**My good practice & lesson learned**

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insert the name of your institution or just the type of institution (school, youth centre, association, library… )  
Country: Hungary

**My good practice**

Description of the context: The afternoon school hosts children from disadvantaged, often Roma families, foster care, and children with learning difficulties. Their age varies from 10 to 18 and they study in small groups of three to six. They attend sessions a few times a week throughout the academic year and even more often in the summer break. However, the afternoon school is voluntary, therefore attendance is not always consistent. Professional educators as well as volunteers are present and aid the cognitive and social development of kids.

Description of your activities inspired by KIDS4ALLL: In the study hall, we used the KIDS4ALLL quite freely. Rather than going through each unit of all the competences, we picked those units, or even single exercises, which were relevant or exciting for some reason. We were lucky to have multiple grown-ups present during the activities who could help every buddy pair individually.

As a Peer4Peer activity, we gave the task to high school aged buddy pairs to **produce learning materials** **for 10 to 12-year-olds who they knew personally from the study hall**. This way the older students were motivated to create something individualized and meaningful for the younger ones, while the younger students were motivated to take interest in the exercises they received.

**My lesson learned**

Success factors: This idea worked well because the students of different ages knew each other from the study hall. They had personal connections, which motivated them to participate in the back-and-forth learning activities together.

Barriers: The time allocated for the task did not allow the production of very refined learning materials. The general challenge of diverse levels of motivation among the students remained despite the general enthusiasm about the task.

**My suggestions for you:**

Feel free to build on peer relationships among the students. The respect they give and the interest they take in each other, rather than a “danger” to educators’ authority or learning focus, can be a great resource of motivation. Participating in activities together and learning from each other can aid their development substantially.