

# MENTOR'S LAB



## NON FORMAL EDUCATION methods manual



**Mentors LAB project** was organized in Vilnius (Lithuania) involving 25 mentors from Italy, Ukraine, Croatia, Greece, Turkey, Moldova, Portugal, Spain, Macedonia, Bulgaria, Romania and Lithuania. **Coordinating organisation VŠĮ Socialinis veiksmas** (NGO Social action). **The main aim of the project** was to create a space of learning in order to develop competencies of people, working with youth through mentoring.

### **Mobility of learners and staff project “MENTOR'S LAB”**

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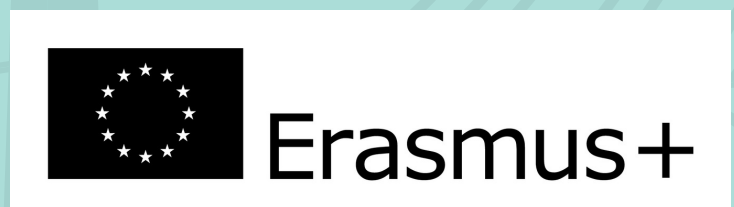
training course

Lithuania

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# ENERGIZERS

## 1.1 Type: Energizer (imagination exercise)

**Goal:** To overcome the barriers among participants by making them to enter into each other's private zone

**Title:** Fluffy rabbit

**Number of participants:** No limits

**Time:** 5-10 min.

**Conditions:** People can sit down in a circle so that each participant can see the actions of every other participant.

**Rules:** Each participant has to imagine that there is a fluffy rabbit in their arms, and he/she should say out loud what are the things that they would do to the rabbit. After each participant says what they would do to the rabbit, then each participant must perform the described action to the person sitting next to them.

## 1.2 Type: Energizer

**Goal:** To awaken sleepy participants

**Title:** Samurai

**Number of participants:** No limits

**Time:** Instructions take 2 min. and the actual energizer takes around 10 min.

**Tools:** No special tools needed.

**Rules:** The group forms a circle. The facilitator goes to the centre of this circle and points at a random person by yelling "Ahhhh" and doing a sword-like movement forwards. The person pointed at must duck down while the neighbors on his right and left side pretend to chop off his head in a respective sword-like movement. The two neighbors should also yell "Ahhh" while performing. If the participant fails to do the movement correctly or does not scream loud enough, they are expelled from the circle.



# ENERGIZERS

## 1.3 Type: Energizer

**Goal:** To have fun and chill

**Title:** James Bond game

**Number of participants:** No limits

**Time:** 10min

**Tools for methods/conditions:** None

**Rules:** The attraction of the game lies in the quick reaction used to represent the pictures using pantomime and sound effects.

The group will of course not be able to represent all of the figures on the first attempt.

One person shows all the figures

**Elephant** - The player in the middle uses both arms to make an elephant's trunk (index finger and thumb held onto the nose and the other arm pushed through the loop) and makes the trumpeting noise of an elephant. The other two players represent the flapping ears (using their hands or arms in front of the middle player's ears).

**Washing machine** - The two outer players make a circle with their arms (the door of the washing machine). The middle player bends forward and spins his head around wildly inside.

**Mixer The player** - in the middle is the mixer. Both hands are stretched out with the fingers pointing downwards. The other two players position themselves under the hands of the middle player and spin around.

**James Bond 007** - The player in the middle is James Bond, who performs the well-known cool and casual gun pose of James Bond (hands made into a pistol). The two players to the left and right are the bond girls who look at James Bond adoringly and say "oooohhh Jaaames".

After you have showed all the figures the participants start playing.

Everyone that doesn't make the figure is out of the game.

# ENERGIZERS

## 1.4 Type: Energizer/Getting to know each other

**Goal:** Getting to know each other and get energized

**Title:** Jump in, jump out

**Number of participants:** No limits

**Time:** 20min

**Tools for methods/conditions:** No

**Rules:** Stand up and make a circle

The first person should say his name, and his country, and what he likes.

The others after saying should shout "OH YEAH"

After that person finishes with his saying, people all together should shout and repeat ALL RIGHT, ALL RIGHT, ALL RIGHT.

They will have to repeat what the previous person said, his name, country and what he likes.

After that everyone should say the words and move (described in brackets): Jump in (jump inside circle), jump out (jump outside circle), turn around yourself (turn around yourself), Jump in, jump out, introduce yourself

After the song everyone points to next person on the right of the previous introducer and he should continue with his introduction.

# ICEBREAKER

## 2.1 Type: Icebreaker

**Goal:** break the ice among a group recently put together by getting them to open up with a question and small reward-motive

**Title:** M&Ms

**Number of participants:** No limits

**Time:** Depending on number of people, flow of conversation

**Materials:** a package of M&Ms, glass bowl to hold the chocolate to make it more appealing to the participants' senses. Questions should be prepared before.

**Rules:** Each participant is invited to choose an M&Ms from the glass container. Participants are unaware of the questions. According to the colour of the chocolate piece they randomly choose, the facilitator asks them a question which they answer upon eating the chocolate (give and take situation). The facilitator decided how much they can elaborate and delve on the question (build-up questions, e.g. Why, How, When, etc.). The questions should be age appropriate and not overly personal to avoid as much as possible feelings of discomfort.

**Notes:** It would be best regardless of the number, to NOT spend more than one minute on each participant. This helps with the flow of conversation and allows both parties to receive and exchange substantial information in a quick and fun way. Equal time spent on each participant maintains balance in the group. An outsider could take notes to develop a draft profile of the participants' characters.

The selected questions should cover a broad range of topics and be stimulating/unbiased/not related to gender. Questions should aim at extracting information in a subtle way. If the participant chooses NOT to answer the question, allow them to do so.

# TEAM BUILDING ACTIVITIES

## 3.1 Type: Ice-breaker; problem-solving, team-building activity

**Goal:** The goal of the game is to make participants work together to solve a problem or the "knot".

**Title:** Gordian knot

**Number of participants:** 7-20, but the best experience is with approximately 12 people.

**Time:** Depending on the size of the group it can take from 5 min to 20 min.

**Tools for methods/conditions:** Facilitator recommended, although not necessary

**Rules:** Participants stand in circle close to each other. They close their eyes and stretch their arms in front of themselves. Then at the signal they all move their hands at the same time towards the middle of the circle and, with their eyes closed, try to join each of their hand with one from the middle (like during the handshake). Every hand should have its pair, and those hands that are left without should be helped by facilitator to find its pair. When every hand has its pair everybody open their eyes and look at situation. Then they should try to "untie" the knot without letting go of the hands and end up standing in the circle connected by hands. At first they might be discouraged, but facilitator can help them to start with solving the "knot".

**Recommendations:** Best and most interesting "knots" are achieved if people aim for hands of the people across them. In theory it can be played with unlimited number of people, but the bigger the circle, the harder it will be for the people to reach those across them. If the circle is too big, only hands they will be able to hold are those in close proximity of them, thus resulting in very easy and uninteresting solution. It can also result with more circles, which is ok. If done properly every "knot" should be solvable.



# TEAM BUILDING ACTIVITIES

## 3.2 Type: Team building activity

**Goal:** Cooperating in a group, create trust, to get creative, to learn more about each other personalities

**Title: Resources game**

**Number of participants:** 10-30 participants

**How much time it takes:** 15min – for building, 15-20min for presentation, Reflection 10 min

**Tools for methods/conditions:** Every little object you can think of [paper, magnet, duck tape, glue, glitters, materials (fabric), boxes etc.]

**Rules:** Form groups with 3-6 people in a group. Give the materials to the groups, tell them what they should do: create an object with the resources that you gave and think about an original and funny story for the object. When the groups are done they should present their objects and the stories, then you can have a reflection part (optionally), where you will talk about how the participants felt during the work in groups.

# ROLE PLAY ACTIVITY

## 4.1 Type: Role playing activity

**Goal:** To learn how to avoid conflicts, through a situation shown with role playing.

**Title:** Role playing

**Number of participants:** 2 people for the role playing, and no limits for reflection

**Time:** 30min

**Tools for methods/conditions:** 2 Bottles, 2 chairs, 1 table

**Rules:** Choose 2 participants, 1 girl, 1 boy

Give them papers where there will be written what they should act (Their roles)

**The First paper is:** "You're a girl sitting alone in a bar. You are drinking a beer. A boy next to you starts to drink from your glass. You are totally ok with it. So you start a chilled conversation and continue to drink from the same glass".

**The Second paper is:** "You are a guy sitting in a bar alone. You are drinking a beer. A girl next to you starts to drink from your glass. You are angry about that but you don't say anything about that, you are just having a chilled conversation with her. As you get to the last drop of your beer, you start shouting to the girl for drinking your beer".

**Both participants know all the situation, but spectators don't**

Explain to them what they should do.

The volunteers perform their roles

**The play goes like this:**

There is a woman and a man and share the beer. They are talking. The woman agrees with sharing, but the man doesn't like it. So first they have a regular conversation and at the end the boy starts shouting to the girl because she is drinking his beer. And she tells him that it is actually her beer. And the man finds out that it was really her beer in the first place, and that he forgot his beer on the floor.

At the end you have to question the audience about what they saw. It is important to mention to the audience three elements of constructive communication: to share, to talk about your feeling in the moment that you feel them, to look other people perspectives.

# REFLECTION ACTIVITIES

## 5.1 Type: task-related, reflection

**Goal:** Self-reflection, concentrate on your dream, motivate to go for the dream

**Title:** Dream trip

**Number of participants:** up to 20

**Time:** 30-40 min.

**Tools:** Pens, paper

**Rules:** Explain that this exercise will help us to understand and get to know one another better by revealing some of our ideals and motivation. Tell the group that they will have ten minutes to write a travel itinerary for their 'Dream Trip'. Ask them to imagine that their employer is so pleased with their performance that they have been awarded a month of paid leave and an unlimited travel budget. In addition, a team of domestic staff and child carers are available to take care of their responsibilities at home so they can choose whether or not to take their families with them. Reiterate that the itinerary must contain as much detail as possible, including who would be travelling, by what means, air, sea or train and in what class. Explain that you want them to include accommodation details and a list of the places they would visit, even down to the photographs they would take. Monitor time announcing when there are 5, 3 and 1 minute/s remaining. After 10 minutes check that the majority of the group have finished and call time or offer an extension of 1 or 2 minutes as you see fit. After everyone is done, let them present their dreams one by one. Encourage them to think what they can do to achieve their dream.

# REFLECTION ACTIVITIES

## 5.2 Type: Reflection method

**Goal:** Find the good intentions in people's deeds

**Title:** In your shoes

**Time:** 30-60 min

**Tools:** Flip chart and markers

**Description:** The facilitator asks the participants to think about something stupid that happened to them, a situation where they felt offended in anyway.

If it is a large group, they are separated into smaller groups. The participants are encouraged to share their situation in their own group. After this, the facilitator asks the group to choose one of the situations to share with all the group. The facilitator writes down key-words about the situation by order on the flipchart. Afterwards everybody in the group are encouraged to find good intentions in the person that offended them. These good intentions are also written on the flip chart with key-notes as well.

This exercise helps the participants reflect on the situation they choose to share and how they can see it differently.

## 5.3 Type: task-related, concentration

**Goal:** Familiarize with the topic and make a common definition

**Title:** What motivates me?

**Number:** 10-20 participants

**Time:** 10-15 min.

**Tools:** Flipchart paper, marker

**Rules:** Everyone says his opinion about what motivates him/her and the facilitator writes answers on the flipchart. Afterwards the conclusion/common definition is made.

# REFLECTION ACTIVITIES

## 5.4 Type: task related, interpersonal reflection

**Goal:** to make people realize and appreciate the possibilities they have

**Title:** Step forward

**Number of participants:** 10-20

**Time:** 30-45min

**Tools:** space, cards with roles

**Rules:** Hand out the role cards at random, one to each participant. Tell them to keep it to themselves and not to show it to anyone else. Let them have the eyes closed. Ask them to begin to get into role. To help, read out some of the following questions, pausing after each one, to give people time to reflect and build up a picture of themselves and their lives: What was your childhood like? What sort of house did you live in? What kind of games did you play? What sort of work did your parents do? What is your everyday life like now? Where do you socialize? What do you do in the morning, in the afternoon, in the evening? What sort of lifestyle do you have? Where do you live? How much money do you earn each month? What do you do in your leisure time? What you do in your holidays? What excites you and what are you afraid of? Ask people to remain absolutely silent as they line up beside each other (like on a starting line). Tell the participants that you are going to read out a list of situations or events. Every time that they can answer "yes" to the statement, they should take a step forward. Otherwise, they should stay where they are and not move. Read out the situations one at a time. Pause for a while between each statement to allow people time to step forward and to look around to take note of their positions relative to each other. At the end invite everyone to take note of their final positions. Then give them a couple of minutes to come out of role before debriefing in plenary.

**Reflection:** How did people feel stepping forward - or not? For those who stepped forward often, at what point did they begin to notice that others were not moving as fast as they were? How do you feel about the possibilities that you have and your role does note.

**Roles:** raped teenager, alcoholic, ex-prisoner, single mother, bus driver, homosexual, millionaire, single mother, etc

**Questions:** make a step if...

if you have place to sleep tonight

if you have family to spend weekends

if you are happy

if you have food to eat tomorrow

if you afraid to face the police



# REFLECTION ACTIVITIES

## 5.5 Type: Create trust, to get creative, to learn more about each other personalities

**Goal:** To listen to the volunteers and find out their needs.

**Title:** The Timeline

**Number of participants:** No limits

**Time:** About 50 mins/1 hour

**Tools for methods/ conditions:** Flipchart and markers.

**Rules:** the volunteers choose a timeline, the mentor asks questions.

Mentors have to make a painting of their own life timeline. Timelines should be with the most relevant experiences and interest information about mentor written/drawn on a paper. It is important not to mention gender, age, etc. The next step is to place the papers on a wall so the volunteers can take their time to appreciate papers and then decide which mentor they would like to choose. The main concept is based on the idea of choosing a mentor with no possibility of judgement by gender, age or physical appearance. After that, each mentor and volunteer sit comfortable and begin to interact by asking questions about what motivated volunteers to make their decision. It will help to open up and slowly gain each other trust so the volunteer and mentor can get to know each other more deeply and understand the needs. It would end by just naturally seeing where the conversation goes.

## 5.6 Type: concentration

**Goal:** Self-reflection

**Title:** Mirror

**Number of participants:** 10-15 participants

**Time:** 10-15 min.

**Tools:** Mirror

**Rules:** Mirror is passed in the circle and everyone, one by one, looks in the mirror and says one word about what he sees in the mirror (without physical descriptions). Then ask questions about the meaning of the words that people said.

# THANK YOU FOR COOPERATION

**AEVA - Associação para a Educação e Valorização da Região de Aveiro**

**United societies of Balkans astiki etaireia**

**Eko Centar Latinovac**

**Vicolocorto**

**Association center for intercultural dialogue - Kumanovo**

**International center for development of education and training**

**Asociación Cultural Muxelka**

**Centrul Republican pentru Copii si Tineret Artico**

**Asociatia Tinerii 3D**

**Uluslararası Defne gençlik eğitim derneği**

**Civic Organization "Development and Initiative"**

**Coordinating organisation VŠĮ Socialinis veiksmai (NGO Social action)** is organization that works with EVS projects for 10 years. Through these years they were trying different models of working with EVS volunteers and they have found that mentors role is really important in volunteering process. What they saw from their practice that some mentors have less experience or have not enough knowledge about mentoring because of the lack of learning possibilities.

