S2S Head Mentor Training 2025

SessionLab

🟦 theory 🟩 exercise 🟪 energizer/icebreaker 🟨 break 🟥 discussion/debriefing

TIME			
00:00 3m	🟦	**Introduction (Slides 1-2)**	Welcome and staff/student intros.
00:03 2m	🟦	**Fire Safety and Toilets (Slide 3)**	Quick overview of toilet locations and fire evacuation procedures.
00:05 2m	🟦	**Agenda (Slides 4-6)**	Overview of the training structure, content warning icon, and a detailed look at Part One of the agenda.
00:07 10m	🟩	**Mentor Role Introduction (Slide 7)**	Reflective introduction to the Head Mentor role.
00:17 10m	🟩	**Creating an Accountable Space (Slides 8-9)**	Introduction to S2S as an inclusive, accountable space where all voices are welcome, and participants are expected to take responsibility for the impact of their words and actions.
00:27 15m	🟩	**Understanding Head Mentoring (Slides 10-13)**	Introduce the Head Mentor role and outline key responsibilities, focusing on support, communication, and leading a group of mentors.
00:42 15m	🟪	**Icebreaker + Light and Lively (Slides 14-15)**	Begin with a reflective icebreaker to build connection, followed by a light and lively activity to lift the mood.
00:57 3m	🟦	**Orientation Overview (Slide 16)**	Brief explanation of what orientation will look like, including what is expected of mentors and of head mentors on the day.
01:00 5m	🟩	**Then vs Now: The Mentor Journey (Slide 17 -18)**	Participants practise the Q&A exercise they'll use with their groups during the "Get to Know You" session.
01:05 10m	🟨	**Break (Slide 19)**	10 Min Break
01:15 2m	🟦	**Agenda Section 2 (Slide 20)**	Share the Part 2 agenda to help students stay informed, prepared, and ready for upcoming training activities.
01:17 20m	🟩	**Mentor/Mentee Event Planning (Slide 21 - 23)**	An exercise to get Head Mentors thinking about how to organise their first meet-up with Mentors.
01:37 5m	🟩	**Communication (Slide 24)**	An exercise to get participants thinking about how they'll communicate with their mentors.

TIME			
01:42 10m		**Active listening Recap (Slides 25-26)**	Introduce the principles of active listening by showing what happens when they are absent.
01:52 5m		**GROW Model (Slide 27)**	Explain the GROW model and how it might be used in the context of Head Mentoring.
01:57 20m		**Role Plays (Slide 28)**	Participants are put in pairs to discuss scenarios and put the GROW model into practice.
02:17 10m		**Break (Slide 29)**	10 Min Break.
02:27 2m		**Agenda Section 3 (Slide 30)**	Share the Part 3 agenda to help students stay informed, prepared, and ready for upcoming training activities.
02:29 15m		**Encouraging your Mentors (Slide 31-32)**	Exercise to get participants thinking about keeping their Mentors engaged and involved
02:44 20m		**Monthly Meetings (Slide 33)**	Exercise designed to get participants to take ownership of monthly meetings.
03:04 10m		**Boundaries (Slides 34-35)**	Set out the boundaries for the Head Mentor role.
03:14 5m		**Logging Activity on Odyssey (Slide 36)**	Talk through the process of logging activity on Odyssey to ensure that Head Mentors are comfortable and able to answer questions from their mentors.
03:19 5m		**Summer Task (Slide 37)**	Assign the summer task to kick-start planning for the first Mentor Meet-Up.
03:24 5m		**Recap and Feedback (Slide 38 - 39)**	Share final reminders, answer questions, and ask participants to complete the feedback survey before leaving.
03:29			

TOTAL LENGTH: 3h 22m

✂ Materials

- ☐ Printed Role-Play Scenarios (RP 1–4) – one per group. in Role Plays (Slide 28)
- ☐ Key Discussion Points sheet for facilitators (can be printed or on a tablet). in Role Plays (Slide 28)

S2S Head Mentor Training 2025 - block details

00:00 3m	**Introduction (Slides 1-2)**

Welcome and staff/student intros.

GOAL

- Create a welcoming, inclusive atmosphere.
- Build rapport with introductions and role descriptions.
- Emphasise that S2S is student-led and staff facilitated.
- Ensure students sign in.

INSTRUCTIONS

FOR HYBRID SESSIONS, USE THE HYBRID GUIDANCE DOC TO HELP EXPLAIN TO THE GROUP HOW THE SESSION WILL FUNCTION SO THAT EVERYONE IS INCLUDED.

- **Slide 1:** Welcome students to Head Mentor Training and highlight that S2S is student-led and staff are there to support.
- Start with a go-round: staff share name, where they're from, role, and a fun fact; students follow with name, where they're from, Head Mentor Area, and a fun fact.
- **Slide 2:** Remind students to sign in.

00:03 2m	**Fire Safety and Toilets (Slide 3)**

Quick overview of toilet locations and fire evacuation procedures.

GOAL

- Ensure participants are aware of toilet locations, including gender-neutral and accessible options.
- Communicate clear fire safety procedures, including primary and alternative exit routes.
- Identify the designated assembly point in case of evacuation.
- Promote a sense of safety and preparedness in the training environment.

INSTRUCTIONS

- **Slide 3:**
- **Point out facilities:** male, female, and accessible toilets are at the end of the corridor (left from the training room). Gender-neutral toilets are in the stairwells.
- **Fire safety:** in case of an alarm, use the stairs to the left of the lifts.
- If that exit is blocked, turn right from the training room and use the

stairwell behind the pride flag.

- **Assembly point:** alleyway to the left of the building as you exit through the main door.

00:05
2m

Agenda (Slides 4-6)

Overview of the training structure, content warning icon, and a detailed look at Part One of the agenda.

GOAL

- Help students understand the structure and flow of the training session.
- Prepare students for potentially heavier topics by introducing the content warning icon.
- Give students a clear overview of what to expect in Part One, allowing them time to absorb the information at their own pace.

INSTRUCTIONS

- **Slide 4:** Display the agenda for parts one, two, and three.
- **Slide 5:** Explain that when they see the icon on a slide, it signals a heavier topic—nothing triggering, just a heads-up to stay mindful.
- **Slide 6:** Display agenda for part one.

00:07
10m

Mentor Role Introduction (Slide 7)

Reflective introduction to the Head Mentor role.

GOAL

- Set expectations for the Head Mentor role.
- Gauge students' initial confidence levels in the role.

INSTRUCTIONS

- **Slide 7:** Open Vevox, share QR code, and start poll:

1. How confident do you feel about becoming a Head Mentor?

- Let them know you'll revisit this question at the end of the session.

00:17
10m

Creating an Accountable Space (Slides 8-9)

Introduction to S2S as an inclusive, accountable space where all voices are welcome, and participants are expected to take responsibility for the impact of their words and actions.

GOAL

- Students recognise S2S as an accountable space.

- Students reflect on what an accountable space means and identify the reassurances they need to feel safe and supported.

- The group agrees on shared expectations for behaviour and interaction during the training.

INSTRUCTIONS

- **Slide 8 (5 min):**
  Ask students to log in to the Padlet (www.padlet.com/TCDS2S/accountable) and share what they need from trainers and/or fellow participants to help create an accountable space.
- **Slide 9 (5 min):**
  Trainer talks through the accountable space guidelines with the group and checks that everyone understands and agrees to them.

00:27
15m

Understanding Head Mentoring (Slides 10-13)

Introduce the Head Mentor role and outline key responsibilities, focusing on support, communication, and leading a group of mentors.

GOAL

- Encourage students to reflect on and share their expectations of the Head Mentor role to build a sense of ownership.
- Clarify the purpose and goals of Head Mentoring.
  Provide a clear overview of key weekly and monthly responsibilities.
- Ensure students have access to the full role description for future reference and accountability.

INSTRUCTIONS

Slide 10 (10 min):
- Open Vevox, share QR code, and start poll. Ask students to discuss in groups:

1. What do you expect the Head Mentor role to involve?

- **Slide 11 (2 min):**
  Talk through the Head Mentoring goals.
- **Slide 12 (2 min):**
  Outline the weekly and monthly tasks involved in the role.
- **Slide 13 (1 min):**
  Give students a moment to take a photo of the detailed role description.

Icebreaker + Light and Lively (Slides 14-15)

Begin with a reflective icebreaker to build connection, followed by a light and lively activity to lift the mood.

GOAL

- Encourage personal reflection and empathy.
- Create space for optional, meaningful sharing.
- Build trust and connection within the group.
- Boost energy and engagement.
- Create a sense of shared experience and humour.
- Help students feel more relaxed and connected.

INSTRUCTIONS

- **Slide 14: Icebreaker – Visible Me/Invisible Me (10 min).**

- **Instructions**: Ask each student to share two things:

- **Visible Me** – something people usually notice or know about them.

- **Invisible Me** – something less obvious that others might not know (e.g. a hidden challenge, experience, or part of their identity).

- **Note**: Trainers should go first with prepared, appropriate examples to set the tone and model the level of depth.

- **Slide 15: Light and Lively – Jump If (5 min).**

- **Instructions**: Everyone stands up. Read each statement aloud—if it applies to anyone, they jump

- **Prompts**:

- Jump if you've ever submitted an assignment at 11:59 p.m.

- Jump if your bank card has ever been declined in public.

- Jump if you've attended a lecture in your pyjamas (online or not).

- Jump if you've bought something just for the student discount.

- Jump if you've cried in the library.

- Jump if you've said "we should catch up" and never followed through.

- Jump if you've made friends with someone and instantly forgotten their name.

- Jump if you've joined a society and never gone to a single event.

- Jump if you've sat through a whole class with no idea what was going on.

- Jump if you've ever used your student card to blag your way into something.

- Jump if your definition of "cooking" is pasta with whatever's in the fridge.

- Jump if you've ever had to take clothes out of the laundry basket to wear.

- Jump if you flagged a bus and it didn't stop.

- Jump if you've ever stolen food from your flatmates' shelf.

- Jump if you've ever arranged a mentee meetup and no one came.

<table>
<tr><td>00:57
3m</td><td></td><td></td></tr>
</table>

| 00:57 3m | **Orientation Overview (Slide 16)** |

Brief explanation of what orientation will look like, including what is expected of mentors and of head mentors on the day.

GOAL

- Head Mentors understand what is expected of them on the day of orientation.
- Head Mentors are briefed on mentor responsibilities so they can offer support and answer questions.
- The facilitators can confirm that the Head Mentors understand the practical steps involved in running orientation sessions.

INSTRUCTIONS

- **Slide 16:**
- Let participants know that this content will be covered in detail at a later session.
- The date hasn't been confirmed yet, but once it is, it will be emailed to them.
- Emphasise that attendance is mandatory, so they should add it to their diary as soon as they receive the email.

| 01:00 5m | **Then vs Now: The Mentor Journey (Slide 17 -18)** |

Participants practise the Q&A exercise they'll use with their groups during the "Get to Know You" session.

GOAL

- Encourage participants to reflect on their own experiences as mentors and the questions they once had.

- Create space for discussion and sharing to normalise common feelings and challenges.

- Highlight shared experiences across the group, regardless of differences like online vs in-person mentoring.

INSTRUCTIONS

- **Slide 17**: Open Vevox, share QR code, and start poll:

1. What questions did you have when you became a Mentor?

- Ask participants to consider the needs of their current mentors and mentees.

- **Slide 18:** Show feedback from mentors in previous years.

01:05
10m
Break (Slide 19)

---

10 Min Break

GOAL

- Rest and recover.

INSTRUCTIONS

- Break for 10 minutes.

01:15
2m
Agenda Section 2 (Slide 20)

Share the Part 2 agenda to help students stay informed, prepared, and ready for upcoming training activities.

GOAL
Goals:

- Provide students with a clear overview of what to expect in Part 2 of the session.

- Allow time for students to visually capture the agenda for reference.

- Support students in staying informed and prepared for the remainder of the training.

INSTRUCTIONS
Slide 20:

- Display the agenda for Part 2 of the session.
- Give students a moment to read through it and take a picture if they'd like.

Mentor/Mentee Event Planning (Slide 21 - 23)

An exercise to get Head Mentors thinking about how to organise their first meet-up with Mentors.

GOAL

- Participants will begin thinking about that first meet-up with their Mentors.
- Participants practice event planning with others.

INSTRUCTIONS

- **Slide 21 (3 min):**
- Briefly explain the three key events Head Mentors will plan throughout the year:
- **First Meet-Up** – An informal gathering early in the year to help mentors get to know each other and begin planning.
- **Orientation Debrief** – A reflective check-in after orientation to share how things went and support any mentors who need it.
- **Check-In with Your Mentors (Hilary Term)** – A second-term meet-up to reconnect, re-energise, and see how mentors are getting on.
- **School Event** – A more structured event for their School or subject group, often involving mentees. This can be social, academic, or both.

- **Slide 22(2 min):**
- Share dates for the calendar

- **Slide 23:**
- **Part 1 (10 min)**
- Split participants into small groups of 3–4.
- Ask each group to:

1. Choose a date and possible location for their First Mentor Meeting.
2. Plan a simple activity.
3. Delegate tasks among the group

- **Part 2 (5 min).**
- Present the plan to the group

01:37 5m Communication (Slide 24)

An exercise to get participants thinking about how they'll communicate with their mentors.

GOAL

- Participants are encouraged to think about how they will communicate with their mentors.
- Facilitators are able to cover general communication guidelines.

INSTRUCTIONS

Slide 24
Part One (2.5 min):

- Get groups to come up with one good idea for maintaining group communication. It doesn't need to be super innovative—start with the basics.
- Discuss.

Part Two (2.5 min):

After sharing ideas, review and ensure the following key points are covered:

- Get your mentor group set up on social media as soon as possible and keep the group active.
- Not everyone uses social media, so continue to communicate via email as well.
- All mentors will be given your Gmail address, and it will be listed on the website. Mentors are expected to cc you on emails and invite you to meet-ups, so check your Gmail regularly.
- Promote events on class social media pages and make sure class reps are aware and invited where appropriate.
- Use mail merge for more personalised group emails when possible. Look it up on YouTube if you aren't familiar with how it works.

01:42 10m Active listening Recap (Slides 25-26)

Introduce the principles of active listening by showing what happens when they are absent.

GOAL

- Participants are reintroduced to the principles of Active Listening.

INSTRUCTIONS

Elicit responses before giving examples.

Slide 25 (5 min):
1. Recap the principles of active listening:

- Stay present
- Use open body language
- Show genuine interest
- Avoid interrupting
- Reflect on key points

2. Discuss poor listening habits: Facilitators explain common pitfalls to avoid:
- Poor body language (e.g. crossed arms, lack of eye contact)
- Poor tone of voice (e.g. dismissive, sarcastic)
- Time pressures (e.g. rushing the conversation)
- Distractions (e.g. phones, thinking about what to say next)
- Lack of empathy
- Offering advice too quickly or when it's not needed

Slide 26 (5 min):
3. Introduce key communication techniques:

- Reflection – repeating back what someone said to show understanding
- Paraphrasing – summarising in your own words to clarify meaning
- Summary – briefly bringing together key points from a conversation

4. Explain different types of questions:
- Open question – invites longer answers and conversation (e.g. "How did that feel?")
- Closed question – can be answered with yes/no or a short response (e.g. "Did you enjoy it?")
- Hypothetical question – explores possible scenarios (e.g. "What would you do if...?")
- Leading question – suggests a preferred answer (e.g. "Don't you think that was unfair?")
- Judgmental question – implies criticism or disapproval (e.g. "Why would you do that?")
- Inappropriate question – invades privacy or crosses boundaries (e.g. personal questions that aren't relevant or respectful)

01:52
5m

GROW Model (Slide 27)

Explain the GROW model and how it might be used in the context of Head Mentoring.

GOAL
- Participants are armed with a method for conducting active listening with their mentors.
- Boundaries are re-established and the importance of referral is reinforced.

INSTRUCTIONS

Slide 27:

Build on the active listening training by introducing the **GROW model** as a simple structure for supportive conversations with mentors:

- **G – Goal:** What would they like to see happen? What's the ideal outcome?
- **R – Reality:** What's the current situation? How do they think and feel about it?
- **O – Obstacles:** What's getting in the way? What options do they see?
- **W – Will:** What action will they take? What support do they need?

Encourage Head Mentors to use their active listening skills—listen fully before offering suggestions. Remind them that they or the mentor can always reach out to the S2S Coordinator for support.

01:57 20m	**Role Plays (Slide 28)**

Participants are put in pairs to discuss scenarios and put the GROW model into practice.

GOAL

- Practice responding to common mentoring challenges as a Head Mentor.
- Apply active listening skills and the GROW model in realistic scenarios.
- Encourage collaborative problem-solving and sensitivity to mentor needs.
- Clarify when and how to escalate issues to the S2S Office.
- Promote reflection on boundaries, judgment, and appropriate support.

INSTRUCTIONS

Slide 28:

Part 1 (15 min)

- Divide participants into 4 groups.

Explain:

1. You'll be working in small groups to explore real-life situations you might come across as a Head Mentor.
2. Each group will get a different scenario.
3. I'd like you to read through the scenario together and think about how you would respond to the mentor, keeping your response both sensitive and practical.
4. Once you've talked it through, you'll role-play the scenario within your group to practise how that conversation might go.
5. You'll have 10 minutes for this.
6. Facilitators will be moving around to support you as you work.

- Hand out one scenario to each group.

MATERIALS

- Printed Role-Play Scenarios (RP 1–4) – one per group.
- Key Discussion Points sheet for facilitators (can be printed or on a tablet).

- Walk around the room as groups work—observe, answer questions, and guide discussion as needed.
- Use the Key Discussion Points sheet to prompt reflection, check for understanding, and help groups think through their response.
- Encourage groups to practise using active listening and the GROW model where appropriate.

Part 2 (5 min)

Full Group Discussion Prompt:

1. Let's come back together for a quick reflection.
2. Was anyone surprised by a challenge or difficulty that came up during your role play?
3. Can you share an example of something that stood out—whether it was a reaction, a decision, or just something trickier than expected?"

Follow-up prompts (if needed):

1. What made that situation challenging?
2. How did your group decide what to do next?
3. Was there anything you felt unsure about responding to?

02:17
10m
Break (Slide 29)

10 Min Break.

GOAL
- Rest and recover.

INSTRUCTIONS
- Break for 10 minutes.

02:27
2m
Agenda Section 3 (Slide 30)

Share the Part 3 agenda to help students stay informed, prepared, and ready for upcoming training activities.

GOAL
Goals:

- Provide students with a clear overview of what to expect in Part 2 of the session.

- Allow time for students to visually capture the agenda for reference.

- Support students in staying informed and prepared for the remainder of

the training.

Slide 30:

- Display the agenda for Part 3 of the session.
- Give students a moment to read through it and take a picture if they'd like.

02:29
15m

Encouraging your Mentors (Slide 31-32)

Exercise to get participants thinking about keeping their Mentors engaged and involved

GOAL

- Participants are reminded of why they became a Head Mentor.
- Participants begin thinking about ways to encourage their Mentors.

INSTRUCTIONS

- **Slide 31 (3 min)**
- Revisit the slide showing the rise and dip in the mentor-mentee cycle. Remind participants that this reflects the W curve they saw during Mentor Training.

- **Slide 32 (12 min)**
- Open Vevox, share QR code, and start poll.

1. What motivated you to become a Mentor?

- Have a brief conversation about Head Mentor recruitment challenges and the critical role participants play in encouraging next year's applicants.

02:44
20m

Monthly Meetings (Slide 33)

Exercise designed to get participants to take ownership of monthly meetings.

GOAL

- Help Head Mentors understand the purpose and value of monthly meetings.
- Reinforce the importance of consistent attendance and active participation.
- Practice the structure and roles involved in a typical meeting (facilitator, minute taker, time keeper).
- Explore practical solutions to low mentor engagement using real-time discussion and collaboration.
- Prepare Head Mentors to lead and contribute effectively to future

meetings.

- **Slide 34**

  Group Discussion – Setting the Context (5 min)

1. What role do you think you play in the monthly meetings?
2. Why do you think they happen?
   Follow-up:
3. What do you think happens when attendance is low or Head Mentors stop showing up?

   Briefly explain:

- Monthly meetings are mandatory and designed to keep communication open, offer support, and troubleshoot issues together.
- Low attendance makes it difficult to share updates, maintain momentum, and spot problems early.

  Explain the Meeting Structure (2 min)

  In each monthly meeting, there are three rotating roles:

1. **Facilitator** – leads the meeting and keeps the discussion on track
2. **Minute Taker** – records key points and actions
3. **Time Keeper** – ensures the agenda runs on time

   Run a Mini Practice Meeting (13 min)

- Divide participants into small groups.
- Assign or ask for volunteers to take on the 3 roles.

  Agenda Item: Low engagement from Mentors.

  Context for the time of year:

- It's late February, just before Reading Week.
- S2S Awards Ceremony is in April.
- Recruitment for next year's Mentors and Head. Mentors is about to launch.

  Groups spend time discussing the agenda item in role, focusing on:

1. What they're seeing or hearing.
2. Possible reasons for the drop-off.
3. Ideas for re-engaging mentors.
4. Any actions they can take before the recruitment and awards season.

03:04 10m | Boundaries (Slides 34-35)

Set out the boundaries for the Head Mentor role.

GOAL

- Clarify the supportive, not supervisory, role of Head Mentors.
- Reinforce the importance of setting boundaries and working within defined limits.
- Ensure Head Mentors understand practical guidelines for 1:1 meetings and drop-ins.
- Encourage safe, sustainable ways to offer support without overextending themselves.
- Participants are reminded of the value of referrals.

INSTRUCTIONS

- **Slide 34 (5 min)**

- You're here to guide and support—not to take on everything. Know your limits.
- Think of yourself as the good cop—you're a positive support, not the enforcer.
- You don't have to be friends with your mentors—just friendly and approachable.
- Don't spend your own money—never go out of pocket for anything.

1:1 meetings follow the same rules as mentors:

- Weekdays, 9–4.
- Public spaces only.
- No home visits or late meetups.
- If you want to run drop-in hours or check-ins, that's great—but we recommend doing it in pairs, especially for online support, so no one is left on their own.

Slide 35 (5 min)

- Go through examples of what would and would not be considered an emergency.

03:14 5m | Logging Activity on Odyssey (Slide 36)

Talk through the process of logging activity on Odyssey to ensure that Head Mentors are comfortable and able to answer questions from their mentors.

GOAL

- Participants become familiar with the logging process on Odyssey and feel comfortable answering the mentor's questions.
- Expectations for monitoring groups' activity are set, and guidelines are communicated.

INSTRUCTIONS

Logging Activity on Odyssey
Remind volunteers of logging processes using the test site found on SharePoint:

- We'll be checking activity regularly and following up with anyone who isn't logging—this means Mentors may come to you with questions.
- This is a new system, so glitches might happen. If you can't figure out the issue, ask the student to contact us directly.
- You should also be logging your own activity—Head Mentors are included!

Logged activity helps us with:

1. Awards
2. References
3. Selection of future Head Mentors

03:19
5m

Summer Task (Slide 37)

Assign the summer task to kick-start planning for the first Mentor Meet-Up.

GOAL

- Participants will begin to think about connecting with their Mentors and organising their first event.
- Participants start to take ownership of their role over the summer.
- Participants connect with their Head Mentor buddies prior to the year starting.

INSTRUCTIONS

- **Slide 37:**
- Over the summer, work with your Head Mentor buddy to plan your first Mentor Meet-Up.

You'll need to decide:

1. A date
2. A location
3. An activity

- Use what you've learned in training to plan and organise the meet-up.
- **Submit your plan to the S2S team by 30th August**
- **Invite your group of Mentors**

☐ This task is part of your training and must be completed to be fully trained as a Head Mentor.

03:24
5m

Recap and Feedback (Slide 38 - 39)

Share final reminders, answer questions, and ask participants to complete the feedback survey before leaving.

GOAL

1. Reinforce key reminders and action items before orientation.
2. Provide space for final questions and reflections.
3. Evaluate confidence levels and gather participant feedback.

INSTRUCTIONS

Slide 38:

Run through key reminders:

1. Orientation date.
2. Passwords for email accounts (will be sent soon).
3. Look through the Head Mentor Handbook before orientation.
4. Send your bio and photo for the website.

- Display the feedback survey link (or QR code) and ask everyone to complete it before leaving.

Slide 39:

- Give participants time to ask any final questions.
- Ask how confident they feel about becoming a head mentor now.