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# Peer Mentoring Methodology

## 1.1. What is Peer Mentoring

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| **Activity No. 1.1** | |
| **MODULE** | 1. Peer Mentoring Methodology |
| **TOPIC** | * 1. What is Peer Mentoring? |
| **Title of the activity** | Peer Mentoring in YouTube and Canva. |
| **Pedagogical objective** | Using YouTube and Canva’s templates in order to understand better the topic „What is Peer Mentoring?” |
| **Target group** | Future trainers of the Peer-Mentor Training |
| **Duration (minutes)** | 90 minutes |
| **Settings** | 3 – 5 tables, each table equipped with three chairs and one laptop. |
| **Size of the group** | 9-15 |
| **Method** | Group work based on practical experience of learners in the area of searching films in YouTube and preparing one presentation per group using Canva’s templates.  The method supports the development of key competences, the so-called 4C: communication (C), cooperation (C), critical thinking (C) and creativity (C). |
| **Tools** | Smartphones, laptops, YouTube, Canva |
| **Description of the activity** | |
| While working in a group the activity strengthen co-operation, creativity and commitment.  Dividing into groups is voluntary based but if there is a problem it can be organised by draw.  It is important to organise table location in a distance in order not to disturb each other.  The lecturer should introduce YouTube and Canva and should help learners if they ask.  Presentations delivered by each group should be evaluated by all learners using for example  boxes and matches. Each learner should put to the group box the selected number of matches  1,2,3,4,5 (the best is 5, the worst is 1).  It is recommended to download all presentations for future use.  The lecturer summarises the activity and asks the participants the final questions:   * What did I learn during the online and face-to-face session? * What do I take with me to my own peer mentoring practice? * What is the influence on my current and future way of peer mentoring? * What step can I take tomorrow, based on what I learned in the module? | |
| **Text of the instructions for learners (peer-mentors)** | |
| 1. Introduce the subject “Peer Mentoring in YouTube and Canva”. 2. Present the exercise:  * Open YouTube and look for “What’s a peer mentor?”. * Use a short film <https://youtu.be/UIo2Za_6jJI> in order to show how to open and save transcript. * Introduce Canva, an Australian graphic design platform that is used to create social media graphics, presentations, posters, documents and other visual content. The app includes templates for users to use. The platform is free as well as offers paid subscriptions such as Canva Pro and Canva for Enterprise for additional functionality. * Run Canva and look for an example template for presentation  1. Ask learners for forming groups of three members and give them 45 min. for preparing presentation in Canva. 2. Use random selection for organising presentations’ order (15 minutes). 3. Organise evaluation of all presentations using boxes and matches. Each learner can put to the group box the selected number of matches 1,2,3,4,5. 4. Sum up the exercise and ask for sending all presentation to your e-mail address. | |
| **Summary** | |
| The activity is recommended for group work and practicing searching for YouTube films as well as using Canva for preparing presentations.  Co-operation, creativity, commitment of learners are crucial.  The theoretical knowledge obtained through self-study is helpful. | |

## Who is a Peer Mentor? What do you essentially have to know?

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| **Activity No. 1.2** | |
| **MODULE** | 1. Peer Mentoring Methodology |
| **TOPIC** | * 1. Who is a Peer Mentor? Personality – knowledge, skills, competences of Peer Mentor in the 21st century for 50+. What do you essentially have to know? |
| **Title of the activity** | Can I be a good peer-mentor? |
| **Pedagogical objective** | 1. Writing an opening statement for a debate 2. Using facts gained from research to support the team’s point of view. 3. Demonstrating that the opposing argument is wrong while remaining polite. |
| **Target group** | Future trainers of the Peer-Mentor Training |
| **Duration (minutes)** | 90 min. |
| **Settings** | Tables with three chairs are set up in a distance in order not to disturb others. |
| **Size of the group** | 9-15 |
| **Method** | Teaching cutting-edge research skills by using debate.  The method supports the development of key competences, the so-called 4C: communication (C), cooperation (C), critical thinking (C) and creativity (C). |
| **Tools** | Paper, pen, laptops, smartphones. |
| **Description of the activity** | |
| This activity strengthen self-confidence, creativity, commitment and develop searching skills.  For the preparatory phase tables should be located in a distance in order not to disturb each other.  Dividing into groups is voluntary based but if there is a problem it can be organised by draw.  The lecturer introduces the logistic of the debate and moderate the whole event.  It is recommended to record the debate for future use.  The lecturer summarises the activity and asks the participants the final questions:   * What did I learn during the online and face-to-face session? * What do I take with me to my own peer mentoring practice? * What is the influence on my current and future way of peer mentoring? * What step can I take tomorrow, based on what I learned in the module? | |
| **Text of the instructions for learners (peer-mentors)** | |
| 1. Introduce the research topic: Who is a Peer Mentor? Personality – knowledge, skills, competences of Peer Mentor in the 21st century for 50+. What do you essentially have to know? 2. Collect facts about the topic, remember that supporting evidence should come from two or more reliable sources of information including self-study materials. 3. State the argument and support it with facts: Write down the team’s opinion on the debated topic. 4. List the facts that support this point of view, quoting the sources. 5. Make sure the opening statement sounds logical, with each argument flowing naturally from one to another. 6. Remind the rules of the debate: In the opening statement, avoid personal attacks and inflammatory statements. Remain polite to the other side and respectful toward the people and issues mentioned in the statement. 7. Start and moderate the debate. 8. Summarise the debate. | |
| **Summary** | |
| The activity is recommended for introducing a debate, a process that involves formal discourse on a particular topic, often including a moderator and audience. In a debate, arguments are put forward for often opposing viewpoints.  Self-confidence, creativity, commitment, communication, cooperation, critical thinking of learners are strengthen.  The theoretical knowledge obtained through self-study is helpful. | |

## Roles of Peer Mentor

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| **Activity No. 1.3** | |
| **MODULE** | 1. Peer Mentoring Methodology |
| **TOPIC** | * 1. Roles of Peer Mentor |
| **Title of the activity** | I am a good peer-mentor and my strengths are following… |
| **Pedagogical objective** | 1. Using brainstorming for finding a conclusion for a specific problem by gathering a list of ideas spontaneously contributed by its participants. 2. Using posters for making findings clear and visible. |
| **Target group** | Future trainers of the Peer-Mentor Training |
| **Duration (minutes)** | 90 min. |
| **Settings** | Tables and chairs arranged in a U-shape or in a circle. |
| **Size of the group** | 9-15 |
| **Method** | Brainstorming and mentimeter.  The method supports the development of key competences, the so-called 4C: communication (C), cooperation (C), critical thinking (C) and creativity (C). |
| **Tools** | Paper, pen, laptop, smartphones |
| **Description of the activity** | |
| The lecturer introduces brainstorming as a situation where a group of learners meet to generate new ideas and solutions around a specific domain of interest by removing inhibitions. Learners are able to think more freely and they suggest as many spontaneous new ideas as possible. All the ideas are noted down without criticism and after the brainstorming session the ideas are evaluated.  For collecting three individual choices the lecturer uses the mentimeter app which focuses on online collaboration for the education sector allowing participants to answer questions anonymously.  The lecturer explains that mentimeter enables learners to share knowledge and real-time feedback on mobile with presentations, polls or brainstorming sessions in classes, meetings, gatherings, conferences and other group activities.  The lecturer summarises the activity and asks the participants the final questions:   * What did I learn during the online and face-to-face session? * What do I take with me to my own peer mentoring practice? * What is the influence on my current and future way of peer mentoring? * What step can I take tomorrow, based on what I learned in the module? | |
| **Text of the instructions for learners (peer-mentors)** | |
| 1. Introduce the activity “I am a good peer-mentor and my strengths are following…”. 2. Describe a method of brainstorming as a situation where a group of learners meet to generate new ideas and solutions around a specific domain of interest by removing inhibitions. 3. Say that learners are able to think more freely and ask for generating as many spontaneous new ideas as possible. 4. Underline that all the ideas should be noted down without criticism. 5. After the brainstorming session ask learners for individual evaluation of the ideas and choosing three which are the learner’s strength. 6. Run mentimeter and ask for sharing their three choices. 7. Save the poster generated from learners’ inputs and save for future use. | |
| **Summary** | |
| The activity is recommended for individual work, practicing brainstorming and mentimeter usage.  Self-confidence, creativity, commitment, communication, cooperation, critical thinking of learners are strengthen.  The theoretical knowledge obtained through self-study is helpful. | |

## Benefits of Peer Mentoring for Mentors and Mentees

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| **Activity No. 1.4** | |
| **MODULE** | 1. Peer Mentoring Methodology |
| **TOPIC** | * 1. Benefits of Peer Mentoring for Mentors and Mentees |
| **Title of the activity** | How Mentors and Mentees can benefit from Peer Mentoring? |
| **Pedagogical objective** | To know how to use the pitch elevator method for convincing the whole group why the chosen benefits are so important. |
| **Target group** | Future trainers of the Peer-Mentor Training |
| **Duration (minutes)** | 90 minutes |
| **Settings** | Tables with three chairs are set up in a distance in order not to disturb others. |
| **Size of the group** | 9 – 15 persons |
| **Method** | Group work and pitch elevator.  The method supports the development of key competences, the so-called 4C: communication (C), cooperation (C), critical thinking (C) and creativity (C). |
| **Tools** | Paper, pen, flipchart, self-adhesive cards |
| **Description of the activity** | |
| This activity strengthen critical thinking and support group work in the subject of Mentors and Mentees benefits from Peer Mentoring.  Dividing into groups is voluntary based but if there is a problem it can be organised by draw.  It is important to organise table location in a distance in order not to disturb each other.  The lecturer should control time of the elevator speech delivered by learners and each presentation should last no more than 2 minutes.  The last task should be performed by using small cards self-adhesive and fixing them on a flipchart.  The lecturer summarises the activity and asks the participants the final questions:   * What did I learn during the online and face-to-face session? * What do I take with me to my own peer mentoring practice? * What is the influence on my current and future way of peer mentoring? * What step can I take tomorrow, based on what I learned in the module? | |
| **Text of the instructions for learners (peer-mentors)** | |
| 1. Introduce the activity “How Mentors and Mentees can benefit from Peer Mentoring”. 2. Describe a method of elevator speech as a short description of your idea, that explains the concept in a way such that any listener can understand it in a short period of time your choices. 3. Explain that the name “elevator speech” reflects the idea that it should be possible to deliver the summary in the time span of an elevator ride, or approximately thirty seconds to two minutes. 4. Ask learners for forming groups of three members. They should agree on roles in the group so that one of the three members is in the position of peer mentor, the second in the position of mentee and the third in the position of the elevator speech reporter. 5. After 30 minutes of preparatory phase let learners work in a group of three for 30 minutes in order to prepare the elevator speech no longer than 2 minutes. 6. Use random selection for organising presentations’ order and watch/record elevator speeches (20 minutes). 7. Ask each learner for choosing one the most important benefit for Mentor and one benefit Mentee (10 minutes) and write it on a flipchart . | |
| **Summary** | |
| The activity is recommended for group work and practicing the elevator speech.  Self-confidence, creativity, commitment, communication, cooperation, critical thinking of learners are strengthen.  The theoretical knowledge obtained through self-study is helpful. | |

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| **Final questions for participants:** |
| What did I learn during the online and face-to-face session?  What do I take with me to my own peer mentoring practice?  What is the influence on my current and future way of peer mentoring?  What step can I take tomorrow, based on what I learned in the module? |