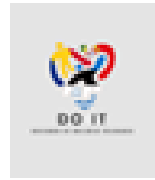




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Mentoring – 30 activities – 6 from each partner

Activities may be overlapping or have similarities as each partner created them separately in the workgroup formed inside their organisation.

PARTNER 1

1. SMART goal setting

Mentors and mentees work together to set specific, measurable, achievable, realistic, and time-bound (SMART) goals. After setting the goals, they discuss how to achieve them and track progress.

2. Role-reversal mentoring

Mentees provide feedback to mentors on how they can better support them. This fosters mutual understanding and deeper engagement in the mentoring process.

3. Reflective journaling

After each mentoring session, participants write a reflective journal, analysing what they learned and how they can improve their actions. This exercise supports continuous personal development.

4. Case study analysis

Participants analyse real cases of successful mentoring relationships and discuss the lessons that can be learned from them. This exercise helps understand the various aspects of mentoring and identify best practices.

5. Sculpting goals

Mentors and mentees create sculptures from clay or other materials that symbolize their mentoring relationship's goals and challenges. This creative therapy exercise allows them to express feelings and goals visually.

6. Mentoring constellation mapping

Using constellation techniques, participants create a visual map of their mentoring relationships, placing different participants and their relationships on the map according to proximity and influence. This helps understand and clarify the dynamics of relationships.

PARTNER 2

1. Identify types of mentoring

Discuss in groups of 3-4 the characteristic of the following types of mentors, i.e. what does he/she do, which situation you would need each one of these mentors:

Teacher	Guide	Counsellor
Motivator	Coach	Advisor
Role Model	Door Opener	

2. Prioritising skills

One team member plays the role of the mentor and the other the mentee. All the following skills are passed one by one from the mentor to the mentee and the mentee makes a choice: to put aside the ones not to focus on developing at the moment and the ones which are important to work on.

Below is a choice of skills but every teacher/specialist can create his/her own list or adapt the one given here:

Create trust	Build relationships	Express thoughts clearly
Keep promises	Make changes	Manage conflicts
Take decisions	Stay calm in critical situations	Accept criticism
Handle stress	Manage time	Work independently
Listen actively	Plan ahead	Make agreements
Take up challenges	Encourage and inspire others	Analyse problems
Give feedback	Ask open questions	Notice details
Accept for help	Write logically	Offer advice and help
Say NO	Handle people's emotions	Learn from errors

3. Analysing your personal qualities

Work in pairs. One person lays out the qualities and the other one starts choosing which ones are high priority to develop. Ideally at the end there would max five. Below is a list of qualities that can be used, but each specialist/facilitator can make his/her own list or adapt the one given below: optimistic; adaptable; compassionate; sociable; rational; calm; patient; practical; courageous; gentle; responsible etc.

4. How to empower people?

In groups of 3-4, list the characteristics of empowering feedback. In other words, the pupils think and note down the kind of feedback that would want them to try harder and contribute more.

5. Asking open-ended questions

In pairs: one person tells a story of a recent positive experience and the other practices asking open-ended questions, i.e. questions that start with when, where, how etc.

6. Open-mindedly open fuck-ups

One person tells a story of a failure (maybe imaginary or real). After listening actively to the whole story, the other person starts asking questions and prompts to help the first member understand the situation and get in touch with the feelings related to the experience. Only open-ended questions are allowed, no judgement, no personal comments can be made.

PARTNER 3

1. Self-Awareness through Breathing

The teacher starts with a brief explanation of how conscious breathing can help notice and regulate intense emotions. Ask the pupils to sit comfortably. Guide them to feel and observe each breath, noticing the movement of their abdomen rising and falling. Then, ask them to identify an emotion they are feeling (happiness, sadness, anxiety) and, as they exhale, visualize that emotion dissipating into the air. The goal is to help children and young people become aware of and regulate their emotional state through breathing. After the activity, discuss with the group how breathing helped them recognize and manage their emotions. Relate this to the mentoring process, explaining how self-awareness (noticing and regulating emotions) is essential for growth and learning.

2. Gratitude Journal

The teacher asks participants to write down five things, people, situations, or events they are grateful for. Encourage the children and youth to add at least one new thing they are grateful for to their list every day. Each week, gather the group to discuss how the practice of gratitude has influenced their thoughts and emotions.

3. Conscious Communication Map

The teacher asks the pupils to create a concept map or drawing about how they perceive communication. The center of the map should be "Communication," with branches that can include themes like "Barriers," "Facilitators," "Emotions," "Words," and "Actions." Then, in groups, discuss how to improve conscious communication by eliminating barriers and reinforcing communication facilitators.

4. Asking to Understand

The teacher explains the importance of open-ended questions in interpersonal communication, particularly those that encourage reflection and self-awareness. In small groups, participants practice formulating open and challenging questions for a colleague, based on either fictional or real-life scenarios. For example, "What do you think is behind this difficulty?" or "How can you use this experience to grow?" After exchanging questions and responses, the participants discuss in the group how well-crafted questions can deepen and facilitate the process of conscious communication.

5. Knowing Myself

The teacher asks the pupils to reflect on and answer the following questions:

1. When communicating with someone, what actions can that person take that might upset you?
2. When communicating with someone, what are the biggest challenges you experience?

Afterwards, in a group setting, invite those who wish to share their answers and collectively reflect on the importance of self-awareness for more conscious communication.

6. Taking Care of Myself

The teacher asks the pupils to answer the following questions:

1. What nourishes me?
2. What does not nourish me?
3. What can I do to increase what nourishes me and reduce and/or eliminate what does not nourish me?

Reflecting on these questions and implementing what they have written is an effective form of self-care. Through self-care, mental, emotional, and physical well-being are promoted. By taking care of ourselves first, we can also better care for others, be more present, and communicate more consciously.

PARTNER 4

1. Lead the Blind Man

The class is divided into pairs. A is the "driver" leading B who is blindfolded. A is always behind B holding his/her hands on B's back gently moving him around the room. There can be an agreement on turning right, left, stop, etc. Alternatively, A can hold B by the arm. The teacher or one of the pupils can play the role of the animator. When the "blind person" feels safe, the animator can yell STOP and ask the "drivers" to gently pull away and find another "blind person" to drive. The process of changing "drivers" can be repeated several times. Variation: The animator specifies an imaginary space, e.g., an abandoned water mill, in which the pair will move. A has his eyes closed and B leads him. As they walk hand in hand, B describes what he sees and A fills in what he hears, smells, etc. All this from their imagination.

2. My Blazon

The teacher asks the pupils to draw a blazon. In the first quarter we give the title "my virtues", in the second "my weaknesses", in the third "my goals" (in general or for this year), and in the fourth "how I'm going to achieve it". We ask the pupils write at least things in every quarter. They have 3 minutes for this exercise. This is a very important paper because they have to look deep inside to clarify which is the main goal for them at this time of their life. Also shows them that they are qualified to achieve them if they really want to do so.

3. Gratitude Mapping

Instructions: Find a quiet, tech-free space. Take a series of deep breaths for at least three minutes before you begin writing. Set a timer for 10 minutes. Record everything that you are thankful for within each category. Be as specific as possible and focus on the feeling of gratitude as you're writing. Benefits: Decreases stress Declutters mind and blocks negative thought patterns Increases awareness of all the positive things already in your life.

4. The RAIN

This method is rooted in the mindfulness movement, which emphasizes maintaining awareness of your surroundings, thoughts, and feelings without judgment. The pupils are invited to walk slowly in the street or park and make note of everything using the four senses: hearing, smelling, feeling, seeing.

5. Story Swap

Starts writing a story with your mentee, then each take turns taking the story and adding new fun twist and turns to the story.

6. Mindful dice

Students use a piece of paper to form their dice by answering some questions such as what has made you happy today, what is something you are looking forward to, what you like about yourself, who makes you smile, what good has someone done for you lately and what good have you done for someone lately. This is an activity that enhances emotional intelligence.

PARTNER 5

1. “Extra, extra!”

Pupils pretend they are newspaper reporters and interview someone interesting in school. They prepare a list of questions with their mentee and see if they can set- up interview with a teacher, school nurse, PE teacher, the principal. Later the are asked to write an article based on the interview.

2. “Act it out!”

Pupils go to school library, find a play, read it out loud in front of class and choose roles for each person to play or the ones who volunteer. They practice and act out the play in front of the others.

3. “Learn a language!”

Each pupil is assigned to learn something in sign language, Spanish, Latin, Chinese, etc. Each day or week one pupil teaches they others a new word/ phrase. They write them down to keep track and see how many they can remember.

4. “Go on a trip!”

Participants choose a place they have always wanted to visit, find pictures, fun facts in magazines, books, online. When is the best time to go? What to want see while there? Make own scrapbook/ travelers guide. A way to explore and learn geography.

5. Read a book together

Working in pairs pupils read a extracts of a book to one another. It can be done with novels or poetry, etc. This is a great way to connect and learn to collaborate.

6. Outdoor activities

Different outdoor activities and sport games can prove to be very useful mentoring activities. Each week one pupil teaches the others one game or activity outdoors, e.g. kite flying, softball, volleyball, etc. These can be done in groups of 3-4 without competition.