

S2S Mentor Training 2025

Feb 11, 2025



In person training for S2S Mentors in 2025

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

TIME		
00:00	Facilitator Notes	<p>Make sure the network cable is plugged in to the laptop, then sign-in with the credentials provided by SCS.</p> <p>Plug in the HDMI cable and the sound cable attached to the VGA wire, and make sure the "on" button on the panel is lit up to connect to the projector screen.</p> <p>Padlet Log-in is: student2student@tcd.ie</p> <p>Password: S2SR00lz!</p> <p>Agree between you:</p> <ul style="list-style-type: none">• The three unique places they should include on their campus tours <p>This is an experiential training, so try to deliver it through an exercise or discussion wherever possible.</p> <p>Avoid the didactic - get trainees to tell you the answer whenever possible, even if you know it.</p> <p>Speak as little as possible, try to turn questions back on them, this is not a lecture!</p> <p>Try and set up a space/area for coats and bags before people come into the room, and let them know that they will be switching chairs a lot, so it's better not to be burdened with anything they can't carry.</p> <p>Encourage them to bring phones with them, though.</p>
00:00 2m	Assigning Characters	Give each participant a character card once everyone is seated.
00:02 2m	Fire safety and toilets	
00:04 2m	Introduction & Agenda	
00:06 3m	The mentor role	Brief explanation of the Mentor role: social interaction, information and basic emotional support
00:09 5m	Log your activity	Demonstrate how to log the training and ask participants to log theirs now, including what they are expecting to learn from today's session - bring any issues to trainer as soon as possible.

TIME		
00:14 6m	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.
00:20 5m	Diversity	This also means being open to exploring and learning about our unconscious biases. We have to provide an inclusive, non-judgemental service outside of personal beliefs/opinions, even when people's experience seems completely alien to our own.
00:25 1m	Orientation Expectation Setting	Brief explanation of what Mentors are being trained for in the subsequent exercises relating to Orientation (Icebreaker, Q&A, campus tour and library tour, but not necessarily in that order!)
00:26 15m	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.
00:41 13m	Q&A	Participants practice the Q&A exercise they will be asking their groups to do with them during Orientation
00:54 2m	How to encourage questions	Brief explanation of how to get your group asking questions
00:56 4m	Library tour	Data gathering exercise to determine what information/knowledge Mentors need to be able to deliver Library tours
01:00 15m	Campus Tour	Introduction to TCD Sense Map and thinking around essential tips for tours.
01:15 5m	Tell Your story	Trainers give one real life example of running an orientation - what was it like for them?
01:20 3m	Why You?	Brief discussion why it's important that the support comes from the volunteers, as fellow students.
01:23 2m	Character update 1 - orientation	Character update following orientation
01:25 10m	BREAK	
01:35 5m	Emails and Communication Platforms	Talk to Mentors about the key things to remember about email, and social media communications
01:40 5m	Emails in action	Exercise to solidify group's understanding of email principles
01:45 10m	Social Meetups	Gather some ideas for social interaction and get Mentors thinking about types of events and how to make them inclusive
01:55 5m	Inclusive events	Show the group the "inclusive rainbow" of event planning, and briefly discuss.

TIME		
02:00 3m	Tell Your story	Trainers give one real life example of running a meetup - what was it like for them?
02:03 2m	Character update 2 - first reading week	Character update following first half of term
02:05 12m	Conflict resolution	Exercise to get volunteers thinking about how to address issues they may have with their buddy/buddies
02:17 10m	Concerns about self-harm or suicidality	Introduce specific ways to address concerns for someone's safety or well being
02:27 5m	Support Available	Show the S2S Support Infographic and talk through how they interconnect
02:32 10m	BREAK	
02:42 10m	Emotional Support	Introduce the principals of active listening by showing what happens when they are absent
02:52 10m	How to help someone feel heard	Brief intro to reflection, paraphrasing and summarising to show how you can help someone to feel heard before you signpost/refer. Also cover types of questions.
03:02 10m	Active listening practice	Participants pair up to practice key active listening skills
03:12 5m	Referral	Explanation of how to look after yourself when you're supporting someone to follow-through on a referral
03:17 8m	Signposting vs Referral	Exercise to help students apply practical knowledge about signposting (here are some services you might find helpful...) and referral (you need to talk to...)
03:25 5m	Boundaries	Introduce Mentors to critical boundaries
03:30 5m	Critical Protocols	Introduce Mentors to critical protocols
03:35 5m	What would you do if...	Use scenarios to test participant understanding of boundaries and support structures
03:40 2m	Character update 3 - end of year	Character update at end of year
03:42 5m	Wrap-up Quiz	Teams answer questions to test their training knowledge
03:47 5m	Log your activity - part 2	Give participants a reminder about logging and an incentive to do it
03:52 5m	What's next?	Summarise next steps and highlight key details for volunteers

TIME		
03:57 3m	Feedback	Collect training feedback and give space to students who may have questions/concerns
04:00		

TOTAL LENGTH: 4h 00m

Materials

- ☐ Character cards in Assigning Characters
- ☐ www.s2svolunteer.tcd.ie x 2 in Log your activity | Log your activity - part 2
- ☐ www.padlet.com/TCDS2S/accountable in Accountable space
- ☐ www.padlet.com/TCDS2S/new2TCD in Q&A
- ☐ <https://padlet.com/TCDS2S/Libraries> in Library tour
- ☐ <https://tcdsensemap.ie/> in Campus Tour
- ☐ Signpost vs referral laminated cards in Signposting vs Referral

S2S Mentor Training 2025 - block details

00:00
0

Facilitator Notes

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Plug in the HDMI cable and the sound cable attached to the VGA wire, and make sure the "on" button on the panel is lit up to connect to the projector screen.

Padlet Log-in is: **student2student@tcd.ie**

Password: **S2SR00lz!**

Agree between you:

- The three unique places they should include on their campus tours

This is an experiential training, so try to deliver it through an exercise or discussion wherever possible.

Avoid the didactic - get trainees to tell you the answer whenever possible, even if you know it.

Speak as little as possible, try to turn questions back on them, this is not a lecture!

Try and set up a space/area for coats and bags before people come into the room, and let them know that they will be switching chairs a lot, so it's better not to be burdened with anything they can't carry.

Encourage them to bring phones with them, though.

00:00
2m

Assigning Characters

Give each participant a character card once everyone is seated.

GOAL

- Participants will follow the impact on two different students and two different Mentors based on their own levels of participation and that of their Mentors/Mentees.
- Trainees should be invested in the value of their role and know the impact of whether or not they invest in it (noting that they have to prioritise themselves too!)

INSTRUCTIONS

Slide 3

- Make sure the cards go in the order A, B, C, D, A, B, C, D etc.
- Starting at A, pass the cards round so that each participant has one.

MATERIALS

- Character cards

- Ask participants to take a minute just to read the card and reflect on who their character is, and what it might feel like to be them.
- Let them know that they will get updates on their character's journey throughout the training, so to make sure they know which one is theirs.

00:02
2m

Fire safety and toilets

GOAL

- Health and Safety

INSTRUCTIONS

Slide 4

- 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. The alleyway next to Mama's Revenge

00:04
2m

Introduction & Agenda

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

Slide 5-7

- 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 your 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.
- Go through the agenda slide - briefly!
- Explain the Content indicators - Some topics can be heavy and for them to be mindful.

00:06
3m

The mentor role

Brief explanation of the Mentor role: social interaction, information and basic emotional support

GOAL

- Participants understand what is expected of Mentors and expectations are set for rest of the training
- Participants become more familiar with the Mentor role description

INSTRUCTIONS

Slide 8

- Show the mentor role slide and talk through the key points of the role description. There's a lot on the slide so don't read everything, just speak on what you think is important.
- Highlight that volunteers **HAVE** to be available for orientation, and that the role is for the full academic year (not just September).
- Explain that If they aren't available for Orientation and they don't let S2S know beforehand, they will be made withdrawn.
- Speak to any benefits you have personal experience of, where relevant.

00:09
5m

Log your activity

Demonstrate how to log the training and ask participants to log theirs now, including what they are expecting to learn from today's session - bring any issues to trainer as soon as possible.

GOAL

- Participants become familiar with logging activity on Odyssey
- Participants have an opportunity to reflect on what they're hoping to get from the training.

INSTRUCTIONS

Slide 9

- Log into your Odyssey account, and ask trainees to do the same thing. Show them how to log the training by logging it in your own volunteer record.
- Next ask them to add a line in the notes about what they're hoping to get from the training today.
- Explain why this is important for **references, applications to other roles (e.g. Head Mentor, Trainer, Peer Supporter) and for awards (S2S and Dean Role of Honour)**
- If anyone has difficulties, invite them to come to you at the next break to work it out.

MATERIALS

- www.s2svolunteer.tcd.ie

00:14
6m

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

(This is the hard cut off for arriving late. Close the door and make sure the 'Do not Disturb' sign is on. If anyone shows up late, have one trainer talk to the outside and explain training has started and they will have to rebook)

Slide 10

- Talk through the slide which distinguishes safe space and brave space from accountable space. Read through the differences of each space beforehand so you feel confident explaining the differences.
- 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.
- Talk through them and makes sure everyone in the room agrees.

00:20
5m

Diversity

This also means being open to exploring and learning about our unconscious biases. We have to provide an inclusive, non-judgemental service outside of personal beliefs/opinions, even when people's experience seems completely alien to our own.

GOAL

- Students see how opinions can differ on any subject and are encouraged not to make assumptions
- Students reflect on their own assumptions and recognise the importance of active listening for keeping the service neutral
- Participants are encouraged to think about their personal limits and reminded that S2S respects all boundaries

INSTRUCTIONS

Slide 11

- Talks through the 5 key principles of diversity, using their own real-life example if possible:

AWARENESS – acknowledge your limitations, but focus on your strengths.

ACCEPTANCE – you can't see a person if you try to overlook their differences.

DETERMINATION – bias takes time and practice to recognise and to address. You will make mistakes.

CONCENTRATION – focus on what is being said in the moment. Listen actively.

HARMONY – When the 4 tips above come together you can approach anyone calmly with compassion, and they will feel it!

- Note that everyone in the room will be practicing this throughout the remainder of the training session, and beyond!

00:25
1m

Orientation Expectation Setting

Brief explanation of what Mentors are being trained for in the subsequent exercises relating to Orientation (Icebreaker, Q&A, campus tour and library tour, but not necessarily in that order!)

GOAL

- Participants are reassured that they will be fully equipped for physical orientation and that the skills learnt today will be relevant to their primary role

INSTRUCTIONS

Slide 12

- Outline what is expected of Mentors at Orientation. Namely:
 - Campus tour
 - Library tour
 - FAQ/Ice Breaker Session
- Note that these pieces happen in different orders, and that Mentors are given their running orders soon at orientation
- Highlight that the goal of Orientation is connection, so always be thinking how can I get people talking.

00:26
15m

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

Slide 13

- Participants are asked to pair up based on their character cards. A's should pair with C's, and B's with D's. If people can't find a pair wait until everyone else is matched, and work things out based on who is remaining.
- Ask participants to make sure they are not pairing up with someone they already know - that's cheating!
- 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.)

•Why you want to volunteer

•Anything you're happy to share that people might not know about you straight away?

•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

00:41
13m

Q&A

Participants practice the Q&A exercise they will be asking their groups to do with them during Orientation

MATERIALS

- www.padlet.com/TCDS2S/ne

GOAL

- Participants reflect on own experiences as first years 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
- Dual role of the mentor as facilitator and proof of change is demonstrated
- 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

Slide 14

- Ask participants to think back to when they were just starting College. What were their biggest problems/concerns?
- Put participants into groups of four(ish) and ask them to share their thoughts with each other. **(Remember, think about how to mix them up so they aren't with someone they know)**
- After 5 minutes, ask them to agree their top question/concern, and nominate one person to type it.
- Then ask them to log on to www.padlet.com/TCDS2S/new2TCD and share their agreed question/concern.
- Keep this to time - you don't need to answer everything.
- One trainer sorts these into thematic groups on Padlet, while the other puts some of the key questions back to the group to see how they would answer them. Ask them probing questions if they don't seem to cover it all - don't tell them the answers if you can avoid it!
- Ask the group to upvote the question they'd most like to see addressed in the handbook. We'll turn this into an FAQ in the handbook.
- Some tips
 - Think carefully about how you introduce a topic. E.g. if you struggled with statistics, let them know it's not uncommon to find the module difficult, but that there are supports available - don't tell them they're bound to fail!

BACKGROUND

Based on Nicholas Bowskill's Student Generated Induction model

00:54
2m

How to encourage questions

Brief explanation of how to get your group asking questions

GOAL

Mentors should know how to help Mentees feel comfortable and confident asking questions

INSTRUCTIONS

Slide 15

Briefly suggest the following tactics:

- Don't ask if they have any questions, ask **what** questions they have (they are expected to have things they don't know).
- Be appreciative of questions, and enthusiastic about answering them.
- Use slips of paper/post-its/a Padlet or other online tool to capture questions if they group are wary of speaking up in front of each other.

00:56
4m

Library tour

Data gathering exercise to determine what information/knowledge Mentors need to be able to deliver Library tours

MATERIALS

- <https://padlet.com/TCDS2S/L>

GOAL

- Participants feel confident in their role delivering a library tour
- Participants understand what is required of them, and when to refer to Library staff

INSTRUCTIONS

Slide 16

- Trainees stay in their groups.
- Ask the trainees to log into Padlet one last time. Tell them to think about the library most relevant to their course, and to note down anything they would need to know to deliver a tour of that library in the relevant section on Padlet. They are welcome to discuss in their groups first.
- Let them know that S2S staff will be collecting all their questions and designing library tour resources for the Blackboard module based on what they need to know.

01:00
15m

Campus Tour

Introduction to TCD Sense Map and thinking around essential tips for tours.

MATERIALS

- <https://tcdsensemap.ie/>

GOAL

- Participants can identify the important places to bring new students to, and plan a route between these location.
- Participants become aware of basic do's and don'ts when conducting tour

INSTRUCTIONS

Slide 17

- Ask trainees to log on to <https://tcdsensemap.ie/>
- Divide them into groups (**move them around, get creative with how**) and ask each group to talk about the key places to take their groups to on a tour, using this map as a guide.
- Remember the 3 unique places you and your co-trainer agreed on? ask each group to find your top 3 unique places on their maps. If appropriate, can they click in to the building/area for more information? Is the information they would share with their group already available on the Sense Map?
- If the building/area isn't there and should be, or if useful information is missing, take a note and ask S2S staff to update the TCD sense map!
- Encourage students to do a practice tour before orientation so they know where they are going! To also have one mentor at the top and one at the end of the group so as to make sure no one gets left behind!

01:15
5m

Tell Your story

Trainers give one real life example of running an orientation - what was it like for them?

GOAL

Participants get clear, concrete information about what it is really like, from a mentor's perspective, and can envisage themselves in the role.

INSTRUCTIONS

Slide 19

Tell a true story about your own experience of delivering orientation. Remember the guidelines about how and when to share:

- make sure you're comfortable with sharing,
- make sure it's relevant
- keep it upbeat, even if that's to say what you learned the hard way!

01:20
3m

Why You?

Brief discussion why it's important that the support comes from the volunteers, as fellow students.

GOAL

- Participants understand why peer-led programmes are important and are introduced to the idea of Mentors as proof of change
- Participants are encouraged to reflect on own experience as a mentee, highlights importance of sharing personal experience as proof of change
- Participants start thinking about the value of coming from a genuine place and being honest about their experience

INSTRUCTIONS

Slide 20

- Ask the group to shout out ideas as to why this orientation session (icebreaker, campus tour and library tour) is better delivered by them as fellow students.
- Show them the text on the slide, and reiterate they they are not expected to be perfect or to know everything. They should be modelling for the group how it's OK not to know everything, and that it's good to ask questions!

BACKGROUND

Based on Nicholas Bowskill's model for Student Generated Induction

01:23
2m

Character update 1 - orientation

Character update following orientation

GOAL

- Participants will follow the impact on two different students and two different Mentors based on their own levels of participation and that of their Mentors/Mentees.
- Trainees should be invested in the value of their role and know the impact of whether or not they invest in it (noting that they have to prioritise themselves too!)

INSTRUCTIONS

Slide 20

Ask participants to read through their character's update, and to take a moment to reflect on what they would be thinking and feeling if they were in that situation.

01:25
10m

BREAK

01:35
5m

Emails and Communication Platforms

Talk to Mentors about the key things to remember about email, and social media communications

GOAL

- Participants understand what is expected of them in terms of contact with mentees and what is not
- Boundaries are outlined
- Participants are equipped with practical knowledge needed to send their weekly email

INSTRUCTIONS

Slide 23

- Give participants instructions about emailing Mentees once a week to check in and give them relevant information (e.g. College events, tips for placement etc.) Tell them that the S2S Office will be in touch with useful information each week, including the Trinity in 12 Weeks programme.
- Other suggestions: Memes, recipes, good deals, workshops etc.
- Encourage setting up a private social media group wherever possible, BUT THIS NEVER REPLACES EMAIL!
- Don't use platforms that make your private phone number accessible
- ALWAYS CC HEAD MENTORS AND BCC GROUP MEMBERS
- Plan your first email over the summer
- It can feel like you're emailing into a void, but all of the feedback we collect from mentees suggests over 90% are reading them, and that they are HUGELY appreciated (even though you may never hear that directly)!

01:40
5m

Emails in action

Exercise to solidify group's understanding of email principles

GOAL

- Participants feel more confident in how and why to write emails
- Ideas are formulated around what to include

INSTRUCTIONS

Slide 24-25

- Ask participants to raise their hands if they read the emails from their mentors.
- Ask participants to keep their hands raised if they found anything in the emails useful/helpful.
- Ask participants to keep their hands raised if they told their mentors that at any point.
- Reflect on how it feels as a mentor to put work into the emails and get very little/nothing back. How can participants keep their motivation up? (Group discussion)
- End by showing a good example of an email, and talk a little bit to why you think it worked well. It doesn't have to be the most creative to be good, some groups just want the facts!

01:45
10m

Social Meetups

Gather some ideas for social interaction and get Mentors thinking about types of events and how to make them inclusive

GOAL

- Participants have basic tools to run group meetups and are confident to do so
- Participants share ideas and inspiration and practical limitations are pointed out by facilitators
- Participants feel capable of planning real events and are given the opportunity to ask any question they may come across

INSTRUCTIONS

Slide 26

Talk around- One person starts, the next person reflects on what they said and adds on their own. Keep going until everyone has spoken

- Swap participants around between the groups.
- In a "talk around", get groups to discuss any events they attended, or would like to have attended as mentees. What would they like to organise for their own mentees? Pick a favourite activity to share with the room.
- Then give each activity to a different group (if there are 2 groups, give group 1's activity to group 2 and vice versa. Ask each group to discuss how they can make the event as inclusive and interactive as possible, and to agree how much notice their group members would need to attend.

01:55
5m

Inclusive events

Show the group the "inclusive rainbow" of event planning, and briefly discuss.

GOAL

- Participants understand the importance of inclusivity and how to ensure events are inclusive
- The importance of student voice and student ownership over the programme is reiterated

INSTRUCTIONS

Slide 27-28

- Show the group the "inclusive rainbow" of event planning, and briefly discuss.
- Make sure groups know that reimbursements will be available, but that there are processes to go through, so be sure to read the handbook and do the Blackboard module!
- Show the group an example of a really good meetup in practice, to give them a sense of what's possible.

02:00
3m

Tell Your story

Trainers give one real life example of running a meetup - what was it like for them?

GOAL

Participants get clear, concrete information about what it is really like, from a mentor's perspective, and can envisage themselves in the role.

INSTRUCTIONS

Slide 29

Tell a true story about your own experience of delivering orientation. Remember the guidelines about how and when to share:

- make sure you're comfortable with sharing,
- make sure it's relevant
- keep it upbeat, even if that's to say what you learned the hard way!

02:03
2m

Character update 2 - first reading week

Character update following first half of term

GOAL

- Participants will follow the impact on two different students and two different Mentors based on their own levels of participation and that of their Mentors/Mentees.
- Trainees should be invested in the value of their role and know the impact of whether or not they invest in it (noting that they have to prioritise themselves too!)

INSTRUCTIONS

Slide 30

Ask participants to read through their character's update, and to take a moment to reflect on what they would be thinking and feeling if they were in that situation.

02:05
12m

Conflict resolution

Exercise to get volunteers thinking about how to address issues they may have with their buddy/buddies

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

Slide 31-34

- Explain that before the break we're going to discuss two things that Mentors might worry about. One is conflict with their buddy, the other is if they have major concerns for the well being of a mentee.
- We'll start with conflict with a buddy. Facilitator notes some of the common issues that can arise between buddies, including (but not limited to)
 - Not doing a task/job they agreed to
 - Doing something without including you
 - Breakdown in friendship/relationship
 - Ghosting
- Before moving to the next slide participants are asked to split into pairs, and to nominate an "A" and a "B" in each pair. They are then instructed to do a quick role play, imagining person A is upset with person B for not turning up to an event they'd organised for their group together. Both partners are instructed to use "you" statements (e.g. "you did that", "you're the one who", "you didn't"...).
- After 2 minutes stop and show them the video from Brené Browne. Ask them if anything resonated with them.
- Facilitator covers the basic theory of expectation setting, and the value of clearly restating expectations without blaming each other. Introduce the concept of "I" statements where we can only control and be accountable of our own feelings and behaviours e.g. "I felt unheard, I would like to improve communication"
- Show them the slide on "accountability" and ask them to resume (or, if they prefer, restart) their conversations for 2 mins. "Person B" should continue to use "you" language and defensiveness unless it no longer feels right to do so. "Person A" should try using "I" language and seeing if it makes a difference.
- All trainers make themselves available to assist when trainees get stuck. Give the second round of this another 2 minutes

- After 2 mins end the exercise by asking participants to smile/shake hands or do something appropriately friendly to dissolve any tension.
- Facilitator wraps this up by reminding everyone that Head Mentors are available for exactly these situations, and that they are always welcome to come to us.

02:17
10m

Concerns about self-harm or suicidality

Introduce specific ways to address concerns for someone's safety or well being

ADDITIONAL INFO

GOAL

- Participants have a basic understanding of how to identify when someone may be at risk, and how to respond
- Learning around referral is reinforced by example, and importance of boundaries is restated

INSTRUCTIONS

Slide 35

- Now we're going to move on to concerns about a mentee, or anyone else in your circle (it doesn't have to be because you know them through S2S for this to apply).
- Talk thorough typical signs that something might be wrong:
 - change in appearance
 - social withdrawal
 - concern from classmates
 - direct disclosure of suicidal ideation
 - distressing social media posts
 - low mood
 - tearfulness
- Note that in most cases, most of these could be indicative of assignment/exam stress, and that there is no guaranteed sign (except for direct disclosure).
- **It's OK, and it's important to ask** - you will never put the idea in someone's head, but you could make it possible to say something that is very difficult for them to voice.
- If you spot someone but can't ask, if they try to reassure you but you're not convinced, or if they open up and admit a problem, bring them to SCS, or come and tell someone here who you're worried about and why. Bring them if you can, but come and tell S2S about them regardless.
- And book a debrief with Ralph or Shauna as soon as you can!

02:27
5m

Support Available

Show the S2S Support Infographic and talk through how they interconnect

GOAL

- Mentors are reassured that there is support available to them and they know how

to access it

INSTRUCTIONS

Slide 36-39

- Show the S2S Support Infographic and talk through how they interconnect. Next show the organisation support wheel. This is available to everybody.
- Remind the mentors that they are the first point of contact a lot of the time, but it is never all on them. They can talk to Head Mentors, Committee and/or office staff. They can also talk to them themselves and/or refer to Peer Support. They are officially part of the counselling service, so all SCS and SLD staff are also there to support them.
- Talk through Peer Support and the support available
- Talk through who the Head Mentors are to them. Head Mentors are their first call, and the person they will most likely go to. Encourage trainees to connect with their Head Mentors and stay in contact
- Briefly talk to how they can nominate themselves for other roles (committee, Head Mentor, Peer Supporter) and make pathways to each role explicit.

02:32
10m

BREAK

02:42
10m

Emotional Support

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

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

Slide 42-43

- 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. You are only showing a bad example, you don't need to show a good example. 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.

Move to slide 43

- Go through the list of how to help someone feel heard

Body Language & Eye Contact

- 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 without blinking...) Be really over the top. This should look and feel extremely unnatural. Ask the group if they feel comfortable and natural. This is to show that if you think too hard about it, to make sure you have the "right body language" it might have the opposite effect.
- 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.

Distractions

- 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.

Time

- Suggest making sure you've carved out some time for the student. Not sandwiched in between classes. If someone catches you off guard and you know you don't have time, be honest and schedule for when you do.

Poor Advice

- 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.

Sympathy vs Empathy

- Ask the group if they know the difference between Sympathy vs Empathy. Encourage discussion and highlight the main differences between both. To actively listen, leading with empathy is encouraged.

02:52
10m

How to help someone feel heard

Brief intro to reflection, paraphrasing and summarising to show how you can help someone to feel heard before you signpost/refer.

Also cover types of questions.

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

Slide 44-45

- Facilitator explains non-directive listening and WHY ADVICE IS NEVER APPROPRIATE
- Facilitator explains how to reflect, paraphrase, and summarise back to someone talking to them using the following example.

Reflect

"I feel like I don't belong, I think i'm an alien"

"you're an alien"

Paraphrase

"Yeah I don't know if I'm supposed to be here and I'm an alien"

"So you're from another planet"

Summary

"No, I just moved here and started a new job but it's cash in hand and I'm afraid I'm not supposed to and I might be an illegal alien"

"So, you're under financial pressure, but worried about whether you need a work permit to get a job"

- As you go through the example, explain why we use these 3 to gather more information from someone and how they make a person feel heard.
- Reflect, paraphrase, and summarise should be used before you make a signpost/referral, so that the person doesn't feel like you're pushing them away

Go to slide 45

- Go through the types of questions that are helpful and unhelpful, asking the group if they can explain what each question is.

03:02
10m

Active listening practice

Participants pair up to practice key active listening skills

GOAL

- Participants gain confidence in active listening skills
- Participants have an opportunity to check in with facilitators if they get stuck

INSTRUCTIONS

Slide 46-47

- Participants are asked to split into pairs (get creative of how to split them into pairs), and to nominate an "A" and a "B" in each pair.
- Person "A" is asked to talk for 2 minutes about something they're looking forward to at the weekend. Person "B" may not respond and has to use their body language to convey understanding.

Go to slide 47

- After 2 minutes the pairs are asked to switch. This time person "B" is asked to talk for 2 minutes about which aspect of mentoring they are most nervous about. Person "A" can use reflection, paraphrasing and summarising to convey that they are listening, but is not to propose any solutions.

- After both partners have spoken, the group reconvenes and comments/questions about how the conversations went are invited. If nothing is volunteered, the trainers can prompt conversations with their own observations.
- Note that this is a very forced role play, and these are skills they use all the time. We're just naming them so they don't feel as though they don't know what to say if someone approached them for help, and they know how to make sure someone feels heard.

03:12
5m

Referral

Explanation of how to look after yourself when you're supporting someone to follow-through on a referral

GOAL

- Mentors know what referral is and that it is an important part of their mentor toolkit.
- Learning around boundaries and mentor roles is reinforced

INSTRUCTIONS

Slide 49

- **Make sure everyone saves Ralph's number to their phone!**
- Ensure the following points are covered:
 - Making a referral is helping an individual access other sources of support when giving them space and open ended options isn't appropriate.
 - Tutors will be amongst the highest ranking referrals (explain Senior Tutors Office). Others include Peer Support, Dignity, Respect & Consent (for bullying, harrasment and assault), Student Counselling, the GP and the disAbility service.
 - It is important that you don't end up out of your depth. Issues which require intensive or on-going support should always be referred on to an appropriate service, even if this is alongside your support.
 - If you don't feel you can aid a mentee due to personal commitments such as exams or a recent bereavement, etc, then refer them on to Peer Support, or to another appropriate service.
 - If the issue is personally relevant to you, you can't be impartial and it may be harmful for both of you. E.g. consent and disclosure (and why mentors aren't expected o be first responders).
 - Be honest with your mentee - tell them why you might not be the best person to deal with something, or why someone else might be better.
 - It's often a good idea to help them make the first appointment or accompany them to the service (when this is feasible).
 - Ensure they realise that seeking help is a sign of strength, not of weakness.
 - Remind them that you are not leaving them on their own - you're still their mentor, you're just helping them to access the support they need.

Signposting vs Referral

Exercise to help students apply practical knowledge about signposting (here are some services you might find helpful...) and referral (you need to talk to...)

MATERIALS

- Signpost vs referral laminated cards

GOAL

- Participants are aware of key services and know why/how to access them
- Students understand the difference between signposting and referral, and know that they can seek help from staff with either!

INSTRUCTIONS

Slide 50

- Divide the room into groups. Depending on numbers you decide how many groups (get creative and get them moving)
- Each group is given a set of scenarios, and some services students might be directed towards.
- They need to work out which service(s) should be introduced to the student, and whether this is a referral or a signpost

Solutions:

Note that in all of these scenarios, the mentor(s) can talk things through with the students themselves, and then signpost/refer - it's not a case of talk to them yourself OR indicate other useful services! They can also talk to S2S staff about when/how to signpost or refer if they're unsure. There's room to check-in and follow-up, it doesn't all have to happen in the course of one meetup.

- The student who is struggling with coursework could consult their tutor, course co-ordinator, SLD and/or an approachable lecturer: signpost to all 4.
- The student who has decided to transfer has to talk to their tutor: this is a referral
- The student who is a bit lonely could be signposted towards clubs/societies, S2S Peer Support (for regular meetups and more conversation about what's going on for them, student counselling and signing-up to be a mentor (because you are introduced to loads of like-minded students as an S2S volunteer!) Signpost to all 4, and encourage them to try as many as they like!
- The student who has had fleeting thoughts of suicide should be referred to counselling. If you're confident that they are not in immediate danger you don't have to bring them there straight away, but they should be referred and strongly advised to make an appointment. Note the difference between a referral (you should talk to counselling) and an emergency referral (I'm bringing you to counselling now) - there's no exact rubric. It's about what feels right to you. If you're not sure, always come and talk to an S2S staff member - that's what they're there for!
- The student who is feeling harassed by someone they met at a society event should be referred to the Dignity, Respect & Consent Service as they have expertise in this area. Note that the service will not make the student make a report or take action unless they are ready to - their primary purpose is to listen, support and inform.

Introduce Mentors to critical boundaries

GOAL

- Boundaries are introduced and mentor roles are reinforced
- Participants are provided with clear rules surround 1:1 support and are reminded not to take on anything outside role
- Participants know they cannot cross certain lines and that the office is there to support them if there's an exception

INSTRUCTIONS

Slide 51

- Ask the group to line up down the room. Read out the statements from the slide and if they agree, they should move to the door. if they disagree, they should move towards the Window. Whenever there is a disagreement, ask each side to explain their position. Debate the grey areas!
- Some guiding points:
 - Contact details - EMAIL ONLY
 - Be clear about your role - your a mentor not a personal assistant
 - If someone needs specific individual attention outside of your role, come talk to staff
 - **1:1 Meetings**
 - Ensure you are clear about when you are available to your mentees for 1:1 – **NOT AFTER 5pm**
 - Meet your mentees in House 47 or in public places initially– on campus, in coffee shops, etc
 - Don't take their issues home with you, debrief with your buddy or with a Head Mentor or S2S/SCS Staff Member
 - Respect your mentees' right to privacy – don't discuss anything they tell you with people who it doesn't concern
 - If, however, they disclose information to you which highlights a significant/ immediate risk to themselves or others, go straight to S2S or to SCS to discuss it, and S2S staff may need to take it outside the service. You can tell them that you're doing this and why. It's our publicly available policy that risk outweighs confidentiality!
 - Remember that anything you say about your volunteer role publicly will almost inevitably be overheard by a member of a mentee group
 - Don't take on too much – refer if you think it's necessary for yourself!
 - While friendships and relationships may develop between you and your mentees, remember there is a slight power differential between you and your mentees – ensure that this is never abused in either direction.

03:30
5m

Critical Protocols

Introduce Mentors to critical protocols

GOAL

- Participants understand critical protocols and are comfortable responding to and seeking support from the office in these situations

INSTRUCTIONS

Slide 52

- Divide the room into 2. Tell group one that they are emailed by someone claiming to be a mentee's parent. They say they are worried about their child, and want to know if they've engaged with their mentor - apparently they say they have, but the parent doesn't believe them.
- Tell Group 2 that during a 1:1 a mentee mentions that a teacher in their school behaved inappropriately with some of the pupils there, and they have trust issues as a result.
- Ask each group to discuss why these scenarios might hit on specific legislation, and what they think they should do. After 5 mins the groups reconvene. Make sure the following is covered:
 - Group 1 are facing a GDPR issue - the student's status as a student, let alone course and interaction with their mentor, are personal information. It's not appropriate to give this out without explicit consent - to anyone! The email should be forwarded to staff in S2S.
 - Group 2 are dealing with Children First legislation issue - the pupils might be under 18, and minors may be at risk. This should be referred directly to S2S staff as a priority. Mentors never have to make the decision about what is/isn't reported - staff do that!

SUMMARY:

If anyone other than the student themselves is asking for any information about the student, come and talk to S2S staff before doing anything.

If anyone indicates risk to anyone under the age of 18, you have to talk to an S2S staff member

03:35
5m

What would you do if...

Use scenarios to test participant understanding of boundaries and support structures

GOAL

- Participants can apply theoretical support and boundary guidelines and are comfortable responding to and seeking support from the office in tricky situations

INSTRUCTIONS

Slide 53

- Switch participant groups around.
- Tell Group 1 that they have arranged 2 consecutive meetups, including one with free pizza, and none of their mentees have turned up
- Tell Group 2 that during orientation there were Mentors who didn't turn up, and they are now mentoring a much larger group (35 students and 3 mentors) which combines two courses.
- Ask each group to discuss why these scenarios - what would they think/feel, what would they do, and who would they get support from.

03:40
2m

Character update 3 - end of year

Character update at end of year

GOAL

- Participants will follow the impact on two different students and two different Mentors based on their own levels of participation and that of their Mentors/Mentees.
- Trainees should be invested in the value of their role and know the impact of whether or not they invest in it (noting that they have to prioritise themselves too!)

INSTRUCTIONS

Slide 54

Ask participants to read through their character's update, and to take a moment to reflect on what they would be thinking and feeling if they were in that situation.

Then ask everyone with an "Avery" card to identify themselves, and everyone with a "Drew" card. Tell them that Drew was one of Avery's Mentors, and ask them if there's anything they'd want to say to each other.

Ask everyone with a "Blake" card to identify themselves, and everyone with a "Charlie" card. Tell them that Charlie was one of Blake's Mentors, and ask them if there's anything they'd want to say to each other.

03:42
5m

Wrap-up Quiz

Teams answer questions to test their training knowledge

GOAL

Assess impact of training content and delivery

Build confidence in trainees

Final reflection

Team bonding

INSTRUCTIONS

Slide 55

In their character groups (i.e. all Averys in one group, all Blakes in another etc.) ask participants to answer a quick fire quiz round, to test their learning and to reflect on

how much they've covered in the training room.

Answers should be written on a piece of paper, then the papers should be circulated for marking (so Blakes mark Averys', Charlies mark Blakes' and so on).

03:47
5m

Log your activity - part 2

Give participants a reminder about logging and an incentive to do it

MATERIALS

- www.s2svolunteer.tcd.ie

GOAL

- Participants become familiar with logging activity on Odyssey
- Participants have an opportunity to reflect on what they've learned during the training.

INSTRUCTIONS

Slide 56

- Remind trainees how to log into their Odyssey profiles.
- Ask them to read what they wrote at the start of the session, and to reflect on whether they feel they have achieved that in the room. Invite thoughts/feedback.
- Remind them that logging is important for references, applications to other roles (e.g. Head Mentor, Trainer, Peer Supporter) and for awards (S2S and Dean Role of Honour) - it's easy to forget exactly how much you've done if you don't keep track regularly!
- Show them the slide about the Awards Ceremony, and tell them about commendations.

03:52
5m

What's next?

Summarise next steps and highlight key details for volunteers

GOAL

- Participants know what is expected of them over next few months

INSTRUCTIONS

Slide 57-58

- Mentors will work together with all incoming students from their course/area - how matching works and why to keep up on email
- You will meet your group for the first time during Fresher's Week
 - Participant paced module will be designed on Blackboard to ensure you have all the practical knowledge you need and will be launched **in July/August**
- **SPAM** - Remind all volunteers to check their spam folders and mark emails from S2S as safe! Make sure that they have contact details for S2S staff, remind them about office hours
- Any questions?

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

GOAL

- Wrapping-up

INSTRUCTIONS

Slide 59

- 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 its 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)