

Sample

# 'The Perfect Prefect?'

## Teachers' Pack



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# Chapter 1

## INTRODUCTION

This pack has been developed to assist schools in the training of their newly appointed Prefects.

Some educational establishments prefer alternative titles (for example Ambassadors, Student Leaders, Mentors or Lead Students), but for ease of reference in this pack we use the term 'Prefects' for the group of students selected to take on specific responsibilities in the life and running of their school.

Furthermore, over the past few years the role of school Prefects has changed. Nowadays less emphasis is placed on maintaining discipline and more is put on supporting younger students, assisting staff and organising events.

In putting together this pack we acknowledge these changes, but we stand by the principle that young people who are given significant responsibilities, in many cases for the first time in their lives, require assistance in the form of training to develop the skills and personal qualities they need. We have, therefore, taken the content of our very successful one day 'Perfect Prefect' course, which has been tried and tested in dozens of schools and colleges over the past 10 years, and made it available to be delivered internally. In the present financial climate, many schools may find it advantageous to take this approach as opposed to paying for external trainers.

The course starts by helping new Prefects to be clear about their roles and responsibilities and the skills and personal qualities they will need. Having done that, we recommend spending time on two crucial areas: Communication Skills and Assertiveness. Then we suggest applying these in typical 'Prefect' situations which we call 'scenarios'.

In the second half of the course we tackle Leadership and Team Working and recommend some practical activities to draw out the main points.

Finally in this introduction it is worth saying that the style of our programme is less learning by 'telling' and more learning by 'doing' and we hope this comes across.

We hope you find this pack useful.

*Chris Cordery*

Aurora TDS  
January 2013

## Chapter 2

### AIM AND OBJECTIVES

Here are the aims and objectives that we recommend for your course. You are, of course, at liberty to change or alter them to suit your needs.

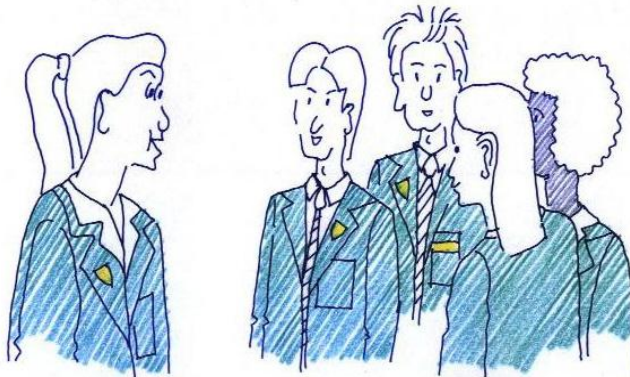
#### Aim

The aim of this course is to train selected students to be effective school prefects.

#### Objectives

By the end of the course, the students who attended should:

- Be clear about the roles and responsibilities of prefects at their school
- Know what skills and personal qualities are needed to be effective prefects
- Understand their own strengths and limitations
- Know how to communicate confidently
- Understand the concept of assertiveness and its importance to prefects
- Understand the relevance of leadership to being a prefect
- Understand the components of effective teamworking
- Apply good planning practice when working as a team to tackle a task



Please note that in the following pages we use *italics* to indicate our recommendations for what is actually said to students.

## Chapter 3

### COURSE PROGRAMME AND RESOURCES

The following programme is our recommendation and can be adapted to suit your needs, emphasis and style of delivery.

Time	Activity	Remarks
	Introductions & Scene Setting	Trainer led discussion
	Prefect Responsibilities	Brief discussion
		Trainer led input
		Trainer led discussion
		Leadership and team working in action
	Summary of Day and Review	15.30 Conclude

The course requires the following resources:

- Pen/pencil and several sheets of A4 paper for each student
- Flip chart paper - approximately 20 sheets
- 
- 

We recommend giving out Post-it notes and coloured pens only when they will be needed.

# Chapter 4

## COURSE INTRODUCTION

We recommend congratulating the students for being selected as school prefects. This will help them to feel important and emphasises that they are receiving special treatment by being specifically trained to undertake the roles expected of them.

You could also mention the Development Dimensions International and MORI research reported in 2005 (The Leading Edge), which found that:

"Virtually all the business leaders we spoke to [in our research] had leadership roles whilst they were still at school."

Of course being selected as a prefect is no guarantee of success in later life, but it is a step in the right direction and a step ahead of those students not selected as prefects. Your prefects have arrived on the first rung of a ladder of responsibility which some students in the room may one day climb to the top.

We think you should also make the point that this course will be a practical learning day, not merely 'instruction' on how to be a successful school prefect. Indeed, being an effective prefect does not lend itself to a formula for success; this is dependent on how people interact with each other, a large degree of good judgement and speedy decision making. What works with one group of people or in one situation may not work with others. However, greater chances of success can be gained by applying certain skills and qualities and we will be looking at these later.

You may also wish to make it clear that as prefects your students have been given a degree of autonomy to take decisions for themselves. They are not expected to run to staff whenever the going gets tough, but if they do need assistance they should not be afraid of asking for it. By the same token, there are some things (for instance, in cases of suspected bullying) that absolutely must be reported to staff. These instances will be covered in the course today.

You might also wish to say a few words about the structure of the day and what will happen at lunchtime. Some schools provide sandwiches and drinks at lunchtime to help emphasise that the school is prepared to extend some privileges to its prefects.

In some schools, the Headteacher is invited to lunch so that he or she has an opportunity to say a few words of encouragement and inspiration.

## Chapter 5

### CLARIFYING THE PREFECT ROLE

Before the real learning commences, it is normally a good idea to remind the students of their responsibilities as school prefects.

We recommend that

Sample

Now, here is the students' first activity.

Activity type: Individual
Time: 5 minutes
Activity: <i>Bearing in mind the roles</i>
Output: Once the time is up, ask everyone in turn to reveal the two items they consider to be the most important.

There is no particular need to make a note of the responses and to do so would probably use up too much time.

Summarise by emphasising common themes, which are likely to be:

- How to look confident

and mention that you will be covering (almost) everything mentioned during the day.

Students should be told to keep their list for reference later in the day - see page 28.

Sample



## Chapter 6

### SKILLS AND PERSONAL QUALITIES

Now that your students know or have been reminded about what is required of them, it is time to consider the skills and personal qualities they are likely to need if they are to be effective.

If you wish you can cover the following definitions but this is not essential ...

Skills are

Personal Qualities are

Activity type: Discussion in groups of three
Time: 8 minutes
Activity:
Output: Once the time is up,

Once everyone has had their turn, you should summarise by emphasising the most common themes.



Sample

[Intentionally blank]

Sample

## Chapter 7

### COMMUNICATIONS SKILLS

Here is an idea for covering this subject ...

*The first thing to know about*

*If speaking formally to a group of people (for example, visitors to the school or an audience at Prize Giving Day):*

- *Stand evenly on both feet. Do not shuffle or move your weight around from one leg to the other - this would make you look nervous.*



*If you are nervous you should bear in mind that that is normal and good. The resulting flow of adrenalin will make you sharp and alert. To calm your nerves take a few deep breaths just before you speak and let the air out between your lips slowly.*

*You frequently see athletes do this immediately before they perform in their event. Also, make sure you know off by heart the first sentence you will say and stick to it. Once you have got off to a confident start normally the rest of your speech will follow naturally.*

After each person has spoken ask the other students (the audience) whether they looked confident and give a short personal debrief on performance.

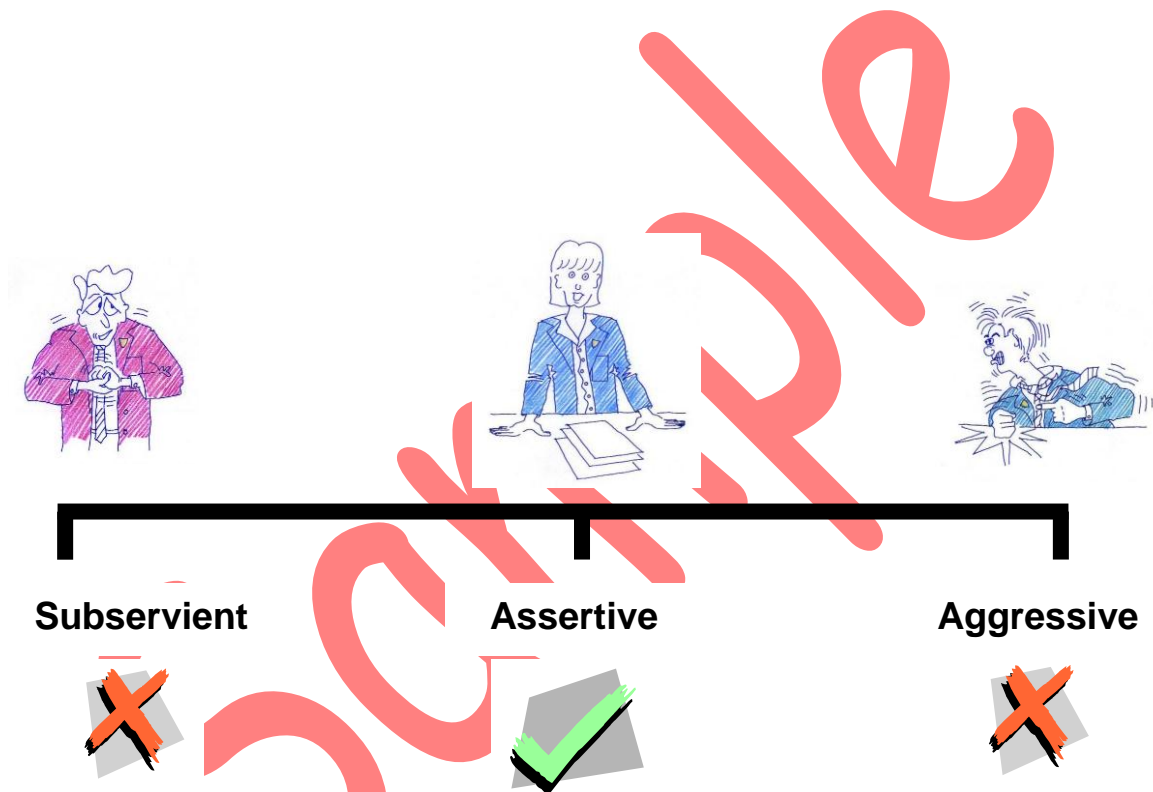
Here is a checklist for you to use:

- Could they be heard clearly by everyone?
- Were they standing confidently (feet shoulder width apart and not swaying)?
- Were they standing with straight shoulders and head, but without looking robotic or rigid?
- Were they using their voice well (emphasis, intonation, pace, pitch)?
- Did they sound enthusiastic and inspiring?
- Were they spreading their eye contact to all parts of the room?

## Chapter 8

### ASSERTIVENESS

Here is an idea for covering this subject ...



*As a prefect, you somehow need to avoid being at either end of this spectrum. Let's us now look at what this means, again by considering the ends of the spectrum first.*

#### Subservient

Aggressive

Assertive

*So, in summary,*

*The following scenarios will require you to consider, amongst other things, assertiveness in a bit more depth.*

## Chapter 9

### SCENARIOS

This is now the opportunity to draw together many of the things covered so far.

We recommend you split the whole group into different groups of 3 students. This will give your prefects an opportunity to work with people they perhaps don't, up to this point, know very well.

Give each group a different scenario and set the following task ..

Activity type: Discussion in groups of three
Time: 10 minutes
Activity:
Output: Once time is up, ask each group (one at a time) to present their solution by answering the questions posed in the scenario.
Once a group has given its solution, ask the wider group for their comments or additional ideas. Then make sure the essential points from each scenario are covered (see summary for teachers in the next few pages).

Templates for handing to each group can be found at the end of this pack - see Scenarios 1-6.

The following pages provide you with guidance on the main points that are expected to come out of each scenario.

Feel free to create your own scenarios if you have some that apply particularly to your school.



## Scenario 1

On your way home on the school bus you notice a young boy sitting on his own and crying. As you approach him and ask why he is so upset, between sobs he tells you that someone keeps hitting him.

1. What action(s) should you take immediately?
- 2.
- 3.
4. Where should you operate

1 & 2. Calm the situation. Establish the facts but beware you will hear only one side of the story, so avoid forming firm conclusions. Suspect possible bullying.

Check the facts by getting more information and find out other sides of the story. If you decide that bullying is, or might be, taking place you must (you have no choice) inform a relevant member of staff. Staff are trained to deal with bullying according to the school's policy and if you only suspect bullying you must inform a member of school staff.

You might also report the incident to the Head Boy or Girl in case there is a pattern of bullying emerging that you don't know about.

3.

4.

### Other points you may wish to mention

- The 'hitting' (or bullying) may not be taking place in school. It could be at home!
- 
-

## Scenario 2

It is the end of afternoon break and you are making your way to a lesson when a small girl comes running along the corridor towards you. You attempt to stop her and point out that the school doesn't allow running in corridors.

She slows down and stops only when she sees you standing in her way.

Swearing at anyone is extremely disrespectful and liable to get an angry response. If you were on the receiving end of such behaviour at school it could cause you to see the red mist! However, it is important not to over-react and to stay calm.

1. Then:

### Scenario 3

As a prefect you have been asked to lead a small team to plan

1. You need to know the

Sample

## Scenario 4

You are not on duty today

There are a number of ways in which you could react to this situation, but it is worthwhile applying some principles.

Sample

## Scenario 5

Whilst on duty at lunchtime

Sample

## Scenario 6

You are on duty at lunchtime helping to ensure good order

1.

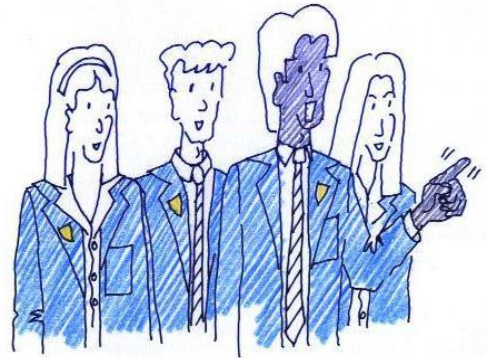
Sample

## Chapter 10

### LEADERSHIP

This is a very broad subject indeed and if you are following our recommended programme closely, you have only about 15 minutes to cover it.

Clearly there is not time to deal with a lot of detail but there are some important issues to raise in the minds of your prefects. Here is a structure:



Sample

*being a school prefect has been proven.*

*But leadership is ...*

- *Acting responsibly - taking responsibility for what you do and what you say; after all what you do and what you say are entirely within your control*
- *Being calm in all situations (keeping your head when other people are losing theirs)*

*Some people think that leaders are born not made, but this is not so!*

*What is true is that some people seem to be naturally good at leadership, but when you look at what makes a leader you will see that it is mostly skills .. and skills can be learned.*



You may wish to have a short whole group discussion about the link between leadership and being a prefect - some of the material on skills and personal qualities from earlier may be useful for cross-reference.

In summary, it is probably best to think of a modern leader as someone who coordinates the activities of other people in such a way that commands respect and gets the task done to high standards and on time.

Sample

# Chapter 11

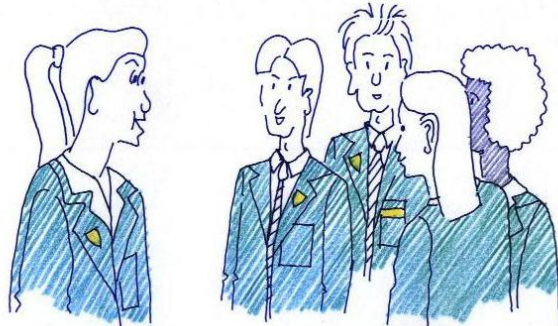
## TEAM WORKING

You might find this part of our recommended course quite challenging because it raises the issue of how you *Prefect System* works.

Teamworking is an important and in our experience often neglected part of being a prefect. A school that has an effective prefect system does not simply have a number of *individual* students who are identified as prefects. There is more to it than that. It has a *team* of prefects who are part of a clearly defined and commonly understood *system*. [As a matter of interest, do all your staff (not just teaching staff) know your prefects' roles and responsibilities and do they know how they might need to support them sometimes? - Just a thought!]

To give a sporting analogy,

The same applies to being a prefect. Your school almost certainly knows how many prefects it needs and it probably has a method for choosing them. You will select your prefects based on certain criteria and one or two students may stand out and become Head Boy and Head Girl (or leaders of your prefect team).



You then need a *system*

Most schools have some kind of document that describes their prefects' roles (job or role description). Some even have a contract that prefects, and sometimes their parents, sign up to.

To be able to work as a team, your prefects need to know what they have to do and how they are going to do it.

With this background in mind, we can now get down to tackling teamworking as part of our training.

In this booklet it is not our purpose to stereotype prefects into particular roles, but it is worth bearing in mind that the most effective prefects will be ones who have a wide range of skills and personal qualities and are able to apply the right ones at the right time.

At the most basic level, good teamworking will be achieved when prefects:

- Are clear about their own responsibilities and those of others
- Understand each others' strengths and limitations
- Are consistent in how they deal with the misbehaviour of other pupils (firm but fair)
- 
- 
- 
- 
- 

At this point your students may be ready for another activity. We suggest

Activity type: Discussion in groups of 5
Time: 8 minutes
Activity:
Output: Each group to provide a brief summary to the rest the room of its ideas.

Here are some ideas ...

- Head Boy and Head Girl to meet regularly with Headteacher or a deputy to discuss issues of common interest
- X
- X
- x

## Chapter 12

### FINAL ACTIVITY

This section draws leadership and teamworking to an active and fun conclusion.

Just as importantly, it emphasises the need for planning.

Please see the Activity task sheets in the list of templates at the end of this pack.

Activity type: Teamworking in groups of 5
Time: 40 minutes
Activity:
Output: Completed activities, which you will need to score to produce a winning team.  [We suggest you do not make a big deal out of the competitive aspect of this activity. The process is more important than the winning.]

You will need to make flip chart paper available to

# Chapter 13

## REVIEW

Now it is time to reflect on the day to discover how effective it has been.

We recommend you do this in two short parts.

First,

Give out the 'What I have learned today' template ...

Activity type: Individual
Time: 5 minutes
Activity:
Output: Once the time is up, ask everyone in turn to reveal what they consider to be the most important item on their list.  You are not looking for explanations here - this is just a quick fire response

Once everyone has given their input, ask if anyone has anything on their original list that has not been addressed during the course. If so, cover this in the next few minutes.

Finally,

You will need to have pre-prepared two sheets of flip chart paper or made two columns on a whiteboard.

Then say:



WWW

- X
- X
- X
- 

EBI ...

- ... Y
- ... Y
- ... Y
- 

Start with

Then move onto

when you need them, perhaps next year.

## Annex A

### About the author

Chris Cordery was a prefect and Head Boy when at school in Reading.

He later became a teacher and taught Mathematics and Physical Education in inner-city secondary schools in Nottingham before joining the Education and Training branch of the Royal Air Force as a commissioned officer.

Chris has always been interested in sport and mountaineering and has climbed extensively in the UK, Alps and (once) in the Himalaya. It was in this context that he became particularly interested in leadership and the characteristics of successful teams.



Having left the RAF in 2001, Chris now runs his own management consultancy, coaching and training company, from which over the past 8 years he has provided Prefect courses for dozens of schools and hundreds of students. This teachers' pack is based on a successful formula Chris has used many times; it provides a cost-effective solution for schools that wish to provide training for their prefects without going to the expense of hiring external trainers.

Chris not only provides training for students chosen as school prefects, he also provides advice to schools on how to select and train their prefects and how to run 'prefect systems'. His expertise in the subject was acknowledged in September 2010 when he was used as a source of reference when the Sunday Telegraph ran an article with the title *A passion for a Prefect education*.

Further information can be found about the full range of services that Chris provides through his company, via his website

[www.aurora-tds.co.uk](http://www.aurora-tds.co.uk)

Alternatively, if you would like to speak with Chris directly, please call him on 01733 764179. He is always willing to listen to other people's ideas and experiences and to provide advice when asked.



## Templates for Printing

The pages following may be used as templates for printing. They cover the following:

Scenario 1 - boy crying

Scenario 2 - girl running in corridor

Scenario 3 - planning an assembly

Scenario 4 - scuffle breaking out

Scenario 5 - girl receiving unpleasant text messages

Scenario 6 - boisterous boys in dinner queue

Pre-Activity Sheet

Final Activity Sheet

What I have learned today

Sample

## Scenario 1

On your way home

1. What action(s)

2. What actions

3.

4. Where should you operate on the assertiveness scale?

Sample

## Scenario 2

It is the end of afternoon break and you are making your way to a lesson when a small girl comes running along the corridor towards you. You attempt to stop her and point out that the school doesn't allow running in corridors.

1. What action should you take?

2. What are

3. Where

Sample

## Scenario 3

As a prefect you have been asked to lead a small team to

1.

Sample

## Scenario 4

You are not on duty today but

Sample

## Scenario 5

Whilst on duty at lunchtime

Sample

## Scenario 6

You are on duty at lunchtime

Sample

# Pre-Activity Sheet

## (for the purpose of planning)

You have 25 minutes to complete these tasks.

Your aim is to score as many points as possible. The maximum is 50.

---

### 1. Paper Clips (10 points)

*The task will be described on the next sheet*

*Requires creative thinking and enthusiasm.*



### 2. Poster (15 points)

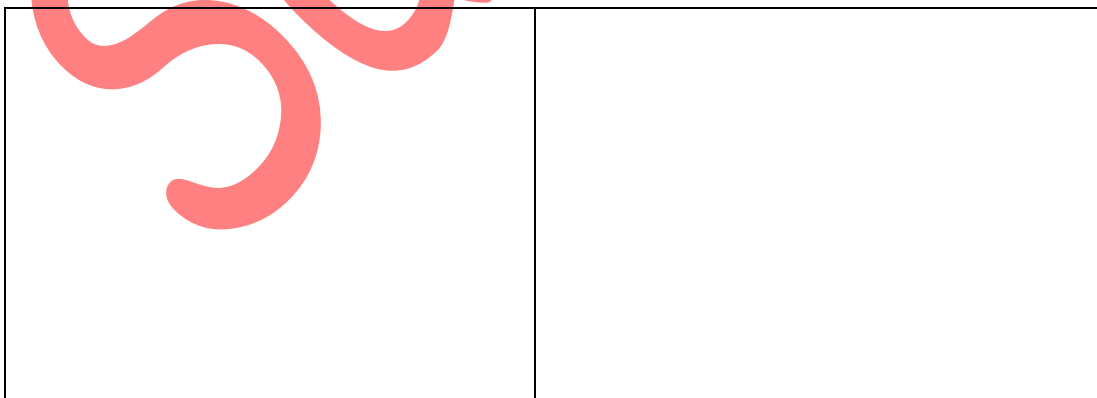
*The task will be described on the next sheet*

*Requires resources, information, accurate detail and imaginative visual ideas.*



### 3. The Grid puzzle - xxxx (4 points for one complete and 10 points for two)

*The task will be described on the next sheet*



*Requires logic and determination.*

### 4. Poem (15 points)

*The task will be described on the next sheet*

*Requires expertise with writing verse and creative ideas.*





# Activity Sheet

You have 25 minutes to complete these tasks.

Your aim is to score as many points as possible. The maximum is 50.

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[Intentionally blank]

Sample

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Aurora TDS Ltd

[www.aurora-tds.co.uk](http://www.aurora-tds.co.uk)

Tel: 01733 764179

# What I have learned today

Name:

This is

•

•

•

•

•

•

Sample



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Aurora TDS Ltd

[www.aurora-tds.co.uk](http://www.aurora-tds.co.uk)

Tel: 01733 764179