**Resources:**

Peer Mentor Training Presentation

[Visualisation Script](https://docs.google.com/document/d/169TtHrp0vmly1u8kXyML25X9_21yjvBw/edit?usp=sharing&ouid=105417464289352640780&rtpof=true&sd=true) – in notes section of Presentation or linked below

A2 paper and colouring pen - empathy exercise

**Additional Resources**

Roleplays Presentation

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| Slide | **Topic** | **Notes** | **Suggested Time** |
| 1 | Intros | Introduce the students to Peer Mentor Training | 2 mins |
| 2 | Tell stories | In pairs, the students should tell each a story - this could be what they did the previous evening, over the weekend or for their summer holidays.  Each student should take a turn in listening.  Purpose: The students will later be asked to reflect on how well they listened | 5 mins |
| 3 | Visualisation | The aim of this exercise is to remind the students of what it was like to be in first year, starting at a new school. What challenges did they face, where were the struggles, what helped them, where did they need help, who helped and supported them (mentors). The students will use this to inform the empathy exercise.  Use [the script](https://docs.google.com/document/d/169TtHrp0vmly1u8kXyML25X9_21yjvBw/edit?usp=sharing&ouid=105417464289352640780&rtpof=true&sd=true) as a guide  Allow the students a minute or two to privately write down what came to mind during the visualisation - if appropriate & time.  7 minutes for meditation and private reflection | 7 mins |
| 4 | Thinking about what you needed | Follow on from visualisation:   * Were you reminded of mentors that you had, people that helped you to settle into secondary school * How did that mentor support you * Where were they areas you needed some support | 3 mins |
| 5 | Empathy exercise | Ask students to create a fictional student from the year group that they will be mentoring. The aim of this is to help students to remember what it feels like to be a younger student in the school, to empathise with their struggles and to create a sense of the needs of the younger students in real time.  Small groups work best here in order to generate conversation and different opinions. Students should be encouraged to be as creative as possible so as to develop fully rounded characters for their mentees – they may need to dress them, create hair styles and accessories or add images that reflect their personalities.  Each team then shares their character with the wider group and each member of the team is encouraged to contribute to the presentation.  Ensure discussions includes and emphasises the needs of the mentees. | 15 - 20 mins |
| 6 | Example empathy exercise | Matthew is 12, he has two houses - one with his man and one with his dad. He supports Liverpool and plays GAA. He is proud of the trophy his team won this season. He has an annoying little sister - but he takes care of her. He is worried about the lockers in school, he’s heard the teachers give out if you don’t have your books. He’s also been worried about his mam since his parents separated. |
| 7 | Quality research results | Trinity Access conducted research asking mentee what was the most important quality their mentor had. This is the top six. For example the mentor:   1. … has knowledge of the school and how it works… 2. … was previously a junior cycle student 3. … is a good communicator (this can be worked on and learned as we’ll see in later slides) 4. … available i.e. they show up to mentor sessions and give their full attention to their mentees 5. … is supportive - offers ideas and solutions but ultimately knows the mentee must make their own decision 6. … is happy to be in the sessions, is eager to know about their mentees and wants to help them | 2 mins |
| 8 | Debate | Walking Debate statements.  It’s unlikely you’ll get through them all but there’s enough to spark conversation in every group.  Choose the ones that best suit your school context. | 7 mins |
| 9 | Effective mentoring | For mentoring to be effective, positive strong relationships need to be cultivated. This is done by providing support to your mentee and listening to their concerns, worries, stories. Often times we can want to give our mentee and friends the “answer”, we want to tell them what to do but listening and giving support is more effective as it helps your mentee to reach the right decision for themselves.  **Relationship** - building a positive relationship  **Support** - not telling mentee what to do, helping them find the right solution for themselves  **Listening** - Let the mentee talk. Active listening skills coming up in next few slides | 2 mins |
| 10 | Communication video | Play Communication video | 2 mins |
| 11 | Communication Tips | Summarise based on video. Focus on reflective listening and why it helps people to understand and recognise their emotions, how they’re feeling & their thoughts.  These are valuable tips that you can bring to all the relationships you have in life, friendships, family members, romantic relationships, work relationships..   1. Open questions - five bums on a goalpost Where, When, Why, Who, What & How 2. Summarise - repeat what they have said to you in your own words. “So what I’m hearing you say is…” 3. Reflect - repeat a phrase or emotion that you hear. “You seem frustrated.” “I can hear your excitement." | 5 mins |
| 12 | Communication Tips | 1. Clarify - make sure you have understood them correctly. “Is this what you mean?” “Can you help me understand that a little better?” 2. Encourage them to keep talking by using verbal and non-verbal cues 3. React/Respond - The word “react” can seem very hash. We feel “respond” is a better word. Responding to someone when they are speaking to you makes them feel heard. |
| 13 | Practice | Let’s try again…  We told each other a story at the beginning of the session, before we knew about the Communication Tips. So, let’s tell each other another story and this time, the person listening should practice their communication skills.  Each person should be given two minutes to tell their story, then a minute for their peer to feedback how they have done before swapping roles. Finally, a group discussion should be facilitated on the experience | 10 mins |
| 14 | A mentor should… | As on the slide…  The mentor should ask relevant questions in order to allow the mentee explore new ideas and consider their options. They should gently challenge them and help them to reach and understanding of what they want.  For example; if a mentee is getting into trouble in a class because they haven’t done their homework and their reaction is to keep not doing their homework, then the mentor might challenge them by encouraging them to consider the outcome if they did this. | 5 mins |
| 15 | A mentor is not | As on the slide  A mentor is not a negotiator - it’s not up to them to step in an negotiate with teachers or friends on behalf of the mentee  They are not a best friend (opportunity here for discussion around boundary setting)  They are not a fixer, just there to solve the mentees problems for them, they should support the mentee to figure out the best solution for themselves.  They are not a counsellor; if a mentee asks you to keep a secret, you must say no, you can’t make that promise. If you are worried or concerned about their health or safety, or worried about the health or safety of someone else, you will have to speak to a teacher.  If you make this promise and then have to speak to a teacher, you could damage the relationship you have built up.  If you tell the mentee no, and they decide not to tell you their secret but you are worried about them, go and speak to a teacher about your concerns - they know how to deal with these situations. | 5 mins |
| 16 | Benefits | List out the benefits for both the mentor, mentee and for both | 3 |
| 17 | What is a mentor now? | Can they define what a mentor is now?  Trinity’s definition is on the next slide | 5 mins |
| 18 | Wrap up | Trinity’s definition of a mentor | 10 mins |
| 19 | Wrap up | Reflection  Privately reflect on the following questions and make notes of your answers.  *Teachers could ask the mentors to put these in an envelope and give back to the students at the end of the year.* | 5 min |
| 20 | Wrap up | Is there anything that the mentors need to do next? | 5 mins |