



PLAN-A peer-supporter training observation sheet



The purpose of observing the peer-supporter training is to help the PLAN-A team gain an understanding of how the delivery of each day went. We want you to focus on the structure of each session, whether it was delivered to time and whether the objectives were achieved. We would also like to know how engaged the girls were and your comments on the trainers delivery style in relation to Self-Determination Theory (SDT) and any other thoughts you have about the sessions. To help you fill in an observation sheet for each session, we have provided you with an example on the next page. We have also provided a small breakdown of SDT and what we want you to look for during the sessions:

SDT - SDT is used to inform both the delivery and content of the peer-supporter training. The peer trainers will have been trained to deliver the training in an autonomy supportive manner, such that it will support the girls’ psychological needs. Comments need to relate to how the trainers supported the girls’ autonomy, developed competence and facilitated social belonging within the group.

Autonomy: Children need to be empowered. To feel that they have options and choices of how to be active but also how to learn in the PLAN-A sessions.	Support Providing options, giving choices or alternatives. Listening to and valuing girls’ views. Using words such as “you can” “you could”, encouraging girls to come to their own conclusions
	Undermining autonomy Not providing choices, or flexibility. Using controlling language “you should be” “you have to do...”. Not listening to their views, only presenting their own as right.
Competence: Children need to feel able and capable to be active but also to learn and engage in PLAN-A sessions.	Support Helping girls feel that “they can”. Providing help when needed but not “doing it for them”. Helping girls set realistic targets or goals and helping them to identify ways that they can be active (i.e., giving lots of ideas that are realistic and relevant to them)
	Undermining competence Making girls feel that they are not able, that PA is for the talented or sporty but not themselves. Setting goals which are too hard or unhelpful ideas.
Relatedness: Children need to feel that they have valuable and meaningful connections between the PLAN-A group and with the trainers.	Support Using first names and getting to know girls (asking questions about how they are doing outside of PLAN-A). Being genuine, approachable, close in proximity and involved with them. Helping them to build relationships with the other girls and feel valued and respected in the group
	Undermining competence Being distant (physically and socially) from the girls. Not using or learning names, not being supportive or friendly. Being cold, unapproachable, or hostile. Not helping them to feel that they are valued and respected in the group.

EXAMPLE

Session name	Actual timing	Main objective	Objective fulfilled?				How engaged were the girls?			
Busting Barriers – Identifying barriers	9.32-10.08	Establish the barriers the girls face in being active	Not at all	A little	To some extent	Lots	Not at all	A little	Quite a lot	Very
<p>Comments</p> <p>What worked/what didn't work:</p> <p><i>Girls found it difficult to understand some of the barriers, moving around the room made the girls more involved.</i></p> <p>Structure:</p> <p><i>Clear instructions as to the aim of the activity and what children have to do. Needed a better transition to the next activity. It felt about 5-10 minutes too long.</i></p> <p>SDT:</p> <p><i>Instructor gave lots of choice and repeatedly used girls' names. Language used was quite bossy – we WILL do this...</i></p> <p>General comments:</p> <p><i>Session was enjoyed by girls. The XXX element of the session was not well received. Having girls work in larger groups may have been better here.</i></p>										