



Co-funded by the
Erasmus+ Programme
of the European Union

Seniors - Volunteers as a means to improve the quality of life

methodological handbook



Partners:



June, 2021

Goals of Adult Inclusive Design project:

- to support older people to connect to society and to develop an open attitude towards other people,
- to stimulate and enable older people to remain actively engaged in society,
- to foster the elderly to carry out volunteering activity,
- to facilitate the learning process of the mentors who will be multipliers at a local level on the topic of an inclusive approach,
- to increase the ability to understand and empathize with others,
- to create an innovative training methodology and training program for older volunteers supporting the integration of disadvantaged groups
- to develop volunteering innovative method, which all partners can use,
- to raise digital competencies of those who work with the different target groups of vulnerable adults (50+) and staff of companies and organisations,
- to increase the social integration through ICT skills,
- to improve the skills of teaching staff at participating institutions.

Project “**Adult Inclusive Design**” no 2020-1-ES01-KA204-082640 has been funded with support from the European Commission.

This publication reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

ISBN

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1. Introduction

In the current society, good living conditions and healthy lifestyle in most developed countries yield broad evidence that the elderly show an extraordinary physical and mental condition. Nowadays, many retired people, apart from taking up their hobbies, **enjoy engaging in more committing activities** to lead an active lifestyle. They possess a great potential to mentor people due to their knowledge and experience, which must be highly regarded. Moreover, there is evidence that the level of **personal satisfaction** of the elderly significantly increases when they carry out volunteering activities. In this sense, adult learning is a fundamental element of lifelong learning, which generates social inclusion and empowerment for these people.

Traditionally, mentoring has been used as a mechanism to transfer knowledge, maintaining culture, supporting talent, and securing future leadership (Darwin, 2000). Thus, as mentoring entails tacit knowledge and experience, it obviously involves adult learners. In general, mentoring is defined as a relationship between a more experienced person and another “younger” person that entails commitment, caring and trust (Erickson et al., 2009).

The mentoring process requires a formal scheme for its effectiveness and andragogy is considered as a theory that might guide the adult teaching practices (Knowles, 1978). The andragogical theory was developed as an adult education theory. The principles that rule this theory are: (1) the self-direction concept of adult learning, (2) the significance of experience in adult learning, (3) the concept of readiness to learn, (4) the adult learning approach is centred in problems, and (5) the motivation to learn. The andragogy theory can be applied to adult learning and it is used in organisational training programmes. It is especially effective in "soft skill" areas such as management development (Knowles et al., 2020).

Andragogy supports both self-directed learning approach and the role of teacher as a **facilitator** in the learning process (Knowles, 1990). A key element in the mentoring process is that the own life experiences of the mentors should be used to build **trustful relationships** with their mentees. As the mentors should show a specific attitude, they are selected on the basis of experience, commitment, empathy, that they are good listeners and non-judgmental (Chinnasamy, 2013). Moreover, it is important to find a common starting point and thus, better understand the **barriers** that the **mentees** face in the process of integration. It is known that mentoring is a learning process for both the **mentor** and the **mentees**, which makes **the**

benefits mutual. In this case of adult learning, it is important to understand that both parties are adults sharing their knowledge and own experiences in the learning process.

Mentoring has a diverse nature. It can be a formal process, designed to achieve specific goals, but sometimes it arises as an informal activity, occurring in a natural way. A study about **informal mentoring** revealed that **disadvantaged youths** with shortage of resources likely take more advantages from their mentors than other youths with more resources and opportunities (Erickson et al, 2009). Other studies showed that senior mentors can contribute to improve the attitude and behaviour of mentees, and also to develop self-confidence and communications skills (Taylor et al., 1999). Thus, it is clear that mentoring can improve the mentees' lives.

On the other hand, a mentoring process might **support older people** to connect to society and to develop an open attitude towards other groups of disadvantaged people, stimulating and enabling them to remain actively engaged in society. Mentoring is a tool that serves to take advantage of seniors' experience and wisdom, by giving them an integrating role through innovative ideas. They obtain, as a reward, an increase of their personal satisfaction, since they are aware of their contribution to the community and they can feel they are much more useful to society.

An interesting point of view of mentoring is that the relationships established between mentors and mentees can exist for a long time, reinforcing mutually, so a virtuous circle is generated that benefits both parties.

The main contribution of this methodological handbook is to generate an inclusive attitude to the target groups, in this case seniors (adults 50+). They will play the role of thorough volunteers-mentors, who will learn about the inclusive attitude and will get a set of tools to support the target groups, which are different groups of disadvantaged people. The project AID focuses on training seniors-volunteers by means of the development of new methodologies in order to remain active in their environments. Moreover, the most active seniors can take part also as trainers in their communities, since they could train other senior mentors. This mentoring process will be based on the creative learner-friendly outputs that promote and maintain community-based learning spaces. This is a practice supported by the Agenda 2030 for Sustainable Development, adopted by the United Nations (UN, 2015).

In the present world we are called to contribute to build a society more inclusive and tolerant, in which people try to understand other people's points of view and ideas that are different to their own. To create this trustful and respectful culture, it is critical to ensure a safe environment for disadvantaged people. In this sense, it is necessary to listen to people, understand and solve problems collectively. To that end, the society should take advantage of the knowledge and experience of older people that can be shared through the mentoring practices and adult learning. Specifically, the fourth goal of Sustainable Development intends to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" (<https://sdg4education2030.org/the-goal>).

AID project is developed at a **transnational** level because the variety of **cultures** and backgrounds is a great opportunity to stimulate the learning environment aimed at responding to the need, in our contemporary societies, to be more aware of the interconnectedness of the different realities within Europe. The current world needs volunteers that can bring this attitude and culture of being inclusive into their different communities. In this sense, to contribute to this diversity, each partner practices the mentoring activity with a different group of **disadvantaged** people such as the elderly, youth, migrants and refugees. Thus, the AID project might be a chance to explore the benefits of a multimodal learning approach structured around intergenerational mentoring.

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2. The goal of the publication

The aim of joint work of four institutions – UCLM from Cuenca in Spain, LUMSA University from Rome in Italy, SYNTESIS from Nikosia in Cyprus and "Aktywni XXI" Foundation from Jelenia Góra in Poland – is to prepare a group of senior volunteers who are willing to devote their time, knowledge and energy to work with groups of people in need of support and become their mentors.

The publication of a methodological handbook with a package of workshop plans for volunteers is useful for a wide audience in all partner countries. It can be used by candidates for volunteers as well as experienced trainers working with people at risk of exclusion. It contains sample plans to be used during workshops on: interpersonal, communication and motivational skills, working with problematic clients, or strengthening self-esteem. Innovative methods of conducting workshops are also presented.

The potential seniors-mentors might have broad knowledge about helping, but some of them will want to complement it with particular ideas on how to use it in very specific conditions. Working with people with disabilities, migrants, seniors or other disadvantaged groups requires a thorough knowledge of their backgrounds and skills. It is important for the volunteer to follow the mentee, to lead him/her by the hand into a new reality, while at the same time accepting his/her rich life experience which may not always be appropriate to their current situation.

The guide will also provide useful information for educators working with social work institutions and NGOs involved in improving the social, financial and psychological status of people at risk of exclusion.

This publication was created during the Covid-19 pandemic so, adapting to the conditions around us, we propose some activities using digital technology. We hope, however, that this state will not last forever, and believe that direct contact with another human being builds the best relationships. For this reason we have also prepared workshop plans with a view to times when we return to traditional interpersonal relations.

The fact that the authors from each country have different expertise and experience has resulted in a rich set of tools with diversity in mind, which we believe is an added benefit of the guide.

The authors wish this guide to volunteering would find the widest possible audience to provide inspiration as well as valuable advice and become the beginning of the creation of other valuable and reliable publications.

3. Description of the project partners

The four project partners from Spain, Italy, Cyprus and Poland are institutions and organisations with rich and diverse experience. This gives us the opportunity to gain a broad European perspective on senior volunteering and mentoring. The two universities have joined forces with NGOs in order to create tools for working with disadvantaged final beneficiaries. This collective work also gives the reader an opportunity to observe how cultural and geographical differences can enrich the perception of existing practice in a different light.

3.1. UCLM University of Castilla-La Mancha

The University of Castilla-La Mancha (UCLM), which was created in the academic year 1985/1986, is a modern and competitive institution. Its study programme is adapted to the needs and requirements of its potential students from degrees to official masters, through to postgraduate programmes and lifelong learning. The different training alternatives at the university cover the most demanded qualifications in the areas of Arts and Humanities, Sciences, Health Sciences, Social and Legal Sciences, Engineering and Architecture.

Moreover, the UCLM has specialized programmes for learning English, French, German, Italian, Chinese or Japanese and is recognised by the Cervantes Institute as an examination centre for the Diploma in Spanish as a Foreign Language (DELE).

Social responsibility is a strategic aim for the UCLM community, an institution sensitive to the challenge of training not just the best professionals but also making a contribution towards the development of socially committed individuals. In this sense, the University integrates the 50 plus José Saramago University Program. It provides an alternative for those people who enjoy studying and believe it is never too late to learn. This program provides a social and educational contribution, responding to new demands, to sectors of the population who do not seek a professional qualification, but to access a type of lifelong learning that contributes

towards their personal development, and to obtain a more critical and participative society, apart from nurturing development of scientific and cultural training activities which encourage encounters and generational interchange.

Moreover, the University as alma mater of society has a continuous task of developing and educating about culture, which helps citizens to understand and adapt to the rapid changes characterised by the times we live. All these arguments explain and act as the basis for studies without any rigid contents and enables students to choose those that best satisfy their interests and expectations. In this sense, the university offers alternatives to all those whose only entrance requirement is a desire to learn.

3.2. LUMSA (Libera Università degli Studi Maria Ss. Assunta di Roma)

Founded in 1939, LUMSA is the second oldest university in Rome. It is a public non-state university, committed to the education of young people and professionals. It offers academic excellence tailored to the needs of the individual student, preparing students for success in their careers, but also to inspire and support them become who they are. It is a highly ranked Italian University offering B.A. and M.A degree programmes in law, business administration, economics, education and communication, psychology. LUMSA awards PhD degrees in social policy, law, psychology, education and economics. All training programmes, including PhD, are open to international students.

LUMSA is a member of the Agency for the Promotion of European Research of the EURAXESS network - Researchers in Motion - and Eduroam (Education Roaming). It has a mobility of students and teachers, supported and facilitated by a network of bilateral agreements with 300 European universities in 29 countries.

LUMSA has been awarded J. Monnet chair on EU Approach to Better Regulation and Big Data. It has also been awarded by the European Commission with two Excellence Labels: ECTS and DS (Diploma Supplement) Label.

LUMSA promotes and supports basic and interdisciplinary research through the University Centre for Research and Internationalisation, which supports research, seminars and conferences in conjunction with Italian and international colleagues from the most prestigious universities in the world. The Ethics Committee for Scientific Research evaluates and advises on research proposals submitted by scholars working at the university.

LUMSA is associate research centre for the international large-scale assessment study on Civic and Citizenship Education promoted by IEA (International Association for the Evaluation of Educational Achievement) – ICCS 2022.

LUMSA prepares students to improve the world by promoting networking to increase the community, state and the broader world engagement. It values the importance of all academic disciplines and highlights the strength of connections among them: teaching and learning, research and engagement are intertwined and committed to the ideal of universal human citizenship.

3.3. SYNTHESIS Centre for Research and Education

SYNTHESIS Centre for Research and Education Ltd is a pioneering organisation which initiates and implements projects of positive social change in the fields of entrepreneurship, social innovation, employment, migrant integration and social inclusion. In addition, SYNTHESIS has extensive expertise in the field of Risk, Crisis & Disaster Management, Community continuity & community resiliency. SYNTHESIS is perhaps the leading institution in the field of social entrepreneurship on the island. One of its success stories is the establishment of “Hub Nicosia,” a co-working centre for organisations with cultural, environmental and social aims.

SYNTHESIS provides non-formal education to diverse and vulnerable groups with the aim to help them acquire the skills they need to lead a more fulfilling and productive life. Being a certified VET provider, SYNTHESIS also delivers entrepreneurial and soft skills training programmes, particularly to people at risk of social exclusion, including children, migrants and refugees, individuals with learning and emotional disabilities, youth and long-term unemployed individuals. The organisation’s learning programmes aim to empower learners so they can live fuller and productive lives. The SYNTHESIS team is developing tailor-made programmes for the promotion of life skills which will enable individuals to manage and live a better life.

SYNTHESIS has eighteen years of experience in European cooperation, including developing the Policy recommendations and reports for the European Commission. It has been working with European partners in developing and implementing projects of educational and social value in fields such as entrepreneurship, employment, inclusion and migrant integration.

In the spirit of the above, SYNTHESIS has been implementing initiatives and activities for refugees, asylum seekers, third country nationals and people under subsidiary protection aiming to provide them with cultural awareness & orientation, social skills pertaining to the host society, cultural exchanges between host country and country of origin, and the development of a sustainable multifaceted social network, as well as the acquisition of everyday life skills relating to the host country.

SYNTHESIS partners include universities, chambers of commerce, local and public authorities, NGOs, migrant associations, and European networks. Its staff and associates have extensive academic and work experience in multiple areas.

3.4. Aktywni XXI Foundation

"Aktywni XXI" Foundation is a Non-Governmental Organization, operating since 2010. It was established in order to support the creative development of children, the youth, adults and seniors. We run "Jeleniogórska Akademia III Wieku" - the oldest University of the Third Age in Jelenia Góra.

The organisation also prides itself on successfully completed activities for the disabled and people at risk of social exclusion as a part of local, national and international projects. Very good results are obtained thanks to digital education of seniors who, by participating in projects using information technology tools, can fearlessly use modern media in their daily lives. The activities of the Foundation do not limit only to regular students. "Aktywni XXI" opens up to seniors from Jelenia Góra and surrounding areas, inviting them to take an active part in its project activities. Thanks to their involvement they develop their social, digital, linguistic, civic, organizational and many other competences.

It is very important for the Foundation to stay in touch with European societies and to cooperate with international entities, which has resulted in numerous projects under the Grundvig and Erasmus + programmes. Participation in international activities broadens the knowledge of both the staff and beneficiaries. This allows the Foundation to share its experience with other NGOs and senior citizens' organisations. It organises meetings for people interested in setting up a University of the Third Age in their town as well as in joining international or national projects. The Foundation has actively participated in the establishment of the Municipal Council for Seniors in Jelenia Góra and the Municipal Councils for Seniors in the towns of the Jelenia Góra region.

The slogan of Aktywni XXI Foundation is: We appreciate the differences learning throughout life.

4. Seniors and volunteering

Working for other people requires specific aptitudes and skills which are acquired along with life experience. There are no fixed rules of conduct in relations with other people, especially when they belong to disadvantaged groups. Personal practice, education, ethics and awareness of the widely understood differences of the mentee determine the way in which both the volunteer and the beneficiary can find a common language.

A specific group of volunteers are seniors, who due to their rich experience may be burdened with many stereotypes about other people as the times in which they were brought up adhered to different social norms and values. On the other hand, as mentors, they are able to share the knowledge they have acquired over the years with younger or less experienced people who are equally willing to work with them. By using the tools in this handbook, the mental and emotional capacities of volunteers will be developed and upgraded. Consequently, mentors will be able to revise their subjective attitudes towards their mentees and enhance the professional side of their helping.

4.1. Senior activity

The word "senior" nowadays appears in many publications ranging from scientific studies (sociological, demographic and medical) through definitions in official documents to surprising media information about activities that have previously been reserved only for young people (Szarota, 2010). The age that we can indicate as the beginning of being "not young" is also ambiguous. For some it's 50+, for others it's 60 or 65, and still others point to 75+.

The damaging stereotype of "seniors" as old, sickly, and constantly complaining is still present, but in many cases it is simply not true. Over the centuries, the role of the elderly has been rippling - one time they were treated as a source of wisdom, in another era as a burden on the community, and then again they were recognised for their potential. Their lives depended largely on the standard of living of a given society and the role assigned to them at that time.

Nowadays, many seniors have a need to be active, develop themselves and acquire knowledge. They want to participate in social life and do not want to be sidelined. It is worth noting that more and more organisations and institutions meet the needs of this age group, enabling them to develop their passions or broaden their knowledge, while not forgetting those who are less wealthy and those with health problems. Taking into account the results of research on social activity of the elderly conducted in many European countries, researchers indicate that since 2009 the need for participation in social life and satisfaction of non-material needs declared by this age group in surveys have been increasing.

However, seniors often feel alone and experience stress in many everyday situations, which can be caused by a variety of factors (health problems, material problems, lack of social contacts, difficulties in dealing with official matters, fear for their safety at home and on the way to the store, theft, swindlers and scammers, etc.).

Many people who have reached an advanced age still want to enjoy life. Family interest or participation in informal groups such as Universities of the Third Age or "Senior Citizens' Clubs" helps to support their psychological well-being. Participation in various activities often leads to physical fitness as well, because engaging in various activities motivates people to go out and take care of their mobility and fitness.

Although contemporary seniors most often spend their free time in front of the TV, there is a growing group using the internet. It may not be massive, but this number is systematically increasing and it is worth taking care of in order to reduce the phenomenon of digital exclusion of this age group. The elderly mostly use e-mail and instant messaging to contact their children and grandchildren who live far away from them in the country or abroad.

They want to be active and efficient, and often have a lot to offer to others. The joy of life, energy, curiosity about people and openness to the modern world that emanates from people in their golden years can be seen when talking to e.g. students of Universities of the Third Age or participants of various local activities addressed to them.

It is often the case, however, that organised classes and activities are only occasional, and when they are over, there is emptiness that should be filled. Seniors are a huge potential of knowledge and skills, which they are often willing to share with others.

Contrary to a popular belief, a large group of older people still wants to develop themselves, gain knowledge or experience something completely new. They have their passions and interests which they want and can share with others. This attitude fosters readiness to engage in voluntary activities for various social groups (children, young people, pensioners, people with disabilities, etc.).

A senior-volunteer is an excellent option for those who focus on sharing knowledge and experience as well as self-fulfilment. Supporting others builds self-esteem of those who help, but also of those who are the recipients. A circle of positive feedback is created, the energy of which strengthens and drives both groups. This is an excellent reason to look at seniors from a different perspective and create conditions to support their psychological well-being which is so important for their proper functioning in society.

4.2. Volunteering

Volunteering is, according to encyclopaedia, unpaid, conscious and self-imposed work for the benefit of other people, a society or an organisation (Encyklopedia Popularna PWN, 2020).

Volunteers are people who voluntarily and consciously engage in unpaid work for the benefit of individuals, non-governmental organisations and various institutions operating in different social areas. They perform this activity free of charge, often after their working or study hours, or - as in the case of seniors - in their time free from family responsibilities. Despite the lack of material remuneration, their activity is not entirely unselfish. In return, they receive numerous non-material benefits, such as a sense of meaning in life, satisfaction, self-fulfilment, appreciation from other and many others.

What motivates volunteers most often is:

- a desire to do something good, useful;
- gaining new friends and acquaintances;
- gaining knowledge, experience and new skills,
- the opportunity to share knowledge and experience,
- the desire to be needed;
- a wish to repay the good that you once received from someone,
- gaining new skills and experience in work and life;
- religious reasons.

A specific group of volunteers could be seniors who have a considerable amount of free time and what is most valuable - knowledge and experience. When they retire, they often feel full of capabilities that cannot find an outlet in a job that they no longer do. But they want to make use of them with the satisfaction of a duty well done to society. Often, they want to join a new stream of life which is completely different from the one they had while being occupied with professional work and caring for family members. They open themselves up to new challenges that could give a fuller course of their existence and thus, they may get involved in voluntary work to help people in need of support. As a result, they could be confronted with issues that are entirely foreign to them, such as differences within social identities in terms of race, class, gender, age, or ability. This situation can be an obstacle to relationships and well-being as well as make an older person feel helpless. Therefore, it is important for volunteers to be guided by a professional who can navigate them through the meanderings of their new life activity.

The COVID-19 pandemic has highlighted the vulnerability of older adults and the need for community support. Volunteering increases seniors' integration into the community, and even for people in late adulthood with multiple illnesses, participating in volunteer activities appears to improve their own health. Giving help and gratitude are particularly powerful practices because they can help nurture positive behaviours.

If we can selflessly share with another person, it means that we are rich in what we give - love, understanding, respect, support, time. Many social activists say that while giving, you gain even more and this gives meaning to their work.

4.3. Mentoring

In the literature it is possible to find many definitions of mentoring, however, the one proposed by Sebastian Karwala (2007) is very close to the idea of the Adult Inclusive Design project. According to him it is a partnership relation between master and student (professor and student, supervisor and employee, etc.) focused on discovering and developing the student's potential. Through regular conversations with the master, the student acquires new knowledge, learns about him-/herself, develops professional self-awareness, and is not afraid to follow his/her own chosen path of self-realisation. There is no question of age, educational or any other distance. A person who receives knowledge and experience from a mentor chooses him-/herself and wants to learn as much as possible for his/her own benefit. On the

other hand, a mentor is someone who also voluntarily shares his or her professional and social life experience, doing so for the benefit of his or her mentees.

The very phenomenon of passing on knowledge and experience is nothing new, as it has already happened in ancient Greece, Hindu tradition or even medieval craft guilds. The relationship of the friendly mentor and the eager learner is a model for today's formal and informal educational relationship for the reason that the mentor and the mentee do not perceive their mutual relations as imposed. They participate in the process they have decided on together.

Mentoring does not consist in creating artificial situations in which abstract knowledge is transferred ex-cathedra. On the contrary, the mentor's task is to provide support to the mentee as he/she carries out concrete, authentic tasks. However, this can be done in several ways:

- Accompaniment: the mentor assists the mentee, co-participates in the tasks performed. The support and advice is continuous.
- Preparation (“sowing”): the mentor prepares the mentee for future difficulties before the mentee himself/herself is able to foresee them.
- Catalysing: the mentor uses a complication or crisis that has already happened to make the mentee reflect and develop new ways of doing things.
- Demonstrating: the mentor is a role model.
- Summarising (“harvesting”): after an event, the mentor helps the mentee to reflect on it, develop self-awareness and learn lessons for the future.

The mentor's personality, his/her approach to the mentee, his/her work ethic with the mentee, his/her openness and acceptance of differences and his/her availability are very important in the mentor's work. This traditional and at the same time modern form of work between a student and a teacher is a very good opportunity for joint reflections and considerations leading to the benefit of the mentees in their voluntary work.

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5. Description of target groups

Each of the project partners takes care of teams of active seniors and people at risk of social exclusion. This gives us a broad spectrum of insight into the various target groups for voluntary activities. Authors describing the individual environments used not only the literature, but above all based their conclusions on the experience resulting from actual work with the final beneficiaries.

5.1. Social inclusion of migrants and refugees in the EU countries

Social inclusion is defined by the European Union as the ability to fully participate in economic, social and civil life. In order to do so, people need access to an income and to other resources that can guarantee them an acceptable standard of living and quality of life (Commission of the European Communities, 2000). The former definition, however, needs to be operationalized. Social inclusion is clearly a multidimensional concept and recent research can help us identify the underlying dimensions. Social inclusion, in fact, encompasses physical, psychological and occupational aspects (Wilson and Secker, 2015). Moreover, in this historical moment tragically marked by the Covid-19 pandemic, we are facing the fallout of the pandemic, social exclusion. The virus affected the population differently, with the most disadvantaged having been hit harder. The poorest people are exposed to higher risk to get the virus and lose their precarious jobs (Winskill et al., 2020).

Migrants and refugees, in this context, are the most vulnerable. They are the first to feel the lack of solidarity and the increasing social distancing. Language, religion, income and ethnicity, to name a few factors, contribute to feed social isolation. UNHCR, for example, has reported an alarming rise of assaults and hate speech incidents towards refugees. Migrants and refugees very often suffer from the effects of xenophobia, being considered as a threat for local communities.

Sources of tensions may be related to access to healthcare, economy and education. Being these sources of tension, during the pandemic, more critical than the others. In social

psychology it is well known that an external threat may play a crucial role in modulating group cohesion and importantly a large increase of perceived threat can lead to poor performances in problem solving in real life situations (Rampel and Fisher, 1997). This complicates the interactions with the host community, especially with the poorest part of that community. In fact, a study conducted in Spain reported a greater prejudice towards Syrian refugees by individuals that were in a situation of precarious employment (Vallejo-Martín et al., 2020).

Difficulties in finding a job makes migrants' and refugees' life harder; a situation that has been worsened by Covid-19. Nonetheless, it is worth noting that migrants, often, in cities like Rome try to integrate by helping in community service, such as keeping city streets clean. Where the local services fail, they are there, equipped with a broom sweeping sidewalks. This form of self-organised service (a voluntary work) for sure helps changing host community prejudices and should be considered as a proactive behaviour with a profound impact. From this perspective, migrants can let the hosting community, in certain circumstances, appreciate better what they possess so as to nourish a sense of community that seems lost in some contexts (consider, for example, suburbs).

Access to a quality health system is more crucial for migrants and refugees who may have experienced traumatic situations (violence, persecution, etc.), in order to get to the hosting country. Very often they are fleeing from very harsh life conditions that can be linked to a present mental illness. Solving those health problems represents a precondition to be able to find a job.

Migrants and refugees, moreover, very often are not single elements but family nuclei with different educational needs within them. Children and adults, in fact, may follow different paths. The former can learn the local language more easily for example.

Social distancing can spare lives from the virus but, in a provocative perspective, it could also be seen as a precursor of social exclusion. The digital divide, since the beginning of the measures put in place to hamper the spread of the virus, did not help too. For those reasons working on social inclusion, at different levels, has never seemed so important.

In the last two decades mentoring, as an intervention to promote social inclusion, has flourished in different manners. Moreover, its cost (based mainly on voluntary work) makes it

considered by policy-makers as a low-cost intervention. This aspect reflects an ill-defined and poorly conceptualized practice (Colley, 2001).

An effective mentoring intervention should cover the multiple dimensions of social inclusion: the physical (related to housing; the environment in which an individual lives and may work for a considerable amount of time), the psycho-social (sense of belonging, wellbeing, the relationship with the family and the other members of the society) and the occupational (education, engagement with a culture, spare time activities, etc.) (Wilson and Secker, 2015) with a special attention to the digital divide considered in the different dimensions. The latter aspect is particularly important for seniors, involved in social inclusion, who may have less digital competences than their younger counterparts. Social inclusion should be seen not only as a way to pick up a migrant, a refugee and the like, and include him into a new social group. We need to consider it as a chance to rebuild a lost sense of community.

Finally, social inclusion is one of the pillars of lifelong education and it is linked with mental health: a better inclusion reduces mental illnesses and provides physical health gains (Wilson and Secker, 2015). Hence, we need to enhance social inclusion intervention with a good conceptualized practice and senior mentors, who are citizens fully rooted and committed to their community, can act as powerful bridges between exclusion and inclusion: the two sides of a river that we can call "integration".

5.1.1. Refugees in Cyprus

According to the office of the United Nations High Councillor for Refugees (UNHCR) (1978), a refugee is any person who has fled their country due to war, violence, conflict, or who have crossed an international border to seek safety and are unwilling to return, owing to a well-founded fear. Their status has been well defined at the 1951 Geneva Convention, and they are protected under international law.

The status of a "Recognised Refugee" in Cyprus is given to individuals seeking asylum and their families, whether they arrive to the country by their own volition, or unintentionally. Following diligent processes (which take 5 years on average to complete), a refugee is required to present their application to the competent authority for evaluation and the granting of this status. Since 2015, Cyprus has been receiving an increasing number of refugees with a peak during 2018 and 2019 that has heavily stressed the reception structures of the country. In the span of the last 20 years, Cyprus has received 87103 new applications out of which

20,7% have been granted refugee or subsidiary protection status, with 19153 applications pending at the end of 2020 (UNHCR Cyprus, 2020).

All persons under the above status enjoy equal rights and responsibilities with other third-country nationals residing in Cyprus. However, their diverse backgrounds and the significant collective and individual trauma make their integration more difficult than for other individuals. As such, the Republic of Cyprus has formalised the National Inclusion Policy consisting of eight priorities / pillars, that dictate specific objectives and the actions needed to be taken for their implementation. These are meant to address the deficiencies of the system as well as the needs of the refugees and refer to: Information, Employment, Education, Health, Housing, Culture, Participation and Assessment [of their status]. Through this policy, an emphasis is given on the aspect of social integration of the beneficiaries (Officer and Taki, 2013).

Despite that, there is no foreseen set of actions that will facilitate the integration process or will define to what extent will the needs of the refugees be met. It is therefore paramount to address this with tangible actions. We believe that this coincides with the actions proposed for the AID project.

5.2. Disadvantaged youth

“Disadvantaged youth” in many countries is used as an umbrella category which embraces all young people with fewer opportunities than their peers and in some countries other terms like youth-at-risk, vulnerable youth, disconnected youth or social excluded youth. While this type of codification brings about enforceable rights to support, at the same time narrow or wide codifications run the risk of becoming labels associated with negative image.

Adolescence is a time that represents profound physical, cognitive, emotional, and social change. During this period of transition, adolescents, and especially those with problems and disabilities, may be vulnerable in society. Categories of social inequality such as socio-economic status and class, gender and “ethnicity” impact the educational and career options available for a young person in an intersectional way and lead to different forms of social inclusion and exclusion.

With regard to preventing disability, it is important to note that adolescence itself can be a risk or causal factor, as young people are at increased risk of acquiring impairments, for example

through road traffic accidents, injuries from sport activities, violence or warfare. The profound impact on their development will affect the rest of their lives, put them at higher risk of developing mental health problems and leave them vulnerable to abuse and exploitation.

As young adults they are likely to have no support network, struggle to find employment and become dependent on the state for their basic welfare. Young adults leaving institutional care are more likely to fall victims of trafficking, exploitation, unemployment, homelessness and depression. With no experience of family life, many struggle when they become parents themselves, putting their children at risk of institutionalisation and transmitting the problem from one generation to the next.

Discrimination is also reinforced in institutional care systems. The stigma attached to institutional care also has lasting consequences into adulthood. In order to develop to their potential, young people need love, care and attention. Emotional support is essential for brain development. The central importance of family for children is recognised in the United Nation Convention on the Rights of the Child (UNCRC).

Deprived of the possibility to develop a healthy attachment to a primary caregiver, children and teenagers growing up in institutions suffer severe impairments that could be alleviated with the help of mentor-volunteers.

5.3. Seniors

Many factors contribute to the emotional, health, economic and social well-being of senior citizens in different European countries. At the end of their working lives, most people are entitled to a pension, but it is not equivalent to the salary received to date. A large group of seniors falls into poor financial condition, often verging on poverty. This is especially true if they suffer from chronic diseases, which is often the case in this period of their lives. In most European countries medical care is free, but unfortunately at a basic level. Most treatments and specialized medical visits have to be paid for out of the citizen's savings, because the waiting time for the due service is too long to wait for public medical care. This causes both physical and emotional decline as seniors grow older and their hope for a better life often turns into bitterness, sadness and even depression. This is especially true for people over 85, widowed and single. If they do not find support in family or friends, they will require constant social support from help institutions or volunteers.

In most European countries it is not the rule for older people to live in a social welfare home. In Poland as well as in Italy, Spain or Cyprus, tradition dictates lifelong care for the oldest members of the family. But what to say when the children have emigrated for bread, love of life or other reasons to distant regions, leaving their parents in the old country? Their lives already involve a different place and commitments, so they cannot provide constant care for their seniors.

The pace of social, cultural, and technological change is so fast that many people in later adulthood and old age can't keep up with it, causing them to retreat to familiar and tried-and-true places. Computer anxiety is one of many. The need to make purchases, bank payments, register for doctors, etc. causes people who cannot keep up with the constant technological and administrative changes to avoid social life. They fall prey to fraudsters, and their carefully developed ethics over the years prove to be an obstacle to a stable life. People who once meant a lot at work, in the community or in the family, are now just "life's clumsy" people excluded from public life.

Weakening eyesight and hearing discredit them as participants in interpersonal activities. Slowly approaching disability reinforces this undesirable position. Loneliness and withdrawal are very common spiritual states of seniors. This is all the more difficult to bear when one has spent a lifetime accumulating experiences to share with others. However, there is no one to share them with.

These kinds of people can be taken care of by senior volunteers who understand well the situation of people of similar age. With their time they can take care of their basic needs, listen to their stories and take them to the doctor. A huge challenge awaits them, because the number of seniors is still growing, as well as people suffering from senile depression.

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6. Skills of volunteers-mentors in the context of the AID project

Late adulthood comes suddenly, even though all your life you have been aware that you will have to greet it someday. When you become a senior, one day you notice that life looks different than before. You don't know why yet, you don't accept your discovery, but you already feel that there is no going back. When old age starts to be a challenge for a person, it may mean that the changes will happen at their own pace, and the person will follow them, overtake them, or will want to stand by and lie to themselves that it does not concern them, because they are still experiencing the times of their youth. However, such an act of casting

spells on reality is of little use. The Nobel Prize winner Czesław Miłosz, who lived to the age of 93, said: "You don't have to be afraid of old age, you have to go with it". Life circumstances, environment, diet, reflection in the mirror, way of spending time and needs change. Sometimes seniors discover new values that were insignificant, even overlooked, during their busy working and family lives. Children, who were the centre of the world, are now the hosts of their own families, and friends from former jobs forget about their colleagues, busy achieving success. The hitherto rush of life slowly begins to be filled with emptiness flooding every corner of the apartment filled not long ago with the voices of the numerous household members. They have already moved on to other places, their personal places. The initial joy of peace and rest begins to wear off and the senior seeks another form of activity for himself /for herself. By functioning in a peer group, seniors can fulfil needs of a psychosocial nature. Among them are: the need to perform socially useful activities, the need to be recognized as a part of society (community) or group and to play a role in it, the need to use leisure time in a satisfying way, the need to maintain natural social relations, the need to be recognized as a human being, the need to provide opportunities for self-expression and sense of achievement, the need for appropriate mental and psychological stimulation, the need for health protection and access to health care, the need for properly established lifestyle and maintaining relations with family, and finally, the need for spiritual satisfaction. Some of them are pursuing their longed-for passions, others are idling in front of the TV, and still others are looking for a place for themselves among people, senior organisations or Universities of the Third Age. With these people, the partners of the Adult Inclusive Design AID project took up an interesting and useful challenge - to organise groups of seniors-mentors who would first experience being a volunteer themselves, and then pass on their knowledge and skills to their peers.

6.1. The University of the Third Age Students and their activities

However, before we started with the concrete challenges we invited volunteers to express their feelings about volunteering (using a questionnaire). The survey was completed by 26 respondents from Poland (19 women, 7 men) and 10 from Spain (5 women and 5 men). It is not a large research group, as it was not our intention, but we wanted to know the opinion of potential participants of the project on their readiness to be a volunteer. In most of the questions it was possible to mark 3 answers each, which gave a slightly broader picture. To the question "What do you do with your time outside of regular, everyday duties?" half of the respondents replied that it was meeting with friends, pursuing hobbies, helping family or

attending courses (e.g. at the University of the Third Age). A very similar trend held across both national groups. The next leisure time interests were: surfing the Internet (50% Spain E and 38.5% Poland PL), helping neighbours and friends (30% E and 26.9% PL) and watching TV (50% E, 19.2% PL). No one indicated attending religious services and being bored in solitude as frequent forms of activity outside of regular duties.

6.2. Expectations and anxieties about volunteer activities

We can conclude that the respondents were active people and willing to help, which is confirmed by the next question. 76,9% of the Polish and 70% of the Spanish seniors are determined to work as a volunteer if they have enough strength and health. In both groups about 10% of the respondents do not know how to start helping in an organised way, although they are ready to do it, and some of them (15,4% PL and 10% E) are already working for others in different organisations. Few (10% E and 3,8% PL) are rather not willing to get involved in helping, but there is no person who is not interested in it at all. If the seniors would already undertake voluntary activities, it turns out that they would most like to help seniors in difficult life situation (84,6% PL and 60% E), the next group of potential beneficiaries could be people with disabilities (57,7% PL and 50% E), then families with social and economic problems (50% E and 19,2% PL), while 40% of Spaniards and 19,2% of Poles would devote their precious time and energy to refugees and immigrants. When we asked the question what difficulties they could expect in volunteer work, it turned out that the biggest problem for almost half of the seniors is the lack of knowledge of how to deal with people they would like to help, the lack of appropriate skills and the fear that the relevant institutions will not provide the necessary support (for example, financial). A significant problem for about one fourth of the respondents was encountering ungratefulness and unkindness on the part of beneficiaries and a feeling of hopelessness that their lot would improve. Such a high indication of a lack of knowledge and skills among potential mentors indicates the validity of workshop training for senior volunteers. When asked about their previous experience in helping, we found out that 73.1% of Poles and 50% of Spaniards have already helped people outside their immediate family circles and most of them still do it about once a week. Helping others also has its advantages. It brings some kind of benefits, although we are not talking about any form of financial satisfaction. The needs of the representatives of the oldest generation are diverse, just as people themselves are diverse - their biographies, personalities and the pace of aging. From the rich list of needs, the following deserve special mention: the need for social utility, acceptance and emotional bonding, which in old age are

identified with the meaning of life. Elderly people want to be needed, appreciated and treated as partners. They want their lives to have meaning. The feeling of being needed is important for 80.8% of Poles and 40% of Spaniards. The prospect of meeting interesting people motivates 61.5% of Poles and 40% of Spaniards. Another incentive is the opportunity to learn new things (60% E and 19.2% PL). In order to be able to really help older people, people with disabilities, people at risk of exclusion, people without a homeland or a place on earth, competences that the mentor-volunteer is constantly working on are needed. Common knowledge is not enough because old age is the most individualised stage of life. Depending on the senior living environment, the mission of the institution, its stage of development, and one's own predispositions, a leader (mentor) can have many functions. The first function is that of an animator who, together with the group, constructs the program, invites them to participate, and searches for partners. It is preceded by the function of a diagnostician, which obliges the leader to examine anew the needs and expectations of the group, but also the competences of its members. They cannot be alone in their actions. They must take into account the need of the moment, and thus take action that was not planned. They are always educators - they teach, motivate, evaluate and reward. When eliminating internal conflicts in the group, which do occur, they also act as negotiators (sometimes with the help of the arbitration section established in the organisation's self-government). By looking for optimal work offers and support, they change their ways and become innovators. It is a good thing, if they do a self-evaluation, that they are aware of their strengths and weaknesses. It means knowing what I can do for the group, but also working on myself, i.e. self-improvement.

Concluding the survey, we asked the open-ended question “What can you gain as a mentor?”, which yielded the following answers:

- doing something for society
- feeling better in your own skin, helping others....
- helping society through people who need support improve myself as a person
- to occupying a part of our lives.
- I don't think I'm a good mentor
- I've never been a mentor, but I think it would be beneficial throughout my life
- I would realize my aspirations
- to feeling useful
- to helping someone else

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7. Working methods, techniques and tips for seniors-mentors

Choosing the right methods and techniques is crucial for effective work with a group. Active methods and group trainings are often used when working with seniors. The key principles of these two methods have common elements. They mainly take into account the emotional side of human functioning, refer to personal experiences, and use group dynamics and potential as well as subjectivity in interpersonal relations (e.g.: participant - participant, trainer – trainee).

When running workshops with seniors with the use of active methods and group trainings, it is worth noting that in the process of learning, apart from the emotional and relational element, the subjectivity and autonomy of the individual (workshop participant) - senior, volunteer, etc., is equally important.

People in the period of late adulthood constitute a large group, which significantly influences the shaping of many aspects of social life. Therefore, it is important that they are happy people, having a sense of proper quality of life, experiencing acceptance and support from others. This will benefit not only them, but also the next younger generations. Hence, supporting the development of senior citizens' competences and involving them in voluntary work is becoming increasingly important. Active methods and group trainings are effective forms of education and development, which are used in various fields: school education, improvement of social competence or widely understood psychosocial development. The idea behind these methods is to understand and use the group process, to build independence and autonomy of the group and the individual, to shape the ability to use group experiences in different life situations and to strengthen the idea of mutual help.

In the field of adult education, there often appears the notion of active methods, which take into account a different way of looking at the goal of classes, trainer-participant relation; they give a different meaning to the group and therefore introduce activating work techniques. Suggested techniques to use when working with seniors are:

- problem, creative techniques (discussion, debate, brainstorming, case study) - they are learning by discovery. They develop critical thinking skills. The teacher presents

a problem situation and initiates a cognitive process that includes the following stages: analysing, inferring, explaining, evaluating, and comparing. We use various sources of information: e.g. the Internet, films, photos, charts, drawings, etc.

- expressive, valorisation techniques - (drama, staging, mind map, project method, etc.) are experiential learning. These techniques are based on high emotional involvement of the participants. Experiences and sensations are connected with the tasks performed by participants and the experience of working in a group.
- training games with elements of gamification (card games, board games, tactical games, etc.) - they teach healthy rivalry, obeying established rules, listening to others and cooperation. They give the opportunity to achieve success, and also familiarise with losing or the adverse consequences of the choices made. They allow for getting to know one's own and others' resources and give the opportunity to learn how others act in different situations.
- group decision-making techniques (fish skeleton, decision tree, diamond, snowball, etc.) - it is learning through cooperation. These techniques develop group communication skills, the art of compromise, decision making and taking responsibility for it. The result of the group work is a graphic representation of the decision making process.
- learning through doing, experiencing, and discovering is the most effective; therefore, active methods that improve skills useful in everyday life work with seniors. They develop creative and critical thinking, broaden interests, serve to develop skills of communicating in a group, arguing, drawing conclusions, discussing, verifying information, etc. By working with active methods we also support the emotional development of seniors, strengthening their sense of empowerment.

Tips for Senior Mentors

- 1) Using the active methods requires the tutor to prepare the classes in such a way as to create as many situations for the participants to interact as possible, in which they will be able to experience.
- 2) The tutor should initiate the process and act as a supportive advisor who, instead of giving ready-made information, shows how and where to find it.

- 3) The group work should be organised in such a way that each participant could: act and cooperate in a team, ask questions, discuss, present his/her opinion, search and select information.
- 4) In active methods the participant is the most important person, without his/her active participation the cognitive process is incomplete and ineffective.
- 5) It is worth referring to one's own experiences during the workshops and encourage participants to share their own experiences. Sharing knowledge from different thematic areas is an added value of such workshops.

It is the teacher who decides about the choice of methods and techniques used during the workshop. Activation methods can be modified depending on the current needs and abilities of the group, the assumed goal, knowledge and creativity of the instructor. It should be remembered that activating methods and techniques should be adjusted to the participants, and never the other way round, because it may happen that even the most interesting method will not always guarantee success.

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8. Workshop plans

Thanks to the partnership, we have created a series of scenarios useful for working with volunteer mentors. They can be used during educational workshops in the area of activities with socially excluded people or people threatened with such a possibility. In Poland, Spain, Italy and Cyprus, trainers will obtain methodical tools for themselves and for the novice volunteers (future mentors) they educate, who will work directly with people in need of support. Especially for the ones working with their mentees, a package of workshop plans grouped in blocks 7 and 8 has been created. The rest are dedicated to

mentors themselves to develop their skills, but most of them can also be used in other areas of social activities.

All in all, this toolkit is designed to empower seniors - volunteers working with migrants and refugees, youth from dysfunctional families as well as seniors in need of voluntary care.



SESSION 1

Introduction.

Let's get to know one another



What and why

The first meeting of the volunteer group participants (who will become mentors for the mentees) requires them to overcome barriers related to self-presentation and meeting new people. How they manage during this workshop will have a bearing on their entire work and mutual relations in the team.

Objectives

Team building
Getting to know one another
Breaking down barriers

Who are the training recipients?

Seniors / prospective mentors

Time

1,5-2 hours

Materials

Social Skills Game AMADA
A deck of cards
2 flipcharts + markers
Set of sticky notes

Introduction

The first group meeting is extremely important with respect to the overall planned team activities. The participants may come from equal backgrounds but may not know each other beforehand. Therefore, it is important to prepare a set of exercises where, in a friendly atmosphere, they can show their good sides and get to know volunteers who are preparing to work with people in need of support. First impressions are the strongest and last lasting, so it is important to take care of the comfort zone of the participants and gently but firmly invite them to participate actively in the integration activities.

Participants

Participants in the integration workshop will be seniors, future or already active volunteers, who have taken on the task of helping other seniors or immigrants, or people with disabilities or young people from dysfunctional families and at risk of social exclusion. The selected exercises are so universal that they can also be applied to other groups of recipients. Suggested number of participants for the workshop is 12-16 people.

Activity

As this will be the first session for this audience, we are preparing the most comfortable arrangement of chairs and tables adapted to the interior in which the meeting will take place. We ask participants to sit where they are most comfortable, but we add that during the workshop changing places will be the rule.

Activity 1 – A few words about oneself

A. All participants are welcomed with small sweets (small candies in paper, mini cookies, sticks, etc.) and asked to take as much as they want but have not eaten yet. Instead of candy, this can include small Legos, glass balls, etc.



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Let's get to know one another



- B. Starting with the leader, each participant gives his/her name and tells about him-/herself in as many words as many sweets (small objects) he/she took at the beginning of the exercise. Then they pass the floor to the person of their choice.
- C. The participant who has been invited to speak, starts by repeating the name of his predecessor, and mentions the words that came from his mouth.
- D. After listening to the last person, the volunteers write their name with a thick marker on a piece of paper that they attach to their clothes. They can paint something on it that will characterise them and distinguish them from the others.

Activity 2 – What I desire, what I fear

The first ice is broken, no one is a stranger anymore, but this does not mean that participants feel confident. Therefore, we suggest that they tell us what they are afraid of and what they expect from the workshop. This exercise is also a kind of introduction to evaluation:

- A. Distribute pencils and sticky notes in two colours (e.g. yellow and pink) to the participants.
- B. Ask them to write on the yellow ones what they are afraid of in relation to the volunteer activity and on the pink ones what they hope and expect from it. They can use as many cards as they like, but each statement should be on a separate sticker.
- C. Ask them to stick their notes on two separate flipcharts - on one "fears" and on the other "hopes".
- D. Discuss the exercise together. You can group similar statements to show that individual volunteers are not the only ones who fear something or have specific expectations.
- E. Put the cards in two separate envelopes and tell the volunteers that they will see the cards again during the last session and compare them with their moods then.

Allow time for participants to talk about their hopes and concerns in their role. For example, which of the qualities that they admired in their “mentors” do they feel fairly confident they possess? Which do they need to work on developing? What other concerns do they have about their role?

Activity 3 – True or false

Now that participants are aware of the fact that they are in a group of people, some of whom feel the same way about their decisions, we can create a good mood. At the end of this part of the session, we invite the volunteers to do an exercise where they can feel comfortable being in a group and in a direct relationship with another person. This is a very good exercise for developing the skill of careful listening to another person, which is so useful in volunteer work.



SESSION 1

Introduction.

Let's get to know one another



- A. Distribute four cards to the participants each
- B. Everyone stands up and gets into pairs.
- C. The leader begins the exercise by ringing a bell.
- D. The first participant (person A) gives two pieces of information about him-/herself. One is true, the other false. The partner (person B) has to guess the true one. If he/she succeeds, he/she gets a card from person A as a reward. If he/she fails to guess, he/she is obliged to give his/her own card. Partners have 2 minutes for this exchange.
- E. The leader strikes the bell,
- F. There is a role swap - person B gives two pieces of information about himself/herself, one true and one false. The partner (person A) has to guess the true one. If he/she succeeds, he/she gets a card from person B as a reward. If he/she fails to guess, he/she is obliged to give his/her own card. Again, partners have 2 minutes for this exchange.
- G. The leader strikes the bell,
- H. Participants change partners and in new pairs again present two pieces of information about each other, but they should be different from the previous round.
- I. After two rounds (if there is more time, there can be more, e.g. 3 or 4) the participants take any chair but it shouldn't be the same one on which the person sat before the "True or false" exercise started.
- J. Announce the best detective who has the biggest number of cards and then ask for a short report on what is known about particular people, using information they gave you about themselves during the exercise. They report back to their partners and then add the people they talked to about themselves in subsequent rounds.

Break

Activity 4 – The mad detective

Having returned from break, the volunteers are again invited to take different chairs than before and then introduce themselves to their neighbours by name. This is to get to know as many people as possible and to solidify the names of the team members.

- A. Distribute pencils and one piece of paper to each of the participants.
- B. Ask each person to write the following information about themselves:
 - favourite food
 - favourite colour
 - favourite vacation destination
 - favourite animal
- C. Collect the cards, mix them up and hand them out randomly, if someone draws theirs, they can exchange it for another.
- D. Each participant tries to characterise the person whose card he or she is holding, depending on the information contained in the card. The author then confirms or denies it, according to the truth.



SESSION 1

Introduction.

Let's get to know one another



Activity – 5 AMADA game

The participants know each other better. They had a chance to present themselves and learn a lot about the others. The first ice has been broken and the chance to build a good team is considerable. Now it is time for the final exercise, during which we can get to know other areas of the volunteers. Especially for this project, a card game called AMADA was created, which gives the possibility to use it during various workshops, as well as in direct work with mentees. Instructions for the game and downloadable cards can be found in the appendix. Different methods can be used to divide the participants into groups, ranging from the traditional countdown, through drawing coloured balls, to more complicated mini tasks. The group assignment itself can be a form of integration exercise.

- A. Randomly divide the participants into groups of five.
- B. Assign each group a deck of AMADA playing cards with instructions.
- C. Choose the version of the game and read the instructions aloud.
- D. Participants provide answers to the questions and tasks on the cards.

Review

After the workshop, we should get feedback on how the participants benefited from the workshop. In this situation, we can use one of the forms called Evaluation Dice. To do this, we prepare a large dice (the bigger, the better) and a set of six statements which we place or write in a place visible to everyone. Each of them will be assigned a value on the dice. If this value falls, the participant finishes the relevant sentence:

1. What I liked the most was...
2. I would love to participate in...
3. I will remember for a long time...
4. If I could change anything, it would be...
5. I was most amazed by...
6. I would like to...

References

Almuth Barti *1001 pomysłów na nudę* Warszawa REA 2009

Tom Dahike *365 gier i zabaw* Warszawa REA 2005

<https://www.adultstraining-project.eu/results/#manual>



SESSION 2

Hopes and Expectations



What and why:

The volunteers will recognise the sources of their own motivation and that of the people for whom they will become mentors. They will understand that there is no single effective way to motivate a person to cooperate, because we are naturally motivated by what we ourselves want and not by what others want for us. Knowledge about oneself will be an excellent preparation to work with volunteers.

Objectives

To get to know the types of motivation
To become familiar with the rules and defining the conditions conducive to motivation.
To recognise one's resources in the area of motivation and communication
To develop strategies for motivating others

Time

1,5 - 2 hours

Materials

AMADA Social Skills Game
A4 and A5 sheets of paper + pencils
Flipchart + markers
Coloured sticky notes

This session is designed for seniors to work through and expand their knowledge in the area of their own expectations and hopes related to motivating themselves and others. This is a key element of effective action, which allows you to get to know yourself, identify your own expectations of the actions you take. At the same time, it gives you the opportunity to learn about the expectations of others.

Often our assessment of other people's expectations and hopes in a given area of activity is subjective and does not take into account the perspective of the other person. In order to get to know this issue better, it is necessary to know what and why motivates us to act and how we can use it in our work with volunteers.

Introduction

This is the next meeting of the participants after the integration activities. The group is just getting to know each other. Some people have already made contact with group members and others may still be observing the others and looking for their place in the group. It should be taken into account that the participants may have met each other during the integration session and are ready to work in a team, but their level of trust in the group is not yet optimal. Therefore, it is worth taking care of a friendly and safe atmosphere, which will promote mutual understanding and cooperation. The selected exercises will require cooperation, active communication and knowledge sharing. Identifying one's own resources and effective motivation strategies will help participants prepare for working with people in need of support. Through group work, they will also be able to benefit from the knowledge of other class participants and share their own proven strategies for action. The most important aspect of this session is to create opportunities for all participants to engage actively in the exercises and to initiate situations for speaking up and sharing knowledge.



SESSION 2

Hopes and Expectations



Participants

The participants of the workshop are seniors, future or already active volunteers, who have taken on the task of helping other seniors or emigrants or people with disabilities or young people from dysfunctional families and at risk of social exclusion. They have already participated in integration workshops and these classes are another group meeting for them. The selected exercises are so universal that they can also be applied to other groups of recipients.

Suggested number of workshop participants is 12-16 people.

Activity

This is another meeting, the participants have already met during the integration session. Tables and chairs are prepared in such a way that in case of the need to change the arrangement of exercises, we can adjust the room according to our needs.

At the beginning it is a "U" configuration, after the exercises have started we change the arrangement into smaller table groups. We ask the participants to sit where they are most comfortable, but we add that during the workshop changing places will be the rule.

Activity 1 – We've known each other for a while

- A. All participants, after taking their places, draw a coloured card from the cardboard given by the leader with the number from 2 to 5.
- B. Starting from the instructor each participant gives his name and tells what he likes using as many words as the number written on the card and tells what he associates the colour of the card with.
- C. The next participant starts by repeating the name of his/her predecessor and names one thing he/she likes and tells about himself/herself according to the previous scheme.
- D. After listening to the last person, the volunteers write their name with a thick marker on a piece of paper that they attach to their clothes. They can draw something on it that will characterise them and distinguish them from the others.

The warm-up is over, everyone already knows each other and has recalled their names and told a little about themselves.

We move on to the topic of the session and give the opportunity to speak about motivation. This exercise is an introduction to the topic of motivation, it will show the participants how much they know themselves and will allow them to combine their knowledge with the theory of motivation.



SESSION 2

Hopes and Expectations



Activity 2 – What do I know about motivation?

- A. Give out pencils and sticky notes in two colours (e.g. yellow and green)
- B. We ask the participants to write what they associate extrinsic motivation with on the yellow ones and intrinsic motivation on the green ones. They can use as many stickers as they like, but each association should be on a separate sticker.
- C. We ask them to stick their notes on a sheet of flipchart paper divided into two halves labelled "extrinsic motivation" and "intrinsic motivation".
- D. We discuss the exercise together. We can group similar statements to show that others may also think like us.
- E. The trainer, in the form of a mini-lecture, organizes the knowledge of motivation and shows the participants how much they know about it and suggests using this knowledge in the next exercise.

Now that the participants know that they are in a group of people who are willing to share their knowledge and thoughts, we can propose another exercise. At the end of this part of the session, we invite everyone to do an exercise during which everyone can identify their personal motivating factors.

This exercise allows to recognise one's own motivators and see what motivates others to act. It teaches attentiveness to the needs and hierarchy of values of the other person, so useful in volunteer work.

Activity 3 – My egg of motivation

- A. Distribute cards with a printed outline of an egg divided into 4 unequal parts to the participants. (Descriptions of the parts: most important, important, less important and not important).
- B. Participants get into teams according to the colours of the cards from the first exercise. (There are 4 teams of 3 or 4 people)
- C. Part 1 of the exercise begins.

The participants sit in teams and individually in their "eggs" write (according to the received template) their own motivation factors based on the following questions:

- What is important for me when I want to realize an idea (task)?
- What do I take into account, what internal and external aspects?
- What helps me to take action?
- What is most important and which elements do I consider less important?

(This part takes about 10 -15 minutes)

- D. The trainer gives a sign that part 1 of the exercise is over.
- E. Now comes part 2 (each team gets one flipchart paper and a pen)



SESSION 2

Hopes and Expectations



Each team member presents their motivation egg. Then collectively everyone writes on the card the important factors that came up for everyone.

The team discusses, everyone can explain why this factor works for them and is the most important.

Concluding questions:

- What conclusions did you come to?
 - Were there any common elements for everyone, or maybe everyone had their own?
 - What causes our motivation to be different?
- F. The trainer gives a signal and invites the teams to discuss in the whole group. He/She encourages them to share their conclusions especially in relation to the question: What causes our motivation to be different from others?

Break

Activity 3 – What if...?

After the break, invite the participants to take different chairs again. Ask them to choose teams according to the following key: each person in the team has a different colour of card.

- A. Distribute pencils and 2 sheets of A4 paper to every team.
- B. The trainer asks the teams to prepare a short 12 point plan of an event (e.g. Welcome Spring, Earth Day, Puzzles Day, Health and Beauty Fest, etc.).
- C. Next, the teams are given a "card of unexpected events" that may interfere with the implementation of the event plan.
- D. Each team develops a contingency plan on how to deal with these difficulties.
- E. Next, each team presents its plans to the whole group and its members talk about the solutions they have worked out together.

The participants had the opportunity to interact in a group, share their knowledge and learn a lot about their own resources which they can use in their work with mentees. Through joint activities they gained new experiences and a sense of empowerment.

The summary of the session will be a card game called AMADA. The game was created especially for this project and gives many opportunities to use it during various workshops, as well as in direct work with clients. Instructions for the game and downloadable cards can be found in the appendix.. The game is an exercise during which we can learn about and develop other areas of volunteers.

Different methods can be used to divide into groups, e.g. traditional countdown, drawing coloured balls or cards, etc. Assignment to the group itself can be a form of integration exercise.



SESSION 2

Hopes and Expectations



Activity 3 – AMADA game

- A. Randomly divide the participants into groups of four.
- B. Assign each group a deck of AMADA playing cards with instructions.
- C. Choose a version of the game and read the instructions aloud.
- D. Participants provide answers to the questions and tasks on the cards.

Review

After the session, we should get feedback on how the participants benefited from it.

It is worth using one of the forms called: Suitcase/Basket

For this purpose, we prepare A5 sheets for each participant with a suitcase printed on one side and a basket on the other.

Instructions for the participant: write down in the suitcase what you take with you, what you liked. Put in the basket what you didn't like or what was missing.

References

Borkowska S. (red)., Motywować skutecznie, - Warszawa: IPiSS, 2004



SESSION 3

Theory and key concepts of mentoring



What and why

The purpose of this activity is to offer the participants fundamental knowledge on mentoring and introduce them to the benefits of mentoring with of each group of mentees.

Objectives

1. Familiarization with the key concepts of mentoring;
2. Development of a clear idea on who is a mentor and who is a mentee and what is the relationship between them;
3. Raised awareness about the qualities required to be a great mentor.

Learning outcomes

- Understand what it means to be a mentor
- Gain knowledge on what constitutes a great mentor
- Raise awareness about the benefits of mentoring for both mentors and mentees

Who are the training recipients?

Seniors / prospective mentors

Time

90-120 minutes

Materials

Pens, Sticky notes, Flip chart, Questions on flipchart or on Mentimeter.

For the trainer:

A mentor is not a teacher, a trainer or a tutor.

A mentor does not engage in a typical teacher-pupil relationship.

So, what does it mean to be a mentor and why should someone become one?

Introduction

The trainer begins the workshop by welcoming the participants and making a round of introductions. The introductions can be facilitated through an ice-breaker activity, for which the trainer can find ideas [here](#).

To introduce the subject of mentoring, the trainer asks the participants to sit in a circle and to give their inputs about the concept of mentoring by answering the following questions:

- 1) Who can become a mentor?
- 2) What does a mentor do?

These questions can be answered:

- A) with sticky notes on a flipchart OR
- B) digitally, through the tool “[Mentimeter](#)”.

In both cases, the trainer should prepare the questions before the workshop. With regards to Mentimeter, during the workshop the trainer will have to share the link of the page [www.menti.com] and the code for each question, so that the participants can access them and respond.

After each response has been read out loud and an initial discussion has been sparked, the trainer hangs on the flipchart some famous quotes on mentoring to create a common definition.

Activity

Activity 1 – Definition of a mentor

The trainer divides the participants in pairs and asks them to discuss between them and make notes on a flipchart about how they understand the notion of a mentor. Then, they will present their outcomes to the other participants for discussion in the group.



SESSION 3

Theory and key concepts of mentoring



A mentor has
a "shadow" role.
Invisible but
always present.

"Mentoring is a brain to
pick, an ear to listen
and a push in the right
direction."
(John C. Crosby)

Role Model: As a role model, the mentor is a living example of the values, ethics and practices of the organization. Most volunteers, in time, imitate their mentors. As the proverb states, "Imitation is the sincerest form of flattery." Teaching by example may be a mentor's most effective developmental tool. The volunteer will learn as he or she observes how the mentor handles situations or interacts with others. The mentor needs to be careful how they come across to the volunteer. The mentor needs to strive for high standards of professionalism, solid work ethics, and a positive attitude.

A mentor is "the
individual that helps
another person reach
his/her aspirations."
(Montreal CEGEP, 1988)

A mentor can best be described as a "trusted advisor" – someone empathetic who offers practical help and guidance to their mentee. A mentor can have knowledge and expertise on a subject, which he/she is willing to share with other peers who are experiencing similar issues. He/she is committed to help them overcome these issues and acts as a motivator when things seem especially bleak.

Mentors are not teachers or trainers in so far as they do not engage in formal teaching or training processes with the mentee. Rather, they are good, trustworthy listeners and offer practical help to solve the problems their mentee is facing.

Additionally, a mentor can be a role model for the mentee, in the sense that he/she guides the mentee by example and becomes a source of inspiration.



SESSION 3

Theory and key concepts of mentoring



One thing to keep in mind:

"Mentoring is an honour. Except for love, there is no greater gift other than the gift of growth." (Marshall Goldsmith)

Activity 2 – Definition of a mentee

The trainer divides again the participants in different pairs and asks them to offer their own definition for "mentees" onto a flipchart. The results are presented in front of the group and a discussion is sparked.

For the trainer:

A mentee can be:

- A person being guided or helped by a mentor (Cambridge Dictionary, n.d.)
- Someone new and inexperienced in a given context
- A protégé (Merriam-Webster, n.d.)
- A person needing empowerment

In general, a mentee can be a person in the community, either younger or with less experience, who is in need of support and an anchor.



SESSION 3

Theory and key concepts of mentoring



Activity 3 – The purpose of mentoring

The trainer asks each of the participants to write down 3 activities a mentor performs and stick them to the flipchart. After an initial discussion in the group, the trainer gives the following suggestions:

- assisting a mentee who is socially marginalised or newly arrived to integrate into the community
- helping out someone in a new post
- empowering a mentee to find their own way through a situation
- being a "sounding board"
- providing the mentee with access to relevant knowledge, situations or networks
- offering information
- offering insight and personal experience

The overall goal ought to be to enable the mentee to cultivate their own competences, capacities and methodologies, which will enable them to address the next hurdles more effectively and resiliently, whether in the mentor's presence or not.

Activity 4 – The benefits of mentoring for both ends of the relationship

The trainer divides the participants in groups of 3 and asks them to close their eyes and think for a couple of minutes of the benefits they could gain from being a mentor. After they discuss these in group and write them down on a sticky note, the trainer asks them to step into the shoes of the mentee and discuss the benefits of mentoring for each of the target groups of AID.

For the trainer:

Benefits of mentoring for the mentor

- a personal development opportunity and a challenge
- an opportunity for professional development to build on existing skills and knowledge
- an increase in self-esteem and confidence
- a chance to cultivate interpersonal relationship skills and active listening skills
- the satisfaction of helping people successfully integrate into their community
- a means of enhancing career prospects
- a way of accessing training opportunities
- a way of understanding the challenges others are facing
- a way of making a difference in someone else's life.



SESSION 3

Theory and key concepts of mentoring



Overall benefits of mentoring for the mentee

- increased confidence
- realizing and developing their potential
- having an independent “listener” or “sounding board” who understands their needs and can provide emotional support
- having a way in which to take more control of their lives
- developing strategies to overcome setbacks and obstacles
- a way of helping to achieve the steps towards their goals
- helping them to better navigate the new society in which they are living
- improved employability, especially in the case of migrants and refugees
- access to more information and to the networks of the mentor
- a chance to self-reflect and grow as a person, using adult learning tools

Activity 5- The qualities of a great mentor

The trainer opens a discussion in plenary about the traits that constitute one into an effective and great mentor. After the trainer shares his/her opinion with the rest of the group, the participants are asked to use up to 3 words to describe this.



SESSION 3

Theory and key concepts of mentoring



For the trainer:



(Murphy, 2019)



SESSION 3

Theory and key concepts of mentoring



Review

To gain feedback from the participants on the content of the workshop, as well as evaluate the knowledge acquired, the trainer can ask the group to reflect and respond on the following questions:

1. What went well?
2. What could be improved?
3. What went wrong?
4. What was particularly engaging that you would recommend keeping?
5. What did not get enough attention? What else would you like to have learnt?

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Cambridge Dictionary. (n.d.). Mentee. In *Cambridge.org dictionary*. Retrieved from <https://dictionary.cambridge.org/dictionary/english/mentee> [26/01/2021].

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SESSION 4

Facilitating the matchmaking process



A mentor is tasked with providing expertise and guidance to the mentee, and in the context of AID they serve as role models and supports to different groups of marginalised people. They are expected to facilitate the development of their mentee.

What and why

The purpose of these activities is to evaluate the mentors' strengths, weaknesses, and preferences, to best fit them to the mentees, while also describing the fundamentals of matching people.

Objectives

1. Illustrate how mentor matching does matter.
2. Describe the process of evaluation and the criteria used.
3. Qualitative evaluation of all prospective mentors' qualities using a focused questionnaire.
4. Empowering the establishment of a sustainable mentoring relationship.

Learning outcomes

- Understanding why a mentor's qualities need to be matched to the particulars of the mentee.
- Understand which criteria are evaluated and to what end.
- Empowerment of the mentor to help their potential mentee by understanding their own drives, capacity and limitations.

Who are the training recipients?

Seniors / prospective mentors

Time

120 minutes

Materials

Presentation, Pens, Sticky notes, Flip chart

Success is hinged on the development of a strong relationship between the mentor and the mentee. This collaboration between mentor and mentee must therefore be established on mutual respect, clarity of purpose and the development of a personal connection. A mentor must demonstrate a sense of altruism, be an active listener and have values in common with his mentee.

Successful matching is one of the hardest parts of mentoring. Some networks match mentors and mentees very carefully before the process starts to best match them up, others let the mentor and mentee "choose" themselves and start the mentoring process. Others keep profiles of the mentors and mentees and a mentee can meet several possible mentors before deciding on the one they wish to go with.

The fact of the matter is that there is no "golden rule" that can be applied universally to all situations and have replicable results.

Introduction

The trainer begins the workshop by welcoming the participants and introducing themselves, as well as the objectives of the activities that will take place. These objectives can be written on a flipchart to act as a visual cue for the following conversation.

They then proceed to ask for the participants to introduce themselves by stating their name and what they expect to learn from this session of the workshop. In this way, the learning outcomes can be identified in an organic and interactive manner. The mentor can then summarize the actual learning outcomes, by writing them again on the flipchart.

Note that these two slides can alternatively be prepared beforehand, as a two-slide presentation. We suggest following the KISS principle (**Keep It Short and Simple**) for doing this.



SESSION 4

Facilitating the matchmaking process



Points to Consider when applying the KISS principle:

1. Short, point-form bullets.
2. Large and simple fonts are easier to read.
3. Colour choices do matter...

Activity

Activity 1 – Understanding the importance of matching.

The prospective mentors are split into small groups and are tasked with appraising potential limitations / difficulties they believe will be encountered in their prospective mentoring engagements. Pertaining to this, the trainer can present the groups with the hypothetical profile of a mentee. A suggestion is given below.

Each group deliberates on their opinions, with the trainer keeping track of each unique entry. A discussion follows the presentations.

For the trainer:

Mentee profile template:

Name	Fatima
Age	19
Nationality	Syrian
Ethnicity	Arab
Religious disposition	Islam
Family	Parents – Deceased Siblings – Deceased Children – 1 son (adopted)
Background	<ul style="list-style-type: none">• Refugee of the war in Syria.• Asylum seeker.• Living in a Cypriot refugee camp for the past 2 years.



SESSION 4

Facilitating the matchmaking process



List of challenges that may arise in a mentoring relationship:

- assessing the mentee's background.
- identifying the mentee's motivation.
- dealing with mentee's inexperience and misconceptions.
- setting reasonable goals for the mentoring relationship.
- building mentee's confidence.
- fostering mentee's independence.
- setting limits / boundaries for the mentoring relationship.
- giving adequate and appropriate feedback (positive/negative).
- allocating time – Finding balance between personal life and the mentoring relationship.
- maintaining momentum and active engagement.
- remaining patient and willing to provide for the mentee.

Activity 2 – Self evaluation of each mentor's qualities.

In establishing a genuinely productive mentoring relationship, it is important to decide early on the goals and expectations of both parties. At its core, a mentoring relationship is one of cooperation and coordination.

In this activity, prospective mentors are asked to fill out a focused questionnaire, to develop their own, personal profile and reframe their expectations. Following are sets of questions that can be adapted to the suggested questionnaire. These can also serve as topics for the initial discussion between a mentor and a mentee.

The trainer collects and files the questionnaires.

Suggested Questionnaire:

- Personal Background:
 - Briefly describe the key points in your life (history, career, experiences, core values, personal motto...)
 - List a few things you are good at.
 - Name an activity you want to do more of, or something you would like to learn to do.
 - What are your main interests / hobbies?
- Expectations / Goals:
 - What is your motivation to become a mentor?
 - What are the benefits of mentoring that you see as the most important?
 - Do you have previous experience with mentoring? If yes, explain.
 - Do you have previous experience working with:
 - Seniors
 - Individuals with mental disabilities
 - Migrants



SESSION 4

Facilitating the matchmaking process



- Refugees
 - What do you expect from your mentee?
- Personal attributes & skills:
 - How much time can you make available per month?
 - Are you someone who is usually committed?
 - What are your strengths that would make you a good mentor?
 - What challenges would be the most likely to reduce your capacity for mentoring?
 - Which languages do you speak? How well?
 - What is your approach to solving problems?
 - What process do you follow in making decisions?
 - How do you react when things are not meeting your expectations?
 - What is your approach towards people with a different mindset?
 - What is your preferred way of learning new things?
 - How do you react in situations of conflict?
 - Do you regard yourself as someone who takes notice of a friend in need, even if they do not say it clearly?
 - Would you help a friend who needed help, but did not ask you for it?
How?
 - How talkative are you?
 - Are you a good listener?
 - Do you prefer hanging out with large groups of people or small groups of people?
 - Are you an introvert or an extrovert?
- What kind of support would you require from the organisations you will be involved with for the mentoring activities?

Activity 3 – Safeguarding the mentoring relationship.

The prospective mentors are split into pairs and are asked to deliberate their thoughts on behaviors and habits that will ensure the mentoring relationship remains healthy, as well as behaviors that could affect it negatively, by taking notes on a notepad. The trainer keeps track of the expressed opinions and lists them on flip chart. A debate follows where the prospective mentors come to a consensus on the “do’s” and “do-not’s”, setting the foundations for their code of proper conduct.



SESSION 4

Facilitating the matchmaking process



For the trainer:

It is important to understand that the mentor does have a lot of influence over the mentee, leading to a disparity of power distribution in the mentoring relationship. It is therefore paramount that a safe and positive environment is created, where both mentor and mentee can feel comfortable to participate without fear of abuse, regardless of their age, ability, gender, ethnicity, religion, sexual orientation, marital status and / or gender role. The mentor carries a duty of care for their mentee.

Safeguarding is a shared responsibility of all parties involved, and is based on the fundamentals of human rights, common sense, and benevolence. The following is a non-exhaustive list containing some of the basic “do’s” and “do-not’s” of a mentoring relationship, from the perspective of the mentor.

- DO
 - Maintain the mentee’s best interest as the foremost priority.
 - Commit with the program, even though participation is voluntary.
 - Use your personal experience and expertise to meet the needs of the mentee, while suggesting additional references or resources on aspects you are not proficient in.
 - Be aware that verbal interaction with a mentee may be misinterpreted as offensive or as harassment. Consider your words carefully and use tact when dealing with difficult topics, or trauma.
 - Report any unacceptable behavior to the responsible persons of the organization you will be involved with.
 - Maintain confidentiality, throughout the program and beyond.
 - Respect your mentee’s time. If you are delayed, you should notify as early as possible.
 - Remain calm under all circumstances.
 - Maintain a professional stance towards your mentee, with clearly defined boundaries.
 - Keep a record of your meetings with your mentee. Take notes on discussed topics, issues that have arisen, agreed actions, as well as the date and time of the next meeting.
- DO NOT
 - Initiate physical contact with your mentee, unless during certain activities (sports, drama, outdoor activities, physical intervention, medical or first aid).
 - Respond to physical contact from your mentee. If this happens you must report it immediately.
 - Engage your mentee in a romantic relationship.
 - Accept physical or verbal abuse from your mentee. Do not respond yourself; instead, report the incident immediately.
 - Use your position as a mentor to gain access to information pertaining to the mentee, for your own, or a third party’s advantage.



SESSION 4

Facilitating the matchmaking process



- Promise to keep any secrets, especially in relation to subjects of abuse.
- Provide any legal or medical advice to the mentee. Always direct your mentee to look for qualified assistance.

Activity 4 – Experience through role-play.

In conclusion, the prospective mentors are reorganized into new pairs of “mentors” and “mentees”. They are then asked to apply through roleplay all they have learned during these activities. This includes maintaining the code of conduct developed in Activity 3.

For the trainer:

Observe the interactions and give feedback. Alternatively, you can ask for 2 volunteers to take on the roles of the mentor and the mentee, and have the group give feedback at the end of the play. This can be repeated a few times if time allows for it.

Review

After the workshop, we should get feedback on how the participants benefited from the workshop. The youngest participant reads one of the beginnings of sentences and the person on his/her right finishes the sentence. Then this person reads another beginning and the next person finishes. And so on until everyone provides an answer.

- 1) What I liked the most was...
- 2) I would improve...
- 3) I will remember ... for a long time
- 4) If I could change anything, it would be...
- 5) I was surprised that...
- 6) I would like to...



SESSION 5

To map assets of knowledge and skills



The relationship between a mentor and youth might seem to be a “natural” connection, and thus, programmes sometimes overlook the importance of training. But like anyone stepping

What and why:

Session to know participants' strengths and skills. If the participants saying just a little about themselves, this may help them to recognise and talk about their skills with other participants, and to be prepared to engage more completely

Objectives

To identify skills volunteers can offer (e.g. self-awareness, empathy, motivation, open mindset, emotional intelligence), and how to use

Who are the training recipients?

Seniors / prospective mentors

Time

1,5 hours

Materials

self-assessment questionnaire

evaluation form

sample role plays

into a new role, mentors will be more likely to succeed if they participate in useful training sessions. To begin to develop their training plans, programmes can ask themselves these questions:

What information do mentors need to acquire?

What skills training do they need?

Introduction

Effective mentoring requires more than common sense. Research indicates that mentors and mentees who develop and manage successful mentoring partnerships demonstrate a number of specific, identifiable skills that enable learning and change to take place.

Linda Phillips-Jones (1977) studied hundreds of mentor-mentee partnerships and discovered that effective mentors and mentees use specific processes and skills throughout their relationships. The skills and processes can be learned, and relationships can be better-more enjoyable, productive, and even time-efficient-as a result.

A mentor is defined in the Oxford Dictionary as an “experienced and trusted adviser”. This description reflects how we would like to see mentors work with their mentees. The training based on: self-awareness (skills and experience), a desire to help others develop, inventiveness (be open to new ways of doing things and different ways of working), empathy (ability to empathise with others).

The benefits for participants are:

- challenge and stimulation
- learning and developing yourself from the process
- motivation from self-development and responsibility



SESSION 5

To map assets of knowledge and skills



Every mentor needs core mentoring skills to better manage the relationship with the mentee:

1. **Listening Actively:** active listening is the most basic mentoring skill.
2. **Building Trust:** This trust develops over time – if your mentors and mentees observe certain appropriate behaviours on your part.
3. **Encouraging:** this includes giving your mentoring partners recognition and sincere positive verbal feedback.
4. **Identifying Goals and Current Reality:** as a mentor, be clear on and talk to your mentees about their visions, dreams, and career/life goals.

In addition to the core mentoring skills, mentors use several specific competencies in an attempt to help mentees develop:

1. **Instructing/Developing Capabilities:** the skills is especially important in formal mentoring.
2. **Inspiring:** by setting an example yourself and helping your mentees experience other inspirational people and situations, you can help them onto future paths that excite and motivate—even beyond their original dreams.
3. **Providing Corrective Feedback:** in addition to giving frequent and sincere positive feedback, effective mentors should also be willing and able to give mentees corrective feedback.
2. **Managing Risks:** another distinguishing characteristic of effective mentors is their willingness and ability to protect their mentees from disasters.
3. **Opening Doors:** this means opening the right doors that allow them to meet people and to demonstrate to different audiences what they can do.

Participants

Ask participants to write down two or three things they learned during this session that they will be able to put to use as they begin their mentoring relationship. Then ask for a few volunteers to share one of their items.



SESSION 5

To map assets of knowledge and skills



Activity

Activity 1 – Skills of a mentor

Objectives: to identify qualities of effective mentors

Ask participants to fill out a self-assessment questionnaire (see the example below).

Allow time for participants to talk about their hopes and concerns in their role. For example, which of the qualities that they admired in their “mentors” do they feel fairly confident they possess? Which do they need to work on developing? What other concerns do they have about their role?

MY MENTORING SKILLS

Directions: Assess your potential to be a successful mentor and mentee by rating yourself on the following mentoring skills. For each skill, circle the appropriate number.

Mentoring Skill		Quality of skill				
Part I. Shared Core Skills		<i>Excellent</i>	<i>Very Good</i>	<i>Adequate</i>	<i>Poor</i>	
1	Listening Actively	5	3	1	0	
2	Building Trust	5	3	1	0	
3	Encouraging	5	3	1	0	
4	Identifying Goals and Current Reality	5	3	1	0	
		Subtotal Core skills				
<p>16-20 Excellent core skills; you could coach others; concentrate improvement efforts on fine-tuning your style</p> <p>11-15 Very good skills; continue to polish those skills that will make you even more effective and desirable as a mentor or mentee</p> <p>6-10 Adequate core skills; work on your less-developed skills in order to have better relationships</p> <p>5 or under You'll benefit from coaching and practice on core skills; acquire training or coaching, and observe others who have strong skills</p>						
Part II. Mentor-Specific Skills						
1	Instructing/Developing	5	3	1	0	



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	Capabilities					
2	Inspiring	5	3	1	0	
3	Providing Corrective Feedback	5	3	1	0	
4	Managing Risks	5	3	1	0	
5	Opening Doors	5	3	1	0	
		Subtotal Mentor Skills				
20-25 Excellent mentor skills; you could coach others; concentrate improvement efforts on fine-tuning your style with particular mentees						
15-19 Very good skills; continue to polish those skills that will make you even more effective and desirable as a mentor						
10-14 Adequate mentor skills; work on your less-developed skills in order to acquire strong mentees and have better relationships with them						
9 or under You'll benefit from coaching and practice on mentor skills; acquire training or coaching, and observe others who have strong skills						

Activity 2 - Communication role-plays

Objectives: To practice applying “active listening” skills by participating in role-plays

1. Organise participants into pairs. Tell the pairs you want them to use their scenario as the basis for two role-plays of a conversation between the mentor and mentee. The same person should play the “mentor” and the same person the “mentee” for both role-plays. In the first role-play, the “mentor” should display poor listening and other communication skills. In the second role-play, the “mentor” should display effective listening and other communication skills. They should then switch roles and do the role-plays again. Remind participants that there are many positive (as well as many negative) ways to respond to a situation. Each time after you listen to a role-play, you can ask the pair a few questions to help them reflect on the experience. For the “bad” role-play, for example, you can ask the “mentee” how the “mentor’s” words or actions made him or her feel. For the “good” role-play, you can ask the “mentee” what the “mentor” said or did that made him or her feel the mentor could be trusted.
2. Bring the whole group back together. Ask for a pair to volunteer to give their two role-plays. After each of the role-plays, have other participants give feedback on what the mentor said and did to block or to foster a conversation that would build trust and help the mentee feel comfortable about talking openly. Also encourage the



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To map assets of knowledge and skills



pair to talk about how the experience felt to them and what they might be more aware of now that they have done the role-plays.

SAMPLE ROLE-PLAYS

These scenarios are intended to give participants an opportunity to explore various ways of responding to their mentees, incorporating the communication skills they have been exploring during this training workshop.

- 1) You have been meeting for more than two months, and she has never expressed an opinion about how you and she should spend your time together. You always suggest the activities. When you suggest one, she always says, “That'll be OK.” When you suggest more than one and ask her to choose, she says, “It doesn't matter which one”. When you ask her to suggest what she'd like to do, she says, “Anything will be nice.” You know it's important for her to share in the decision making; and in your meeting today, you've decided to try to deal with this situation.
- 2) During the first two months of your relationship, things seemed to be going well between you. But then she didn't show up for your last two meetings. You phoned again and set up another meeting, this time arranging to pick her up in your car. She is home when you arrive there, and she gives you a big smile when she sees you. But you're upset about the missed meetings and feel you have to talk about

Review

Ask participants to think for a minute about some of the many small ways they could “catch” their mentee “in the act of doing something right” (“Catch people in the act of doing something right.” -Ken Blanchard, *The One-Minute Manager*). Then ask for a few volunteers to give some examples. Emphasise the important role that mentors have in providing support and building their mentees' self-esteem and self-confidence.

Distribute the evaluation form, and ask everyone to complete one and return it to you before leaving:

1. What did you find to be most useful in this workshop?
2. What did you find to be least useful?
3. In what other ways could we improve this session?

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Mentoring Guidelines. Human Resources, Organisational Development Training and Diversity



SESSION 6

Contingency plan



According to the project, the purpose of having a curriculum for mentors is to build and effective volunteer training programme that will help senior volunteers to strengthen their knowledge and skills. Ideally, they are available to be trained on the argument and to be involved in giving feedback to the developed tools, sharing their experiences in the volunteering activities.

What and why

Developing a “Plan B” to manage challenges of mentorship plan

Objectives

Mentoring skill in action: how to be in an effective mentoring relationship

Who are the training recipients?

Seniors / prospective mentors

Time:

1,5 hours

Materials:

Pictures with varied group of people and cultures

In practice, what would you do if, despite all your best efforts, there are reserved participants that are hesitant to talk, or, to the contrary, dominant members, who are unwilling to listen? What should you do to increase your volunteers’ participation in all program activities?

That scenario may seem unlikely, but unexpected events and reactions are almost a guarantee in the group activities, such as no one or only a few showing up or the group does not want to talk. This session represents the “Plan B” used by the mentors to manage challenges of group activities, trying to solve them, and to foster a collaborative climate, making a positive impact on the participants’ group.

So, the question arises: how can you use these insights to foresee difficult situations and be ready for them?

Introduction

Ask participants to identify unexpected events and reactions in the group activities for mentees.

Explain how to do to manage challenges of group activities, such as when the group does not want to talk, or one participant is dominating group discussion. The mentor can use some activities if the group remains silent, misunderstand each other, or communicate negatively not understanding what they need to do, misinterpreting what is being discussed or failing to work well together.

To help address poor-communication issues, the mentor can stop to talk, encouraging the group to think about how they can improve their communication skills. If the group remains silent, the mentor develops the questions to encourage the participants to ask questions, make requests, clarify anything they don’t understand, and express their views as opinion, such as the following examples:



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<i>Instead of saying...</i>	<i>...you should say...</i>
“Yes/no” questions	Open-ended questions
“Did you like the program?”	“What do you think of the program?”
“Why...”	“Who...what...when”
“You should do it this way”	“It might help if we do it this way”

To help address polarized-communication issues (or one participant as dominating group discussion), the mentor may create time limits for individual contributions, ensure that each participant can speak without interruption, and remind that it’s important to hear and respect all opinions.

To help address negative-communication issues, the mentor can encourage the group to think about how they’re expressing themselves, rephrasing negative statements, such as the following examples:

<i>Instead of saying...</i>	<i>...you should say...</i>
“You are”	“Your behaviour makes me feel uncomfortable”
“You’re opinionated”	“You don’t seem to be contributing to the open discussion. Is there a problem?”
“You’re wrong”	“I don’t think I agree with that because...”
“You should do it this way”	“It might help if we do it this way”

Participants

Before proposing the activities, ask each participant to develop five tips or key messages they have taken from the first part of this session.



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Contingency plan



Activity

Activity 1 – Picture-telling. Looking behind the culture

The aim of this activity is twofold:

- while processing visual stimulus, actively participate in an intercultural discussion, “breaking the ice”;
- exercise speaking skills, freely expressing a personal point of view, and cultural openness.

Description. Choose some pictures with a varied group of people and cultures (preferably in different situation) in it. Give all participants some minutes and let them describe what they see, combining understanding why different people do things in the way they do with descriptive language and storytelling. Focusing on the pictures, they explore, comment, discuss, argue, analyse, and make assumptions about the images.

Example. Here are some pictures that you can use. They also contain some prompts relevant to an open discussion.



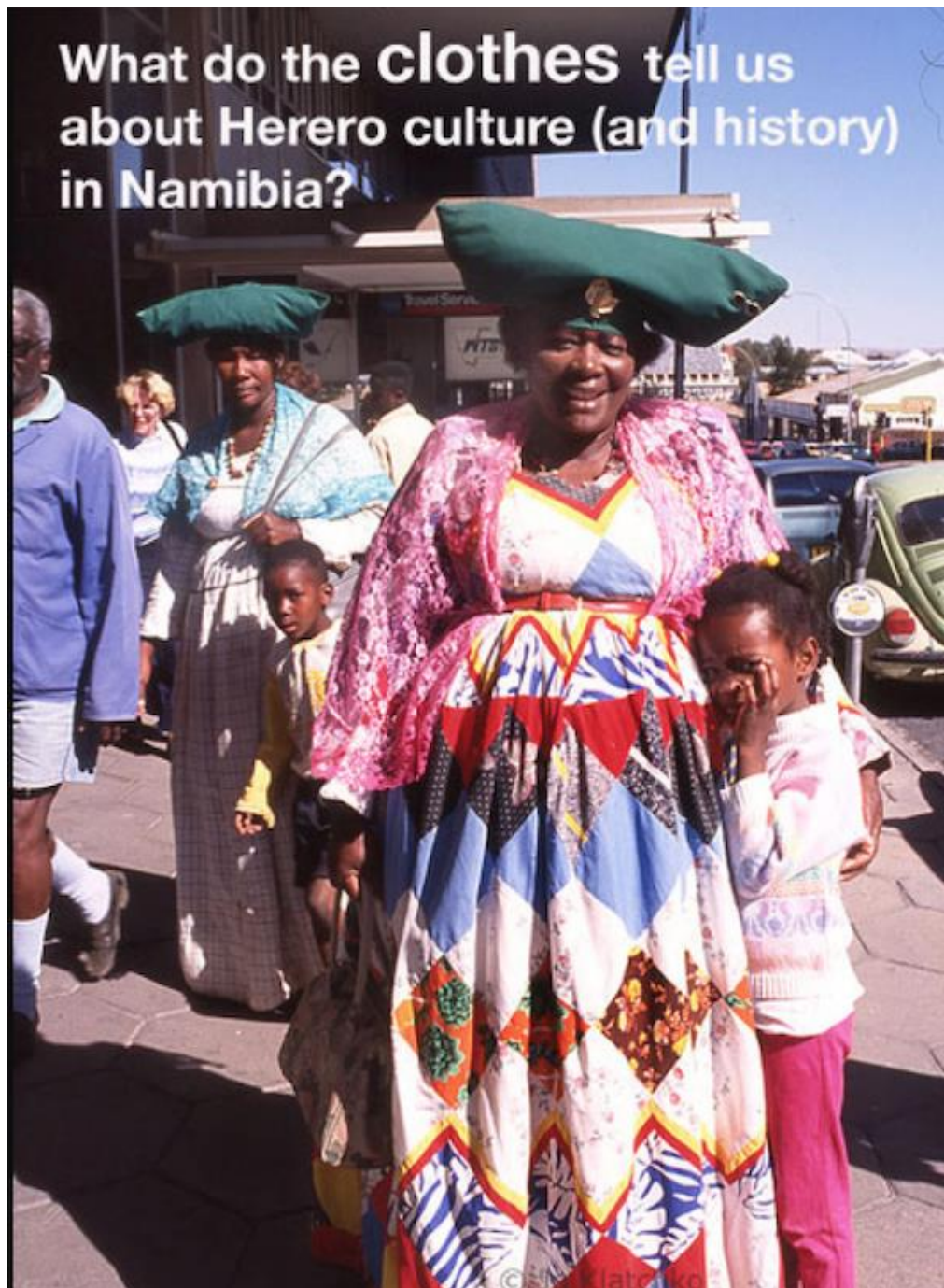
Discussion prompts

- Who/what is the subject? (e.g. Hong Kong detention center for Vietnamese boat people)
- Can you see motion? If yes, what kind of motion? Try to describe it.
- What kind of emotion does the photo elicit?
- What's in the background?



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Contingency plan



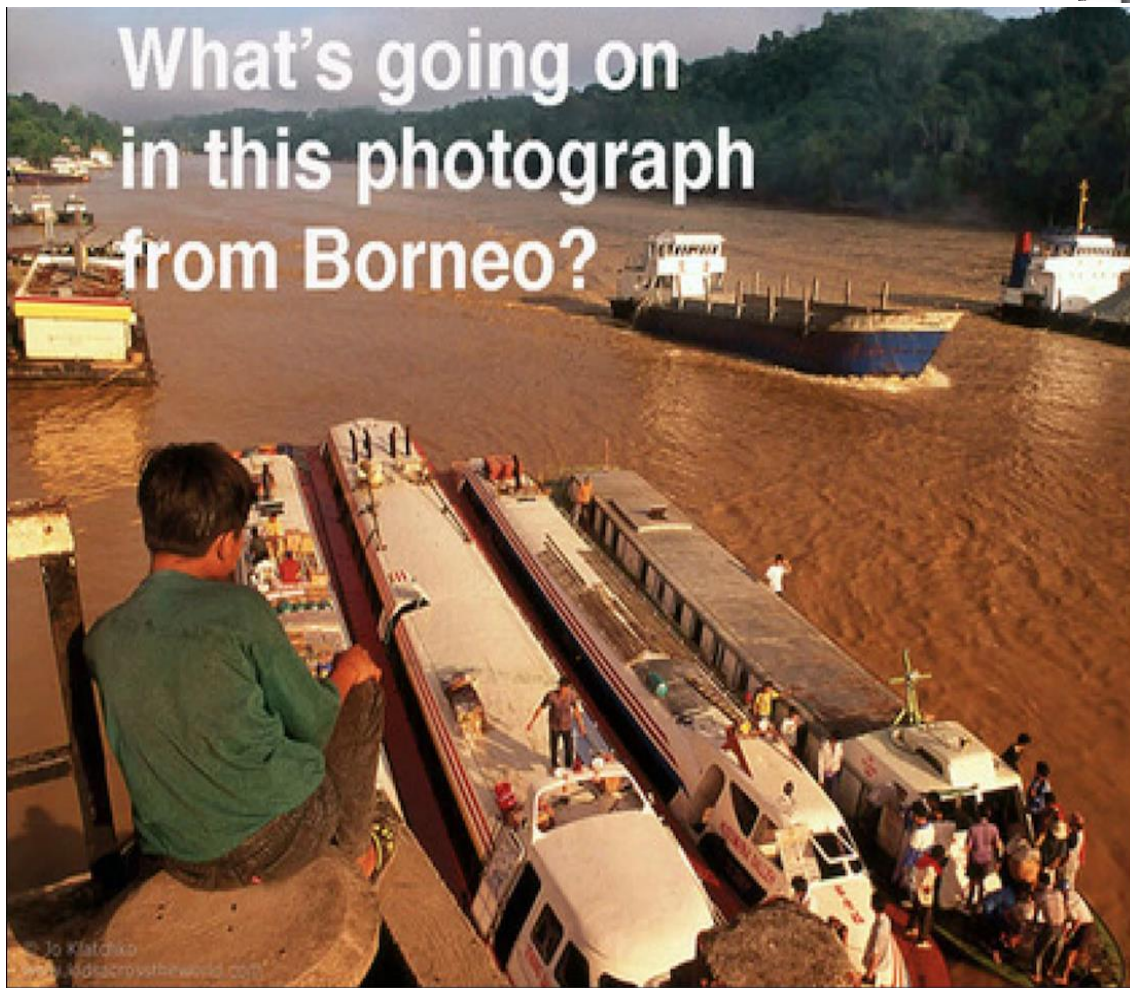
Discussion prompts

- What kind of emotions can you see in the photo?
- What do the clothes tell us about African culture?



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Contingency plan



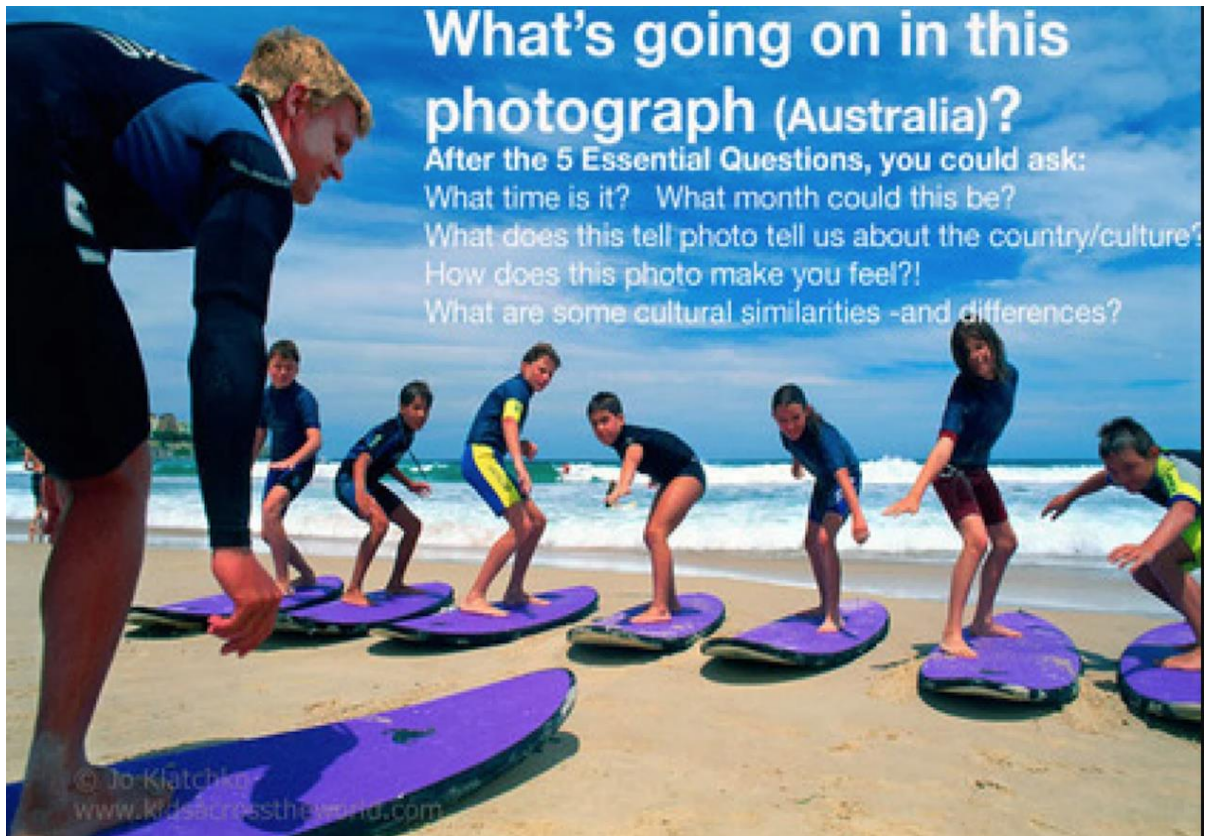
Discussion prompts

- What objects you can see? (e.g. a river)
- How could you describe the river? (e.g. muddy, wide, slow-moving, etc.)
- Why would the river be this colour? (e.g. rain, logging, erosion along riverbanks, etc.)



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Discussion prompts

- What objects you can see? (e.g. the ocean)
- How could you describe the ocean? (e.g. clean, wide, fast-moving, etc.)
- What does the photo tell us about the country/culture?
- How does the photo make you feel?
- What are some cultural similarities and differences?



SESSION 6

Contingency plan



Ling Tung lives in China.
How is his life the same as - and different from - yours?



Describe the **background**. What does it tell us about his chores, his culture - and the climate?

What do his **clothes** tell us about the weather and culture?

Describe his **gesture**? What does it tell us about his chores?

List the **objects**. What do they say about his chores and his life/culture

How does this photo make you **feel**? Does it remind you of anything? What is **familiar**? What is **different**?

© Jo Klatch
www.kidsart.com

Discussion prompts

- What does the photo remind you of?
- Have you ever experienced anything similar?



SESSION 6

Contingency plan



Activity 2 – Just listen!

The aim of this activity is twofold:

- strengthen the participants' listening skills;
- show how to listen with an open mind.

Description. Invite participants to get into pairs to express how they feel about an interesting, but not too controversial, topic (e.g. “Volunteering: reasons, benefits, and disadvantages”; “Free time: alone or with other people?”; “Technology: more loneliness or more connected?”).

In pairs, they alternately assume two roles: the speaker, and the listener. While the speaker talks about his/her opinion (5 minutes), the listener firstly listens without speaking and then recaps what his/her partner has said without debate, agree or disagree (1 minute). Next, the roles switch, and the process starts again.

At the end of the activity, invite all participants to share how they felt, discussing these questions:

- How did speakers feel about their partners' ability to listen? Did their partner' body language communicate how they felt (e.g. disappointed, agreeing with, etc.)?
- How did listeners feel about not being able to express their own views on the topic? How well did they listen?
- How well did the listening partners summarize the speakers' opinions?

Review

Highlight things that are repeated by group.

Remind the participants the importance to learn how to be in an effective mentoring relationship because mentoring is not simply answering questions or giving advice. It requires a specific set of skills and practice, such as the ability to:

- create an open and supportive climate for discussion;
- improve good listening and follow-up skills;
- provide constructive feedback.

Remind as well the importance to manage some of the most recurring challenges of group activities for mentors and mentees, such as the following examples:



SESSION 6

Contingency plan



<i>Challenges for mentors</i>	<i>Action</i>
Mentees who may want to be the centre of attention	<ul style="list-style-type: none"> - ask them to help with organising tasks - remind the importance to hear from everyone - answer some of their questions by saying to the whole group (e.g. “Let’s hear what others think about that”)
Mentees who do not join in	<ul style="list-style-type: none"> - suggest an open question about on aspects of the training that expects an answer and ask each person to briefly reply in turn. - if some participants have difficulties to talk (e.g. shyness, language of the course different from native language, etc.), give them a few minutes to write down the answer first
Mentees who express negative opinion about aspects of the workshop	<ul style="list-style-type: none"> - ask to suggest a practical alternative - ask other participants what they think, and whether they also suggest alternatives
Mentees who behave aggressively toward others	<ul style="list-style-type: none"> - remind that training is about a process, not about the participants - recommend to confine the discussion and training material to the matter in question - remember the importance of the courtesy and respect



SESSION 6 Contingency plan



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SESSION 7



Self-presentation - Where we are from, where we are going

What and why

Before volunteers go to the beneficiaries, they should know a lot about - what they want, where they come from, what their roots and habits are, why they find themselves in a group of people with low capabilities. With a well-conducted induction workshop, everyone will feel more comfortable in their new situation.

Objectives

Team building

Getting to know each other

Breaking down barriers

Developing volunteer work skills

Who are the mentees?

Seniors (+50)

Time

2 hours

Materials

AMADA Social Skills Game

Flipchart + markers

Paints + brushes

Colourful magazines

Scissors

Glue

Set of sticky notes

Introduction

The first group meeting is extremely important with respect to the overall team activities planned. The participants may come from equal backgrounds and may not know each other beforehand. Therefore, it is important to prepare well a set of exercises where they can show their good sides and get to know each other in a friendly atmosphere. First impressions are the strongest and stay with you for a long time, so take care of the comfort zone of the participants and gently but firmly invite them to actively participate in the integration activities.

Participants

The participants of the integrative workshops will be seniors, people with few opportunities or immigrants, people with disabilities or young people from dysfunctional families and at risk of social exclusion. The selected exercises are so universal that they can also be used with all target groups. They are also recommended for international workshops. The idea is that the person in charge of the workshop actively participates in it.

Suggested number of participants is 12-16, but exercises can be used in smaller or larger groups (the activities can also be done when there is only one beneficiary)

Activity

Activity 1 – A few words about yourself (15 minutes)

As this will be the first workshop for this group, we will prepare chairs and tables the most comfortably for the interior in which the meeting will take place. We ask participants to sit where they want, but we add that during the workshop changing places will be the rule.

There is a high probability that participants will feel uncomfortable in a situation that is new to them, so the prepared exercises should be easy to do, using such possibilities to avoid writing and reading (due to visual problems that seniors may have, or the lack of knowledge of the local language by emigrants).

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Self-presentation - Where we are from, where we are going

- A. Introduce yourself to the participants.
- B. Ask each participant to say his/her name and tell everybody in a few words what it means or what he/she associates it with, so that the other participants can remember it well.
- C. Write the name of the person with a thick marker on a piece of paper.
- D. The participant who has been invited to speak begins by repeating the name of his/her predecessor.
- E. After listening to the last person, everyone can paint something on their business card that will characterise them and distinguish them from the others.

Activity 2 – What I want, what I fear (15 minutes)

The first ice is broken, no one is a stranger, but it doesn't mean that the participants feel confident yet. Therefore, we suggest that they tell us what they are afraid of and what they expect from the workshop. This exercise is also a kind of introduction to the evaluation:

- A. Give participants pencils and sticky notes in two colours (e.g. yellow and pink)
- B. Ask them to draw on yellow sticky notes what they are afraid of in connection with the participation in the workshop and on the pink ones what they hope and expect from it. They can use as many cards as they like, but each pictogram should be on a separate sticker. If there is no language barrier, they can choose a text version.
- C. Ask them to stick their drawings on two separate flipcharts - on one "fears" and on the other "hopes". If there are problems with the drawings, just glue the blank cards on separate flipcharts.
- D. Discuss the exercise together. You can group similar statements to show that we are not the only ones who fear something or have specific expectations.
- E. Put the cards in two separate envelopes and tell them that they will be able to see them again during the last class and compare them with their moods then.

Activity 3 – What unites us, what separates us (30 minutes)

Now that participants are aware of the fact that they are in a group of people, some of whom feel the same way about their decisions, we can create a good mood. At the end of this part of the workshop, we invite the participants to do an exercise where they can feel comfortable being in a group and in a direct relationship with another person.

- A. Divide the participants into groups of 4.
- B. Each group receives a set of colourful magazines, a sheet of flipchart paper, scissors, glue, markers.
- C. Ask the participants to introduce themselves again in a small group.
- D. Encourage the beneficiaries to show their passions and interests in collage form. We glue pictures cut out of newspaper on the common area in such a way as to show what things are common to group members and what things are different.

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Self-presentation - Where we are from, where we are going

- E. Begin and end the exercise with the sound of a bell
- F. After the work is done, ask the representatives to demonstrate their group. The posters stay in a visible place until the end of the workshop.

Break

Activity 4 – AMADA game

The participants are getting to know each other better and have had the opportunity to introduce themselves and learn a lot about the others. The first ice has been broken and the chance to build a good team is considerable. Now it is time for the exercise during which we can also get to know other areas of our charges. Especially for this project, a card game called AMADA has been created, which gives the possibility to use it during various workshops, as well as in direct work with beneficiaries. Instructions for the game and downloadable cards can be found in the appendix. Different methods can be used to divide the participants into groups, ranging from the traditional countdown, through drawing coloured balls, to more complicated mini-tasks. Group assignment itself can be a form of integration exercise.

- A. Randomly divide the participants into groups of even numbers from 2 to 6.
- B. Assign each group a deck of cards to play ADAMA.
- C. Choose a version of the game read the instructions out loud.

Activity 5 – Autumn (spring/summer/winter) tree (15 minutes)

To encourage participants to take part again, we invite them to leave a clear trace. Depending on the season, the exercise will have a slightly different name:

- A. Randomly divide the participants into groups of 5-6
- B. The participants get 1 sheet of flipchart paper + colour markers
- C. The team gets the task to draw a tree with leaves in the shape of participants' hands outlined with a marker and coloured with markers or paints. Then the tree should get a name mutually invented by the group members (e.g. a tree of friendship, a tree of ice-cream lovers, etc.).
- D. Place the works next to the ones made earlier, and the representatives of each group explain why they named their tree that way.

Review

In order to get feedback on the value of the activities we should use one of the known evaluation methods.

Feelings Thermometer (10 minutes)

- A. Distribute one pawn or dice to each participant.
- B. In the middle of the floor or on the central table (depending on the participants' abilities) we put a "feeling thermometer" drawn on a big sheet of paper with a

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Self-presentation - Where we are from, where we are going

"0" clearly marked in the middle, and positive (red) and negative (blue) scales, as it is marked in the thermometer.

- C. We ask everyone to place their pawn/dice in a place that they think shows their state of satisfaction with their participation in today's activity.
- D. Encourage the group to talk about the presented moods.
- E. Say goodbye to the participants, inviting them to the next meeting.

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SESSION 7

Building trustful relationships

Introduction

What makes a mentoring relationship successful?

The key point in creating effective mentoring relationships lies in the development of trust between two individuals of different ages which do not know each other. Volunteers come to mentoring programmes because they want to help young individuals. However, without trust, mentors can never effectively support the young individuals they want to help.

In order to let them build a trustful relationship, it is crucial to prepare a set of exercises where they can have the chance to get to know to each other in a friendly and relaxed context.

Participants

The chosen exercises are very common and recommended for international workshops. Suggested number of participants is 12-16, but exercises can be used in smaller or larger groups.

Activities

Activity 1

1. Think about several specific one-to-one conversations you have been involved in recently with a friend, relative, or co-worker. Would you describe yourself as a “good” listener? Why? Did you do anything that made you a less effective listener? Ask participants to write on the front of the index card one thing they do or one quality they have that makes them a “good” listener. On the back of the card, they should write one thing they do or quality they have during conversations that interferes with listening well. They will be sharing both qualities with the group when they introduce themselves. Allow a couple of minutes for participants to write on their index cards.

What and why

A trustful relationship between mentors and mentee it is at the core of an effective mentoring intervention. The activities presented in this workshop aim at building trust by means of effective listening and the ability to take different perspectives on a specific problem.

Objectives

Breaking down barriers

Trust building

Developing volunteer work skills

Who are the mentees?

migrants and refugees

Time

1,5 hours

Materials

Set of colourful sticky notes

Pencils and paper



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Building trustful relationships

2. Go around the room, having each participant introduce himself or herself and briefly state their “good listening” and “bad listening” quality. As they speak, record their responses in two lists (headed “qualities of good listening” and “characteristics of bad listening”).
3. Ask participants, “What is a good listener?” During the discussion, they should see that a “good listener” helps the speaker feel comfortable and clarify thoughts and feelings. Return to the items you have just listed, and have participants discuss how each contributes to, or hinders, “good listening.” Ask if there are any items they want to delete, change, or add to the list.

Activity 2

1. Invite the participants, split into pairs, to present their “can do” and “should avoid” lists. As they do, compile two master lists. Where useful, have the group discuss individual items-both positive and negative ones. For example, if a pair suggests that a mentor should avoid being judgmental, ask for examples of situations when a mentor's first impulse might be to sound judgmental (if the youth reports bad grades or being in a fight, for example), and how those situations could be handled in a more positive, productive way.
2. After the pairs have finished presenting their ideas, review the lists and see if there is anything that the participants want to add, delete, or modify.

Activity 3

1. Show this quote: “Catch people in the act of doing something right.” -Ken Blanchard, The One-Minute Manager. Ask participants to think for a short period of time about some of the many small ways they could “catch” their mentee “in the act of doing something right.”
2. Then ask for a few volunteers to give some example. Emphasise the important role that mentors have in providing support and building their mentees’ self-esteem and self-confidence.

Activity 4

Approaching a problem from different perspectives can help mentees to be more effective in making decision that may affect their entire life. For this reason, the Six Thinking Hats, a technique devised by Edward de Bono can be helpful. There are six hats of different colour: Yellow, Green, White, Red, Black and Blue. Each hat encourages individuals to think different: optimistically (yellow), with creativity (green), analytically (white), intuitively (red), negatively (black) and oriented to the process (blue).

Ask participants to discuss a problem, that they have encountered, by wearing the different hats.



SESSION 7

Building trustful relationships

Review

To help participants think about how to apply their learning from the session. Ask participants to write down two or three things they learned during the session that they will be able to use as they begin their mentoring relationship. Then distribute the evaluation forms and ask everyone to complete and return it to you before leaving.

References

de Bono, E. (2016) *Six Thinking Hats: Revised and Updated*. Penguin Life

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SESSION 7

Mentoring on giant's shoulders?

What and why

Developing a specific mentorship plan

Main goal

Empowering adolescents with mentoring skills

Who are the mentees?

Adolescents who have family problems and they live with adult-tutors in special flats with adolescents in similar circumstances. They share a flat with an adult-tutor until they are 18 years old or their family situations get back to "normal" and they can go back home.

Time

90 minutes

Materials

Computer, whiteboard, projector, pen, paper, 2 vases and an apple

There is a potential for confusion between mentoring goals and advocacy goals. This session is for young mentees to articulate their learning, skills and confidence development goals.

Introduction

"If I have seen further, it is by standing on the shoulders of Giants" Sir Isaac Newton (1642-1727) wrote this sentence in a letter to Robert Hooke in 1675, and it has become one his most famous statements. This statement is generally used to symbolize scientific progress, but we are now going to use it as a metaphor to build mentoring skills in adolescents with personal difficulties. We are going to create a plan that contributes to encourage personal and psychological scaffolding through mentoring and mentoring skills that can help them grow up in life and succeed as much as their circumstances allow them to do.

Objectives

- Mentoring in action, empowering adolescents with mentoring skills.
- Making adolescents aware of the difficulties of being a mentor. We will show them how to show more empathy to their own mentors and to their peers.
- Hopefully some of them will get enough motivation to become mentors to their peers. They will become aware of their inner possibilities, which will help them become good mentors for themselves and be their own good role models.

Plan

Our mentorship plan starts asking adolescents to participate in a seminar that pursues to enable them to become a mentor. We realise that some of them live under very hard circumstances and that they are very young. They will probably need the help of a mentor in their lives. We may think that, in fact, their adult tutors are supposed to represent that figure for them, but we are also aware that many of them reject any role model. Taking advantage of this disadvantage, this session is addressed to these adolescents so that they become mentors of others so that in the process of mentoring peers they discover their inner values and



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strengths and become mentors per se, for themselves and for others.

Activity

Activity 1 – warm-up activity

Announce a great prize to that adolescent who finally becomes "adolescent of the day". Project the image of an APPLE or bring an apple to the workshop room to be left on the table next to the vases. Then you may say: "Is this apple a simple or a good prize?" if it is a not good prize for you, or if you are looking for a higher prize, we need to make the quiz and the contest.

Start asking:

Who is the adolescent of the year in Spain...in Italy... in Poland.... in Cyprus? and who is the adolescent of the day here in Cuenca in Aldeas today?

After that, we may keep asking even more difficult questions: What would you like to be when you grow up? Today we came here to ask difficult questions, but the smartest people will get a fruity, delicious and GIANT prize!!! Not just an apple!

Write down adolescents answers on the blackboard or get their answers to share them in the group dynamics.

Then explain: what you would like to be in life is intrinsically related to what you love and what you are and what you have (your abilities and skills), and it is necessary to know who you are, and to whom look at to start your path in life. Let's take Socrates as a mentor, so we are going to GET TO KNOW EACH OTHER, and first of all, to get to know who we are (no worries, some people at their 20s, 30s, 40s... are still looking for an answer). Yet, here is another question:

Who likes football? Would like to be a "Messi", a "García", a "Martínez", a "Pérez" (the most typical Spanish surnames) to become a SIR OR A MADAMME of football, of science, of yourself? But let's start with becoming a Messi (-Rodríguez, -Fernández). Why?

He is **a giant** of football, and girls... a princess? Who is your role model? This is a seminar to get a lot of scores and points as in football or in Science or in LIFE to get the prize, but you need to think and act. Then you may ask if there are some of them who would like to become a SCIENTIST? even further, who would like to be a GIANT in whichever they are good, and this means TO LEAD OTHERS TO DEVELOP their talents, which is what mentors do. Since they most surely do not know what mentors are, let's start

Introducing Sir Isaac Newton, OUR MENTOR OF THE DAY!

We start looking at their names and surnames and asking if they have any "noble ancestor", if there is/are a/some adolescent/s that belong to such a noble family as Sir Isaac Newton. We explain who this scientist was and very briefly what he did, in case,



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they do not know him. And especially ENTICE THEM TO PLAY A GAME TO BECOME OUR MENTOR OF TOMORROW!

Activity 2: play a game

The first task is to play a game, we are going to bring a vase to the room and tell adolescents few of us are giants or royal people, many of us can be thought to be dwarves who help others to grow or just too sad some people are really sad with their personal characteristics and this fact creates in them a grumpy personality or does not encourage them to do anything (because they/we do not belong to a noble family). However, dwarves had an important role in Snowwhite, so the idea is the we get to develop our skills to become the most or the best that we can be, so what do we need in life?

An apple? CORE QUESTIONS? such a humble fruit was very useful to sir Isaac Newton and from the bad bite it brought to Snowwhite to the great bit it brought to Steve Jobbs, we have our perspective. We can have Steve Jobbs as mentor too. He had a humble origin and he grew into a very wealthy man because of his ideas, and he took the apple as a symbol of one of the biggest companies in the world, ... so starting with a HUMBLE BEGINNING WE CAN GROW INTO MENTORS. So what do we need? An apple? Let US SAY "scientific, confidence and learning skills". We cannot be giants YET, because we are still dwarves, but there is always hope, we can follow the steps of giants.

As this is not yet about science, we are not going to focus on scientific skills but rather on the other aspects that we need to follow the steps of GIANTS.

We will show a picture of the GIANT PATHWAY IN NORTHERN IRELAND. Is this the prize? a trip to IRELAND?

The idea is that every person is going to take a piece of paper and make it a stone, as if they picked a stone of the route and write down all the stones in their paths (these stones are supposed to undermine their confidence and must make them reflect on the difficulties on their route). Which makes you feel like a dwarf?

After doing this, adolescents throw their paper balls into the vase.



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Activity 3: How do you think a "giant" might feel?

How do you think a "giant that helps" might feel?

Is it difficult to carry someone on your shoulders? There is a competition for this post.

The second task is, since we are building a path for giants, to see if we can stand on the shoulders of giants since we have helped them build their path.

How can we get on the shoulders of a giant?

We are going to set up a competition. The best dwarf, that is, that person who gets more points will be the winner.

How can we get points?

We divide the adolescents in groups and ask them to brainstorm the good qualities of a GREAT giant: strength (physical, psychological), strategic skills, good heart, knowledge, etc.

To help them we will provide them with some quotes on mentoring, and they will have to create/invent five tips or key messages of their own (that is the prize they take from the training).

"My job is not to be easy on people. My job is to take these great people we have and to push them and make them even better." — *Steve Jobs*

"Our chief want in life is somebody who will make us do what we can." — *Ralph Waldo Emerson*

"You cannot teach a man anything. You can only help him discover it within himself" — *Galileo Galilei*

"Advice is like snow; the softer it falls, the longer it dwells upon, and the deeper it sinks into the mind." — *Samuel Taylor Coleridge*

"Learning is finding out that you already know. Doing is demonstrating that you know it. Teaching is reminding others that they know just as well as you. You are all learners, doers, and teachers." — *Richard Bach*

"If you cannot see where you are going, ask someone who has been there before." — *J Loren Norris*

"The mind is not a vessel that needs filling, but wood that needs igniting." — *Plutarch*

So we will provide the group with mentoring quotes that inspire them and we will ask them to create others to become their mottos of the day. They can then decorate the walls with them, or we will encourage them to use them in their social media to spread the giants pathway. There is only one winner, one Sir Isaac Newton, one mentor, it is the person who discovers their own strengths and uses them to help others grow realising he is also becoming more human, a human being who is not worried by people's height or weight, but by people growth.



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Mentoring on giant's shoulders?

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SESSION 7

Taking a leap of (cultural) faith

Session 7: Taking a leap of (cultural) faith

What and why:

The purpose of this activity is to offer the participants an insight into the Cypriot culture through song, dance, folkloric stories, holidays and associated traditions, as well as board games.

Objectives

1. Developing empathy by putting themselves in the shoes of others.
2. Practicing a song or a dance.
3. Animating a folkloric tale.
4. Learning about Cypriot holidays and related traditions.
5. Learning how to play “tavli”.
6. Developing cultural competences and intercultural awareness.

Who are the mentees?

Refugees and Asylum-seekers

Time

2-3 hours

Materials

Use-IT map Nicosia, Pens, sticky notes, flipchart, Access to internet, lyrics and music of a traditional song, steps of a traditional dance, text of a folkloric story, backgammon board and instructions.

In the fast-paced, globalized and ever expanding societies of the 21st century, which bring together people from different backgrounds and “corners” of the world, being fine-tuned with one’s own culture and aware of other cultures’ values, beliefs and perceptions is considered key for successful communication (Intercultural Awareness – Interculturality, n.d.).

Among the factors provenly influencing children’s growth and development being our cultural and social environment, geographical location and didactic approach to education (Arora, 2019), our character and understanding of the world are largely shaped and informed by elements in our living environment.

Nonetheless, in multicultural communities, the fabric of society is composed by diverse members, who think, act and communicate in diverse ways, often even in a frictional or clashing manner, as one thing that might be considered appropriate in one cultural environment, might be inappropriate in another. Understanding where these differences occur from, so as to overcome potential miscommunications, is essential for the formation of a strong interpersonal relationships, and by extend, a thriving society.

At the same time, at a melting pots of communities, such as Cyprus, and in the context of the relationship that the AID project strives to cultivate between senior mentors and refugee and asylum-seeker mentees, we suggest activities that develop the participants’ cultural awareness and intercultural attitudes, in order to create a safe space for interaction. The exercises below offer an insight into Cypriot cultural practices, and facilitate both ends to experience parts of each other’s cultures, through practicing traditions, music, dances, folkloric stories and games.

If necessary, the proposed activities can be tailored for different cultural contexts.

Introduction

The trainer begins the workshop by welcoming the participants and making a round of introductions. The introductions can be facilitated through an ice-breaker activity, for which the trainer can find ideas [here](#).



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Taking a leap of (cultural) faith

Activities

Activity 1

The participants are seated in a circle. The trainer starts with an introduction about the interlinked notions of communication and intercultural awareness, as well as about the importance of having mentors and mentees sharing glimpses from each other's culture and forming together relevant experiences.

To help the seniors put themselves in the shoes of a person growing up outside Cyprus, the trainer asks them to close their eyes and imagine being raised in another country, with different cultural and social norms. He/She guides them through questions to form a backstory of their new character, starting from childhood to adulthood. After pondering for 2-3 minutes on the potentials of a different life, the trainer presents the participants with a surprising twist, that forces each of them to flee or migrate to Cyprus.

He/She encourages the participants to picture that they have been on the island for a few days and are walking through streets in their current neighbourhood, as if they are passing for the first time and are observing carefully. What do they see around them? How does the “new” place strike them? Are there people on the street? How are they reacting to them? What is the feeling that the place emits? Do they feel welcome, excited, intrigued?

When ready, the trainer asks the participants to open their eyes and self-reflect on the impressions and emotions that this journey brought to the surface. Then, he/she asks them to come up with 3-4 keywords individually that describe their understanding of the Cypriot cultural and social environment, write them on sticky notes and attach them on a flipchart page.

After the participants have presented their view on Cypriot culture and a collective picture has been “painted”, the trainer divides the participants in pairs and asks them to come up with 5 pieces of advice that would help mentees adjust smoothly in the new society they described before. These are then discussed in plenum and listed, so as to create 10-15 golden tips for living in Cyprus.

Tip: When the mentor and mentees carry out this activity in person, the mentor can give specific tips depending on the needs expressed by the mentee, as well as on the issues with which she/he is having most trouble adapting to.

Helpful resources for trainer:

Act like a local (2019). *USE-IT Nicosia*. Retrieved from https://www.use-it.travel/_files/fileupload/cities/plans/2019_nicosia.pdf [26/05/2021].

McCarthy J. (2019, October 29). “7 migrants share their stories of struggle and resilience”. *Global Citizen*. Retrieved from <https://www.globalcitizen.org/en/content/migrant-first-person-stories-undp/> [26/05/2021].



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Taking a leap of (cultural) faith

Activity 2

Another important element of culture are holidays and related festivities or traditions. Here the trainer can find holidays and associated traditions/festivities to discuss in plenum with the mentors and plan how these could be introduced to the mentees.

New Year's Eve – Vasilopitta

In Cyprus on December 31st families gather together to celebrate the coming of the New Year with a lot of traditional food, fireworks and even gunshots sometimes. As soon as the year changes, it is tradition to cut a sweet pie, named “Vasilopita”, which contains a hidden coin or trinket. It is said that the person who finds the coin will be lucky for the rest of the year. The pie is dedicated to Saint Basil, who is celebrated on January 1st and represented in the Greek and Cypriot tradition as Santa Claus who arrives on New Year's Day. Therefore, each family leaves a piece of Vasilopita on the Eve for Saint Basil to find.

Christmas to Theophany period and Kallikantzaroi

The Christmas period in Cyprus, starting from Christmas day (December 25th) to Epiphany (January 6th) is the second most important religious tradition after Easter. According to folkloric legend, *kallikantzaroi* are a type of evil goblins who normally live underground, however, on the 12 days of Christmas they “visit” earth to feast and wreak havoc. The legend says that in order to get rid of *kallikantzaroi* one has to throw sausages and *loukoumades* (a donut-like dessert filled with syrup) on their roof and sing a specific song. Then, the creatures will retreat back underground.

Carnival and Limassol Festival Parade

“Around late February or beginning of March (the dates are movable, depending on the date of the Greek Orthodox Easter) there are ten days of fun when everyone celebrates the Carnival with feasts and fancy-dress parties and parades. Carnival is celebrated in every town but Limassol is the focus for the celebrations with traditionally the liveliest and most entertaining events. The first day of the Carnival sees a lively procession through the streets with scores of decorated floats and one carrying a very special visitor – King Carnival! Over the next few days there are numerous parties and parades and everyone is in a festive mood. On the last day of Carnival – Sunday - King Carnival bids everyone a lively cheerio for another year!” (Important Days and Festivals in Cyprus, n.d.)

Easter and traditional games

The Easter period begins with a strict fasting diet, which prohibits meat, fish and dairy for 50 days. In preparation for Easter, every Friday at church “Hairetismoi” are sung, a special anthem to Mary, mother of Jesus. The celebrations culminate during the Holy Week, with daily church services and associated Easter traditions, such as house cleaning, preparation of *flaounes* (special cheese pies for Easter), painting of easter eggs, decoration of *Epitaphios* etc.



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On Easter Eve at night, people gather at church for the midnight service and Jesus' resurrection, where after midnight they chant "Christ has risen" and take home the Holy light. Additionally, on that night, it is tradition to light bonfires close to the church, in memory of Judas Iscariot and his betrayal of Christ.

On Easter and the next couple of days, families gather together for food and celebration. In the villages, it is frequent to host traditional games, such as egg-race, mantili, potamos, ziziros, ligkri etc. (Traditional Games of Easter, n.d.).

Kataklysmos - Larnaca Flood Festival

Kataklysmos or Flood Festival is celebrated at the same day as the Feast of the Holy Trinity (Pentecost) which is counted as 50 days following Easter. Back in the day, Kataklysmos was dedicated to Adonis and Aphrodite and was celebrated in a big way: different sport events were held on the riverbanks or on the seashore.

"The part of this tradition remained even nowadays: there are swim competitions and sailing races on the Kataklysmos Day in the coastal cities of Cyprus, such as in Larnaca. Apart from that, there are folklore performances and music on the streets. People take part in dancing events, competitions and carnival parades. The celebration ends with a firework in the evening." (Bravo, 2020).

Anthestiria - Festival of Flowers

The Anthestiria Festival is a celebration for spring and flowers, dating back to ancient Athens in Greece, which takes place at the beginning of May every year. In Paphos, Limassol and Larnaca Cypriots decorate platforms full of flowers and parade in the streets.

Limassol Wine Festival

The Limassol Wine Festival is Cyprus' biggest celebration relating to wine products, both potable, such as wine, zivania, koumantaria, and edible, like shioushioukkos and palouzes. The festival takes place for 10 days yearly at the end of August – beginning of September at the Municipal Gardens of Limassol and hosts a variety of local wine producers, traditional sweet makers, musicians and dancers to honor the ancient Greek god Dionysos and celebrate the end of the harvest period (theros). Visitors of the festival also have the chance to help in the wine creation by climbing into barrels full of grapes and stomping them under the rhythm of traditional music.

Activity 3

Whether in the form of a song, a dance or an oral folk story, art plays a significant role in culture and in the way it can bring people together.

Task 1:

The trainer asks the mentors to think of a traditional song or dance from their culture. After spending some time practicing by themselves, they can teach it to their mentees.



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Taking a leap of (cultural) faith

During the one-on-one sessions, the mentors can ask the mentees to be taught a song or a dance from their culture. Then, they can describe their experience to each other and compare how they have found it.

Helpful resources for trainer:

Song suggestion: Tillirkotissa-Dillirga

Moucharis 1 (2009, October 18th). Cyprus song Dillirga Τυλληρκώτισσα φωνή [Video].

YouTube. Retrieved from

https://www.youtube.com/watch?v=rjeS9R2zfos&ab_channel=%CE%9C%CE%BF%CF%85%CF%87%CF%84%CE%B1%CF%81%CE%B7%CF%821%CE%9C%CE%BF%CF%85%CF%87%CF%84%CE%B1%CF%81%CE%B7%CF%821 [27/05/2021].

Dance suggestion:

1) Zeimpekiko

University of Nicosia (2020, July 30th). Cypriot Folk Dances | Lesson 3: Zeimpekiko [Video].

YouTube. Retrieved from

https://www.youtube.com/watch?v=076LVdvEokg&list=PL9472rG99zEonQ6OBMQkDBFhLLCOjSgYN&index=5&ab_channel=UniversityofNicosiaUniversityofNicosia [27/05/2021].

2) Sousta

University of Nicosia (2020, July 16th). Cypriot Folk Dances | Lesson 2: Sousta [Video].

YouTube. Retrieved from

https://www.youtube.com/watch?v=DbIjgQ3jA5U&ab_channel=UniversityofNicosia [27/05/2021].

Task 2: Animate a folkloric story

The trainer asks the participants to split in groups of 4 people and think of a traditional folkloric story. Once they have all the details of the tale at hand (if in doubt, a quick online search can help), they have to brainstorm on how they would like to present the story in a unique way (animation, stop-motion, song, traditional puppet show etc.) and present it in front of the rest of the group. When in person with the mentee, the mentor can present the tale in this creative way and in turn, ask the mentee to show a story from their own culture.

Helpful resources for the trainer:

Georgiou M. (n.d.). Κυπριακά παραδοσιακά παραμύθια για μικρούς και μεγάλους! *Cyprus Alive*. Retrieved from <https://www.cyprusalive.com/el/kypriaka-paradosiaka-paramyioia> [28/05/2021].



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Activity 4:

The development of common interests is one element that can help the bond between the mentor and the mentee grow. One of the most widespread board-game activities in Cyprus is the game of backgammon (or *tavli*), with the elderly being seen playing it at traditional coffee shops for hours at a time.

Instructions to the game are provided in the bibliography in English, to facilitate the game instruction between mentor and mentee. (wikiHow, 2020).

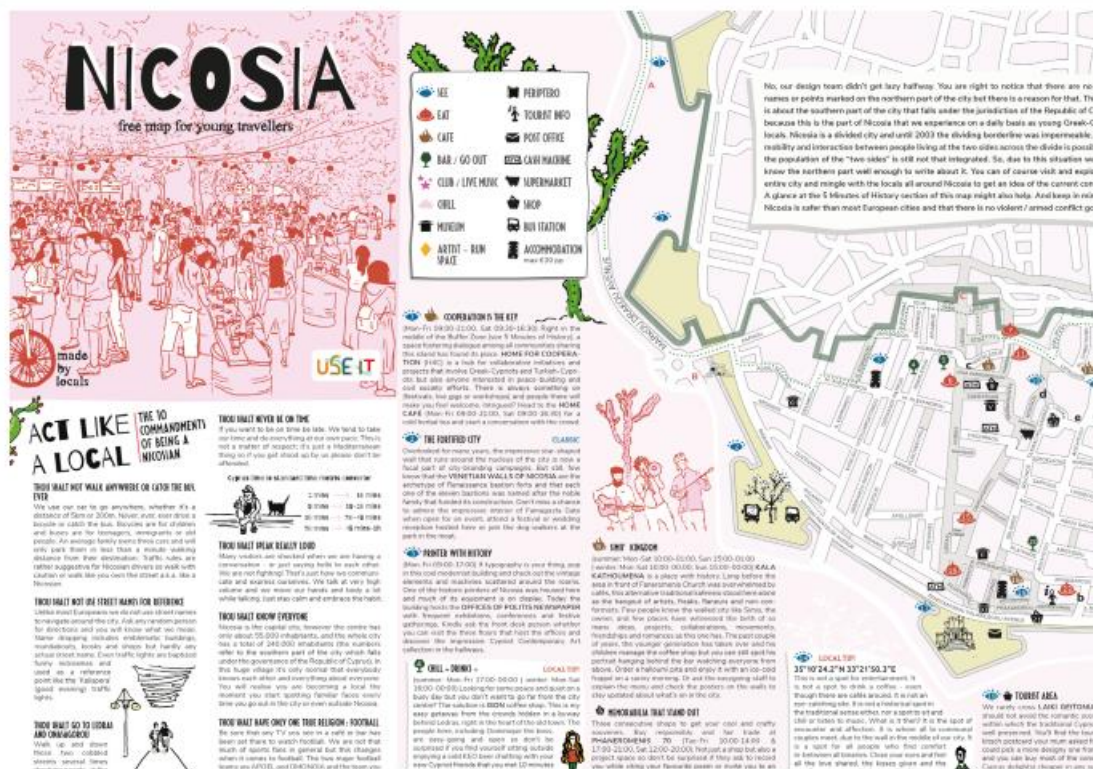
Review

To gain feedback from the participants on the content of the workshop, as well as evaluate the knowledge acquired, the trainer can ask the group to reflect and respond on the following questions:

1. What went well?
2. What could be improved?
3. What went wrong?
4. What was particularly engaging that you would recommend keeping?
5. What did not get enough attention? What else would you like to have learnt?

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SESSION 8

My talents – discovering myself

What and why

This session, carried out by senior mentors for a group of volunteers (mentees), aims to help them recognise their own talents and gifts, which they can use in everyday life situations requiring coping with challenges or difficulties. During this workshop, the most important thing will be to understand that everyone has a set of talents and gifts that can be used in different situations.

Objectives

To recognise one's resources in the area of talents

To get to know the rules and defining the conditions conducive to the use of one's talents

To work in a group

Who are the mentees?

Seniors (+50)

Time

1,5 hours

Materials

AMADA social skills game

A4 paper + pencils

Flipchart + markers

Coloured sticky notes

Introduction

This is one of the meetings between the mentor and the volunteers. Some people have already made contact with the mentor and others may still be watching and looking for their space to act. It should be taken into account that the participants may have met each other during the integration workshop and are ready to work as a team, but their level of trust in the group is not yet optimal. Therefore, it is worth taking care of a friendly and safe atmosphere, which will promote mutual understanding and cooperation. Selected exercises will require cooperation, active communication and knowledge sharing. Identification of own resources in the area of talents will help participants prepare for work with people in need of support. Thanks to the group work, they will also be able to benefit from the knowledge of other participants and share their proven strategies of action. The most important aspect of this workshop is to create opportunities for all participants to actively engage in the exercises and to initiate situations to express and share their knowledge.

Participants

The participants of the workshop are volunteers who have taken on the task of helping other seniors or emigrants or people with disabilities or young people from dysfunctional families and at risk of social exclusion. They have already participated in integration workshops and these classes are another group meeting for them. The selected exercises are so universal that they can also be applied to other groups of recipients.

Suggested number of workshop participants is 4 - 12 people.

Activity

Activity 1 – We already know each other (10 minutes)

This is the next meeting, the participants have already met during the integration activities. Tables and chairs are prepared in such a way that in case of the need to change the setting for exercises, we can adjust the room according to the needs.

At the beginning it is a "U" configuration, after the exercises have started we change the arrangement into smaller table



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groups. We ask people to sit where they are most comfortable, but we add that during the workshop changing places will be the rule.

- A. All participants, after taking their seats, draw a coloured card from a cardboard box given by the presenter with a number from 2 to 5.
- B. Starting from the instructor each participant gives his name and tells what he likes using as many words as the number written on the card and tells what he associates the colour of the card with.
- C. The next participant starts by repeating the name of his/her predecessor and names one thing he/she likes and tells about himself/herself according to the previous scheme.
- D. After listening to the last person, the volunteers write their name with a thick marker on a piece of paper that they attach to their clothes. They can paint something on it that will characterise them and distinguish them from the others.

Activity 2 – MY talent map (15 minutes)

The warm-up is over, everyone already knows each other, has recalled their names and told a little about themselves.

We move to the topic of the workshop and give the participants the opportunity to express their unique qualities. This exercise is an introduction to the subject of talents, it will show the participants what resources they have and allow them to see how many talents they can use every day.

- A. We distribute pencils and sheets of paper to the participants with sentences written in squares starting with the words:
 - I am a master at ...
 - I know that I am good at ...
 - People say I am good/good at ...
 - I would like to be better at ...
 - I can be better/better at ...
 - I can do well ...
 - I need to work on ...
- B. We ask them to finish the sentences thinking kindly of themselves, avoiding excessive and harsh criticism of themselves.
- C. We discuss the exercise together. We can group similar statements to show that others may think like us. Perhaps there are people in the group who have similar talents or would like to work on them.
- D. The instructor points out to the participants how much they know about their skills (talents) and suggests using this knowledge in the next exercise.



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My talents – discovering myself

Activity 3 – The angel scholarship (25 minutes)

Now, when the participants know that they are among people who are willing to share their knowledge and thoughts, we can suggest next exercises. At the end of this part of the workshop, we invite everyone to do an exercise, during which everyone can recognise their personal talents.

This exercise allows you to recognise your own abilities and see how much we can do together by combining our strengths and skills. It teaches attention to other people's resources and readiness to cooperate, so useful in volunteer work.

- A. We distribute A4 sheets and pencils to the participants.
- B. The participants get into teams according to the colours of the cards from the first exercise. (There are teams of 3 or 4 people - it can also be an individual exercise)
- C. The first part of the exercise begins.

The instructor reads a letter sent by the lawyer of a rich philanthropist who has just died.

There is one condition: the scholarship (the entire estate) will be won by the group with the most skills, which they write out in 20 minutes.

Participants sit in teams and everyone individually writes on their paper all the things they can do. The idea is for everyone to write down as many things as they can do, it's not about mastery just what they can do. All areas of life should be taken into account.

This part takes about 10 minutes.

- D. The instructor gives the sign that part 1 of the exercise is over.
- E. Now comes part 2 (each team gets one flipchart paper and a pen) - 10 minutes.

All team members create a list for the advocate, on the flipchart paper they write all the things they can do. Repeated skills are written only 1 time. If there is time left you can add things that you remembered and are not yet on the card.

- F. The instructor gives a signal and invites the teams to discuss the outcome with the others. The teams count how many different skills are on their cards.

The team with the highest score starts and answers the following questions:

- What conclusions did you come to?
- Were there any skills common to all, how many?
- By how much did the group's abilities increase after combining all your skills?

The instructor invites everybody to share their conclusions.



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My talents – discovering myself

Break

Activity 4 – AMADA game (25 minutes)

When you come back from the break, you are invited to take different chairs again. Please, choose teams according to the following key: each person in the team has a different colour of card.

- A. Randomly divide the participants into groups of four.
- B. Give each group a deck of AMADA cards with instructions.
- C. Choose a version and read the instructions aloud.
- D. Participants provide answers to the questions and tasks on the cards.

Review

After the workshop, we should get feedback on how the participants benefited from the workshop.

It is worth using one of the forms called: Suitcase/Basket

To do this, we prepare A5 sheets for each participant with a suitcase printed on one side and a basket on the other.

Instructions for the participant: write down in the suitcase what you take with you, what you liked. In the basket, write down what you didn't like or what was missing.

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SESSION 8

What's up?

Bring social inclusion into everyday life of migrants

What and why

Know the storytelling as instrument to promote migrants and refugees' social inclusion and to teach them how to "give voice" to their story

Objectives

Learn practical activities (for mentors) to develop knowledge and skills for successful civic participation, employability, and well-being of migrants and refugees (for mentees)

Who are the mentees?

Migrants and refugees

Time

1,5 hours

Materials

Pen, paper, smartphone

This session represents the plan used by volunteers and mentors (senior volunteers and mentors) for their potential mentees (migrants and refugees) to identify migrants and refugees' needs, and valorise their knowledge and skills for successful civic participation, employability and health well-being.

The participants can acquire knowledge and practical activities to create the possibility for migrants and refugees to share their own desire, expectations and hopes, "giving voice" to their stories, in a brief, but significant time, making them visible and, because of that, possible. The ability to become active agents of change through the narration of personal experiences is fundamental for migrants and refugees, contributing to a feeling of social inclusion. This means for them to become aware of themselves in relation to their past, but to practice the competence to build their present and future, starting to act in their everyday life before progressing to reflect on what to do.

Introduction

To operate with migrants and refugees, the volunteers will focus their efforts on the contact between people who not know each other as a way to build a mutual-help group (national citizens and migrants) that promote common understanding and social responsibility. The main goal is to facilitate the integration of migrants and refugees in the hosting society through the development of citizenship competencies. Issues related to civic participation, that volunteers/mentors investigate with mentees (migrants and refugees), concern the day-to-day impact on their lives, from first arrival to accommodation, through actions as searching for a job, taking a language course, making new friends, and so on.

Participants

The participants will be volunteer seniors, contacted by different associations that promote social inclusion at local, national, and international level; their potential mentees are migrants and refugees, not necessarily seniors. Through the workshop activities, they will be able to empower migrants and refugees to play a role in their life and in their communities, helping them to learn basic



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life-skills, for an active engagement in the hosting society. Suggested number of participants is 10-15, but exercises can be used in smaller or larger groups.

Before proposing the activities, ask each participant to develop five tips or key messages they have taken from the first part of this session.

Activities

The participants learn how to apply tools and implement activities for migrants and refugees to facilitate their social inclusion and to improve the dissemination of know-how in their association.

Activity 1. Tell me your story

The participants (senior volunteers and mentors) will use this activity for their potential mentees (refugees and migrants) to:

- Promote the mentees' ability to tell their story in a foreign language, encouraging them to listen to each other more carefully;
- Improve the terms of participation in society, through access to resources and civic opportunities for social integration.

While the group appreciates the story of each person and community, it also brings a sense of connection.

Description. In the first phase, participants will learn how to use prompts (like videos) to introduce and stimulate the discussion. In this part of the workshop, an example of such prompts will be showed – i.e. a video in which a heterogeneous group of people from different countries and continents tell their stories (<http://www.regap-edu.net/2019/05/01/social-belonging-and-storytelling/>).

In the second phase, mentors will be trained on some strategies to conduct lean conversation, open dialogue and storytelling, through for example, the distribution or the sharing of a list of questions or prompts for each discussion, suggesting key concepts or themes.

These are some prompts that the mentors could use to facilitate an open discussion, allowing mentees to share their story.



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Bring social inclusion into everyday life of migrants

Discussion prompts

Telling your story
Where did you grow up (e.g. country, family, school...)?
What significant experiences/events did you have that shaped your life?
What is your favorite memory of your country?
What is your favorite food?
What are you passionate about?
What would you most like to be known for your life?
What have you learned about your mentee(s)/mentor that is interesting to you?

Mentors will also be trained on how to create the space to enjoy some small talk and ask mentees to share an update on their lives, projects, and objectives.

Remind mentors not to feel pressured to get their mentees to “open up”, but rather do things together that lead opportunities for conversations. This is an activity that the mentors could use from this perspective.

Method	Face to face
Aim	Present the activity as a tool that the mentors will use with their mentees to experience and reflect on the effects of inclusion and exclusion in a simulated situation.
Time	15 minutes
Materials	Prepare a number of labels as the number of participants. On 90% of the labels, write some positive reaction, such as: “Smile at me”; “Say: Hi”; “Give me an ‘OK’ sign”; “Move close to me”. You can also use other responses that are familiar for the group. On 10% of the labels, write: “Turn away from me”.
Procedure	<p>In the first phase, asking participants if they think we sometimes label people because they belong to different groups. Tell them that the labels we put on people often limit their participation in groups.</p> <p>In the second phase, distribute randomly to all participants in the group a label, putting it on their foreheads (they cannot see what it says). Ask everyone to be quiet without revealing what the labels say. When everyone has a label, ask participants to: move around the room for five minutes, without talking, and, after that, return to their seats, without reading their labels.</p>



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	<p>In the third phase, ask participants how they were feeling and if they can imagine what their label say. Invite who think have the label: “Turn away from me” to stand up and stand together in front of the room. Ask them to tell the group more about how they felt and why.</p> <p>In the last phase, allow participants to read their labels and promote discussion on the causes of social exclusion. Ask them to individuate which groups seem to have a “Turn away from me” label (e.g. people with disabilities, people of a different culture or religion, people who speak with a different accent, and so on). Remind them that social exclusion can be more frequently expressed through nonverbal than verbal signals, so we need to pay attention to our body language as well as our words.</p> <p>End with the following additional questions:</p> <ul style="list-style-type: none">- What can we do to change our behaviour to help everyone feel included?- How people from some groups react to exclusion (e.g. stay together, isolating themselves)? How they feel? Why they act in society these ways?
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Activity 2. Learning the host country language

In this activity mentors will be trained on how to use online resources to foster immigrants/refugees' knowledge of the hosting country language. (i.e. Italian)

In the introduction, participants (senior volunteers and mentor) could briefly recall the importance of language learning for social belonging and ask mentees (migrants and refugees) to:

- Individuate the main advantages of learning the host country language;
- Tell fun experiences of social interaction during language learning.

Then, participants will explore the ReGap virtual learning environment (VLE) that provides migrants and refugees with free online resources to learn the Italian language in different areas (employment, health, social security, education, gender, and justice and citizenship). In particular, the mentors will be trained on how to use effectively these resources in a second language course through the different activities offered in the online resources (vocabulary exercises, readings, information on how the health system or the employment sector works in Italy).



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The ultimate goal of this activity is to provide mentors with tools that can both foster migrants and refugees' language knowledge and, at the same time, present relevant information on the life in the hosting country (how to find a job, how to ask for healthcare etc.).

This is the link to ReGap project' courses.

<http://www.regap-edu.net/2019/11/06/how-to-access-the-regap-free-online-courses-for-refugees-migrants-and-educators/>

Review

Highlight things that are repeated by group.

Remind the participants the importance to promote training material for migrants and refugees that allow them to acquire new skills, knowledge and gain competence aimed at actively participating in the host country.

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SESSION 8

Basic language learning through game-based activities

What and why

The purpose of this activity is to offer the participants basic language learning (everyday phrases, numbers, ingredients) in Greek through activities based on gamified learning.

Objectives

1. Learning 20-30 everyday phrases in Greek.
2. Practicing dialogues in Greek.
3. Learning how to count up to 100 in Greek.
4. Establishing a relationship between the mentor and the mentee, by having shared experiences.
5. Facilitating integration through cultural exchange.

Who are the mentees?

Refugees and Asylum-seekers

Time

2-3 hours

Materials

Video, List of phrases in Greek, Pens, Bingo cards and chips, Bingo spinner and balls/ Virtual Bingo game, Access to internet, Printed recipe example

One of the greatest enablers of social integration for third-country nationals is knowing how to communicate in the host country's language. As language affects various aspects of everyday life, such as occupation and social participation, knowing even some introductory phrases and gestures can boost one's confidence and inclination for interacting with locals.

In the case of matching local senior mentors with asylum-seeker or refugee mentees, offering both a common language for communication, as well as the competences for linguistic and social interaction to the latter, can prove instrumental in fortifying their bond and connection.

Introduction

The trainer begins the workshop by welcoming the participants and making a round of introductions. The introductions can be facilitated through an ice-breaker activity, for which the trainer can find ideas [here](#).

Activities

Activity 1

After stressing the importance of everyday communication in the country's local language, the trainer plays [a video](#) on how to introduce one's self in Greek (ASB Greece, 2020).

After the first screening of the video, the trainer distributes to the mentees a list of useful words in Greek and explains the meaning of each word/phrase.

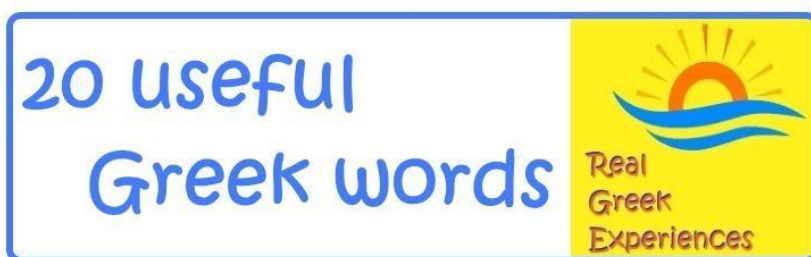
Then, he/she asks them to watch the video again carefully and circle the words they hear in the dialogue.

Following this, the trainer can ask the mentees questions about their level of comprehension from the video (ex. which words sounded difficult, what they understood from the dialogue, if they have managed to circle different words and if they would like to know the meaning of any more phrases).



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GREEK	ENGLISH	MEANING
ναι	né	yes
όχι	ohi	no
ευχαριστώ	efharisto	thank you
παρακαλώ	parakalo	please / you are welcome
καλημέρα	kalimera	good morning
καλησπέρα	kalispera	good evening
καληνύχτα	kalinihta	good night
γεια σου	yiassou	hello and goodbye (to one person / informal)
γεια σας	yiassass	hello and goodbye (to many people / formal)
αντίο	adjo	goodbye
μπύρα	bira	beer
κρασί	krassi	wine
νερό	nero	water
φαγητό	fagito	food
γεια μας	yiamaass	cheers! (= to our health)
τουαλέτα / μπάνιο	toualeta / banio	toilet
χαρτί	harti	toilet paper
παραλία	paralia	beach
θάλασσα	thalassa	sea
φαρμακείο	farmakio	pharmacy

(Real Greek Experiences, n.d.)

For more advanced learners, the trainer can select 20-30 phrases in Greek from the resources below and ask the participants to divide in pair and construct small dialogues.

1. [Useful Greek phrases \(omniglot.com\)](https://www.omniglot.com/greek/20-useful-words.php)
2. [Everyday phrases in Greek \(forvo.com\)](https://www.forvo.com/words/?q=greek&lang=en)

After repeating the dialogue with 2 or 3 different partners, the mentees present it in plenary.

Before the final session of this workshop, it is also recommended to set up a friendly speed dating activity, in order to repeat and practice the phrases learned in the first session. The trainer sets up two parallel lines of chairs and asks the participants to sit in pairs across each



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other. Once the timer starts, the participants will have 45 seconds to discuss with their pair, before one of the two goes back at the end of the row and the timer starts again.

Activity 2

Apart from learning key phrases for everyday communication, another important element are the numbers. A fun way to learn how to count from 1-100 is by playing the game of Bingo. The trainer can find instructions to the game [here](#).

Prior to dividing the group to tables and playing the game, it's important to go over the numbers in Greek with the participants. To help them during the game, the trainer can also print the sheet with numbers that follows below and give one to each.

From www.xanthi.ilsp.gr

0	μηδέν	miðén
1	ένα	éna
2	δύο	ðío
3	τρία	tría
4	τέσσερα	tésera
5	πέντε	péde
6	έξι	éksi
7	επτά	eptá
8	οκτώ	októ
9	εννιά	eɲá
10	δέκα	ðéka
11	έντεκα	édeka
12	δώδεκα	ðóðeka
13	δεκατρία	ðekatría
14	δεκατέσσερα	ðekatésera
15	δεκαπέντε	ðekapéde
16	δεκαέξι	ðekaéksi
17	δεκαεπτά	ðekaeptá
18	δεκαοκτώ	ðekaoktó
19	δεκαεννιά	ðekaeɲá



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20	είκοσι	íkosi
30	τριάντα	triáda
40	σαράντα	saráda
50	πενήντα	penída
60	εξήντα	eksída
70	εβδομήντα	evdomída
80	ογδόντα	oydóda
90	ενενήντα	enenída
100	εκατό	ekató
200	διακόσια	diakósia
300	τριακόσια	triakósia
400	τετρακόσια	tetrakósia
500	πεντακόσια	pedakósia
600	εξακόσια	eksakósia
700	επτακόσια	eptakósia
800	οκτακόσια	oktakósia
900	εννιακόσια	enjakósia
1000	χίλια	çília
5000	πέντε χιλιάδες	péde çiliádes
10000	δέκα χιλιάδες	ðéka çiliádes
1000000	ένα εκατομμύριο	éna ekatomírio

(Numbers, 2018)

Further reading: [Counting to 100 in Greek](#) (Greek Boston (n.d.)).

In preparation for the game, the trainer can set up a Bingo spinner/ [Virtual game of Bingo](#) [numbers 1-75] and print out the scorecards with numbers (Home, n.d.).

Once everything is set, the participants have been familiarised with the numbers in Greek, and have taken their places, the game can begin!



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Basic language learning through game-based activities

Activity 3

In the Cypriot culture, language, food and socializing are regarded as interconnected notions that facilitate bonding, and by extent, one's social integration. A great way for the mentor and mentee to start their relationship, could be by exchanging recipes of their favourite local dishes [at a later stage and if an opportunity presents itself, they could also prepare the dish].

As an added activity, (provided that the mentee has gained some basic vocabulary in Greek through Activities 1 and 2), the mentor can help translating the recipes in Greek and help the mentee learn the vocabulary by following and giving the instructions in Greek.

Below you can find the example of one traditional recipe for *Greek Stuffed Vegetables - Gemista*, both in English and in Greek.

[*Greek Stuffed Vegetables – Gemista*](#) (n.d.)

[Γεμιστά](#) (n.d.)

Review

To gain feedback from the participants on the content of the workshop, as well as evaluate the knowledge acquired, the trainer can ask the group to reflect and respond on the following questions:

1. What went well?
2. What could be improved?
3. What went wrong?
4. What was particularly engaging that you would recommend keeping?
5. What did not get enough attention? What else would you like to have learnt?

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SESSION 8

Establishing and maintaining boundaries

What and why

Ensure all participants know that things can go wrong, who they can go to for support, and how to address problems in a supportive and non-threatening way.

Main goal

Positive youth development. Participants can establish boundaries, and know what to do if mentoring goes wrong.

Who are the mentees?

Adolescents who have family problems and they live with adult-tutors in especial flats with adolescents in similar circumstances. They share a flat with an adult-tutor until they are 18 years old or their family situations get back to "normal" and they can go back home.

Time

90 minutes

Materials

Whiteboard, newsprint and markers

A boundary can be thought of as a protective barrier that helps to keep us safe. For boundaries to be effective they need to be applied on a consistent and ongoing basis. Boundaries teach adolescents what healthy relationships look like and allow them to be young.

Introduction

Boundaries that are acceptable to both parties are a critical part of a successful mentoring relationship. To ensure these boundaries are understood, it is important for the mentoring program to clearly define the role of the mentor in relation to the mentee; this will help support the development of realistic expectations for the relationship (Spencer et al., 2010). Then, training should include information on the boundaries of the relationship, how to set limits with youth, and how to respond to inappropriate requests (Learns, 2004; Britner et al., 2013; Johnson, 2009).

In addition, it is important to set boundaries and care for yourself. As a mentor you cannot always provide everything a mentee needs.

Young people need to know what is expected of them and whether activities and behaviours are "in bounds" or "out of bounds." The developmental assets in this category include:

- Family boundaries – Family has clear rules and consequences, and monitors the young person's whereabouts.
- School boundaries – School provides clear rules and consequences.
- Adult role models – Parent(s) and other adults model positive, responsible behaviour.
- Positive peer influence – Young person's best friends model responsible behaviour.
- Cyber boundaries – Social networks boundaries.

Objectives

Setting personal boundaries in any relationships is essential to the positive health of a relationship. Mentees will define boundaries for themselves and discover how their boundaries are different from other students', as well as situational. Therefore, specific objectives are:



SESSION 8

Establishing and maintaining boundaries

- Understanding what a boundary is and why boundaries are needed in relationships.
- Developing a framework for dealing with boundary issues.

Plan

A mentor's ability to set up boundaries will allow the mentee to feel safe, develop a sense of trust and, ultimately, learn how to set boundaries for him- or herself. This exercise will help mentors identify key areas around which boundaries are essential, as well as provide them with guidelines for how to continue to protect those boundaries throughout the life of the mentoring relationship. We start by a conversation: "We will talk about boundaries, rules and consequences that exist at home, in school and in the community." This exercise will help mentors identify key areas around which boundaries are essential, as well as provide them with guidelines for how to continue to protect those boundaries throughout the life of the mentoring relationship. Moreover, the activity 2 will also help to set up mentees boundaries.

Everyone has different boundaries. Questions below can guide you through this.

Both:

- Talk about your responsibilities, what you can and can't do.
- Agree on frequency, duration and intervals of meetings/communications and how this will occur.
- Beyond agreeing to confidentiality, discuss what confidentiality actually means to each of you in various scenarios.

Volunteers:

- What kind of access does the mentee have to you? What is the limit?
- Does being a mentor mean the employee has unlimited access to you for the duration of the relationship?
- Does communicating require an appointment?

Mentees:

- Prioritise how you wish to best utilize your mentor's time and expertise.
- Know there are additional resources out there for you with regards to personal issues.



SESSION 8

Establishing and maintaining boundaries

Activity

Activity 1: Establishing mentor boundaries

1. Tell them that they will have a chance to role-play these principles in a few minutes. Distribute the “Mentor Boundary Scenarios” handout. Feel free to adapt and change the scenarios to increase their relevance to your program. Ask participants to:
 - Select a person to record responses as well as another to present them to the larger group.
 - List all the worst ways in which the assigned scenario could be handled. Have a recorder write the ideas down on the newsprint and label it “What not to do.”
 - Discuss and write down ways in which their group feels the scenario should be handled.
2. Review responses to scenarios (about 15 minutes). Ask each small group representative to go to the front of the room, read the group’s scenario out loud, and explain how they decided the scenario should be handled, as well as what pitfalls to avoid. Invite the rest of the participants to add feedback or ask questions. Summarize key points and clarify agency’s policies as necessary.
3. Once you have facilitated and reviewed participant responses to the scenarios, you can add any missing key points and guidelines related to the issue.

Activity 2: Mentees Boundary Setting

1. Write the words “boundaries” on the board.
Discussion: Talk about what boundaries are, and discuss the different types of boundaries (mental/emotional, physical you can discuss/show your country boundaries and their changes through history, your region/province boundaries, your home boundaries, cyber). Tell mentees that boundaries are a lot like “personal space”.
2. In pairs, mentees will write their own definitions for the different types of boundaries. The papers will be passed to the front of the classroom and redistributed so that each pair of mentees has a different paper.
3. Make a chart on the board with the headings: “Mental/emotional Boundaries,” “Physical Boundaries,” and “Cyber Boundaries”
 - Ask each pair to read aloud the definitions on their papers.
 - As the definitions are read, make a list on the board of descriptors of the various types of boundaries including emotional and social behaviour, and note the importance of honesty and dignity in a relationship.
 - **Discussion:** Ask the mentees to consider which types of boundaries are the easiest to understand and why.



SESSION 8

Establishing and maintaining boundaries

4. Introduce mentee handout “Different Boundaries with Different People” worksheet.
 - Give time to complete the worksheet on their own.
 - **Discussion:** How did you decide how to place people on the circle? Is there room for movement between the circles (i.e. is it possible for your boundaries with someone to change?)
 - Are boundaries different if they are from texting, Facebook, etc. than if they are in person?
 - what would have to happen to move that person to a different circle?
 5. **Discussion:** Speak to mentees about boundaries, and follow up with the social construction discussion.
 6. Time allowed: See “Putting it into Practice” worksheet
 - Have mentees work in pairs or small groups to solve the scenario. Assign each group one scenario and have them share with the class. Mentees can also make up their own scenario to share with the class (please use discretion).
 - Have the students fill out the chart based on the scenario.
- They should answer to the following questions:
- a. Options: What options do you have to solve the scenario?
 - b. Consequences: What may happen if you choose each option? Can there be a good or bad consequence.
 - c. Support: Why do you think this consequence would happen?
 - d. Decision: What is your final decision and why?

Review

Summarizing this session. List of two things you learned during this session:

- How they will communicate their boundaries to others
- How they feel when their boundaries are respected and/or not respected.



SESSION 8

Establishing and maintaining boundaries

References

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LEARNS. (2004). *Mentoring children in foster care: Considerations and partnership strategies for Senior Corps directors*. Retrieved December 30, 2013, from https://www.nationalserviceresources.gov/files/legacy/filemanager/download/learns/Mentoring_Children_in_Foster_Care_Final_Revised.pdf

Spencer, R., Collins, M.E., Ward, R. & Smashnaya, S. (2010). Mentoring for young people leaving foster care: Promise and potential pitfalls. *Social Work*, 55, 225-234.

WEBSITES:

- Teachers and students draw maps showing where they think social divisions exist at school and compare views of the community as a whole.
<http://www.tolerance.org/activity/social-boundaries-activity-map-it-out>
- A website useful for additional lessons about healthy relationships
<http://www.safeandrespectful.org>
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<http://www.dropoutprevention.org/publica/books/books.htm>



SESSION 8

Establishing and maintaining boundaries

ANEXO

ACTIVITY 1

Scenario 1

You arrive at your usual meeting place and your mentee has not arrived. You had previously called your mentee to let her/him know what time to meet. You both agreed that you would interview the head of the college art museum for a special school project. What should you do or say next time you talk to your mentee?

Scenario 2

During one of the group activities of the mentoring programme, you notice that your mentee is being mean to one of the other children. You've noticed this behaviour in the past, but have not said anything about it. Your mentee's attitude toward other children makes you feel uncomfortable. What should you do?

Scenario 3

You and your mentee hit it off right away. You were very excited about your match until a few weeks ago when your mentee started calling you a few times a day. You are excited she/he likes you so much, but are unsure if the amount of time you are spending on the phone is appropriate. You don't want to hurt her/his feelings, but you are feeling uncomfortable with the calls at work and tired from all the calls at home. What should you do?

ACTIVITY 2

DIFFERENT BOUNDARIES WITH DIFFERENT RELATIONSHIPS

Before starting this exercise, what do you notice about the circle? Notice how the **YOU** in the middle has a solid line around it. This is to represent that **YOU** can have strong boundaries.

Notice the other circles that don't have solid lines. This is to represent the way that boundaries change throughout our lives.

1. For each circle, use names, initials, or symbols to represent the people described for you.
2. While doing this exercise, think of all the different types of boundaries including cyber boundaries.
 1. Circle 1: people who are closest to you, for whom you open your boundaries.
 2. Circle 2: people who you have good relationships with but are not as close as the people in the inner circle.
 3. Circle 3: people who you have relationships with that are not very personal.
 4. Outside Circle 3: there is a solid line where your boundaries are very strong: people with whom you have to protect yourself from, you don't trust them.



SESSION 8

Establishing and maintaining boundaries



Putting it into practice – Boundary Scenarios

Scenario 1

You are standing in a line at school. Someone you don't know comes up to you and says, "Hey, I heard that you kissed somebody." You do not know this person and you wonder how they got this information because the only person you told was your best friend. How would you handle this with your best friend and the person who has just approached you?

Scenario 2

You keep getting texts from one of your friends at all hours of the day and even late into the night. You like this friend and enjoy spending time with her/him but she/he is starting to get on your nerves. What are your options for solving this?

Scenario 3

One of your teachers always seems to get into your personal space by walking by and patting you on the back or talking really close to you. How would handle this?



SESSION 8

Establishing and maintaining boundaries

Scenario 4

You are dating a person who expects you to spend all of your free time with him/her. You have other friends and activities but you really like this person. The relationship didn't start out this way but has become almost suffocating. You don't want to hurt his/her feelings. What can you do?

Report Back

Group mentors and mentees pairs into smaller groups of 4-5 pairs

Possible discussion questions:

- What was the point of the activity?
- How can we use this outside of these sessions?
- Name 1-2 ways it affected you
- What did you like about it? What didn't you like about it?
- How likely are you to do this type of activity again?



SESSION 9

Tips for successful mentoring



What and why

Create a summary of the workshop

Objectives

develop 10 tips for mentoring

Time

1 hour and 15 minutes

Materials

Whiteboard, pens, markers

Introduction

This session is a review of all the learning during the workshop. The participants should discuss what they consider more relevant for the development of mentoring, taking short messages from this debate. At the end of the session a document should be elaborated, which will include the most useful tips for successful mentoring.

Objectives

Successful mentor-mentee relationships should be fulfilling and beneficial for all the persons involved. Some of the main tips for a more effective and productive relationship are the following:

1. Have realistic goals and expectations. Agree your objectives with the mentee at the beginning of the mentoring relationship, but be flexible enough for them to change - agree changes together and keep revisiting them.
2. Be a friend. Look at common interests as a platform from which to build your relationship.
3. Offer support. Encourage communication and participation. Help create a solid plan of action.
4. Keep communication open. Help your mentee set realistic expectations.
5. Be honest. Be truthful in your evaluations, but also be tactful.
6. Be innovative and creative. Share your ideas, give advice and be a resource for new ideas.
7. Make it fun. Make sure that every discussion includes something amusing which has happened in the previous couple of weeks.
8. Be Positive. One of the most important things you can do as a mentor is to help your mentee develop self-esteem and self-confidence.
9. Be patient, your mentee may not turn up for meetings and may forget to let you know in advance.



SESSION 9

Tips for successful mentoring



11. Listen. Treat each meeting just as important as any other business meeting. Do not cancel/postpone them just because an important business meeting is subsequently requested (unless absolutely essential).
12. Define expectations. Help set up a system to measure achievement.
13. Recognise that the person you are mentoring is the expert; they can only change themselves. Allow them the time and space to explore, to succeed and to fail; and stick with them.
14. Respect the trust your mentee places in you. When your mentee does begin to talk to you about personal matters, be supportive. Remember that you are responsible for building the relationship
15. Be there. Most successful mentors are able to meet with youth on a regular and consistent basis.
16. Make brief notes of each meeting; not only does this help maintain focus and continuity but it also helps when looking back to see what progress you have made together.

The participants have to propose 10 tips from the debate about the mentoring workshop.

Activity

In the introduction of the session the coach should explain the meaning (what and why), and the objectives to the participants.

This particular session aims to review all sessions of the training workshop carried out and extract some key conclusions in form of short messages. The main idea is the collaborative work among the participants.

First, introduce the session so that participants have to know that the 10 tips selected from the debate show the learning of the mentoring workshop (10 minutes).

Then, organise the participants in small groups for the debates. They should share what they have learnt throughout the workshop. The participants have to think about goals and processes they may have learned, considering the main guidelines for the mentoring process. From this discussion, they have to write down the ideas in short messages and identify those which are more useful for a successful mentoring. Working together they have to select the best five tips, which will be presented as a conclusion (30 minutes).

The spokesman or spokeswoman of each group should present the five tips chosen in their group (10 minutes).

After that all participants in the whole group have to identify the final 10 tips as the conclusion of the session. The 10 tips represent the main ideas for successful mentoring so they must be remembered (15 minutes).



SESSION 9

Tips for successful mentoring



Review

The coach should list the final 10 tips to the whole group. It is a good practice to include the comments of all participants at this point. Then it could be highlighted that ideas may overlap.

However, the main advice to conclude the session should be to remark that these 10 tips will become the guidelines for their mentoring activities (10 minutes).

Reference

toolkit to support mentoring work for youth advocacy

<https://www.forbes.com/sites/carolinecenizalevine/2019/01/10/ten-tips-for-a-successful-mentorship/>



SESSION 10

Conclusions



Session 10: Conclusions

What and why

In this final session, review all learning and the key take-away messages. Focus on the next step and implementation.

Main goal

To review, close and thank.

Time

40 minutes

Materials

Computer, whiteboard, projector, newsprint, pens and markers

These activities give everyone the opportunity to reflect on and process the mentoring relationship. In particular for mentees, these activities will help to prepare them to move on and to reflect on what they have gained. Mentors should utilise positive strength-based terminology. Help them define next steps to continue to achieve their personal goals.

Introduction

The programme supports and encourages the transition to an ongoing relationship after the formal programme concludes, it is important to give clear support and guidance to mentor and mentee to transit the relationship successfully e.g., keeping in touch and connecting at key points/milestones.

Adults learn best when they are in a supportive environment.

They want guidance, not competition-they don't want to be put on the spot or feel like they are being tested.

Establishing an 'alumni' for mentors and mentees can be a good way of creating a community. Experienced mentors may consider mentoring another person and the mentee may consider becoming a mentor at a future point in time, thereby creating a ripple effect.

Objectives

To review, close and thank. Agree on the next steps to sustain mentoring and complete the post-training questionnaire. Ask mentoring groups to identify immediate actions they will take to carry on the relationships.

Plan

A match meeting with all parties and/or a special group event if a number of matches are finishing at the same time:

- Share takeaways from participating in the group mentoring program.
- Check-in on the previous week's topic and reflection activity.

Discussion, setting goals for the future and sharing the learned knowledge. Mentees will complete post-test questionnaires and they will have time to celebrate their work and have closure with their mentor/mentee.



SESSION 10

Conclusions



One of the programmes interviewed for this review shared that they try to get feedback from all parties (e.g. mentor, mentee, caseworker, foster parent) about the closing relationship, asking:

- What success factors occurred?
- What did we learn?
- What will you take forward?
- How will we get better?

Activity

Activity 1: Post-training questionnaire

Ask each group to think about strategies, goals, and processes they may have learned about, as well as guiding principles for the mentoring process.

Invite each group to share what they thought was important to remember.

Complete Post-training questionnaire (see below).

Review

Remind participants of the importance of using a support group of fellow mentors/mentees to carry on the skills learned.

References

Ten tips for a successful mentoring <https://frontlineaids.org/resources/step-up-link-up-speak-up-mentoring-toolkit/>

6 Valuable Tips for Building a Mentor Relationship
<https://www.businessnewsdaily.com/3989-mentor-relationship-tips.html>



SESSION 10

Conclusions



Post-training questionnaire

Please rate your experience or confidence in each of these areas after the training.

e.g. 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Very Agree, 5 = Strongly Agree

1. Did you attend as a mentor or a mentee?
1 2 3 4 5
2. Active listening
1 2 3 4 5
3. Building a trusting relationship
1 2 3 4 5
4. Setting objectives
1 2 3 4 5
5. Being part of a mentoring relationship
1 2 3 4 5
6. Speaking up on issues that matter to you (e.g. among your friends, family, or colleagues)
1 2 3 4 5
7. Advocating for issues that matter to you (e.g. in meetings, with elders, or in formal decision-making processes)
1 2 3 4 5
8. Participating in meetings or conferences
1 2 3 4 5
9. Representing your community
1 2 3 4 5
10. Planning advocacy activities like meetings, strategies, and consultations.
1 2 3 4 5
11. Using research and data for advocacy
1 2 3 4 5
12. Setting goals
1 2 3 4 5
13. Making a strategy to meet your goals
1 2 3 4 5
14. Monitoring and evaluating your advocacy work
1 2 3 4 5
15. Motivating and inspiring others
1 2 3 4 5
16. What did you like best about this workshop?
.....

17. What skills have you developed by taking part in this workshop?
.....



SESSION 10

Conclusions



18. Did anything in the training surprise you? If so, what?

.....

19. What were your objectives for taking part in this workshop? Were they met?

.....

20. What action will you take now you have attended this workshop?

.....

21. What support do you need?

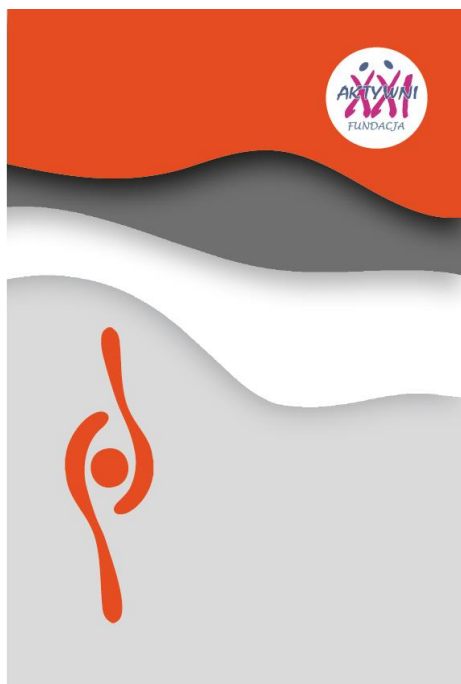
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22. Any other comments or feedback?

.....

9. Appendices

9.1. AMADA Game



AMADA Game Instructions

Version 1.

Each player receives 5 cards. The youngest player starts the game by giving a number from 1 to 5. The player on his/her left reads a question from one of his/her cards corresponding to the given number. The person who gave the number gives an answer (time to answer is 10 seconds). If he/she has no idea of the answer or does not have time to answer the question, the person who read it answers (time to answer is again 10 seconds). The used card is put back in the middle of the table. The game is dynamic and the pace of the game depends on the reflex of the players. This version of the game allows the participants to test themselves under time pressure.

Version 2 (for this version we need a dice)

Each player gets 8 cards. The rest of the cards lie in the middle of the table. Each player throws the dice and the round starts with the one who throws the lowest number. The person who starts the game throws the dice again and the person sitting on his/her right asks him/her a question from one of his/her card corresponding to the number thrown (in case of number 6, the questioner himself/herself invents the missing element of the question he/she is asking).



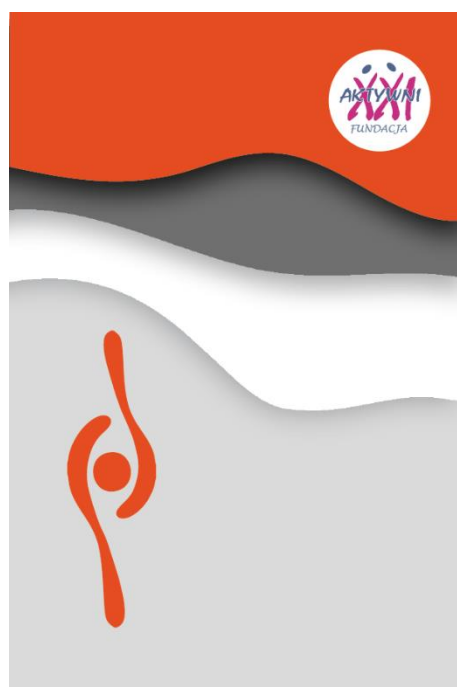
The dice thrower answers. And so, in turn, do all the participants in the game. If the person has no idea of an answer, the questioner can use the option to ask a question from the first card in the pile. A card can only be used once and once used, it should be put back at the bottom of the pile. The game ends when all players have disposed of their cards.

Version 3 (for this version we need a timer and a dice)


Each player gets 8 cards. The rest of the cards lie in the middle of the table. Each player throws the dice and the round starts with the one who throws the lowest number. The person who starts the game turns on the timer, reveals a card and answers the questions within a minute. If he/she manages to answer 5 questions, he/she gets 5 points, 4 questions – 4 points and so on. The person who gets the most points wins.

Version 4.

The person who has the most letters "A" in his/her name and surname starts the game. The cards lie in a pile in the middle of the table. The first player takes a card and reads the questions and the other participants, each in turn, answer 5 questions remembering that the answers cannot be repeated. The game continues until all the cards have been used up.




Give brief instructions how to ...

1. ... send a parcel by post.
2. ... dance the tango.
3. ... get a loan from the bank.
4. ... make a cold cheesecake.
5. ... send an e-mail.
6. 


AMADA

Give brief instructions how to ...

1. ... build a house.
2. ... order a taxi over the phone.
3. ... write an application to the government.
4. ... fix a tap.
5. ... make a date.
6. 


AMADA

Give brief instructions how to ...

1. ... repair a wheel on a bicycle.
2. ... plan a trip abroad.
3. ... write a letter to the court.
4. ... enrol a child in school.
5. ... rent a flat.
6. 


AMADA

Give brief instructions how to ...

1. ... write a complaint.
2. ... buy something on hire purchase.
3. ... dye your hair.
4. ... make a doctor's appointment.
5. ... behave in the theatre.
6. 

AMADA

Say what might be like.

1. games
2. hair
3. travelling
4. food
5. skin
6. 

AMADA

Say what might be like.

1. love
2. trees
3. landscapes
4. bridges
5. friends
6. 


AMADA

Say what might be like.

1. flowers
2. sweets
3. situations
4. mountains
5. shoes
6. 


AMADA

Say what might be like.

1. a sea
2. clothing
3. an excursion
4. a school
5. a museum
6. 


AMADA

What do you do in certain places or situations?

1. You are at the seaside.
2. It is the first day of spring.
3. You are in a museum.
4. You are at the airport.
5. You are in the park.
6. 


AMADA

What do you do in certain places or situations?

1. You are at an amusement park.
2. You are at a wedding.
3. You are at an art exhibition.
4. You are at the police station.
5. You are in a foreign country.
6. 


AMADA

What do you do in certain places or situations?

1. You are in the mountains.
2. It is the first day of winter.
3. You are in an office.
4. You are at a funeral.
5. You are on a sleigh ride.
6. 


AMADA

What do you do in certain places or situations?

1. You are applying for a visa.
2. You are writing an exam.
3. You are in a museum.
4. You are at the airport.
5. You are leaving hospital.
6. 


AMADA

What do you do in certain places or situations?

1. You are in a forest.
2. Someone has lost consciousness.
3. It is hot.
4. You are having guests.
5. It is Easter.
6. 


AMADA

What do you do in certain places or situations?

1. You are in a restaurant.
2. It's New Year's Eve.
3. You have just had a car accident.
4. You are renovating your home.
5. It is a very cold winter.
6. 


AMADA

What do you do in certain places or situations?

1. You are at the lake.
2. It is Women's Day.
3. You are at a christening.
4. You are having the hiccups.
5. You have just won a competition.
6. 


AMADA

What do you do in certain places or situations?

1. You are on the beach.
2. Someone is choking.
3. You are at the market.
4. You are calming a crying baby.
5. You want someone to stop snoring
6. 


AMADA

What do you do in certain places or situations?

1. You are at a wedding.
2. Unexpected guests have just turned up.
3. You are at the gym.
4. You have just won a sports competition.
5. You are in a maze.
6. 


AMADA

What do you do in certain places or situations?

1. The police is at your door.
2. It is a hot day.
3. You are on a rollercoaster.
4. You are on a train.
5. Someone is talking in the cinema at a screening.
6. 


AMADA

What do you do in certain places or situations?

1. You have been bitten by a snake.
2. You are at the swimming pool.
3. Your friend has drunk too much alcohol.
4. You are looking for a new job.
5. You are in church.
6. 


AMADA

What do you do in certain places or situations?

1. A group of teenagers is destroying a flowerbed.
2. Your friend is afraid of a spider.
3. You are about to turn 18.
4. You are in court.
5. You are on a boat.
6. 


AMADA

What do you do in certain places or situations?

1. You are in a mosque.
2. You are receiving a recognition award from your boss.
3. You are at the bowling alley.
4. Your application has been rejected.
5. You are in Greece.
6. 


AMADA

What do you do in certain places or situations?

1. You are in the library.
2. You are before an important exam.
3. You are riding a bicycle.
4. Someone has fainted.
5. You are in the bathroom.
6. 

AMADA

What things can you see ...

1. ... by the sea?
2. ... in Spain?
3. ... in the park?
4. ... in the mountains?
5. ... at a wedding?
6. 


AMADA

What things can you see ...

1. ... in the Netherlands?
2. ... in a bazaar?
3. ... at a hotel?
4. ... at a jeweller's?
5. ... in a courtroom?
6. 

AMADA

What things can you see ...

1. ... in the laboratory?
2. ... in Greece?
3. ... on the Internet?
4. ... in a hostel?
5. ... at a fashion show?
6. 

AMADA

What things can you see ...

1. ... in Egypt?
2. ... at the port?
3. ... on a building site?
4. ... at a party?
5. ... at the circus?
6. 

AMADA

What things can you see ...

1. ... on the Moon?
2. ... in the USA?
3. ... at a concert?
4. ... at the theatre?
5. ... at a magic show?
6. 


AMADA

What things can you see ...

1. ... in the Arctic?
2. ... in a cave?
3. ... at a birthday party?
4. ... on a playground?
5. ... in the Vatican?
6. 


AMADA

What things can you see ...

1. ... on Mars?
2. ... at the philharmonic hall?
3. ... in Japan?
4. ... at a wedding?
5. ... in a garden shop?
6. 


AMADA

What things can you see ...

1. ... in Africa?
2. ... at an auction?
3. ... during an election?
4. ... in a kindergarten?
5. ... at a castle?
6. 


AMADA

What things can you see ...

1. ... at a car race?
2. ... in Canada?
3. ... in a spa town?
4. ... in a gambling hall?
5. ... at the stock exchange?
6. 


AMADA

What things can you see ...

1. ... in China?
2. ... in Noah's ark?
3. ... in underground tunnels?
4. ... in London?
5. ... at a newsagent's?
6. 


AMADA

What things can you see ...

1. ... in hospital?
2. ... in Russia?
3. ... on the beach?
4. ... in the forest?
5. ... in the countryside?
6. 


AMADA

What things can you see ...

1. ... in Mexico?
2. ... by a lake?
3. ... at a wedding?
4. ... at a marathon?
5. ... at the office?
6. 


AMADA

If could speak, what would it tell you?

1. your stomach
2. an envelope
3. a cat
4. a piano
5. a flag
6. 


AMADA

If could speak, what would it tell you?

1. your ear
2. an alarm clock
3. a fly
4. a car
5. a calculator
6. 


AMADA

If could speak, what would it tell you?

1. a typewriter
2. a post stamp
3. a spider
4. a scarf
5. a saw
6. 


AMADA

If could speak, what would it tell you?

1. your computer
2. your neighbour's dog
3. a bee
4. a bicycle
5. your shower
6. 


AMADA

If could speak, what would it tell you?

1. your heart
2. a window
3. a mouse
4. a bathtub
5. a balcony
6. 


AMADA

Give brief instructions how to ...

1. ... write an appeal to the authorities.
2. ... buy something on the internet.
3. ... play the violin.
4. ... make sorbet.
5. ... change a wheel on your car.
6. 

AMADA

If could speak, what would it tell you?

1. your nose
2. a gasket
3. a mosquito
4. a safe
5. a doornail
6. 


AMADA

If could speak, what would it tell you?

1. your hand
2. a lighter
3. a chair
4. a butterfly
5. a tree
6. 


AMADA

If could speak, what would it tell you?

1. your foot
2. a matchstick
3. a lark
4. a post box
5. a pencil
6. 


AMADA

If could speak, what would it tell you?

1. your hair
2. a sailboat
3. a horse
4. an iron
5. a cup
6. 

AMADA

If could speak, what would it/they tell you?

1. your shoulders
2. a compass
3. a goat
4. a washing machine
5. a mug
6. 


AMADA

If could speak, what would it/they tell you?

1. your eyes
2. LEGO bricks
3. a monkey
4. crayons
5. a newspaper
6. 


AMADA

If could speak, what would it/they tell you?

1. your teeth
2. a rope
3. a lion
4. a printer
5. a cloud
6. 


AMADA

Give brief instructions how to ...

1. ... send a courier parcel.
2. ... dance the waltz.
3. ... pickle cucumbers.
4. ... behave at an airport.
5. ... paint a room.
6. 


AMADA

Why do some people ...

1. ... quarrel with their neighbours?
2. ... emigrate abroad?
3. ... neglect their family?
4. ... grow flowers
5. ... break off contact with their family?
6. 

AMADA

What do you feel while ...

1. ... peeling an onion?
2. ... watching a horror movie?
3. ... sitting alone at New Year's?
4. ... going on holiday?
5. ... helping others?
6. 

AMADA

9.2. Questionnaire

This questionnaire can be used independently or as a pre-entry questionnaire before the workshops. The information obtained through it provides valuable insights into seniors' ability and willingness to volunteer in various areas of community life.

date

Questionnaire

Sex: F ☐ M ☐

Please take a moment to think about the questions and answer honestly. The questionnaire is anonymous.

1. What do you fill your time with outside of your everyday responsibilities?

(mark up to 3 answers)

- a. meetings with friends ☐
- b. pursuing my hobbies ☐
- c. helping my family ☐
- d. helping neighbours, friends ☐
- e. watching TV ☐
- f. surfing the internet ☐
- g. going to church / taking part in parish activities ☐
- h. studying / attending a course ☐
- i. I do not know what to do and I am bored/I feel lonely ☐

2. If you had enough strength and health, would you like to volunteer your time to help others? (mark 1 answer)

- a. definitely yes, very much so ☐
- b. I can devote some time to it ☐
- c. I would love to, but I don't know how to go about it ☐
- d. I am already doing it, acting as a volunteer ☐
- e. I don't really feel like it ☐
- f. I am not interested at all ☐

3. If you decided to be a mentor, who would you like to help? (mark up to 3 answers)

- a. people with disabilities ☐
- b. seniors in a difficult life situation ☐
- c. migrants ☐
- d. refugees ☐
- e. families/individuals with social and/or economic problems ☐

4. What difficulties might you face in your work as a mentor? (mark up to 3 answers)

- a. lack of knowledge of how to deal with mentees ☐
- b. unkindness ☐
- c. lack of support from social institutions ☐
- d. human ingratitude ☐
- e. loneliness at such work ☐
- f. lack of hope for improvement ☐
- g. lack of competence needed by the mentor ☐
- h. lack of necessary finances ☐

5. What benefits do you expect from being a mentor? (mark up to 3 answers)

I will ...

- a. meet other interesting people ☐
- b. feel needed by someone ☐
- c. have a good time ☐
- d. learn new things ☐
- e. take up new challenges ☐
- f. feel satisfaction ☐
- g. other (please name the expected benefits).....

.....

6. Have you ever helped people who are not your relatives?

yes ☐ no ☐

7. Only for the ones who answered YES in question 6:

If you still help people who are not your relatives, how often do you do it?

once a month ☐

twice a month ☐

three times a month ☐

four or more times a month ☐

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Co-funded by the
Erasmus+ Programme
of the European Union