invite the child to join them and show him or her how to play with the toy.
2. If a child is unstable while walking, arrange for the child to hold hands with buddies during transitions. With a buddy on one or both sides, the child will be more stable.
3. If a child always plays alone on the playground, leave the child alone. It is better to have the child make his or her own decisions.
4. If a child has trouble staying interested in large-group or circle time, have the child's favorite person lead the final circle-time activity. Introduce this activity while the child is still paying attention.
5. Play peek-a-boo with an infant or toddler at home or elsewhere as a simple way to engage the child in a social exchange.
6. If a child does not know how to select an activity or a game from the computer menu, do not let any of the children use the computer.