



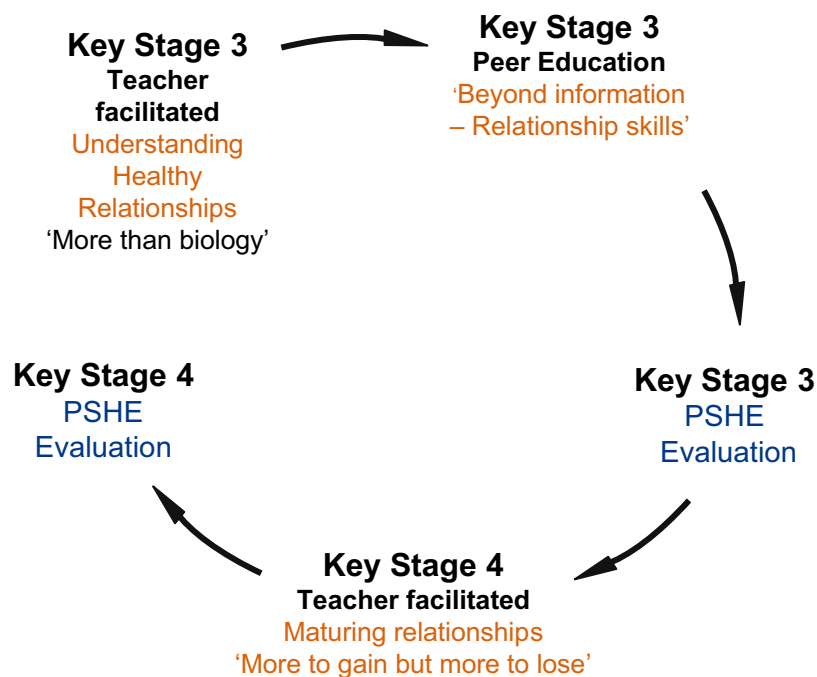
Peer Assisted Learning Solutions (Pals)

All *Apause* exercises are designed to enable students to arrive at Peer Assisted Learning Solutions (Pals). Learning is achieved by setting tasks and problems which stimulate social interactions. These allow students to explore and reference their personal understandings, beliefs and behaviours against those shown by their peers and adult facilitators. Pals exercises are designed to be either teacher facilitated or led by older peer educators.

All classroom materials arrive pre-packed and ready-to-go.

Maths Co-ordinator:
 "Superb! As a busy teacher, my responsibilities are teaching and learning, this is greatly helped by having pre-packed resources."

The *Apause* cycle – five complementary packages



Taken as a complete programme of five packages *Apause* positively impacts on knowledge, beliefs and behaviours (NFER 2004).

90% of *Apause* Year 9 students agree:
 "All schools should have SRE like this."

Yr 10 student from Somerset: "I think that the exercises were good because they were not just worksheets and they did not patronise us."

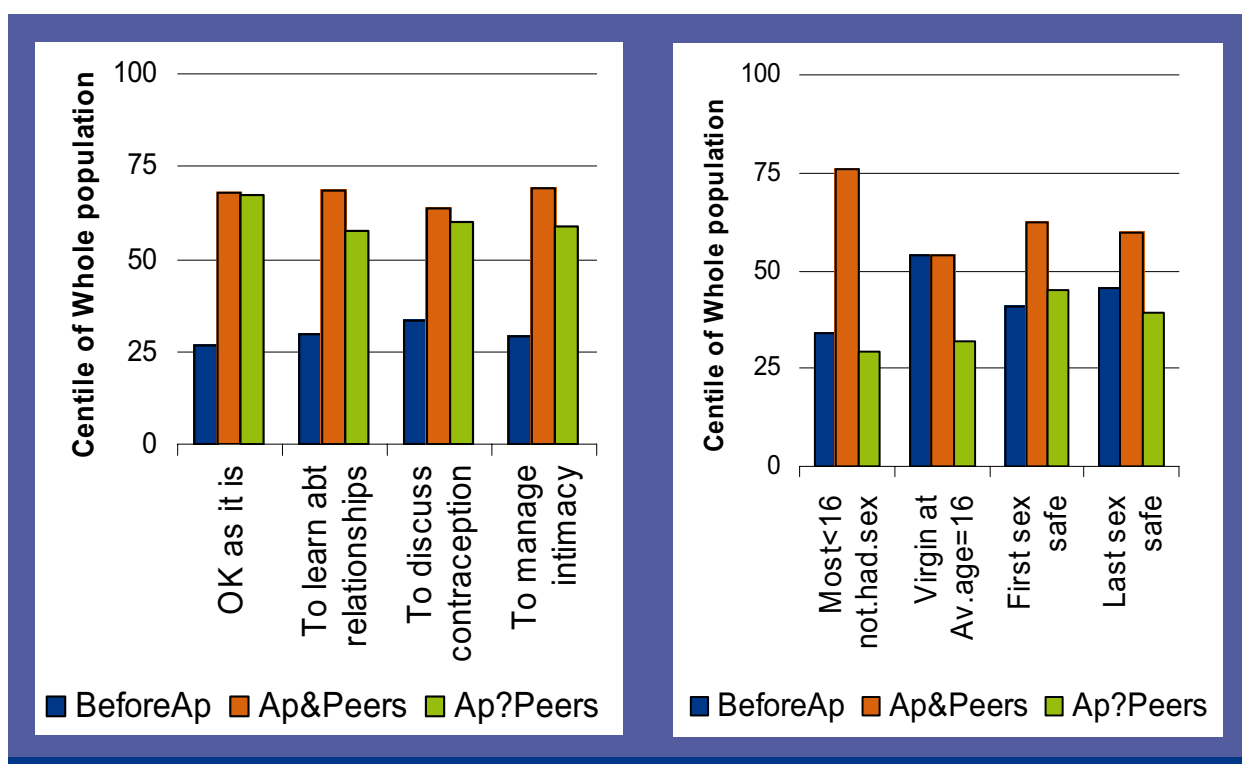
Yr 9 girl from Tyne and Wear:
 "We shared our answers and ideas and it helped us understand it better. I found it easy to talk in front of my group and class."

How effective is *Apause*?

These graphs show the effect of *Apause*. The data is an aggregate of all schools participating in *Apause* where it is possible to compare their Year 11 scores before and after receiving the programme. Data has been collected from years 2002 -2006 and there were 8165 respondents. The orange bars represent the *Apause* schools where the peer education package was introduced and the green where *Apause* was introduced without using peers.

In the first graph we see the positive impact of *Apause* in terms of how much students value their SRE and its usefulness in their lives. Clearly, even without peer educators *Apause* shows a huge improvement.

In the second graph we see how the peer educators have positively impacted on the crucial normative belief 'Most under sixteens have not had sex'. This reduces the pressure to become sexually involved before they are ready. The assertiveness training they delivered appears to have enabled the learners to be better at negotiating contraception use, thus they are much more likely to have used contraception both during their first and most recent episodes of sexual intercourse.



When talking about *Apause* peer education young people report:

"We felt we could relate to them more, because they're only like a few years older."

"The scenes that we acted out were good because it was a boy coming on to a girl and a girl resisting. We'd another scene and it was a girl coming on to a boy and the boy resisting. It was good each way."

For further information contact us on:

Email: info@apause.com

Phone: **01392 829450**

Website: <http://www.apause.com>