

S2S Mentor Trainer Training 2025



Jan 29, 2025

In person training for S2S Mentor Trainers in 2025

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

TIME		
00:03	FACILITATOR NOTES	
00:03 20m	The Panic Experiment	<p>One trainer is waiting in the room when trainees start showing up. The other Trainer comes in late in a flurry and apologetic.</p> <ul style="list-style-type: none"> • Ask trainees to help set the room. Instruct them on laying out the chairs, finding biscuits and paperwork in the cupboard. Give them a list of required materials. • One trainer takes a couple of people down to the kitchen to make up a hot water urn, while the other does the “in the room” tasks like sign-in sheet, laptop etc. <p><i>Each trainer should pay one person in their group a light-hearted compliment (clothing, hair style etc.)</i></p> <ul style="list-style-type: none"> • Once everything is set-up, ask trainees what would have made the situation less stressful. Explain that because the room has multiple uses it will rarely be the way they’d like to find it. Ask the people who went to get the urn to show the others how it works. Ask the people who set the laptop etc. to explain it to the others. • Note that if the training session starts at 10am, you shouldn’t sign-up for it unless you can get there beforehand to make sure things are ready, and that there is 30 minutes additional pay for them to use for setup and clean up. • Explain that we are about to embark on a session about how to deliver experiential training, and that it has already begun. “Experiential” means getting a hands-on introduction to materials, and allowing space to reflect on what is being learned as you go. Show them Kolb’s theory in the form of the learning cycle diagram.
00:23 15m	Trainer Skills	Go through the skills they will be developing over the next 3 hours
00:38 8m	The Experiential Learning	Go through the experiential learning cycle and why we use it for Mentor Training
00:46 2m	Fire safety and toilets	

TIME		
00:48 15m	Accountable space	Introduction to S2S as, above all, an inclusive but accountable space. This means that people should be free to voice their differences, but always in an accountable way. We must always be aware of, and accept responsibility for, the way that what we say and what we do impacts other people.
01:03 5m	BREAK	
01:08 10m	Getting to Know You Icebreaker	Short icebreaker designed to "break the embarrassment barrier" and to encourage people to speak in the room. Should also help to increase connection between participants.
01:18 15m	Casting your mind back	Participants practice with padlet and remember what it was like to be in the training room. Ask them to submit questions they had when in the training room
01:33 15m	Managing a group	Group discusses the last activity and working as a group
01:48 15m	Problem Solving	Exercise to get volunteers thinking about how to address issues they may encounter in the training room
02:03 10m	Agree to Disagree?	Trainees are given statements and decided whether they agree or disagree.
02:13 10m	BREAK	
02:23 10m	Tell your story	Talk through telling your story, highlighting what trainees should consider before sharing a story.
02:33 5m	Working the room	
02:38 5m	Working with a co-trainer	
02:43 1h 00m	Put it into Practice	Trainees are split into 2's where they will plan and practice their given section. They will then practise it in front of the group
03:43 3m	Logistics	Discuss the Rota, Calling in sick and making swaps. Where the training materials are and the sign in sheets.
03:46 3m	Getting Paid	Introduce the practicalities of the role. How they will be getting paid and setting up a PPS number.
03:49 2m	Feedback	Collect training feedback and give space to students who may have questions/concerns
03:51		

TOTAL LENGTH: 3h 48m

🔗 Materials

www.padlet.com/TCD998/accountable-space

- ☐ www.padlet.com/TCDS2S/accountable in Accountable space
- ☐ www.padlet.com/TCDS2S/new2TCD in Casting your mind back
- ☐ Roleplay cards in Managing a group

S2S Mentor Trainer Training 2025 - block details

00:03
0

FACILITATOR NOTES

00:03
20m

The Panic Experiment

One trainer is waiting in the room when trainees start showing up. The other Trainer comes in late in a flurry and apologetic.

- Ask trainees to help set the room. Instruct them on laying out the chairs, finding biscuits and paperwork in the cupboard. Give them a list of required materials.
- One trainer takes a couple of people down to the kitchen to make up a hot water urn, while the other does the “in the room” tasks like sign-in sheet, laptop etc.

Each trainer should pay one person in their group a light-hearted compliment (clothing, hair style etc.)

- Once everything is set-up, ask trainees what would have made the situation less stressful. Explain that because the room has multiple uses it will rarely be the way they’d like to find it. Ask the people who went to get the urn to show the others how it works. Ask the people who set the laptop etc. to explain it to the others.
- Note that if the training session starts at 10am, you shouldn’t sign-up for it unless you can get there beforehand to make sure things are ready, and that there is 30 minutes additional pay for them to use for setup and clean up.
- Explain that we are about to embark on a session about how to deliver experiential training, and that it has already begun. “Experiential” means getting a hands-on introduction to materials, and allowing space to reflect on what is being learned as you go. Show them Kolb’s theory in the form of the learning cycle diagram.

GOAL

- Instill confidence in the volunteers and emphasise the value of the students’ roles
- Establish a sense of ownership of the programme with the volunteers
- Facilitators are introduced as source of knowledge and experience
- Expectation setting for participants – outline what is expected of them as Mentors

INSTRUCTIONS

- Introduce yourself (name, course, time with S2S)
- Purpose of the training - to give some hands on experience of the mentor role, so that volunteers know what to do and are comfortable being mentors.
- This is Student 2 Student - as student volunteers, this is their programme. Staff are on hand to facilitate, support and share learning, but they are not in charge -

YOU ARE!

- Introduce staff if they are present.

00:23
15m

Trainer Skills

Go through the skills they will be developing over the next 3 hours

GOAL

- Trainees understand the skills needed to be an effective trainer
- They consider these skills when providing training
- They understand these are developed over time

00:38
8m

The Experiential Learning

Go through the experiential learning cycle and why we use it for Mentor Training

INSTRUCTIONS

Experiential learning is an immersive, participant focused, active approach to learning that involves experiential learners of all ages, backgrounds and experience levels in a emotionally engaging learning experience

1. Concrete Experience: actually practicing and having a chance to try something
2. Reflective Observation: Thinking about the experience and having a chance to analyse what went well and what didn't
3. Abstract Conceptualization: Thinking how you might be able to make it work better
4. Active Experimentation: giving it a go

it's not about your expertise. We're all learners in the room.

00:46
2m

Fire safety and toilets

GOAL

- Health and Safety

INSTRUCTIONS

- Tell trainees where to find toilets (male, female and accessible in the hall at the end of the corridor (left turn from the training room), gender neutral bathrooms in the stairwells.
- Fire safety: please use the stairs to the left of the elevators to evacuate in the case of an alarm.
- If this exit is blocked, turn right from the training room and evacuate down the stairwell behind the pride flag.
- Assembly is in the alleyway left of the building as you exit through the main door

00:48
15m

Accountable space

Introduction to S2S as, above all, an inclusive but accountable space. This means that people should be free to voice their differences, but always in an accountable way. We must always be aware of, and accept responsibility for, the way that what we say and what we do impacts other people.

MATERIALS

- www.padlet.com/TCDS2S/ac

GOAL

- Students identify S2S as an accountable space
- Students begin to consider what accountable space means, and the reassurances they need to operate within an accountable space
- The group reaches an agreement about how they will behave and interact for the remainder of the training

INSTRUCTIONS

- Speak through the difference of Safe, brave and accountable space
- Ask students to log on to the padlet (www.padlet.com/TCDS2S/accountable) and to submit things they require from trainers and/or fellow participants for this to be an accountable space.
- Trainer talks through them and makes sure everyone in the room agrees.

01:03
5m

BREAK

01:08
10m

Getting to Know You Icebreaker

Short icebreaker designed to "break the embarrassment barrier" and to encourage people to speak in the room. Should also help to increase connection between participants.

GOAL

- A sense of connection is created, participants (and facilitators) get to know one another, pronouns are accurately established, and not assumed
- Participants get to know facilitators, makes them more comfortable sharing and asking questions
- All participants have to speak to the group, breaks the embarrassment barrier
- Solid reasons are provided for running icebreakers, participants are discouraged from skipping it and are given resources to find other ideas

INSTRUCTIONS

- Ask group how we should divide up the group
- Participants are asked to pair up with someone they don't already know. Tell them you expect to see movement! Trainers should join wherever possible (if there is an

odd number one trainer should join, if an even number both trainers should join, but not pair with each other!)

- Participants should tell each other the following bits of information:

•Name •Pronoun (he/she/they etc.) •One reason why this is the icebreaker we use •Last song/piece of music you remember listening to

- Allow some time for general chat at the end, then reconvene the group and ask each participant to introduce their buddy to the room, using the information from the bullet points.
- Discuss the importance of icebreakers
 - Getting to know one another
 - Identifying talking points and common interests
 - Breaking the "embarrassment barrier"
- Where can you find other icebreaker ideas?
 - Mentor handbook
 - Online

01:18
15m

Casting your mind back

Participants practice with padlet and remember what it was like to be in the training room. Ask them to submit questions they had when in the training room

MATERIALS

- www.padlet.com/TCDS2S/ne

GOAL

- Participants reflect on own experiences as mentors in the training room and common concerns are noted
- Participants realise they were not alone in their uncertainty, and their confidence in admitting what they don't/weren't sure of increases
- Discussion and sharing of personal experience normalises feelings of the group
- Participants see that there are common experiences in the room, across the cohort and across other years and that where there are differences (online vs in person) similarities endure

INSTRUCTIONS

- Ask group how we should mix the group up to be paired with someone new. Take their suggestion and divide the group.
- Launch the padlet, and ask trainees to cast their minds back to being in the mentor training room for the very first time (online or in person). As a group, discuss the question and then decide what to post on the padlet, each group should submit at least 3 questions.
- When a few have come in, throw one back to the room to ask if there is anything they can do as trainers to help new trainees who might be experiencing these things. Have trainees come up and do the same thing.
- Invite to trainees to control the Padlet and take notes on it during the discussion – help them all to be familiar with the platform.

Try to make sure the following are covered:

- Leading by example
- Encouraging participant engagement
- Doing with, not for the trainees

BACKGROUND

Based on Nicholas Bowskill's Student Generated Induction model

01:33
15m

Managing a group

Group discusses the last activity and working as a group

MATERIALS

- Roleplay cards

GOAL

- Trainees get experience of some of the challenging characters they might come across
- They get to practice using the talk around method

INSTRUCTIONS

- Have groups stay in the same group and have them discuss how they felt about the last activity. Challenges working as a group. Did everyone participate? Did anyone dominate?
- Hand each trainee a role they are to play in this group, not letting the others know.
 - Facilitator
 - Keeps talking over people and disrupting
 - Very shy and doesn't speak up
 - Thinks their idea's are the best
- Have trainees come back and reveal the roles they were playing. Now in the same group, using the talk around have them discuss how they found that activity and how they would manage those characters in the room.

01:48
15m

Problem Solving

Exercise to get volunteers thinking about how to address issues they may encounter in the training room

GOAL

- Volunteers are aware of issues that may arise between themselves and their buddies
- Volunteers know how to assert expectations, and to address common issues with these not being met by one or more of their fellow volunteers
- Support available to the volunteers is reasserted

INSTRUCTIONS

- As trainees how we should split the room again to find a new partner.

- Split group into pairs, and ask them to nominate “Person A” and “Person B”. “A” is the Mentor trainer, and “B” is a disruptive participant. Either the person who keeps talking over people or the person who thinks their ideas are the best
- “A” should imagine that they’ve tried a light-hearted silencer, a stern look and hovering near “B”, but that everything they do only seems to encourage “B’s” behaviour. “B” should imagine that they already know they’ll be a great mentor, and they think they’re great ideas would benefit everyone. They’re not doing anything wrong, and the trainer just needs to calm down and take it less seriously.
- After 5 minutes, ask the participants to reflect on how the role play went. Any successful phrases/moments?

What are their feelings about conducting role plays?

If anyone names a concern/discomfort, throw it back to the room to see if anyone can suggest a way around that.

02:03
10m

Agree to Disagree?

Trainees are given statements and decide whether they agree or disagree.

ADDITIONAL INFO

GOAL

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INSTRUCTIONS

- Ask trainees to stand in a line going down the middle of the room. Tell them to move towards the window if they agree, and towards the wall if they disagree with the following statements:
 - It's OK to let someone in if they're late to the session
 - Trainees can leave early if they need to
 - The timing of each element of the session has to be adhered to with precision
 - It's OK if the training session runs over
 - You can skip the break if necessary
 - You should talk to your co-facilitator before the session about how you're dividing it up

02:13
10m

BREAK

02:23
10m

Tell your story

Talk through telling your story, highlighting what trainees should consider before sharing a story.

INSTRUCTIONS

- Talk through telling your story
- highlight the things to consider before sharing a story
- Put it to the group if anyone has an example of hosting an event they want to share that can add to a training.

02:33
5m

Working the room

INSTRUCTIONS

Trainers ask the group to reflect on an example they've experienced during the session of the following:

- Complimenting a participant (or 2)
- Remembering something that has been shared
- Recognising valuable contributions
- Asking, not telling
- Allowing conversation and engagement outside of activities

Any other suggestions for working the room?

02:38
5m

Working with a co-trainer

GOAL

Trainees are considerate of the person they are working with

Trainees reflect on what they need from their co-trainer and what they need from them

INSTRUCTIONS

- Trainer puts it to the group to share what they need from their co-trainer when delivering a session
- Write down on the screen what they are sharing

02:43
1h 00m

Put it into Practice

Trainees are split into 2's where they will plan and practice their given section. They will then practise it in front of the group

GOAL

- Trainees are given a chance to practice delivering part of the training
- They have a chance to prepare, discuss, understand what is needed in order to feel confident to deliver training
- They can practice in a safe environment with their peers also doing the same.

INSTRUCTIONS

- Put to the group how we should split into 2's and then divide
- Give each group the section they will be preparing for and delivering.
- Encourage groups to move around, practice, use the laptop, ask each other questions.
- They are given 20 mins to prepare their section
- Each group then has 10 mins to deliver their section
- Mistakes and questions through out are encouraged
- Reflect back to the group how they felt delivering their section

03:43
3m

Logistics

Discuss the Rota, Calling in sick and making swaps. Where the training materials are and the sign in sheets.

GOAL

- Participants understand the concepts behind non-directive listening and have the basic tools needed to signpost/refer
- Participants understand that giving advice can be unhelpful
- Participants have tools for helping mentees to feel heard and to support sensitive referrals and signposts

INSTRUCTIONS

- Facilitator explains non-directive listening and WHY ADVICE IS NEVER APPROPRIATE
- Facilitator explains how to reflect, paraphrase, and summarise what you have heard using the example in the slides, before you make a signpost/referral, so that the person doesn't feel like you're pushing them away
- Go through the types of questions that are helpful and unhelpful, asking the group if they can explain what each questions is.

03:46
3m

Getting Paid

Introduce the practicalities of the role. How they will be getting paid and setting up a PPS number.

GOAL

- Participants see an over-exaggerated example of poor support
- Participants are encourage to reflect on good and bad practices and facilitators are able to highlight any they may have missed

INSTRUCTIONS

- Mentor trainers resume the session by stating that the best way to demonstrate what active listening is, is to show you what it is not. One trainer pretends to be a mentee in need of help, and the other trainer pretends to be a really bad mentor who doesn't listen or pay attention. Try to cover the following issues:

•Body language •Eye contact •Distractions •Time •Poor advice •Sympathy vs Empathy

- Ask the group if they can identify what didn't work well before going to the slide which details these errors.
- Ask the group to demonstrate good body language etc, but exaggerate what they need to do (feet flat on the floor, hands in an open position on the knees, lean forward to demonstrate interest, maintain eye contact...) This should look and feel extremely unnatural. Explain that if you are uncomfortable, anyone nervous of talking will assume you are uncomfortable with what they are saying, so the key thing is to be comfortable, and genuinely interested.
- Suggest booking the 1:1 room in House 47 for private meetings, or using coffee shops etc., make sure you get there before the mentee and sit with your back to the distractions! We naturally talk more when we're not in direct eye contact (walking, driving, on the bus, washing up etc.) but if you are genuinely distracted when someone opens up you may never re-earn their trust.
- In active listening, all advice is considered bad advice. Suggest, signpost, explore options, but never tell someone what they should do - it's not empowering.

03:49
2m

Feedback

Collect training feedback and give space to students who may have questions/concerns

GOAL

- Wrapping-up

INSTRUCTIONS

- Participants are given the link to the Qualtrics feedback survey and asked to fill it out before leaving
- If they don't feel confident about any element of their role now, it's important that they use this feedback form to anonymously name anything they are unsure of, so we can make sure it's well covered in the Blackboard module.
- The trainers will remain behind and if you have any 1:1 questions, you can talk to them now, or they can ask for an appointment with Ralph or Shauna (book online)