

3Set WP3 Pilot Training Day 1



■ energizer/icebreaker
 ■ discussion/debriefing
 ■ exercise
 ■ theory
 ■ break

TIME	NAME	DESCRIPTION
00:00 5'	Introduction	
00:05 10'	Ice Breakers	Short icebreaker designed to "break the embarrassment barrier", to encourage people to speak in the room and to help to increase connection between participants
00:15 5'	Safe Space Agreement	Group mutually agree what they expect from themselves and each other throughout training
00:20 15'	Q and Hey	Participants practice the WooClap exercise they will be asking their groups to do with them during Orientation
00:35 10'	Understanding your role	Discuss the nature of Mentoring in the 3Set WP3 Pilot
00:45 3'	Support available	Show the 3Set WP3 Pilot Support graphic and talk through how they interconnect
00:48 3'	The W Curve	Introduction of the W curve as it relates to all transition, including but not exclusively the experience of international students
00:51 5'	Expectations of the "student experience"	An exercise about expectations (ideal vs reality) and the benefits and harm of stereotypes
00:56 5'	Good Enough	A facilitated conversation about the concept of "good enough"
01:01 10'	Pass, not passive	Facilitated conversation about what it means to take an active role in your education
01:11 7'	Self Regulated Learning	Introduction to the theory of self-regulated learning
01:18 15'	BREAK	
01:33 5'	Occupied/Preoccupied	Quick activity to get participants to reflect on their headspace, and to communicate their mindset to each other
01:38 15'	Active listening - Introduction	Use a video of poor active listening to generate a discussion about good practice
01:53 15'	The Exploration Phase	Participants practice reflection, paraphrasing, summaries and questions to get more information without offering perspective, judgement or solutions
02:08 3'	Information & Signposting	Brief exhibit of key services and clarification about why it's always better to ask if you're not sure
02:11 10'	Diversity	Introduction to unconscious biases and an encouragement to provide an inclusive, non-judgemental service outside of personal beliefs/opinions
02:21 4'	Traffic lights	Using the traffic light model students are introduced to the reflection tool and asked to reflect on today so far
02:25 10'	BREAK	
02:35 15'	What is Academic Writing?	Use an Introduction to Academic Writing to highlight to participants the links between social, emotional and academic transition.
02:50 15'	Imposter Phenomenon	Group are shown the Elizabeth Cox TedEd video, and asked to join a facilitated conversation about Imposter Phenomenon
03:05 10'	The Inner Critic	Participants are invited to consider where the inner critic's voice originates, and what purpose it serves
03:15 10'	Goal Setting and Self-Management	Participants are introduced to the concepts of goal setting and self-management, important for independent learning, and effective against but stymied by Imposter Phenomenon, the inner critic and the fear of failure
03:25 10'	End of Session Review	Recap over content and finding, and set expectations for the next session
03:35		

TOTAL LENGTH: 3h 35'

MATERIALS

- WooClap x 5 in Introduction | Q and Hey | Expectations of the "student experience" | Diversity | What is Academic Writing?
- Whiteboard/zoom annotation in Pass, not passive
- Bad listener video in Active listening - Introduction
- https://www.ted.com/talks/elizabeth_cox_what_is_imposter_syndrome_and_how_can_you_combat_it/transcript?language=en#t-2046 in Imposter Phenomenon
- WooClap (Backup if no one is talking) in Imposter Phenomenon

3Set WP3 Pilot Training Day 1 - block details

00:00
5'

Introduction

GOALS

- Set expectations for the day
- Set tone for the training (student-led, participatory)

INSTRUCTIONS

- Facilitators introduce themselves
- Brief overview of what to expect from the day's session (agenda)
- Exercise on energy levels (WooClap) to help build belonging/sharing

MATERIALS

- WooClap

00:05
10'

Ice Breakers

Short icebreaker designed to "break the embarrassment barrier", to encourage people to speak in the room and to help to increase connection between participants

GOALS

- A sense of connection is created, participants (and facilitators) get to know one another, pronouns are accurately established, and not assumed
- Participants get to know facilitators, makes them more comfortable sharing and asking questions
- All participants have to speak to the group, breaks the embarrassment barrier
- Solid reasons are provided for running icebreakers, participants are discouraged from skipping it and are given resources to find other ideas

INSTRUCTIONS

- Participants are put into breakout rooms to interview each other using the questions on the PowerPoint slide.
 - Remind them to write down the questions because they won't be able to see the slide in the breakouts!
 - Questions: Name, pronouns, why you want to volunteer, last thing you did before bed (as long as it's not too private!)
- After
 - 5 mins the group reconvenes and each trainee introduces their partner to the group using their answers to the questions posed
- Discuss the importance of icebreakers
 - Getting to know one another
 - Identifying talking points and common interests
 - Breaking the "embarrassment barrier"

00:15
5'

Safe Space Agreement

Group mutually agree what they expect from themselves and each other throughout training

GOALS

- Trust is built between participants
- Concept of boundaries is introduced
- Participants feel more comfortable sharing their thoughts and experiences
- Participants have a fuller understanding of their expectations

INSTRUCTIONS

Facilitators ask participants to anonymously propose ground rules/guidelines for themselves to follow. Trainer can encourage the discussion by anonymously adding some in, or proposing ideas verbally as follows:

- We will respect each other*
- Everyone is entitled to their own opinions*
- We will listen to each other*
- We will keep anything shared during training confidential to this group*
- We will be considerate of each other's feelings*
- We will not make assumptions*
- We will feel free to ask questions*
- We will start and finish on time*
- We will turn off mobile phones etc.*

00:20
15'

Q and Hey

Participants practice the WooClap exercise they will be asking their groups to do with them during Orientation

GOALS

- Participants reflect on own experiences as first years and common concerns are noted
- Participants realise they were not alone in their uncertainty, and their confidence in admitting what they are not/weren't sure of increases

MATERIALS

- WooClap

- Dual role of the mentor as facilitator and proof of change is demonstrated
- Discussion and sharing of personal experience normalises feelings of the group
- Participants see that there are common experiences in the room, across the cohort and across other years and that where there are differences (online vs in person) similarities endure

INSTRUCTIONS

- Facilitators ask the trainees to imagine they are back in their first week of first year. If they had been asked to write down a question, or a concern, what would it have been?
- Participants put their responses up on WooClap and the student facilitators will talk through them giving some personal insight, encouraging the group to input ideas and their own insight as well.
- Once all the responses have been addressed the group are asked to collectively decide on their top question/concern.
- Show last year's Infogram and that of the current cohort of mentors (which will be updated after each training session)
- Some tips
 - Between now & the first meeting, spend some more time thinking about your experiences throughout first year and what information you found out at the end of the semester that would have saved a lot of hassle had you known it in the very 1st week. You can impart that knowledge onto your mentees.
 - First years (who may be in person or online) may well think their experience is completely different to your experience. Acknowledge the changes, but talk to what is similar as well. It's important to find connections wherever possible.
 - If in person teaching still isn't possible, think about what you can do online to help establish and maintain connections. It's vital that incoming students don't feel isolated, and can still find ways to engage in College life.

00:35
10'

Understanding your role

Discuss the nature of Mentoring in the 3Set WP3 Pilot

GOALS

- Clarify purpose of the programme and expected outcomes
- Build volunteer confidence

INSTRUCTIONS

Show the mentor role slide and talk through the three main aspects of the mentor role

- To facilitate social, emotional and academic transition
- To provide information (but you do not need to know everything! It's OK to say "I don't know, but I'll find out and get back to you")
- To give emotional support and referral if or when needed
- Discuss how the pilot programme differs from traditional S2S Mentoring

00:45
3'

Support available

Show the 3Set WP3 Pilot Support graphic and talk through how they interconnect

GOALS

- Mentors are reassured that there is support available to them and they know how to access it

INSTRUCTIONS

- Show the Support Infographic and talk through how the supports interconnect

00:48
3'

The W Curve

Introduction of the W curve as it relates to all transition, including but not exclusively the experience of international students

GOALS

- A model for transition is introduced
- participants reflect on own experiences and are reassured that transition normally involves lows as well as highs and they are encouraged to be open about these experiences

INSTRUCTIONS

- Trainer talks through the W Curve Transition Theory and asks group if they can apply the theory to their own experience of transition. Encourage brief conversation around expectations vs. reality, and what helps.
- Note that transition normally involves these lows as well as highs and that being open about this can be really beneficial to both new students and your peers

00:51
5'

Expectations of the "student experience"

An exercise about expectations (ideal vs reality) and the benefits and harm of stereotypes

MATERIALS

- WooClap

GOALS

- Participants experience an activity they will be asked to undertake with their groups
- Sense of belonging increases amongst training group
- Foundations are laid for the concept of "imposter phenomenon" and what informs our expectations of ourselves and others

INSTRUCTIONS

- Participants are asked to anonymously post common stereotypes about "college life" on WooClap
- Facilitator divides these up into social, academic and emotional (if appropriate) and leads a discussion about expectations vs reality. Conversation should focus on when and why it can be beneficial to debunk myths, and when not to

00:56 5' Good Enough

A facilitated conversation about the concept of "good enough"

ADDITIONAL INFORMATION

For example, if you invite someone home for lunch you need to provide food around noon. Making simple sandwiches at lunchtime is good enough—and better than attempting to serve a 10-course meal at 7 pm and calling it lunch.

GOALS

- Participants begin to process theories behind perfectionism and procrastination
- Participants confront challenges they feel around being "good enough"
- Understanding develops around how learning can be disrupted by perfectionism

INSTRUCTIONS

- Facilitator introduces the concept of "good enough" and asks participants to consider honestly what their reaction to it is.
- Participants are asked to share, if they feel comfortable doing so, any examples of when "good enough" gives way to perfectionism. When is this constructive, and when is it destructive?

01:01 10' Pass, not passive

Facilitated conversation about what it means to take an active role in your education

MATERIALS

- Whiteboard/zoom annotation

GOALS

- Participants can name their role in their learning activities, and how to communicate this role to new students
- Participants gain confidence in their ability to express concepts around academic transition to their groups

INSTRUCTIONS

- Participants are asked to think about the activities they undertake in their learning.
- Facilitator will guide them through a conversation that moves past assignments and encourages them to think about how they engage with lectures, tutorials and materials more broadly.
- Facilitator asks them to consider what came naturally to them from the get go, and what did they have to learn/are still learning

01:11 7' Self Regulated Learning

Introduction to the theory of self-regulated learning

GOALS

- Participants have a solid foundation in self regulated learning and are confident speaking to new students about it
- Participants are introduced to the need for planning, strategising and reflection

INSTRUCTIONS

- Facilitator talks to model of Self-Regulated Learning and its three aspects: Metacognition, Cognitive and Affective, and highlights the role of planning, monitoring and evaluating.

01:18 15' BREAK

01:33 5' Occupied/Preoccupied

Quick activity to get participants to reflect on their headspace, and to communicate their mindset to each other

GOALS

- Re-energize participants after the break
- Increase sense of belonging
- Encourage participants to park preoccupations
- Introduce "think pair share" model for facilitation

INSTRUCTIONS

- Facilitator explains the difference between being occupied and preoccupied
- Participants are sent to breakout rooms in pairs to discuss what in the Training day so far has kept them occupied, and what has preoccupied them

- Facilitator reconvenes the group and explains that conversations will not be reported back. but encourages the group to recognise that we are not always fully in the space and that acknowledging this is often enough.

01:38
15' **Active listening - Introduction**

Use a video of poor active listening to generate a discussion about good practice

MATERIALS

- Bad listener video

GOALS

- Participants are familiar with concepts of active listening
- Participants see an over-exaggerated example of poor support
- Participants are encouraged to reflect on good and bad practices and facilitators are able to highlight any they may have missed
- Participants become familiar with key ideas behind creating a productive environment for active listening

INSTRUCTIONS

- Run the video of a conversation between a mentor and mentee.
- Bad practices include:
 - Judgemental responses
 - A well-intentioned response being misinterpreted
 - Boundaries being crossed
 - A panicked referral
 - Inappropriate pauses/distractions
 - Poor use of humour
 - Lack of empathy
 - Time not being given properly to the conversation
- Ask the group what went well? What didn't go so well?
- Facilitators discuss things we normally rely on including
 - Body language
 - Tone of voice
- Also discuss how to avoid poor listening practices such as
 - Time pressures
 - Distractions
 - Lack of empathy
 - Bad advice
- Reiterate that we are asking Mentors who think their Mentees might need more support to refer them, this is just about making sure they feel heard first.

01:53
15' **The Exploration Phase**

Participants practice reflection, paraphrasing, summaries and questions to get more information without offering perspective, judgement or solutions

GOALS

Participants gain confidence around core active listening skills

Participants can respond to a situation without offering advice or immediately referring/signposting

Participants can speak to the value of tone of voice and context to a response

INSTRUCTIONS

- Facilitator reiterates the golden rule of non-directive listening: **ADVICE IS NEVER APPROPRIATE.**
- Facilitator briefly explains reflection, paraphrasing, summary.
- Facilitator explains open, closed, hypothetical, leading and judgemental questions.
- Pairs are asked to discuss one thing that annoyed them recently while partner can only respond with reflection, paraphrase, summary or appropriate question. Switch around, then invite back to larger group for discussion.
- Conclude this section with final comments about the importance of listening and the powerful effect that being listened to can have on an individual

02:08
3' **Information & Signposting**

Brief exhibit of key services and clarification about why it's always better to ask if you're not sure

GOALS

- Participants are aware of key services and know why/how to access them
- Importance of admitting knowledge gaps and finding the **RIGHT** answer is reiterated

INSTRUCTIONS

- Show the list of services available within TCD and discuss signposting (different to referral, which will be covered later).
 - Ask participants if there are any services that they don't know or have questions about rather than cover all of them
- Make sure volunteers know that they are not expected to have an encyclopedic knowledge of TCD - you can promise to get back to some and get them the **RIGHT INFORMATION.**

02:11
10' **Diversity**

Introduction to unconscious biases and an encouragement to provide an inclusive, non-judgemental service outside of personal beliefs/opinions

MATERIALS

- WooClap

GOALS

- Students see how opinions can differ on any subject and are encouraged not to make assumptions
- Students reflect on their own assumptions and recognise the importance of active listening for keeping the service neutral
- Participants are encouraged to think about their personal limits and reminded that S2S respects all boundaries

INSTRUCTIONS

- Run the thermometer activity
 - Participants are shown thermometer diagrams on WooClap and asked to anonymously point to their level of warmth/coolness towards the description at the top
 - Facilitator reminds everyone of the unconscious bias we all carry and of the different opinions we all hold on small and big issues.
- Remind the group that we have touched on some concepts around diversity during training (gender pronouns, accessibility, culture shock) but that ultimately every student is an individual and therefore different, which is why knowing how to listen is so much more valuable than thinking you have all of the information.
- Just as every student is different, so is every volunteer. You are only expected to take on what you are comfortable with, not to match every other volunteer. You can always hand something over if you're not happy with it for any reason.
- However, do remember that you represent a non-judgemental, non-directive service. You may have strong feelings/beliefs/ opinions personally, but you do have to remain neutral in the S2S space. If you're challenged or find this difficult in anyway, that's something else you can use debrief for!
- Facilitator elaborates by taking the most negatively perceived stereotype in the exercise (normally flat earthers) and asking the group to think about how non-directive responses could help them to listen to someone who presents with this belief/trait/background and to help them to feel supported, even if they disagreed wildly with them

02:21
4' **Traffic lights**

Using the traffic light model students are introduced to the reflection tool and asked to reflect on today so far

GOALS

- Participants are introduced to a model of reflective practice they will use with their groups
- Participants take a moment to reflect on what they have personally learned so far
- Belonging is increased by what participants are prepared to share

INSTRUCTIONS

- Facilitator introduces traffic light model for reflective practice:
 - Red = I will stop...
 - Amber = I will continue to...
 - Green = I will start/try...
- Each participant is asked to reflect on their experience during training so far. What is their main red, amber and green?
- Participants are then invited to volunteer any of their reflections, if they are comfortable doing so

02:25
10' **BREAK**

02:35
15' **What is Academic Writing?**

Use an Introduction to Academic Writing to highlight to participants the links between social, emotional and academic transition.

MATERIALS

- WooClap

GOALS

- Participants become familiar with facets of academic writing, both cognitive and affective
- Participants can relate the information they are being given to their first year experience and to their current practice

INSTRUCTIONS

- Facilitator explains that they are about to use Academic Writing as an issue for discussing academic (cognitive) and emotional (affective) aspects of learning, similar to the way Mentors could explore an issue in one of their group sessions.
- On WooClap participants are asked to name what the biggest issues they had/have about Academic Writing is
- Facilitator then talks to the features of academic writing, and asks the group to reflect on what impact hearing that information from a peer in their first few weeks of college would have had.

02:50
15' **Imposter Phenomenon**

Group are shown the Elizabeth Cox TedEd video, and asked to join a facilitated conversation about Imposter Phenomenon

ADDITIONAL INFORMATION

GOALS

- Participants become familiar with Imposter Phenomenon, its impacts and how to address it
- Participants are comfortable speaking to their own Mentees about Imposter Phenomenon
- Participants understand the value of keeping conversation about IP open and transparent
- Participants can verbalise the significance of peer-driven conversations about Imposter Phenomenon

INSTRUCTIONS

- Facilitator shows the video, then facilitates a conversation in which the group are asked:
 1. How does this make you feel?
 2. How do you relate this to academic writing?
 3. How do you relate this to what you felt during the Academic Writing exercise?
 4. What do you think your 1st yrs might feel about being a student academically?
 5. What do you think your 1st yrs would feel about Imposter Phenomenon?
 6. Why is it important to hear this from your peer?

(This can also be on a backup WooClap if participants aren't comfortable speaking to the room)

MATERIALS

- https://www.ted.com/talks/elizabeth_cox_what_is_impersonal_language=en#t-2046
- WooClap (Backup if no one is talking)

03:05 10' **The Inner Critic**

Participants are invited to consider where the inner critic's voice originates, and what purpose it serves

GOALS

- Participants are persuaded that their inner critic is not innate
- Participants can start to question their own inner critic, and encourage others to do the same
- Participants can assess the impact of the critical voice on themselves and for others

INSTRUCTIONS

- Participants are asked to consider a phrase/statement they can vividly hear from their inner critic.
- Facilitator gives a very brief description of subjective pronouns (I, You, They), then asks participants to privately consider which pronoun their inner critic's voice is using in the statement they hear.
- Participants are invited to experiment with switching the subjective pronoun. E.g. if the inner voice says "you're an idiot", what happens when you say "I am an idiot"? What happens when you say "They're an idiot"?
- Conclude the discussion with a reflection on why the inner voice is commonly in the 2nd person (i.e. "you") and why we accept something more readily when we say it about ourselves than when it's said about another person (i.e. "they")

03:15 10' **Goal Setting and Self-Management**

Participants are introduced to the concepts of goal setting and self-management, important for independent learning, and effective against but stymied by Imposter Phenomenon, the inner critic and the fear of failure

GOALS

- Participants understand some of the core elements of goal setting
- Participants have practical tools to assist them with self-managing time and workload
- Participants can speak to the impact that self-doubt and insecurity can have on goal setting, and what specifically might help them and their Mentees to stay on track

INSTRUCTIONS

- Facilitator introduces concept of goal setting in the context of time management and managing workload
- Facilitator covers key practical tips
- Discussion around when these strategies could be helpful and what the group can reflect on in terms of IP, inner critic etc. that could pose obstacles to these strategies

03:25 10' **End of Session Review**

Recap over content and finding, and set expectations for the next session

GOALS

- Group can reflect on their learning for the day
- Participants experience the recap framework that they will be asked to implement with their own groups
- Sense of belonging increases through sharing of outcomes and questions

INSTRUCTIONS

- Facilitator recaps over the day's agenda, noting any stand out moments from their perspective and inviting the group to comment on any key findings/experiences from their own perspectives