

# W-WEST



**Training for Peer Education Projects**

## W-WEST Background

W-WEST (Why Waste Everything Smoking Tobacco?) is Scotland's first ever pro-choice smoking information group led by and for young people. The group aims to give young people the information they need to make choices about smoking.

Funded by NHS Greater Glasgow and Clyde, the group is made up of both smokers and non-smokers. It aims to provide young people with easy access to the real facts about smoking, so that they can decide what is best for them.

Since its launch in June 2009, W-WEST has already made its mark, with appearances on the radio and in the press for both its activities, such as street theatre and street art, and its recognition by national no smoking groups.

By November 2009, W-WEST had been chosen as the recipients of ASH Scotland and The Royal Environmental Health Institute of Scotland's (REHIS) very first Crofton Award. Named after Sir John and Lady Eileen Crofton, the award was made in recognition of W-WEST's innovative work in raising awareness of smoking and tobacco with other young people in their communities.

In 2010 W-WEST were nominated in the Health category of the Young Scot Awards, and were one of the runners up in the category. In 2011 W-WEST won the Evening Times Glasgoals award for Best Community Health Project.

Any young person living in Greater Glasgow and Clyde is invited to sign up to W-WEST through its website, [www.w-west.org.uk](http://www.w-west.org.uk), where they will find a wide range of smoking information, from comic strips to fast facts, as well as being able to view the W-WEST gallery and find local stop smoking support.

There are different ways to get involved with W-WEST! You can:

- Sign up to receive the newsletter
- Like W-WEST on Facebook
- Follow W-WEST on Twitter
- Leave messages on the W-WEST website
- Become a management group member and attend monthly meetings

## **Training for Peer Education Projects**

W-WEST is now offering training for existing Peer Education Projects in the Greater Glasgow & Clyde area. This training will give young peer educators the knowledge they need to discuss smoking and tobacco use with the young people they work with.

The training is free of charge to schools with a peer education initiative and community based peer education projects in the Greater Glasgow & Clyde area and can be delivered either as twilight sessions during the week or as daytime sessions at the weekend. The W-WEST group members can come to your own venue if this is appropriate, or a venue in the local area can be booked.

The training can be tailored to suit the needs of the peer educators. Each group participating in the training will be asked to complete a pre-training questionnaire, which will enable W-WEST to create a training package tailored to their needs.

Topics that can be covered in training sessions include:

- What's in a cigarette
- Health impacts of smoking
- Quitting, NRT and withdrawal
- History of Tobacco
- Tobacco advertising and promotion
- Legislation
- Cannabis
- Global Issues and Tobacco

Peer educators will have the chance to trial some of the games used by W-WEST and start to think about how they would structure their own tobacco information sessions. At the end of the training, peer educators will receive a pack containing fact sheets and information to help them when developing their own work and they will receive a certificate of attendance.

W-WEST Training for Peer Educators links to Curriculum for Excellence experiences and outcomes and is a great way for young people involved in peer education to enhance their knowledge and skills.

If you are interested in booking a training course for the peer educators you work with, please complete the form on the last page and either post or email it in to W-WEST (contact details at end of form).

## Links to Curriculum for Excellence

For young people who attend peer education sessions or training sessions for peer educators delivered by W-WEST the following links to Curriculum for Excellence Experiences and Outcomes can be made:

Health & Wellbeing	Literacy	Expressive Arts
HWB 3-11a/4-11a	LIT 3-02a/4-02a	EXA 3-01a/b/4-01a
HWB 3-12a/4-12a	LIT 3-07a	
HWB 3-13a/4-13a	LIT 3-10a/4-10a	
HWB 3-14a/4-14a	LIT 3-28a/4-28a	
HWB 3-19a	LIT 3-29a	
HWB 3-38a		
HWB 3-39a/4-39a		
HWB 3-40a/b/4-40a		
HWB 3-43a/b/4-43a		

HWB 3-11a/4-11a

*I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in other.*

HWB3-12a/4-12a

*Representing my class, school and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society.*

HWB3-13a/4-13a

*Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community*

HWB3-14a/4-14a

*I value the opportunities I am given to make friends and be part of a group in a range of situations.*

HWB3-19a

*I am developing the skills and attributes which I will need for the mind and body by I am also aware of the negative and serious physical, mental, emotional, social and legal consequences of the misuse of substances.*

HWB 3-38a

*I understand the positive effects that some substances can have on the mind and body, but I am also aware of the negative and serious physical, mental, emotional, social and legal consequences of the misuse of substances.*

HWB 3-39a/4-39a

*I know that popular culture, the media and peer groups as well as my own attitudes and values can influence how I feel about substance use and recognise the impact this may have on my actions.  
Through investigation, I can explain how images of substance use and misuse can influence people's behaviour.*

HWB 3-40a/b/4-40a

*I am developing a range of skills which can support decision making about substance use. I can demonstrate strategies for*

*making informed choices to maintain and improve my health and wellbeing and can apply these in situations that may be stressful, challenging or involve peer pressure.  
I know how to access information and support for substance-related issues.*

HWB 3-43a/b/4-43a

*I understand the impact that ongoing misuse of substances can have on a person's health, future life choices and options.  
Through investigating substance misuse in my local community I can reflect on specific issues, and discuss how they are being addressed.  
By researching the impact of substance misuse nationally and internationally I can explain similarities and differences among communities.*

LIT 3-02a/4-02a

*When I engage with others, I can make a relevant contribution, encourage other to contribute and acknowledge that they have the right to hold a different opinion.  
I can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking.*

LIT 3-07a

*I can show my understanding of what I listen to or watch by commenting, with evidence, on the content and form of short and extended texts.*

LIT 3-10a/4-10a

*I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently.  
I can communicate in a clear, expressive manner when engaging with and beyond my place of learning and can independently select and organise appropriate resources as required.*

LIT 3-28a/4-28a

*I can convey information and describe events, explain processes or concepts, providing substantiating evidence, and synthesis ideas or opinions in different ways.*

LIT 3-29a

*I can persuade, argue, evaluate, explore issues of express an opinion using a clear line of thought, relevant supporting detail and/or evidence.*

EXA 3-01a/b/4-01a

*I have used the skills I have developed in the expressive arts to contribute to a public presentation/performance.  
I have experienced the energy and excitement of being part of an audience for other people's presentations/performances.  
I have experienced the energy and excitement of presenting/performing for different audiences*

EXA 3-06a/4-06a

*While working through a design process in response to a design brief, I can develop and communicate imaginative and original design solutions.*

## **Training for Peer Educators and Volunteers Note of Interest Form**

Please complete this form to note your interest in receiving training from W-WEST. Once this form has been received, you will be contacted with available training dates and to discuss your training needs further.

Name of Project:

### **Main Contact**

Name:

Email:

Phone number:

**What is the age range of your projects peer educators/volunteers?**

**Where does your project deliver peer education? (e.g. Schools, community setting, etc)**

**How many peer educators/volunteers would you like to receive training?**

**When is a suitable time for you to receive training?**

Evening during the week

Day time during the week

Saturday (daytime)

Sunday (daytime)

**Would you be happy to attend training with other peer education projects?**

Yes

No

Please email completed form to [contact@w-west.org.uk](mailto:contact@w-west.org.uk) or post it to:

Melanie Owens  
Smokefree Youth Services  
West House  
Gartnavel Royal Hospital  
1055 Great Western Road  
Glasgow  
G12 0XH