



*School Parent Involvement to Increase Student Achievement*

# *Handbook for Mentors Training Course*

(English Version)

Project number: 2018-1-R001-KA201-049200

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## School Parent Involvement to Increase Student Achievement

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## 1. ABOUT THE PARENT'R'US PROJECT

The School Parent Involvement to Increase Student Achievement (PARENT'R'US) project is a 3-year project funded by the Erasmus+ Programme of the European Union and establishes a partnership of 8 non-profit organizations from across Europe. The PARENT'R'US project aims to use a holistic model/approach in order to connect family, school and community related factors. The main targets of the project are families and children in disadvantaged situations.

The project foresees the creation of a mentoring course targeting parents, teachers and key-community educators.

Within the PARENT'R'US model there are three main roles:

- Mentor managers (who will mainly be teachers, social workers, psychologists, etc.);
- Mentors (who will be parents more involved in their children's academic achievement and well-being at school);
- Mentees (disadvantaged parents not or less involved in their children's academic achievement and well-being at school).

The partnership will deliver the activities foreseen based on the concept of mentoring as a development-oriented relationship between a less experienced individual (mentee) and a more experienced individual – the mentor (Jacobi, 1991; Kram, 1985; Rhodes, 2005). It is a unique, idiosyncratic relationship marked by an emotional bond between mentor and mentee, where the mentor offers guidance and new learning opportunities to the mentee (DuBois & Karcher, 2005; Eby, Rhodes, & Allen, 2007). A mentoring relationship is also a form of providing a safe environment for self-exploration, reflection, and self-expression to all the actors on the process.

The PARENT'R'US project goals are:

- a. developing innovative and multidisciplinary approaches to empower parental engagement building on lessons learned from the MOMIE, MEGAN and MPATH projects in the field of mentoring and the Includ-ED, FamilyEduNet and ELICIT + projects in the field of parental engagement, student participation & their active citizenship aspects;

- b. identifying a suitable profile & competences needed to support or perform mentoring programs within schools, parent organisations &/or local associations;
- c. designing a mentoring model to improve parenting skills, namely of parents less or not engaged in their children's schooling life;
- d. designing a mentoring model to improve teacher competences for parental engagement in and empowerment for it in children's school life;
- e. delivering a parenthood mentoring awareness toolkit for parents, schools, supervisory/financing organization of school and community organizations.

## 2. INTRODUCTION

The PARENT'R'US project focuses on:

- I. Empowerment of disadvantaged parents, in order to facilitate parental engagement in their children's schooling.
- II. Enhancement of the relationship between families from disadvantaged backgrounds, school and other community stakeholders.

An evidence review on studies about parental engagement in the schooling of their children allows us to arrive at the conclusion that complexities arise from both the parental and school sides of the equation.

According to conclusions of the Final Report of Intellectual Output 1 (IO1), Mentor programmes have proven to be a very effective tool for engaging parents, as it can address the individual needs of each family, and tackle the fact that each of them needs help with something else, and it does it in a format in which parties are equal, working towards a common goal: the well-being of the child.

In this sense, partners decided to develop a training program for Mentors, in order to empower them and develop their skills (the ones included in the Self-Assessment Tool for Mentor' Managers – IO2) to perform their role of delivering a mentoring process effectively. The present document – a Course Curriculum for Mentors' Training – was designed after having the Mentors' skills profile developed.

The course designed according to the curriculum will be a face-to-face training.

### 3. COURSE CURRICULUM TO TRAIN MENTORS

According to the MOMIE, MEGAN and MPATH findings, there are several competences that a mentor should have in order to be a successful mentor and achieve the desired goals, both for mentees and for the mentoring programme as a whole. Thus, we focused on the competences that were identified in these projects and have been validated throughout two different evaluation processes. In addition to this we have used training experiences with curricula developed earlier by Stichting IPA that are related to the specific topics of parenting, parental engagement at school and engagement in learning of children for better learning outcomes.

The Curriculum developed was also informed by IO1 – an evidence review on Mentoring Models and engaging disadvantaged parents in their children’s schooling.

#### 3.1 Intended audience

This training course is designed for parents coming from disadvantaged backgrounds who are more involved in their children’s academic achievement and well-being at school than the average.

#### 3.2 Keywords and Glossary

Mentor manager; Mentor; Mentee; Engagement; Lifelong learning; Peer support; Competence

Mentor manager: a person who plays a somewhat administrative role in helping to supervise and support mentors. They also serve as back-up mentors for all mentees (<http://isep.due.uci.edu/wp-content/uploads/sites/23/2017/03/2017-2018-ISEP-Mentor-Coordinator-Job-Descriptions.pdf>).

Mentor: a person who guides a less experienced person by building trust and modelling positive behaviour. According to the Oxford Dictionary, this person is an “experienced and trusted advisor” ([https://www2.mmu.ac.uk/media/mmuacuk/content/documents/human-resources/a-z/guidance-procedures-and-handbooks/Mentoring\\_Guidelines.pdf](https://www2.mmu.ac.uk/media/mmuacuk/content/documents/human-resources/a-z/guidance-procedures-and-handbooks/Mentoring_Guidelines.pdf); <https://www.oypc.com/MentorTraining/3/m3.html>).

Mentee: a person who is supported by a mentor (Dictionary definition: a person who gives a younger or less experienced person help and advice over a period of time, especially at work or school)



(in: <https://dictionary.cambridge.org/pt/dicionario/ingles/mentee>).

Engagement: being invited to co-construct something in order to find new ways that better suit all actors (Dictionary definition: the fact of being involved with something (in: <https://dictionary.cambridge.org/pt/dicionario/ingles/engagement>))

Peer support: interventions that build on the capacity of individuals who have experienced a challenging situation to support others adequately in dealing with a similar situation. By listening empathetically, sharing their experiences and offering suggestions based on their own experience, these people are particularly able to help others in a comparable situation.

Lifelong learning: “the lifelong, voluntary and self-motivated pursuit of knowledge for personal or professional reasons. The overall aim of learning is to improve knowledge, skills and competences. (in: [https://ec.europa.eu/eurostat/statistics-explained/index.php/Glossary:Lifelong\\_learning](https://ec.europa.eu/eurostat/statistics-explained/index.php/Glossary:Lifelong_learning)).

Competence: the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development. (European Qualification Framework, EQF).

### 3.3 Language of instruction

English; Hungarian; Portuguese; Romanian and Spanish. (The training will also be available in Dutch, but not implemented)

### 3.4 Course delivery

Each training will start with the implementation of the Self-Assessment Tool for Mentors in a face-to-face situation, trainers helping mentors to understand the requirements and ideas included in the tool, in order to formulate a clear picture of training needs.

The training course will have an object-based learning design, which means training delivery can be tailored to countries’ and training group’s needs – based on the results of the self-assessment – by offering a portfolio of learning materials, session plans and training activities, which are to be used with flexibility. Therefore, training providers can easily configure training courses in terms of length/duration of the face to face meetings or learning materials, according to what learners already know or skills they already possess.

- F2f sessions will focus on building some knowledge base, debates and sharing experiences, and mainly on practical exercises such as role-play and group dynamics exercises (real situation / non-expected situation). Mentors will also have contact with possible mentees and f2f sessions will provide an opportunity for sharing concerns about teachers, parents and students.
- Optional, individual study is encouraged, hence study materials can be accessed via the online platform.

### 3.5. Objectives

- Providing practical knowledge in the field of mentoring processes, especially with parents as mentors in order to facilitate a better engagement and collaboration of the mentees with the school;
- Developing or improving the necessary competences for conducting/facilitating a mentoring process, attending to the needs and issues of the mentees;
- Providing knowledge on good practices, applicable in the mentoring process.

### 3.6. Learning outcomes

The competences defined in the PARENT'R'US Mentors Competence Profile provide a framework for the identification of learning outcomes for the training course. Thus, the training will offer the possibility to develop those competences listed in the Competence Profile. Hence, by the end of the training modules, learners will have entry level knowledge and competences related to the following:

- Understanding the impact of cultural differences on communication.
- Recognizing the importance of verbal and nonverbal communication and different communication styles.
- Being aware of their own potential and resources, ways of actively overcoming a traumatic situation, being persistent, flexible and motivated, with higher levels of self-esteem and self-assurance.
- Diagnosing the origins of possible conflicts and managing/negotiating them in a constructive way, actively listening to others by paying attention not only to the contents but also to the feelings and emotions involved.
- Understanding and being aware of basic brain and cognitive development, related needs and the impact of stress and trauma on child development.

- Understanding and implementing the difference between parental involvement and parental engagement.
- Enhancing collaboration between parents and school; supporting the training, empowerment, mentoring of all involved parties (especially parents and teachers) for a better engagement of parents.
- Understanding the importance of emotional intelligence dimensions in mentoring and the well-being of the individual in a holistic way.
- Recognizing and being aware of parenting styles.
- Assuring confidentiality and providing authentic support to mentees and collaborating with other mentors.
- Recognizing the scope and limitations of the mentor's role, helping to establish clear boundaries and limits in the mentor-mentee relationship.
- Understanding the ecological/systemic approach to individual development and the importance of the educational context, promoting it as a positive influence on the lives of the mentees and their families.

### 3.7. Course content

Module	Contents
I. INTRODUCTION TO PARENT'R'US	<p>What the PARENT'R'US project is about - rationale</p> <p>What the PARENT'R'US model seeks for: outcomes and impacts</p> <p>Who are the target groups: managers, mentors and mentees</p>
II. COMMUNICATION	<p>Verbal and non-verbal communication (voice tone, face expressions, gestures, body language, eye contact, dressing)</p> <p>Oral and written communication</p> <p>Communication barriers</p> <p>Cultural diversity awareness</p>
III. RESILIENCE	<p>Awareness of personal potentials and resources</p> <p>Internal and external focus of control</p> <p>The importance of self-care and positive coping strategies</p> <p>Strategies to help others finding alternative/positive thoughts</p>
V. CONFLICT MANAGEMENT	<p>Origins of and levels on which conflict may occur</p> <p>Positive vs. negative conflict</p> <p>Stress management and negotiating skills/techniques</p> <p>Strategies to deal with conflicts</p>
VI. CHILD DEVELOPMENT AWARENESS	<p>Basics of child development: brain, cognitive and socio-cultural development</p> <p>Developmental stages of a child</p> <p>Development needs and the link with learning support</p> <p>What is trauma, its impact and how to deal with it</p>
VII. PARENTAL ENGAGEMENT	<p>What is parental involvement vs. parental engagement</p> <p>Parenting styles (authoritarian, authoritative, permissive and neglectful)</p> <p>Working together: home responsibilities vs school responsibilities</p> <p>Participatory and democratic processes</p> <p>Innovative home-school links: enhancing collaboration between parents and school</p>
VIII. EMOTIONAL INTELLIGENCE	<p>What is emotional intelligence</p> <p>Domains of EI: self-awareness, self-management, social awareness and social/relationship management</p>

IX. MENTORING DELIVERY	Concept of mentoring and the role/responsibilities of the Mentors Parent'R'Us mentoring scheme Limits and boundaries "Dos and Don'ts" Evaluation and assessment methods and tools
X. SYSTEMIC AWARENESS	Ecological/systemic approach: interactions between people and different contexts Concept of education and its promotion as a positive influence on the mentee's life

### 3.8. Learning effort

The minimum amount of learning effort is 25 hours, composed of face to face training/practical sessions and a final evaluation.

The distribution of training hours can be adapted to the profile and needs of learners (e.g. level of experience or knowledge). Here is a proposed time plan:

Type of session Modules / Contents	Duration
I. INTRODUCTION TO PARENT'R'US	2h
II. COMMUNICATION	3h
III. RESILIENCE	2h
IV. CONFLICT MANAGEMENT	3h
V. CHILD DEVELOPMENT AWARENESS	3h
VI. PARENTAL ENGAGEMENT	4h
VII. EMOTIONAL INTELLIGENCE	3h
VIII. MENTORING DELIVERY	3h
IX. SYSTEMIC AWARENESS	2h
TOTAL	25h

### 3.9 Learning methods

During f2f sessions, at first, the self-awareness and self-confidence of future mentors will be developed with the aim to promote and increase their understanding of why they are the best suited person to perform this task/role. Once commitment to the programme is established, relevant concepts will be supported by practical examples, and learners will be encouraged to share their experiences, knowledge on the topic. Discussion based on the above-mentioned practical examples will take place using case studies, role-play and other engaging tools.

For those interested in further developing their knowledge, the online resources will also be available. Trainees will be encouraged to use these resources, but this will not be part of the training.

### 3.10 Assessment method

The evaluation process is based on three activities that evaluate overall outcomes of activities (online and face-to-face sessions):

- Self-assessment of competences (pre and post training, with active support by trainers), according to Mentors' Profile and their perception of skills acquired, performed before, immediately after and 6 (six) months after training (to measure impact) – based on Intellectual Output 3;
- Evaluation of the training course from a learners' and a trainer's perspective, regarding logistics, contents, administrative support and the overall learning process;
- Impact assessment to identify the benefits of the training course on the trainees' way of managing a mentoring process, not only based on their self-assessment of competences, but also taking into consideration what learners perceive as achievements derived from training.

The training certificate will be issued to those participants who attend at least 80% of the training sessions as part of the agreed learning plan. (If a person will miss a module or is ill will have one chance to recover the lost session)

In case a mentoring process or mentoring processes are delivered by a trainee, an evaluation of the implementation of the mentoring process will also take place, according to what is foreseen in the mentoring scheme proposed in the PARENT'R'US project.

### 3.11 References

PARENT'R'US (2018). Project Application.

PARENT'R'US (2019). Evidence review on mentoring models to engage disadvantaged parents in their children's schooling.

PARENT'R'US (2019). Self-assessment Tool for Mentors

### 3.12 Code of conduct

It's requested that trainees as well as trainers regularly attend sessions and arrive punctually. F2f participation is mandatory (80%) in order to achieve the learning outcomes.

## MODULE I - INTRODUCTION TO PARENT'R'US

### Session Plan

Training: Introduction to PARENT'R'US

Module: Introduction to PARENT'R'US		Trainer:
Session nr.:	Duration: 120'	Date:
General objectives:	<p>This is the first module to be delivered in the training course for mentors, where we want to present the general description of PARENT'R'US initiative.</p> <p>This module represents an important first step of the training during which participants can understand the importance of a mentoring model in parental engagement.</p>	
Learning outcomes:	<ol style="list-style-type: none"> <li>1. Understanding the purpose and products that have been developed on PARENT'R'US project.</li> <li>2. Understanding their role as mentors and the process from now on in this project.</li> </ol>	
Methods:	presentation and activities	

Time	Activities:	Resources and materials:
10'	Welcome participants	-

15'	Ice-breaking	–
20'	Dreams and expectations	board post-it pens
25'	Presentation “IO5 Introduction to PARENT’R’US”	computer projector flipchart markers
10'	Q & A regarding PARENT’R’US project	flipchart markers
25'	Role-play	role cards
10'	My message	pieces of paper (3-4/ participant)

### Activities

NAME OF THE ACTIVITY: Welcome participants

#### 1) DESCRIPTION OF THE ACTIVITY

(Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)

10'

Creating a welcoming atmosphere.

#### 2) OBJECTIVES OF THE ACTIVITY

(Please, write 2 or 3 main objectives of this activity)

1. Participants feel welcome.
2. Necessary information is given.

#### 3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS

(Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)

Step 1 The trainer arrives early and receives the participants one by one, shaking hands, initiating small talk, pointing out where they can sit or put their things, offering refreshments while they wait for everybody to arrive.



Step 2 Participants are asked to sit down in a circle leaving their belongings and beverages on the side tables. The trainer is part of the circle.

**4) DESCRIPTION OF ALTERNATIVES**  
(What changes can be made to make it more appropriate)

–

**5) LEARNING OUTCOMES**  
(Please, explain briefly what can be learned with this activity; what examples might be given by trainers)

It is very important to set the tone of equality to create trust at the very beginning of the training.

NAME OF THE ACTIVITY: Ice-breaking

**1) DESCRIPTION OF THE ACTIVITY**  
(Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)

15'

Participants are getting to know each other.

**2) OBJECTIVES OF THE ACTIVITY**  
(Please, write 2 or 3 main objectives of this activity)

3. Creating a relaxed atmosphere.
4. Getting to know each other.

**3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS**  
(Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)

Step 1 Participants stand in a circle. The trainer is part of the circle.

Step 2 Participants are asked to say their first name and something they like that alliterates with their name, e. g. Chocolate Charlie, Book Betty.

Step 3 In the second round each participant should choose somebody whose name they remember and pointing at the person say the name out loud. If they don't remember anybody's name, the trainer should encourage the people whose name has not been said yet to give prompts, e.g. "My name is something brown and sweet.

Step 4 In the third round a volunteer tries to name as many people as he/she can remember.
<b>4) DESCRIPTION OF ALTERNATIVES</b> (What changes can be made to make it more appropriate)
–
<b>5) LEARNING OUTCOMES</b> (Please, explain briefly what can be learned with this activity; what examples might be given by trainers)
Participants will feel more relaxed and learn each other's names.

NAME OF THE ACTIVITY: Dreams and expectations

<b>1) DESCRIPTION OF THE ACTIVITY</b> (Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)
20'  Participants share their dreams and expectations of the project.
<b>2) OBJECTIVES OF THE ACTIVITY</b> (Please, write 2 or 3 main objectives of this activity)
5. Identifying personal expectations.
<b>3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS</b> (Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)
Step 1 Participants get a post-it and are asked to write what their dreams or expectations are of the project. They do not write their name of it.  Step 2 They sit in a circle and one by one share what they wrote, then stick the post-it on the board.  Step 3 The trainer rearranges the post-it collecting the ones that are very similar in groups and making comments of praise, e. g. "This is a very interesting idea, we should include it in the X module." or "I think it is great that this is your expectation, and I hope it will be true by the end of the project."  Step 4 The post-its must be kept and reused at the very end of the project in evaluation.

4) DESCRIPTION OF ALTERNATIVES (What changes can be made to make it more appropriate)
–
5) LEARNING OUTCOMES (Please, explain briefly what can be learned with this activity; what examples might be given by trainers)
Participants will feel acknowledged and valued.

NAME OF THE ACTIVITY: Presentation

1) DESCRIPTION OF THE ACTIVITY (Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)
25' Participants watch the presentation together.
2) OBJECTIVES OF THE ACTIVITY (Please, write 2 or 3 main objectives of this activity)
1.Learning basic information about the project.
3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS (Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)
Step 1 Participants watch the presentation together.
4) DESCRIPTION OF ALTERNATIVES (What changes can be made to make it more appropriate)
–
5) LEARNING OUTCOMES (Please, explain briefly what can be learned with this activity; what examples might be given by trainers)
Participants learn basic information about the project.

NAME OF THE ACTIVITY: Question and answer

1) DESCRIPTION OF THE ACTIVITY
--------------------------------

(Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)
10' Participants will have the opportunity to ask questions about the project.
2) OBJECTIVES OF THE ACTIVITY (Please, write 2 or 3 main objectives of this activity)
6. Clarifications about the project.
3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS (Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)
Step 1 Participants ask questions regarding the ppt or if they feel something was missing from the ppt. The trainer answers one by one.  Step 2 If the trainer does not know the answer, he/she should make a note, ask the project leaders for an answer and come back to it later. It is important to take even seemingly silly questions seriously to show participants that their contributions are valued.
4) DESCRIPTION OF ALTERNATIVES (What changes can be made to make it more appropriate)
–
5) LEARNING OUTCOMES (Please, explain briefly what can be learned with this activity; what examples might be given by trainers)
Any ambiguities that participants might have will be cleared.

NAME OF THE ACTIVITY: Role-play

1) DESCRIPTION OF THE ACTIVITY (Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)
25' Participants try on the role of mentor manager, mentor, mentee, child, teacher, headmaster to be more aware of the various points of views.
2) OBJECTIVES OF THE ACTIVITY

(Please, write 2 or 3 main objectives of this activity)
<p>7. Raising awareness that stakeholders have different points of view.</p> <p>8. Practicing giving information about the project.</p>
3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS (Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)
<p>Step 1 Participants are given role cards randomly. They can be a mentor manager, mentor, mentee, child, teacher or headmaster.</p> <p>Step 2 Participants walk around and have conversations about the project taking into consideration their own role and the role of the person they are talking to. E.g. A mentor can explain to a headmaster what advantages the project will lead to in the school. A parent can explain to a child that due to the project what changes can be expected in communication.</p> <p>Step 3 After talking to at least 3 different people with different roles, participants sit down in a circle and discuss what they have experienced.</p>
4) DESCRIPTION OF ALTERNATIVES (What changes can be made to make it more appropriate)
<p>If it is relevant, other roles can be added. e.g. social worker, school psychologist.</p>
5) LEARNING OUTCOMES (Please, explain briefly what can be learned with this activity; what examples might be given by trainers)
<p>Participants learn to talk about the project and have a deeper understanding of the details.</p>

NAME OF THE ACTIVITY: My message

1) DESCRIPTION OF THE ACTIVITY (Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)
<p>15'</p> <p>Participants can offer feedback to each other and the trainer.</p>
2) OBJECTIVES OF THE ACTIVITY

(Please, write 2 or 3 main objectives of this activity)
9. Feedback.
<b>3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS</b> (Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)
<p>Step 1 Participants sit in a circle. The trainer is part of the circle.</p> <p>Step 2 Each participant gets 3-4 pieces of paper. They are asked to write a short personal message about how they felt during the training to the person on their left, on their right and somebody else in the circle. If they still have time, they can write more messages to other people.</p> <p>Step 3 Participants hand over their messages and read the ones they received.</p> <p>Step 4 The trainer asks some participants to share what they wrote or read if they want. It should be voluntary.</p>
<b>4) DESCRIPTION OF ALTERNATIVES</b> (What changes can be made to make it more appropriate)
–
<b>5) LEARNING OUTCOMES</b> (Please, explain briefly what can be learned with this activity; what examples might be given by trainers)
Participants can connect to each other, share feelings or doubts.

## POWERPOINT PRESENTATION

Slide 1:

Introduction to PARENT'R'US.

Slide 2:

Learning outcomes of this module

Aim: This is an introductory module, where we want to give you an overview of the PARENT'R'US initiative. We believe that this is an important first step in this training in order before all to be on the same page and to understand the importance of a mentoring model in parental engagement.

Learning outcomes – At the end of this module, you will be able to:

1. Understand the purpose and products that have been developed in the PARENT'R'US project
2. Understand what your role is and how the mentoring process works in this project

Slide 3:

In this module, we will talk about:

What the PARENT'R'US project is about

What the PARENT'R'US model seeks for: outcomes and impacts

Who are the target groups: Managers, Mentors and Mentees

Slide 4:

What the PARENT'R'US project is about

Slide 5:

What the PARENT'R'US project is about

Timeline

- Beginning: September 2018
- End: August 2021

Scope

- Programme: Erasmus+
- Key-Action 2: Cooperation for innovation and the exchange of good practices: Strategic Partnerships for school education

Slide 6:

PARENT'R'US: Purpose

Promoting and reinforcing parents'/guardians' skills in education, in order to achieve effective parental engagement which generates a path to school success and the well-being of children and young people.

Developing a holistic approach through a Mentoring Program

Slide 7:

PARENT'R'US Partnership

Romania

- Asociația Centrul de Cercetare și Formare a Universității de Nord Baia Mare (Promotor)
- Școala Gimnazială Simion Barnutiu

- Universitatea Tehnica Cluj-Napoca

Portugal

- Aproximar, CRL
- Amadora Inova

Hungary

- BAGázs
- AKG

Spain

- Igaxes

The Netherlands

- Stichting International Parents Alliance

Slide 8:

What the PARENT'R'US model seeks for: outcomes and impacts

Slide 9:

Objectives

Empowering multi-challenged parents to be engaged in their children's schooling  
Strengthening the dialogue between children and families and schools and other community organizations

Slide 10:

Specific objectives

Making parents/guardians aware of the impact of their engagement in their children's school path

Generating a school environment that promotes school success and the well-being of children and young people

Strengthening communication and sharing between parents/guardians with fewer opportunities, teachers and community organizations

Mobilizing highly engaged and committed parents/guardians in school activities for social inclusion

Slide 11:

Intellectual Outputs

Products that were and have been developed by the PARENT'R'US project:

IO1: Systematic evidence review on Mentoring Models to engage disadvantaged parents' in their children schooling



IO2 + IO3: Self-Assessment Tool for Mentor Managers and for Mentors

IO4 + IO5: Mentoring Programme for Parent Engagement: courses to train Mentor Managers and Mentors

IO6: Mentoring Model for parental engagement in schooling

IO7: Parental Engagement Awareness Toolkit

Slide 12:

IO1 - Systematic evidence review on Mentoring Models to engage disadvantaged parents' in their children schooling

It aims to identify research evidence about the family's influence on their children's learning (focusing on disadvantage parents), making a review on existing projects addressing parental engagement in school achievement.

It aims to provide information on:

What is not known or difficult to implement

The available evidence on mentoring for multi-challenged parents and the influence of the family on student learning

Slide 13:

IO2 & IO3 - Self-Assessment Tool for Mentor Managers and for Mentors

Development of a Self-Assessment Tool, both for Mentor Managers and for Mentors  
Helping mentor managers and mentors to raise their awareness of their own skills and knowledge regarding a mentoring process

The self-assessment tool is based on

Past experience of other projects (to find more information, search for MOMIE, MEGAN & MPATH projects)

Training experience

Findings of the IO1 - Systematic evidence review

Slide 14:

IO4 & IO5 - Mentoring for Parental Engagement: the course to train Mentor Managers and Mentors

Face-to-face training

Online training (only for Managers)

Communities of practice

Simulations

Face-to-face training

"Think outside the box"

Real situation/non-expected situation

Having direct contact with possible mentors/mentees  
Sharing concerns with teachers, parents and students  
Online training  
Going in deep through the contents  
Online conference  
Only for Mentor Managers

Slide 15:

IO6 - Mentoring Model for parental engagement

Parents

Teachers

Community

Development of a model that allows improvements in home-school cooperation and parental engagement

Expected contents of the model

- ❖ Introduction to the project and PARENT'R'US Mentoring Programme
- ❖ Model's pillars and fundamentals
- ❖ Model's theory of change
- ❖ Model's methodology and structure
- ❖ Guide for implementation
- ❖ Project as a case study
- ❖ Support, training and supervision for mentors
- ❖ Evaluation
- ❖ Mentoring tools
- ❖ FAQ's and counselling & advice

Slide 16:

IO7 – Parental Engagement Awareness Toolkit

The Parental Engagement Awareness Toolkit aims to provide consistent support to those willing to engage in project replication but with the need to perform preliminary activities for community awareness.

It will be targeted to:

- Policy makers
- School heads
- Teachers
- Parents
- Community / NGO players

Users will find tips, resources and case studies to engage parents and other stakeholders

Slide 17:

Who the target groups are: mentor managers, mentors and mentees

Slide 18:

Target group

Mentee:

Parents/guardians and children/young people in vulnerable situations: migrants, people with little or no qualifications and/or weak economic resources

Mentor:

Parents more engaged in school and community educators (e.g. NGO's, associations, volunteers' groups)

Mentor Manager:

Professionals with teaching background/training in pedagogy

Slide 19:

Target group (MENTOR)

Professionals with background/training in pedagogy

THIS IS WHY YOU ARE HERE!

But we will talk more about your role in the mentoring process later.

Please check Module IX. Mentoring delivery – Parents more engaged in school and community educators (e.g. NGO's Associations, Volunteers' groups)

Slide 20:

PARENT'R'US Website

This is the link for PARENT'R'US website:

<https://www.parentrus.eu/>

Here you can find information about the project and products that can be downloaded.

## MODULE II – COMMUNICATION

Successful mentoring is built on good communication between mentor and mentee. Although most of us have good communication skills, some may need a little encouragement in some areas, and for a mentor communication should also be a conscious activity. For this reason, this module will look into and offer practice opportunities on basic communication elements, both verbal and non-verbal, and also emphasize the cultural diversity element, another crucial part of mentor-mentee collaboration.

### Session plan

Training: COMMUNICATION

Module: Communication		Trainer:
Session nr:	Duration: 240'	Date:
General objectives:	Understanding the importance of communication, learning new methods.	
Learning outcomes:	Participants will learn about various communicative methods.	
Methods:	Games and discussions.	
Content:	<ul style="list-style-type: none"> <li>- Verbal and non-verbal communication (voice tone, face expressions, gestures, body language, eye contact, dressing)</li> <li>- Oral and written communication</li> <li>- Communication barriers</li> <li>- Cultural diversity awareness</li> </ul>	

Time	Activities:	Resources and materials:
5	Check-in	–
15	Which one was mine?	small objects
15	Wink murder	–
15	Pictures	pictures

15	Leading a partner	–
25	Change the message	situational cards
10	Standing up	–
15	One-two-three	–
45	World Cafe	sheets of paper, coloured markers
20	Be positive	–
5	Mirroring	–
20	The family photo	–
15	Opinion line	statements
15	Harvest	flipchart, box of matches, glass of water

## Activities

The activities of the face to face training are numbered, because the training was planned with a sequence in mind. It is important to follow the sequence however, the trainer can make certain changes, adapting the training to the needs of the participants.

If, for example, certain activities take longer than planned, the trainer can skip one or more of the following activities:

3. Wink murder (15 minutes)

8. 1-2-3 (15 minutes)

12. The family photo (20 minutes)

The trainer must make these choices during the training, adapting to the situation, but it is very important to leave enough time for the last exercise of the harvest. Also, the training must start with a short ice-breaking, energizing game, and it is also recommended to do a similar game after the break during the module.

It is the trainer’s task to recognize if any of the participants have questionable beliefs regarding the basic values of the project or are not suitable for their task. In such a case, the trainer has to make a note and to inquire further (e.g. during a personal interview).

TITLE OF THE ACTIVITY: Check-in

<b>1) DESCRIPTION OF THE ACTIVITY</b> (Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)
5 ‘ All the participants stand in a big circle, they introduce themselves by their first name and an adjective that alliterates with their name and is true for them at that moment.
<b>2) OBJECTIVES OF THE ACTIVITY</b> (Please, write 2 or 3 main objectives of this activity)
1. Learning names 2. Setting a relaxed atmosphere
<b>3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS</b> (Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)
Step 1 Create enough space for all participants to form a big circle. Step 2 Explain the game, give an example. Step 3 Urge participants to think ahead and be as quick as possible. Step 4 Participants with the same first name should think of different adjectives.
<b>4) DESCRIPTION OF ALTERNATIVES</b> (What changes can be made to make it more appropriate)
–
<b>5) LEARNING OUTCOMES</b> (Please, explain briefly what can be learned with this activity; what examples might be given by trainers)
It creates a friendly, honest atmosphere where everybody can express themselves freely, where everybody is treated equally, where it is okay to confess if you are sleepy or tired at the moment.

TITLE OF THE ACTIVITY: Which one was mine?

<b>1) DESCRIPTION OF THE ACTIVITY</b>
---------------------------------------

(Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)
15 ' Participants pass around small personal objects and try to remember some information connected to them.
<b>2) OBJECTIVES OF THE ACTIVITY</b> (Please, write 2 or 3 main objectives of this activity)
1. Learning names 2. Understanding the flow of information.
<b>3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS</b> (Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)
Step 1 Each participant is asked to hold a small personal object in hand (pen, ring, key, etc.) Step 2 They have to hand over their object to somebody else, saying their own name in the third person singular and why they like that object, e.g. This is Mary's pen and she likes it because it has a nice blue colour. The person who received the object has to hand it to somebody else, repeating the information. Step 3 People walk around and exchange objects with each other. Step 4 In the end, everybody stands in a circle, and one by one the participants try to return the objects to the original owners. Naturally, there will be a lot of mix-ups.
<b>4) DESCRIPTION OF ALTERNATIVES</b> (What changes can be made to make it more appropriate)
-
<b>5) LEARNING OUTCOMES</b> (Please, explain briefly what can be learned with this activity; what examples might be given by trainers)
Participants will have the opportunity to communicate with all the others.

TITLE OF THE ACTIVITY: Wink murder

<b>1) DESCRIPTION OF THE ACTIVITY</b> (Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)
15 ' Participants are sitting in a circle and are killed by a wink. The detective has to find the murderer.

<p><b>2) OBJECTIVES OF THE ACTIVITY</b> (Please, write 2 or 3 main objectives of this activity)</p>
<p>1. Practicing non-verbal communication 2. Team-building</p>
<p><b>3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS</b> (Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)</p>
<p>Step 1 All participants are sitting in a circle. Step 2 One person is nominated to be the detective and leaves the room. Step 3 Another person in the room is then nominated to be the murderer. Step 4 The detective re-enters the room. Step 5 The murderer has to make eye contact with everyone else in the circle and wink at them. If this happens to anybody, that person 'dies' and is invited to do an elaborate overacted death. Step 6 The detective figure has to find the murderer before everyone is killed.</p>
<p><b>4) DESCRIPTION OF ALTERNATIVES</b> (What changes can be made to make it more appropriate)</p>
<p>-</p>
<p><b>5) LEARNING OUTCOMES</b> (Please, explain briefly what can be learned with this activity; what examples might be given by trainers)</p>
<p>Participants learn to read non-verbal behaviour.</p>

TITLE OF THE ACTIVITY: Pictures

<p><b>1) DESCRIPTION OF THE ACTIVITY</b> (Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)</p>
<p>15' Participants work in groups of 4, discussing two pictures.</p>
<p><b>2) OBJECTIVES OF THE ACTIVITY</b> (Please, write 2 or 3 main objectives of this activity)</p>
<p>1. Identifying violent communication. 2. Discussing possible ways of intervention and non-violent communication.</p>
<p><b>3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS</b></p>



(Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)

Step 1 Participants work in groups of 4. Each group gets the two pictures.



Step 2 They discuss the first picture, answering the following questions: What could have happened? How could they intervene? What useful ways of communication can they think of?

Step 3 The trainer asks for comments.

Step 4 They discuss the second picture asking the same questions.

Step 5 The trainer asks for comments.

#### 4) DESCRIPTION OF ALTERNATIVES

(What changes can be made to make it more appropriate)

Different images picturing violent communication, bullying can be used.

#### 5) LEARNING OUTCOMES

(Please, explain briefly what can be learned with this activity; what examples might be given by trainers)

Participants learn to identify violent communication. They learn to identify the bully, the victim, the onlooker. They share their knowledge of non-violent communicative methods.

TITLE OF THE ACTIVITY: Leading a partner

<p><b>1) DESCRIPTION OF THE ACTIVITY</b> (Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)</p>
<p>15 ‘ Participants guide each other by touch.</p>
<p><b>2) OBJECTIVES OF THE ACTIVITY</b> (Please, write 2 or 3 main objectives of this activity)</p>
<p>3. Practicing non-verbal communication 4. Paying attention to the needs of the one they help.</p>
<p><b>3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS</b> (Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)</p>
<p>Step 1 The participants form pairs. Step 2 Firstly, they should have a conversation about touch, where it is comfortable, where it is not. They have to assign three places of the body to give directions to. Usually what works is the top of the spine for forward, middle for stop, and the lower back for reverse. Step 3 The pairs agree on which of them will be the leader first. From then on, they should not speak. Step 4 The leader tries to move the other person around only by touching, then they swap roles. Step 5 They try to do the same while the person who is being led closes their eyes. Step 6 They can try to replace the touch for specific sounds (created by the pair) and see if all participants can ignore other noises and tune into their partner. Again, they swap roles. Step 7 The facilitator asks for reflections on the responsibilities of both roles and how it is connected to the project.</p>
<p><b>4) DESCRIPTION OF ALTERNATIVES</b> (What changes can be made to make it more appropriate)</p>
<p>–</p>
<p><b>5) LEARNING OUTCOMES</b> (Please, explain briefly what can be learned with this activity; what examples might be given by trainers)</p>

Participants learn to read non-verbal behavior, they experience the responsibility of being a leader and giving trust when being led by their partner.

TITLE OF THE ACTIVITY: Change the message

<p><b>1) DESCRIPTION OF THE ACTIVITY</b> (Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)</p>
<p>25 ‘ Role play about the various perspectives and differing communicational methods of educational stakeholders.</p>
<p><b>2) OBJECTIVES OF THE ACTIVITY</b> (Please, write 2 or 3 main objectives of this activity)</p>
<ol style="list-style-type: none"> <li>1. Changing the personal perspective to be more empathic.</li> <li>2. Identifying and practicing various communicational styles.</li> </ol>
<p><b>3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS</b> (Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)</p>
<p>Step 1 The participants form groups of 4. Step 2 Each group gets four roles: child, parent, teacher, mayor. They pick roles and get into character. Step 3 The task of each character is to talk to the others about some problem, the more uncomfortable, the better. The trainer can choose an issue that is presently relevant for the mentors or make up something, e.g. The school trip will have to be cancelled. Step 4 The participants have to decide on how to address each of the other three characters and change their message accordingly. Step 5 The same situation can be used with different explanations given by the various characters or other situations can be suggested, e.g. the food in the canteen is inedible; 18 students from a class of 25 will fail in Maths; there is no money for cleaners in the school; the Spanish teacher became seriously ill and there is no replacement, etc. Step 6 The trainer asks for reflections on how one should communicate with those who are badly affected by the news, with those who are or believe to be in authority. The basic aspects of assertive communication (as opposed to submissive, manipulative or aggressive behaviour) should be mentioned.</p>
<p><b>4) DESCRIPTION OF ALTERNATIVES</b> (What changes can be made to make it more appropriate)</p>

5) LEARNING OUTCOMES (Please, explain briefly what can be learned with this activity; what examples might be given by trainers)
Participants will have the opportunity to identify the communicational style that is most natural for them and learn about the others.

TITLE OF THE ACTIVITY: Standing up

1) DESCRIPTION OF THE ACTIVITY (Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)
10 ' All participants stand up one by one without speaking.
2) OBJECTIVES OF THE ACTIVITY (Please, write 2 or 3 main objectives of this activity)
1. Team building. 2. Learning to read non-verbal communication.
3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS (Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)
Step 1 All the participants sit on chairs and one by one try to stand up, until everyone is standing. Step 2 If more than one person stands at the same time, then everyone must sit down and start again. Step 3 The trainer should notice if this keeps repeating or if people are speeding up or becoming frustrated. The trainer should reflect on this and invite the group to be slow and controlled and see if there is a difference. Step 4 The trainer asks for comments on the importance of team efforts.
4) DESCRIPTION OF ALTERNATIVES (What changes can be made to make it more appropriate)
A similar version of this is to try and count to 20 (or more if there are more participants) and if more than one person shouts a number they have to start again.
5) LEARNING OUTCOMES (Please, explain briefly what can be learned with this activity; what examples might be given by trainers)

Participants will have the opportunity to learn about concentration and non-verbal communication.

TITLE OF THE ACTIVITY: 1-2-3

<p><b>1) DESCRIPTION OF THE ACTIVITY</b> (Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)</p>
<p>15 ' In pairs, the participants repeat the numbers 1, 2 and 3.</p>
<p><b>2) OBJECTIVES OF THE ACTIVITY</b> (Please, write 2 or 3 main objectives of this activity)</p>
<p>1. Finding the rhythm of communication. 2. Practicing concentration.</p>
<p><b>3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS</b> (Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)</p>
<p>Step 1 In pairs, the participants repeat the numbers 1, 2 and 3 until a pattern is created. Step 2 Then they replace 1 with a sound or an action, then repeat with 2 and 3. Step 3 The goal is to see what groups can do this the quickest and who can find a common rhythm with their partner.</p>
<p><b>4) DESCRIPTION OF ALTERNATIVES</b> (What changes can be made to make it more appropriate)</p>
<p>–</p>
<p><b>5) LEARNING OUTCOMES</b> (Please, explain briefly what can be learned with this activity; what examples might be given by trainers)</p>
<p>Participants will understand why concentration and rhythm are important in communication.</p>

TITLE OF THE ACTIVITY: World Cafe

<p><b>1) DESCRIPTION OF THE ACTIVITY</b> (Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)</p>
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45 '
Participants discuss various questions in groups.
<b>2) OBJECTIVES OF THE ACTIVITY</b> (Please, write 2 or 3 main objectives of this activity)
<ol style="list-style-type: none"> <li>1. Team building.</li> <li>2. Clarification of terms.</li> <li>3. Sharing ideas.</li> </ol>
<b>3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS</b> (Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)
<p>Step 1 Participants are asked to sit at different tables in groups of 4–5.</p> <p>Step 2 One participant/table volunteers to be the table host whose responsibility is to stay at the same table during the same exercise and relate to the newcomers what has been discussed before. There is a large piece of paper on the table and various coloured markers, the participants are encouraged to make notes and drawings.</p> <p>Step 3 The trainer poses each question, the participants discuss it at the tables, then they move to another table (not together, but everybody to different groups) to listen to the new question.</p> <p>Questions:</p> <ol style="list-style-type: none"> <li>1. Have you ever felt misunderstood? Why?</li> <li>2. Have you ever experienced the positive power of good communication?</li> <li>3. How do you think one should communicate distress, anger or discontent?</li> <li>4. What do you think about respect (e.g. between children, between children and adults, between parents and teachers)?</li> </ol> <p>Step 4 Each following table discussion starts with the table host summarizing briefly what was said before.</p> <p>Step 5 After the last round, each table host gives a short summary to the whole group.</p>
<b>4) DESCRIPTION OF ALTERNATIVES</b> (What changes can be made to make it more appropriate)
Different questions can be asked
<b>5) LEARNING OUTCOMES</b> (Please, explain briefly what can be learned with this activity; what examples might be given by trainers)
Participants will practice sharing ideas.

TITLE OF THE ACTIVITY: Be positive

<p><b>1) DESCRIPTION OF THE ACTIVITY</b> (Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)</p>
<p>20 ' Participants use only positive encouragement to guide people.</p>
<p><b>2) OBJECTIVES OF THE ACTIVITY</b> (Please, write 2 or 3 main objectives of this activity)</p>
<p>1. Team building. 2. Recognizing the power of positive encouragement. 3. Raising awareness of negative comments.</p>
<p><b>3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS</b> (Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)</p>
<p>Step 1 Somebody goes out while the rest of the participants agree on a series of movements of at least 3 elements (e.g. the person has to go to a chair, sit down and cross their legs). Step 2 When the person comes back, the only instruction they receive is that they have to find out what they have to do. Step 3 The other participants must use <b>ONLY</b> positive encouragement to help. They have to pay attention to not saying anything like don't do this, not that way or using discouraging body language. They can only praise, applaud, give hugs, smile, pat, stroke. If the task seems to be too difficult, they can give hints, e.g. look, how comfortable that chair is. Step 4 In the second round, two people go out. Step 5 In the third round, three people go out.  Step 6 After the three rounds the trainer encourages the participants to discuss why positive messages, praise and encouragement is more effective than verbal and physical punishment and how teachers, parents and peers can work together to encourage those who suffer from a lack of confidence.</p>
<p><b>4) DESCRIPTION OF ALTERNATIVES</b> (What changes can be made to make it more appropriate)</p>
<p>The series of movements must be adapted to the venue.</p>
<p><b>5) LEARNING OUTCOMES</b> (Please, explain briefly what can be learned with this activity; what examples might be given by trainers)</p>
<p>Participants will be more aware of using positive/ negative comments.</p>

TITLE OF THE ACTIVITY:   Mirroring  

<p><b>1) DESCRIPTION OF THE ACTIVITY</b> (Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)</p>
<p>5 ‘ Participants mirror each other’s movements in pairs.</p>
<p><b>2) OBJECTIVES OF THE ACTIVITY</b> (Please, write 2 or 3 main objectives of this activity)</p>
<p>1. Paying attention to the other person. 2. Practicing non-verbal communication.</p>
<p><b>3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS</b> (Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)</p>
<p>Step 1 The participants form pairs of A and B. Step 2 Both partners face each other, and A starts by making an action and B mirrors it. They should try and use slow sustained movements and include facial expressions. Step 3 They swap roles. Step 4 The trainer asks for reflections on which felt better: to be the mirrored or to be the mirror. They should also mention how it is connected to their responsibilities in the project.</p>
<p><b>4) DESCRIPTION OF ALTERNATIVES</b> (What changes can be made to make it more appropriate)</p>
<p>–</p>
<p><b>5) LEARNING OUTCOMES</b> (Please, explain briefly what can be learned with this activity; what examples might be given by trainers)</p>
<p>Participants practice paying attention to the other person.</p>

TITLE OF THE ACTIVITY:   The Family Photo  

<p><b>1) DESCRIPTION OF THE ACTIVITY</b> (Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)</p>
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20 ' Participants form sculptures of themselves.
<b>2) OBJECTIVES OF THE ACTIVITY</b> (Please, write 2 or 3 main objectives of this activity)
<ol style="list-style-type: none"> <li>1. Team building.</li> <li>2. Practicing body language.</li> <li>3. Discussion of differing ideas about basic values.</li> </ol>
<b>3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS</b> (Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)
<p>Step 1 Participants form groups of 5–6.</p> <p>Step 2 Each group chooses a sculptor who arranges the others into what they consider to be an accurate representation of family.</p> <p>Step 3 The sculptor adds themselves into the picture.</p> <p>Step 4 Each group shows their representations to the others then they discuss subjective and objective observations.</p> <p>Step 5 The facilitator can ask some questions to move the discussion along, e.g. Is this your family? If not, how would you change it? Do you think it is an ideal family? Why (not)?</p>
<b>4) DESCRIPTION OF ALTERNATIVES</b> (What changes can be made to make it more appropriate)
The same exercise can be repeated with the representation school, learning and community.
<b>5) LEARNING OUTCOMES</b> (Please, explain briefly what can be learned with this activity; what examples might be given by trainers)
Clarification of basic values.

TITLE OF THE ACTIVITY: Opinion line

<b>1) DESCRIPTION OF THE ACTIVITY</b> (Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)
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15 '

Participants give their opinion regarding various statements by placing themselves along an imaginary line.

**2) OBJECTIVES OF THE ACTIVITY**

(Please, write 2 or 3 main objectives of this activity)

1. Learning to form and express an opinion.
2. Learning to accept other opinions.
3. Pinpointing possible problems in the attitudes of participants.

**3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS**

(Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)

Step 1 Participants are told to imagine a straight line that spans across the room. One end of the line means 0%, the other end is 100%.

Step 2 The trainer reads out statements, the participants have to decide how much they agree with the given statement. If they agree with it totally, they stand at the 100% end of the line, if they disagree totally, to the 0%. If they have some counterarguments, they can choose to stand anywhere between 0 and 100.

Statements:

- All parents must be talked to in a respectful way.
- If there are difficulties with parent-teacher communication, it is always the teacher who should find a solution.
- Parents and teachers always want the best for children.

Step 3 After each statement the trainer asks some participants to explain their choice, and everybody is given the opportunity to change their places. However, debating should be discouraged, only different arguments should be expressed.

Step 4 Participants discuss why it is important in this project to listen to each other's opinions.

**4) DESCRIPTION OF ALTERNATIVES**

(What changes can be made to make it more appropriate)

Different statements can be used.

**5) LEARNING OUTCOMES**

(Please, explain briefly what can be learned with this activity; what examples might be given by trainers)

Participants learn to accept the differing opinions of others.

TITLE OF THE ACTIVITY: Harvest

<p><b>1) DESCRIPTION OF THE ACTIVITY</b> (Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)</p>
<p>15' Participants give creative and quick feedback about the training.</p>
<p><b>2) OBJECTIVES OF THE ACTIVITY</b> (Please, write 2 or 3 main objectives of this activity)</p>
<ol style="list-style-type: none"> <li>1. Gathering feedback.</li> <li>2. Urging the participants to be creative during the whole project.</li> </ol>
<p><b>3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS</b> (Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)</p>
<p>Step 1 The trainer puts the letters of the alphabet on the flipchart. Step 2 Participants can list what they take away from the training by using the letters as word starters, but they can only use each letter once, e.g. I take away A for awareness. I take away B for bonding. Step 3 All participants sit in a big circle. They pass around a box of matches and a glass of water. Each participant lights a match and can speak about how they felt during the training until the fire goes out.</p>
<p><b>4) DESCRIPTION OF ALTERNATIVES</b> (What changes can be made to make it more appropriate)</p>
<p>The participants can help each other by making suggestions if it is difficult to find a word starting with any of the letters.</p>
<p><b>5) LEARNING OUTCOMES</b> (Please, explain briefly what can be learned with this activity; what examples might be given by trainers)</p>
<p>Participants learn to think creatively during each step of the project. They understand the benefits of gamification.</p>

## MODULE III - RESILIENCE

### Session Plan

Training: RESILIENCE FOR MENTORS

Module: RESILIENCE		Trainer:
Session nr.:	Duration: 120'	Date:
General objectives:	Understanding what resilience means and applying strategies in order to become resilient	
Learning outcomes:	Participants will learn that they have personal resources to overcome adversity and shift in perspective from focusing on what is not there anymore, to seeing the potential of the future. They will also learn some strategies to manage stress, to control their negative thoughts.	
Methods:	Games and discussions.	
Content:	<ul style="list-style-type: none"> <li>- Awareness of personal potentials and resources;</li> <li>- internal and external focus of control;</li> <li>- the importance of self-care and positive coping strategies;</li> <li>- strategies to help others finding alternative/positive thoughts.</li> </ul>	


Time	Activities:	Resources and materials:
10'	Warm-up: M&M - Marvellous Me	<ul style="list-style-type: none"> <li>• a bag of M&amp;M's</li> </ul>
25'	Doors closed doors open	<ul style="list-style-type: none"> <li>• worksheets (appendix 2)</li> <li>• post-its</li> <li>• pens</li> <li>• flipchart sheet</li> </ul>
10'	Stress balls	<ul style="list-style-type: none"> <li>• stress balls / plastic balls / sponge balls (depending on the number of the participants)</li> </ul>
25'	The Blue Butterfly story	<ul style="list-style-type: none"> <li>• the script of "The Blue Butterfly" story (Annex 3)</li> <li>• coloured sheets of paper</li> </ul>
15'	Positive thinking cards	<ul style="list-style-type: none"> <li>• power cards form (appendix 4)</li> <li>• pens</li> </ul>
10'	Bring it down - Flow	<ul style="list-style-type: none"> <li>• balloons</li> <li>• markers</li> </ul>

20'	My happy place	<ul style="list-style-type: none"> <li>• happy places photos</li> <li>• post-its</li> <li>• pens, markers</li> <li>• flipchart sheets</li> </ul>
5'	Feedback	<ul style="list-style-type: none"> <li>• post-its</li> <li>• pens</li> <li>• flipchart sheet</li> </ul>

## Activities

TITLE OF THE ACTIVITY: Warm-up: M&M- Marvellous me

<p><b>1) DESCRIPTION OF THE ACTIVITY</b> (Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)</p>	
10'	<p>This activity is intended to help relieve tension and encourage participants to become comfortable during the next activities.</p>
<p><b>2) OBJECTIVES OF THE ACTIVITY</b> (Please, write 2 or 3 main objectives of this activity)</p>	
<ol style="list-style-type: none"> <li>1. Enabling positive thinking.</li> <li>2. Making participants feel comfortable.</li> <li>3. Team building.</li> </ol>	
<p><b>3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS</b> (Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)</p>	
<p>Step 1. Present the aims and objectives of the activity.  Step 2. Ask the participants to take one M&amp;M from the bag and keep it in their hands without eating it. The trainer has to take one, too.  Step 3. Show the participants (on the slide of the PPT presentation or on a flipchart sheet) the code of colours as follows:</p> <ul style="list-style-type: none"> <li>- Green – share 2 things you are very good at</li> <li>- Red – share 2 things you are proud of</li> <li>- Yellow – share 2 things you are grateful for</li> </ul>	

<ul style="list-style-type: none"> <li>- Brown – share 2 things you love doing</li> <li>- Blue – share 2 of your qualities</li> <li>- Orange – WILD CANDY – share about anything</li> </ul>	
<p>Step 4. Ask the participants to give short responses to the task, taking into consideration the colour of their M&amp;M candy.</p>	
<p><b>4) DESCRIPTION OF ALTERNATIVES</b> (What changes can be made to make it more appropriate)</p>	
<p>If the group is too small, each participant can take more than one candy. The trainers can use any other type of candy as long as they are coloured, or if there are participants who have diabetes or are on diet, pieces of LEGO six bricks or other colourful items can be used.</p>	
<p><b>5) LEARNING OUTCOMES</b> (Please, explain briefly what can be learned with this activity; what examples might be given by trainers)</p>	
<p>Participants get to know each other better and feel comfortable</p>	

TITLE OF THE ACTIVITY: Open doors, closed doors

<p><b>1) DESCRIPTION OF THE ACTIVITY</b> (Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)</p>
<p>25'</p> <p>One way of expressing the feeling of loss is that of a door being closed. However, the end of one thing is always the beginning of something new. We have the option to stay focused on what is not there anymore (the doors that have been closed), or become aware of the new ways that unfold. We should learn to see the doors that are being opened, holding a favourable view about the future.</p>
<p><b>2) OBJECTIVES OF THE ACTIVITY</b> (Please, write 2 or 3 main objectives of this activity)</p>
<p>1. Understand the fact that the end of something positive is not only negative, but can also create room for something positive again.</p>

2. Developing a positive outlook for future negative experiences.
3. Identifying those personal strengths which can be used to increase resilience.

**3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS**  
(Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)

Step 1. Step 1 Present the aims and objectives of the activity.  
 Step 2 Explain the metaphor of “closed doors” and “open doors”.  
 Step 3 Distribute worksheet (Annex 1) to each participant.  
 Step 4 Explain that if someone needs help with the worksheet, the trainer can guide them by providing examples.  
 Step 5 Participants work individually for 15 minutes.  
 Step 6 Two or three (or more) participants are asked to share their experiences.  
 Step 7 All the participants share their personal character strengths by writing them on post-its and sticking them on a flipchart sheet.  
 Conclude by connecting the objectives of the activity with the personal experience of the participants.

**4) DESCRIPTION OF ALTERNATIVES**  
(What changes can be made to make it more appropriate)

If some of the participants can't recall a negative experience, the trainer can provide ideas or examples or propose them to imagine a difficult situation.

**5) LEARNING OUTCOMES**  
(Please, explain briefly what can be learned with this activity; what examples might be given by trainers)

From this activity the participants will learn that they have personal resources to overcome adversity and how to shift in perspective from focusing on what is not there anymore, to seeing the potential of the future.

## Annex 1

### Appendix 1

#### DOORS CLOSED DOORS OPEN

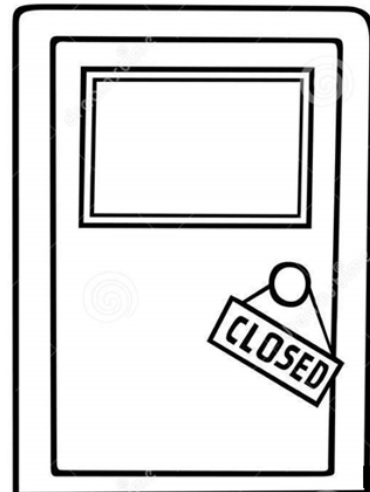
(Adapted from *Resilience exercises for helping professionals*, Positive Psychology, Seph Fontane Pennock Hugo Alberts, Ph.D.)

**Task:** Think about a time in your life when you faced a significant negative situation (which you can imagine as a closed door). With that event in your mind, answer the following questions:

1. How did you feel standing in front of the closed door?

2. What did you think? What thoughts crossed your mind?

3. What did you do?



**Task:** With the same significant negative situation in your mind, answer the following questions:



1. Did you see any open doors (opportunities to surpass the negative situation)?



- a) If yes, what made you choose which door to enter?
- b) If no, what prevented you from seeing the new open door? Imagine what you could have done.

2. Which character strengths did / could you use to enter the door?

3. What does a closed door represent to you now and what did you learn from these experiences?

### DOORS CLOSED DOORS OPEN

(Adapted from Resilience exercises for helping professionals, Positive Psychology, Seph Fontane Pennock –Hugo Alberts, Ph.D.)

Task: Think about a time in your life when you faced a significant negative situation (which you can imagine as a closed door). With that event in your mind, answer the following questions:

1. How did you feel standing in front of the closed door?
2. What did you think? What thoughts crossed your mind?
3. What did you do?

Task: With the same significant negative situation in your mind, answer the following questions:

1. Did you see any open doors (opportunities to surpass the negative situation)?
  - a) If yes, what made you choose which door to enter?
  - b) If no, what prevented you from seeing the new open door? Imagine what you could have done.
2. Which character strengths did/could you use to enter the door?
3. What does a closed door represent to you now and what did you learn from these experiences?

TITLE OF THE ACTIVITY: Stress balls

1) DESCRIPTION OF THE ACTIVITY

(Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)

15'

This activity activates participants and offers the unique opportunity to perceive stress as a way of having fun. On the other hand, it focuses on the development of the ability of being mindful.

## 2) OBJECTIVES OF THE ACTIVITY

(Please, write 2 or 3 main objectives of this activity)

1. Develop the ability of being mindful.
2. Learning how to manage stressful situations.
3. Team-building.

## 3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS

(Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)

Step 1 Present the aims and objectives of the activity.

Step 2 Form groups of 5 to 8 people (depending on the total number of participants) and ask the participants to stand in circles.

Step 3 Give each group a ball and ask them to pass the ball to each other inside their own group being attentive not to pass the ball to the person who has already received it. Each participant should keep in mind to whom s/he has passed the ball.

Step 4 The group has to repeat the pattern of throwing the ball in a more and more alert way until the participants get used to it.

Step 5 Introduce one more ball at a time until every group has 5 or 6 balls. Explain the participants that they have to follow the same pattern of throwing the ball. If a ball gets on the floor they should pick it up and continue.

Step 6 After five minutes, ask the participants to sit down. Ask them the following questions:

What can you learn from this activity?

How many of you have thought about something else during this activity?

What did you have to do in order to succeed in carrying on this activity?

Step 7 Make connections between the game and real-life situations – the balls represent daily things we have to manage, if we are not focused, things might get out of our control. This means that one has to be mindful.

## 4) DESCRIPTION OF ALTERNATIVES

(What changes can be made to make it more appropriate)

If the groups don't understand the pattern of the game, the trainer should show it.

The balls can be stress balls / plastic balls / sponge balls or any other type of balls which can't harm the participants.

**5) LEARNING OUTCOMES**

(Please, explain briefly what can be learned with this activity; what examples might be given by trainers)

The goal of this activity is to make participants understand that for managing multiple situations appearing in their life it is important to be mindful.

TITLE OF THE ACTIVITY: The Blue Butterfly story

**1) DESCRIPTION OF THE ACTIVITY**

(Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)

25'

This activity is intended to make participants differentiate between the internal and external focus of control. The trainer will use a story to promote the idea that most of the time we must be in control of our lives. After a short role-play the participants will be guided to analyse their personal type of focus of control. They will also understand that it is important to have an internal focus of control.

**2) OBJECTIVES OF THE ACTIVITY**

(Please, write 2 or 3 main objectives of this activity)

1. Learning to identify internal and external focus of control.
2. Analysing your personal type of focus of control.
3. Creating awareness of the importance of internal focus of control.

**3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS**

(Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)

- Step 1 Present the aims and objectives of the activity.  
 Step 2 Explain that you need 4 volunteers to role-play a story.  
 Step 3 The volunteers are taken out of the room, they are given the script of "The Blue Butterfly Story" (Annex 2).  
 Step 4 The volunteers have 5' to prepare the role-play.  
 Step 5 The rest of the participants are given coloured sheets of paper and are asked to make a butterfly by watching a YouTube tutorial

[https://www.youtube.com/watch?time\\_continue=240&v=gmPTMNBlz0o&feature=emb\\_logo](https://www.youtube.com/watch?time_continue=240&v=gmPTMNBlz0o&feature=emb_logo)

Step 6 The volunteers return to the room and role-play the story in front of the other participants.

Step 7 The trainer explains what the internal and external focus of control means. You have the power to control your life vs. others/other things (chance, destiny, luck) are in charge of your life.

Step 8 Follow-up guided by the trainer.

Questions addressed to volunteers:

- How did you feel?
- What thoughts crossed your mind?

Questions addressed to all the participants:

- What would you have answered if you had been the wise man? Explain your choice.

- What type of focus of control does the wise man promote?

- What are the characteristics of a person who has internal/external focus of control? (the trainer uses a flipchart sheet to write down all ideas inside the wings of a butterfly: the left wing internal focus of control, the right wing external focus of control). The trainer asks participants to identify their personal characteristics using the information on the flipchart sheet.

Step 9 The trainer asks the participants to think about a real-life situation they went through and to identify what their focus of control was. The discussion will be guided by asking the following questions:

- What were the things you were able to control?
- What were the things you weren't able to control?

Step 10 Feedback - the trainer asks the participants to stick their "handmade" butterflies on the flipchart sheet. They should choose between the left wing (internal focus of control) or the right wing (external focus of control) as a response to the question: Which type of focus of control is better to have?

#### 4) DESCRIPTION OF ALTERNATIVES

(What changes can be made to make it more appropriate)

If participants don't come up with real life situations, the trainer can provide some examples.

#### 5) LEARNING OUTCOMES

(Please, explain briefly what can be learned with this activity; what examples might be given by trainers)

Participants will understand what the focus of control means and will be able to identify if they have internal or external focus of control. They will also understand that having an internal focus of control makes them more resilient.

## Annex 2

### The Blue Butterfly

There's an Eastern legend that tells of a man who many years ago was widowed and left in charge of his two daughters.

The two girls were very curious, smart and were always eager to learn. They constantly overwhelmed their father with questions to satisfy their hunger for learning. Sometimes their father could answer them wisely. However, sometimes he struggled to find a suitable answer for his young ones.

Seeing the restlessness within his two little girls, he decided to send them off on vacation to live with and learn from a sage, who lived on a hilltop. The sage was capable of answering all of the questions the little girls asked him, without even hesitating.

However, the two sisters decided to set a mischievous trap for the sage, to truly measure his wisdom. One night, both of them started to hatch a plan: to ask the sage a question that he was incapable of answering.

"How can we trick the sage? What question can we ask him that he won't be able to answer?" asked the youngest sister to her older kin.

"Wait here, I'll show you right now" replied the older of the two.

The older sister went out to the woods and came back within the hour. She had her apron clasped shut like a sack, hiding something.

"What do you have in there?" asked the younger sister.

The older sister put her hand in the apron and showed the girl a beautiful blue butterfly.

"It's so beautiful! What are you going to do with it?"

"This will be our tool to ask the sage our trick question. We'll go look for him, and I'll be holding this butterfly in my hand. Then, I'll ask the sage if the butterfly in my hand is alive or dead. If he answers that it's alive, I'll squeeze my hand and kill it. If he says that it's dead, I'll release it. Therefore, no matter what he answers, his answer will always be incorrect"

Accepting her older sister's proposal, both girls went out to look for the sage.

"Oh, wise one" said the older sister "Could you tell us if the butterfly that I have in my hand is alive or dead?"

To which the sage, with a mischievous smile, replied: "That depends on you, it is in your hands."

Our present and future is solely in our hands. We should never blame someone else when something goes wrong in our lives. If we lose something or if we find it, we are

the only ones responsible. The blue butterfly is our life. It is up to us what we want to do with it.

TITLE OF THE ACTIVITY: Positive thinking cards

<p><b>1) DESCRIPTION OF THE ACTIVITY</b> (Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)</p>
<p>15'</p> <p>Powerfully positive thinking is self-talk that encourages and promotes a healthy thought process. This activity is intended to make participants design powerfully positive thinking cards in order to encourage them to articulate their valuable qualities and to help them to promote their self-confidence.</p>
<p><b>2) OBJECTIVES OF THE ACTIVITY</b> (Please, write 2 or 3 main objectives of this activity)</p>
<ol style="list-style-type: none"> <li>1. Identifying the differences between positive and negative self-talk.</li> <li>2. Helping participants identify positive qualities.</li> <li>3. Creating powerfully positive thinking statements.</li> </ol>
<p><b>3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS</b> (Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)</p>
<p>Step 1 Present the aims and objectives of the activity.</p> <p>Step 2 Begin a discussion about the difference between positive and negative self-talk.</p> <p>Step 3 Ask each person to talk about a time she/he accomplished something she/he is proud of. When everyone has had a turn, encourage them to reflect upon their individual qualities that helped them to accomplish what they discussed. Encourage everyone to share briefly what they came up with.</p> <p>Step 4 Talk about powerfully positive thinking and explain the three different ways it can be used by them. I AM (a statement of who they are), I CAN (a statement of what they can achieve) and I WILL (a statement of self-belief). Give examples of each statement:</p> <ul style="list-style-type: none"> <li>- I am smart, I am a great cook, I am funny and I am a great friend.</li> <li>- I can get through tough times, I can help my friends out, I can control my anger and I can believe in myself.</li> <li>- I will like myself more, I will be more helpful to my co-workers, I will volunteer more and I will have a great job I love.</li> </ul>

Step 5 Give each person a Power Cards form (Annex 3) with each of the three categories and encourage them to write a powerfully positive thinking statement in each square.

Step 6 When they have all finished, invite everyone to share their powerfully positive thinking statements with the group.

Step 7 Remind them to repeat their powerfully positive thinking statements often!

**4) DESCRIPTION OF ALTERNATIVES**

(What changes can be made to make it more appropriate)

If anyone is having trouble with the statements, encourage the others to help.

**5) LEARNING OUTCOMES**

(Please, explain briefly what can be learned with this activity; what examples might be given by trainers)

Participants learn that they can control their negative thoughts replacing them with positive ones.

**Annex 3**

**POSITIVE THINKING CARDS**

I AM (a statement of who you are)

I CAN (a statement of what you can achieve)

I WILL (a statement of self-belief)

TITLE OF THE ACTIVITY: Bring it down - Flow

**1) DESCRIPTION OF THE ACTIVITY**

(Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)

10'

This is a mindful activity intended to show the participants a way to calm themselves during difficult situations. It can also be a way to reconnect with themselves.

**2) OBJECTIVES OF THE ACTIVITY**

(Please, write 2 or 3 main objectives of this activity)

1. Developing a positive coping strategy.
2. Exploring possible ways to relax.
3. Helping with stress relief and relaxation.

**3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS**

(Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)

Step 1 Ask participants to sit in a comfortable position and concentrate on the instructions given in the video.

Step 2 Play the video (switch on the automatic translation in the subtitles):  
[https://www.youtube.com/watch?v=bRkILioT\\_NA&t=32s](https://www.youtube.com/watch?v=bRkILioT_NA&t=32s)

Step 3 Let the participants relax for 1 minute after playing the video in order to be aware of the experience.

Step 4 Ask the participants the following questions:

- How did you feel during the exercise? Could you relax? Were you distracted by other things?
- Can you think of a situation in which you could use this strategy?

Step 5 Offer each participant a balloon and ask them to write on their balloon some examples of strategies they use to cope with stressful situations.

Step 6 Invite some of the participants to present their strategies.

**4) DESCRIPTION OF ALTERNATIVES**  
 (What changes can be made to make it more appropriate)

–

**5) LEARNING OUTCOMES**  
 (Please, explain briefly what can be learned with this activity; what examples might be given by trainers)

Participants will be aware of possible strategies they can use to cope with difficult situations. They also learn that it can be useful to take a break and relax when stressed.

TITLE OF THE ACTIVITY: My Happy place

**1) DESCRIPTION OF THE ACTIVITY**  
 (Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)

20'

Stress can cause damage. One of the easiest ways to reduce stress and experience happiness is to visit your “happy place”. This activity is intended to help participants to manage stress and experience an instant happiness boost.

**2) OBJECTIVES OF THE ACTIVITY**  
 (Please, write 2 or 3 main objectives of this activity)

1. Identifying your own happy place.



2. Developing a positive coping strategy.

3. Team building.

**3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS**

(Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)

Step 1 Present the aims and objectives of the activity.

Step 2 Stick the photos on the walls of the room.

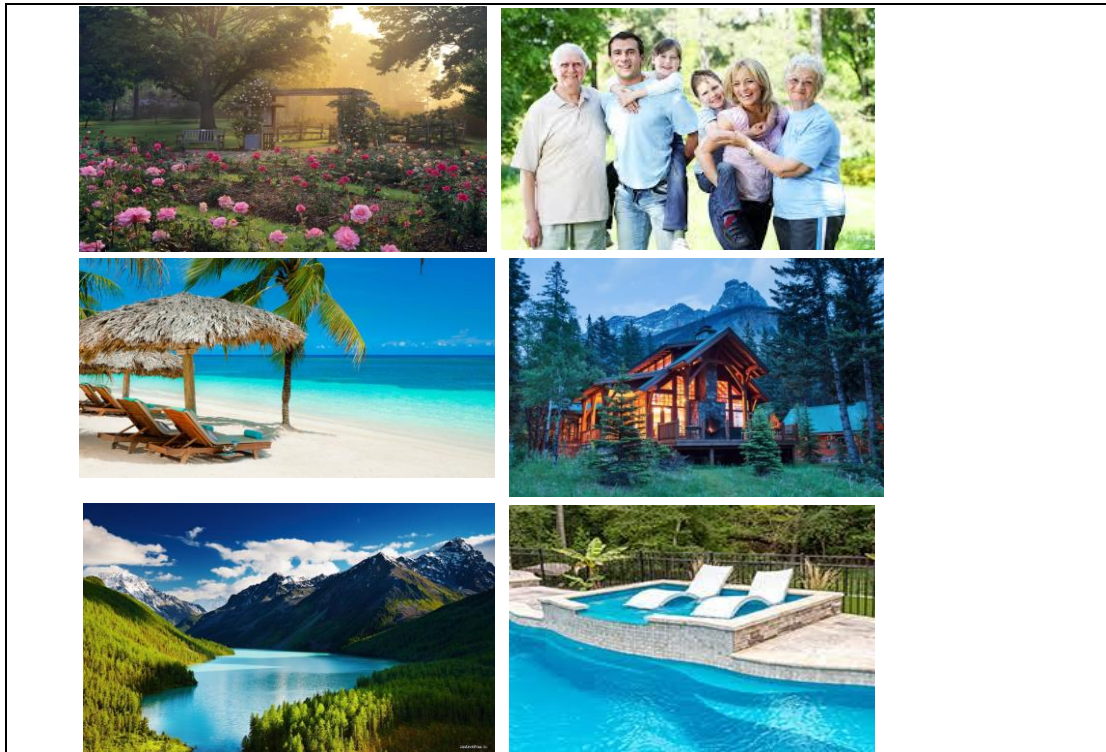
Step 3 Give each participant a post-it and ask them to write their names on the post-it, go around the room, look at the photos and stick the post-it under the photo which best represents a relaxing place for them.

Step 4 Ask the participants to group according to the chosen photo. Give each group a flipchart sheet.

Step 5 Ask the participants to imagine they are in that place and describe it referring to the five senses (see, hear, smell, taste, touch) and write the descriptions on the flipchart sheets.

Step 6 Groups present their descriptions.

Step 7 After group presentations the trainer explains that regardless of what's going on in their external environment, a few minutes in their happy place can help them revitalize their brain and their body so they can handle stressful situations more effectively. The trainer can emphasize the fact that incorporating the five senses into the visualization process will make the place more vivid.



**4) DESCRIPTION OF ALTERNATIVES**  
 (What changes can be made to make it more appropriate)

Trainers are free to choose any other photos.

If there is a considerable difference in the number of group members, the trainer will ask some participants to be a part of another group.

**5) LEARNING OUTCOMES**  
 (Please, explain briefly what can be learned with this activity; what examples might be given by trainers)

Participants will learn a strategy to manage stress, to co-operate, to share ideas and positive feelings connected to their “happy place”.

TITLE OF THE ACTIVITY: Feedback

**1) DESCRIPTION OF THE ACTIVITY**  
 (Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)

5'
Participants offer feedback about the things they have learnt by completing the activities of this module.
<b>2) OBJECTIVES OF THE ACTIVITY</b> (Please, write 2 or 3 main objectives of this activity)
<ol style="list-style-type: none"> <li>1. Systemizing the information.</li> <li>2. Offering the trainer a feedback.</li> </ol>
<b>3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS</b> (Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)
<p>Step 1 Give each participant a post-it and ask them to write down three things they have learnt during this module.</p> <p>Step 2 Ask the participants to share their thoughts with the group.</p> <p>Step 3 Stick the post-its on a flipchart sheet.</p>
<b>4) DESCRIPTION OF ALTERNATIVES</b> (What changes can be made to make it more appropriate)
-
<b>5) LEARNING OUTCOMES</b> (Please, explain briefly what can be learned with this activity; what examples might be given by trainers)
Participants recall, reflect and systemize information from the module.

## MODULE IV - CONFLICT MANAGEMENT

“What I hope, gentlemen, is that after a reasonable period of discussion,  
the whole world agrees with me.”

Winston Churchill

Conflict is as old as human society. It is part of the evolution of human beings and is necessary for the development and growth of any family, social, organizational and political system. The aim of this module is for participants to learn how to deal with conflict, because the challenge in conflict management is not how to reduce or suppress conflicts, but how to deal with them constructively. And as we know, where people exist, there are conflicts and the mentoring process will not be an exception.

### Session Plan

Training: Conflict management		
Module: Conflict management		Trainer:
Session nr.:	Duration: 180'	Date:
General objectives:	Definitions and concepts about what is a conflict or types of conflicts, their implications and strategies for overcoming them will be presented. In addition, an attempt will be made to understand what types of conflicts can arise at different levels of mentoring and what the role of mentors and mentees is in various possible conflict situations.	
Learning outcomes:	<ul style="list-style-type: none"> <li>• Defining what a conflict is;</li> <li>• realizing that there are different types of conflicts and what the main sources of a conflict are;</li> <li>• understanding the advantages/disadvantages of conflict;</li> <li>• understanding that conflicts can have both positive and negative effects and that there are different ways of perceiving conflicts;</li> <li>• understanding the basic strategies for resolving a possible conflict;</li> <li>• realizing that there are different ways to deal with conflict;</li> <li>• perceiving the need for assertive communication in conflict management;</li> <li>• distinguishing the notion of conflict negotiation and mediation;</li> <li>• identifying possible conflicts that may occur throughout the mentoring process;</li> <li>• explaining possible ways to anticipate the occurrence of these conflicts;</li> <li>• discussing how to deal with these conflicts best if they inevitably occur.</li> </ul>	

Methods:	Face-to-Face / practical exercises
Content:	<ul style="list-style-type: none"> <li>• Definitions and concepts;</li> <li>• strategies in conflict management;</li> <li>• diagnoses of possible conflict situations.</li> </ul>

Time	Activities:	Resources and materials:
30'	How do you see it	<ul style="list-style-type: none"> <li>• a handout</li> <li>• pens</li> </ul>
20'	Definitions and concepts	<ul style="list-style-type: none"> <li>• computer</li> <li>• PPT</li> <li>• flipchart</li> <li>• markers</li> </ul>
20'	Step by step	<ul style="list-style-type: none"> <li>• flipchart paper</li> <li>• markers</li> <li>• painter's tape</li> </ul>
20'	Strategies in conflict management	<ul style="list-style-type: none"> <li>• computer</li> <li>• PPT</li> <li>• flipchart</li> <li>• markers</li> </ul>
30'	Hula Hoop	<ul style="list-style-type: none"> <li>• lightweight hula hoop</li> </ul>
30'	Diagnosis of possible conflict situations	<ul style="list-style-type: none"> <li>• computer</li> <li>• PPT</li> <li>• flipchart</li> <li>• markers</li> </ul>
30'	Positive spin	<ul style="list-style-type: none"> <li>• sheet of flipchart paper</li> <li>• markers</li> <li>• pens</li> <li>• handout</li> </ul>

## Activities

TITLE OF THE ACTIVITY: How do you see it

Face-to-face	X	Online	
<b>1) DESCRIPTION OF THE ACTIVITY</b>			

(Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)

30'

This activity explores the perception of conflict of every participant.

**2) OBJECTIVES OF THE ACTIVITY**

(Please, write 2 or 3 main objectives of this activity)

1. Understanding our perception of conflict.
2. Considering a different perspective on conflict.
3. Learning techniques to handle conflict better.
4. Building trust.

**3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS**

(Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)

Step 1 Have participants pair up.

Step 2 Provide each person with a copy of the handout (Annex 1). Allow 10 to 15 minutes for partners to interview each other.

Step 3 Follow with a group discussion of the interviews.

Step 4 Go over the discussion questions.

Discussion questions

1. Were your partner's perspectives different from your perspective?
2. What were some things you learned by considering another's perspective?
3. Does discussing conflict like this makes it "less scary"? In what ways?
4. Is conflict good or bad?
5. What are some ways in which conflict is detrimental to the team?
6. What are some ways in which conflict enriches the team?

**4) DESCRIPTION OF ALTERNATIVES**

(what changes can be made to make it more appropriate)

–

**5) WHAT LEARNERS CAN TAKE FROM THIS**

(Please, explain briefly what can be learned with this activity; what examples might be given by trainers)

This activity will help participants become more comfortable with conflict, consider the positive aspects of conflict and understand the possible benefits to themselves and the team.

## Annex 1

### Handout — Conflict - How Do You See It?

1. How do you define conflict?

---

2. What is your typical response to conflict?

---

3. What is your greatest strength when dealing with conflict?

---

4. If you could change one thing about the way you handle conflict, what would it be? Why?

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5. What is the most important outcome of conflict?

---

NAME OF THE ACTIVITY: Definitions and concepts

#### 1) DESCRIPTION OF THE ACTIVITY

(Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)

20'

Participants learn about the definitions and concepts of conflict and work in pairs to find examples in their own lives.

#### 2) OBJECTIVES OF THE ACTIVITY

(Please, write 2 or 3 main objectives of this activity)

1. Learning about the definitions and concepts of conflict.
2. Drawing a parallel between theory and practice.

#### 3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS

(Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)

Step 1 Participants watch Slides 4–6 of the presentation.

Step 2 Each participant is asked to think of a conflict he/she had recently.

Step 3 Participants form pairs and tell each other what happened, identifying the advantages and disadvantages in each other’s conflicts.

**4) DESCRIPTION OF ALTERNATIVES**

(What changes can be made to make it more appropriate)

–

**5) LEARNING OUTCOMES**

(Please, explain briefly what can be learned with this activity; what examples might be given by trainers)

Participants will be able to understand the theory better by discussing real life situations.

TITLE OF THE ACTIVITY: STEP by STEP

Face-to-face	X	Online	
<b>1) DESCRIPTION OF THE ACTIVITY</b> (Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)			
20' This activity explores the conflict resolution process.			
<b>2) OBJECTIVES OF THE ACTIVITY</b> (Please, write 2 or 3 main objectives of this activity)			
1. Discovering the steps to effective conflict resolution. 2. Creating a conflict-resolution process that can be used in any conflict. 3. Create buy-in to the conflict-resolution process			
<b>3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS</b> (Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)			



Step 1 Split your group into smaller teams of four to seven participants. Station the teams in different areas throughout the room.

Step 2 Ask each team to write the word Conflict on one sheet of flipchart paper and the word Resolution on another. Instruct them to tape the sheets of paper about six feet apart on a nearby wall.

Step 3 Invite the teams to brainstorm the specific steps necessary to get from “Conflict” to “Resolution.” Participants should agree on the steps. If the trainer sees major gaps in the process, he/she should ask questions to help. As the steps are agreed upon, have team members write them on pieces of paper (half of an A5 paper, the trainer will have a bunch of these cards available) and place them on the wall between the “Conflict” and “Resolution” sheets.

Discussion questions

1. What must happen right before “Resolution”?
2. Is there an additional step after “Resolution”? What could be added?
3. How does it benefit us to have a step-by-step approach to conflict?
4. How can we remember these steps in conflict situations?

**4) DESCRIPTION OF ALTERNATIVES**  
(what changes can be made to make it more appropriate)

–

**5) WHAT LEARNERS CAN TAKE FROM THIS**  
(Please, explain briefly what can be learned with this activity; what examples might be given by trainers)

This activity will help participants find resolutions to conflict situations and form a process of conflict-resolution that can be used in any conflict.

NAME OF THE ACTIVITY: Strategies in conflict management

**1) DESCRIPTION OF THE ACTIVITY**  
(Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)

20'

Participants learn about the various strategies in conflict management and identify the one they use most often.

**2) OBJECTIVES OF THE ACTIVITY**

(Please, write 2 or 3 main objectives of this activity)	
<ol style="list-style-type: none"> <li>1. Learning about strategies in conflict management.</li> <li>2. Identifying the participants' preferences.</li> </ol>	
<b>3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS</b> (Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)	
<p>Step 1 Participants watch Slides 8–11 of the presentation.</p> <p>Step 2 Each participant is asked to think of another conflict he/she had recently.</p> <p>Step 3 Participants form pairs and tell each other what happened, identifying the strategies in each other's conflicts and discussing if other strategies could have been more successful.</p>	
<b>4) DESCRIPTION OF ALTERNATIVES</b> (What changes can be made to make it more appropriate)	
–	
<b>5) LEARNING OUTCOMES</b> (Please, explain briefly what can be learned with this activity; what examples might be given by trainers)	
Participants will be more aware of their own preferences of conflict management strategies and can consider trying new ones.	

TITLE OF THE ACTIVITY:           HULA HOOP          

Face-to-face	X	Online	
<b>1) DESCRIPTION OF THE ACTIVITY</b> (Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)			
30' This activity explores the opportunity to work with conflict.			
<b>2) OBJECTIVES OF THE ACTIVITY</b> (Please, write 2 or 3 main objectives of this activity)			
<ol style="list-style-type: none"> <li>1. Experiencing conflict.</li> <li>2. Working through conflict to reach a team goal.</li> </ol>			

<p><b>3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS</b> (Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)</p>
<p>Step 1 Break a large group into smaller teams of about seven (which is usually the maximum you can get around a hula hoop). Each team gets a hoop.          Step 2 Have team members hold their hands out in front of them, palms facing in.          Step 3 Have them point at the person across the hoop from them with their index finger. This hand position needs to be maintained for the duration of the activity. This prevents them from grasping the hoop.          Step 4 Place the hoop on top of the team’s index fingers to begin. The goal of the activity is to simply lower the hoop to the ground.          Step 5 Every team member’s finger must always maintain contact with the hoop. If anyone loses contact or his or her fingers slip off the hoop, the team must assume the starting position and begin again.          Step 6 Once the team understands the team goal and the rules, place the hoop in the starting position and begin.          Step 7 Participants will notice that instead of going down, the hoop will be rising. (It is because everyone strives to touch it and thereby inadvertently raise it higher) Conflict ensues as team members, convinced that they are doing it correctly, start to accuse the others on the team of lifting the hoop, making comments such as, “Who is lifting the hoop?” and “Stop it!”. Most teams must start over quite a few times before they start to address the challenges and take steps to resolve the conflict and attain success.</p>
<p><b>4) DESCRIPTION OF ALTERNATIVES</b> (what changes can be made to make it more appropriate)</p>
<p>When you place the hoop on the team’s fingers, apply slight downward pressure before letting them begin. This helps create the initial upward pressure that creates the “helium effect.”</p>
<p><b>5) WHAT TO LEARNERS CAN TAKE FROM THIS</b> (Please, explain briefly what can be learned with this activity; what examples might be given by trainers)</p>
<p>They will learn to find ways to overcome conflict and reach a common goal.</p>

NAME OF THE ACTIVITY: Diagnosis of possible conflict situations

<p><b>1) DESCRIPTION OF THE ACTIVITY</b> (Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)</p>
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<p>30'</p> <p>Participants learn about the steps to an effective conflict management and brainstorm about possible conflict they might face during the project.</p>
<p><b>2) OBJECTIVES OF THE ACTIVITY</b>            (Please, write 2 or 3 main objectives of this activity)</p>
<p>1. Learning about the steps of diagnosing a conflict.</p> <p>2. Preparing for future conflicts.</p>
<p><b>3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS</b>            (Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)</p>
<p>Step 1 Participants watch Slides 14–16 of the presentation.</p> <p>Step 2 Participants form small groups of 3-4 people. Each group thinks of a conflict that they might face during the project and write it down in a few words on a piece of paper.</p> <p>Step 3 The trainer collects the papers and redistributes it so each group gets another group’s conflict. The groups brainstorm about possible solutions, taking into consideration the steps described in the presentation.</p> <p>Step 4 Each group presents their work.</p>
<p><b>4) DESCRIPTION OF ALTERNATIVES</b>            (What changes can be made to make it more appropriate)</p>
<p>–</p>
<p><b>5) LEARNING OUTCOMES</b>            (Please, explain briefly what can be learned with this activity; what examples might be given by trainers)</p>
<p>Participants prepare for possible future conflicts they might have to manage during the project.</p>

TITLE OF THE ACTIVITY:                     POSITIVE SPIN                    

Face-to-face	X	Online	
<p><b>1) DESCRIPTION OF THE ACTIVITY</b>            (Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)</p>			

<p>30'</p> <p>This activity explores the positive aspects in conflict.</p>
<p><b>2) OBJECTIVES OF THE ACTIVITY</b> (Please, write 2 or 3 main objectives of this activity)</p>
<ol style="list-style-type: none"> <li>1. Changing our perspective on conflict in the mentoring relationship.</li> <li>2. Considering the positive aspects of conflict.</li> </ol>
<p><b>3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS</b> (Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)</p>
<p>Step 1 Split large groups into smaller teams of four to seven (having at least three teams is necessary).</p> <p>Step 2 Have each team to send a member to collect their supplies of a sheet of flipchart paper, some assorted markers, pens, and the handout (Annex 2).</p> <p>Step 3 Tell the teams that they are to write their definition of conflict. Their challenge is to define conflict without using negative terms. Once team members agree on a definition, have them write it on their flipchart paper along with an illustration.</p> <p>Step 4 Before the group presentations and discussion, have each team answer the debriefing questions on the handout.</p> <p>Step 5 After all teams are finished, have the teams present their ideas to the group. Hang up the flipchart pages on the wall of the room for the duration of the training day.</p> <p><u>Discussion questions</u></p> <ol style="list-style-type: none"> <li>1. How does the definition of conflict affect the way we think about conflict?</li> <li>2. What are some negative consequences of conflict?</li> <li>3. What are some positive outcomes of conflict?</li> <li>4. List four potential positive outcomes of conflict in an organization.</li> </ol>
<p><b>4) DESCRIPTION OF ALTERNATIVES</b> (what changes can be made to make it more appropriate)</p> <p>–</p>
<p><b>5) WHAT LEARNERS CAN TAKE FROM THIS</b> (Please, explain briefly what can be learned with this activity; what examples might be given by trainers)</p>
<p>This activity will help participants become more comfortable with different aspects of conflict.</p>

Team debriefing discussion questions

1. How does the definition of conflict affect the way we think about conflict?  
\_\_\_\_\_
2. What are some negative consequences of conflict?  
\_\_\_\_\_
3. What are some positive outcomes of conflict?  
\_\_\_\_\_
4. List four potential positive outcomes of conflict in an organization.  
\_\_\_\_\_

**POWERPOINT PRESENTATION**

CONFLICT MANAGEMENT

1: Learning outcomes of this module

Aim: In this session definitions and concepts about what is a conflict or types of conflicts, their implications and strategies for overcoming them will be presented. In addition, an attempt will be made to understand what types of conflicts can arise at different levels in mentoring and what the role of mentors and mentees is in various possible conflict situations.

Learning outcomes:

1. Understanding that conflicts can have both positive and negative effects and that there are different ways of perceiving conflicts;
2. understanding the basic strategies for resolving a possible conflict;
3. identifying possible conflicts that may occur throughout the mentoring process;
4. explaining possible ways to anticipate the occurrence of these conflicts.

2: In this module, we will talk about:

- Definitions and concepts;
- strategies in conflict management;
- diagnoses of possible conflict situations.

3: Definitions and concepts

1<sup>st</sup> activity: How do you see it?

4: Definitions and concepts

Wisinski, 1994 – “It’s a normal, natural phenomenon. It is seen as an interpersonal dynamic and, when treated in the right way, it can be managed, often resolved and will probably have quite creative results.”

Chiavenato, 1999 – “It means the existence of ideas, feelings, attitudes or conflicting and colliding interests that can shock.”

Conflict must be viewed in a positive way because innovative ideas are almost always the result of conflicting points of view that are shared and discussed

openly...thus, and according to the current view of conflict, a certain degree of conflict is beneficial to maintain the vitality of organizations, groups and interpersonal relationships.

#### 5: Definitions and concepts

##### Types of conflict:

Underlying  
Perceived  
Emotional  
Explicit  
Destructive  
Constructive

##### Sources of conflict:

Conflicts of interest/needs  
Relationship/communication conflicts  
Resource conflicts  
Activity conflicts  
Information conflicts  
Structural conflicts  
Conflicts of values  
False conflicts  
Displaced conflicts

#### 6: Definitions and concepts

An attempt should be made to minimize or avoid the negative consequences of conflicts and to enhance their positive aspects.

##### Advantages

- Stimulates innovation, creativity, change and adaptation;
- Avoids processes of stagnation;
- Tension release mechanism;
- Individual and group performance can be improved;
- Helps establish our identity;
- Creates or modifies rules, standards or laws.

##### Disadvantages

- Can reduce communication between people or groups;
- Can be develop a climate of doubt, suspicion or uncertainty;
- May reinforce resistance to change;
- Can cause damage to relationships;
- May lead to inappropriate and irresponsible behaviour.

#### 7: Strategies in conflict management (end)

2<sup>nd</sup> activity: Step by step

#### 8: Strategies in conflict management

Basic strategies in conflict resolution

- Passivity – the individual seeks to avoid conflict even if he/she suffers from it.
- Aggressiveness – the individual seeks to win even at the expense of others
- Passivity/Aggressiveness – the individual presents a mixed behaviour
- Assertiveness – the individual aspires to defend his/her rights and accepts that other people also have them

9: Strategies in conflict management

Management styles in conflict resolution

- Avoid – passive, non-assertive approach of non-cooperation;
- Accommodate – passive, not assertive but cooperative approach;
- Confront – addresses conflict through a frontal approach;
- Force/compete – assertive but non-cooperative approach;
- Engage – combination of assertiveness and cooperation;
- Collaborate/cooperate – assertive and cooperative approach.

10: Strategies in conflict management

COMMUNICATION

Assertive communication in conflict management is essential!

Assertive communication □ know how to share;

□ know how to listen;

□ know how to handle and control emotion;

□ know how to create empathy.

11: Strategies in conflict management

Conflict Negotiation

A process by which the opposing parties voluntarily try to find a joint decision so that both parties are satisfied.

Negotiation is a complex process, which must take into account one's cultural background, personal characteristics, surroundings and the other party's point of view.

Conflict Mediation

It is the process of peaceful intervention by a third party to help people or groups in conflict resolve their differences and produce an agreement.

The mediator structures the process to create a safe environment for the parties involved to discuss the conflict and find solutions that meet their interests.

Mediation is a voluntary process.

12: Strategies in conflict management (end)

3<sup>th</sup> activity: Hula Hoop.

13: Diagnosis of possible conflict situations



Can you identify possible conflicts that may occur through the mentoring process?

#### BRAINSTORMING

#### 14: Diagnosis of possible conflict situations

Managing conflicts properly is related to the ability to contribute to personal and group performance while satisfying the social, moral and ethical needs of the individual or the group.

Good conflict management is both an art and a science.

The challenge in conflict management is not to reduce or suppress conflicts, but to discover how to deal with them constructively.

#### 15: Diagnosis of possible conflict situations

##### Steps to an effective conflict management

1. Diagnose the nature of the conflict (which, who, what, where and why);
2. Look for alternative solutions;
3. Choose the best alternative based on the information available;
4. Implement this alternative and evaluate the result.

#### 16: Diagnosis of possible conflict situations

- Create an affective atmosphere;
- Clarify perceptions;
- Generate mutual earning options;
- Seek to understand the behaviour of the people involved;
- Avoid personal attacks;
- Have an open mind and promote dialogue;
- Incorporate different points of view allowing different ideas and perspectives;
- Avoid criticizing or directing the conversation;
- Don't just act emotionally;
- Demonstrate genuine interest in the interlocutor's message;
- Speak calmly;
- Reveal empathy and willingness to reach consensus;
- Adapt an affirmative position showing respect for the other.

#### 17: Diagnosis of possible conflict situations (end)

4<sup>th</sup> activity: Positive Spin.

#### 18: References

- Carvahal,E. 2012. Negociacao e Administracao de Conflitos. Rio de Janeiro: FGV.
- Fowler, A., 2001.Resolvendo Conflitos, Sao Paulo:Nobel.
- Neto, A., 2005. Gestao de Conflitos.
- <http://pt.slideshare.net/rodriguesisabel/manual-gesto-de-conflitos/15>

#### 19: School Parent Involvement to Increase Student Achievement

## MODULE V - CHILD DEVELOPMENT AWARENESS

### Session Plan

#### Training: Child development awareness

Module: CHILD DEVELOPMENT AWARENESS		Trainer:	
Session nr.	Duration: 180'	Date:	
General objectives:	Being aware of development bases and highlighting the importance of proper stimulation.		
Learning outcomes:	Participants will understand how children develop and how to support children with their needs.		
Methods:	presentation and activities		
Content:	<ul style="list-style-type: none"> <li>- Basics of child development: brain, cognitive and socio-cultural development</li> <li>- Developmental stages of a child</li> <li>- Developmental needs and the link with learning support</li> <li>- What is trauma, its impact and how to deal with it.</li> </ul>		

Time	Activities:	Resources and materials:
15'	Introduction to child development	videos
25'	What age can I...?	a box marker/white board annex
20'	Children developmental pyramid	whiteboard, paper, pens cardboards markers annex
20'	Affective training	annex
25'	How do we learn?	annex
45'	Be a model	projector
30'	Challenge accepted!	annex

## Activities

TITLE OF THE ACTIVITY: Introduction to child development

<p><b>1) DESCRIPTION OF THE ACTIVITY</b> (Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)</p>
<p>15'</p> <p>Mentors will go watch videos to understand the basics of child development and the impact of trauma on the lives of people.</p>
<p><b>2) OBJECTIVES OF THE ACTIVITY</b> (Please, write 2 or 3 main objectives of this activity)</p>
<p>1) Understanding child development stages. 2) Understanding trauma and its impact on a person's life and behaviour.</p>
<p><b>3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS</b> (Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)</p>
<p>Step 1 Participants watch these videos with the group with automatic captioning on: <a href="https://youtu.be/aYCBdZLCDBQ">https://youtu.be/aYCBdZLCDBQ</a>  <a href="https://www.youtube.com/watch?v=KoqaUANGvpA">https://www.youtube.com/watch?v=KoqaUANGvpA</a></p> <p>Step 2 They discuss any doubts or questions.</p>
<p><b>4) DESCRIPTION OF ALTERNATIVES</b></p>
<p>For participants more interested, background reading on child development and trauma can be offered.</p>
<p><b>5) LEARNING OUTCOMES</b> (Please, explain briefly what can be learned with this activity; what examples might be given by trainers)</p>
<p>Future mentors will have a basic understanding of child development stages. They will also learn about trauma as it is nearly always one of the underlying causes of issues in disadvantaged families they will work with (and also in).</p>

TITLE OF THE ACTIVITY: What age can I...?

<p><b>1) DESCRIPTION OF THE ACTIVITY</b> (Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)</p>
<p>25'</p> <p>Mentors will go deeper into the developmental needs and characteristics of children of various ages. The search for self-fulfilment and assumption of responsibilities are very important parts of the growth of all children. It will reflect on how assuming or delegating responsibilities favour or damage school success.</p>
<p><b>2) OBJECTIVES OF THE ACTIVITY</b> (Please, write 2 or 3 main objectives of this activity)</p>
<p>3) Knowing the most common and approximate age at which children perform or can perform certain actions.</p> <p>4) Understanding how children develop and, in this way, promote self-learning and self-realization.</p> <p>5) Promoting school success by knowing more about the child's development and its possible delays.</p>
<p><b>3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS</b> (Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)</p>
<p>Step 1 The trainer has a box with tasks and actions (Annex 1).</p> <p>Step 2 Each person takes a piece of paper and reads it aloud.</p> <p>Step 3 The participant must place their paper on the table, in the age range that they think corresponds to them (Annex 2).</p> <p>Step 4 As each person places the action, the trainer will create a debate through questions: what do you think (the rest of them)? Older or younger? What kind of need is this? Can the lack of this ability influence their future? Will it affect their academic and social life at school?</p>
<p><b>4) DESCRIPTION OF ALTERNATIVES</b> (What changes can be made to make it more appropriate)</p>
<p>If there are many participants, they could take a paper in pairs and follow the same dynamic explained. It could also be done by forming 2 groups. In this way, each group would place the actions in the age range that they consider appropriate (thus promoting teamwork) and, afterwards, they would be brought together in a large group for correction by the trainer and debate. The list of tasks that are presented is very extensive so that each mentor can choose (between 10 and 15) those that are more convenient and can be better adapted to the sociocultural reality.</p>

**5) LEARNING OUTCOMES**

(Please, explain briefly what can be learned with this activity; what examples might be given by trainers)

Participants will have more knowledge about the developmental milestones in a practical way and they will see how the fact that children assume certain responsibilities, according to their age, will give them greater autonomy in their academic life. They will also identify possible delays if the child doesn't develop the abilities according to their age.

**Annex 1**

**LIST OF TASKS / ACTIONS TO CLASSIFY BY AGE**

Depending on the number of participants, choose between 10 and 15 items adapted to the sociocultural reality.

**2-3 years old**

- Store their toys in boxes and on the shelf
- Stretch the comforter on their bed
- Water plants
- Eat alone
- Put away their books
- Removes their shoes and socks
- Drink without help
- Seek independence, but need help
- Like to be close to the family, because it gives them security
- Do projects and work alone, but start playing with other children

**4-5 years**

- Make order in their room
- Clean and store dishes well
- Arrange the cutlery
- Set the table with everything
- Dress alone
- Wash up
- Use the knife to spread
- Ask Why? constantly
- Ask many questions because they want to learn
- Button up
- Be aware of the time and duration of an activity
- Be obedient in tasks and routines

**6-7 years**

- Pick up the trash
- ☐ Prepare their backpack
- ☐ The group (friends) starts to have more influence
- ☐ Like to win, enjoy competition and change rules at their own convenience

- ☐ Be able to pay attention when necessary
- ☐ Like to have more responsibility and independence and be constantly concerned with doing everything right
- ☐ Show less decision making and don't like criticism

8-9 years

- Wash the dishes
- Play organized games
- Interest in team games and competition

10-11 years

- Clean the bathroom thoroughly
- Start ironing clothes
- Check their class schedule and ask their classmates if they have forgotten to write something important

From 12 years

- Make simple repairs at home
- Interest in social issues (14-15 years)

**ANNEX 2**

**CLASSIFICATION TABLE**

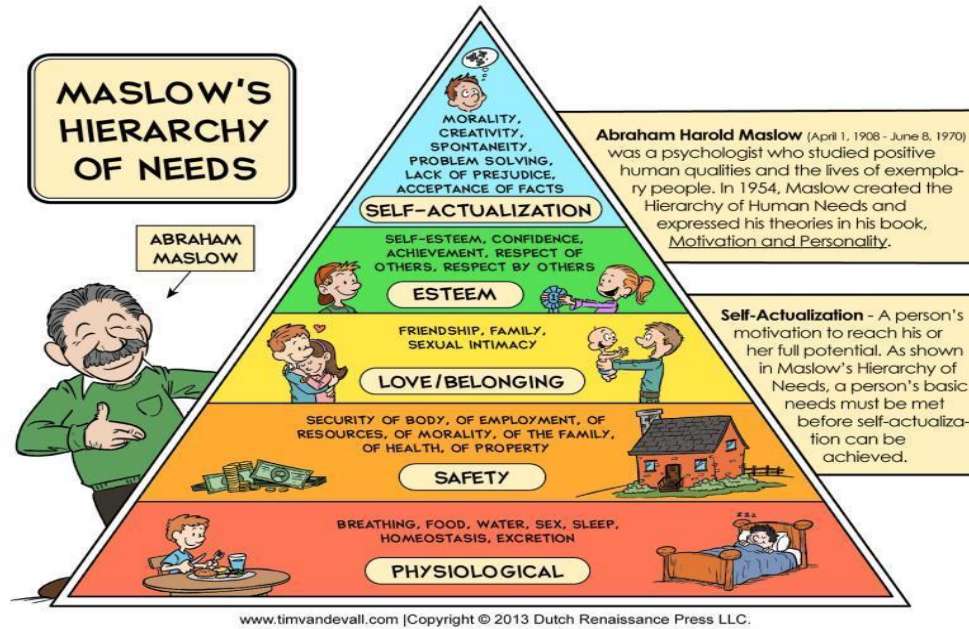
Table to draw or print (A3)

2-3 years	4-5 years	6-7 years	8-9 years	10-11 years	>12 years

TITLE OF THE ACTIVITY: CHILDREN DEVELOPMENTAL PYRAMID

1) DESCRIPTION OF THE ACTIVITY  
 (Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)

<p>20'</p> <p>Mentors learn about the basic needs of children through the Maslow pyramid.</p>
<p><b>2) OBJECTIVES OF THE ACTIVITY</b> (Please, write 2 or 3 main objectives of this activity)</p>
<ol style="list-style-type: none"> <li>1. Identifying the basic developmental needs of children and relocating them in the Maslow pyramid.</li> <li>2. Understanding the need for the comprehensive development of the person.</li> <li>3. Promoting group activities as a learning methodology.</li> </ol>
<p><b>3) HOW TO APPLY THIS ACTIVITY– TIPS FOR TRAINERS</b> (Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)</p>
<p>Step 1 The trainer explains that people have basic needs to survive and socialize and to develop on a personal level as individuals.</p> <p>Step 2 The trainer divides the groups into smaller groups and asks the participants to think about the needs of children. This will take 5'.</p> <p>Step 3 The trainer explains the Maslow pyramid by giving the participants Annex 3. Then asks them to share their opinions and to classify the different needs (that they wrote down in the previous step) in it. The trainer promotes a debate if it is necessary.</p>
<p><b>4) DESCRIPTION OF ALTERNATIVES</b> (What changes can be made to make it more appropriate)</p>
<p>Depending on the number of participants, the groups can be made bigger or smaller. It is necessary to pay attention to the time plan, so we can stop the activity if we see that there is not enough time. The trainer will be able to adapt the activity, carrying it out without groups and promoting brainstorming among all the mentors. It is very important that the trainer controls the active participation of everyone.</p>
<p><b>5) LEARNING OUTCOMES</b> (Please, explain briefly what can be learned with this activity; what examples might be given by trainers)</p>
<p>Participants learn about the developmental needs of children to understand how to raise their children, assessing whether these needs are met.</p> <p>They come to understand that it is necessary to cover basic needs (deficit or primary needs) in order to get children to meet the needs of self-realization.</p> <p>They come to understand that we educate the human brain and enhance its development to ensure that our children achieve a good result at a personal, social and professional level in the future.</p>



TITLE OF THE ACTIVITY: Affective training

**1) DESCRIPTION OF THE ACTIVITY**  
(Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)

20'  
Participants have to explain how to prove their love to their children with the right actions and words. The activity aims to highlight the importance of affection and respect as fundamental aspects in the development of children.

**2) OBJECTIVES OF THE ACTIVITY**  
(Please, write 2 or 3 main objectives of this activity)

1. Promoting love and respect in the family as essential factors in child development.
2. Identifying verbal and non-verbal ways of expressing affection, trust and safety.
3. Identifying and analysing ways to promote children's self-esteem and responsibility.
4. Understanding how positive family relationships influence children's academic performance.

**3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS**  
(Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)



Step 1 Mentors are divided into groups and are given ten minutes during which they have to identify ways of saying "I love you" to their kids. They can be actions, words, gestures ...

Step 2 Once they have finished, the contents are exposed to the whole group, reflecting on each one of them, how they will make the boys and girls feel.

Step 3 The list at the end of the document is shown below, in which we will find 25 ways of saying "I love you" to kids (Annex 4). We will check how many of them are sure that they have already said these and we will reflect on those that had not yet come out.

Step 4 Finally, a conclusion is made indicating that much of the learning is done through relationships, and the first we establish, and one of the most important, is the relationship with our parents. Building a strong and positive bond with our children will allow them to develop positively socially, cognitively and psychologically. This will directly influence their academic performance, it will help them build healthy and positive relationships in the school environment, as well as feel important, valid and capable, allowing them to face the academic challenges with security and confidence.

#### 4) DESCRIPTION OF ALTERNATIVES

(What changes can be made to make it more appropriate)

In the list made by professionals, there may be gestures, words or actions that are not collected and that due to cultural differences can be considered essential, so the possibility of introducing changes to the list is valued.

#### 5) LEARNING OUTCOMES

(Please, explain briefly what can be learned with this activity; what examples might be given by trainers)

Participants will learn the importance of warmth and respect when we relate to our children, since we have to protect ourselves with good self-esteem. Feeling safe and protected will influence their personal, social and academic development positively.

The affective relationships that they establish in the first years constitute the first step on which they build all their relationships and their perception of themselves. Both aspects are essential in their academic development and in the school success, so it will allow children to face school challenges with self-confidence and feel supported.

An example of how these aspects influence their school performance is: "If my child feels confident, when he has to present a complex job at school, he will believe in his ability to do it and ask for help if he needs it, which will decrease the difficulties of success."

**25 WAYS OF SAYING “I LOVE YOU” TO YOUR KIDS**

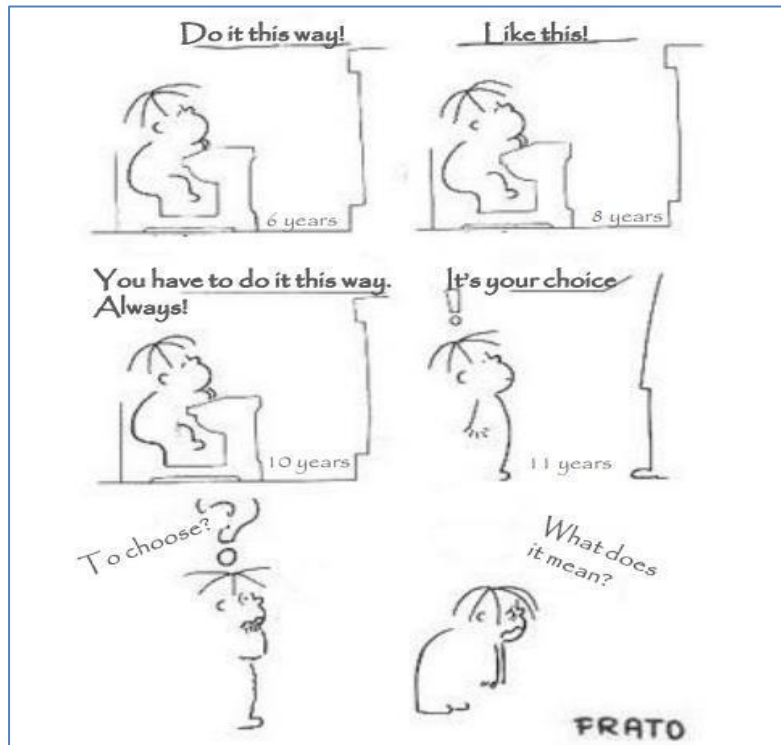
- Say “I trust you”.
- Listen when they talk to you.
- Validate their feelings, don’t ignore them.
- Ask "How can I help you?".
- Apologize when you were wrong.
- Give appropriate responsibilities according to their age.
- Ask “How are you?”.
- Say a cheerfully “GOOD MORNING” every morning.
- Hug them frequently.
- Laugh together.
- Set limits and standards for their safety.
- Say “That’s a good idea”.
- Play together.
- Say “Thank you”.
- Respect their opinion.
- Speak calmly and in a low voice.
- Give appropriate freedom according to their age.
- Say “I’m proud of you”.
- Don’t lie to them.
- Be aware of their safety.
- Celebrate their successes.
- Respect their feelings.
- Praise their good qualities.
- Keep your promises.

and SAY "I LOVE YOU ".

TITLE OF THE ACTIVITY: How do we learn?

<p><b>1) DESCRIPTION OF THE ACTIVITY</b></p> <p>(Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)</p>
<p>25'</p> <p>We’ll create a place for dialogue and discussion about children’s opportunities to know and develop their preferences, attitudes and capacities through a comic strip from Francesco Tonucci (also known as Frato). He is an Italian thinker, educational psychologist and cartoonist.</p>
<p><b>2) OBJECTIVES OF THE ACTIVITY</b></p>

(Please, write 2 or 3 main objectives of this activity)
<ol style="list-style-type: none"> <li>1. Promoting the development of autonomy.</li> <li>2. Learning about how children learn.</li> <li>3. Promoting active listening to children's interests so they can express themselves at school and with their families.</li> </ol>
<b>3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS</b> (Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)
<p>Step 1 Comic strip presentation: ask the participants what they see in the picture (Annex 5)</p> <p>Step 2 To connect the vignette to the theoretical content: What values can influence development? Does the historical context matter? Do we really let them choose and enhance their individual differences? Who offers security and stability to children?</p> <p>Step 3 In everyday practice, how is it possible to promote the development of autonomy.</p> <p>Step 4 Ask the participants how we could find balance between freedom and safety.</p>
<b>4)DESCRIPTION OF ALTERNATIVES</b> (what changes can be made to make it more appropriate)
<p>Explain the social and culture reality shown in Francesco Tonucci's work: the value that he indicates in educational game in the learning progress, child in the city...</p>
<b>5) WHAT TO LEARNERS CAN TAKE FROM THIS</b> (Please, explain briefly what can be learned with this activity; what examples might be given by trainers)
<p>Think about the current learning model and its consequences in children's development.</p> <p>Are we really letting them choose?</p>



TITLE OF THE ACTIVITY: Be a model

**1. DESCRIPTION OF THE ACTIVITY**

(Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)

45'

By means of the presentation of the video of the "Bandura's bobo doll experiment" we want to achieve a space for reflection on how and to what extent they can influence the learning of their children, even indirectly.

<https://www.youtube.com/watch?v=128Ts5r9NRE>

**2. OBJECTIVES OF THE ACTIVITY**

(Please, write 2 or 3 main objectives of this activity)

1. Understanding that there are different types of learning: direct and indirect.
2. Understanding how we influence their learning with our attitude and behaviours.

3. Understanding how they can modify their behaviour to serve as positive role models for their children.

**3. HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS**  
(Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)

Step 1 The participants watch a video.

Step 2 The trainer asks the participants to reflect on what they have just seen and what conclusions they draw from said video. In the video they can see children exposed to a model who attacks the doll and the children can relate in the same way to it. The trainer explains the importance of modelling and the characteristics that this model must present (be similar, be attractive, if there is no motivation or has negative consequences, such behaviour will not be reproduced). The trainer should relate it to the school context.

Questions to help the reflection (related to their children):

- What do you think is your level of commitment and participation with the school?
- How can your vision and participation in school influence that of your children?
- Do you value the abilities of your children?
- What expectations do you have about the academic achievements of your children?
- Do you think that everyday family activities can be good learning opportunities?
- How do you think they may be influencing your children's learning?

Step 3 The trainer explains the importance of not being contradictory in our messages, if we want them to do something, then we cannot do the opposite because we are their role model. (For example, if we ask them to pick up their books after reading we must do the same.)

**4. DESCRIPTION OF ALTERNATIVES**  
(What changes can be made to make it more appropriate)

–

**5) LEARNING OUTCOMES**  
(Please, explain briefly what can be learned with this activity; what examples might be given by trainers)

Thinking about how parents influence the development and learning of their children indirectly. Keeping in mind that they learn from direct orders and the importance of learning by observation.

TITLE OF THE ACTIVITY: Challenge accepted!

<p><b>1) DESCRIPTION OF THE ACTIVITY</b> (Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)</p>
<p>30'</p> <p>This activity seeks to provide mentors with tools and strategies that allow them to address the different challenges and difficulties that may arise in working with families, working with case studies. It reflects on the importance of taking into account the individual characteristics and needs of each family.</p>
<p><b>2) OBJECTIVES OF THE ACTIVITY</b> (Please, write 2 or 3 main objectives of this activity)</p>
<ol style="list-style-type: none"> <li>1. Knowing the possible difficulties that may arise supporting families.</li> <li>2. Developing strategies that allow them to address these difficulties.</li> <li>3. Reflecting on the importance of understanding the particular characteristics of each family.</li> </ol>
<p><b>3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS</b> (Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)</p>
<p>Step 1 Participants are divided into two groups. Annex 6 (Family case 1 and questions) is provided to one of them and Annex 8 (Family case 2 and questions) to the other group. They will have 30 minutes to read the case and answer the questions that are put to them.</p> <p>Step 2 Each group shares its case and the answers to the questions.</p> <p>Step 3 The trainer should help each group to cover some crucial aspects in their presentation once they have finished presenting their ideas. In order to do so, a series of recommendations are attached (Annex 7 and Annex 9) that are considered essential in each case.</p>
<p><b>4) DESCRIPTION OF ALTERNATIVES</b> (What changes can be made to make it more appropriate)</p>
<p>If there are too many participants (more than 7-8 people per group) and it is necessary to make more than two groups, the same case will be delivered to several. For example, if we make 4 groups, two will solve the case of Family 1 and the other two will solve the case of Family 2.</p> <p>If time allows, at the end of the activity participants can raise their concerns about other difficulties that may appear and seek possible joint solutions to them.</p>
<p><b>5) LEARNING OUTCOMES</b></p>

(Please, explain briefly what can be learned with this activity; what examples might be given by trainers)

Throughout the mentoring process mentors will have to face numerous challenges and difficulties with families. This activity aims to promote adaptability skills in mentors and to search for solutions.

## Annex 6

### FAMILY CASE 1

Single-parent family with a 7-year-old son. The mother has suffered depression due to various triggers: loss of job, lack of support at the socio-family level, financial difficulties ... This has happened since the child was 3 years old until approximately 6 years old. Currently the mother is emotionally stable and recovered from this depression. However, the experience of these years has led to a series of difficulties in the family unit:

- Small difficulties of the child and the mother at a social and community level.
- Difficulties of the mother to re-establish a supportive, protective and secure relationship with her child.
- Low academic performance of the child due to attention and concentration difficulties.
- Change of roles: the child assumes many responsibilities that the mother should.

### QUESTIONS:

- What could the mother be feeling right now? And her child?
- What strategies would be important to develop to take advantage of social and community resources?
- What recommendations could we do to strengthen the bond between mother and child?
- At an academic level, how can we reach improvements?

## Annex 7

### RECOMMENDATIONS

- Be especially careful when communicating with the mother, avoid making judgments, support and reinforce positively. In addition, it is important not to push for the objectives, their progress will probably be more difficult and

slower than that of other families that do not have these difficulties. It is essential to be empathetic with the families of which they are mentors, taking into account where they come from, how they may be feeling at any moment and what they need. This will help them create a positive bond with the family and provide a response tailored to their needs.

- Try to help them build on the knowledge and approach to community resources and activities that can assist the families. Try to help them create a satisfactory and stable social network.
- Focus the main objective on providing strategies that strengthen the mother-child relationship and establish a healthy bond between the two. Restoring roles is also important. To achieve this, recommend activities related to:
  - Sharing time playing together.
  - Engaging the mother in the academic life of her child, reinforcing communication with the educational centre.
  - Establishing limits at home, as well as organizational routines.
  - Positive communication (active listening, adequate tone of voice, empathy, etc.)
  - Reinforcement of the child's self-esteem.

## Annex 8

### FAMILY CASE 2

Father and mother divorced 3 years ago. They have two daughters, aged 4 and 9. There is shared custody, so the girls live one week with each parent. Due to the conflicts that arose during this time, right now, the parents do not have any relationship, there is no communication between them.

Both parents have totally different educational models. While the father is more permissive, without limits and norms, the mother is more authoritarian, exercising extreme control over her daughters.

### QUESTIONS

- How do you think both parents and daughters may feel in this situation?
- Do you think that the family situation is a challenge or a difficulty for the mentoring process? Why? What would you do to solve these difficulties?
- What actions do you value as essential for the family and the school for the academic progress of girls?

## Annex 9

### RECOMMENDATIONS



- Keep in mind the cognitive and emotional difficulties that may have caused and are causing the inter-parental conflicts.
- It is very important that both parents, despite using such different educational models, feel equally listened to and valued by the mentors.
- Emphasize the importance of both following the same educational guidelines and that there can be positive communication between the two for this to occur. This totally influences the well-being of their daughters, a desire that both parents surely share.
- If necessary, and so requested, support them in the search for a family mediation service that helps them improve the relationship between them.
- When supporting is carried out and a recommendation is established, try to transmit it to the other parent, so that both follow the same recommendations.

## MODULE VI – PARENTAL ENGAGEMENT

The main aim of mentoring in PARENT'R'US is to support parents in their activities related to the schooling of their children. Thus, mentors need to have a basic understanding of the desirable relationship and partnership between parents and schools. In order to support the school success of children coming from vulnerable families, mentors also need to have a basic knowledge about the role of school and that of parents and family in the education of children. On a more abstract level, they also need to put this in the framework of general parenting practices that are beneficial for the child.

### Session plan

Training: PARENTAL ENGAGEMENT FOR MENTORS (PERM)

Module: Parental engagement		Trainer:	
Session nr.:	Duration: 240'	Date:	
General objectives:	Understanding and applying parental engagement		
Learning outcomes:	Participants will understand the necessity of parental engagement and will learn methods of engagement.		
Methods:	Games and discussions.		

Content:	<ul style="list-style-type: none"> <li>– What is parental involvement vs parental engagement;</li> <li>– Parenting styles (authoritarian, authoritative, permissive and neglectful);</li> <li>– Working together: home responsibilities vs school responsibilities;</li> <li>– Participatory and democratic processes;</li> <li>– Innovative home-school links: enhancing collaboration between parents and school.</li> </ul>
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Time	Activities:	Resources and materials:
10	Check-in	–
10	Bingo	tables on sheets
10	Where do you stand?	–
30	Involvement and engagement	papers, markers, whiteboard
30	Brainstorming	board
20	Change your perspective	situational cards
10	Molecules	–
45	World café	large sheets of paper, markers
15	Anthill	chairs
20	Five Whys	sheets of paper, pens
20	Comfort zones	ropes or chalk
20	Learn to co-operate	sheets of papers, pens
10	Meaningful listening	–
25	Family heirloom	scissors, tape, colourful yarns, sticker paper, markers
25	Harvest	photos, image cards, whiteboard

## Activities

The activities of the face to face training are numbered, because the training was planned with a sequence in mind. It is important to follow the sequence, however, the trainer can make certain changes, adapting the training to the needs of the participants.

If, for example, certain activities take longer than planned, the trainer can skip one or more of the following activities:

- 3. Where do you stand (10 minutes)
- 9. Anthill (15 minutes)
- 10. Five Whys (20 minutes)
- 14. Family heirloom (25 minutes)

The trainer must make these choices during the training, adapting to the situation, but it is very important to leave enough time for the last exercise of the harvest. Also, the training must start with a short ice-breaking, energizing game, and it is also recommended to do a similar game after the break during the module.

It is the trainer's task to recognize if any of the participants have questionable beliefs regarding the basic values of the project or are not suitable for their task. In such a case, the trainer has to make a note and to inquire further (e.g. during a personal interview).

TITLE OF THE ACTIVITY: Check-in

<p><b>1) DESCRIPTION OF THE ACTIVITY</b> (Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)</p>
<p>10' All the participants stand in a big circle, they introduce themselves by their first name and some kind of movement</p>
<p><b>2) OBJECTIVES OF THE ACTIVITY</b> (Please, write 2 or 3 main objectives of this activity)</p>
<p>1. Learning names. 2. Team building.</p>
<p><b>3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS</b></p>

(Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)
<p>Step 1 All the participants stand in a big circle.</p> <p>Step 2 They introduce themselves by their first name and some kind of movement.</p> <p>Step 3 The others greet each person by saying Hello, repeating their name and the movement.</p>
<b>4) DESCRIPTION OF ALTERNATIVES</b> (What changes can be made to make it more appropriate)
Any other ice-breaker that is no longer than 10 minutes will do.
<b>5) LEARNING OUTCOMES</b> (Please, explain briefly what can be learned with this activity; what examples might be given by trainers)
Mentor managers experience the relaxing effect of an ice-breaker.

TITLE OF THE ACTIVITY:   Bingo  

<b>1) DESCRIPTION OF THE ACTIVITY</b> (Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)
<p>10'</p> <p>Each participant goes around asking questions.</p>
<b>2) OBJECTIVES OF THE ACTIVITY</b> (Please, write 2 or 3 main objectives of this activity)
<ol style="list-style-type: none"> <li>1. Team building.</li> <li>2. Recognizing different talents and life stories.</li> </ol>
<b>3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS</b> (Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)
<p>Step 1 Each participant gets the table on a piece of paper (Annex 1)</p> <p>Step 2 They go around asking questions until they can fill at least three cells in a row.</p> <p>Step 3 The trainer asks for comments on what interesting/funny/surprising information they learnt about the others.</p>
<b>4) DESCRIPTION OF ALTERNATIVES</b> (What changes can be made to make it more appropriate)
The contents of the table can be changed.
<b>5) LEARNING OUTCOMES</b> (Please, explain briefly what can be learned with this activity; what examples might be given by trainers)
Participants get to know each other better.

**Annex 1**

FIND SOMEONE WHO...

1. CAN SEW! Name:	2. HAS MORE THAN TWO CHILDREN! Name:	3. CAN REMEMBER THE PYTHAGOREAN EQUATION! Name:
4. HAS EVER BEEN AN EXCELLENT STUDENT! Name:	5. CAN SING A FOLK SONG! Name:	6. HAS EVER CALMED DOWN AN ANGRY PARENT! Name:
7. HAS EVER PLAYED TRUANT FROM SCHOOL! Name:	8. KNOWS HOW TO GROW TOMATOES! Name:	9. KNOWS HOW TO REMOVE A RED WINE STAIN! Name:

TITLE OF THE ACTIVITY: Where do you stand?

<p><b>1) DESCRIPTION OF THE ACTIVITY</b> (Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)</p>
<p>10' Participants can decide between two options.</p>
<p><b>2) OBJECTIVES OF THE ACTIVITY</b> (Please, write 2 or 3 main objectives of this activity)</p>
<p>1. Accepting different opinions/methods of coping. 2. Getting to know each other.</p>
<p><b>3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS</b> (Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)</p>

Step 1 Participants are asked to imagine a line that divides the room in two.  
 Step 2 Using the left and the right hand, the trainer points to the two areas asking: Where do you stand? The right side is X and the left side is Y. The first round is just to make sure they understand the task:

Which do you prefer?

X: chocolate ice-cream – Y: vanilla ice-cream

Step 3 The participants take their place according to their opinions, the trainer asks some of them to explain their choices.

Step 4 If the participants appear to have problematic (e. g. racist) comments, the trainer should make a note and enquire further.

Further possible pairs:

What do you do when stressed? eating – drinking

What do you do when you are angry? shouting – silence

How do you help others? listening – talking

What do you do if you see an adult shouting with a child? stay away – interfere

How do you solve problems? asking for help – solving problems yourself

What do you do if somebody starts shouting with you? answer calmly – shout back

**4) DESCRIPTION OF ALTERNATIVES**

(What changes can be made to make it more appropriate)

Other pairs can also be used.

**5) LEARNING OUTCOMES**

(Please, explain briefly what can be learned with this activity; what examples might be given by trainers)

Participants learn to accept different coping mechanisms.

TITLE OF THE ACTIVITY: Involvement and engagement

**1) DESCRIPTION OF THE ACTIVITY**

(Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)

30'

Participants work in groups to define involvement and engagement.

**2) OBJECTIVES OF THE ACTIVITY**

(Please, write 2 or 3 main objectives of this activity)


1. Understanding basic terms.

2. Sharing ideas.

**3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS**

(Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)

- Step 1 Participants sit in groups of 4-5.  
 Step 2 They are asked to list all the ways the parents can at that moment participate in the schools' life.  
 Step 3 The trainer collects the items from the lists on a white board (without the possible duplications).  
 Step 4 Participants are asked to imagine the ideal school and list other ways of participations that are not possible for some reason, but would be useful.  
 Step 5 The trainer makes a new list of these and discusses the reasons why they would be useful, why they are not possible at the moment and what they could do to make them possible.  
 Step 6 During this discussion the trainer explains the practical and theoretical differences between parent involvement and parent engagement, e.g. 'parents are asked to bring cake to the school ball' versus 'parents are asked to participate in the planning of the school ball'.



Involvement	Engagement
<b>Who</b>	
Parents	Parents and children + family and community
<b>Responsibility</b>	
School with teaching in center	School, parents, learner with learning in center
<b>How</b>	
School initiative, formal meetings	Flexibility of form and timing
<b>Communication</b>	
One-way school to home	Two-way, use of technology



## Involvement – Engagement

Who

Parents – Parents and children + family and community

Responsibility

School with teaching in centre – School, parents, learner with learning in centre

How

School initiative, formal meetings – Flexibility of form and timing

Communication

One-way school to home – Two-way, use of technology

## 4) DESCRIPTION OF ALTERNATIVES

(What changes can be made to make it more appropriate)

–

<p><b>5) LEARNING OUTCOMES</b>          (Please, explain briefly what can be learned with this activity; what examples might be given by trainers)</p>
<p>Clarification of basic terms, new ideas about possible methods, understanding the reasons why some methods are not viable.</p>

TITLE OF THE ACTIVITY: Brainstorming

<p><b>1) DESCRIPTION OF THE ACTIVITY</b>          (Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)</p>
<p>30'          Participants brainstorm about what could help parents to be engaged more in their children's education and to communicate and co-operate with the school better.</p>
<p><b>2) OBJECTIVES OF THE ACTIVITY</b>          (Please, write 2 or 3 main objectives of this activity)</p>
<ol style="list-style-type: none"> <li>1. Learning the rules of brainstorming.</li> <li>2. Sharing ideas.</li> </ol>
<p><b>3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS</b>          (Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)</p>
<p>Step 1 The trainer explains the rules of brainstorming:          1. There are no dumb ideas. Period. It is a brainstorming session, not a serious matter that requires only serious solutions.          2. Don't criticize other people's ideas. This is not a debate, discussion or forum for one person to display superiority over another.          3. Build on other people's ideas. Often an idea suggested by one person can trigger a bigger and/or better idea by another person. It is this building of ideas that leads to out of the box thinking and fantastic ideas.          4. Reverse the thought of "quality over quantity." Here we want quantity; the more creative ideas the better.</p> <p>Step 2 The trainer divides the board by a line, writing PARENTS and SCHOOL. The ideas should be grouped according to whose responsibility/action they are. E.g. It is the parents' responsibility to read the messages the school sends, but it is the school's responsibility to make sure how the message reaches the parent (oral/written/SMS/email/Facebook, etc.)</p> <p>Step 3 The participants call out their ideas and discuss which group it should be included in. Then everybody can vote for the idea they like best. The trainer counts the votes and circles the three ideas that got the most votes.</p>
<p><b>4) DESCRIPTION OF ALTERNATIVES</b>          (What changes can be made to make it more appropriate)</p>



The trainer can make it a challenge to come up with as many ideas as possible and compare this team's performance to the last brainstorming session they conducted.

**5) LEARNING OUTCOMES**

(Please, explain briefly what can be learned with this activity; what examples might be given by trainers)

Participants learn how to collect new ideas.

TITLE OF THE ACTIVITY: Change your perspective

**1) DESCRIPTION OF THE ACTIVITY**

(Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)

20'

Participants use role play to practise changing their perspective.

**2) OBJECTIVES OF THE ACTIVITY**

(Please, write 2 or 3 main objectives of this activity)

1. Learning to understand others.
2. Learning to ask questions instead of just handing out punishments.

**3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS**

(Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)

Step 1 The participants form groups of three: one plays the parent, one is the child, the third is the teacher.

Step 2 The trainer asks them to imagine the following situation:

The child goes home in the afternoon. The parent is waiting for the child and is very angry, because the teacher called to say that the child did not go to school that day.

Step 3 The participants are asked to act out this situation. Each character can say and ask whatever they think.

Step 4 In the next round, the parent becomes the child, the teacher becomes the parent, the child becomes the teacher. They act out the same situation, asking and saying whatever they think (it can be a completely new story with new explanations.)

Step 5 The trainer asks: "How did the change of perspective change your feelings, acts, explanations?"

Step 6 The groups/participants can share their experience.

**4) DESCRIPTION OF ALTERNATIVES**

(What changes can be made to make it more appropriate)

There can be groups of 4 with an added role (e. g. headmaster, mayor or social worker).

**5) LEARNING OUTCOMES**

(Please, explain briefly what can be learned with this activity; what examples might be given by trainers)

Learning to ask about the real story in the background of events.

TITLE OF THE ACTIVITY: Molecules

**1) DESCRIPTION OF THE ACTIVITY**

(Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)

10'

Participants form various sizes of groups according to the number given by the trainer.

**2) OBJECTIVES OF THE ACTIVITY**

(Please, write 2 or 3 main objectives of this activity)

1. Team building.
2. Energizing activity.

**3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS**

(Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)

Step 1 The participants are asked to stand up.

Step 2 The trainer should count them silently and without drawing attention to it.

Step 3 When the trainer shouts a number, that many people should join hands. E.g. 2 – they should stand in pairs. 4 – they should form groups of four.

Step 4 The total number of participants should also be shouted in one of the rounds.

**4) DESCRIPTION OF ALTERNATIVES**

(What changes can be made to make it more appropriate)

The trainer can try to trick the participants by shouting a bigger number than their total number.

**5) LEARNING OUTCOMES**

(Please, explain briefly what can be learned with this activity; what examples might be given by trainers)

They feel more energized and connected.

TITLE OF THE ACTIVITY: World café

<p><b>1) DESCRIPTION OF THE ACTIVITY</b> (Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)</p>
<p>45' Participants discuss various questions in groups.</p>
<p><b>2) OBJECTIVES OF THE ACTIVITY</b> (Please, write 2 or 3 main objectives of this activity)</p>
<ol style="list-style-type: none"> <li>1. Team building.</li> <li>2. Sharing ideas.</li> <li>3. Ventilation of problems.</li> </ol>
<p><b>3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS</b> (Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)</p>
<p>Step 1 Participants are asked to sit at different tables in groups of 4–5. Step 2 One participant/table volunteers to be the table host whose responsibility is to stay at the same table during the same exercise and relate to the newcomers what has been discussed before. There is a large piece of paper on the table and various coloured markers, the participants are encouraged to make notes and drawings. Step 3 The trainer poses each question, the participants discuss it at the tables, then they move to another table (not together, but everybody to different groups) to listen to the new question.</p> <p>Questions:</p> <ol style="list-style-type: none"> <li>1. What is a good family like?</li> <li>2. What kind of problems does a family have to solve together?</li> <li>3. When do you think they should ask for outside help?</li> <li>4. How do you think you could personally help another family?</li> </ol> <p>Step 4 Each following table discussion starts with the table host summarizing briefly what was said before. Step 5 After the last round, each table host gives a short summary to the whole group.</p>
<p><b>4) DESCRIPTION OF ALTERNATIVES</b> (What changes can be made to make it more appropriate)</p>
<p>Different questions can be asked.</p>
<p><b>5) LEARNING OUTCOMES</b> (Please, explain briefly what can be learned with this activity; what examples might be given by trainers)</p>

Participants will practice sharing ideas, they can ventilate their problems.

TITLE OF THE ACTIVITY: Anthill

<p><b>1) DESCRIPTION OF THE ACTIVITY</b> (Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)</p>
<p>15' Participants move around as if they were ants in an anthill.</p>
<p><b>2) OBJECTIVES OF THE ACTIVITY</b> (Please, write 2 or 3 main objectives of this activity)</p>
<p>1. Team building. 2. Concentration.</p>
<p><b>3. HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS</b> (Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)</p>
<p>Step 1 The trainer makes a big circle out of chairs. Step 2 Participants should imagine they are ants living in an anthill inside the circle. They have to keep moving continuously, but they cannot touch each other, just like ants never run into one another. Step 3 The trainer walks around and by moving the chairs makes the circle smaller and smaller making the exercise more and more difficult. Step 4 At the end the trainer asks for comments on how an anthill is similar to a well-run family.</p>
<p><b>4. DESCRIPTION OF ALTERNATIVES</b> (What changes can be made to make it more appropriate)</p>
<p>The activity can be even more challenging by placing some obstacles (chairs) inside the circle that also have to be avoided.</p>
<p><b>5) LEARNING OUTCOMES</b> (Please, explain briefly what can be learned with this activity; what examples might be given by trainers)</p>
<p>Participants can reflect on responsibility and cooperation.</p>

TITLE OF THE ACTIVITY: Five Whys

<p><b>1) DESCRIPTION OF THE ACTIVITY</b> (Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)</p>
<p>20' Participants ask questions to identify the root cause of a problem.</p>
<p><b>2) OBJECTIVES OF THE ACTIVITY</b> (Please, write 2 or 3 main objectives of this activity)</p>
<p>1. Learning to analyze and identify the root cause of a problem.</p>
<p><b>3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS</b> (Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)</p>
<p>Step 1 Participants form groups of 4–5. Step 2 Each group should agree on discussing a particular problem they see in present day education. Step 3 They put down the problem on a sheet of paper and ask Why the problem happens. They write the answer down below the problem. Step 4 If the answer doesn't identify the root cause of the problem, they ask Why again and write that answer down. Step 5 They keep asking Why until the team agrees that the problem's root cause is identified. This may take fewer or more times than five Whys.</p> <p>Example: You are on your way home from work and your car stops in the middle of the road. 1. Why did your car stop? – Because it ran out of gas. 2. Why did it run out of gas? – Because I didn't buy any gas on my way to work. 3. Why didn't you buy any gas this morning? – Because I didn't have any money. 4. Why didn't you have any money? – Because I didn't have my purse on me. 5. Why did you not have your purse on you? – Because I got up too late and left home too hastily.</p>
<p><b>4) DESCRIPTION OF ALTERNATIVES</b> (What changes can be made to make it more appropriate)</p>
<p>Specific problems they gave to face during the project can also be discussed.</p>
<p><b>5) LEARNING OUTCOMES</b> (Please, explain briefly what can be learned with this activity; what examples might be given by trainers)</p>
<p>Participants learn to go deeper and to look for background information when they try to solve a problem.</p>

TITLE OF THE ACTIVITY: Comfort zones

<p><b>1) DESCRIPTION OF THE ACTIVITY</b> (Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)</p>
<p>20' Participants decide what they feel comfortable/challenging.</p>
<p><b>2) OBJECTIVES OF THE ACTIVITY</b> (Please, write 2 or 3 main objectives of this activity)</p>
<p>1. Raising self-knowledge. 2. Learning about the comfort/challenge/panic zones.</p>
<p><b>3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS</b> (Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)</p>
<p>Step 1 Two circles are formed from ropes or drawn in chalk on the floor. Step 2 The trainer explains that the inner circle is the comfort zone where one feels safe and comfortable. This circle should be big enough to hold all the participants. The zone between the two circle lines is the challenge zone, this is where one has to make an effort so that one can develop. The outer line is the boundary of the panic zone where one is frozen with fear or might act aggressively and without thinking. Step 3 The trainer lists activities and each participant can decide in which zone they would be if they had to perform that activity.</p> <p>Activities:</p> <ul style="list-style-type: none"> <li>- talk to a mass of people</li> <li>- dress a bleeding wound</li> <li>- talk to an angry parent</li> <li>- pet a spider</li> <li>- cooperate with a strict teacher</li> <li>- comfort a crying child</li> <li>- plan a wedding for a hundred people</li> <li>- apply for a scholarship</li> <li>- visit the headmaster's office</li> <li>- make an official complaint</li> <li>- sing publicly</li> <li>- attend the school ball or similar celebration</li> </ul>

Step 4 The trainer asks some of the participants to explain their choices and feelings. If somebody goes to the panic zone, the trainer asks what could help in these situations to ease the panic.

**4) DESCRIPTION OF ALTERNATIVES**

(What changes can be made to make it more appropriate)

Other activities can be listed (e.g. some tasks connected to the project).

**5) LEARNING OUTCOMES**

(Please, explain briefly what can be learned with this activity; what examples might be given by trainers)

Participants can reflect on their own comfort/challenge/panic zones.

TITLE OF THE ACTIVITY: Learn to co-operate

**1) DESCRIPTION OF THE ACTIVITY**

(Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)

20'

The participants learn to identify various points of views and responsibilities by categorizing who is responsible for certain aspects of a child's life.

**2) OBJECTIVES OF THE ACTIVITY**

(Please, write 2 or 3 main objectives of this activity)

1. Identifying stakeholders and their responsibilities.
2. Sharing ideas.

**3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS**

(Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)

Step 1 The participants form groups of 4–5.

Step 2 The trainer explains that all stakeholders (parents, teachers, decision-makers/authorities) seem to agree that they act in the best interest of the child, but often they have mutually exclusive ideas about who should do what.

Step 3 The groups get separate sheets of papers with the following title: HEALTH. They have to collect the various responsibilities of stakeholders in connection to the health of the child. E.g. The health of children is greatly influenced by their diet. But even if the family makes the necessary efforts, the child will not eat well if the school canteen offers only bad quality food.

Step 4 The groups present their ideas to the other. The trainer puts notes on the board.

Step 5 In the second round, they repeat the process with HOMEWORK, in the third round, with BEHAVIOUR.

The following examples help the trainer.

Who is responsible?

There is something wrong with the majority of the statements below. Try to find out what, and then check your answers.

#### HEALTH

If a child is ill, parents should let doctors work, after all they are the professionals.

According to law, all decisions concerning the child's medical treatment is made by the parents (consulting the child if old enough), not professionals. Parents are also allowed to be with their child at all times during medical treatment.

Schools can introduce healthy meals, this will help change family habits, too.

This has been proven to be a wrong solution by the major failure of the famous TV chef, Jamie Oliver's healthy school meals programme. School meals must be the joint decision of parents and school.

If your child is a little ill, parents can take him/her to school. School is there to take care of the child and the parents have to work anyway.

Many parents do this, and schools can tolerate it to a certain extent, as long as there is no danger of other children being infected. But in general, it is a wrong solution. An ill child needs rest.

Parents can make an informed choice and not vaccinate their children.

The answer is a definite yes according to the UN Convention on the Rights of the Child. However, parents also need to understand the risks, including national legislative measures that are not in line with the convention.

Schools must provide food for all children, even if a child needs a special diet.

In general the answer is yes, but it has to be a collaborative effort of the family and school, especially if the diet is very special.

#### HOMEWORK



A good parent checks – and if necessary helps with – homework.

The answer is a definite no, contrary to a somewhat general teacher belief. Part of doing homework is to learn responsibility and sometimes to learn to prioritise and share jobs.

If a child is struggling with homework, the parent needs to ask for help and ensure the homework is done.

It is the teacher's job to detect if there is such a problem and help the child. Parents' role as educators is not about homework. There is a learning point here for the child to know when and how to ask for help.

Homework has no real goal. It is just a good tool for teachers to give bad marks to children if it is not done.

Although the majority of homework is not well planned, originally it has some very important goals, to teach a child to work independently, to practice what they learnt at school and to have more time to explore a subject, just to name a few.

Teachers must be available to answer parents' questions about homework.

The answer is a yes and a no. While teachers must be available at agreed times and by agreed means (telephone, e-mail, Facebook, etc.) to answer parents' questions, they should also know that parents have no tasks around homework. So, if the question is about homework, they should tell the parent that they will tackle it during the next lesson.

If a child attends a whole-day school, homework must be forbidden.

This statement is true, but in many countries, they give smaller tasks to children to be done at home, together with the parents and family for learning together and for the parents to have an insight on what topics they are dealing with at school. For example, in Germany the rule is maximum one hour per week.

#### BEHAVIOUR

A child must respect his/her teachers, parents must teach them that.

Parents need to teach basic behavioural norms to their children. They need to know how to communicate with adults in general. However, respect must be earned, nobody will be respected just for their social position.

Teachers must only focus on behaviour of the child in the school.

While there should be no direct consequence of a child's behaviour outside of school at school, teachers would rather know if there is a behavioural problem at home as it may have a root in something happening in the school, e.g. bullying.

Bad behaviour is always the parents' fault.

Bad behaviour can have a multitude of reasons that teachers and parents need to explore together.

A teacher can give bad marks in Math for behaving bad during the lesson.

School regulations must contain clear and transparent rules for marking and grading. Marks and grades should reflect the child's development in a subject area, not behaviour. Teachers often feel helpless when a child is disturbing their lesson, but they must have other tools to cope with that and to inform the parents about it if necessary.

School psychologists are there to deal with behavioural problems, the parent doesn't even have to know if the child regularly visits him/her.

Parents have the right to know everything that happens to their children at school, so such a contact must not happen without the parents' prior knowledge and approval, apart from situations when there is a suspicion of child abuse at home.

**4) DESCRIPTION OF ALTERNATIVES**  
(What changes can be made to make it more appropriate)

Other appropriate titles (e.g. EDUCATION, MENTAL WELL-BEING) can be discussed, as well.

**5) LEARNING OUTCOMES**  
(Please, explain briefly what can be learned with this activity; what examples might be given by trainers)

Participants will have the opportunity to discuss basic terms, identify stakeholders and their responsibilities.

TITLE OF THE ACTIVITY: Meaningful listening

<p><b>1) DESCRIPTION OF THE ACTIVITY</b> (Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)</p>
<p>10' Participants form pairs and take turns to listen to each other.</p>
<p><b>2) OBJECTIVES OF THE ACTIVITY</b> (Please, write 2 or 3 main objectives of this activity)</p>
<p>1. Experiencing both sides of meaningful listening. 2. Learning about the DOs and DON'Ts.</p>
<p><b>3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS</b> (Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)</p>
<p>Step 1 The trainer holds as many shoe strings in the middle as half the number of the participants. Step 2 Each person grabs the end of a shoestring, then the facilitator lets go. Those who grabbed the two ends of the same string form pairs. Step 3 The pairs sit down separately. They have 2x2 minutes to share a personal problem with their pair. They can choose a deep, intimate problem or a lighter one, it is up to them. While one talks for two minutes, the other person listens intently. Step 4 The trainer explains that questions cannot be asked, because the listener must respect the choices the talker made by sharing information they want (any nothing else). The listener should show their attention by keeping eye contact, nodding, grunting and other non-verbal ways of encouraging and confirmation. The listener can also make a very short summary in their own words, e.g. So you are saying that you feel lonely. The talker can confirm this interpretation or contradict it by giving further explanations. Step 5 After two minutes the listener and the talker swap places. Step 6 In the end the trainer asks the participants to comment on the experience. What was easier/more interesting/challenging/comfortable: to talk or to listen?</p>
<p><b>4) DESCRIPTION OF ALTERNATIVES</b> (What changes can be made to make it more appropriate)</p>
<p>–</p>
<p><b>5) LEARNING OUTCOMES</b> (Please, explain briefly what can be learned with this activity; what examples might be given by trainers)</p>
<p>Participants get to know each other better, learn to listen meaningfully.</p>

TITLE OF THE ACTIVITY: Family heirloom

<p><b>1) DESCRIPTION OF THE ACTIVITY</b>          (Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)</p>
<p>25'          Participants form groups to work creatively in co-operation.</p>
<p><b>2) OBJECTIVES OF THE ACTIVITY</b>          (Please, write 2 or 3 main objectives of this activity)</p>
<p>1. Team building.          2. Experiencing the positive effects of gamification and creativity.</p>
<p><b>3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS</b>          (Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)</p>
<p>Step 1 Participants sit in groups of 4-5. They are asked to imagine that they are a family.          Step 2 The trainer explains that a very old document was found which says that each family has a very valuable heirloom. The groups have 5 minutes to decide what it is, how it looks like and what magic properties it has.          Step 3 This magic object is in a faraway land. If the families want to retrieve it, they have to create a magic carpet that flies them there. The more elaborate and beautiful the carpet is, the better it will fly, so participants have to work together to make it very nice. Each group is given a piece of strong nylon sheet or cardboard (1x1 m), scissors, tape, colourful yarns, sticker paper, markers.          Step 4 When the carpets are ready, each group should stand on their own, close their eyes and imagine flying.          Step 5 The trainer explains that all groups have arrived successfully to the castle of the evil magician, who took their heirloom away. They could even find their magic objects, and were just about to leave, but there are guards coming! These guards are blind, but are very sensitive to movement, so everybody should turn into a sculpture and not move!          Step 6 After all the groups managed to turn into a statue, the trainer continues the tale: Fortunately, the guards passed. The groups can start their flight home. But during the flight it turns out that the magic flying carpets got really worn out, they are not safe anymore, so the participants must turn the carpets to their other side. But as they are flying, nobody can step down on the floor, so they have to turn the carpets while standing on them. If anybody touches the floor, that participant dies a horrible death, so the participants should help each other!          Step 7 When all the groups have completed the task, the trainer finishes the tale: The groups arrived home. The families must discuss where they will keep their heirloom and how they will use it.</p>

Step 8 Each group presents their ideas to the others.
<b>4) DESCRIPTION OF ALTERNATIVES</b> (What changes can be made to make it more appropriate)
Various other materials can be used to make the carpets ornamental.
<b>5) LEARNING OUTCOMES</b> (Please, explain briefly what can be learned with this activity; what examples might be given by trainers)
Participants learn to co-operate.

TITLE OF THE ACTIVITY: Harvest

<b>1) DESCRIPTION OF THE ACTIVITY</b> (Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)
25' Participants gather what they can take away having completed the module.
<b>2) OBJECTIVES OF THE ACTIVITY</b> (Please, write 2 or 3 main objectives of this activity)
<ol style="list-style-type: none"> <li>1. Listing and systematizing information</li> <li>2. Raising self-knowledge.</li> </ol>
<b>3. HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS</b> (Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)
<p>Step 1 Photos of families are cut in 4–5 pieces. Each participant gets a piece and finds their group by fitting the pieces of the same picture together.</p> <p>Step 2 The groups are asked to make a list of what new information, ideas they learnt during this training. They should circle the three most important.</p> <p>Step 3 The trainer puts the ideas on the whiteboard (omitting items that are repeated).</p> <p>Step 4 The groups discuss what kind of skills they had to use during the games and what the games helped with. They also list ideas about how gamification can be used in parental engagement.</p> <p>Step 5 The trainer puts the skills and ideas on the whiteboard (omitting items that are repeated).</p> <p>Step 6 Participants are asked to sit in a big circle. Various image cards are put on the floor. They have to choose one that somehow shows how they feel. They reflect</p>

on the training one by one by showing the card and explaining why they chose that card.
<b>4. DESCRIPTION OF ALTERNATIVES</b> (What changes can be made to make it more appropriate)
–
<b>5) LEARNING OUTCOMES</b> (Please, explain briefly what can be learned with this activity; what examples might be given by trainers)
Repeating, reflecting on and systematizing the new information they learnt during the module.

## MODULE VII - EMOTIONAL INTELLIGENCE

“Our feelings are our most genuine path to knowledge”

Audre Lorde

Emotions are powerful and they matter. Emotions have a huge influence in learning, decision-making, career, creativity, relationships and health. In this module, we will highlight the importance of emotions and introduce the key role emotions play in the mentoring process.

In order to accomplish the above-mentioned goals, the focus is on the following content:

- A. Recognizing emotions in self and others
- B. Understanding the causes and consequences of emotions
- C. Labelling emotions (as accurately as possible)
- D. Expressing emotions appropriately
- E. Regulating emotions effectively

The suggested format is simply designed to give the trainers some idea of how to combine the exercises depending on the learning objectives. It is strongly suggested that trainers vary the formats depending on the participants of the group (e.g.: certain activities are not suitable for the group, certain activities take a longer period of time to implement, client resistance, etc.). Trainers are encouraged to supplement these activities with other training activities that will contribute to the learning (videos or other learning aids that support the objective of this module).

### Session plan

Training: Emotional Intelligence FOR MENTORS

Module: Emotional Intelligence		Trainer:
Session nr.:	Duration: 180'	Date:
General objectives:	Highlighting the importance of emotions and introducing the key role emotions play in the mentoring process.	
Learning outcomes:	Understanding the importance of increasing emotional literacy; Initiating the shift in attitudes and developing the skills of the adults who play a major role in creating learning environments for children.	
Methods:	Activities and discussions.	
Content:	<ul style="list-style-type: none"> <li>✓ Recognizing emotions in self and others;</li> <li>✓ Understanding the causes and consequences of emotions;</li> <li>✓ Labelling emotions (as accurately as possible);</li> <li>✓ Expressing emotions appropriately;</li> <li>✓ Regulating emotions effectively.</li> </ul>	

Time	Activities:	Resources and materials:
20'	Change the light bulb	<ul style="list-style-type: none"> <li>● speakers</li> <li>● laptop, tablet or phone</li> <li>● internet access</li> </ul>

50'	The Feeling zone	<ul style="list-style-type: none"> <li>● masking tape</li> <li>● bulletin board paper (red, green, blue, yellow)</li> <li>● markers (red, blue, green, yellow)</li> </ul>
40'	The RULER	<ul style="list-style-type: none"> <li>● Annex 1</li> <li>● additional pieces of paper (red, green, blue, yellow)</li> <li>● marker</li> <li>● pens and pencils</li> </ul>
55'	Moving around the Feeling Zone	<ul style="list-style-type: none"> <li>● flipchart paper</li> <li>● markers</li> <li>● pens and pencils</li> <li>● A4 paper</li> </ul>
15'	Question Stem	<ul style="list-style-type: none"> <li>● flipchart paper</li> <li>● markers</li> <li>● pens and pencils</li> <li>● A4 paper</li> </ul>
35'	My Best Self (optional)	<ul style="list-style-type: none"> <li>● Annex 2</li> <li>● flipchart paper</li> <li>● pens and pencils</li> <li>● colours, stickers</li> </ul>

## Activities

TITLE OF THE ACTIVITY: Change the light bulb

### 1) DESCRIPTION OF THE ACTIVITY

(Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)

20'

At the kick-off of this workshop session, the facilitator will show the following YouTube video, presenting the Minions changing a light bulb.  
[https://www.youtube.com/watch?v=UdZ9P\\_tWFSw](https://www.youtube.com/watch?v=UdZ9P_tWFSw)

The activity is meant to introduce the concept of team work, changing “the light bulb” means changing of perspective, and of course introducing the topic of emotional intelligence.

### 2) OBJECTIVES OF THE ACTIVITY

(Please, write 2 or 3 main objectives of this activity)



<ol style="list-style-type: none"> <li>1. Introducing the topic of emotions and feelings.</li> <li>2. Introducing the connection between feelings and behaviour.</li> <li>3. Having fun with the Minions.</li> </ol>
<p><b>3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS</b> (Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)</p>
<p>Step 1 Participants watch the video together.          Step 2 The trainer asks participants to form pairs then asks them to discuss what they noticed about the Minion team: their interactions, their facial expressions, their decision-making skills, and their progress. (5')          Step 3 After each pair had time to answer the questions presented in Step 2, form two groups by counting the pair as 1 and 2. In the new groups, ask participants to think about their life and provide examples of real life situations that remind them of the interactions, facial expressions of the Minions. (10')          Step 4 Ask the two groups to choose two interactions and two facial expressions out of the list they have created in Step 3 and assign a feeling to these. (5')          Step 5: Each group will select a volunteer who will present the similarities that were found. (5')</p>
<p><b>4) DESCRIPTION OF ALTERNATIVES</b> (What changes can be made to make it more appropriate)</p>
<p>An alternative could be dividing the group in 4 subgroups instead of two, in case the number of people participating at the workshop is high.</p>
<p><b>5) LEARNING OUTCOMES</b> (Please, explain briefly what can be learned with this activity; what examples might be given by trainers)</p>
<p>Introduction of the link between emotions and behaviour. People have certain ways in which they express and externalize their feelings (facial expressions, sounds, interactions). Prepares the ground for future activities.</p>

TITLE OF THE ACTIVITY:     The Feeling Zone    

<p><b>1. DESCRIPTION OF THE ACTIVITY</b> (Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)</p>
<p>50'          This activity is designed to empower people to express themselves. It is an introduction to a way of approaching Emotional Intelligence. Also, it is a tool to use with people who may not be able (at the moment) to clearly express the way they feel (their mood).</p>
<p><b>2. OBJECTIVES OF THE ACTIVITY</b></p>

(Please, write 2 or 3 main objectives of this activity)
<ol style="list-style-type: none"> <li>1. Recognizing feelings (introduce the mood meter).</li> <li>2. Presenting the four main areas of the mood meter.</li> <li>3. Making connections between energy levels and pleasantness.</li> </ol>
<p><b>3. HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS</b>  (Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)</p>
<p>Step 1: Introduce the mood meter (see picture attached below). (10-15')</p> <p>The Mood Meter is a tool developed by the Yale Center for Emotional Intelligence. The Mood Meter is designed to help people of all ages learn to recognize emotions, in themselves and others, with increasing subtlety and to develop strategies for dealing (regulating, to use fancy words) with those emotions. It has the potential to provide people with a “language” to talk about feelings.</p> <p>The Mood Meter is a square divided into four quadrants — red, blue, green, and yellow — each representing a different set of feelings. Different feelings are grouped together on the Mood Meter based on their pleasantness and energy level.</p> <p>Step 2: The four Quadrants:</p> <ul style="list-style-type: none"> <li>• <b>Yellow Zone (high energy, high pleasantness)</b>: pleasant, happy, joyful, hopeful, focused, optimistic, proud, cheerful, lively, playful, excited, thrilled, inspired etc.</li> <li>• <b>Green Zone (low energy, high pleasantness)</b>: at ease, calm, easy-going, secure, grateful, blessed, satisfied, restful, loving, balanced, comfy, cosy, carefree, mellow, thoughtful, serene, etc.</li> <li>• <b>Red Zone (high energy, low pleasantness)</b>: peeved, annoyed, irritated, worried, frightened, jittery, tense, troubled, angry, furious, panicked, stressed, anxious, etc.</li> <li>• <b>Blue Zone (low energy, low pleasantness)</b>: apathetic, bored, sad, down, uneasy, miserable, depressed, disheartened, exhausted, hopeless, alienated, despondent, despair, etc.</li> </ul> <p>Step 3 Connection between energy level and pleasantness. As seen above, each quadrant is represented by the relation between the various levels of energy and pleasantness.</p> <p>Activity description:</p> <p>Make a life-sized grid on the floor using masking tape and large pieces of bulletin board paper in red, yellow, green and blue. Each area should be at least 1m x 1m large (or big enough for several people to stand in).</p> <p>Assign group members emotion words (you can choose from above) or ask them to pick their own. Invite group members to write their word on the front of a piece of paper, and write a definition in their own words on the back. Then ask participants to tape their emotion word to their shirt. (10')</p> <p>Ask students the following questions:</p> <p>A. Is this feeling pleasant or unpleasant?</p>

B. Is this feeling high energy or low energy?  
 Based on their answers, invite group members to stand in the area that their emotion word belongs to: RED, BLUE, YELLOW, GREEN (you may need to do this in waves if your group is large) (10-15')  
 One by one, invite participants to explain why their emotion belongs in that zone. Open the floor for constructive, respectful discussion if there is disagreement about where the emotion word fits. (10')

**4. DESCRIPTION OF ALTERNATIVES**  
 (What changes can be made to make it more appropriate)

If there is not enough space to perform the activity as it is written above, the trainer can create a mood meter in the room or available space (walls, in case there is no floor room available). The trainer will choose four spots which will be labelled with Red, Blue, Yellow and Green. From this point on the activity can continue as described above.

**5. LEARNING OUTCOMES**  
 (Please, explain briefly what can be learned with this activity; what examples might be given by trainers)

Participants will learn to recognize emotions and classify them based on their level of energy and pleasantness.

TITLE OF THE ACTIVITY: The Ruler

**1) DESCRIPTION OF THE ACTIVITY**  
 (Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)

40'  
 The RULER is the follow-up of the Feeling Zone. In the first activity the participants were introduced to the Mood Meter. They were able to recognize the area in which their emotions fit (red, blue, yellow, green). During this activity, the participants will deepen their understanding of Emotional intelligence by:  
 Recognizing emotions  
 Understanding emotions

<p>Labelling emotions</p> <p>Expressing emotions</p> <p>Regulating emotions</p>
<p><b>2) OBJECTIVES OF THE ACTIVITY</b> (Please, write 2 or 3 main objectives of this activity)</p>
<ol style="list-style-type: none"> <li>1. Identifying the cues that help them understand what they are feeling.</li> <li>2. Understanding the causes and consequences of an emotion.</li> <li>3. Labelling emotions.</li> <li>4. Learning how to express emotions in a socially acceptable way.</li> </ol> <p style="padding-left: 40px;">Learning how decrease, increase or maintain the intensity of an emotion.</p>
<p><b>3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS</b> (Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)</p>
<p>Step 1: The participants (in their groups formed for the previous Activity) will be asked to complete Annex 1. (15-20')</p> <p>Step 2: Once participants completed the task, each group will have 10 min to debrief about their experience.</p> <p><u>Helping questions:</u>          What do you think about the task?          Did you encounter any difficulties during this exercise? Please explain why!          Which part was easy? Please explain why!          In your opinion what would enhance this activity?</p> <p>Step 3: At the end of the allocated time, each group will choose a volunteer to present a summary of their discussions (10')</p>
<p><b>4) DESCRIPTION OF ALTERNATIVES</b> (What changes can be made to make it more appropriate)</p>
<p>–</p>
<p><b>5) LEARNING OUTCOMES</b> (Please, explain briefly what can be learned with this activity; what examples might be given by trainers)</p>
<p>Learners will start to be aware of how emotions that they feel impact what they do, what they think, their decision pattern, the way they relate to others in order to become a more open, productive and effective person.</p>

Feeling: \_\_\_\_\_

Recognizing	What does this feeling look like in our faces and bodies and sounds like in our voices?
Understanding	What kind of things happen that might make us feel this way? How does feeling this way affect our behaviour?
Labelling	What is the definition/word for this feeling? What other feelings relate to this feeling?
Expressing	When you have this feeling, what can you do to show it appropriately?
Regulating	Do you usually like to feel this way? If yes, what can you do to have this feeling more often or help others have this feeling? If not, what can you do to change your feeling or help a friend change their feeling?

TITLE OF THE ACTIVITY:  Moving around the Feeling Zone

<p><b>1) DESCRIPTION OF THE ACTIVITY</b> (Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)</p>
<p>55' Usually this activity will follow The Ruler. Once participants start to understand how to RULE their emotions they will be able to move through the Quadrants/Zones. As mentors, individuals will be asked to transfer and apply the lessons learned in their life to the mentoring process. Also, being able to move through the quadrants prior, during and after the mentoring process is a very useful skill for mentors.</p>
<p><b>2) OBJECTIVES OF THE ACTIVITY</b> (Please, write 2 or 3 main objectives of this activity)</p>
<ol style="list-style-type: none"> <li>1. Recognizing emotions that can surface in the mentoring relationship.</li> <li>2. Understanding and labelling emotions.</li> <li>3. Learning about the expression of emotions (connection between emotion and behaviour).</li> <li>4. Management of emotions (steps).</li> </ol>
<p><b>3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS</b> (Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)</p>
<p>Step 1: The trainer asks participants to get back to the initial groups formed in the Activity Feeling zone. They will be asked to go back to their respective quadrants. Once they are there they will be asked to remember their feeling and the definitions they have provided. Based on the feelings, the definitions and what they have</p>

experienced so far, the group members will be asked to develop strategies for moving on from one quadrant to the next (e.g.: moving from Red to Green; moving from Blue to Yellow. (15')

Step 2: Participants will be asked to complete the activity in their groups. And create strategies in 15'. When creating the strategy, they will have to first chose where they want to move (which quadrant). Once that decision is made they will have to come up with the strategy to do it.

Step 3: Each group will present their results (15').

Step 4: Based on the presentations, the facilitator will develop a final flipchart where the most relevant information from all groups will be included. Finally, using this information, the facilitator will sum up the activity (10').

**4) DESCRIPTION OF ALTERNATIVES**

(What changes can be made to make it more appropriate)

If there is a fairly uneven number of participants in the previous activity, the group should be rearranged. Ways to accomplish this are: counting 1-4; division by height, colour of shoes, colour of top (black, coloured, white, with prints, etc.)

**5) LEARNING OUTCOMES**

(Please, explain briefly what can be learned with this activity; what examples might be given by trainers)

Participants will acknowledge how they want to feel at work and within the mentoring relationship. They will describe the behaviours that will elicit the feelings that they prefer. Participants will present actions, tools, techniques (created by them, which provides a sense of ownership) for regulating unwanted feelings and conflict. The common goals have the potential to hold individuals motivated and responsible for the change they envision.

TITLE OF THE ACTIVITY: My Best Self

**1) DESCRIPTION OF THE ACTIVITY**

(Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)

35'

Participants will be asked to imagine the perfect self, in order to practice, if only at an imaginary level, (for the present) the techniques, tools identified in the previous activity. This activity will allow participants to reflect on their behaviour and how their best self looks like (happy, relaxed, comfortable, calm, etc.).

**2) OBJECTIVES OF THE ACTIVITY**

(Please, write 2 or 3 main objectives of this activity)

1. Identifying characteristics that enhance their persona (best self).
2. Comparing actual self with best self.
3. Revisiting strategies developed in the previous activity in order to facilitate the journey from the actual self to the best self (revisiting the strategies will allow people to come up with additional resources).

### 3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS

(Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)

This is an individual activity. There is a possibility to work in smaller groups (see alternatives).

Step 1: Please describe yourself by using the way you see yourself at work (qualities, defects, and certain behaviours). (5')

Step 2: Please imagine that you look in a mirror and staring back at you in your best self. What does your best self look like? Describe your best self using 5 of your best qualities. Please see Annex 2 for an image of the best self. Participants will be asked to use their imagination in presenting their best self (colour, words, emoji stickers, etc.) (10')

Step 3: Once you have established you top five qualities, list one or two specific behaviours for each quality. (5')

Step 4: Out of the top five qualities, chose two that you believe are most important. Develop a strategic plan to change your present self to become your best self in order to **ACHIEVE THESE QUALITIES**. (15')

### 4) DESCRIPTION OF ALTERNATIVES

(What changes can be made to make it more appropriate)

Participants will visualize their current/present self (as a group). They will describe certain qualities, defects, behaviours.

Participants will be asked to visualize their best self (as a group), name five top qualities of the group, list one or two specific behaviours for each quality.

The groups will choose two qualities out of the five that they believe are the most important. Together, they will develop a strategy to accomplish those goals (moving from the present self to the best self)

Each group will present the "BEST SELF"

### 5) LEARNING OUTCOMES

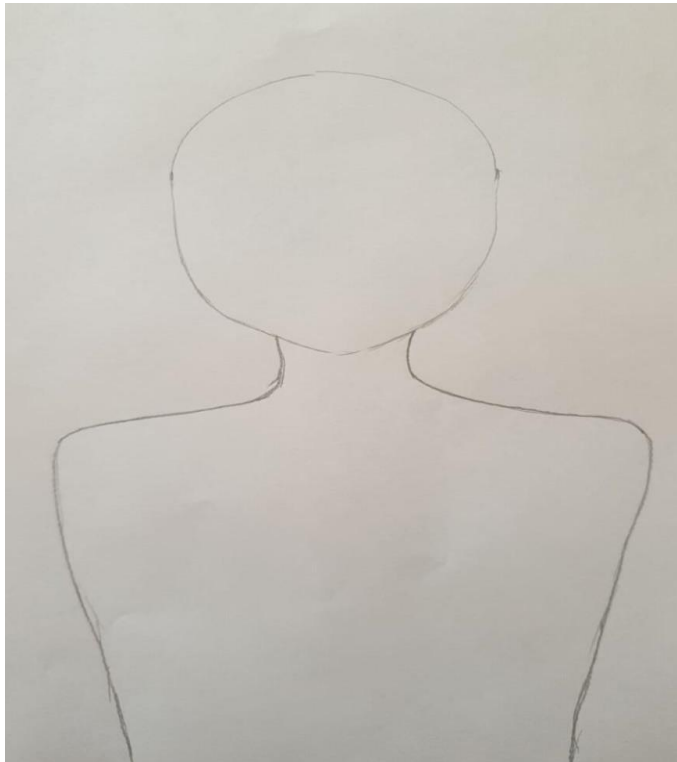
(Please, explain briefly what can be learned with this activity; what examples might be given by trainers)

Awareness of one’s qualities and defects (or work in progress areas).  
 Making connections between perceived qualities/ defects and behaviour.  
 Creating a goal (the best self) towards which they can aspire.  
 Brainstorming strategies to achieve your goal.  
 Ownership of the strategies□increasing motivation for change.  
 Accountability.

**Annex 2**

Best Self

On the drawing below, please write down your top 5 qualities that describe your best self. You can use colours, stickers or any other means that you have at your disposal to personalize your drawing (a sketch/ outline of a person is presented because it does not have to be perfect and is open to everyone’s imagination).



In the table below, list one or two specific behaviours for each quality

Quality	Behaviour
---------	-----------



1	
2	
3	
4	
5	

TITLE OF THE ACTIVITY: Question Stem

<p><b>1) DESCRIPTION OF THE ACTIVITY</b> (Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)</p>
<p>15' Closing activity. Provides an opportunity to share what was learned, and what was relevant for the participants.</p>
<p><b>2) OBJECTIVES OF THE ACTIVITY</b> (Please, write 2 or 3 main objectives of this activity)</p>
<ol style="list-style-type: none"> <li>1. Listing key ideas from the workshop and naming their importance.</li> <li>2. Informal evaluation.</li> <li>3. Sharing, feedback</li> </ol>
<p><b>3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS</b> (Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)</p>
<p>Step 1: For each of the four groups created in the fourth activity, the trainer should provide a piece of flipchart. The trainer asks each group to write down 4 questions that they think would be best to evaluate the key ideas from the workshop (5') Step 2: Once the questions are written, the trainer takes the piece of flipchart and gives it to the next group clockwise. Step 3: All groups answer the questions from the received flipchart.</p>
<p><b>4) DESCRIPTION OF ALTERNATIVES</b> (What changes can be made to make it more appropriate)</p>

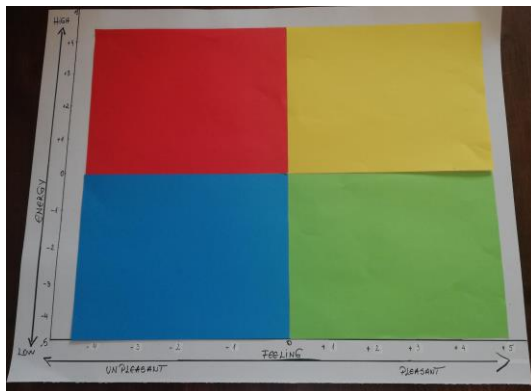
There is the option for using this activity individually. The trainer can ask each group member to take a piece of paper and write 4 questions that they think would best evaluate the key ideas from the workshop. Once they have completed this task, the trainer gathers all the papers (face down) on a table or in the middle of the floor and asks each participant to grab one. Afterwards the trainer asks each participant to answer the questions.

**5) LEARNING OUTCOMES**

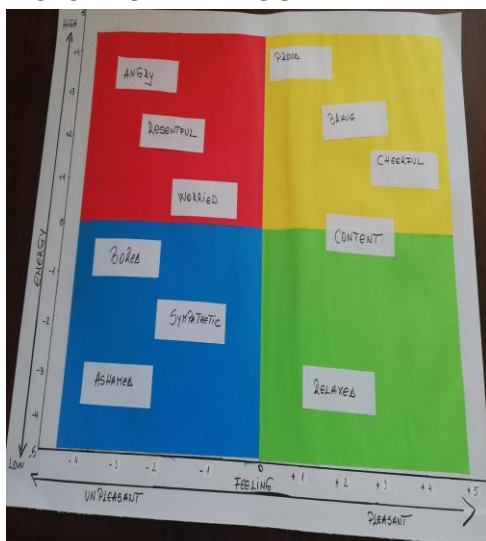
(Please, explain briefly what can be learned with this activity; what examples might be given by trainers)

Sharing their experience in a non-formal way.  
 Summing up the main ideas from the workshop.  
 Evaluation.

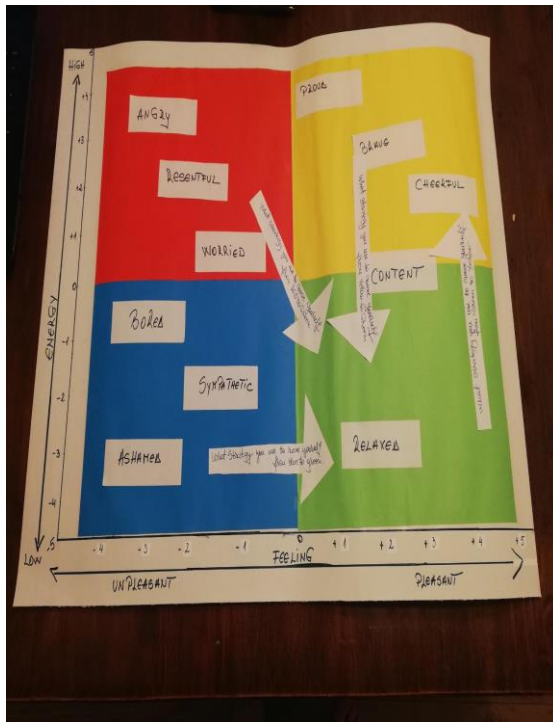
**PICTURE OF THE MOOD METER**



**PICTURE OF THE MOOD METER WITH EMOTIONS**



MOOD METER (strategy to change the Zone/Quadrant)



## MODULE VIII - MENTORING DELIVERY

### Session plan

Training: Mentoring Delivery

Module: Mentoring Delivery		Trainer:
Session nr.:	Duration: 180'	Date:
General objectives:	With this module, we aim to provide key information and knowledge on how to deliver a mentoring process to mentors.	
Learning outcomes:	<ol style="list-style-type: none"> <li>1. Understanding the responsibilities of a mentor in a mentoring process, in order to perform their role in an effective way.</li> <li>2. Recognizing the scope and limitations of the mentor's role, helping to establish clear boundaries and limits in the mentor-mentee relationship.</li> </ol>	
Methods:	Face-to-face / Practical exercises	
Content:	<ul style="list-style-type: none"> <li>• The concept of mentoring and the role/responsibilities of the Mentors;</li> <li>• PARENT'R'US mentoring scheme.</li> </ul>	

Time	Activities:	Resources and materials:
30'	Presentation	computer projector PPT (PRU IO5 Mentoring delivery) Flipchart papers markers
15'	Storyboard	printed storyboard templates (1 per participant) flipchart markers
20'	Guiding with eyes blindfolded	bandages (for half of participants) flipchart markers
30'	Building an airplane	printed pictures/origami (1 per group) flipchart markers

15'	Problem-solving	sugar cubes flipchart markers
20'	Crossing the line	flipchart markers
30'	Role play	role cards
10'	Harvest	flipchart papers colour markers

## Activities

NAME OF THE ACTIVITY: Presentation

<p><b>1) DESCRIPTION OF THE ACTIVITY</b> (Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)</p>
<p>30'</p> <p>Participants watch the presentation about mentoring; the benefits of mentoring; the principles of mentoring; the mentoring relationship stages and have a discussion in small groups.</p>
<p><b>2) OBJECTIVES OF THE ACTIVITY</b> (Please, write 2 or 3 main objectives of this activity)</p>
<p>10. Understanding the responsibilities of a mentor in a mentoring process.</p> <p>11. Recognizing the scope and limitations of the mentor's role.</p>
<p><b>3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS</b> (Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)</p>
<p>Step 1 Participants watch the presentation together.</p> <p>Step 2 Participants form small groups and discuss their personal doubts and fears about their responsibilities, making notes on a flipchart paper.</p> <p>Step 3 The groups present their notes.</p>

Step 4 The trainer comments on the doubts and fears, acknowledging these as valid and persuading the participants to support each other.

4) DESCRIPTION OF ALTERNATIVES  
(What changes can be made to make it more appropriate)

–

5) LEARNING OUTCOMES  
(Please, explain briefly what can be learned with this activity; what examples might be given by trainers)

Participants will learn about their responsibilities and share their fears. The discussion helps them to face their fears and to support each other.

TITLE OF THE ACTIVITY: Storyboard

1) DESCRIPTION OF THE ACTIVITY  
(Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)

15'  
Focusing on the PARENT'R'US topic, this board allows the participants to draw/write the different steps of their engagement with the children's school, important moments, always in chronological order.

2) OBJECTIVES OF THE ACTIVITY  
(Please, write 2 or 3 main objectives of this activity)

1. Promoting the self-reflection of mentors regarding their engagement with school
2. Creating a representation of the participant's life, showing their path and evolution until now.

3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS  
(Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)

Step 1 A storyboard template should be given to each participant.  
Step 2 Participants have 10 minutes to fill the storyboard.  
Step 3 The trainer asks for volunteer(s) to present it.  
Step 4 The trainer closes the activity mentioning that mentors can present their storyboard to their mentees.

4) DESCRIPTION OF ALTERNATIVES  
(What changes can be made to make it more appropriate)

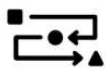
Trainers can choose another topic for the storyboard. Although, it would be important and interesting if it were related to education/school of their children.

**5) LEARNING OUTCOMES**

(Please, explain briefly what can be learned with this activity; what examples might be given by trainers)







At the end of this activity, participants will be more aware of the importance of self-knowledge regarding their parental engagement with their children’s school. Thus, they will have the opportunity to present their own storyboard to their mentees and also get the mentees know more about the mentor. They can find common points and agree on strategies to improve the mentee’s engagement with their children’s education.

Example of the Story Board activity



**Storyboard**



Scene: .....	Scene: .....	Scene: .....
		
.....	.....	.....
Scene: .....	Scene: .....	Scene: .....
		
.....	.....	.....

TITLE OF THE ACTIVITY: Guiding with eyes blindfolded

**1) DESCRIPTION OF THE ACTIVITY**

(Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)

20'

Participants will work in pairs: one is with eyes blindfolded and other is in the back to guide him/her. The facilitator must prepare a pathway for participants to go through. There can be no verbal instructions, only by touch on the shoulder.

<p><b>2) OBJECTIVES OF THE ACTIVITY</b> (Please, write 2 or 3 main objectives of this activity)</p>
<p>1. Raising awareness of the importance of trust between mentor and mentee. 2. Reflecting on the power of communication.</p>
<p><b>3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS</b> (Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)</p>
<p>Step 1 Before the session, the trainer must organize a pathway for the participants to follow; it must be a clear road to avoid accidents but offering some barriers or challenges (tables, chairs, etc.). Step 2 The trainer asks participants to form pairs and to choose who is blindfolded and who is the guide. Step 3 The trainer moves participants to the “starting point” and shows the guides where the “end point” is. Step 4 Pairs start the walk, at the end, all participants sit down and discuss the experience. The participants who were blindfolded speak first and tell about their feelings, then the guides speak about how they planned the task Step 5 Participants can shift roles at the end if they wish to.</p>
<p><b>4) DESCRIPTION OF ALTERNATIVES</b> (What changes can be made to make it more appropriate)</p>
<p>If the number of participants are odd, the trainer can ask three participants to be in the role of “observer”, by taking notes on how pairs implemented the activity and what challenges emerged.</p>
<p><b>5) LEARNING OUTCOMES</b> (Please, explain briefly what can be learned with this activity; what examples might be given by trainers)</p>
<p>At the end of this activity, participants will be more aware of the importance of trust and communication in a relationship. They will be more focused on how to show trust mentees and the potential barriers that can emerge when communication fails. In addition, this activity can also draw attention to the importance of the common goals and that both mentor and mentee must acknowledge the goal they pursuit: it might happen that the blindfolded participants feel insecure because they do not know where they are moving to.</p>

TITLE OF THE ACTIVITY: Building an airplane

<p><b>1) DESCRIPTION OF THE ACTIVITY</b> (Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)</p>
<p>30' Each group must build a paper plane. The paper plane must be launched and reach a goal, the first group to complete has 10 points, the furthest plane has 15 points. Each group will consist of a mentor manager, a mentor and a mentee. Each participant has a role in this activity and the main goal is to raise awareness about the importance of feedback in a mentoring process.</p>



<p><b>2) OBJECTIVES OF THE ACTIVITY</b> (Please, write 2 or 3 main objectives of this activity)</p>
<p>1. Understanding the importance of feedback. 2. Understanding the roles of each person in a mentoring process.</p>
<p><b>3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS</b> (Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)</p>
<p>Step 1 The trainer asks participants to form groups of 3: mentor manager, mentor and mentee. The group decides who is who. Step 2 Each group will have a picture/origami with instructions to build a paper airplane. Step 3 The mentee must build the paper plane according to the mentor's instructions (who will take into consideration the image given to the group). The mentor manager observes the interaction. Step 4 They launch the paper plane. Step 5 Group discussion about feedback.</p>
<p><b>4) DESCRIPTION OF ALTERNATIVES</b> (What changes can be made to make it more appropriate)</p>
<p>Each trainer can decide which origami they want to use. The goal is to have a basis for the mentor to guide the mentee.</p>
<p><b>5) LEARNING OUTCOMES</b> (Please, explain briefly what can be learned with this activity; what examples might be given by trainers)</p>
<p>Mentor's feedback. Positive reinforcement. Guidance.</p>

TITLE OF THE ACTIVITY: Problem-solving

<p><b>1) DESCRIPTION OF THE ACTIVITY</b> (Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)</p>
<p>15' Activity to be delivered in pairs. Each person has a role: one is the mentor and the other is the mentee. The mentee will be blindfolded and will have to build a tower of sugar cubes only based on the mentor's guidelines. The participants will experience the importance of the behaviour/attitude that the mentor should have towards the mentee.</p>
<p><b>2) OBJECTIVES OF THE ACTIVITY</b> (Please, write 2 or 3 main objectives of this activity)</p>
<p>1. Understanding the mentor's role in a mentoring relationship/process. 2. Raising awareness of the right attitude that a mentor should have when interacting with the mentee.</p>

<p><b>3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS</b> (Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)</p>
<p>Step 1 The trainer asks participants to form pairs and decide who is the mentor and who is the mentee.  Step 2 The trainer gives 12 sugar cubes to each pair.  Step 3 The mentors blindfold mentees. Mentees must build a 12-cube tower according to their mentor’s guidance.  Step 4 Discussion about the mentor’s support: Did the mentor give motivation? Did the mentor praise the mentee? Was the mentor impatient?</p>
<p><b>4) DESCRIPTION OF ALTERNATIVES</b> (What changes can be made to make it more appropriate)</p>
<p>–</p>
<p><b>5) LEARNING OUTCOMES</b> (Please, explain briefly what can be learned with this activity; what examples might be given by trainers)</p>
<p>Reflect on the importance of giving feedback.  Reflect on the dichotomy of help without asking vs. help only if one asks and how it influences mentoring.</p>

TITLE OF THE ACTIVITY: Crossing the line

<p><b>1) DESCRIPTION OF THE ACTIVITY</b> (Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)</p>
<p>15’  Pairs will have the opportunity to touch each other with different body parts. The activity ends when pairs feel too uncomfortable to follow the instruction. The main goal of this activity is to raise awareness regarding limits and boundaries in a mentoring relationship.  Being aware of the importance of limits and boundaries, participants can be grouped in pairs to create a code of conduct for the mentoring programme.</p>
<p><b>2) OBJECTIVES OF THE ACTIVITY</b> (Please, write 2 or 3 main objectives of this activity)</p>
<ol style="list-style-type: none"> <li>1. Making participants gradually feel uncomfortable in order to make them understand their own limits.</li> <li>2. Raise awareness regarding the fact that each person has a comfort zone.</li> </ol>
<p><b>3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS</b> (Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)</p>

Step 1 The trainer asks participants to stay in front of a partner (in pairs).  
 Step 2 Each pair should follow the trainer’s instructions, touching “elbow to elbow”; “shoulder to shoulder”; “finger to finger”; “knee to knee”; “palm to palm”; “face to face”; “neck to neck”; “nose to nose”.  
 Step 3 Group discussion. The trainer should promote awareness regarding limits and boundaries in the mentoring relationship.  
 Step 4 The group should create a code of conduct. Participants are paired and together they create a code of conduct for the programme.  
 Step 5 Sharing and discussion of main topics to consider.

**4) DESCRIPTION OF ALTERNATIVES**  
 (What changes can be made to make it more appropriate)

The trainer can adapt the guiding questions on slide 14. The important thing is to promote discussion and improve the awareness of participants regarding limits and boundaries in the mentoring relationship.

**5) LEARNING OUTCOMES**  
 (Please, explain briefly what can be learned with this activity; what examples might be given by trainers)

Every person has a comfort zone.  
 Mentors must be aware of how they know when they are uncomfortable.  
 Comfort changes if the context (person, environment) changes.  
 Mentors’ managers must be aware of many ways to tell if someone else is uncomfortable.

NAME OF THE ACTIVITY: Role-play

**1) DESCRIPTION OF THE ACTIVITY**  
 (Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)

30’  
 Playing and analysing a situational game, feedback to the players.

**2) OBJECTIVES OF THE ACTIVITY**  
 (Please, write 2 or 3 main objectives of this activity)

1. Practicing mentoring  
 2. Searching for solutions to difficult situations.

**3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS**  
 (Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)

Step 1: The trainer introduces the situation.

Step 2: The participants volunteer: one person is the mentor, the other is the mentee. The players sit on two chairs, the other participants opposite to them in a U shape.

Step 3: The volunteers receive a print-out of their roles – based on which they act out the situation for a few minutes.

Step 4: The group discusses the situation and their feelings, the give feedback to the person acting as the mentor.

Examples for the situational exercise

1. James arrived to school later than eight in the morning, as they overslept, hence the pupil was not recorded in the lunch list and he did not get lunch. The important factor here is that the child has an insulin problem, thus omission of a meal is a great burden to his body. The parent complains of this story during the mentoring. (The parents informed the school about the insulin problem of the child, when the child started the school 3 years earlier.)

Discussion points:

- What are the solutions the mentor recommends to the parent, how can s/he achieve that the teacher's point of view should also be listened to;
- How can the mentor prepare the parent for the talk to the teacher – advantages and disadvantages of the mentor's presence there.

#### 4) DESCRIPTION OF ALTERNATIVES

(What changes can be made to make it more appropriate)

Another situation for three roles: mentor, mentee, teacher.

The teacher of the child of your mentee gives you a phone call and tells you that the father of Maria visited him/her at his/her house screaming why s/he hit his child. S/he is outraged: s/he always helps them and this is what s/he gets back in return.

Discussion points.

- What are the things the mentor can do to get to know each party's viewpoint?
- Developing the attitude of the teachers and the parents – what barriers may be between the two people and how can these barriers be reduced?
- How can the teacher react and whose interests are represented by the mentor?

#### 5) LEARNING OUTCOMES

(Please, explain briefly what can be learned with this activity; what examples might be given by trainers)

Participants will have the opportunity to practice and discuss real life situations.

NAME OF THE ACTIVITY: Harvest

<p><b>1) DESCRIPTION OF THE ACTIVITY</b> (Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)</p>
<p>10'</p> <p>Participants sum up what they have learnt in the module.</p>
<p><b>2) OBJECTIVES OF THE ACTIVITY</b> (Please, write 2 or 3 main objectives of this activity)</p>
<p>1. Harvesting.</p>
<p><b>3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS</b> (Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)</p>
<p>Step 1 Participants form three groups. Each group gets a flipchart paper and colour markers and has one minute to write or draw anything they remember from the module.</p> <p>Step 2 After one minute, the trainer rings a bell and the participants form new groups and look at another flipchart paper, adding anything they think is missing from the paper.</p> <p>Step 3 After another minute, the trainer again rings a bell, the participants move on to the last flipchart paper they haven't seen yet, discuss which are the three most important things on that paper and circle them. They have one minute to complete the task.</p> <p>Step 4 The groups present the flipchart paper with the three things they circled.</p>
<p><b>4) DESCRIPTION OF ALTERNATIVES</b> (What changes can be made to make it more appropriate)</p>
<p>–</p>
<p><b>5) LEARNING OUTCOMES</b> (Please, explain briefly what can be learned with this activity; what examples might be given by trainers)</p>
<p>Participants will memorize the most important issues of the module.</p>

## POWERPOINT PRESENTATION

1: School Parent Involvement to Increase Student Achievement  
Training Course for Mentors  
Mentoring Delivery

2: Learning outcomes of this module

Aim: With this model, we aim to provide key information and knowledge on how to deliver a mentoring process

Learning outcomes:

1. Understanding the responsibilities of a mentor in a mentoring process, in order to perform in an effective way.
2. Recognizing the scope and limitations of the mentor's role, helping to establish clear boundaries and limits in the mentor-mentee relationship.

3: In this module we talk about

- The concept of mentoring and the role/responsibilities of the mentors
- PARENT'R'US mentoring scheme

4.: What is mentoring?

Mentoring is a process through which an individual offers professional know-how as well as support to a less experienced or potential colleague (mentee).

The mentee benefits from the experience and knowledge of the mentor. A mentee is someone less experienced.



Mentor in this process may serve various roles to a mentee –  
Teacher, counsellor, coach, advocate, sponsor

Mentoring has the potential to have mutually beneficial results (both professionally and personally).

5: Benefits of Mentoring

For Mentees

- Support, encouragement, friendship
- Knowledge
- Debates/sharing ideas
- Constructive feedback
- Increased self-confidence
- Reflection

For Mentors

- Collaboration
- Personal development
- Personal satisfaction

#### 6: Principles of mentoring

- Manages the rapport with the mentee
- Encourages the mentee
- Nurtures mentees' abilities and qualities
- Teaches mentee
- Offers respect and assurance
- Responds to mentees' needs

#### 7: PARENT'R'US mentoring scheme

#### 8: Mentoring relationship stages

Get to know --> Step into the relationship --> Diagnosis --> Goals --> Methods --> Empowerment --> Supervision --> Evaluation --> Closure: verify, check for needs, improve

#### 9: Get to know

- Activity: Storyboard

#### 10: Step into the relationship

- Activity: Guiding others

#### 11: Feedback

Response to a person's performance of a task which used as a basis for improvement

- Maximize a person's potential
- Raise awareness

"Feedback is about giving information in a way that encourages the recipient to accept it, reflect on it, learn from it, and hopefully make changes for the better"

#### 12: References

- Aproximar, 2019, Training for Mentors.
- Clutterbuck, D., 2004. Everyone needs a mentor: Fostering talent in your organization (4<sup>th</sup> Ed.) London: Chartered Institute of Personnel and Development.
- Colley, H., 2003. Mentoring for social inclusion: a critical approach to nurturing mentor relationships. Routledge.
- Daloz, L. A., 1999. Mentor: Guiding the journey of adult learners (2<sup>nd</sup> ed.). San Francisco: Jossey – Bass.

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**MODULE IX - SYSTEMIC AWARENESS**

Session plan

Training: Systemic Awareness FOR MENTORS

Module: Systemic Awareness		Trainer:
Session nr.:	Duration: 120'	Date:
General objectives:	Introduce the bio-ecological model Raise awareness about the relationship between systems and their effect on the person Create opportunities for exchange of knowledge and experiences	
Learning outcomes:	To get acquainted with the mentees ecosystem To be aware of privilege and oppression To be aware about the relationship and impact of various systems on the individual	
Methods:	Activities and discussions.	
Content:	<ul style="list-style-type: none"> <li>✓ Recognize privilege in self and others</li> <li>✓ Understand the causes and consequences of oppression</li> <li>✓ Express opinions appropriately</li> <li>✓ Practice way of handling difficult situations</li> </ul>	

Time	Activities:	Resources and materials:
15'	My fullest name or Juggling ball	for the Juggling ball: 4 tennis or plastic balls



30'	The person I least want to be	markers, flipchart paper, tape or sticky pads
30'	Alien dinner	pictures of dinner tables pen, paper and colour pencils/markers for pairs
30'	A critical approach to today's school	video template
15'	The telegraph	markers, flipchart, pens and pencils, A4 paper, sticky notes

## Activities

TITLE OF THE ACTIVITY: My fullest name

<p><b>1) DESCRIPTION OF THE ACTIVITY</b> (Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)</p>
<p>15'</p> <p>The goal of this activity is to share histories, cultural stories and cultivate interpersonal understanding. It's a non-confrontational way to show differences that requires no "us vs them" dynamics. There's also an opportunity for people to ask questions and make conversation after everyone in the group has the chance to talk about their 'fullest name'.</p>
<p><b>2) OBJECTIVES (Purpose) OF THE ACTIVITY</b> (Please, write 2 or 3 main objectives of this activity)</p>
<ol style="list-style-type: none"> <li>1. Sharing histories, cultural stories, cultivating interpersonal understanding.</li> <li>2. Breaking the ice.</li> <li>3. Highlighting the differences and common points.</li> </ol>
<p><b>3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS</b> (Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)</p>

Step 1 The trainer starts by getting a group together - no more than 5 or 6 people. Participants go around and share the story of their name. Participants should answer the following questions and tell the story behind it:

- Who gave you your name? Why that name?
- Do you know the ethnic origin of your name?
- Do you have any nicknames? If so, how did you get them?
- What is your preferred name?

**4) DESCRIPTION OF ALTERNATIVES**

(What changes can be made to make it more appropriate)

Juggling ball game: Everyone stands in a close circle. The trainer starts by throwing the ball to someone in the circle, saying their name as they throw it. They continue catching and throwing the ball establishing a pattern for the group. (Each person must remember who they received the ball from and who they have thrown it to). Once everyone has received the ball and a pattern is established, the trainer introduces one or two more balls, so that there are always several balls being thrown at the same time, following the set pattern.

**5) LEARNING OUTCOMES**

(Please, explain briefly what can be learned with this activity; what examples might be given by trainers)

Getting to know each other.  
 Break the ice.  
 Self-disclosure.  
 Tolerance.

TITLE OF THE ACTIVITY: The person I least want to be

**1) DESCRIPTION OF THE ACTIVITY**

(Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)

30'

Activity meant to force people make choices about privilege versus which level of oppression they believe is the worst to have. Offers the possibility to notice the influence that systemic awareness can have on understanding the other side of the story while promoting inclusion.

**2) OBJECTIVES (Purpose) OF THE ACTIVITY**

(Please, write 2 or 3 main objectives of this activity)

1. Raising awareness about individual privilege.
2. Raising awareness about personal biases.
3. Recognizing oppression.

<p><b>3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS</b> (Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)</p>
<p>Step 1 The trainer starts by explaining that the identities - privileges and oppressive issues - were picked at random. The trainer should edit the personalities so there is no circumstance that exactly represents someone in the room.</p> <p>Step 2 The trainer posts various identities with a privilege and someone who faces oppression on the walls of the meeting room. Examples include:</p> <ul style="list-style-type: none"> <li>• A single mom student on a full scholarship</li> <li>• Wheelchair bound individual with a very high-salary job</li> <li>• A gay immigrant from an accepting family in a new country because of a successful work transfer</li> <li>• A gypsy</li> <li>• A convict</li> <li>• An addict</li> </ul> <p>Step 3 Individuals take part in the activity by picking the “person” they least want to be, congregating by that post at the wall. Once everyone has chosen the person they least want to be, start in-group discussions about why the individuals chose the people they did, and ask them as a group to portray their choice using the systems theory (how they believe the microsystem, mezosystem, exosystem ... look like for this person). There should be a minimum of three people doing the activity for every post, but no more than five people per post. This group is most ideal with 4-6 posts (a group of 12-20).</p> <p>Step 4 The trainer asks someone from each group to summarize the core reasons they all chose the person they did and to present this person based on the systems theory. This exercise helps to cultivate understanding by asking people: Who may or may not embody the privileges and issues in the posts, how they understand individual privilege and oppression compared to other factors: individual, family, community, ethnicity, laws, customs, etc.</p>
<p><b>4) DESCRIPTION OF ALTERNATIVES</b> (What changes can be made to make it more appropriate)</p>
<p>–</p>
<p><b>5) LEARNING OUTCOMES</b> (Please, explain briefly what can be learned with this activity; what examples might be given by trainers)</p>
<p>The conversation enlightens people to some of their own biases and empowers them to challenge how they view different privileges and issues of oppression.</p>

**NAME OF THE ACTIVITY:** Alien dinner

**1) DESCRIPTION OF THE ACTIVITY**

(Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)

20'
Participants will imagine to participate at a normal dinner as an alien from another planet. They will try to observe familiar actions through alien glasses.
<b>2) OBJECTIVES OF THE ACTIVITY</b> (Please, write 2 or 3 main objectives of this activity)
<ol style="list-style-type: none"> <li>1. Changing perspectives.</li> <li>2. Understanding that something good for one person may not be suitable for another one.</li> <li>3. Becoming less resistant to change.</li> </ol>
<b>3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS</b> (Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)
<p>Step 1 The trainer should divide participants into pairs. Each group is given a picture of a dinner table. (See Annex 1)</p> <p>Step 2 In each pair, one person will be the host and the other the “alien” just landed from another planet. The aliens will come up with questions they find “strange”, and the hosts will decide if they want to come up with an explanation or not. They list all questions that the host found intriguing. (Some examples: Why do they drink poisonous alcohol? Why do they knock their glasses together when celebrating? Why do they bring the food on separate plates?)</p> <p>Step 3 In plenary each pair in turn shares one question they collected. If they managed to collect many questions, they can go two rounds.</p> <p>Step 4 The trainer explains that sometimes you have to put on somebody else’s glasses to see clearly. The group agrees on one question they find most interesting.</p> <p>Step 5 They go back to pairs and draw a picture of a new dinner table, making a change because of the chosen question.</p> <p>Step 6 Participants are encouraged to list situations they expect to face in the project when putting on somebody else’s glasses could help.</p>
<b>4) DESCRIPTION OF ALTERNATIVES</b> (What changes can be made to make it more appropriate)
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<b>5) LEARNING OUTCOMES</b> (Please, explain briefly what can be learned with this activity; what examples might be given by trainers)
Participants will experience that changing their perspectives can raise new ideas.

**Annex 1**



NAME OF THE ACTIVITY: A critical approach to today's school

**1) DESCRIPTION OF THE ACTIVITY**  
(Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)

25'  
Participants will compare school and family life in the present and in their childhood and come up with ideas to make school more desirable for children.

**2) OBJECTIVES OF THE ACTIVITY**  
(Please, write 2 or 3 main objectives of this activity)

1. Understanding change as a phenomenon.
2. Experiencing what interventions can an individual or a stakeholder group make to achieve systemic change.

**3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS**  
(Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)

Step 1 Participants compare some characteristic of school life in their childhood and in the present using a template (Annex 2).  
Step 2 In pairs, participants discuss their findings.  
Step 3 In groups of four they identify one characteristic that they think they can change together with the mentees.  
Guiding questions:

- What has changed since you were a child and what needs to be changed to make children liked school more?
- What do you think you can do about it as an individual?
- What do you think an organized group of parents can do about it?
- What could the media do about it?
- How a parent mentor could help teachers to change this in school?

**4) DESCRIPTION OF ALTERNATIVES**  
(What changes can be made to make it more appropriate)

As thought-provoking introduction, participants may watch this TEDx Talk by Nikhil Goyal <https://youtu.be/AMxgSgAgwbk>

**5) LEARNING OUTCOMES**

(Please, explain briefly what can be learned with this activity; what examples might be given by trainers)

Mentors can learn that they do not have to accept the school status quo, it can be a changing and changeable organisation. They can also learn that parents and parent mentors have a major role in introducing changes.

Annex 2

	Your childhood	Nowadays	Is it good for children today?	Can a parent do something to change it?
Start of school day				Yes/No/No need to change
Contents of school bag				Yes/No/No need to change
A Maths lesson				Yes/No/No need to change
Length of lessons				Yes/No/No need to change
Homework				Yes/No/No need to change
Grading and assessment				Yes/No/No need to change
Other (characteristic of choice)				Yes/No/No need to change

TITLE OF THE ACTIVITY: The telegram

<p><b>1) DESCRIPTION OF THE ACTIVITY</b> (Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)</p>
<p>15' Participants give a general impression about the workshop. Closing activity, gives the opportunity to the facilitator to review the important parts of the session. This activity is good after a tiring day or session when there is no energy left for a thorough evaluation.</p>
<p><b>2) OBJECTIVES (Purpose) OF THE ACTIVITY</b> (Please, write 2 or 3 main objectives of this activity)</p>
<ol style="list-style-type: none"> <li>1. Evaluation.</li> <li>2. Introspection.</li> <li>3. Sharing of information.</li> </ol>
<p><b>3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS</b> (Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)</p>
<p>Step 1 Participants are invited to think for a few minutes about the day or session and then to share their opinion with the group in three words: a positive word – a negative word – a concluding word.</p> <p>For example: Intensive – Headache – Exhausted.</p> <p>Step The trainer writes down what participants say on a flipchart paper and it can be useful to make a short summary of what the general group feeling is at the end.</p>
<p><b>4) DESCRIPTION OF ALTERNATIVES</b> (What changes can be made to make it more appropriate)</p>
<p>When time is limited, the exercise may be concluded by asking participants to read each other's' telegrams. Another way of sharing outcomes is to invite participants to write the telegrams on sticky pieces of paper and to put them on the wall for everybody to read.</p>
<p><b>5) LEARNING OUTCOMES</b> (Please, explain briefly what can be learned with this activity; what examples might be given by trainers)</p>
<p>Informal evaluation of the session. Practice providing quick, short feedback.</p>





parent'r'us

