



Upskill and Reconnect!

UPSKILL Training program for Youth Workers

How to train young people to mentor
elderly people





Upskill and Reconnect!

About the UPSKILL Training program for Youth Workers

Purpose of the Training program

The Upskill Training Program aims to strengthen the personal and professional competencies of young mentors and youth workers. Through interactive sessions focused on self-development, ethics, cultural awareness, and community engagement, the program equips participants with practical tools, reflective practices, and communication strategies essential for effective and responsible mentorship in diverse social contexts.



Map of icons



**Learning
Objectives**



Equipment



Duration



**Explanation
of activities**



**Number of
Participants**



**Recommended
questions for
debriefing**



**Type of the
activity**



**Description of
the reflection
method**


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01

Module 1

Digital Literacy and Competence

Session 1: Building Digital Competence



1 hour and 55 minutes



9-12 participants

Description

Session 1: Building Digital Competence enhances participants' ability to organize digital tasks, plan effectively, and solve problems. Through hands-on activities, they develop skills in file management, workshop planning, and digital problem-solving. The session fosters adaptability, collaboration, and critical thinking, equipping participants with essential digital literacy skills for real-world applications.

Objectives

- Enhance the ability of participants to organize digital tasks.
- Improve their ability to plan, solve problems, and adapt to changes in digital environments.
- Introduce basic concepts of digital literacy, including managing files, privacy settings, and online collaboration tools.

Activity 1.

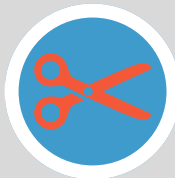
Organising Digital Files



Group Work and Problem Solving



- Develop skills in organizing digital resources effectively.
- Understand the importance of folder structures and file naming conventions.
- Adapt plans when faced with organizational challenges (missing files, naming errors).



- Computers with access to file systems.
- Pre-prepared folders with scattered, misnamed, and misplaced files.



- Introduction (5 minutes): Explain the importance of organizing digital files to increase productivity and reduce errors.
- Group Formation (5 minutes): Divide participants into groups of 3-4.
- Initial Task (15 minutes): Each group is given a set of disorganized files. Their task is to create a clear folder structure and appropriately name files for easy access.
- Wildcard Challenge (10 minutes): Introduce a challenge where key files are missing, or duplicate files are present. Groups must reorganize and find solutions to resolve these issues.

Activity 1.

Organising Digital Files



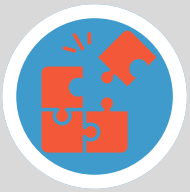
- What strategies did your group use to organize the files and folders?
- How did the missing or duplicate files impact your organization plan?
- What role did file naming conventions play in helping (or hindering) organization?
- How did you handle disagreements or differing ideas within the group?
- What are some key takeaways from this activity that you can apply to your personal or professional life?



- What were the main challenges in organizing the files?
- How did you approach problem-solving during the wildcard challenge?
- How could these organizational techniques be applied in real-life digital workspaces?

Activity 2.

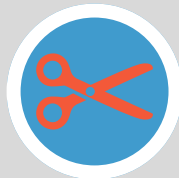
Planning a Digital Workshop



Individual and Group Planning



- Learn to create structured plans for digital literacy workshops.
- Practice the application of organizational and planning techniques from Module 3 in a digital context.
- Foster collaboration through the creation of joint digital projects.



- Laptops/Tablets
- A template for digital workshop planning (time management, participant roles, tasks).



Step-by-Step Instructions:

- Introduction (5 minutes): Present the concept of planning digital literacy workshops. Discuss the importance of scheduling, resource allocation, and participant engagement.
- Individual Reflection (5 minutes): Each participant reflects on a recent digital challenge they faced and how they could have planned better.

Activity 2.

Planning a Digital Workshop



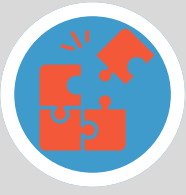
- Group Planning (20 minutes): In groups, participants design a one-day digital workshop on topics like social media safety, online collaboration, or privacy settings. They must create a plan, including a timeline, needed resources, and a contingency plan for technical issues.
- Presentation (10 minutes): Each group presents their digital workshop plan.



- How did organizing your digital workshop help you understand the importance of structured planning?
- What challenges did you foresee, and how did your group adapt to them?
- What strategies will you take forward into real-world digital projects?

Activity 3.

Digital Problem-Solving



Case Study and Group Problem Solving



- Enhance problem-solving skills in digital contexts.
- Apply organizational thinking to overcome unexpected digital issues.
- Foster quick decision-making in online settings.



- Case study scenarios (e.g., internet outage during a workshop, file corruption, privacy breach).
- Computers/tablets for research and solution presentation.



Step-by-Step Instructions:

- Introduction (5 minutes): Explain the importance of being adaptable and quick-thinking in digital environments.
- Group Work (15 minutes): Each group is given a digital problem scenario. They must brainstorm solutions, prioritize actions, and present a contingency plan for resolving the issue.
- Wildcard Challenge (5 minutes): After groups present their first solution, they are given an additional twist to their scenario (e.g., data breach, lost internet connection).
- Presentation (5 minutes): Groups quickly adapt and present how they would handle the updated challenge.

Activity 3.

Digital Problem-Solving



- What digital challenges surprised you the most?
- How did your group adapt to the wildcard?
- How can these problem-solving techniques be applied in real-life digital scenarios?

Session 2: Building Digital Competence



1 hour and 50 minutes



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Description

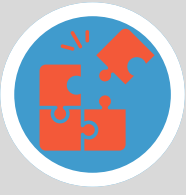
Session 2: Online Safety and Privacy - Participants gain essential knowledge on protecting their personal data and navigating the internet securely. Through hands-on activities, they explore privacy settings, recognize cybersecurity threats, and learn strategies for maintaining a safe and responsible digital presence.

Objectives

- Understand the importance of online privacy and personal data protection.
- Learn to identify common cybersecurity threats such as phishing and malware.
- Practice using privacy settings on digital platforms to protect personal data.
- Develop strategies for maintaining a secure online presence.

Activity 1.

Understanding Privacy Settings



Individual Work and Group Discussion



- Explore and adjust privacy settings on different platforms.
- Develop an understanding of digital privacy risks.
- Identify and mitigate security vulnerabilities in digital spaces.



- Computers/tablets with internet access.
- Access to social media accounts or mock profiles (for practical exercise).
- Privacy settings checklist (created by the facilitator).



Step-by-Step Instructions:

1. Introduction (5 minutes): Explain the importance of privacy in the digital world. Discuss examples of breaches and personal data exposure.
2. Individual Exploration (10 minutes): Ask participants to access privacy settings on their social media accounts (or mock profiles). Use the checklist to guide them through the different settings, making necessary changes.
3. Group Discussion (10 minutes): After exploring the settings, participants share their observations and challenges in securing their accounts.

Activity 1.

Understanding Privacy Settings

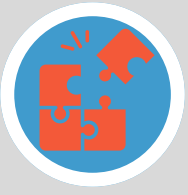


- What did you learn about the privacy settings of the platforms you use?
- How confident do you feel in controlling your digital privacy after this activity?
- What challenges did you encounter when adjusting the settings?

Activity 2.

Cybersecurity

Simulation



Group Work (Case Study)



- Recognize common cybersecurity threats like phishing, malware, and scams.
- Develop strategies to avoid security risks.
- Learn how to respond to cybersecurity incidents.



- Cybersecurity case study scenarios (created by the facilitator, covering phishing attacks, malware downloads, etc.).
- Computers/tablets for research.



Step-by-Step Instructions:

- Introduction (5 minutes): Discuss the most common digital security threats (phishing, malware, scams). Explain how these threats occur in daily digital activities.
- Group Work (15 minutes): Divide participants into small groups and give each group a different cybersecurity scenario. They must identify the threat in the scenario, explain how it could affect users, and propose measures to avoid or mitigate the threat.
- Presentation (10 minutes): Each group presents its scenario and solution.

Activity 2.

Cybersecurity

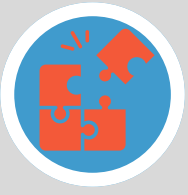
Simulation



- What cybersecurity threats surprised you?
- How prepared do you feel to handle potential threats?
- How can you apply these security measures in your daily online activities?

Activity 3.

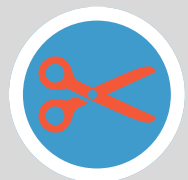
Digital Footprint Audit



Individual and Group Reflection



- Understand the concept of a digital footprint.
- Analyze personal online behavior to understand how data is collected.
- Learn strategies for managing and reducing a digital footprint.



- Computers/tablets with internet access.
- A digital footprint self-assessment worksheet.



Step-by-Step Instructions:

- Introduction (5 minutes): Explain the concept of a digital footprint and why it matters. Discuss how personal data is collected online and how it can be used.
- Individual Activity (10 minutes): Participants use the self-assessment worksheet to audit their own digital footprint. They will search for their online presence (social media, Google search, etc.) and record the findings.
- Group Reflection (10 minutes): Participants share their findings with the group. Discuss what surprised them and what changes they plan to make to reduce their digital footprint.

Activity 3.

Digital Footprint Audit



- What did you discover about your digital footprint?
- Were there any surprises in the data available about you online?
- How will you reduce or manage your digital footprint moving forward?

Session 3: Effective Online Collaboration Tools



2 hours



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Description

Session 3: Effective Online Collaboration Tools - Participants develop key skills for effective teamwork in digital spaces. They explore online platforms, practice real-time communication, and learn to manage tasks and time in virtual settings. The session strengthens coordination, planning, and digital collaboration for remote group work.

Objectives

- Learn how to effectively use online collaboration tools for group projects and remote teamwork.
- Develop skills in organizing and managing digital tasks using online platforms.
- Enhance real-time communication and coordination within a team through digital tools.
- Explore time management and task prioritization strategies in online workspaces.

Activity 1.

Exploring Online Collaboration Platforms



Group Work (Hands-On)



- Gain proficiency in using online collaboration tools (e.g., Google Drive, Slack, Trello).
- Learn how to organize and manage shared projects digitally.
- Develop skills for working collaboratively online in real-time.



- Computers/tablets with access to online collaboration platforms (Google Drive, Slack, Trello, etc.).
- Pre-prepared collaborative tasks (created by the facilitator) for participants to complete together.



Step-by-Step Instructions:

- Introduction (5 minutes): Introduce different online collaboration tools and discuss their usefulness for project management, file sharing, and real-time collaboration.

Activity 1.

Exploring Online Collaboration Platforms

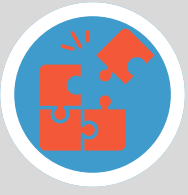


- Hands-On Group Task (20 minutes): Divide participants into groups. Each group is given access to a shared online project (e.g., creating a presentation, organizing a virtual event). They use tools like Google Docs, Trello, or Slack to complete their tasks.
- Presentation (10 minutes): Each group presents their final project and shares their experience using the online tools.



- Which collaboration tool did you find most useful, and why?
- How did the tools help streamline your group work?
- How could you apply these tools to your personal or professional projects?

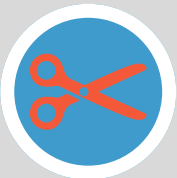
Activity 2. Time Management with Digital Tools



Individual and Group Reflection



- Use digital tools to effectively manage tasks and time.
- Understand the importance of prioritizing tasks in a digital workspace.
- Practice using online calendars, to-do lists, and project management software.



- Computers/tablets with access to task management tools (Google Calendar, Trello, Asana, etc.).
- Pre-prepared task lists for practice (created by the facilitator).



Step-by-Step Instructions:

- Introduction (5 minutes): Discuss the importance of time management in digital workspaces. Introduce tools like Google Calendar, Trello, or Asana for managing tasks and deadlines.
- Individual Task Management (10 minutes): Participants receive a task list and are asked to use a digital tool (e.g., Trello or Google Calendar) to organize the tasks by priority and deadlines.

Activity 2. Time Management with Digital Tools



- Group Reflection (10 minutes): Participants share their task organization and reflect on how the tool helped them prioritize and manage their time.



- How did organizing your tasks digitally help you manage your time?
- Which tool did you find most helpful, and why?
- How will you use these tools to manage your own digital projects or responsibilities?

Activity 3. Real-Time Online Collaboration Challenge



Group Work (Simulated Challenge)



- Enhance real-time collaboration skills in digital environments.
- Solve problems quickly and effectively using online collaboration platforms.
- Develop adaptability in managing group dynamics remotely.



- Computers/tablets with access to a shared online platform (e.g., Google Docs, Zoom, Microsoft Teams).
- Pre-prepared real-time challenges (created by the facilitator, such as solving a technical problem or organizing a virtual event).



Step-by-Step Instructions:

- Introduction (5 minutes): Explain the importance of real-time collaboration in digital work environments. Introduce the challenge participants will face.

Activity 3. Real-Time Online Collaboration Challenge



- Group Work (20 minutes): Divide participants into groups and give each group a real-time challenge (e.g., resolving a virtual meeting issue, coordinating a multi-task project). They must use online collaboration platforms to communicate, share resources, and solve the challenge.
- Presentation (10 minutes): Each group presents the solutions they developed during the real-time challenge.



- What challenges did you face when collaborating in real-time online?
- How did your team adapt to the digital environment?
- What strategies will you use in the future for more effective online collaboration?

02

Leadership skills



Session 1:

Goals settings



45 minutes



6-25

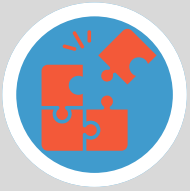
Description

Session 1: Goal Setting - Participants explore the value of setting clear and achievable goals. Through a hands-on group activity, they identify personal or organizational objectives, categorize different types of goals, and practice strategies for tracking progress. The session builds understanding of effective goal-setting techniques and their role in long-term success.

Objectives

- Learn: the importance of setting clear goals; different types of goals; and strategies for tracking progress;
- Understand: the importance of Goals-setting in achieving organizational objectives; different strategies and techniques for effective Goal-setting.

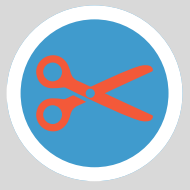
Activity 1. Make your dreams come true



- Group work
- (a) Defining specific and achievable goals
- (b) Creating short-term and long-term goals
- (c) Monitoring and adjusting goals
- (d) Applying Goals-setting skills in various situations and contexts
- (e) Evaluating the effectiveness of Goals-setting strategies and making adjustments as needed.



- Develop the ability to set and pursue meaningful goals
- Track and adapt goals to ensure continuous progress;
- Enhance leadership effectiveness through improved Goal-setting skills.



- Pencils
- Blank pieces of paper for solution writing
- Papers with the objectives
- Papers with the adaptation tasks
- Postcards (blanc cardboard in the size of postcard)



Quick Intro: Each participant shares one interesting fact about themselves. This helps break the ice and set a positive tone (3 minutes).

Step 1: Divide participants into formal groups of 3-5 persons. Ensure groups are diverse to encourage different perspectives (5 minutes).

Activity 1. Make your dreams come true



Step 2: Introduction of the task - set a goal of establishing the Hot-chocolate Caffè. The initial budget is 100.000 EUR. Assign a role of a facilitator or a leader within each group to guide discussions and keep the team on track (5 minutes).

Step 3: Distribution of the objectives - each group draws a paper with one objective to define: (1) type of the facility: indoor, outdoor kiosk, mobile truck, etc. (2) exterior of the cafe: classic, modern, self-service machines, etc. (3) flavours of hot chocolates: vanilla, strawberry, cherry, apple, cinnamon, etc. (4) additional assortments: cookies, donuts, ice-cream, cakes, etc. (5) Location of the cafe: University campus, shopping mall, business district, downtown, sport & recreational centre, etc (10 minutes).

Step 4: Distribution of the adaptation tasks - each group draws a paper with one of the unexpected situation events and needs to make adjustments: (1) the chocolate supplier closes its business operations (2) the Licence for the street kiosk is not approved (3) the Bank loan request is denied (4) number of customers orders is only half as planned (5) the season of hot temperatures is much longer than expected and customers prefer cold beverages. Discuss as a class how different groups approached their unexpected events to foster a sense of shared learning and problem-solving (10 minutes).

Activity 1. Make your dreams come true



Step 5: Set mid-term and long-term goals - Each group has a task to define mid-term (for 3 years) and long-term (for 5 years) goals: expansion geographically (new cafes in the city, in the neighboring towns, abroad, etc.), selling a franchise model to interested entrepreneurs or companies, introducing new offers to customers (organizing birthday parties, competition for a new recipe of clients, a dedicated room for dog petting, printing t-shirts with a digital illustration made by customers in the cafe, etc. Incorporate SMART criteria (Specific, Measurable, Achievable, Relevant, Time-bound) for goal setting to ensure clarity and attainability (7 minutes).



- 1. Q: Is it possible to exchange papers (from steps 3 and 4) between the groups, if mutually agreed? A: Encourage Exchange: Highlight the benefits of exchanging papers and ideas, such as gaining new perspectives and collaboration.
- 2. Q: Is a consultation between the groups allowed for particular questions? A: Facilitated Discussion: Allow for consultation among groups during certain phases to promote peer learning and support.

Activity 1. Make your dreams come true



- 3. Q: How to ensure the active participation of each individual in the group? A: Before group work begins, have each student write down their initial ideas individually. Then, during group work, they share these ideas. This ensures that every student's voice is part of the discussion from the start.



Reflection method: Gratitude postcard

Each participant should remember the experience of the workshop, then spontaneously write the postcards to whom they want to thank, in their own style and according to their own wish. Ensure each student has time to reflect quietly before writing. After writing, students could share their postcards with the class if they feel comfortable. This adds another layer of gratitude and reinforces the learning experience.

Reflection questions:

What is the most important lesson/experience you have learned today and is there a chance to use it in the near future?

How can you apply today's goal-setting techniques to your personal or academic life?

What challenges did you face during the workshop, and how did you overcome them?

Session 2:

Motivation and prioritizing



45 minutes



6-25

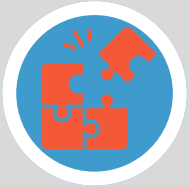
Description

Session 2: Motivation and Prioritizing - Participants explore how motivation affects team performance and learn techniques for building a positive, high-morale team culture. Through practical group work, they practice recognizing achievements, using prioritization tools, and making effective decisions. The session encourages a supportive environment and improves task management within teams.

Objectives

- Learn the impact of motivation on team performance
- Recognizing and rewarding achievements
- Building a positive team culture
- Maintaining high morale by acknowledging accomplishments
- Utilizing prioritization tools to manage tasks efficiently
- Enhancing decision-making by correctly prioritizing tasks

Activity 1. Hotel for pets



- Group work
- (a) Creating an inclusive and supportive team atmosphere
- (b) Boosting team morale
- (c) Applying motivational techniques
- (d) Celebrating team and individual successes
- (e) Identifying and ranking tasks by importance
- (f) Applying prioritization methods
- (g) Differentiating between urgent and important tasks



- Enhance team performance through effective motivation
- Develop a team culture that values and supports every member
- Improve productivity through effective task prioritization
- Enhance decision-making by correctly prioritizing tasks



- Pencils
- Blank pieces of paper for solution writing
- Postcards (blanc cardboard in the size of postcard)



Quick Intro: “Two Truths and a Lie” icebreaker: each participant shares one lie and two truths about themselves. This helps break the ice and set a positive tone (3 minutes).

Step 1: Divide participants into formal groups of 3-5 persons. Ensure groups are diverse to encourage different perspectives (5 minutes).

Step 2: Introduction of the task - Establish the Pet center for accommodation and entertaining. Assign a role of a social media manager who crafts the campaign within each group (5 minutes).

Activity 1. Hotel for pets



Step 3: Each group needs to define: (1) what kind of pets should be invited - dogs, cats, turtles, hedgehogs, hamsters, etc. (2) how to make their stay comfortable - what activities to offer to the different pets, (3) what kind of food and treats to offer to the different pets (4) what entertaining toys to provide to the pets (5) the type of "beds" for sleeping for different pets (10 minutes)

Step 4: Each group needs to define the order of activities: (1) Choose and buy the entertaining toys (2) Define the recipes for meals (3) Promotional crowdfunding campaign on social media to get funds (4) Publication of posts on social media to inform potential customers of the new service for their pets (5) Renting a space for a pet "Hotel" (6) Training of the staff how to work with different animals (7) Visit an existing pet center to learn how they run the business. (8 minutes)

Step 5: Each participant of the group, needs to make their own priority list of tasks, using a 4D model (Do, Delay, Delegate, Delete) pretending to be a manager of the Pet center: (1) Meeting with the customer who wants to donate old furniture (2) A dinner with an old schoolmate who was absent for 2 years (3) Inspection of the facility by the vet officer (4) A food fair visit. After they completed their list, organize a quick voting on which tasks are most critical. (7 minutes)

Activity 1. Hotel for pets



Step 6: Each group needs to decide what activity, between the two, to do: (1) to respond to a loyal customer request us to pick up their dog due to an urgent and unexpected journey or (2) attend a press conference where the several pet centers introduce their services. (2 minutes)

Step 7: (optional) A group discussion where students can share their challenges and how they overcame them? Sometimes, hearing how peers handled similar issues can be quite inspiring.



- 1. Q: Is it possible to exchange ideas between the groups, if mutually agreed? A: Encourage Exchange: Highlight the benefits of exchanging ideas, such as gaining new perspectives and collaboration.
- 2. Q: Is a consultation between the groups allowed for particular questions? A: Facilitated Discussion: Allow for consultation among groups to promote peer learning and support.

Activity 1. Hotel for pets



- 3. Q: How to ensure the active participation of each individual in the group? A: Assign specific roles within each group, assign roles to each member, such as:
 - Leader: Facilitates the discussion and ensures everyone's input is heard.
 - Scribe: Takes notes and documents group decisions.
 - Timekeeper: Keeps track of time and ensures the group stays on task.
 - Presenter: Shares the group's findings with the class.
 - By assigning roles, each student has a clear responsibility, encouraging participation and accountability.



Each participant should remember the experience of the workshop, then spontaneously write the postcards to whom they want to thank, in their own style and according to their own wish. Ensure each student has time to reflect quietly before writing. After writing, students could share their postcards with the class if they feel comfortable. This adds another layer of gratitude and reinforces the learning experience.

Reflection questions:

What did you learn about teamwork?

What would you do differently next time?

How can you apply today's lessons to your personal life?

What challenges did you face during the workshop, and how did you overcome them?

Session 3: Flexible and Adaptable Coordination of the Team



1 hour 30 minutes



Any number, ideally groups of 4-6 for role-playing

Description

Session 3: Flexible and Adaptable Team Coordination - Participants develop skills to adapt to change, resolve conflicts, and support teamwork in dynamic settings. The session builds flexibility, communication, and decision-making through practical group exercises.

Objectives

- To enhance participants' ability to adapt to dynamic changes, improve conflict resolution skills, and foster effective teamwork by applying flexibility in roles, communication, and decision-making in varied scenarios. Through practical exercises, participants will strengthen their capacity to adjust strategies, resolve conflicts, and collaborate effectively under changing circumstances.

Activity 1. Shift & Adapt



- Team-building and adaptability exercise.



- Develop the ability to quickly adapt to changing roles and strategies in a team setting.
- Enhance clear and effective communication during dynamic shifts.
- Foster leadership skills and decision-making in unpredictable scenarios.
- Strengthen team coordination and flexibility to improve performance under varying conditions.



- Open space (indoor or outdoor)
- Optional: Objects for imaginary tasks (e.g., markers, paper)
- Enough room for participants to move around freely and form groups of 4-5 people.



Introduction (5 minutes)

1. Briefing: Explain the concept of flexible and adaptable coordination.
2. Objective: Share the goal of the activity, which is to adapt to changing roles and strategies efficiently.

Activity 1. Shift & Adapt



Warm-Up: Group Juggle (5 minutes)

1. Formation: Have the team form a circle.
2. Instructions: Begin by tossing an imaginary ball to a team member while saying their name. Each person must remember who they receive from and to whom they send.
3. Purpose: This warms up the participants to the idea of keeping track of dynamic changes and paying attention to the group's pattern.

Main Activity: Shift & Adapt (30 minutes)

1. Team Formation: Divide participants into small groups of 4-5 people.
2. Phase 1 - Establishing the Base (10 minutes):
 - o Each group decides on a simple task to perform collaboratively (e.g., creating a story, building a structure with imaginary blocks).
 - o Allow teams to plan and begin executing their task.
3. Phase 2 - Introducing Changes (15 minutes):
 - o Periodically shout out changes that require teams to adapt immediately. Examples include:
 - Switch roles within the team.
 - Alter the project goal (e.g., the story genre changes from comedy to mystery).
 - Introduce imaginary constraints (e.g., "You can no longer speak; all communication is non-verbal").
 - o Encourage quick decision-making and role adjustments to meet the new conditions.

Activity 1. Shift & Adapt



Phase 3 - Debriefing (5 minutes):

- o Ask each team to quickly adapt their final outcome to one last unexpected change before presenting briefly to the whole group.

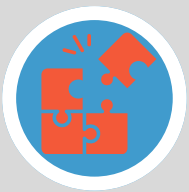
Conclusion and Debrief (5 minutes)

1. Group Discussion: Encourage participants to discuss what strategies were effective, what challenges they faced, and how they managed to adapt.
2. Feedback: Highlight the importance of flexibility in roles and strategies, and how this exercise applies to real-world scenarios in their work environment.



1. What challenges did you face when roles or objectives changed suddenly, and how did your team handle them?
2. How did your communication methods evolve as the activity progressed and scenarios shifted?
3. What strategies were most effective in helping your team adapt to the changes?
4. How can the lessons learned from this activity be applied to real-life situations in your workplace or projects?

Activity 2. Role-Play Conflict Resolution



- Conflict resolution role-play and team-building exercise.



- Develop practical skills in applying conflict resolution techniques within team settings.
- Enhance active listening and empathy to improve communication during conflicts.
- Build confidence in mediating disputes and facilitating fair solutions.
- Foster a collaborative environment by encouraging mutual understanding and respect among team members.



- Printed or digital copies of conflict scenarios
- Optional: Notepads and pens for note-taking during discussions
- A room with enough space for small group discussions and role-playing
- Chairs arranged to allow groups of 4-6 participants to work comfortably

Activity 2. Role-Play Conflict Resolution



Introduction (5 minutes)

1. Briefing: Briefly introduce the importance of conflict resolution skills in maintaining a harmonious work environment.
2. Goal: Explain that the goal is to understand and practice effective strategies to resolve conflicts within a team.

Setup (5 minutes)

1. Scenario Assignment: Divide participants into small groups. Assign each group a specific conflict scenario (described below) to role-play. Ensure that each group has a different scenario to cover a range of common conflicts.
2. Roles: Within each group, assign roles such as the conflicting parties, a mediator (another youth worker), and observers.

Role-Play Scenarios (15 minutes)

Each group will enact a scenario where they will need to resolve the conflict using specific techniques. Here are two detailed scenarios:

Scenario 1: Task Overload

- Conflict: Two team members, Alex and Jamie, argue over an uneven distribution of tasks, which has left Alex feeling overwhelmed and under-supported.

Youth Worker's Role: Act as a mediator to help both parties communicate their feelings and needs. Encourage active listening, where each party repeats the other's concerns to ensure understanding. Guide them to negotiate a more balanced workload.

Activity 2. Role-Play Conflict Resolution



Scenario 2: Credit and Recognition

- Conflict: Sam feels that Taylor often takes credit for the group's ideas during meetings with supervisors, causing resentment and tension within the team.
- Youth Worker's Role: Intervene to facilitate a discussion that clarifies each person's contributions and establish a system for acknowledging all members' input in future meetings. Use conflict resolution techniques such as emphasizing the importance of respect for colleagues' contributions.

Techniques to Encourage:

- Active Listening: Ensure that each party listens to the other without interrupting.
- Empathy: Encourage each party to express empathy by acknowledging the other's feelings and viewpoints.
- Solution-Finding: Guide the parties to collaboratively come up with solutions that satisfy both parties' needs.

Debrief (5 minutes)

1. Discussion: Bring all participants back together and have each group share their experience, focusing on what strategies were effective and what challenges arose.
2. Feedback: Discuss how these techniques can be applied in real-world settings and the importance of maintaining neutrality and fairness in conflict resolution.

Activity 2. Role-Play Conflict Resolution



We will use MIKE cards for reflection

<https://readymag.website/Reflection/In-Learning/6/>

The question will be asked: how did you feel during the activity 1 and activity 2? Participants will be asked to go to the link of MIKE cards and to choose one card for each of the two activities. After making their selection, participants form pairs, small groups, or a larger group to discuss their choices, sharing as much as they feel comfortable. Participation in the discussion is optional, and no one is required to speak if they prefer not to.

Reflection Questions for the whole session:

1. What did you find most challenging about adapting to new roles or scenarios during the activities?
2. How did your team's communication change as the tasks evolved, and how did this affect the outcomes?
3. What strategies or techniques were most effective in resolving conflicts and managing team dynamics?
4. How did you balance individual roles with group needs when adapting to new conditions?
5. What have you learned about the importance of flexibility and adaptability in team settings, and how can you apply these lessons to your real-world work environment?
6. In what ways did practicing conflict resolution techniques impact your approach to handling disagreements within the team?
7. How did you feel about your role during the activities, and what did you learn about your personal adaptability or leadership style?

03

Organisation & Planning



Session 1:

Goals settings



40 minutes



up to 30

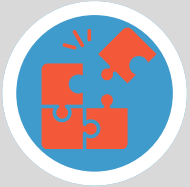
Description

Session 1: Foundations of Organization and Planning Participants learn how to create structured action plans and explore tools for effective youth work organization. The session introduces methods for reflection and future planning, strengthening strategic thinking and practical coordination skills.

Objectives

- Develop skills in creating structured action plans for youth activities
- Explore and compare different organisational tools and methods applicable to youth work
- Introduce a method for reflective practice and future planning in youth work

Activity 1. Action Plan Puzzle

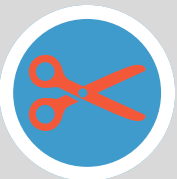


Group work

- Problem-solving
- Adaptability training



- Develop skills in categorising event planning elements
- Enhance ability to adapt plans in the face of unexpected challenges
- Practice creative problem-solving in event planning scenarios



- 6 category boxes labeled: Timeline, Budget, Logistics, Program, Staffing, Risk Management
- Sets of random event planning elements on individual pieces of paper (5-6 per category)
 - Venue Booking
 - Participant Fees
 - Workshop Leaders
 - Opening Session
 - Emergency Plan
 - Start Date
 - Equipment Rental
 - Sponsorships
 - Volunteers
 - Lunch Break
 - First Aid Kit
 - Promotion Period
 - Transportation

Activity 1. Action Plan Puzzle



- Materials Cost
- Event Coordinator
- Workshop
- Weather Plan
- Final Preparations
- Setup
- Refreshments
- Tech Support
- Closing Activity
- Insurance
- Event Day
- Cleanup
- 6 Wildcard challenge cards
- Blank pieces of paper for solution writing
- Pens or markers
- A "Canceled" box for removed elements
- Printable materials for the activity can be found here:

[Upskill Session 1 Activity.pdf](#)



Step 1: Introduction and Setup (2 minutes)

- Divide participants into groups of 4-5.
- Distribute category boxes and random event planning elements to each group.
- Give personas to each group, helping with their decision making:
 - "Grassroots Youth Center": A small, volunteer-run youth center in a rural area operating on minimal budget, focusing on providing a safe space and basic activities for local teenagers.

Activity 1. Action Plan Puzzle



- "International Youth Exchange NGO": A well-established organization with multiple European partners, experienced in managing Erasmus+ projects and international youth exchanges.
 - "Urban Youth Arts Collective": A medium-sized organization in a city center specializing in creative arts programs and cultural activities for disadvantaged youth.
 - "Community Sports Initiative": A local sports-focused youth organization running programs in multiple neighborhoods, using sports as a tool for social inclusion.
 - "Digital Youth Hub": A modern, tech-oriented youth organization focusing on digital skills development and online youth work, operating primarily through virtual platforms.
 - "Faith-Based Youth Group": A religious community's youth organization running inclusive programs for both religious and non-religious young people, focusing on values and community service.
 - "Environmental Youth Network": A youth-led organization focusing on environmental activism and education, operating through a network of local school clubs.
 - "Mobile Youth Service": A mobile youth work organization reaching out to young people in different neighborhoods using a converted bus as their main operational base.
-
- Step 2: Initial Categorization (5 minutes)
 - Groups sort the random elements into the appropriate category boxes.

Activity 1. Action Plan Puzzle



Step 3: Wildcard Challenges (6 minutes)

- Each group draws a Wildcard challenge.
- They remove the affected element and place it in the "Canceled" box.
- Groups write a solution on a blank paper and place it in the relevant category.

Step 4: Rapid Sharing (2 minutes)

- Each group quickly presents their final plan and how they solved their Wildcard challenge.

Wildcard Challenges Examples:

1. "Tech support is no longer available."
2. "Unexpected rain forecast for outdoor activities."
3. "Catering service cancelled last minute."
4. "The main guest speaker couldn't make it."
5. "The venue is double-booked, but it needs to be changed."
6. "Budget cut by 20% due to lost sponsorship."

Answers to the Activity:

1. Timeline:
 - Start Date
 - Promotion Period
 - Final Preparations
 - Event Day
2. Budget:
 - Participant Fees
 - Sponsorships
 - Materials Cost
 - Refreshments

Activity 1. Action Plan Puzzle



1. Logistics:

- Venue Booking
- Equipment Rental
- Transportation
- Setup
- Cleanup

2. Program:

- Opening Session
- Workshop
- Lunch Break
- Closing Activity

3. Staffing:

- Workshop Leaders
- Volunteers
- Event Coordinator
- Tech Support

4. Risk Management:

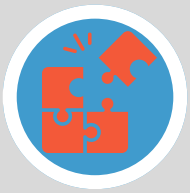
- Emergency Plan
- First Aid Kit
- Weather Plan
- Insurance



- How did you approach the initial categorisation of elements?
- What was most challenging about adapting to the Wildcard?
- How does this activity reflect real-life event planning in youth work?
- What critical lessons about flexibility and problem-solving did you learn?

Activity 2.

Reflection and Planning Journal



Individual work,

- Self-reflection
- Personal development
- Planning



- Develop skills in reflective practice for youth work
- Enhance ability to set and plan for personal and professional goals
- Practice structured self-assessment and improvement planning



- Printed Reflection and Planning Journal templates (ideally one per participant or one per organisation)
 - Reflection and Planning Journal for Youth Workers
- Pens or pencils
- Quiet space for individual reflection
- Timer or clock for the facilitator



Step 1: Introduction to Reflective Practice (2 minutes)

- Explain the importance of reflection and planning in youth work
- Introduce the journal template and its sections

Step 2: Guided Journal Writing (10 minutes)

- Distribute journal templates to each participant
- Guide participants through each section, allowing time for individual writing
- Encourage honest and thoughtful responses

Activity 2.

Reflection and Planning Journal



Step 3: Peer Sharing and Feedback (2 minutes)

- Pair participants to briefly share one insight or goal from their journal
- Encourage supportive feedback and discussion

Step 4: Conclusion and Commitment (1 minute)

- Summarise the benefits of regular reflection and planning
- Encourage participants to commit to ongoing use of the journal



- How did the process of reflection feel? Was it challenging or enlightening?
- Which section of the journal did you find most valuable, and why?
- How do you think regular use of this journal could improve your youth work practice?
- What strategies can you use to ensure you maintain this reflective practice?

Activity 2.

Reflection and Planning Journal



Reflection Method: Letter to Myself

Description: At the end of the session, participants will write a brief letter to themselves, reflecting on what they've learned and how they plan to apply it in their youth work.

Reflection Questions:

1. What are the key organisational and planning concepts you learned today?
2. How do you think these concepts will improve your youth work practice?
3. What specific action steps will you take to implement these new ideas?
4. What challenges do you anticipate in applying these concepts, and how might you overcome them?

Session 2: Effective Time Management and Conflict Resolution



40 minutes



up to 30

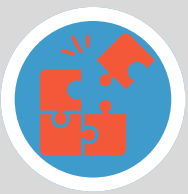
Description

Session 2: Time Management and Conflict Resolution - Participants practice task prioritization and conflict resolution strategies to improve decision-making and teamwork in youth work settings.

Objectives

- Develop skills in prioritising tasks using the Eisenhower Matrix
- Practice applying conflict resolution techniques in youth work scenarios
- Enhance decision-making abilities in time management and interpersonal conflicts

Activity 1. Conflict Resolution Role-Play



Group work

- Role-play
- Conflict resolution practice



- Practice applying specific conflict resolution techniques in youth work scenarios
- Develop skills in mediating conflicts as a facilitator
- Enhance understanding of different perspectives in conflict situations



- Conflict scenario cards (one per group)
- Technique cards for facilitators (one per group)
- Role cards for conflicting parties (two per group - see explanation of the activity)
- Timer or clock for facilitator
- Open space for groups to spread out and role-play

Document pages can be printed for each team or sent the link here:
[Conflict Scenarios and Roles](#)



Step 1: Introduction and Group Formation (2 minutes)

- Divide participants into groups of three
- Explain roles: two conflicting parties and one facilitator

Activity 1. Conflict Resolution Role-Play



Step 2: Distribution of Materials and Preparation (3 minutes)

- Give each group a conflict scenario card
- Provide the facilitator with a technique card
- Distribute role cards to the two conflicting parties
- Allow groups a moment to read and understand their materials

Conflict Styles:

1. Competing: Assertive and uncooperative, pursuing one's own concerns at the expense of others.
2. Collaborating: Both assertive and cooperative, working to find a solution that fully satisfies everyone's concerns.
3. Compromising: Moderate in both assertiveness and cooperativeness, seeking a mutually acceptable solution that partially satisfies everyone.
4. Avoiding: Unassertive and uncooperative, sidestepping or postponing dealing with the conflict.
5. Accommodating: Unassertive and cooperative, neglecting one's own concerns to satisfy others'.

Team 1:

Issue: Disagreement over volunteer management and responsibilities

Facilitator Technique: Interest-Based Relational Approach

Youth Center Manager (Competing style)

Brief: You believe in strict control over volunteer activities to ensure quality and consistency. You want to implement a rigid schedule and detailed volunteer task lists. Your main concern is maintaining the centre's reputation and program quality.

Activity 1. Conflict Resolution Role-Play



Volunteer Coordinator (Collaborating style)

Brief: You advocate for more flexibility in volunteer roles to encourage creativity and personal growth. You want to allow volunteers to propose and lead their initiatives. Your main concern is volunteer satisfaction and retention.

Solution Focus: The facilitator should use the Interest-Based Relational Approach to help both parties identify their underlying interests (program quality, volunteer satisfaction) and work together to find solutions that address both concerns.

Team 2:

Issue: Clash over introducing new activities in established programs

Facilitator Technique: GROW Model

Senior Youth Worker (Avoiding style)

Brief: You're comfortable with the current program structure and hesitant about change. You avoid confrontation and tend to dismiss new ideas without open discussion. Your main concern is maintaining stability and predictability in the programs.

New Youth Worker (Accommodating style)

Brief: You have fresh ideas for activities but are reluctant to push too hard. You tend to give in to the senior worker's preferences to maintain harmony. Your main concern is introducing innovative approaches to engage youth better.

Activity 1. Conflict Resolution Role-Play



Solution Focus: The facilitator should use the GROW Model to guide the conversation:

- **Goal:** Establish a shared goal of program improvement
- **Reality:** Assess the current situation and the need for change
- **Options:** Explore various ways to introduce new activities
- **Will:** Develop an action plan that both parties are committed to

Team 3:

Issue: Dispute over youth participation in a controversial community project (bouldering and mountain hiking)

Facilitator Technique: Active Listening

Parent Representative (Competing style)

Brief: You strongly oppose youth involvement in the project due to perceived risks and possible controversy. You're assertive in your communication and prioritise youth safety above all else.

Youth Program Leader (Compromising style)

Brief: You see the educational value in the project but are willing to find a middle ground. You want to ensure youth have a voice in community matters while addressing parents' concerns.

Solution Focus: The facilitator should use active listening to fully understand both perspectives, paraphrase concerns, and ask clarifying questions. This approach can uncover underlying worries and values, paving the way for a compromise addressing safety and youth empowerment.

Activity 1. Conflict Resolution Role-Play



Team 4:

Issue: Conflict over decision-making power in youth-led initiatives

Facilitator Technique: "I" Statements and Emotional Intelligence

Teenage Peer Leader (Accommodating style)

Brief: You're excited about leading initiatives but often defer to adults' judgments. You struggle to assert your ideas and those of your peers, fearing disapproval or conflict.

Adult Mentor (Collaborating style)

Brief: You want to support youth leadership but are concerned about the feasibility and safety of some proposed ideas. You aim to find ways to empower youth while providing necessary guidance.

Solution Focus: The facilitator should guide both parties to use "I" statements to express their feelings and needs without blame.

For example, *"I feel frustrated when decisions are made without youth input"* or *"I'm concerned about ensuring the safety of all participants."*

The facilitator should also model emotional intelligence by acknowledging and validating both parties' emotions, helping them recognise and manage their feelings during the discussion.

How to apply the technique or model:

- Interest-Based Approach: Focus on identifying underlying interests rather than positions
- GROW Model: Guide the conversation through Goals, Reality, Options, and Will (action plan)
- Active Listening: Use techniques like paraphrasing and asking clarifying questions
- "I" Statements and Emotional Intelligence: Guide parties to express feelings and needs constructively while being aware of emotional dynamics

Activity 1. Conflict Resolution Role-Play



Step 3: Role-Play Enactment (7 minutes)

- Groups act out their scenarios, with the facilitator applying their assigned technique
- Encourage realistic portrayal of conflicts and genuine attempts at resolution

Step 4: Group Reflection (3 minutes)

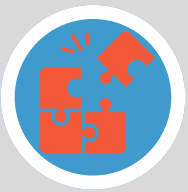
- Each group briefly discusses their experience
- Focus on the effectiveness of the technique and challenges faced



- How effective was the assigned conflict resolution technique in this scenario?
- What challenges did you face in your role (as facilitator or conflicting party)?
- How might this scenario and resolution strategy apply to real youth work situations?
- What other techniques or approaches might have been helpful in this situation?

Activity 2.

Priority Matrix Exercise



Individual work,

- Self-reflection
- Personal development
- Planning



- Develop skills in reflective practice for youth work
- Enhance ability to set and plan for personal and professional goals
- Practice structured self-assessment and improvement planning



- Printed Eisenhower Matrix templates (one per participant)
- List of youth work tasks (one per participant)
 - [Upskill Session 2 Activity_\(1\).pdf](#)
 - The materials can be printed or downloaded
 - It contains the explained matrix, example matrix, black and white version, as well as list of work tasks
- Pens or markers
- Whiteboard or flip chart for group discussion



Step 1: Introduction to Eisenhower Matrix (3 minutes)

- Explain the four quadrants: Do, Schedule, Delegate, Delete
- Provide two examples per quadrant:

Activity 2.

Priority Matrix Exercise



Do (Urgent & Important):

1. Respond to a youth in crisis
2. Complete grant application due tomorrow

Schedule (Not Urgent & Important):

1. Plan next month's youth leadership workshop
2. Develop a new outreach strategy for underserved youth

Delegate (Urgent & Not Important):

1. Order supplies for the upcoming event
2. Schedule social media posts for the week

Delete (Not Urgent & Not Important):

1. Reorganise office supply closet
2. Attend a non-mandatory staff social event

Step 2: Individual Task Categorization (7 minutes)

- Distribute the list of 12 tasks to each participant
- Give roles to each group, helping with their decision making:
 - "Program Coordinator":
 - - Responsible for overseeing multiple youth programs
 - - Manages a team of youth workers
 - - Handles budget planning and reporting
 - - Main contact for partner organizations
 - - Must balance administrative tasks with direct youth work
 - "New Youth Worker":
 - - Recently started first youth work position
 - - Running daily activities with young people
 - - Learning organizational procedures
 - - Building relationships with youth
 - - Taking on first project responsibilities

Activity 2.

Priority Matrix Exercise



- "Outreach Youth Worker":
 - - Works primarily in street-based youth work
 - - Builds relationships with marginalized youth
 - - Manages crisis interventions
 - - Coordinates with social services
 - - Develops community partnerships
- "Digital Youth Engagement Specialist":
 - - Manages online youth platforms
 - - Creates digital content for youth engagement
 - - Coordinates virtual youth groups
 - - Provides digital safety education
 - - Balances online and offline activities
- "Youth Center Manager":
 - - Oversees facility operations
 - - Manages staff schedules
 - - Ensures safety protocols
 - - Handles community relations
 - - Balances administrative duties with youth engagement
- "Project-Based Youth Worker":
 - - Manages specific funded projects
 - - Meets grant deadlines and requirements
 - - Coordinates with project partners
 - - Documents project outcomes
 - - Works directly with youth participants
- "Volunteer Coordinator":

Activity 2.

Priority Matrix Exercise



- - Recruits and trains volunteers
- - Manages volunteer schedules
- - Provides volunteer support
- - Organizes volunteer appreciation
- - Ensures volunteer-youth safety
- "Youth Participation Facilitator":
- - Supports youth-led initiatives
- - Facilitates youth council meetings
- - Promotes youth voice in decision-making
- - Develops youth leadership skills
- - Bridges youth-adult partnerships
- Have participants place each task in the appropriate quadrant

List of 12 Tasks to Categorize:

1. Prepare for tomorrow's youth council meeting
2. Update the youth centre's website
3. Mentor a troubled teen who just reached out
4. Brainstorm ideas for summer programs
5. Attend a networking event with other youth organizations
6. Clean up the youth centre's storage room
7. Respond to emails from parents about an upcoming trip
8. Create a long-term fundraising strategy
9. Address a conflict between two youth group members
10. Learn a new team-building activity for future use
11. File last month's expense reports
12. Scroll through social media for youth trends

Activity 2.

Priority Matrix

Exercise



Step 3: Group Discussion (5 minutes)

- Facilitate a discussion on task placement, encouraging participants to explain their choices



- 1. Which tasks did you find most challenging to categorise and why?
- 2. How might using this matrix change your approach to daily tasks in youth work?
- 3. In what ways could this prioritisation method improve your effectiveness as a youth worker?
- 4. How can you apply this method to help young people manage their responsibilities?



Reflection Method: Cinquain

Description: Participants will create a cinquain poem to summarise what they learned and felt about the session. A cinquain poem is classified by the number of syllables each line in the poem has. In this case, we will be using different word types.

Reflection Questions (to guide the cinquain creation):

1. What one word summarises your learning about time management or conflict resolution? (Solution, Help, Think etc.)
2. What two adjectives describe your feelings about applying these skills? (Focused, Strong, Adaptable)
3. What three verbs represent actions you'll take based on today's learning? (Learning, Doing, Writing, etc.)
4. What four-word phrase captures your main takeaway from the session?
5. What single word reiterates the essence of your learning today?

Session 3: Event Planning and Creative Problem-Solving



40 minutes



up to 30

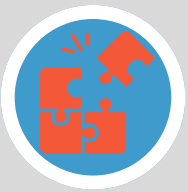
Description

Session 3: Event Planning and Creative Problem-Solving - Participants develop collaborative planning skills using the Work Breakdown Structure and apply creative techniques like SCAMPER to solve youth work challenges with innovative thinking.

Objectives

- Learn to break down complex projects using Work Breakdown Structure (WBS)
- Apply creative problem-solving techniques to youth work challenges
- Enhance collaborative planning and innovative thinking skills

Activity 1. Youth Event WBS Challenge

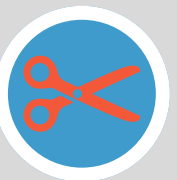


Group Work

- Group planning
- Creative problem-solving



- Understand and apply the Work Breakdown Structure technique to event planning
- Develop skills in breaking down complex projects into manageable tasks
- Enhance collaborative planning and organisation skills in youth work contexts



- Large sheets of paper or whiteboard for each group
- Markers or pens
- Sticky notes (various colours)
- Example WBS diagram
- Event scenario card for the main exercise



Step 1: Introduction to WBS (3 minutes)

- Explain the concept of Work Breakdown Structure
- Show a completed example of a small-scale WBS

Example WBS: "Organize a Youth Movie Night"

Pre-Event Planning

- 1.1.1 Select movie
- 2.1.2 Choose date and venue
- 3.1.3 Create budget

Activity 1. Youth Event WBS Challenge



Logistics

- 1.2.1 Book venue
- 2.2.2 Arrange equipment (projector, screen, sound system)
- 3.2.3 Organize seating

Promotion

- 1.3.1 Design flyers
- 2.3.2 Social media campaign
- 3.3.3 School announcements

Refreshments

- 1.4.1 Purchase snacks and drinks
- 2.4.2 Set up refreshment area

Event Execution

- 1.5.1 Set up equipment
- 2.5.2 Welcome attendees
- 3.5.3 Run the movie
- 4.5.4 Clean up

Step 2: Group Formation and Task Assignment (2 minutes)

- Divide participants into small groups (4-5 people)
- Provide each group with the main event scenario:

"Organize a 3-day Youth Leadership Camp for 50 high school students, focusing on environmental awareness and community action."

Activity 1. Youth Event WBS Challenge



Step 3: WBS Creation (10 minutes)

- Groups work together to create a WBS for the given scenario
- Encourage use of techniques learned in previous sessions (e.g., prioritization, conflict resolution for disagreements)

Step 4: Presentation and Discussion (5 minutes)

- Each group briefly presents their WBS
- Facilitate a short discussion on different approaches and innovative ideas



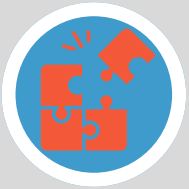
- How did breaking down the event into smaller tasks change your perception of its complexity?
- What challenges did you face in creating the WBS, and how did you overcome them?
- How might this technique be useful in other aspects of youth work, beyond event planning?
- In what ways could you involve young people in creating a WBS for events they're interested in?

Activity 2.

SCAMPER Your

Way Through Youth

Work Challenges



Group Work

- Creative problem-solving
- Group brainstorming



- Understand and apply the SCAMPER technique to youth work challenges
- Enhance creative thinking and innovative problem-solving skills
- Develop ability to approach problems from multiple perspectives



- SCAMPER technique handouts (one per participant)
- Problem scenario cards (see samples of scenarios in the explanation of the activity)
- Flip chart and markers, or pen and paper, for each group
- Timer



Step 1: Introduction to SCAMPER (3 minutes)

- Explain the SCAMPER technique and its components
- Provide an example of applying SCAMPER to a youth work problem

Example Problem: "Low attendance at weekly youth club meetings"

Activity 2.

SCAMPER Your

Way Through Youth

Work Challenges



SCAMPER solutions:

- Substitute: Change meeting location to a more popular venue
- Combine: Merge with another youth group for joint activities
- Adapt: Adjust meeting times to better suit youth schedules
- Modify: Alter the format to include more interactive activities
- Put to another use: Turn meetings into skill-sharing workshops
- Eliminate: Remove formal structure, make it more casual
- Reverse: Have youth lead and plan the meetings instead of adults

Step 2: Group Formation and Problem Assignment (2 minutes)

- Divide participants into small groups (3-4 people)
- Assign 1-3 problems to each group (depending on group size and time)

Step 3: SCAMPER Brainstorming (10 minutes)

- Groups apply the SCAMPER technique to their assigned problem(s)
- Encourage wild ideas and building upon each other's suggestions

Activity 2.

SCAMPER Your

Way Through Youth

Work Challenges



List of 10 Youth Work Problems for SCAMPER:

1. Lack of diversity in youth program participants
2. Limited funding for youth projects
3. Difficulty engaging youth in community service
4. High dropout rate in long-term youth programs
5. Challenges in reaching and involving introverted youth
6. Overuse of smartphones during youth activities
7. Lack of male role models in youth mentoring programs
8. Difficulty in measuring the impact of youth work
9. Burnout among youth workers
10. Bridging the gap between different youth subcultures

Step 4: Solution Sharing (5 minutes)

- Each group briefly presents their most innovative solutions
- Discuss how these ideas could be implemented in real youth work settings



- Which SCAMPER categories were most useful for generating ideas, and why?
- How might this technique help you approach persistent problems in your youth work?
- In what ways could you involve young people in using SCAMPER to solve their challenges?

Activity 2.

SCAMPER Your Way Through Youth Work Challenges



- How can we ensure that creative solutions generated through SCAMPER are practical and implementable in youth work settings?



Reflection Method: Mind Mapping

Description: Participants will create a mind map to represent their learning and ideas from the session visually.

Reflection Questions (to guide the mind mapping):

1. What are the central concepts you learned about event planning and creative problem-solving?
2. How do these concepts connect to your current youth work practice?
3. What new ideas or approaches emerged for you during this session?
4. How might you apply creative problem-solving techniques to overcome challenges in youth work?
5. What resources or support will you need to implement these new strategies?

04

Mentorship and Communication Skills



Session 1: Understanding Mentorship



35 minutes



6-14

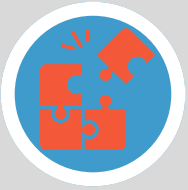
Description

Session 1: Understanding Mentorship - Participants learn what mentorship is, explore mentor-mentee roles, and develop skills to build effective, goal-oriented mentorship relationships.

Objectives

- Understand the fundamental concept of mentorship, distinguishing it from other supportive roles like coaching or teaching.
- Recognize the importance of mentorship in personal and professional development, and how it contributes to career advancement, skill enhancement, and personal growth.
- Learn about the key characteristics and attributes of successful mentors, including active listening, empathy, knowledge sharing, and the ability to provide constructive feedback.
- Explore the dynamics of the mentor-mentee relationship, including mutual expectations, roles, and responsibilities.
- Learn how to create a structured mentorship plan, including setting clear goals, identifying milestones, and establishing evaluation criteria.

Activity 1. Mentor Superpowers



- Individual work-self-reflection
- Discussion
- Presentation
- Group work



- Identify Key Mentor Qualities: Participants will be able to identify and understand essential qualities that make a mentor effective, such as active listening, empathy, knowledge sharing, and providing constructive feedback.
- Recognize the Role of Mentors: Participants will explore how these qualities contribute to the personal and professional growth of a mentee.
- Engage in Self-Reflection: Participants will reflect on their own strengths and areas for growth as current or potential mentors.



- Whiteboard/Flipchart: To capture the group's ideas and key points during the discussion.
- Markers: For writing down ideas on the whiteboard or flipchart.
- Post-it Notes or Index Cards: For participants to write down the qualities they believe make a great mentor.
- Pens/Pencils: For participants to write their thoughts.
- Timer: To keep track of time and ensure the activity stays within the 10-minute limit.etc.



Step 1 : Introduction (2 minutes):

- The facilitator introduces the activity by explaining that every mentor has unique “superpowers”- qualities that help them guide and support their mentees effectively.

Activity 1. Mentor Superpowers



- The objective is to identify these "mentor superpowers" to help participants understand what makes a mentor successful.

Step 2 :Individual Reflection (3 minutes):

- Participants are given 3 minutes to think about and write down on a Post-it note two qualities you believe are essential for an effective mentor

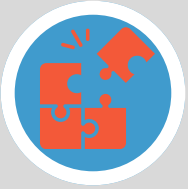
Step 3: Group Discussion (5 minutes):

- Participants explain their choices



- What superpower (quality) stood out the most during the discussion? Why do you think it's important for mentorship?
- How do these mentor qualities benefit the mentee's personal or professional growth? Can you give examples?
- Was there any quality mentioned that you hadn't thought about before? How might you incorporate this into your approach as a mentor or mentee?
- Are there any mentor qualities that you feel are underappreciated or overlooked in typical mentorship programs?
- If you had to choose just one superpower for a mentor, which one would it be and why?
- How can you develop these mentor superpowers in yourself or others moving forward?

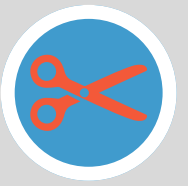
Activity 2. Echo and Clarify



Interactive Group Activity



- To help participants develop active listening skills by practicing echoing (reflecting back) and clarifying what the mentee says.
- This exercise will make them more mindful listeners in mentorship sessions.



- A timer
- Pens or pencils
- A whiteboard or flipchart for group summaries
- Scenario cards (prepared in advance) that outline different mentoring situations for practice



Step 1 : Introduction (2 minutes):

- Active listening involves truly hearing and understanding the other person's thoughts and feelings without interruption.
- Two key techniques in active listening are echoing (reflecting back what was heard) and clarifying (asking follow-up questions to gain a deeper understanding).

Step 2 Pair Up and Assign Roles (3 min):

- Divide participants into pairs and assign one as the “mentor” and the other as the “mentee.”
- The “mentee” will describe a scenario or concern related to a common mentorship issue

Activity 2. Echo and Clarify



Step 3: Mentorship Simulation (5 min):

- The “mentee” describes their scenario in detail, speaking for 1–2 minutes.
- The “mentor” then practices active listening by:
 - Echoing: Reflecting back what the mentee shared to confirm understanding.
 - Clarifying: Asking open-ended questions to get further insight (e.g., “Could you tell me more about which tasks are taking most of your time?”).

Step 4 :Role Reversal (3 min):

- Have participants switch roles and repeat the activity, allowing both to experience active listening as the mentor.

Step 5: Group Reflection (2 min):

- How did it feel to echo and clarify?
- What new insights did the “mentee” gain from being actively listened to?
- How did the “mentor” benefit from practicing active listening?



- How did it feel to focus solely on listening without immediately offering advice or solutions?
- What challenges did you encounter while trying to reflect back and clarify what your partner said?
- How did the mentee respond to your reflections and clarifications? Did they seem more understood or validated?
- How did the experience of being actively listened to as a “mentee” make you feel?

Activity 2. Echo and Clarify



- What strategies do you think would help you maintain these listening skills when mentoring becomes challenging or emotional? How do you think active listening could impact a mentee's growth and development over time?



Description of the Reflection Method:

- To deepen participants' understanding of mentorship, we'll employ a variety of reflective activities throughout and after the session. These activities allow participants to connect with the material on a personal level, build upon each other's insights, and create a foundation for ongoing growth as mentors or mentees. Reflection will focus on key qualities, active listening, and goal-setting, fostering an environment of openness and self-awareness.

Reflection Activities:

1. Mentorship Moments Journal

- Each participant will begin by individually journaling their insights and reflections on mentorship. Prompts will guide them to explore what they have learned about mentorship qualities, the role of mentors, and the mentor-mentee relationship. This activity provides a quiet moment for participants to synthesize information and consider how they might apply it to their own experiences.

2. Insights Exchange

- Participants will pair up and take turns sharing their most valuable takeaways from the session. This exchange fosters a deeper understanding of the material, as they articulate their thoughts and hear different perspectives. Partners can ask questions to encourage further reflection and insight.

Activity 2. Echo and Clarify



3. Superpower Spectrum

- As a group, participants will contribute to a visual “superpower spectrum” on the board. Each person will add the qualities they consider essential for mentorship and write why they believe those qualities matter. This collective map will help them see the range of valuable traits mentors bring to their role and recognize patterns in mentor qualities.

4. Mentor Scenario Relay

- Dividing into smaller groups, participants will rotate through different mentorship scenarios. Each group will discuss how to apply specific mentor qualities, such as empathy or active listening, to each scenario. This relay format encourages creative thinking and allows participants to explore varied approaches to real mentorship challenges.

5. Listening Lab

- In a fishbowl demonstration, participants will observe and practice active listening skills, particularly echoing and clarifying. Volunteers will model these techniques while the group watches and provides constructive feedback. This activity reinforces the importance of active listening and helps participants build confidence in their ability to connect with mentees.

6. Commitment Corner

- Each participant will write a personal commitment on a “commitment wall,” noting one quality they aim to strengthen as a mentor or mentee. These commitments can be specific skills, actions, or values that they feel will support their growth. This visual display will serve as a reminder of their goals and help them stay accountable.

Activity 2. Echo and Clarify



7. Head, Heart, Hands Reflection

- As a group, participants will be guided through a structured reflection to close the session. They will share what they've learned (Head), how it has impacted them emotionally or personally (Heart), and what they plan to do with these insights (Hands). This multi-dimensional reflection reinforces the session's impact and sets them up for action.

8. Mentor Power Portraits

- To conclude, participants will each take a photograph with a card displaying the mentor quality they most resonate with. This “power portrait” is a visual keepsake that highlights their unique strengths and commitments to mentorship.

Reflection Questions for the Whole Unit:

- These questions will guide participants' reflection throughout the unit and help them continually relate their learning to their personal development as mentors or mentees.

1. What qualities do I personally value most in a mentor, and how do these align with what we discussed in the session?
2. How has my understanding of mentorship changed or deepened after this session?
3. What did I discover about my own mentor “superpowers” or areas I want to develop further?

Activity 2. Echo and Clarify



4. How did practicing active listening make me feel? How might it help me strengthen relationships in mentoring or other areas?

5. How can I apply the skills and insights gained today to real mentoring scenarios?

6. What specific commitments do I feel ready to make to support my growth as a mentor or mentee?

7. Reflecting on my “Mentor Power Portrait,” what does the quality I selected mean to me, and how will I embody it moving forward?

How can I contribute to a supportive and growth-oriented mentor-mentee relationship in the future?

Session 2: Building Effective Communication Channels



35 minutes



8-20

Description

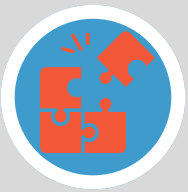
Session 2: Communication in Mentorship - Participants build key skills for clear, consistent mentor-mentee communication and explore tools that support effective dialogue and feedback.

Objectives

- Recognize the critical role effective communication plays in the success of mentorship relationships.
- Understand how clear, consistent communication fosters trust, understanding, and collaboration between mentors and mentees.
- Learn essential communication skills such as active listening, empathy, non-verbal communication, and providing constructive feedback.
- Explore various strategies to improve communication, including setting clear expectations, using open-ended questions, and establishing regular check-ins.
- Identify and learn to use different tools and technologies that facilitate effective communication, such as email, messaging apps, video conferencing, and collaborative platforms.

Activity 1.

Communication Preferences Map



- Individual work-self-reflection
- Discussion
- Presentation
- Group work



- To help participants identify and discuss preferred communication channels in mentorship, ensuring that both mentors and mentees feel comfortable and understood.



- Sticky notes or index cards
- Pens
- A board or wall space for mapping (optional)



Step 1 : Introduction (3 minutes):

- Start by explaining that open and effective communication is crucial in mentorship relationships.
- Emphasize the need for clarity around preferred communication channels (e.g., email, text, video calls, in-person meetings) to set expectations and make interactions smoother.

Step 2 : Pair Up and Discuss (3 min):

- Divide participants into pairs, ideally pairing mentors with mentees. Ask each pair to discuss:
 - Their preferred communication channels.
 - The frequency they'd like for each (e.g., daily texts, weekly check-ins via email, bi-weekly in-person meetings).

Activity 1.

Communication Preferences Map



- Any communication boundaries (e.g., avoiding messages after hours or prioritizing certain topics for certain channels).

Step 3: Mapping Preferences (5 min):

- Each participant writes down their communication preferences on sticky notes or index cards, summarizing:
 - Channel (e.g., email, phone, in-person).
 - Frequency (e.g., weekly, daily, as needed).
 - Boundaries (e.g., no messages after 7 pm).

Step 4 : Group Sharing and Reflection (3 min):

- Reconvene and have a few pairs share insights from their discussions. Ask:
 - What new communication ideas did you learn from your partner?
 - Did you find any differences in preferences, and how did you address them?
 - How can understanding these preferences strengthen a mentorship relationship?



Self-Reflection Questions:

- What did you discover about your own communication preferences?
- Were there any aspects of communication you hadn't considered before that came up during this activity?
- Did this activity make you rethink any of your existing communication habits or boundaries?

Activity 1.

Communication Preferences Map



Partner Reflection Questions:

- What was the most surprising or interesting preference your partner shared?
- How did you feel when discussing differences in communication preferences with your partner?
- How did you approach any differences in preferences (e.g., frequency, channels, boundaries)?

Group Reflection Questions:

- Were there common communication preferences that emerged across the group? What were they?
- What did you learn from others' communication boundaries that you may consider setting for yourself?
- How can mentors and mentees navigate communication preferences effectively to maintain a respectful and productive relationship?

Application to Mentorship Context:

- How might these communication preferences impact the dynamics of a mentorship relationship?
- In what ways could establishing clear communication channels and boundaries early on benefit a mentor-mentee relationship?
- How will this activity help you create a more open and trusting communication environment with your mentee or mentor moving forward?

Activity 1.

Communication

Preferences Map

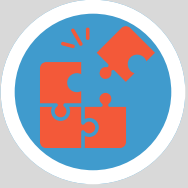


Future Practice:

- What strategies can you use to periodically revisit and adapt communication preferences as the mentorship relationship evolves?
- How will you ensure that communication remains effective and aligned with both your needs and those of your mentor or mentee?

Activity 2.

Feedback Circle



- Interactive Group Activity



- To help participants practice giving and receiving feedback in a constructive, supportive environment, and to explore feedback mechanisms that enhance growth and trust in mentorship.



- Sticky notes or index cards
- Pens
- Whiteboard or flip chart (optional)



Step 1 : Introduction (3 min):

- Explain that feedback is a powerful tool for growth in mentorship. Emphasize the importance of constructive, specific feedback to foster trust, motivation, and improvement. Outline these quick guidelines:
- Focus on behavior or specific actions, not on personal attributes.
- Keep it constructive and balanced, with positive aspects and suggestions for improvement.

Step 2: Activity Setup (2 min):

- Ask participants to pair up
- Each pair will play the role of “mentor” and “mentee” to experience both giving and receiving feedback.

Activity 2.

Feedback Circle



Step 3: Feedback Exercise (5 min):

- Each participant thinks of a recent activity or skill they worked on and briefly describes it with their partner.

Step 4: Reflection and Group Sharing (5 min):

- Regroup and ask each pair to reflect on the experience:
- How did the mentee feel receiving the feedback?
- How did the mentor feel giving feedback?
- Which feedback format felt most constructive, and why?

Step 5: Group Reflection (2 min):

- How did it feel to echo and clarify?
- What new insights did the “mentee” gain from being actively listened to?
- How did the “mentor” benefit from practicing active listening?

Step 6: Debrief (1 min):

- Summarize by discussing the key takeaways. Encourage participants to consider these techniques in their mentorship roles to create a feedback loop that fosters growth and trust.



- Why do you think feedback is essential in mentorship?
- What elements make feedback constructive rather than critical?
- How can feedback help build trust between mentors and mentees?

Activity 2.

Feedback Circle



- How did you feel when you were assigned the roles of mentor and mentee?
- Did you find it easier to think of examples for feedback in the mentor or mentee role? Why?
- How comfortable were you sharing details about your recent activity or skill with your partner?
- What specific feedback did you receive, and how did it make you feel?
- Did you find yourself more focused on positive aspects or on suggestions for improvement?
- How did the mentee feel when receiving feedback? Was it easy to accept?
- How did the mentor feel while giving feedback? Was it challenging to keep it constructive?
- Which feedback format felt most constructive? Why did this particular style work best?
- How did it feel to echo and clarify what your partner shared?
- What new insights did the mentee gain from this exercise?
- How did the mentor benefit from practicing active listening?
- What are your main takeaways from this exercise on feedback in mentorship?
- How can these techniques (constructive feedback, active listening) improve your real-life mentorship relationships?
- How might you apply the feedback loop learned here to foster continuous growth and trust in your mentoring?

Activity 2.

Feedback Circle



Description of the Reflection Method for Session 2:

- The reflection method for this session will incorporate guided individual reflection, partner discussions, and group sharing to allow participants to explore their experiences and insights in layers. This reflective approach helps participants process their learnings from different perspectives, reinforcing the concepts covered and promoting deeper understanding of effective communication in mentorship. The goal is to help participants become more self-aware of their communication styles, preferences, and the impact they have on mentorship dynamics.

Reflection Method Breakdown:

- **Self-Reflection:** Participants individually reflect on their own communication preferences, challenges, and insights gained during the activities. This personal reflection phase encourages self-assessment and consideration of how their preferences and boundaries influence their mentoring relationships.
- **Partner Reflection:** In pairs, participants discuss their individual experiences and observations with a partner. This approach enables participants to learn from one another's communication preferences and understand differences, fostering empathy and adaptability.
- **Group Sharing:** The session concludes with a group reflection where participants share key insights and common themes that emerged in their discussions. This group-level reflection helps participants recognize universal communication challenges and strategies that can enhance mentorship relationships.

Activity 2.

Feedback Circle



Reflection Questions for the Whole Session

Ø Self-Reflection Questions

- How did participating in the activities affect your understanding of your communication style and preferences?
- What new insights did you gain about the importance of clear, consistent communication in a mentorship setting?
- How do you plan to implement what you learned about active listening, empathy, and constructive feedback in future mentorship interactions

Ø Partner Reflection Questions

- What was the most surprising or valuable communication preference or boundary your partner shared?
- How did it feel to discuss differences in communication styles with your partner, and what strategies did you identify to bridge these differences?
- What did you learn from your partner's approach that you might consider applying in your own mentorship communication?

Ø Group Reflection Questions

- What common communication challenges or preferences were highlighted by the group?
- How did these reflections change your view on setting clear expectations and boundaries in communication?
- What role do empathy and active listening play in building trust within mentorship? How can we use these skills effectively?
- How can mentors and mentees manage different communication preferences to create a respectful, effective mentorship relationship?

Activity 2.

Feedback Circle



Ø Application to Mentorship Context

- What strategies discussed in this session could help mentors and mentees maintain open, honest communication over time?
- In what ways could regular check-ins and setting clear communication expectations strengthen a mentorship relationship?
- How will you ensure that your communication methods remain adaptable to both your and your mentee's needs as the relationship progresses?

Ø Future Practice Questions

- What specific tools or technologies will you use to support effective communication, and how will you select which tool to use based on the mentorship context?
- How will you periodically reassess communication preferences with your mentee to ensure they remain effective and relevant?
- What steps will you take to foster a feedback-rich environment that promotes growth, trust, and mutual respect in your mentorship relationships?

Session 3: Conflict Resolution and Mediation



35 minutes



8-20

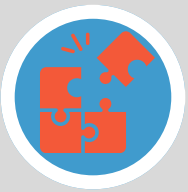
Description

Session 3: Conflict Resolution and Mediation - Participants learn to identify and manage conflicts in mentorship through active listening, empathy, and mediation techniques, fostering open and supportive communication.

Objectives

- Understand the importance of conflict resolution in maintaining a positive, productive mentorship relationship.
- Recognize common sources of conflict in mentorship and how they can affect the relationship.
- Learn essential conflict resolution skills, such as active listening, empathy, and assertiveness, to address and manage conflicts constructively.
- Explore mediation techniques to facilitate dialogue and encourage mutual understanding.
- Develop strategies to prevent conflicts from escalating and to create a supportive environment for open communication.

Activity 1. Conflict Identification and Role-Playing



- Group discussion
- Role-play
- Reflection and debrief



- To help participants identify and recognize common sources of conflict in mentorship relationships.
- To practice conflict resolution skills by engaging in role-play scenarios.
- To develop confidence in addressing and managing conflicts constructively.



- Scenario cards with conflict situations
- Whiteboard or flip chart for key points
- Pens and paper for notes
- An open space for role-playing



Step 1: Introduction (3 minutes)

- Explain the importance of recognizing and addressing conflicts in a mentorship setting.
- Emphasize that conflicts can arise from misunderstandings, unmet expectations, or differing communication styles, and handling them effectively can strengthen the mentorship relationship.

Activity 1. Conflict Identification and Role-Playing



Step 2: Small Group Discussion (5 minutes)

- Divide participants into small groups of 3-4. Provide each group with scenario cards that describe common mentorship conflicts, such as unmet expectations, differing values, or miscommunication.
- Ask each group to discuss:
 - What they think is causing the conflict in each scenario.
 - How each person in the scenario might feel and why.

Step 3: Role-Playing Scenarios (10 minutes)

- Assign each group a conflict scenario to role-play. Designate one participant to play the mentor, one as the mentee, and one or two as observers who will take notes on the interaction.
- Instruct each group to act out a short role-play based on their scenario, attempting to resolve the conflict using active listening, empathy, and assertiveness.
- Encourage participants to think creatively and experiment with different approaches to de-escalate the conflict.

Step 4: Group Reflection and Discussion (5 minutes)

- Reconvene and invite each group to share a summary of their role-play experience, focusing on:
 - What strategies were most effective in resolving the conflict.
 - How each participant felt during the interaction.
 - Any challenges they faced while trying to mediate the conflict.

Activity 1. Conflict Identification and Role-Playing



Self-Reflection Questions:

- What feelings or reactions did you experience during the role-play?
- Did you discover any new conflict management strategies through this activity?
- Were there any aspects of conflict resolution you found challenging?

Partner Reflection Questions:

- What was the most surprising approach or solution your partner suggested?
- How did you feel when discussing sensitive issues during the role-play?
- Did you gain any new insights from observing how your partner approached the conflict?

Group Reflection Questions:

- Were there common conflict sources or solutions that emerged across the group? What were they?
- What did you learn from others' strategies that you may apply in your own conflict resolution approach?
- How can mentors and mentees handle differences respectfully to build stronger relationships?

Activity 1. Conflict Identification and Role-Playing



Application to Mentorship Context:

- How might recognizing potential conflicts in advance help prevent them in a mentorship relationship?
- In what ways could these conflict resolution skills benefit both mentors and mentees in maintaining a positive relationship?
- How can practicing conflict resolution techniques help mentors and mentees create a more collaborative and supportive environment?

Future Practice:

- What steps can you take to proactively address potential conflicts with your mentor or mentee?
- How can you periodically assess and adjust your approach to conflict resolution as the mentorship relationship evolves?

Activity 2.

Mediation Practice



- Pair work
- Role-play
- Guided mediation exercise
- Reflection and debrief



- To practice mediation skills in a mentorship context by facilitating a constructive conversation between two conflicting parties.
- To develop confidence in using mediation techniques, such as active listening, neutrality, and problem-solving.
- To reinforce the importance of creating a respectful and open environment for conflict resolution.



- Mediation scenario cards (with realistic mentorship conflict situations)
- Whiteboard or flip chart to list key mediation steps
- Pens and paper for taking notes



Step 1: Introduction (3 minutes)

- Introduce the concept of mediation and its role in resolving conflicts within mentorship relationships. Explain that the purpose of mediation is to facilitate an impartial conversation that helps both parties reach a mutually agreeable solution.
- Outline the basic steps of mediation: establishing ground rules, listening to each side, identifying issues, exploring solutions, and reaching an agreement.

Activity 2.

Mediation

Practice



Step 2: Pair Work and Scenario Assignment (3 minutes)

- Divide participants into pairs. Assign each pair a mediation scenario card that describes a conflict scenario within a mentorship context.
- In each pair, assign one participant as the “mentor” and the other as the “mentee” for the role-play, with both taking turns being the mediator. The mediator’s role is to remain neutral and facilitate a constructive discussion.

Step 3: Role-Play Mediation (6 minutes)

- Instruct participants to role-play the mediation process, using techniques such as:
 - Active listening to understand both sides of the conflict.
 - Asking open-ended questions to clarify issues.
 - Encouraging both parties to share their perspectives and feelings.
 - Suggesting possible solutions while remaining neutral and focused on achieving a compromise.
 - Encourage mediators to maintain calm, keep the conversation focused, and help both parties identify common goals.

Activity 2.

Mediation Practice



Step 4: Group Reflection and Discussion (3 minutes)

- Bring the group back together and ask participants to share their mediation experiences. Discuss:
- What strategies helped to mediate the conflict effectively?
- How did participants feel in the mediator role versus the mentor/mentee role?
- What challenges arose, and how did they address them?



Self-Reflection Questions:

- How did you feel as the mediator? Did anything surprise you about the experience?
- What mediation techniques were most effective in this activity?
- What personal strengths and weaknesses did you notice in your approach to mediation?

Partner Reflection Questions:

- What strategies did your partner use that you found helpful or insightful?
- How did it feel to be “mediated” by your partner? Did it help you gain a different perspective?
- How did you respond to your partner’s approach to resolving the conflict?

Activity 2.

Mediation Practice



Group Reflection Questions:

- Were there common mediation techniques or strategies that emerged across the group? What were they?
- What did you learn from others' mediation styles that you may consider trying in the future?
- How can mentorship relationships benefit from having a structured approach to mediation?

Application to Mentorship Context:

- How might these mediation skills help in maintaining a positive mentorship relationship?
- In what ways could regular mediation check-ins strengthen trust and openness between mentors and mentees?
- How will practicing these mediation techniques improve your ability to navigate conflicts in a mentorship setting?

Future Practice:

- What steps will you take to improve your mediation skills in future conflicts?
- How can you ensure that mediation remains a constructive and supportive experience for both mentors and mentees?
- What tools or resources will you use to help facilitate mediation conversations in a mentorship setting?

Activity 2.

Mediation Practice



In this session, participants will engage in a guided group reflection to analyze and internalize the skills practiced in conflict identification and mediation. Following each activity, participants will reflect individually and in small groups to identify key takeaways and areas for improvement. A final group debrief will bring everyone together to discuss insights, share perspectives, and build a collective understanding of how conflict resolution and mediation can be effectively applied in mentorship relationships.

- The reflection method will focus on encouraging participants to:
 - Evaluate their personal experiences during the activities.
 - Share insights and learn from each other's approaches to conflict resolution.
 - Consider practical applications of these skills within the mentorship context.
- This method provides a comprehensive learning experience by allowing participants to process both successes and challenges, understand others' viewpoints, and deepen their understanding of conflict resolution skills.

Reflection Questions for the Whole Session

Ø Individual Reflection Questions:

- How did the activities help you better understand the dynamics of conflict in mentorship relationships?

Activity 2.

Mediation

Practice



What personal strengths and weaknesses did you identify in your approach to conflict resolution?

- How did practicing mediation make you feel, and what did you learn about your ability to facilitate difficult conversations?

Ø Pair/Small Group Reflection Questions:

- What common challenges did you and your partner experience in identifying and addressing conflicts?
- How did your partner's approach to conflict resolution differ from yours, and what did you learn from their approach?
- What specific mediation techniques did you find most useful, and how did they impact the outcome of the conversation?

Ø Large Group Reflection Questions:

- Were there any common themes or strategies that emerged as effective in conflict resolution across the group?
- What insights or new perspectives did you gain from others' experiences with mediation?
- How can we incorporate structured conflict resolution and mediation practices into mentorship relationships to build stronger, more resilient connections?

Ø Application to Mentorship Context:

- How might the conflict identification and mediation skills you learned today help you proactively address issues in a mentorship relationship?

Activity 2.

Mediation Practice



- What practical steps can you take to integrate mediation as a tool for maintaining a positive and productive mentorship environment?

Ø Future Practice Reflection:

- How can you continue to develop your conflict resolution and mediation skills outside of these sessions?
- What strategies will you use to address any discomfort or challenges that arise in future conflict situations?
- How will you ensure that you're using these skills to create a supportive and constructive mentorship environment?

Session 4 : Effective Mentoring Relationships



35 minutes



8-20

Description

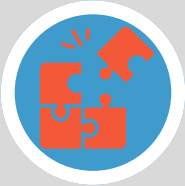
Session 4: Effective Mentoring Relationships - Participants learn to build strong mentoring relationships through clear goals, trust, and communication, while exploring strategies for engagement and setting boundaries.

Objectives

- Understand the key elements that contribute to building and sustaining effective mentoring relationships.
- Recognize the roles and responsibilities of both mentors and mentees in fostering a supportive and growth-oriented environment.
- Identify characteristics of positive mentorship relationships, such as trust, open communication, respect, and mutual commitment.
- Learn strategies for setting goals, establishing boundaries, and navigating challenges to enhance the mentorship experience.
- Explore techniques to maintain engagement and motivation throughout the mentorship process.

Activity 1.

Mentorship Goals and Expectations Setting



Individual work – self-reflection
Pair discussion
Group sharing and reflection



- To help participants clearly identify and articulate their goals and expectations for the mentorship relationship.
- To encourage open communication about mutual expectations, boundaries, and desired outcomes.
- To establish a shared understanding between mentors and mentees that will support a productive, growth-oriented relationship.



- Sticky notes or index cards
- Pens
- Whiteboard or flip chart to list common goals and expectations
- Open space for pairs to discuss



Step 1: Introduction (3 minutes)

- Brief participants on the importance of setting clear goals and expectations in mentorship relationships. Emphasize that aligning on goals and expectations early on can prevent misunderstandings and help both parties feel supported and valued.

Activity 1.

Mentorship Goals and Expectations Setting



Step 2: Individual Reflection (3 minutes)

- Ask each participant to think about their personal goals and expectations for the mentorship relationship. Have them write down:
 - Their main objectives for being in the mentorship (e.g., gaining new skills, personal growth).
 - Any specific expectations they have of their mentor/mentee (e.g., feedback frequency, communication style).
 - Any boundaries they feel are important (e.g., respecting work-life balance).

Step 3: Pair Discussion (5 minutes)

- Have participants pair up (preferably mentors with mentees) and share their goals and expectations with each other.
- Encourage them to discuss any similarities or differences they notice.
- Ask them to explore ways they can meet each other's expectations and align their goals for the mentorship.

Activity 1.

Mentorship Goals and Expectations Setting



Step 4: Group Sharing and Reflection (4 minutes)

- Reconvene as a group and invite a few pairs to share key takeaways from their discussions. Focus on:
- Common goals that emerged and how they plan to work toward them.
- Strategies for addressing any differences in expectations.
- Insights on how setting clear expectations contributes to a positive mentorship experience.



Self-Reflection Questions:

- What was your main goal in this mentorship, and how did it feel to articulate it?
- Did this activity help you clarify or adjust any of your expectations?
- Are there any boundaries you realized are important for you that you hadn't considered before?

Partner Reflection Questions:

- What was one interesting or surprising goal your partner shared?
- How did it feel to discuss your expectations openly with your partner?
- Did you identify any strategies to support each other's goals effectively?

Activity 1.

Mentorship Goals and Expectations Setting



Group Reflection Questions:

- Were there common goals or expectations that many participants shared? What were they?
- What did you learn from hearing others' goals and boundaries that you might apply to your own relationship?
- How can mentors and mentees use this understanding of goals to maintain focus and accountability?

Application to Mentorship Context:

- How might having clear goals and expectations from the start impact your mentorship experience?
- What are some ways you can revisit and adjust these goals as the mentorship progresses?
- How could maintaining open communication about goals and expectations strengthen trust and collaboration?

Future Practice:

- How can you ensure that your goals remain aligned with your mentor or mentee over time?
- What strategies might you use to periodically review and refine your goals as you progress in the mentorship relationship?

Activity 2.

Boundaries and Relationship Building Exercise



- Individual reflection
- Pair discussion
- Group sharing and reflection



- To help participants understand the importance of setting healthy boundaries in a mentorship relationship.
- To encourage open communication about personal boundaries and preferences, promoting respect and understanding.
- To build trust and rapport between mentors and mentees by establishing a foundation of mutual respect.



- Sticky notes or index cards
- Pens
- Flip chart or whiteboard for group sharing
- Open space for pairs to discuss



Step 1: Introduction (3 minutes)

- Begin by explaining that boundaries are essential in any relationship, especially in mentorship. Healthy boundaries help create a safe, respectful, and productive environment for both mentors and mentees.
- Emphasize that boundaries can include time limitations, types of communication, personal space, or emotional boundaries.

Activity 2.

Boundaries and Relationship Building Exercise



Step 2: Individual Reflection (3 minutes)

- Ask each participant to reflect on their personal boundaries for the mentorship relationship. Encourage them to write down:
 - Any boundaries they feel are important (e.g., response times, communication methods, work-life balance).
 - Any specific needs or preferences they have to feel respected and comfortable.
 - Situations they would like to avoid to maintain a positive relationship.

Step 3: Pair Discussion (5 minutes)

- Have participants pair up (ideally mentors with mentees) to share and discuss their boundaries and preferences.
- Encourage them to share why these boundaries are meaningful to them.
- Ask them to explore ways to respect each other's boundaries and to discuss any potential challenges they might foresee.

Step 4: Group Sharing and Reflection (4 minutes)

- Reconvene as a group and invite a few pairs to share their insights. Focus on:
 - Common boundaries that emerged and any strategies suggested for respecting them.

Activity 2.

Boundaries and Relationship Building Exercise



Examples of how discussing boundaries can strengthen trust in the mentorship.

- Reflections on any surprises or new perspectives gained from the activity.



Self-Reflection Questions:

- What did you discover about your own boundaries during this activity?
- Were there any boundaries you realized are important that you hadn't thought about before?
- Did this exercise make you feel more comfortable expressing your needs in the mentorship?

Partner Reflection Questions:

- What was the most interesting boundary your partner shared?
- How did it feel to discuss personal boundaries with your mentor or mentee?
- Did you learn any new strategies for respecting each other's boundaries?

Activity 2.

Boundaries and Relationship Building Exercise



Group Reflection Questions:

- Were there common boundaries or themes that many participants identified?
- How did learning about others' boundaries help you reflect on your own?
- How can mentors and mentees use this understanding of boundaries to build a stronger, more respectful relationship?

Application to Mentorship Context:

- How might establishing clear boundaries help prevent misunderstandings in the mentorship relationship?
- In what ways can respecting each other's boundaries contribute to a supportive mentorship environment?
- How could this exercise help you feel more confident in communicating your needs and boundaries moving forward?

Future Practice:

- How will you revisit and adapt your boundaries as the mentorship relationship evolves?
- What strategies can you use to ensure that boundaries are respected throughout the mentorship?

Activity 2.

Boundaries and Relationship Building Exercise



For this session, reflection will be used to help participants consolidate their learning and deepen their understanding of the concepts explored during the activities. The reflection will take place through both individual and group methods, encouraging participants to consider their personal experiences, insights, and the applicability of the skills they've developed.

Individual Reflection:

- Participants will take a few moments after the activities to reflect individually on their key learnings, emotional responses, and any new realizations they had about conflict resolution, boundaries, and relationship building in mentorship. This personal reflection will allow them to assess their readiness to apply the concepts in real-world situations.

Pair and Group Sharing:

- After the individual reflection, participants will discuss their reflections with a partner. This peer sharing will allow for the exchange of different perspectives and provide an opportunity to explore solutions to potential challenges in managing conflict and setting boundaries.
- Finally, group sharing will enable participants to broaden their understanding by hearing about other experiences and strategies for effective mentoring.

Activity 2.

Boundaries and Relationship Building Exercise



Ø Self-Reflection Questions (Individual):

- What did I learn about my own approach to conflict resolution during this session?
- How do I feel about setting and communicating boundaries in a mentorship relationship?
- Were there any moments during the activities when I felt challenged or surprised by my own responses?
- How do I plan to apply the conflict resolution and boundary-setting strategies discussed today in my mentorship?

Ø Partner Reflection Questions (Pair Discussion):

- What was something surprising or insightful that my partner shared about their boundaries or approach to conflict?
- Did our discussion reveal any new strategies for resolving conflicts or respecting boundaries that I hadn't considered?
- How did it feel to talk openly about conflict and boundaries in our mentorship relationship?

Ø Group Reflection Questions (Group Sharing):

- Were there common themes or strategies that emerged across the group regarding conflict resolution and boundaries?

Activity 2.

Boundaries and Relationship Building Exercise



- How can I apply the strategies discussed in the group to create a stronger, more collaborative relationship with my mentee or mentor?
- What did I learn from others' experiences that I can use to handle difficult situations more effectively in my mentorship?
- How can we ensure that we are consistently addressing conflict and boundary issues in a positive and proactive way?

Application to Mentorship Context:

- How can the conflict resolution and boundary-setting strategies learned in this session improve my relationship with my mentee or mentor?
- In what ways can practicing these skills help prevent conflicts from arising in the first place?
- How can the activities in this session help create a more respectful and productive mentorship environment in the long term?

Future Practice:

- How will I continue to develop my conflict resolution skills in future mentorship relationships?
- What steps will I take to maintain clear boundaries while ensuring a strong mentoring connection?
- How will I assess and adapt my approach to conflict and boundaries as my mentorship relationship progresses?

05

Training and Facilitation Skills



Session 1: Designing engaging and educational training sessions



2 hours 15 minutes



8-24

Description

Session 1: Designing Engaging and Educational Training Sessions - Participants build group cohesion and develop facilitation and communication skills by exploring real-life challenges seniors face in digital learning. Through situational analysis and group work, they propose inclusive, practical solutions.

Objectives

- Help participants learn each other's names and develop group cohesion through memory and motion activities.
- Analyze and understand the obstacles seniors face in acquiring digital skills through practical, situational analysis.
- Encourage participants to engage in group discussions, apply research, and propose solutions to real-world challenges.
- Develop facilitation, teamwork, and communication skills while fostering an inclusive environment.

Activity 1.

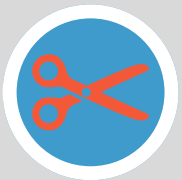
Name and Motion



Memory and Motion Group Activity



- Help participants learn each other's names in a fun, engaging way.
- Develop memory and coordination skills through repetition and physical movement.
- Foster group cohesion and connection by encouraging interaction and participation.
- Build energy and engagement in the group.



- Equipment: None required.
- Working Space Requirements: Open space large enough for all participants to stand in a circle and perform their motions.



Step 1: Introduction (1-2 minutes)

Explain that this activity is a fun way to learn each other's names through both memory and motion. Tell participants that everyone will say their name with an accompanying motion, and the group will repeat each person's name and motion as the activity progresses.

Activity 1.

Name and Motion



Step 2: Demonstration (1-2 minutes)

Stand in the center of the circle and demonstrate the activity. Say your name aloud while performing a motion (e.g., waving your arms, jumping, or spinning).

Ask the group to repeat your name and motion together.

Step 3: Participant Turns (10-12 minutes)

Starting with the person to your left (or right), ask them to say their name and perform their chosen motion. The group repeats the name and motion, followed by repeating your name and motion.

- Continue around the circle, with each new participant adding their name and motion to the sequence.
- Each time, the group must repeat all the previous names and motions, so the sequence grows longer as the activity progresses.

Step 4: Conclusion (1-2 minutes)

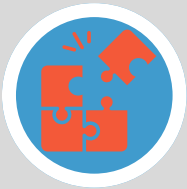
After the last person has added their name and motion to the sequence, encourage the group to repeat the entire sequence one last time, from start to finish. Congratulate everyone on remembering the names and motions.



- How did using a motion help you remember each person's name?
- Was there a point where it became challenging to recall the sequence? How did you overcome that?
- How did this activity help you feel more connected to the group?

Activity 2.

Analyzing Obstacles for Seniors



Group Work - Situational Analysis & Discussion



- Identify the key obstacles faced by seniors in acquiring digital skills.
- Apply situational analysis to understand the environmental, societal, and personal factors affecting seniors.



- Equipment: Flipcharts, markers, laptops/tablets (for research), projector, and sticky notes.
- Resources: [Printouts with information on seniors' digital literacy, environmental barriers, and demographic data.](#)
- Working Space Requirements: Open room suitable for group discussions and presentations.



Step 1: Introduction to the Challenges Faced by Seniors (10 minutes)

Gather participants in a comfortable discussion space. Introduce the topic by discussing the importance of digital literacy for seniors and the common obstacles they face, such as lack of access, motivation, and cognitive barriers.

Activity 2.

Analyzing Obstacles for Seniors



Step 2: Group Assignment (10 minutes)

Divide participants into small groups and assign each group a specific focus area related to obstacles, such as:

- Technological barriers (access to devices and the internet).
- Cognitive and physical limitations (memory, eyesight, and motor skills).
- Social and motivational factors (lack of encouragement or fear of technology). Provide each group with relevant background information or research data.

Step 3: Situational Analysis by Group (80 minutes)

In this step, you will guide participants through a more profound situational analysis by combining theoretical reflection with practical engagement in the community. Here's how:

Initial Brainstorming (10 minutes):

Divide participants into small groups and instruct them to start by discussing common obstacles seniors face in acquiring digital skills.

Ask them to consider the following categories:

- Technological Barriers (e.g., lack of access to devices, internet issues).
- Physical and Cognitive Limitations (e.g., poor eyesight, limited mobility, memory challenges).
- Social and Psychological Barriers (e.g., fear of technology, lack of motivation, social isolation).

Activity 2.

Analyzing Obstacles for Seniors



Prompt Questions:

- What are the main digital tasks seniors might struggle with (e.g., emails, online shopping)?
- How do physical limitations affect their ability to use digital devices?
- How do social factors, like family support or fear, influence their willingness to learn?

Practical Field Research (40 minutes):

Instruct participants to conduct field research to gather real-world data from seniors. They can choose one of two approaches:

Option 1: Contact Seniors from the Community

Ask participants to reach out to a senior they know—this could be a family member, neighbour, or someone from a local senior centre. Instruct them to interview the senior about their experiences with technology and note specific obstacles they face.

Suggested Questions:

- What digital devices do you use? How frequently?
- What is the most frustrating aspect of using technology for you?
- Have you had access to any digital literacy training or support?
- What would help you feel more comfortable using digital tools?

Activity 2.

Analyzing Obstacles for Seniors



Option 2: On-the-Street Interviews

Alternatively, instruct participants to go outside and conduct interviews with seniors in public spaces (e.g., parks, community centres, cafes). Have them explain the purpose of the exercise and ask seniors about their experience with technology.

Example Questions for Street Interviews:

- How comfortable are you with using smartphones or computers?
- What digital tasks do you struggle with the most?
- Do you feel there are enough support programs for seniors to learn digital skills?
- What keeps you from using technology more frequently?

Information analysis (40 minutes)

After participants complete the interviews, bring them back to the main group. Instruct each pair or group to analyze the similarities and differences between the theoretical obstacles and the real-world barriers they discovered during the interviews.

Step 4: Presentation and Discussion (20 minutes)

Groups present their findings, highlighting key obstacles and proposing strategies to overcome these challenges. Facilitators guide a discussion on how these insights can be applied to develop more accessible and supportive digital literacy programs for seniors.

Activity 2.

Analyzing Obstacles for Seniors



- Were there any unexpected challenges that arose during the interviews?
- How do the obstacles differ based on the seniors' personal circumstances (e.g., background, social network, or living environment)?
- What strategies can be developed to address these specific barriers?



Dixit Cards Reflection:

Step 1: Introduction to Dixit Cards Reflection (2-3 minutes)

Explain to participants that they will be using Dixit Cards to reflect on their experiences during the session. These cards contain abstract and symbolic images that they will use to represent their thoughts, feelings, or insights gained from the session.

Step 2: Card Selection (3-5 minutes)

Spread the Dixit cards face up on a table or floor where all participants can easily see them.

Ask each participant to select one card that resonates with their experience in the session. This card should symbolize something important they learned, felt, or reflected on during the workshop.

Activity 2.

Analyzing Obstacles for Seniors



Step 3: Sharing Reflections (10-15 minutes)

Once everyone has selected a card, go around the circle and invite participants to share:

- Why they chose that specific card.
- How the image on the card represents their experience, a key learning point, or a feeling they had during the session.

Encourage participants to be creative and think about the card as a metaphor for their experience. For example:

- "I chose this card with the open book because it represents all the new knowledge I gained about seniors' digital challenges."
- "This card with the bridge symbolizes how today's activities helped me connect with others in the group."

Step 4: Facilitator's Wrap-Up (3-5 minutes)

After everyone has shared, conclude the activity by summarizing common themes or insights that emerged from the reflections.

Acknowledge how each participant's contribution enriched the session, and thank them for sharing their personal experiences.

Session 2: Facilitating Group Activities and Discussions



2 hours 45 minutes



8-24

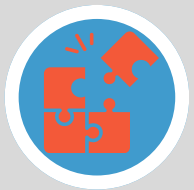
Description

Session 2: Facilitating Group Activities and Discussions - Participants strengthen facilitation skills, explore group dynamics, and practice inclusive communication through interactive methods like Cross the Line and World Café, while collaboratively addressing digital challenges faced by seniors.

Objectives

- Develop and practice facilitation skills by leading group discussions and activities.
- Foster an understanding of group dynamics, including how to manage majority and minority viewpoints.
- Promote effective communication and inclusivity in workshop settings.
- Analyze challenges faced by seniors in acquiring digital skills through collaborative discussion methods.

Activity 1. Cross the Line: Facilitating & Understanding Group Dynamics



Group Reflection, Facilitation Practice, and Discussion



- Provide an opportunity for participants to practice facilitation skills by leading the activity.
- Encourage reflection on personal viewpoints and how they relate to others in the group, especially in workshop settings.
- Foster understanding of minority and majority perspectives, helping participants recognize the dynamics they might encounter as facilitators.
- Build empathy and connection within the group while promoting effective workshop leadership.



- Equipment: Pre-prepared statements relevant to the topic of workshop leadership (either on paper or read aloud).
- Working Space Requirements: An open room with enough space for participants to stand on either side of a visible or imagined line.

Activity 1. Cross the Line



Step 1: Introduction (3 minutes)

Explain to participants that this activity will help them reflect on their views and provide an opportunity to practice facilitation skills. Ask for a volunteer or choose someone to lead the activity. As the facilitator, you will read statements, manage the group's movements, and prompt reflections on group dynamics, which will help develop your leadership skills.

Step 2: First Statement (2-3 minutes)

As the facilitator, read the first statement aloud, such as:

- "I feel comfortable leading workshops or group activities."

Ask participants for whom the statement is true to cross the line to the other side of the room. Those who remain should stay on the original side. Encourage both groups to observe each other, noting who is in the majority and who is in the minority.

Step 3: Silent Reflection (1-2 minutes)

Prompt the group to silently reflect on the configuration by saying something like:

"Take a moment to notice who crossed the line and who didn't. Reflect on how it feels to be in the majority or minority in this context."

Step 4: Return to Starting Position (1 minute)

Ask participants to return to their starting side of the room, then prepare to introduce the next statement.

Activity 1. Cross the Line



Step 5: Additional Statements (10-15 minutes)

Continue the activity by reading additional statements related to workshop leadership and group dynamics. For example:

- "I find it challenging to manage group discussions."
- "I feel confident using creative methods like games or role-playing in workshops."
- "I often feel nervous speaking in front of a group."

Encourage the participants to reflect after each statement. You can ask for brief comments from a few participants about how it felt to be in the majority or minority and how these experiences relate to challenges in workshop facilitation.

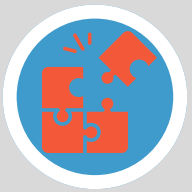
Step 6: Conclusion (2 minutes)

Conclude by bringing the group together and reflecting on how this activity relates to leading workshops. Emphasize the importance of understanding group dynamics—like minority and majority positions—when facilitating sessions. You can ask the group to consider how this awareness will help them lead more inclusive and engaging workshops.



- How did it feel to facilitate this activity and manage the group's responses?
- What did you learn about group dynamics, and how can you apply it when leading workshops?
- How did being in the majority or minority affect your experience during this activity?
- How can understanding different perspectives help you create a more inclusive environment in future workshops?

Activity 2. World Café: Analyzing Obstacles for Seniors



World Café - Group Discussion



- Develop facilitation skills by guiding inclusive and dynamic group discussions.
- Foster an environment where diverse perspectives are shared, ensuring every participant feels heard and valued.
- Build an understanding of managing group dynamics, ensuring productive and respectful dialogue.
- Analyze obstacles for seniors in acquiring digital skills through collaborative conversation, using effective facilitation techniques.



- Equipment: Large sheets of butcher paper, markers, crayons, pens, flip charts, and markers for recording key insights.
- Resources: Pre-defined discussion questions written on flip charts or butcher paper.
- Working Space Requirements: Tables arranged in café-style, each with 4 chairs, allowing for intimate group discussions. Optional tablecloths and small decorations to mimic a café environment.

Activity 2. World Café: Analyzing Obstacles for Seniors



Step 1: Introduction to Facilitation Skills (10 minutes)

Begin by introducing the concept of facilitation. Explain that this activity not only focuses on analyzing the challenges seniors face in acquiring digital skills but also on developing participants' facilitation skills. Highlight that effective facilitation involves creating an inclusive environment, managing group dynamics, and encouraging active participation from everyone.

Step 2: Setting Up Groups and Assigning Roles (5 minutes)

Assign participants to small groups of 4 per table. Assign a host to each table—this person will be responsible for facilitating the discussion at their table. Hosts should:

- Welcome new participants.
- Summarize key points from previous discussions.
- Ensure everyone at the table has a chance to speak and contribute.

Remind participants that their role as a host or participant is crucial in fostering an open and respectful dialogue where all voices are valued.

Activity 2. World Café: Analyzing Obstacles for Seniors



Step 3: Small Group Discussions (20 minutes per round)

Instruct groups to begin discussing the key questions on obstacles seniors face in acquiring digital skills. Encourage the host to use facilitation techniques such as:

- Active Listening: Ensure participants feel heard and their ideas respected.
- Open-Ended Questions: Use probing questions to dive deeper into the topic and generate more ideas.
- Inclusion Techniques: Encourage quieter participants to share their thoughts and manage more dominant voices to avoid monopolizing the conversation.

Provide prompts for the group to discuss, such as:

- What technological barriers prevent seniors from using digital tools effectively?
- How do physical or cognitive challenges affect their learning?
- What social or motivational factors impact their willingness to adopt digital skills?

Step 4: Rotation and Continued Facilitation Practice (2-3 minutes between rounds)

After each round, ask participants (excluding the host) to rotate tables. Encourage the new hosts to continue facilitating the discussions, using the insights gathered from the previous group to build upon the conversation.

Activity 2. World Café: Analyzing Obstacles for Seniors



This promotes continuity and allows facilitators to practice summarizing and transitioning ideas between rounds.

Step 5: Final Report-Out (15 minutes)

Bring the whole group back together and invite each table host to present the key ideas from their discussions. Facilitate a large group reflection on the following:

- How did different facilitation techniques support the group's discussions?
- What group dynamics challenges emerged, and how were they managed?
- What themes or solutions were identified across different groups?



- How did you ensure that all participants felt valued and included in the conversation?
- What facilitation techniques did you find most effective in managing group dynamics?
- Were there any moments where the discussion became challenging to manage? How did you handle it?
- How can the facilitation skills you practiced today be applied to other group activities or discussions?

Session 3: Closing the Training Session



1 hour



8-24

Description

Session 3: Closing the Training Session - Participants reflect on their learning, share key takeaways, and celebrate the experience through creative and interactive activities, bringing the training to a meaningful close.

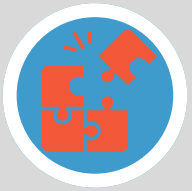
Objectives

- Encourage participants to reflect on their experience creatively and meaningfully using tangible materials and metaphors.
- Foster personal expression and group sharing, helping participants internalize key takeaways from the session or workshop.
- Support emotional closure and strengthen the connection between individual experiences and the overall group process.
- Promote active listening and empathy as participants engage with others' reflections and insights.

Activity 1.

Sculpting

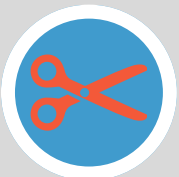
Reflection



Reflection and Sharing



- Encourage participants to reflect on their overall experience during the session through a creative and tangible medium.
- Provide a meaningful and symbolic way to close the session by allowing participants to express their thoughts and emotions.
- Facilitate personal and group reflection, enhancing closure and understanding of key takeaways from the session.



- A chunk of sculpting material (e.g., clay, Play-Doh) for each participant.



Step 1: Introduction to Reflection and Session Closure (3-5 minutes)

Gather the participants and explain that this activity is a creative way to close the session and reflect on the service activity or workshop they just completed. Emphasize that sculpting provides a unique method for participants to process their thoughts, while the act of sharing helps bring closure to the session.

Activity 1.

Sculpting

Reflection



Step 2: Reflect on the Session (5 minutes)

Ask participants to take a few quiet moments to reflect on the entire session or service activity. Use prompting questions to guide their reflection:

- What did you accomplish or experience during this session?
- How did the session impact your understanding or skills?
- What personal insights or growth did you experience?
- How has participating in this session affected your perspective or future actions?

Step 3: Hand Out Sculpting Material (1 minute)

Distribute sculpting material to each participant. Explain that they will now sculpt a form that represents their reflection on the session—this could symbolize what they learned, their emotions, or how the experience has impacted them.

Step 4: Sculpting (10-15 minutes)

Allow participants time to quietly create a sculpture that captures their experience. Encourage them to think about the reflection prompts and express their thoughts through the shape or form of their sculpture. Reiterate that there is no right or wrong way to do this—it's a personal representation.

Activity 1.

Sculpting

Reflection



Step 5: Sharing Sculptures and Reflection (10-15 minutes)

Once everyone has completed their sculpture, invite participants to share their creations with the group. Each person will explain their sculpture, describing what it represents and how it relates to their reflection on the session.

Step 6: Final Group Reflection (5 minutes)

After everyone has shared, facilitate a closing discussion to help the group reflect on the overall session and what they've learned from each other's sculptures. You can ask questions like:

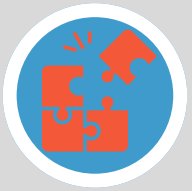
- What common themes or insights emerged from the sculptures?
- How did the process of sculpting help you reflect on the session?
- How do you feel about what you've accomplished together in this session?



- How did sculpting help you reflect on the session in a meaningful way?
- What did you discover about your experience through this creative process?
- How did hearing others' reflections and sculptures affect your perspective on the session?
- What final thoughts or takeaways do you have as we conclude the session?

Activity 2.

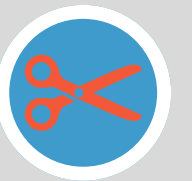
Interesting Objects: Session Closing



Group Reflection and Sharing



- Encourage participants to reflect on their experiences in the workshop/program using metaphors.
- Facilitate creative and personal expression through the use of tangible objects.
- Foster meaningful closure by linking personal insights to the overall workshop/program experience.
- Engage participants in sharing and listening in a reflective group setting.



- Equipment: A box or bucket containing a wide variety of small objects (e.g., a light bulb, Frisbee, child's toy, gardening tool, etc.).
- Resources: No additional resources required, just a comfortable space for participants to sit in a circle or semi-circle.
- Working Space Requirements: Open space where participants can comfortably select an object and share with the group.

Activity 2.

Interesting Objects: Session Closing



Step 1: Introduction (2-3 minutes)

Explain to participants that this activity will help them reflect on the workshop or program through the use of everyday objects.

These objects will act as metaphors for their personal experiences or insights gained during the session.

Step 2: Object Selection (3-5 minutes)

Present the box or bucket filled with a variety of small objects.

There should be more objects than participants to ensure ample choice.

Invite each participant to select an object that stands out to them or resonates with something they experienced during the workshop.

Step 3: Sharing Reflections (5-7 minutes)

Once everyone has selected an object, ask participants to take turns sharing why they chose that particular object. Instruct them to describe how the object symbolizes or represents some aspect of the workshop or program they found meaningful. For example:

- "I chose this light bulb because I had an 'aha moment' today when we discussed seniors' digital barriers."
- "This gardening tool reminds me of how we were all planting seeds of new ideas during the group discussions."

Activity 2.

Interesting Objects: Session Closing



Step 4: Facilitator's Wrap-Up (2 minutes)

After everyone has shared, summarize key insights or themes that emerged from the reflections. Thank participants for their contributions and emphasize how their unique perspectives enriched the session.

Optional Variation: Opening Activity

You can also use this activity at the beginning of a session by having participants select an object that represents what they hope to gain from the workshop or meeting. This creates a reflective and goal-setting atmosphere from the start.



- What was the most surprising or insightful metaphor shared during this activity?
- How did using an object help you reflect on your experience in the workshop?
- How can we apply the insights shared today moving forward?

06

Personal Development and Social Responsibility



Session 1: Building Self-Confidence and Committing to Continuous Personal and Professional Growth



1 hour 20 minutes



12 - 15

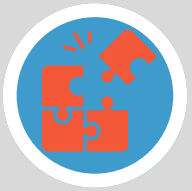
Description

Session 1: Self-Confidence and Growth - Participants build confidence and commitment to growth through reflection, goal-setting, and feedback, gaining tools for resilience and mentoring.

Objectives

- Enhance self-confidence and commitment to personal and professional growth through practical goal-setting, self-affirmation, and reflective techniques.
- will gain tools for fostering resilience and taking responsibility for their development, especially in mentoring roles.

Activity 1. Self-Affirmation and Positive Self-Talk



Individual work (self-reflection), Group discussion



- Identify personal strengths and areas for improvement
- Learn how to use self-affirmation to counter negative thoughts
- Build positive self-talk practices to improve resilience



- Pen and paper
- Pre-prepared self-affirmation worksheet.



Step 1: Introduction (3 minutes)

→ Introduce the importance of self-affirmation in building confidence.

→ Explain that participants will focus on identifying their strengths and reframing negative thoughts into positive ones.

Step 2: Self-Affirmation Exercise (7 minutes)

→ Distribute the self-affirmation worksheets.

→ Instruct participants to list 3 of their personal strengths and 1 area they are working to improve.

Activity 1. Self-Affirmation and Positive Self-Talk



→ For each strength, ask them to create an affirmative sentence (e.g., "I am capable of learning new skills" or "I have a valuable perspective to offer").

→ For the area of improvement, participants should create a positive statement of action ("I am learning to improve my communication skills").

Step 3: Group Reflection (10 minutes)

→ Allow volunteers to share their affirmations with the group.

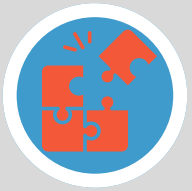
→ Encourage a brief discussion on how self-affirmation can boost confidence, especially in mentoring roles.



- How did creating affirmations make you feel?
- How can you use self-affirmation in moments of self-doubt, especially when mentoring others?
- Did any particular strength or affirmation surprise you?

Activity 2.

SMART Goal Matching game



Work in pairs or small group activity (2–3 participants per team)



- To identify and understand SMART goal components through a matching exercise
- Develop realistic and achievable goals for personal and professional growth



- Cards with goal fragments that represent each SMART component (color-coded or labelled as Specific, Measurable, Achievable, Relevant and Time-bound)
- Timer for the matching activity.



Step 1: Introduction to SMART Goals (3 minutes)

→ Explain the SMART goal framework (Specific, Measurable, Achievable, Relevant, Time-bound).

Step 2: Goal A-Setting (12 minutes)

→ Distribute cards to each pair or small group, each set containing fragments representing different parts of a SMART goal. The goal fragments should be mixed up.

Activity 2.

SMART Goal Matching game



→ Teams work to match fragments to assemble a complete SMART goal, placing each component in the correct order (e.g., a fragment like “Increase my math grade” would match with “by 10%” under Measurable).

→ Each team refines and presents their completed goal, ensuring that each SMART criterion is properly represented.

Step 3: Debrief (5 minutes)

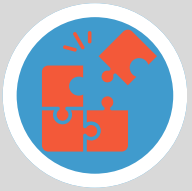
→ Teams share their completed goals, discussing any changes they made to ensure the goal met SMART standards.



- Which part of the SMART goal was the most challenging to identify or match and why do you think that was?
- How did breaking the goal into SMART components change the way you viewed or approached it?
- In what ways could this process of creating SMART goals be useful in real-life situations, either personally or professionally?

Activity 3.

Feedback Circle



Group activity



- To understand the importance of reflective practice for personal growth
- To promote reflective thinking and feedback sharing through verbal interaction.
- To develop a habit of evaluating progress after each mentoring session



Room and chair to allow participants to sit in the circle



Step 1: Introduction : Introduction to Reflective Practice (3 minutes)

- Explain that reflective practice helps individuals assess their actions and learn from their experiences.
- Encourage participants to view feedback as a tool for growth.

Step 2: Feedback Rounds (12 minutes)

- Arrange participants in a circle, ideally seated comfortably. Each participant will take turns speaking.
- Each person shares one aspect they think they did well and one area they would like feedback on. Others can then provide constructive feedback and suggestions based on the request.

Activity 3.

Feedback Circle



Step 3: Reflection (5 minutes)

→ Close with a group discussion on how it felt to give and receive feedback, and one insight or action each participant plans to take from the feedback received



- How did receiving feedback help you see things differently?
- What was challenging about sharing areas for improvement?
- What's one thing you'll take forward from this activity?



Reflection Method: Group Reflection Circle

After the last activity, participants stay seated in a circle. Each participant has an opportunity to briefly share their thoughts in response to a guided question, while others listen. This will encourage a supportive and reflective group atmosphere without extending beyond the time limit. Facilitator briefly explains the purpose of reflection and sets an open and positive tone. He poses 2–3 questions, allowing participants to share responses in a few sentences each. For closing, the facilitator summarises the key insights shared and encourages participants to take forward their learnings.

Reflection Questions:

- Which part of today's session—affirmations, SMART goals, or feedback—felt the most impactful for you, and why?
- How has today's session changed your approach to self-confidence or personal growth?
- What is one action or thought from today's activities that you'd like to apply in your life or mentoring practice?

Session 2: Valuing and Respecting Cultural and Individual Diversity and Actively Participating in Community Activities



1 hour 20 minutes



12-15

Description

Session 2: Embracing Diversity and Community Engagement

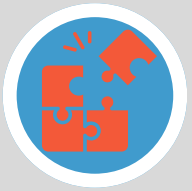
Participants explore cultural sensitivity, cross-cultural communication, and inclusive practices to support respectful collaboration and active involvement in diverse communities.

Objectives

- Enhance self-confidence and commitment to personal and professional growth through practical goal-setting, self-affirmation, and reflective techniques.
- will gain tools for fostering resilience and taking responsibility for their development, especially in mentoring roles.

Activity 1.

Understanding Cultural Sensitivity



Group Discussion with Self-Reflection



- Understand the importance of cultural sensitivity in mentoring relationships.
- Recognize and challenge personal biases.
- Learn ways to demonstrate respect for diverse cultures.



- Flipchart
- Markers
- Scenario of cross-cultural situation (prepared beforehand)



Step 1: Introduction to Cultural Sensitivity (3 minutes)

→ Briefly introduce the concept of cultural sensitivity, explaining how it plays a crucial role in mentoring seniors with diverse backgrounds.

Step 2: Group Discussion (10 minutes)

→ Present to the group the prepared scenario illustrating a cultural misunderstanding.

→ Ask them to discuss how they would handle the situation in a culturally sensitive manner.

Activity 1.

Understanding Cultural Sensitivity



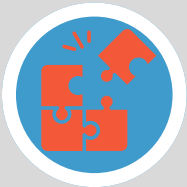
Step 3: Group Reflection (7 minutes)

- On a flipchart, write down key ideas on how to avoid biases and respect cultural differences



- How did the scenario reflect the importance of cultural sensitivity in mentoring relationships?
- What biases or assumptions did you become aware of during the discussion?
- How can we improve our communication to foster an inclusive environment for everyone?

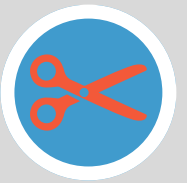
Activity 2. Cross-Cultural Communication Workshop



Role-Playing Workshop



- To develop effective communication skills across different cultures.
- To practice active listening and language sensitivity.
- To gain awareness of non-verbal cues in cross-cultural communication.



- Pre-printed role-play cards with different cultural communication scenarios based on common cross-cultural communication challenges. Examples can include misinterpreting non-verbal gestures or struggling with language barriers. Scenarios should be adjusted to the country and participant-relevant issues.
- Whiteboard, pens

Activity 2. Cross-Cultural Communication Workshop



Step 1: Introduction to Cross-Cultural Communication (3 minutes)

→ Explain how cultural differences impact communication styles, including verbal and non-verbal cues. Provide examples.

Step 2: Role Playing Exercise (15 minutes)

→ Divide participants in pairs or small groups.

→ Distribute pre-printed role play cards with scenarios and assigned roles

→ Ask pairs to act out the scenarios and attempt to resolve the communication challenges.

Step 3: Reflection and Group Sharing (5 minutes)

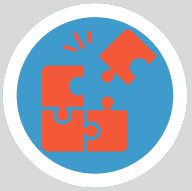
• Ask participants to share what they learned from the role-play. Write key insights on the whiteboard, focusing on how to improve cross-cultural communication.



- What challenges did you encounter during the role-play?
- How did active listening or non-verbal cues help improve communication?
- What strategies can you apply in future cross-cultural interactions?

Activity 3.

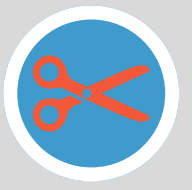
Cultural Map Exploration



Group activity



- To develop a deeper appreciation for global cultural diversity by exploring the unique traditions, values, and customs of different countries.
- To foster openness and curiosity about diverse cultural perspectives, even beyond familiar contexts.
- To strengthen communication skills by sharing cultural insights that promote inclusivity and empathy.



- Large map or whiteboard
- Envelopes containing names or flags of various countries
- Sticky notes or markers



Step 1: Introduction (3 minutes)

- Introduce the purpose of creating a cultural map, highlighting the value of cultural understanding in fostering stronger connections.
- Instruct each participant to pick one envelope containing the name or flag of a country.

Activity 3.

Cultural Map Exploration



Step 2: Cultural Mapping (12 minutes)

→ Ask each participant to write down a cultural fact, tradition, custom, or value related to their chosen country on a sticky note. If they need inspiration, suggest they think of areas like food, holidays, values, or daily customs.

→ Participants then place their sticky notes on the map or whiteboard in the region representing their selected country.

→ Each participant briefly shares their cultural fact, emphasizing one unique element they found interesting or surprising.

→ Step 3: Group Reflection (5 minutes)

Gather the group for a brief discussion on the cultural diversity represented in the activity, focusing on the value of inclusivity and respect in diverse environments.



- *What did you find surprising or interesting about the customs or values you learned?*
- *How can knowledge of cultural backgrounds influence your approach to interacting and communicating with others?*
- *Were there similarities between the values you explored and values you see in your own community? How can these similarities and differences guide us toward a more inclusive mindset?*

Activity 3.

Cultural Map

Exploration



Reflection Method: Guided Group Reflection

In this final 10-minute reflection, participants will come together in a circle (or sit facing each other in small groups) to share key insights from the session's activities. The focus is on collectively reflecting on the unit's impact and understanding how they can apply the skills and perspectives gained to their mentoring and community roles. The facilitator begins with a quick recap of each activity, emphasizing the unit's theme of cultural sensitivity, inclusivity, and cross-cultural communication and encourages participants to think of moments from the activities that impacted them or shifted their understanding. Facilitator uses a set of guiding questions (listed below) and allows each participant a moment to respond to one or two questions that resonate with them. Then, the facilitator invites participants to reflect on both personal learnings and potential practical applications in their work.

Reflection Questions

- What aspect of cultural sensitivity and inclusivity in the activities resonated with you the most? Why?
- How did learning about other cultures' communication styles and values change or affirm your approach to interacting with diverse individuals?
- What personal biases or assumptions did you recognize, and how might this new awareness shape your future interactions?
- How can an awareness of cultural diversity and communication styles benefit not only your mentoring relationships but also your broader community interactions?

Session 3:

Understanding Ethical Principles in Mentorship



1 hour 20 minutes



12-15

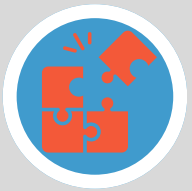
Description

Session 3: Ethics in Mentorship - Participants explore key ethical principles such as confidentiality, boundaries, and decision-making through interactive activities, gaining skills to navigate ethical challenges and promote social responsibility in their mentoring roles.

Objectives

- Enhance to help participants understand and apply ethical principles in mentorship, focusing on confidentiality, boundaries, ethical decision-making, and community participation
- To equip young mentors with the knowledge and skills needed to navigate ethical challenges and actively engage in community activities to promote social responsibility.

Activity 1. Ethical Principles Association Game



Group Exercise



- Help participants categorize ethical principles into areas such as confidentiality, respect, boundaries, and integrity.
- Deepen understanding of ethical concepts through association and active discussion.
- Foster teamwork and enhance quick-thinking as participants connect ethical principles to real-world contexts.



- Whiteboard or large paper and markers
- Box with pre-prepared cards, each labelled with an ethical phrase or situation relevant to mentoring (e.g., “shared personal story,” “meeting outside of scheduled times”)



Step 1: Introduction and setup (2 minutes)

- Briefly explain the role of ethical principles in mentorship and how these principles (e.g., confidentiality, respect) guide interactions and decision-making.
- On a whiteboard, write core ethical categories: “Confidentiality,” “Respect,” “Boundaries,” and “Integrity.”

Step 2: Playing the Game (10 minutes)

- Begin with one ethical category (e.g., “Confidentiality”). Participants take turns adding an associated word or phrase, such as “trust,” “privacy,” or “safe space.”

Activity 1. Ethical Principles Association Game



- For each word, participants give a brief explanation of its relevance to the category. Continue until all categories have a similar chain of words.

Step 3: Ethical Phrase Matching (8 minutes)

- Each participant randomly picks a pre-prepared “ethical phrase” card from a box, reads it aloud, and tries to place it under the correct ethical category.
- After placing their phrase, they briefly explain why they think it fits that category. Other participants can provide input or suggest alternatives.

Step 4: Debriefing (5 minutes)

- Review the words associated with each ethical category. Discuss how the phrases and associations connect to ethical principles in mentoring. Highlight any common themes or surprising insights.



- How did the group decide which terms to place in each category?
- Were there any phrases that were challenging to categorize? Why?
- How does understanding these ethical principles influence your approach to building trust and maintaining boundaries in mentoring?
- In what situations might these ethical principles come into play with mentees?

Activity 2.

Confidentiality Circle



Group Reflection Exercise



- Foster a deep understanding of confidentiality and its limitations in mentorship.
- Encourage self-reflection on how to handle confidential information responsibly.
- Discuss the role of confidentiality in building trust.



- Small pieces of paper for participants to write scenarios.
- Container for collecting papers.



Step 1: Introduction (2 minutes)

→ Explain the concept of confidentiality and when it might be necessary to breach it (e.g., harm to self or others)

Step 2: Scenario writing (3 minutes)

→ Participants anonymously write a hypothetical situation involving confidentiality on a piece of paper and place it in a container

Activity 2.

Confidentiality Circle



Step 3: Group Discussion (10 minutes)

- Draw scenarios one by one, discussing how to manage confidentiality and when exceptions apply.

Step 4: Debriefing (5 minutes)

- Summarize key points about handling confidentiality responsibly.

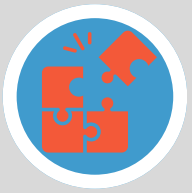


- How would you decide whether to keep or share information in this situation?
- Why is confidentiality important to mentorship?
- How can you communicate confidentiality limits to your mentee?

Activity 3.

Character Switch

Role-Play



Role-Play and Group Discussion



- Develop empathy and understand diverse perspectives in mentorship scenarios.
- Recognize the ethical considerations that come with balancing boundaries and support in a mentor-mentee relationship.
- Practice making ethical decisions while observing how different roles affect responses.



- Two chairs set at the front of the room to create a “stage.”
- Scenario cards (pre-prepared ethical dilemma scenarios for volunteers to act out).
- Whiteboard or large paper for listing key points or insights during the debrief.
- Optional: Small props (e.g., notebook, pen) for volunteers to “get into character.”



Step 1: Introduction and setup (3 minutes)

- Explain the activity and its purpose, emphasizing that participants will explore different perspectives on an ethical dilemma.
- Select two volunteers to come to the front of the room. Assign one as the “mentor” and the other as the “mentee.”

Activity 3.

Character Switch

Role-Play



Step 2: Set the Scenario (2 minutes)

- Introduce the scenario to the whole class. Example scenario: *The mentor notices that their mentee has been unusually quiet and unresponsive during recent mentoring sessions. The mentor suspects something is troubling the mentee but isn't sure how to address it without overstepping boundaries. The mentee, meanwhile, wants support but is uncertain how much they can trust the mentor with personal details.*
- Encourage the mentor to start by gently probing, while the mentee plays out a hesitant response.

Step 3: Role-Play (5 minutes)

- Allow the mentor and mentee to interact as they navigate the scenario.
- After a few minutes, call “Switch!” and have them swap roles. The “mentor” becomes the mentee and vice versa, picking up the interaction from their new perspective.
- As they continue, encourage them to incorporate what they've learned about the other character's position into their responses.

Step 4: Participation (5 minutes)

- Ask the rest of the group to observe closely, noting how each participant navigates the ethical dilemma from both roles.
- Encourage the observers to jot down any moments that stood out, especially shifts in tone or approach when the roles were switched.

Activity 3.

Character Switch

Role-Play



Step 5: Debriefing Discussion (5 minutes)

- Conclude the activity with a debrief, inviting everyone to share their observations and discuss how the role-switch influenced the participants' responses.



- Facilitate a group discussion on how to handle confidential information and the challenges of maintaining confidentiality.
- Ask participants to share their thoughts on the scenarios and what strategies they used.



Reflection Method: Group Discussion and Individual Insight

After all activities have been carried out, participants will engage in a structured group reflection to synthesize their experiences and learnings from the session. This will involve discussing key takeaways, personal insights gained from the activities, and how the ethical principles explored can be applied in real-life mentoring situations. During the reflection, participants will be encouraged to share their thoughts on how the activities contributed to their understanding of ethical principles in mentorship. This collective dialogue will not only reinforce the concepts learned but also promote a deeper understanding of the complexities of ethical decision-making in mentoring relationships.

Activity 3.

Character Switch

Role-Play



Reflection Questions

- What was one key takeaway from each activity that you believe will impact your approach to mentorship?
- How did participating in the Character Switch Role-Play help you better understand the ethical dilemmas faced by mentors and mentees?
- In what ways do you think ethical principles such as confidentiality and boundaries can affect the trust between you and your mentees?
- Can you share an example from your own experiences where you faced an ethical dilemma? How did you handle it, and what would you do differently after this session?

Training

Implementation set



Training Implementation Set

Introduction

The primary goal of this Training Implementation Set is to supply youth workers with extra resources and guidance for the effective delivery of our Upskill & Reconnect! training program for upskilling youth aged 15-19. The Set includes tools for youth needs assessment, youth workers' observation, checklist for youth workers for getting ready for the workshops and a survey to evaluate the program's pilot testing. All these components are thoughtfully designed with a singular objective: to support and enable youth workers in their efforts to foster development of digital literacy and mentorship skills in youth.

Upskill & Reconnect Educational content

The theoretical background for our training program is the “Upskill & Reconnect!” Educational content. This is the [LINK](#) to the version of the booklet in English

Youth needs assessment

A needs assessment form is essential before implementing training on digital and other skills because it helps identify the specific knowledge gaps, interests, and challenges faced by youth. By understanding their current skill levels, learning preferences, and goals, trainers can design targeted and relevant programs that address the unique needs of the participants. This ensures the training is effective, engaging, and impactful, fostering a more inclusive and supportive learning environment where every participant can thrive and develop practical skills for their personal and professional growth.

Link: [1. UPSKILLING YouthNeeds Assessment.pdf](#)

Checklist for Youth Workers

A checklist in the preparation of training is essential for youth workers to ensure all aspects of the program are well-organized and effective. It helps in systematically planning key elements such as setting clear objectives, identifying participant needs, designing relevant content, and preparing materials and logistics.

Training Implementation Set

By following a checklist, youth workers can confirm that every detail — from venue arrangements to evaluation methods — is addressed, reducing the likelihood of oversight and ensuring the training runs smoothly, meets its goals, and delivers maximum value to participants.

Link: [2. UPSKILLING checklist for youth workers.pdf](#)

YW Observation Form on Gained Skills and Change in Attitudes

These forms serve as a means for youth workers to monitor and record the progression of youths' skills and shifts in attitude throughout the training program. They facilitate tracking the individual and collective growth of youths in areas such as digital safety, literacy, and digital etiquette. By observing changes in youths before and after various segments of the program, youth workers can measure the impact of their instruction. This insight allows them to adjust their training techniques to achieve optimal outcomes.

Link: [3. UPSKILLING observation form on gained skills.pdf](#)

Observation and Self-reflection Tool for the Youth Workers

This form serves as an instrument for self-evaluation and development. It prompts youth workers to reflect on the dynamics of each session, their personal performance, and the responses from youths or colleagues. Youth workers can pinpoint their strong points and areas needing enhancement by consistently recording observations and thoughts, fostering a continuously dynamic and efficient learning process.

Link: [4. UPSKILLING Youth Workers Observation form - particular activity.pdf](#)

Program for Pilot testing of the training

[1. UPSKILLING - Program for pilot with Youths](#)

Signature list for the training

[2. Signature list Upskill & Reconnect! - Piloting the UPSKILLING training program](#)

Training Implementation Set

Survey for Evaluation of the UPSKILLING training/Pilot Testing

This form is designed to collect feedback on the pilot testing of our training program, aiming to understand its effectiveness and gather suggestions for improvement.

Link: [Survey](#)

The versions of the training implementation set in partners' languages

[Serbian version](#) [Slovakian version](#) [Slovenian version](#)

[Bosnian version](#) [Montenegrin version](#) [Arabic version](#)

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Thank You

Thank you for participating in the "Upskill & Reconnect!" training program. We hope the knowledge and techniques you gain from this content help you navigate the digital landscape, lead teams, organize effectively, mentor others, and facilitate training sessions. Your participation is appreciated, and we look forward to seeing you use these skills in your daily life and work.

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