3Set WP3 Pilot Training Day 2

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

TIME	NAME	DESCRIPTION
00:00 5'	**Introduction**	
00:05 10'	**Ice Breakers**	Brief exercise to get everyone warmed up, and to encourage cameras to be put on
00:15 5'	**Safe Space Agreement**	Facilitator reminds group of their own "ground rules"
00:20 10'	**Boundaries**	Introduce Mentors to critical boundaries
00:30 10'	**Sharing Personal Stories**	Brief synopsis of what to consider before you share a personal story
00:40 10'	**Session Management**	Facilitator talks through the "building blocks" of a session, in terms of what to think about and what to prepare for.
00:50 15'	**Ready set go!**	Small group discussion on opening & closing sessions, icebreakers & check-ins
01:05 5'	**Session Resources**	Signposting to people / services/ tools that can be used as resource, and where resources will be found
01:10 15'	**BREAK**	
01:25 50'	**Mock Session workshop**	Participants practice organising and running a session
02:15 5'	**BREAK**	
02:20 15'	**Feedback**	Facilitator introduces the concept of constructive feedback from the perspective of giving and receiving it. Groups are then invited to feedback to each other about how the session went, and what they liked/would have tried differently
02:35 5'	**Questions and redirection**	brief demo of how to keep the group participatory for everyone, build their confidence as a group to answer questions and avoid directive leadership
02:40 10'	**Issue Busting**	Participants talk to their understanding of possible issues and how to overcome them
02:50 10'	**Group Dynamics**	Participants practice the "feedback" sandwich in the context of issues that might arise
03:00 15'	**Focus Groups**	Facilitator talks about the ongoing focus groups, and the purposes they aim to serve. Ideas about how this can be done will be invited from the group.
03:15 10'	**End of Session Review**	Recap over content and findings

03:25

TOTAL LENGTH: **3h 25'**

MATERIALS

- ☐ **WooClap** x 3 in Introduction | Boundaries | Mock Session workshop

3Set WP3 Pilot Training Day 2 - 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

00:05 10'	**Ice Breakers**

Brief exercise to get everyone warmed up, and to encourage cameras to be put on

GOALS

- Ensures all participants are encouraged to turn cameras and mics on and off

- Participants and facilitators to get to know one another better, connection is furthered within the group

- Solid reasons are provided for running icebreakers at the start of each session; participants are discouraged from skipping it and are given resources to find other ideas

INSTRUCTIONS

- Explain that we are going to play a version of Fruit Salad where we turn our cameras on and off in response to the prompt
  - Remind
     participants that this is a game they can play with their mentees too as a way to encourage people to turn their videos on
- Ask everyone (yourself included) to turn off their camera and give a prompt (ideas below)
- If the prompt is true for you, turn your camera on! If it isn't leave if off.
- The person who turned the camera on last (according to the facilitator's view) is then asked to come up with the next prompt
  - The facilitator has to call on them - no one will volunteer

Ideas for prompts:

- I've handed in an assignment late
- I've lived in another country/on another continent
- I have more than one piercing/a tattoo
- I'm from Dublin/I came to Dublin for college
- I have a cat/dog/mouse/pet
- I am a twin/I have a brother/sister/sibling
- I have worn pyjamas to a class
- I am a Science student/Arts student
- I am part of a club/society

- The last photo on my phone is a selfie
- I don't pay for my own Netflix account

00:15
5' | **Safe Space Agreement**

Facilitator reminds group of their own "ground rules"

GOALS

- Trust is enforced between participants

- Concept of boundaries is re-introduced

- Participants feel more comfortable sharing their thoughts and experiences

- Participants have a fuller understanding of their expectations

INSTRUCTIONS

00:20
10' | **Boundaries**

Introduce Mentors to critical boundaries

GOALS

- Boundaries are introduced and mentor roles are reinforced

- Participants are provided with clear rules surround 1:1 support and are reminded not to take on anything outside role

- Participants know they cannot cross certain lines and that the office is there to support them if there's an exception

MATERIALS

- WooClap

INSTRUCTIONS

- Contact details - EMAIL ONLY
- Be clear about your role - your a mentor not a personal assistant
- If someone needs individual attention, come talk to us
- 1:1 Meetings
    - 1:1 meet-ups - public places, during office hours

    - Even 1:1 support over email can be much more complex than you might anticipate. Please reach out to us if this crops up in any way.

    - GARDA VETTING ESSENTIAL UNDER 18 TO SCS

    - Don't take on their issues; debrief with you buddy or with a Head Mentor, Committee Member or S2S/SCS Staff Member.

    - Respect your mentees' right to privacy – don't discuss anything they tell you with people who it doesn't concern

    - If, however, they disclose information to you which highlights a significant/ immediate risk to themselves or others, report it to S2S staff immediately (we will cover this in more detail towards the end of the session)

- Remember that anything you say about your volunteer role publicly will almost

inevitably be overheard by a member of a mentee group

- Don't take on too much – refer if you think it's necessary for yourself!

- While friendships and relationships may develop between you and your mentees, remember there is a slight power differential between you and your mentees – ensure that this is not misused **in any way**.

00:30 10'	**Sharing Personal Stories**

Brief synopsis of what to consider before you share a personal story

GOALS

- Group are mindful of themselves and others when sharing experience
- Group can limit what they share to the meaningful and relevant
- Group can identify when personal learning happens in these conversations, and how to reflect constructively

INSTRUCTIONS

- Facilitator talks through a slide about what to consider when telling personal stores, including:

- Being safe: remember Mentees have not signed a confidentiality agreement
- Keep 3rd parties out of it
- BUT you can make it about "a friend"
- If you wouldn't want to over hear it, don't speak it
- Are you clear on why you're telling the story (i.e. is it a "teach" or a "trigger")
- Is there a beginning, middle and end?
- How is it relatable?
- What proof/proof of change are you providing?

00:40 10'	**Session Management**

Facilitator talks through the "building blocks" of a session, in terms of what to think about and what to prepare for.

GOALS

- Participants understand what they need to prepare for
- Participants know where to find relevant resources
- Participants are comfortable requesting alternative/additional resources

INSTRUCTIONS

- Facilitator talks through options for setting up the room, considering ice breakers, making sure there are wrap-ups and follow-ups after each session. Be sure to cover:
  - Being aware of what you are going to do in the room
  - Being aware of access / movement
  - Being aware that people can see each other

- Groups /cliques & isolation

- Facilitator also explains how students will be able to find and review the content we develop, and suggest additions

- Participants are invited to look at activities and remind participants of examples of when we did each activity throughout the last two days.

00:50
15'

Ready set go!

Small group discussion on opening & closing sessions, icebreakers & check-ins

ADDITIONAL INFORMATION

GOALS

- Participants understand core facilitation skills
- Participants appreciate the value of adding ice-breaker and summary exercises to each session

INSTRUCTIONS

- Participants are split into two groups discuss:

1. Opening & Closing a session

    - Why is it important?

    - What do we think about how these sessions are opened and closed?

    - What do we need to include / not include in an opening & closing?

1. Icebreakers & Check-ins

    - Why are they important?

    - What icebreakers do we like or not like? Why?

    - What do we need to be aware of in choosing an icebreaker / check in?

- Facilitator reconvenes the group and asks for feedback about the discussions

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01:05
5'

Session Resources

Signposting to people / services/ tools that can be used as resource, and where resources will be found

GOALS

- Participants know where to find resources and understand how to adapt them to their own needs
- Participants know how to ask questions about resources and how to request additional/alternative material

INSTRUCTIONS

Facilitator briefly demonstrates what the resource library will look like, and explains that Mentors will have time to review it in depth in their participant pace training, and in advance

of their sessions for planning purposes.

01:10 15'	**BREAK**

01:25 50'	**Mock Session workshop**

Participants practice organising and running a session

ADDITIONAL INFORMATION

MATERIALS
- WooClap

GOALS
- Participants have an opportunity to put their learning into practice
- Mentor confidence increases
- Group bonding occurs through shared learning, and mutual support

INSTRUCTIONS
- The session is divided into 3 parts: Icebreaker, Learning Activity and Wrap-up. Group is thirded, and each third is allocated 1 part of the session to deliver to the other 2 groups.
- Participants are sent into break out rooms to plan their part of the session for *15mins*
- Run session– *35mins (not a full session)*
- Facilitators stay in each room with
cameras off in case participants have questions or need support with anything

02:15 5'	**BREAK**

02:20 15'	**Feedback**

Facilitator introduces the concept of constructive feedback from the perspective of giving and receiving it. Groups are then invited to feedback to each other about how the session went, and what they liked/would have tried differently

GOALS
- Participants understand their role in hearing criticism constructively (as oppose to defensively)
- Participants understand that the pilot, and their efforts within it, is not about getting things perfect from the outset. It's all about learning by doing, and improving through feedback
- Participants can apply this concept of learning to their own academic progress, and to how they inform their groups

INSTRUCTIONS
- Facilitator introduces the principal of submitting something expressly for feedback, and not to be judged
- Encourage a group sharing of how we learn more from feedback and experience, and

that we already know is invariably limited and constrained. We don't come to university, or to training, because we "already know".

- Contextualise this conversation within the principals of these mentor sessions, the wider pilot, and the wider academic experience
- Then encourage the group to give feedback on their own experience of the mock session, and on how they experienced the other groups' delivery etc.

02:35
5'

Questions and redirection

brief demo of how to keep the group participatory for everyone, build their confidence as a group to answer questions and avoid directive leadership

GOALS

- Participants are confident throwing learning questions back to the group and/or holding them until the end of the session, to allow participants to reflect on the answers collaboratively
- Trainees are reminded that they are never expected to take the role of an expert

INSTRUCTIONS

Facilitator talks through key skills including:

- Throwing questions out to the wider group
- Deferring answers and returning to questions later
- Knowing how to answer a brief question without dominating the room

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02:40
10'

Issue Busting

Participants talk to their understanding of possible issues and how to overcome them

GOALS

- Participants' confidence int heir ability to run a session increases
- Participants have a deeper appreciation for their own facilitation skills, and why to prepare sessions

INSTRUCTIONS

Facilitator demonstrates the question/redirection skills just covered to encourage participants to name and resolve some of the issues that might arise for them during a session, including:

- Lots of questions
- High/low attendance
- Group unfocused
- Group very chatty
- Group unnaturally quiet
- Negative conversations about course/university

02:50
10'

Group Dynamics

Participants practice the "feedback" sandwich in the context of issues that might arise

GOALS

Participants are more confident in how they would address challenging/problematic behaviour

Participants can employ the model of **constructive** criticism within a positive frame

INSTRUCTIONS

- Facilitator explains the model for a "feedback sandwich"
- Participants are divided into break out rooms and given some examples of challenging behaviour. Their task is to construct effective feedback sandwiches to diffuse this behaviour.
- Group reconvenes, and participants share thoughts/ideas that they developed in their pairs/groups.

03:00
15'

Focus Groups

Facilitator talks about the ongoing focus groups, and the purposes they aim to serve. Ideas about how this can be done will be invited from the group.

GOALS

- Participants understand what they can expect from staff in terms of ongoing support
- Participants know and appreciate why their honest feedback is so critical

INSTRUCTIONS

Facilitator talks about the ongoing focus groups, and the purposes they aim to serve. Ideas about how this can be done will be invited from the group.

03:15
10'

End of Session Review

Recap over content and findings

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