

Training outline for YP Peer Mentoring

Each session lasts about 1 and half hours

Session 1

- Welcome and introductions
- Warm up activity – personalize diaries (decorate etc.) for informal chat
- Visual/Activity to stimulate thinking about feelings – You Tube (X factor - Abilisa X Factor audition) clip plus discussion generated by questions related to feelings – Activity Sheet 1 (watch clip once then again asking group to think about the feelings felt by the girls and the judges – brainstorm as group and answer activity sheet questions
- Ground rules and commitments – confidentiality, commitment etc. – scribe ground rules and commitment e.g. everything's confidential, complete the task, respect different views etc.
- Break
- Scenarios – Activity Sheet 2 – what would you do if... - multiple choice options
- Peer Mentoring target – Think about what you think being a peer mentor is about – record in diary e.g. mind map etc.

Session 2

- Reflections on last session's target (recorded) - what being a peer mentor is about
- Warm up activity- DVD brain game clip -(YouTube - spinning lady called 'The right brain vs left brain - optical illusion) - which way is she spinning? Clockwise or anti-clockwise? Can you get her to change direction? Clip provides help with this - white lines appear first to help with clockwise direction and then with anti-clockwise - shows how you can 'train your brain'. Note: ignore the left brain/right brain elements of the clip - these are irrelevant.
- Visual/Activity to think about feelings - DVD clip on the stress response– what goes on in your head –flight and fight responses and calming down (YouTube - called' Fight or Flight the Stress Response' by skillbusters.com)
- Theory input – Use Session 2 Powerpoint on brain/vagal tone - link clip to Dan Siegel's hand model of the brain and to vagus nerve - use YouTube clip called 'Dr Daniel Siegel presenting a Hand Model of the Brain' - can also use picture from internet or powerpoint slides for champion training
- Theory input - link to clip of stress response to describe vagus nerve and vagal tone etc. - use picture of vagus nerve from internet or powerpoint slides for champion training
- Break
- Activity - In pairs act out the two scenarios - see Session 2 Activity Sheet 1 - one scene shows an adult being dismissive and the other shows adult doing EC in response to the same incident - Then complete Session 2 Activity Sheet 2 and discuss: what are the feelings being generated, what is the behavioural response, how different did it feel having a dismissive/EC response etc.
 - Plenary – relate response to theory discussed e.g. fight/flight vs vagal tone etc.

- Peer mentoring target – Identify a situation when an incident has occurred and reflect on it i.e. observe emotions, identify empathetic response etc. - write in diary

Session 3

- Reflections on last session's target
- Visual/Activity on 'What is empathy' – watch clip (YouTube called 'Brené Brown on Empathy') - discussion about clip - what does empathy mean to you? How do you show empathy? etc.
- Theory input - talk about mirror neurons and how they help to generate empathy - need to experience empathy in order to develop it and need to role model it in order to trigger mirror neurons etc.
- Activity - In pairs act out the different scenarios depicting different responses to the same scenario - disapproving, dismissing, EC (link to last week's scene 1 = disapproving/dismissing and scene 2 = EC) - Session 3 Activity Sheet 1 - different responses - Plenary - discuss the different responses - how did they feel for the person playing the teacher and how did they feel for the person playing the child? What is different about the EC response? Make links to empathy - can they identify the empathy parts of the scene?
- Theory input - Use Session 3 Powerpoint on EC to clarify different styles and highlight what is an EC response etc
- Peer mentoring target – Reflection on what has been learnt so far – how is it going, what have you learnt so far, is this helping and how etc. Perhaps try to do some EC with a peer if the opportunity arises

Session 4

- Reflections on last session's target and discussion of any EC incidents they may have witnessed/tried etc.
- Theory input - Recap on the power and influence of emotions on our thinking and behaviour:
 - Humans are 'wired' to feel and respond to: Anger, sadness, fear and joy to survive and thrive.
 - Everything we see, feel, hear, touch and taste (experience) passes up the spinal cord and through the part of the brain that is responsible for emotional responses before going onto the part of the brain that decides how to respond (think) and what to do (behaviour).
 - EC helps to recognise emotions, regulate emotions and respond appropriately-
- Theory input - discuss different ways we express emotions - facial, body language, tone etc. Demonstrate this and see if they can guess:
 - Anger: muscles tone rigid giving upright posture, fixed stare from slightly narrowed eyes, clenched jaw, gritted teeth; lips tightly pressed together, shaking/agitated movements, hand drawn into fist shape, stabbing movement with raised arm/hand in fist, definite movement towards source of anger to invade personal space.
 - Sad : Collapsed posture, little/no eye contact, looking down to the floor, hands over face or turned away, downturned mouth, few movements, slow responses, body turned away and moving away from other person
 - Fear : muscles rigid but could be slightly crouched ready to run, wide eyes that show rapid eye movement, looking around frantically, shaking, or shaking, wide eyed fixed stare , fixed

expression on face (can be a forced fixed smile), muscle tone rigid and either moving away from source of fear or fixed and unable to move or respond.

- Joy: Relaxed muscle tone giving natural body posture, mobile smile, appropriate eye contact, limbs moving naturally, welcoming gesture, facing other with comfortable natural personal space appropriate for relationship.
- Activity - emotional expressions - Session 4 Activity Sheet 1 - in pairs do the activities listed and play the guessing games - see instructions on sheet
- Theory input - The 3 or 5 steps of emotion coaching emphasising the empathy, validating, acknowledging, labeling etc aspect - use Session 4 powerpoint.
- Break
- Theory input - recap of EC's steps - use Session 4 powerpoint
- Activity - thinking about different ways of responding to emotions - use Session 4 Activity Sheet 2 - responding to different emotions. Do the role play activities in groups of 3, taking turns with the different roles (observer, peer and mentor) - the scenarios are repeated twice. In the first instance the mentor uses inappropriate body language, verbal language and does not listen (unhelpful approach). The second time the mentor uses appropriate body language, verbal language and appropriate listening skills (EC response). End with the usual plenary - how did the different responses feel, different body language used, different tone, different words used, what make it feel more empathic etc.
- Activity - have a general discussion about safeguarding regarding disclosures or the boundaries of the problem-solving a mentor can do with a peer - use the institution's guidelines/policies/procedures.
- Peer mentoring target - Try using EC if a situation arise and record any responses - reflect on how it went, what aspects seemed to work, how the EC might have helped the situation, if it didn't, why it didn't work etc.

Session 5

- Reflection on last session's target
- Activity/Theory recap - use last week's powerpoint to remind them of the EC steps - use Session 5 Activity Sheet 1 - things to remember about EC. Discuss any concerns/issues/challenges.
- Activity - Writing scripts - use Session 5 Activity Sheet 2 - writing scripts. In pairs or fours, groups write their own scenario (perhaps based on their own experience) with their own EC script as a peer mentor. Groups can then act out their scripted scenarios for each other. Those watching need to identify the EC elements. There is potential for the 'plays' to be recorded.
- Activity - use Session 5 Activity Sheet 3- Reflections on learning. Share experiences in groups.
- Certificates (create own as cannot use BSU version) and celebration