The College Connect How-to-Guide to Group Mentoring

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Foreword from Partners: Training for Transformation

Séamus Heaney once wrote that poetry is the art of giving tongue to other people's silence. Used wisely, this Guide will help people give voice to their strengths and sustenance to their spirits.

Early in the guide the word osmosis appears. This reminds me that oftentimes change can and does happen in quiet and hidden ways. The cumulative effect of reflection on experience, honest conversations, attentive listening, trial and error, building relationships, testing world views are all elements in this osmosis. Something is quietly working away under the surface and suddenly we discover that we are changed and the way we look at ourselves and others has changed. We look at the world differently and see all sorts of possibilities for change.

The Guide encourages the creation of a learning community where all contribute and all receive. Everyone matters. The processes outlined suggest that no one knows it all and no one knows nothing. Everyone's experience is valued and respected and knowledge from beyond the group is used to validate and challenge existing perspectives.

The pioneering social psychologist Kurt Lewin is credited with coining the term Group Dynamics. He did not coin the phrase Group Mechanics. The Guide honours that insight by providing sufficient structure and direction as well as encouraging spontaneity, emergence, the creation of new knowledge and multiple possibilities.

The Guide does not pretend that democratic, collaborative learning is a predictable, linear process with predetermined outcomes. This kind of learning can be challenging, exciting, surprising and unpredictable.

It encourages us to venture into new landscapes rather than arriving at a familiar bus terminus. It mirrors the kind of learning accrued in engaging in life's adventure. Emily Dickinson sums it up well:

I stepped from Plank to Plank
A slow and cautious way
The Stars about my Head I felt
About my Feet the Sea.

I knew not but the next
Would be my final inch —
This gave me that precarious Gait
Some call Experience.
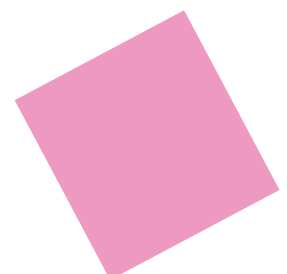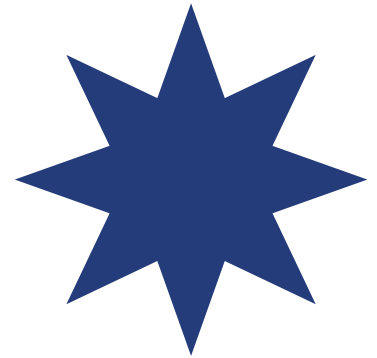
Foreword from Martha Brandes Head of Access Operations with Maynooth Access Programme

I am delighted to introduce the College Connect How to Guide to Group Mentoring. This step by step guide will show practitioners how you can implement College Connect type group mentoring programmes in your own organisation. The mentoring programmes have been creatively designed to build critical skills and enhance college-going aspirations for people from communities underrepresented in higher education. The programmes also assist college student mentors to gain transferable employment skills in team building and group dynamics and strengthen relationships between community partners and higher education institutions.

Many higher education outreach initiatives focus on providing information on the pathways to college, the courses available and the necessary entry requirements. This information, while vital, can be overwhelming to prospective students who may be unsure that college is the right next step. The mentoring programmes outlined in this guide represent a new and innovative approach to university outreach. This approach shifts the focus from information on how to get to college to preparing participants to think like college students by introducing them to the analytical skills required to be a successful college student.

I was able to see first-hand how this approach built confidence in participants, many who would be the first in their families to progress to higher education. By working alongside university mentors to co- investigate themes like power, leadership and education, all participants deepened their understanding of the world around them and began to see the differences between higher education and their previous educational experiences. This was achieved not only through the workshops, but also by bringing participants on campus. The on-campus experience gave participants an insight into what it might be like to study in a place like Maynooth University.

Participants uncovered the vital information on how to get to college and the paths available through their informal conversations with college student mentors. By the conclusion of the programme, participants not only knew how to get to third level they also discovered that they had many of the essential skills to succeed in higher education.

Many reports and evaluations focus on the outcomes and the impacts of programmes, but few publications dive deep into programmatic design and provide the reader with a "how to" manual on how to replicate a successful programme in their own community. This guide does exactly that and as a practitioner, I know that this publication will save you time and effort, because it contains the materials and information you need to start or enhance a quality mentoring programme.

We look forward to your feedback and hearing how you use the tools in this publication.

Martha Brandes

Maynooth University

Head of Access Operations

A Massive Thanks from College Connect to:

College Connect would like to say a MASSIVE thanks to all of our Mentors who gave it their all and enabled us to run our mentoring programmes. We would also like to give a MASSIVE thanks to all of the Mentees who took part in our programmes and showed great commitment to our sessions. We also have to give a MASSIVE thanks to all of our collaborating schools and community partners that gave huge time and efforts to assist us in delivering the programmes

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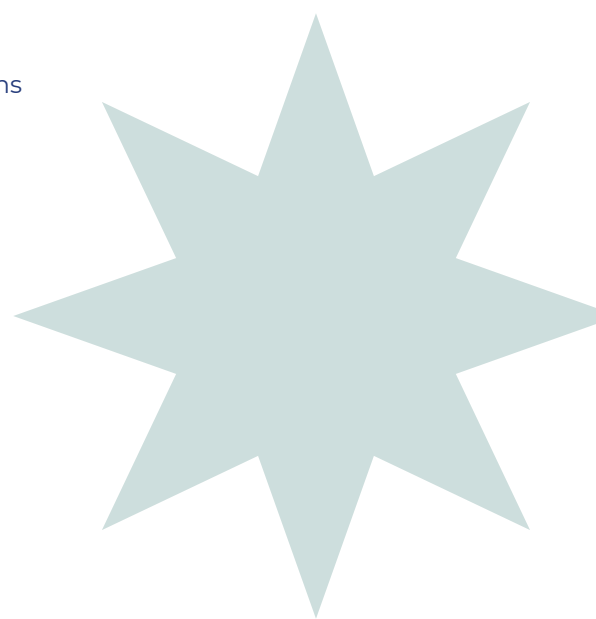
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List of Facilitation Terms

Appreciative Inquiry	group work activities and tasks that focus on appreciating the skills and talents of the group members.
Artefacts	anything created in the process of completing the group work activities. For example flipchart pages with the responses created by the group members.
Check-in	seeing how things are for a group or an individual. For example it can be checking-in to see how a person is or checking-in to see how a group is progressing through a task.
Closing	when a workshop or session is completed the required tasks, it is good practice to do a "closing" exercise with the group to finish the session.
Community Partner Organisation	this can be any group or organisation working in a specific community or with a specific community group.
Coordinator	the person tasked with overseeing and coordinating the mentoring programme.
Experiential learning	the learner's (or participant's) lived experience and perspectives, of the world around them, play a contributory role in shaping the discussions around the theories and concepts being explored.
Participants	the group members engaging with the group-based mentoring activities. • In College What's the Story? the participants are the mentees • In the Change Makers Course the participants are the mentees and the mentors combined
Participatory approaches	is a reference to learning processes that require input and engagement from the learners. The learners are sharing their thoughts and experience in order to generate understanding and knowledge amongst the group.
Round-the-Room	this term describes when the facilitators pose a question that will go around the room so that every participant is invited to offer a response.
Session	the specific workshop when the group members and the facilitators come together to learn.
Strengths-based approaches	is about focusing on the strengths and positive attributes that learners possess, valuing engagement and recognizing their contribution.

How-To-Guide

Core Task – these are tasks that are essential parts of the Change Makers course and must be delivered.

Flexible Task – these are tasks that can be adapted or switched with similar type of group work tasks.

Optional Task – these are tasks that the facilitator may choose to include or not include in the delivery of the course.

College Connect Group-Based Mentoring

Goal 5 of the Higher Education Authority's National Plan for Equity of Access to Higher Education 2015 – 2019 instructs Higher Education Institutions; To develop regional and community partnership strategies for increasing access to higher education with a particular focus on mentoring.

The College Connect mentoring programmes (the College: What's the Story? workshop and the Change Makers course) follow the direction of Goal 5 by seeking to build sustainable community partnerships through the role-out of group-based mentoring initiatives in collaboration with local community organisations.

Young people from at-risk backgrounds report comfort, academic and non-academic support, and safety as the main benefits from group mentoring. It is supposed that a great benefit of group mentoring is the additional support from peers as well as the mentor (Dr. Katriona O'Sullivan 2016 Mentoring Guide).

College Connect mentoring is based on community education principles of group work so that both the mentees and mentors get to bring their understandings of the world into the learning environment, share their perspectives, and learn from each other. Bríd Connolly (2010) refers to Community Education as "*building capacity through learning*" and outlines some of its core principles as:

- Outreach and grassroots
- Responding to community members needs
- Caring for learners
- Empowering processes and methods
- Underpinned by social justice principles

The College Connect mentoring programmes adhere to these principles in delivering community-based, participatory and experiential mentoring focused on what matters in the lives of the mentees. Through the adaptation of the Partners: Training for Transformation online resources the College Connect mentoring programmes place an emphasis on appreciative inquiry techniques through a strengths-based approach. Washburn and Crispo (2006) state that collaborative group mentoring, through processes such as appreciative inquiry, helps to build trusting relationships in groups, in turn enhancing 4 characteristics for mentors and mentees:

Partners: Training for Transformation
**http://www.
trainingfortransformation.ie/**

- Discover and build personal skills
- Identify personal strengths
- Creating new ways of working
- Developing action plans

The overall objective of the College Connect mentoring programmes are for participants to engage with college-student-mentors in a participatory learning environment. The programmes aim to deliver:

- A meaningful mentorship experience for the mentees that builds their critical skills and enhances college-going aspirations.
- A rewarding group-mentoring process for mentors to fully participate in and develop invaluable skills and understanding of group dynamics, facilitation skills and team building processes.
- More sustainable relationships between community partner organisations and Higher Education Institutions, in turn building the bridge between communities and colleges, in order to establish community partnership strategies.

A strengths-based approach explores, in a collaborative way the entire individual's abilities and is about enabling people to find the best solutions for themselves, to support them in making independent decisions about how they live

Strengths-based practice is applicable to any client group, to any intervention and can be applied by any profession.

Department of Health and Social Care (2019) Strengths-based approach: Practice Framework and Practice Handbook UK Government
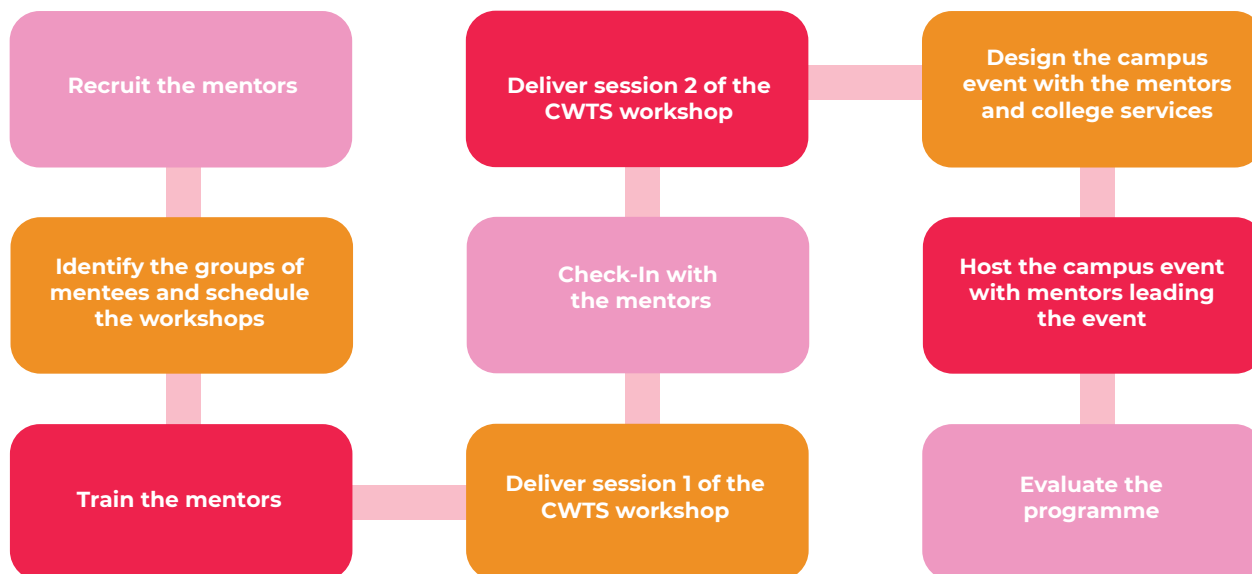
Or take a look at this short animation from Notts City Council about Strengths Based Approach to social care – we use this video in our mentor training

https://vimeo.com/155531781

College: What's The Story? Workshop Diagram

Steps to Success for the College: What's The Story? (CWTS) Workshop

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Recruit the mentors                    Deliver session 2 of the      Design the campus
                                       CWTS workshop                 event with the mentors
                                                                     and college services

Identify the groups of                 Check-In with                 Host the campus event
mentees and schedule                   the mentors                   with mentors leading
the workshops                                                        the event

Train the mentors                      Deliver session 1 of the      Evaluate the
                                       CWTS workshop                 programme
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College: What's the Story? Overview

The College; What's the Story? workshop (CWTS) is a student-mentoring project based on the community development principles of inclusion and participation. Coinciding with these values the project is about having fun, building relationships and building aspirations. The project covers all the usual information and inspirational elements of a college-mentoring activity;

- Why do people go to college?
- What supports are available?
- What it's like to be a student?

What makes this project unique is that the student mentors can select the mentees for whom they think their "*story*" can have the biggest impact upon. Once the mentee groups are selected the mentors deliver the CWTS workshop in the local setting where the mentees meet – *meeting people where they are at*. In adhering to this process the project starts building relationships in the community-setting by bringing the *College to the Community*. In the community setting the mentors deliver the workshop over two sessions and, by way of a follow up, the groups are invited to a campus event which is planned and designed by the mentors: in return bringing the *Community to the College*.

The objective of the CWTS workshop is to provide a structure for current college student mentors to engage with youth or community groups for whom the mentor has a direct connection with. The aim is to provide groups who are under-represented in higher education with a mentoring initiative that has someone "*just like them*" as the mentor or who at least "*knows where they are coming from*". The workshop aims to connect the mentees to a mentor who shares their lived experience be that related to their community; an identity; their educational journey; or some other connecting factor. The CWTS workshop emphasises the mantra that "*if you can see it, you can be it*" as a meaningful component of building aspirations for potential college students.

The workshop is based on experiential and participatory approaches so the mentees get to express their opinions and share their perceptions about going to college alongside hearing about the mentor's college experience. In this process the opinion and insight of the mentee who doesn't want to go to college is as valued as the mentee who does, because both are encouraged to share and express those viewpoints. The emphasis is on sharing perspectives and letting the mentees make up their own mind about college.

CWTS is NOT About the college-mentors having all of the answers.

CWTS is about having an engaging conversation about what college is like.

Phase 1: Recruit and Train the Mentors

Recruit the Mentors

The CWTS project is versatile enough to work with any cohort of mentors. However we find that in order for the project to have the greatest impact, when the mentors come from groups that are under-represented in higher education, the project will have greater meaning and authenticity for the mentees also originating from those groups.

In order to develop a sustainable project, one which is embedded into a HEI's community outreach programme, College Connect recommends that the CWTS project works best when added to a course module. For example in Maynooth University and Dundalk Institute of Technology the student placement modules of the Community and Youth Work programmes have proved excellent fits for the project due to the work-placement component of the courses. Alternatively the CWTS workshop could be an additional component to the community outreach activity of any Access Department. Recruiting Access students to deliver the workshop in community settings, for which the students have a connection with, would certainly have the desired outcome of raising the college aspirations of the potential students in that community.

Identifying Mentee Groups: Planting the Seed

During the training mentors are asked to consider any groups they could access for whom delivering the workshop would be impactful and generate a meaningful connection. There are numerous types of community settings that could work: local youth clubs; schools; adult learning groups; PLC colleges; women's groups; Men's Sheds; addiction services; SICAP services, etc. It is important to emphasise that if the mentor believes that they can have an impact with a specific group the person coordinating the project should do all they can to support that mentor in sourcing that specific group. When the mentors have identified their group they can be supported by the coordinator to follow up with the local group or service and make arrangements to deliver the workshop. If possible useful supplies like flipchart pads and markers should be provided to the mentors.
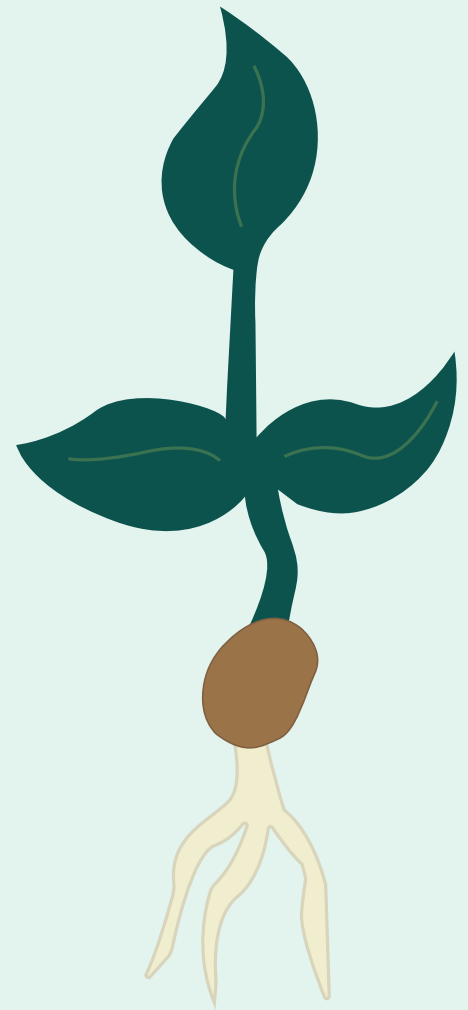
Skills Development for Mentors – this process enhances the mentor's skills with regard to planning and arranging a community outreach activity. It also builds the students self-confidence and self-belief in their ability to act as a representative of the HEI

Training the Mentors

The training for the mentors is focused on enhancing their understanding of group dynamics, developing their facilitation skills and preparing them to deliver the workshop confidently from a strengths-based approach.

The amount of training required very much depends on the mentors prior knowledge and skillset relating to group dynamics and group facilitation. For example if the group of mentors are students studying Community and Youth Work then group dynamics and facilitation skills may have already been covered in their modules. Alternatively if the mentors are a mixed group of students, coming from many disciplines, then the full 2 day training is recommended. Not only will this develop all the mentors' skills sufficiently but it will also act as a team building process amongst the mentors, which in turn will benefit the group when designing the campus event.

Trust the Process

The key attribute of the training is that the mentors get to participate in a process of participatory learning that mimics the inclusive and participatory nature of the College: What's The Story? workshop. The mentors engage in approaches to group work that will be identical to the processes they facilitate in the workshop:

- Working in small groups

- Group work tasks and group discussions

- Eliciting feedback and responses from groups

This is very important because it helps the mentors to "*trust the process*" of participatory learning. From participating in these learning processes the mentors will realise that as the facilitators of the CWTS workshop they won't be required to have all of the answers to the questions the mentees might generate: they are facilitating the workshop as a way to share their personal experience of going to college and engage the group in a conversation about student life and higher education. The emphasis of the CWTS workshop is on igniting a discussion and if there are any unanswered questions during the workshop that is fine. Any questions that would benefit from more specific responses can be followed-up through the college community outreach or Access staff or **become a focus for the campus event**.

Approaches to Group Work:

Inform – to give someone information

Engage – to involve someone, to create participation

Enable – to give someone the means or ability to do something

Evoke – to bring a feeling, memory or image to our consciousness

Partners: Training for Transformation

CWTS Training Programme Outline

1. Introduction and "*getting to know each other*"
2. Group dynamics and what makes a good group
3. Facilitation Skills
4. Practice-Run of College: What's the Story? workshop
5. Overview of Strengths-based guidance
6. Working with young people and Child Protection Training
7. Identifying Mentee Groups

Please contact College Connect **www.collegeconnect.ie** for all your training needs. We will be happy to provide free training for any groups seeking to deliver our CC mentoring programmes

Phase 1: Recruit and Train the Mentors

Phase 2: College to the Community

Once the mentors are trained and ready to deliver the workshop it is essential that the actual CWTS workshop takes place as close to the training dates as possible. In circumstances when there has been a significant gap between the training and when the workshops can be delivered a refresher run-through of the CWTS workshop should take place with the coordinator and the mentors.

It is recommended that the CWTS workshop be delivered over two separate sessions with the mentees. This allows time for the group to absorb the discussions from the first session and will allow time for mentees to consider new questions for the second session. It is also recommended that the mentors contact the coordinator in-between the two sessions to check-in and discuss how it went. At this point the mentors and coordinator can address any questions the mentors may have or questions they want answered on behalf of the mentees.

Facilitating the Workshop
College Connect recommends that co-facilitation amongst the mentors works best. This ensures:

- Mentors can support each other.
- The workload is shared in terms of delivering the various sections of the CWTS workshop.
- The mentees benefit from hearing more than one perspective and student experience.

The mentors' experience of working with and facilitating groups will be significant in terms of delegating the number of mentors to facilitate the mentee groups. In a situation where the mentors have no experience then sending a group of 4 or 5 student-mentors to facilitate the session can work well. In this instance of numerous facilitators it is vital that each mentor is prepared for:

- What section of the workshop they are facilitating.
- How they will bring their section to a close.
- How they intend to pass facilitation from one mentor to the next.

We recommend the workshop is not delivered to groups larger than 20 mentees. If the group is larger than 20 participants we recommend splitting the group into two.

Skills Development for Mentors: Co-facilitating a group is a skill in and of itself. Learning to work with your partner facilitator, trusting them to do their section, supporting them and working together to deliver the workshop builds key skills relating to collaboration and teamwork

College: What's The Story? Workshop 1

Part 1: Introductions and Getting A Sense of the Group

Take a moment for the mentors to introduce themselves and what college course they are studying. Invite each of the mentees to say their name and invite them to share their favourite sandwich topping.

2 – 3 Minutes

Part 2: College Word Association and Questions About College

Word Association

Write the word College on a board or flipchart and invite the group to shout out the first thing that comes to mind when they hear the word college. Make sure to write-up all of the comments/words that are suggested. This can be done on a Whiteboard or Flipchart.

5 Minutes

Questions About College

After all the words have been suggested invite the group to have a chat with the person beside them and ask them to think about any questions they have about college.

Basically – What would you like to know about college??

The facilitator can give each participant a page to write their questions on

Once all of the questions have been noted, collect the sheets of paper and call out each of the questions.

> This is a type of ice-breaker, a fun way to give the mentees a sense that the workshop will attempt to be fun. Any quick ice-breaker exercise can be used in its place.

> If the mentees are struggling to think of a question refer them to the words on the board and suggest that some of those words might help them think of a question

Facilitator Tip:

As the facilitator calls out the questions, place the sheets of paper down in groups that have similar themes so that the mentees can get a visual sense of what the majority of questions are focused on.

Explain to the group that over the coming workshops and campus visit the group will be doing a few activities that will aim to answer all of the questions that have been asked. Explain to the group that there will be two workshops followed by a campus visit and that the focus of the workshops are as follows:

· Workshop 1 is focused on Why do people go to college?
· Workshop 2 is focused on What it's like to be a student?

15 minutes

> It can be useful to write the focus of the two workshops up on a flipchart for the group to see.

Part 3: Group Contract (Optional):

Explain to the group that throughout the workshops they will be doing various activities and tasks in small groups or in pairs. At this point invite the group to form smaller groups of 3 or 4 people (depending on the size of the group). Give each group a flipchart sheet and a marker and invite the groups to consider the following questions:

1. What can the group members do to make sure it is a good group to be in?

> If the group are stuck then offering an example will help people understand the question. If a mentee can provide an example then invite them to share their example e.g. Listen to each other.

After some time (3 - 4 minutes) ask the second question.

2. What can the facilitators (the college-mentors) do to make it a good group to be in?

> It can be fun to remind the mentees that this is their chance to set the rules for the facilitators too.

Allow some time for the groups to complete both questions – the mentors can move around the room and check-in with the groups to see how they are getting on or help them along if they need it. Once all of the groups are ready invite a mentee from each group to stand up and call out their responses.

> If possible stick all of the flipcharts with the response up on the wall.

Inform the group that all of the responses together have produced a Group Contract – an agreement for how the group, both mentors and mentees, will work together.

15 - 20 Minutes

Part 4: Why do People go to College?

Invite the mentees to form small groups of between 3 and 5 people (groups of 6 can be split into two groups of 3). Give each group a flipchart page and 2 markers. Suggest that they make the page into 4 boxes

> These flipchart responses are what can be considered workshop artefacts. They are an expression of the mentees thinking. They can be useful to remind the mentees of their work and can be used as part of the project evaluation.

> The mentees should put their responses to each question in a separate box on their flipchart sheet

3 Queries Exercise:

Ask the mentees the following questions – one at a time and give enough time for the groups to complete their responses before moving to the next one.

1. Can you think of 3 reasons why people go to college?

2. Can you think of 3 reasons why some people may not go to college?

3. Can you think of 3 similarities between going to college and going to school

4. Can you think of 3 differences between going to college and going to school

When all the groups have answered the four questions on their flipcharts begin reviewing the responses one question at a time. The facilitator should enquire with each group what their responses were to Question 1 and ask each group to announce their responses.

Go around each group and listen to what each group has to say. During the conversations, around each question, the mentors can speak to their own experience relating to each question e.g. why they decided to go to college and how they are finding college similar and different to their previous educational experiences.

> This can be changed to suit the community setting. For example if the workshop is taking place in a Youth Reach or a Community Training Centre ask for the similarities between that setting and college.

Facilitator Tip:

The mentors can take time to discuss any of the responses they find interesting or popular or unique. The mentees tend to get very interested when they get a sense that College and School are very different. Aspects that often interest the mentees include learning about the social side of college life, making new friends and trying new things through clubs and societies. The final question, regarding the differences, often leads to the most interesting conversations as the mentees tend to be intrigued when they realise the sense of personal responsibility and self-motivation that comes with being a college student.

25 minutes

Part 5: Round the Room: End of Session

Close the session by inviting each of the mentees to say one word about what they thought of the workshop.

5 minutes

Check-In With Mentors

It is recommended that after the first session with the mentees, the coordinator should meet with the mentors to check-in and give the mentors a chance to re-organise and prepare for the second workshop. This is also an opportunity for the mentors to gather any specific information that the mentees may have enquired about. This gives the mentors the chance to return to the mentees with the correct information regarding such queries. This can also be a time to give the mentors any printouts or other materials they will need for session 2 e.g. the student timetable.

College: What's The Story? Workshop 2

Part 1: Re-Cap

Start off with another quick Round-the-Room inviting everyone (mentors and mentees) to say their name and describe how they are feeling as a type of weather forecast e.g. are they sunny or maybe a bit overcast and cloudy.

This is a good opportunity for the mentors to try to remember the mentees names.

Re-Introductions

Follow this with a short Re-Cap of what was covered in Session 1 – Questions about college / Group Contract / Why people go to college exercise? Ask the group if there are any comments or questions based on the previous week. Following the re-cap conversation remind the group that the theme for this session is **What it's like to be a student?**

Asking the group "what did they find the most interesting from the previous session?" can often open up a good conversation

15 minutes

Part 2: Student Timetable

Use an example of a mentor's timetable to explore what a college week is like for the students. Invite the mentees to form small groups of 3 or 4 people and give each group printed handouts of the timetable. Make sure all the mentees have access to a handout to view the timetable.

Social Care Year 2

	Monday	Tuesday	Wednesday	Thursday	Friday
9-10					
10-11		Tutorial		Social Care	
11-12		Disability Concepts & Practice		Disability	
12-13	Placement Preparation			Disability	
13-14				Tutorial	
14-15	Applied Social Care				
15-16				Sociology	
16-17	Law			Sociology	
17-18	Law				

Try to use a mentors timetable that will have a schedule and subjects that will make some sense to the group. Keeping this in mind some mentor's first year timetables may prove more suitable

Give the groups a few minutes to view the timetable, chat about it and make sense of it. On a board or flipchart write out the questions below one at a time and invite the groups to discuss each question.

1. What surprises you the most, or stands out the most, about the college student timetable?

2. Ask the mentees to compare the amount of classroom school hours (or relevant education setting) in a normal week versus the amount of lecture hours the college student has. What is the difference?

3. What do they think the college student does on the days when they finish early or on the days when they have no classes?

4. What type of homework or course work do they think the student gets?

5. Any other questions you can think of???

Once all of the questions have been asked engage the entire group in a discussion about the responses to each question. The facilitators can again insert their own college experiences as it relates to the responses the mentees offer.

20 Minutes

Facilitator Tip:

This activity can be done with or without the use of flipcharts for each group to write their answers on. The flipchart will be useful for groups that maybe benefit from using the flipchart to keep focus and structure when sticking to the questions.

Part 3: Fresher Challenges

Keeping the mentees in their small groups invite the group to think about one of their first day experiences – it could be the first day in secondary school, the first day in Youth Reach or with some other education service. Ask them to consider

- What was it like? How did you feel?
- What was going through your head, what were you thinking?

This is just a brief conversation but invite the group to share a few comments about their thoughts on the questions.

Next invite the mentees to imagine their first day, week, and month, as a new first year student starting out in college. Hand out a flipchart sheet to each group and invite them to draw a line down the middle to split the page into two sections. In one section invite the mentees to write down:

- What are the biggest challenges or worries new first year students might face?

Encourage the mentees to try and come up with as many challenges as they can think of

After the groups have come up with their list invite the groups to give a sample (1 or 2) of the responses. Next invite the groups to write another list, opposite the challenges, noting:

- What types of supports or services should colleges provide to help new students overcome these challenges?

Allow time for all of the groups to work through the challenges and the solutions. When the groups are ready invite members from each group to come to the top of the room and present back their lists.

The mentors can talk about the vast array of student services that colleges have to offer and also any experiences they had of facing the challenges or finding ways to overcome them.

It will also be useful to highlight any challenges or solutions that the colleges haven't considered and recognise the unique perspectives some of the mentees might offer.

20 minutes

Part 4: Closing Round of Agree Disagree

Invite all the mentees to stand up. On two opposite walls place an I Agree and an I Disagree sign. Invite the mentees and other mentors to take up a position between the two statements after each of the following questions.

1. Going to college is worth all the hard work and extra years?

2. Going to college is all about having fun and meeting new people?

3. Anyone can go to college if they really want to?

Remember these are recommendations for questions. The mentors will be best placed to decide upon the questions that might work best for their group.

This is a closing exercise so there may not be time to ask for any comments or have a discussion and that's OK. It's fine for people to just take a stand in relation to the questions.

Thank the group and goodbye till the Campus Event.

It is important to conduct an evaluation of the workshops. If the mentees have time to complete the evaluation form then it could be done after this exercise. Alternatively the evaluation form can be left with the person responsible for the group so that they are completed and sent back to the coordinator

Phase 3: Community to the College

The Campus Event is a key piece of the CWTS project. No matter how big or small the event, inviting the mentee community groups onto the campus to meet the mentors again and get to experience the campus has a major impact on building the aspirations for the mentees. A campus visit can vary from one college to the next. Some colleges may be able to provide a campus tour and the "*essential*" visit to the canteen, while other colleges may be able to hold taster lectures or more information talks specifically focused on the needs of the mentee groups; for example an adult learning group might meet with the Mature Students Officer. Also mentee groups could be encouraged to attend college Open Days, as part of their campus event, and reconnect with the mentors as a way to build on their interactions from the workshop sessions.

College Connect recommends that time, facilities and resources are made available for the mentors to create some other engaging activities for the mentees to engage with as part of the campus event.

Design and Deliver A Campus Event

Having completed the CWTS workshop the mentors are best placed to know what types of activities and information the mentees would enjoy during a campus visit. We recommend the coordinator bring the mentors together for a planning session that offers all mentors a chance to contribute to designing the schedule and activities for the campus event. Appendix 1 to 4 provide samples of some activities/workshops that might come in useful. Resources will play a major factor in the size and scale of the campus event so it is worth noting that even something as basic as a campus tour, with the mentors, and some lunch will go a long way to continuing to build a positive relationship between the mentees, the community organisations and the college.

Evaluating the Project

As with any project getting feedback from all of the relevant stakeholders is vital to ensuring that the project is having the desired impact. There will be informal channels of feedback from insight gained through the Check-in and Closing exercises of the workshops, and the conversations school staff or community workers will be having with the mentees before, after and in-between workshops. This information can be just as important for the mentors and the mentees to hear during

It's impossible to understate how important it is to give the mentees this experience of "hanging out", eating in the canteen and seeing college students simply socializing.

Skills Development for Mentors – as much as possible the mentors should be encouraged to take on the tasks of coordinating the campus event. This is an excellent opportunity to learn the skills of event planning and team work.

Options for Campus Event activities include

Design a College Campus – Appendix 1

College and Beyond Workshop – Appendix 2

College Mentors Kahoot Quiz – Appendix 3

The College Connect Quiz – Appendix 4

Letter to Myself
Clubs and Societies session
Meet your Students Union

the sessions, rather than waiting till the evaluation at the end. Therefore College Connect recommends maintaining lines of communication with the staff who are supporting the mentees throughout the project to elicit that feedback from the community partners. In terms of gathering feedback from the mentors it is also vital that the project coordinator is checking-in with them regularly to understand how the project is progressing. Examples of Check-in questions are:

- How is the project going for you Or how has the experience been so far?
- To what degree is the project meeting your expectations?
- Have you any questions about the project or how things are progressing?

College Connect recommends setting aside time for the mentors to meet and check-in with the coordinator in order to give them the time and space to share their experiences and continue to enjoy the experience of mentoring.

In terms of a formal process of evaluation it is recommended that all participants (mentees), mentors and community / school staff are invited to complete a feedback survey. Many HEI's will have their own standard programme evaluation procedures and formats but for a sample of the survey used by College Connect see **Appendix 5**

Appendix 1 –
Campus Event Activities:

Sample Activity 1 – Design a College Campus

The facilitator will need to have access to flipchart pages. This is a group work task for groups of between 2 and 4 people to work together. It is advised that each group is given a blank flipchart each or if possible two flipchart pages cello-taped together on the long side, like this -
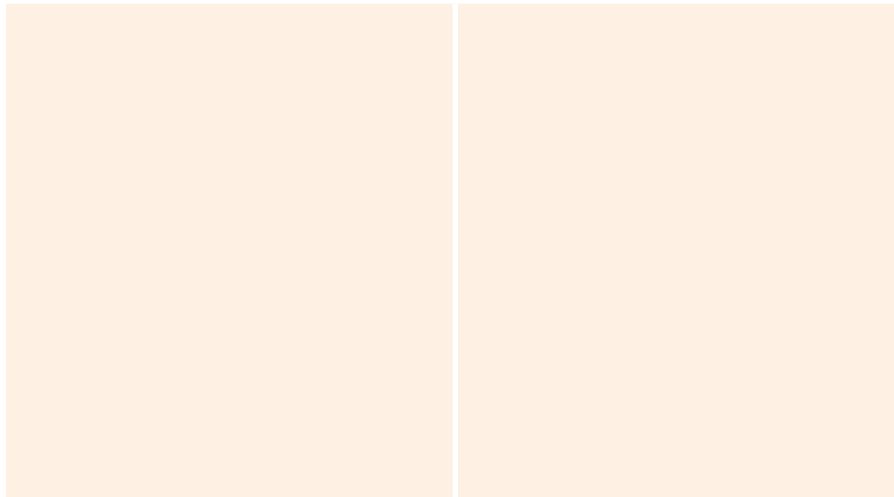
Once the participants are in groups give each group their blank flipchart sheets and some markers. Inform the groups that they are going to design their own college campus:

Step 1 – Write up a list of all the Essential and Non-Essential buildings and other things they think should be on the campus. Some participants might need an example to explain what is meant by essential and non-essential buildings.

Try to encourage the groups to be as imaginative (or as silly) as possible with the non-essential things.

3 – 5 minutes

Step 2 – Hear a sample of the essential buildings and highlight the ones that might be common to all college campuses such as the library, lecture halls, canteens, sports facilities, etc.

3 – 5 minutes

Step 3 – Invite each group to design their campus on the flipchart. Explain to the groups that they are designing the campus from a "*birds-eye view*" perspective of a map of the campus.

While the participants are working on their designs walk around and encourage the groups. Remember they can use their list of buildings and facilities to fill in their map.

10 – 15 minutes

Step 4 – If a group is finished before the others you can ask them to select the subjects that would be studied in the college.
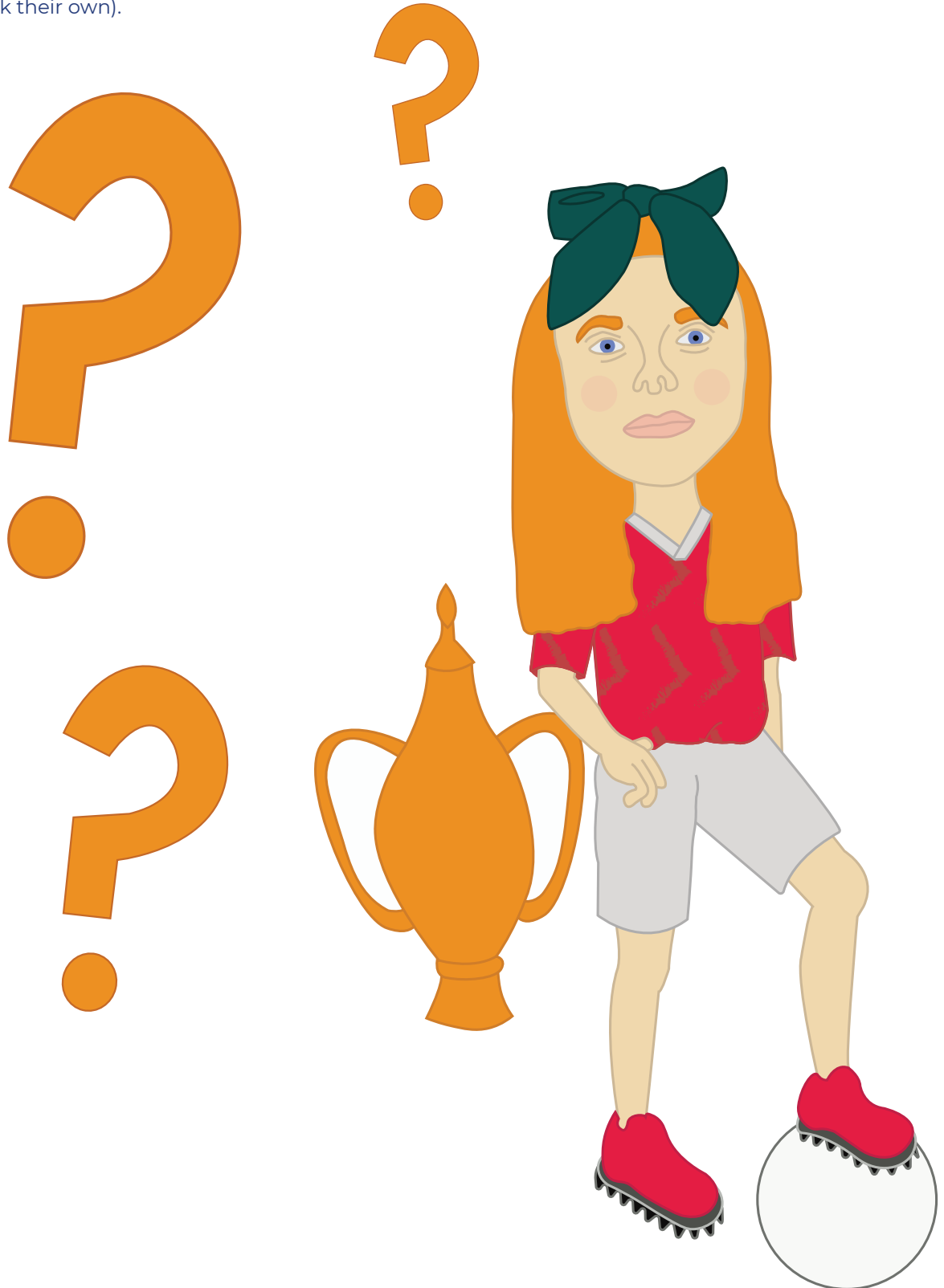
Step 5 – Remind each group to think of a name for their college.

5 Minutes

Step 6 – When everyone is ready invite each group to present their campus at the top of the room and explain the design of their college campus.

Step 7 – Finally invite everyone to choose the college that they would attend (they can't pick their own).

Close the Session

Appendix 2 – College And Beyond

Sample Group Work Activity

This exercise gives the participants a chance to get a sense of the many different types of courses they can study and connect those courses to possible careers.

Before the workshop the facilitator will have to prepare the flipcharts by writing a variety of college courses on flipchart pages – one page per college course.

Sample of types of College Courses in DkIT:

(https://www.dkit.ie/courses/course-search-results. html?id=63&courseType=20)

Sport, Exercise & Enterprise/Business Studies and Marketing/ Engineering/ Architecture and Construction/Community Youth Work/ Nursing and Social Care/ Culinary Arts/Music Or Television Production/ **Blank Sheet for other suggestions**

Facilitator Tip:

It is always good to have a blank sheet so the students can add whatever other suggestions for the types of college courses they might be interested in but aren't available in the options laid out.

Ask the group members to pair up (a group of 3 is OK too). Lay the flipchart sheets around the room and invite the group to walk around and write on the flipchart sheets:

- What types of jobs or careers they associate with each college course?
- What types of subjects might they study doing that course?

When everyone is finished review each flipchart sheet and call out the suggestions written on each page. Try to encourage the group members to talk about anything that stands out or generates some conversation.

When all of the sheets have been reviewed (including the blank sheet that will have other suggestions from the group) invite the participants to stand beside the one that they think interests them the most. If there is time enquire with some of the participants why they stood beside a particular course? What is it that interests them about that college course?

Close the session

Appendix 3 – What Inspires A College Student

Sample Kalhoot Quiz Version

While there are a number of ways this exercise can be done we have found doing a Kahoot quiz is a fun and interactive way for the mentors to capture and share their own stories. (**www.Kahoot.com**)

Invite the participants to form teams to take part in the _____ Kahoot Quiz. A series of statements are presented (one at a time) that express one of the college mentors motivations and inspirations for embarking on and continuing their journey to higher education. Has each statement is revealed the participants (mentees) have to guess which college mentor the statement belongs to. After the group have guessed, the answer is revealed and the mentor steps forward and provides some context by sharing that part of their story.

Every Quiz needs a title...

For example:

Statement – *My greatest challenge was learning to adapt to my dyslexia and not letting it hinder my progress in College* – the student mentor then steps forward and talks about how they overcame that challenge and maybe describes some of the student supports that enabled them to succeed in college.

In our experience of doing this activity the conversations that are generated around each response can be very powerful and often ignite really good questions from the participant.

Appendix 4 –
College Connects Quiz

Round 1 - What do the initials stand for?

Initial	For messing	Answer
SUSI	Student Universal S_____ I_____	
CAO	Central A_____ O_____	
TUS		
HEAR	H_____ E_____ Access Route	
MU		
DARE	D_____ A_____ R_____ to Education	
SU		
SAF (helps with €)	Law	

Round 2 - How many students in each college?

Match the student population with the college

College		Number of students
Technological University of the Shannon (TUS)		13,800
Dublin City University (DCU)		5,100
Limerick University (LU)		33,000
Maynooth University (MU)		5,500
University College Dublin (UCD)		12,000
Dundalk Institute of Technology		16,000

TUS - 5500   **DCU** - 16000   **UCD** - 33000   **LU** - 13,800   **MU** - 12000   **DkIT** - 5100

Round 3 - College Clubs and Societies: Real or Fake?

Name of the Club/Society	Real or Fake
The Go-Karting Society	
Wargaming and Role Playing Society (WARPS)	
Archery Society	
Dramasoc	
TableTop Society	
Speleology Society	
Students Against Hippies in Trees Society	
Banter Soc	
Walking Society	
Reject Muzakel Society	
Hockey Society	
DJ Society	
Cartoon Society	

All real

Round 4 – Celebs in College: What did they study in College?

Name	Studied in College	Take your pick
Michelle Obama		**School of Business**
Lagy GaGa		**School of Acting**
Ruth Negga		**Quantity Surveying and Engineering**
Derval O'Rourke		**School of Law**
Vogue Williams		**School of Arts**

Answers: Obama = Law / Gaga = Arts / Negga = Acting / O'Rourke = Business / Williams = QS

Prizes are not essential but they always help to make a quiz more fun

Close the session

Appendix 5 – Sample Participant Evaluation Form

Sample Evaluation College:

What's the Story?

Let's Make it Even Better Survey

Thank you for taking part in our survey. We really want our project to get better and better so your opinion of the course is really important to us. It will help us improve the course and make sure that other students can take part in it.

Q. 1 On a scale of 1 to 10 (10 being the best) what score would you give the College: What's the Story experience?

1   2   3   4   5   6   7   8   9   10

Q. 2 What were some of the things you liked about the course?

Meeting new people   ☐   Learning new things   ☐

Visiting the college   ☐   Meeting the college students   ☐

Getting time off school   ☐   Being a college student   ☐

Something else _____

Q. 3 Did the course make you want to go college?

No   ☐   **I already wanted to go**   ☐   **A little bit**   ☐

It changed my opinion of college   ☐   **Yes it made me want to go**   ☐

Q. 4 What was your favourite thing about the course?

_____

_____

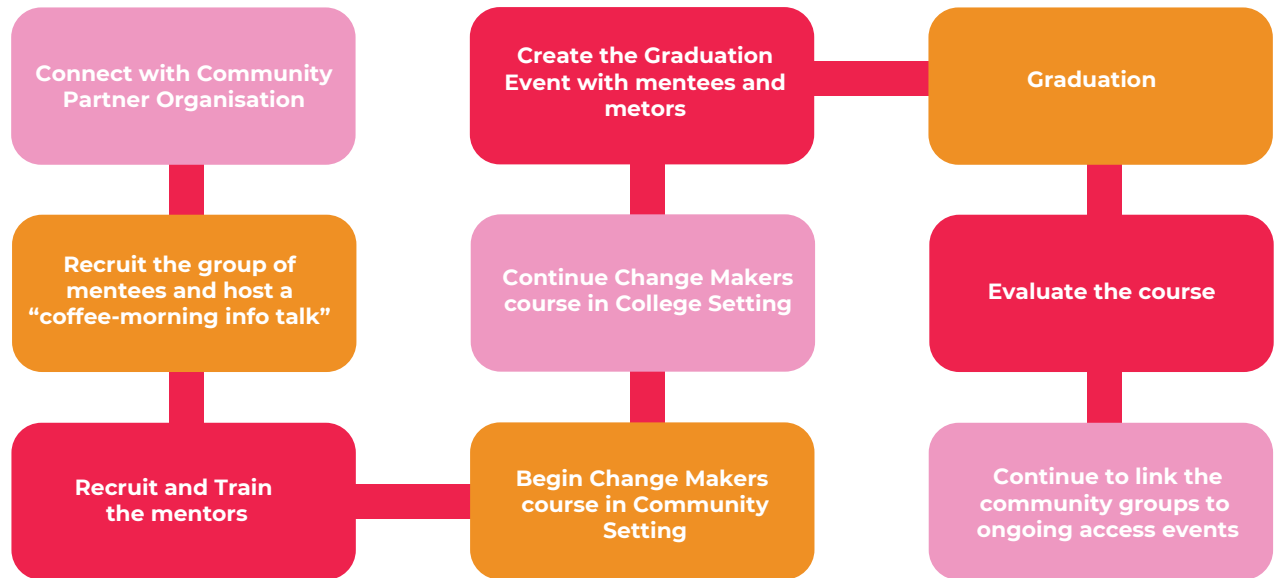**Q. 5 Can you think of anything that would help us make the course better?**

_____

_____

Q. 6 Would you like to say anything else

_____

_____

Q. 7 Would you tell your friends to do the course?
Yes   ☐   **No**   ☐

Thank you very much

College Connect:
Change Makers Course
How-to-Guide

Connect with Community Partner Organisation	**Create the Graduation Event with mentees and metors**	**Graduation**
Recruit the group of mentees and host a "coffee-morning info talk"	**Continue Change Makers course in College Setting**	**Evaluate the course**
Recruit and Train the mentors	**Begin Change Makers course in Community Setting**	**Continue to link the community groups to ongoing access events**

Steps to Success for the Change Makers course

Change Makers Course: Exploring Power, Leadership and Change

The Change Makers Course is delivered over six, ninety minute workshops (1 session per week). The course is specifically targeted at groups or communities with high populations of College Connect target group participants. College student mentors take on the role of "Supportive Participants" throughout the course and mentor the participants during all of the group-based learning.

The course aims to create a transformative educational experience, for all participants, both mentors and mentees, through participatory and experiential learning processes. Change Makers seeks to challenge perceptions, raise aspirations and enhance the participants' comprehension of what learning in higher education is like. By working alongside college-going mentors, the participants will select and co-investigate issues/topics that have meaning to the mentees. This will give the participants a sense of higher education learning and will help develop their belief that they too are capable of becoming part of the college community.

Phase 1: Connect with Community Partners and Recruit Mentees and Mentors

- Connect with community partner organisations
- Identify the mentees
- Recruit and train the mentors

Phase 2: Change Makers Course Workshop 1 - 5

- Deliver the Change Makers Course

Phase 3

- Design the graduation event
- Evaluate the programme

The Fundamental Secret of Facilitation:

You can achieve more effective results when solutions are created, understood, and accepted by the people impacted

Michael Wilkinson (2012) The Secrets of Facilitation

Phase 1: Connect with Community Partners and Recruit Mentees and Mentors

1. Connect with a Community Partner Organisation

Connecting with a community partner organisation is the first step in the process of delivering the Change Makers course. The community partner inserts a degree of local knowledge and established reputations that provide a solid foundation upon which to commence the planning and recruitment processes. We advise that a group of people from the college and the local community organisation(s) meets in the community setting to plan and structure the Change Makers course. This will require defining:

- Who the mentees will be and what groups or services will they come from?
- How will they be recruited?
- The logistics and locations for the course delivery
- Who will facilitate the course (College Connect recommends the course is co-facilitated by an Access or college staff member and one of the team from the community partner organisation)
- How will the college recruit the mentors and are there any students from the community who could join the panel of mentors?
- Can we create opportunities to engage the parents/guardians of family members of the mentees?

Building a respectful, productive and complimentary relationship between the community organisation and the college sets the tone for the entire course. Approaching this partnership from a "strengths-based" approach, with all organisations equally valuing the expertise and contributions they bring to the project, will set the tone for equalizing the power-dynamic during the course. This will give the course participants a sense of a more balanced power dynamic than they may be used to in educational settings.

For example with the Dublin 10 programme representatives from FamiliBase youth service, 4 School Completion Programme Coordinators and Youth Reach staff met with Maynooth Access staff to plan the course

Change Makers is not only for young people. The mentees could as easily be a group of adults

The introductory coffee morning and the graduation are good starting points for engaging family members, but maybe there is more that can be done.

The course is delivered through a process of co-investigation between the facilitator, the mentors and the mentees. This means that the facilitators, mentors and mentees have as much to learn from each other as they do from just the content of the course, in a sense

The community partner is also a vital element in providing some sustainable engagement for the mentees. Having the connection with the local service means the mentees will have access to other opportunities, both community and college related. Also it is important that the college continues to keep the local community group up to date with any information regarding college events that may be of interest to the mentees. In this way the mentees can continue to avail of additional college activities through connection with the community partner organisations.

2. Identifying the Mentees

The Change Makers course borrows and adapts the majority of the groupwork activities from the Partners Training for Transformation Resource Network (**http://www.trainingfortransformationie/**).

Although steeped in Freirian pedagogy and adult learning processes, such as experiential and participatory learning, the course can be delivered to participants ranging in ages from mid-teenagers all the way up to adult learners of any age. This flexibility enables colleges to target specific groups they are trying to enhance their relationships with. It is important to note that if a college is targeting a specific cohort of mentees it is vital that the college collaborates with a relevant community partner to engage with that group.

In determining the mentees there is no specific recommendation for this with the exception that the Change Makers course was designed as a way to engage and inspire individuals who maybe can't see themselves as part of the college community, or individuals who would like to go to college but perhaps don't have the confidence, or connections to college, through family members or friends. This is where the local knowledge and community intelligence of the community partner(s) plays a key role. The community partners will be ideally situated to identify the groups for whom participating on the course will have the greatest impact. It is worth keeping in mind though that the more disperse the mentees are geographically, the trickier it can be to arrange transport and other logistics. But if everyone can make it to the college campus well then the possibilities for group engagement are endless.

See Appendix 1 for sample Change Makers Application Form

These resources were inspired by the work of Freire, and are balanced between the 'really useful knowledge' of social analysis on the one hand, with creative methods and processes that have characterized community education ever since

Brid Connolly (2010) Community Education: Perspectives from the Margins.

For example if the college is seeking to deliver the course with a group of Traveller mentees then the obvious community partner organisation would be a local Traveller project.

For example maybe there is a local disability group meeting regularly in their community around different activities. Getting the opportunity to participate on the Change Makers course could be the doorway for the group members to commence their journey towards becoming part of the college community.

Introductory Coffee Morning for Mentees and Parents / Guardians

By way of a recruitment drive and an introduction to the facilitators, it is recommended that an Introductory Coffee Morning is hosted in one of the community partner buildings, preferably one that will accommodate Tea and Coffee facilities for attendees and enough space to conduct a brief presentation or group discussion. The Coffee Morning is a chance for potential participants and facilitators to meet and get a sense of each other and what the course is about. For a sample group work activity that could be used during the intro' event see

Appendix 2 Types of Education Exercise

3. Recruit and Train the Mentors

The primary focus of the Change Makers course is the group work activities exploring Power, Leadership and Change. The college-mentoring almost happens by osmosis. There are distinct parts during the course where the mentees engage with standard college-mentoring activities such as tours, hearing about student life, student-stories, etc. but these aspects are not the primary focus of the mentees time. The mentees and mentors are there to complete the course, learn and focus on the tasks around the topics of Power, Leadership and Change. To this end we have coined the term Supportive Participant as a way of describing the role of the college student mentors on the Change Makers course. In other words the mentors are equal parts a participant on the course (they are mostly unaware of what the course content is) and also a supporting facilitator in that they are there to encourage the mentees to engage in the course tasks, share their thoughts and present back to the wider group.

The training for the mentors (Supportive Participants) is focused on developing their understanding of group dynamics, facilitation skills and strengths-based approaches.

Change Makers Training Workshop Overview

1. Introductions and Team Building
2. Group dynamics and what makes a good group
3. Understanding Mentoring
4. Overview of the Change Makers Course
5. Being a Supportive Participant
6. Overview of Strengths-based guidance
7. Approaches to Group Work
8. Hopes for the course and being a mentor
9. Working with young people and Child Protection Training

Mentors manage the relationship and support learning by creating a learning environment and building and maintaining the relationship. They maintain momentum by providing appropriate levels of challenge, monitoring the process, and evaluating progress. The mentors tasks in the enabling process are:

Listening

Providing structure

Expressing positive expectations

Serving as advocate

Sharing ourselves

Making it special

Lois J Zachary (2000) The Mentors Guide

Please contact College Connect **www. collegeconnect.ie** for all your training needs. We will be happy to provide free training for any groups seeking to deliver our CC mentoring programmes

A strengths-based approach explores, in a collaborative way the entire individual's abilities and is about enabling people to find the best solutions for themselves, to support them in making independent decisions about how they live Strengths-based practice is applicable to any client group, to any intervention and can be applied by any profession.

Or take a look at this short animation from Notts City Council about Strengths Based Approach to social care – we use this video in our mentor training **https://vimeo.com/155531781**

Phase 2 Change Makers Course Workshops 1 - 5

Purpose of the Course:

The overarching purpose of the course is to give the participants a sense that they too can be part of the college community. Through learning and interacting with current college students, in local community settings and on college campuses, the aim of the course is to build the aspirations of the participants and enhance their comprehension of what learning in higher education is like. The group work activities and participatory approaches will be used as incentives to fully engage the participants in the course.

Goal: To deliver an inspiring course that engages participants in a learning process that empowers them to believe they are capable of attending higher education.

Learning Outcomes:

- To believe that accessing college and higher education is an attainable goal

- To feel capable of understanding higher education concepts and analysis

- To build confidence and capacity through their participation and contribution to the course

- To have a broader understanding of the issues that affect their lives

Workshop schedule:

Workshop 1:	Workshop 4:
Introduction and Group Guidelines	Finding A Cause - exploring issues
Workshop 2:	**Workshop 5:**
Exploring power	Creating Change and the 4 Types of Change
Workshop 3:	**Workshop 6:**
Being a Leader & the Leader in me	Overview, Feedback and Building Ambition

Workshop 1:
Introduction and Group Guidelines

This workshop is focused on building the group dynamic, establishing the group guidelines and giving the participants a sense of what the course is about and the participatory processes that will be used.

Purpose of the workshop:

- Have fun and generate a positive group dynamic through team building exercises

- Establish group guidelines and an understanding among participants of how the course will be delivered

Goal: To give the participants an enjoyable introductory session that makes them feel welcome and excited to be a part of the course. Develops a fun and trusting relationship between the facilitator, mentors and mentees.

Learning Outcomes:

- Understanding of what the course is about and how it will be delivered

- Understanding of group dynamics and how to develop good group relationships

- Feeling that they have a place in the group and can contribute to the learning process

Task 1: Welcome and Desert Island Ice-breaker
Flexible Task

1. Begin with an initial welcome and maybe a quick Round-the-Room to hear everyone's name and where they are coming from (e.g college, school, Youth Reach, etc.)

2. Then split the group into smaller groups of 3 or 4 people, try to mix the participants as much as possible.

Facilitator Tip:

Don't be overly concerned if some individuals are reluctant to mix at this stage. The purpose of this segment is to make them feel welcome and comfortable.

3. In the smaller groups invite the participants to think of the following things they would bring with them if they were marooned on their very own Paradise Island:

- What type of music is played on the island?

- What type of food is available on the island?

- What type of movies or TV shows are available on the island?

- Who would you bring with you to the island?

4. Once the island has been created invite the participants to present their Paradise Island to the room.

Task 2: Group Guidelines

Core Task

Keeping the participants in the smaller mixed groups, explain to the participants that in order for a group to work well it is good for any group members to establish a set of guidelines to help the group work together.

With flipcharts and markers invite each group to make a list responding to the following questions:

- What can all of the group members do to make it a good group to be in?

- What can the mentors do to make it a good group to be in?

- What can the facilitators do to make it a good learning experience and something everyone is looking forward to?

This exercise is part of the mentors training so they will have experienced this activity before. This will help in ensuring they can support the mentees understanding of what is being asked.

Each group is then invited to present back their list. A further discussion is had to see if there is anything missing and that everyone is OK with the group guidelines.

Facilitator Tip:

At every opportunity the mentors should try to encourage the mentees to be the ones presenting back to the larger group. At this early stage doing it in pairs, or with a mentor and mentee can make this easier. Although no doubt some mentees, will be more than happy to speak up for their group.

The facilitators should remember to collect all the flipcharts and present the Group Guidelines back at the beginning of Workshop 2. The Group Guidelines are always a useful tool to have on show during every workshop and can be referred to if ever needed.

20 Minutes

Task 3: Hopes for the course

Core Task

The workshop schedule and headings (1 – 6) are shown to the whole group:

Workshop 1: Introduction and Group Guidelines	**Workshop 4:** Finding A Cause - exploring issues
Workshop 2: Exploring power	**Workshop 5:** Creating Change and the 4 Types of Change
Workshop 3: Being a Leader & the Leader in me	**Workshop 6:** Overview, Feedback and Building Ambition

1. The facilitators can say a little about each session but don't go into too much detail. The group are also informed of where the course will take place (community or campus setting), and other important aspects like transport and of course access to the College Canteen.

2. After outlining these aspects of the course the facilitators will give each participant a blank sheet of paper with the following two prompts written on them:

   - What are your hopes for the course? Or what do you hope to get out of doing the course?
   Or

   - Complete the sentence – The course was good because…………

> It is impossible to understate how important this is. The mentees tend to always react positively to hearing lunch will be provided on the college campus

> This is a future-focused sentence so it might need a bit of an explanation i.e. the participant needs to think into the future. The facilitator can suggest that the participant thinks about a friend asking them about the course 2 months from now. You respond by saying – yeah that course was good because…..

Facilitator Tip:

This exercise works best when the participants know that they don't have to share their hopes or write their names on the sheets of paper, so it is important to let them know this.

3. Once everyone is finished the facilitators collect the sheets and calls out the responses. As each response is called out place the sheet of paper on the floor and try to group similar responses together. Calling out all the responses gives the group a sense of what people hoped to get from the course and a sense of what other group members are motivated by too.

Facilitator Tip:

This is an excellent exercise for the facilitators to conduct in order to get a sense of the groups' interests. Also the facilitators should make sure to store the responses so that they can be used again as a resource for the participants to look back over as part of the course review i.e. did the course fulfill your hopes?

15 minutes

Break (10 minutes)

Task 4. Build A Tower

Flexible Task

1. Form teams of 3 to 5 participants (these teams can be another random switch or the same smaller groups from before). Each team is given a pile of newspapers and cello tape with the following set of instructions:

   - Build a tower that is over five feet tall.

   - It must be free standing and not attached to floor, ceiling, or any object or person.

   - It must be able to withstand a moderate breeze.

   - You may only use the material provided.

   - You will have 12 minutes to plan, and then 11 minutes to build the tower. You may not touch the materials during the planning time.

2. Once the planning and making phases are finished each team will have a chance to inspect the other towers and "blow" them over in an effort to find a winning tower.

3. By way of a follow-up invite the participants to return to their groups and consider the following:

   - In what ways was your group successful?

   - What factors helped or hindered your group?

When all of the groups are ready hear a sample of the responses to the questions.

35 Minutes

Any fun, group-based, team-building exercise will work here. The sillier the better. However it is important to ensure that the follow-up activity on Task, Process and Relationship can be applied to the team-building exercise you choose.

The exercise works best with lots of newspapers, broadsheets work best and the Irish Times depots will provide bags of used newspapers if requested. But various types of pasta also work well – might have to adjust the height requirement though

Task 5. Group Dynamics: Task Process and Relationship

Core Task

Triangle of Task, Process and Relationship

1. The Facilitators take a moment to describe the Triangle of Task, Process and Relationship.

For any group work to be successful in the long-term, three elements need to be continuously tended to:

Task

Process   **Relationship**
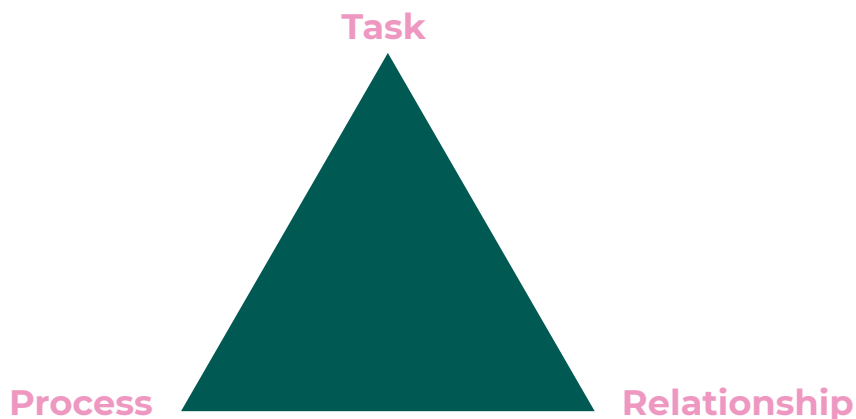
Task:

When a group comes together they usually have a goal or purpose or a task to do. Accomplishing the task and achieving the goal gives people a feeling of achievement and success – for example creating the group guidelines or building the tower

Process:

How the task gets done is also important. Are the stages well planned and managed? Does the plan match the task - could it be done in a simpler way? Are time or materials being wasted?

Relationship:

How people relate to each other is important. Good relationships lead to health and happiness, both in the individual's life and in the life of the group/organisation. Does everybody feel that their contribution is valued? Do people trust and support each other?

2. The Facilitator explains to the group that the Change Makers course will be based on exploration of the world around us and a co-investigation into the things that have meaning for the participants. At all times we will be working from the TPR perspective –

    •   We will set Tasks (like the Group Guidelines or Build A Tower) for the group to work on

    •   We will use a Process that is participatory and experiential, so that everyone can contribute and learn from each other

- We will work on our Relationship as a group so that taking part in the course is a positive experience for everyone

15 Minutes

Facilitators Tip:

This is good activity to discuss with the group because it gives the participants a really good sense of what to expect over the 6 weeks of the course. And in linking it to their experience with the Build A Tower exercise their understanding of each element is grounded in that experience.

Preparation Exercise for Workshop 2 & Close the Session

Core Task

The participants are invited to consider the things they think symbolize Power or a Powerful person. The group are then asked, if possible, to take a picture (or print an online image) of something that symbolizes Power to them and send it by email to the Facilitators.

This can be done through a number of ways but it is important to make it easy for the participant but also consistent with GDPR procedures. So if possible using a liaison person may be most suitable

Final Task – Round-the-Room

Invite each participant to say their name again and offer one word that they think best describes their experience of Day 1.

10 Minutes

Notes on Workshop 1

Workshop 2:
Exploring Power

The focus of the course is on exploring issues or topics of meaning to the participants. Developing an understanding of any issue requires an analysis of the power dynamics relevant to that issue.

Purpose of the workshop:

- Develop participants understanding of the concept of power: types of power and how power can shift

- Engage participants in content for which they can draw connections with their own lives and contribute to a shared understanding of the concept

Goal: to deliver an engaging workshop with participants inputting insight from their own lives and their own understanding of the concept of power.

Learning Outcomes:

- To understand the concept of power and its influence on the person, their community and society

- To develop understanding of power dynamics and how power can change

- Introduce the participants to the concept of a theory, and a method of analysis of that theory

Task 1: Check In and Highlight the Group Guidelines

Flexible Task

1. Form small groups of between 3 and 5 participants, making sure each group has a college-mentor. Invite the participants to re-introduce themselves to the group.

Invite each group to consider the following questions:

- What stood out for you from last week OR what stayed with you from last week?

- Do you have any questions?

2. Ask each group to call out some of the things that stood out for their group and if there are any questions that need responding to.

3. Re-cap and present back the Group Guidelines.

Empowerment is an issue because power and/or the lack of it pervades every aspect of our lives: our relationships in the home, at school, at college and at work

Christine Hogan (2013) Facilitating Empowerment

When you hear the word power you just think of electricity but then, when you went into it, there were so many different types that you just wouldn't say, Oh that's power (Change Maker Mentee)

Any version of a Check-in will work here but it is essential to commence with a Check-In with the group

10 Minutes

Task 2: Symbols of Power

Core Task

1. Place all of the images/pictures or symbols of power that participants have submitted, or brought with them, spread out on the floor in the middle of the room.

2. Invite each of the participants to take a walk around and look at all of the images. After a couple of minutes invite everyone to pick an image that stands out or interests them in relation to its connection with Power. Make sure the participants select a different image than the image they submitted.

3. Break into small groups of 4, each group containing a student-mentor, and invite the participants to discuss the image they picked-up:

   • Why they picked it up?

   • Why they think it symbolises Power?

4. Once the participants have all shared, open the discussion up to the wider group to hear from anyone who wants to share any interesting points from their group's discussion.

15 - 20 Minutes

What can be interesting, in the wider group discussion, is when people share their understanding of power on the same symbol. So the person that picked the image from the floor and the person that brought the image initially, share their perspectives

Task 3: Marie Fitzduff's Types of Power

Core Task

Facilitators Tip:

It is important to deliver this description in as visual a way as possible. It is suggested each Type of Power is written on a flip chart sheet with an accompanying and relevant image – for example Skills Power may also have the image of a Plumber or Farrier alongside it.

The exercise describes the list of Fitzduff's 10 Types of Power:

Resource Power / Skills Power / Political Power / Coercive Power/ Communicative Power / Cultural Power / Contractual Power / Innovative Power / Moral Power / Formal Authority.

See Appendix 3 for the handout on Fitzduff's 10 Types of Power and the description of each type of Power

1. Describe each of the 10 Types of Power to the group – revealing each type of power one at a time and encouraging any questions or comments from the participants.

2. Once each Type of Power has been described invite the participants to walk around and place the symbol of power they selected from the collection underneath the Type of Power that they believe it represents.

3. It should be explained that many of the images of power could be categorised in more than one Type of Power and there may be no definitive right or wrong answer. The exercise is based on the participants perspective of the image of power they have. Also, it is worth having a blank sheet of paper on the wall and inform the group that if they don't think their image of power reflects any of the Types of Power, from Fitzduff's list, they can place it on the blank sheet.

Facilitators Tip:

If a participant places an image on the blank sheet then it would be wise to incorporate their interpretation into the discussion around the CORE ELEMENT of the exercise.

Once everyone has placed their image on a flip chart return to the wider group and have a quick review and chat about which images of power have been placed alongside the Types of Power.

30 Minutes

CORE ELEMENT

4. Following from the discussion reiterate to the group that this is Marie Fitzduff's theory. These are the Types of Power that she believes exist in the world, but it is her theory, it doesn't mean that she is 100% correct. Maybe there are more Types of Power, maybe there is one that Fitzduff has not considered.

This can be a good opportunity to engage participants by inviting them to share their decisions. Remember their selection was their choice and their interpretation, so no images should be switched from one type of power to another, unless the participant chooses to do so.

Explain to the group that in a sense this is what higher education learning is all about. We take someone's theory and then we try to understand it as best we can. Through understanding the theory we can agree with it or disagree with it. Also, another aspect of Higher Education learning is about enhancing or adding to a theory. By adding another type of power to Fitzduff's theory we are validating the theory or making it stronger or more relevant to the current world around us.

5. Invite the group to form small groups with the people beside them to talk and see if they can come up with another Type of Power that we could add to the list...

If a group makes a suggestion invite them to describe their new Type of Power and then give it a space on the wall. A group might create a Type of Power that in the facilitator's eyes maybe would fit under one of the original Types of Power, that doesn't matter, once the participants have given a rationale for their choice, validate that decision and make a space on the wall for the new Type of Power.

10 Minutes
Break (10 minutes)
Quick Energizer on return from break if needed

Fitzduff published her theory in 1989, long before the explosion of the internet, social media or the power of data. This is one example of where a new type of power might be considered.

It is vital to validate any suggestions as being plausible. In a previous group three suggestions were made – one participant noted the Power of Addiction, another suggested the Power of Make-Up as an individual power source and one participant stated the Power of Choice could be added. These were all valid responses and the participants made points as to why they could be argued as additions to the theory.

Facilitators Tip:

Some groups can find energizers exhausting or not relevant. It can be worth checking in with the group to see if they can recommend any energizers or something else that would help to give people a boost.

Task 4: Power to Change/Disrupt

Core Task

The facilitator should identify a suitable short video that can be interpreted as something powerful or empowering. It is best to select a video that connects with the group so something that is by a group of their peers can be particularly engaging. In previous versions of the course we have used the Inchicore Mercy College students LCA Video. The video was made by Leaving Cert Applied students as a way to advocate on behalf of LCA students.

Here is the link - **https://www.youtube.com/watch?v=OO8nx6BV8KU**

It can be beneficial to play the video twice so that people have the opportunity to take it in a second time.

1. After the video form small groups of between 4 and 5 people with a student-mentor in each group. Each group is given markers with a flipchart sheet and invited to discuss the following questions:
-   Do you think the video is powerful? Why or Why not?
-   Who is the video aimed at? Who are the audiences for the video?
-   What types of power are shown or being used in the video?
-   What is the video trying to achieve? What are the young people trying to do?

2. When the groups are ready invite them to present back their responses. Engage each presenter with a brief discussion around any interesting points for clarification.

3. After all of the groups have presented pose one further question.
   - Can your group think of any topics or issues that are of interest to you and would benefit from a video campaign like the video just shown?

Facilitators Tip:

Give each group another blank flipchart page to write down their suggestions so that when hearing them back they can be stuck on the walls for all the participants to see.

4. Hear back from all of the groups and get a sense of what topics they view as important or worthy of their exploration and focus.

20 – 30 Minutes

Preparation Exercise Task 5:
I've Got The Power

Optional Task

Give each participant given a copy of the I've Got The Power sheet which states the following; –

Imagine you were all powerful and could do anything you wanted. What are the things that you would like to change

- In your education setting (school, Youth Reach, etc.)?
- In your community?
- In society / rest of the world?

Give the participants time to work on their responses on their own and collect all of the sheets when everyone has finished. Read out a sample of some of the responses and let the participants know that their responses will be used later in the course.

10 – 15 Minutes
See Appendix 4 I've Got The Power Worksheet

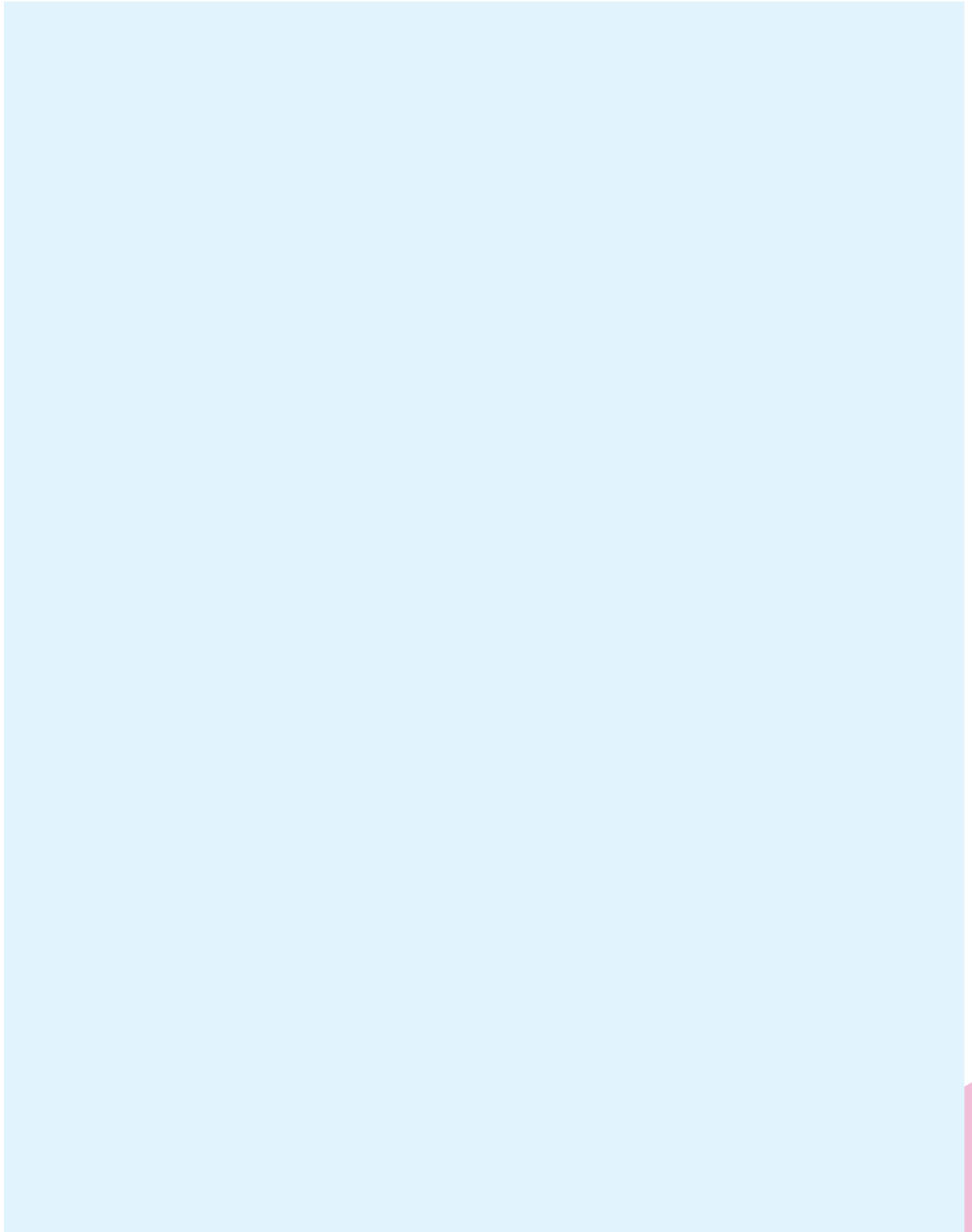## Closing Exercise - Recap on the day

Flexible Task

Give a brief overview of each exercise and some of the key points from the discussions. Ask if there are any questions or comments. If not invite all the participants to stand up in a circle, turn to their left and give a "pat-on-the-back" to the person beside you for all the good work everyone done today.

5 Minutes
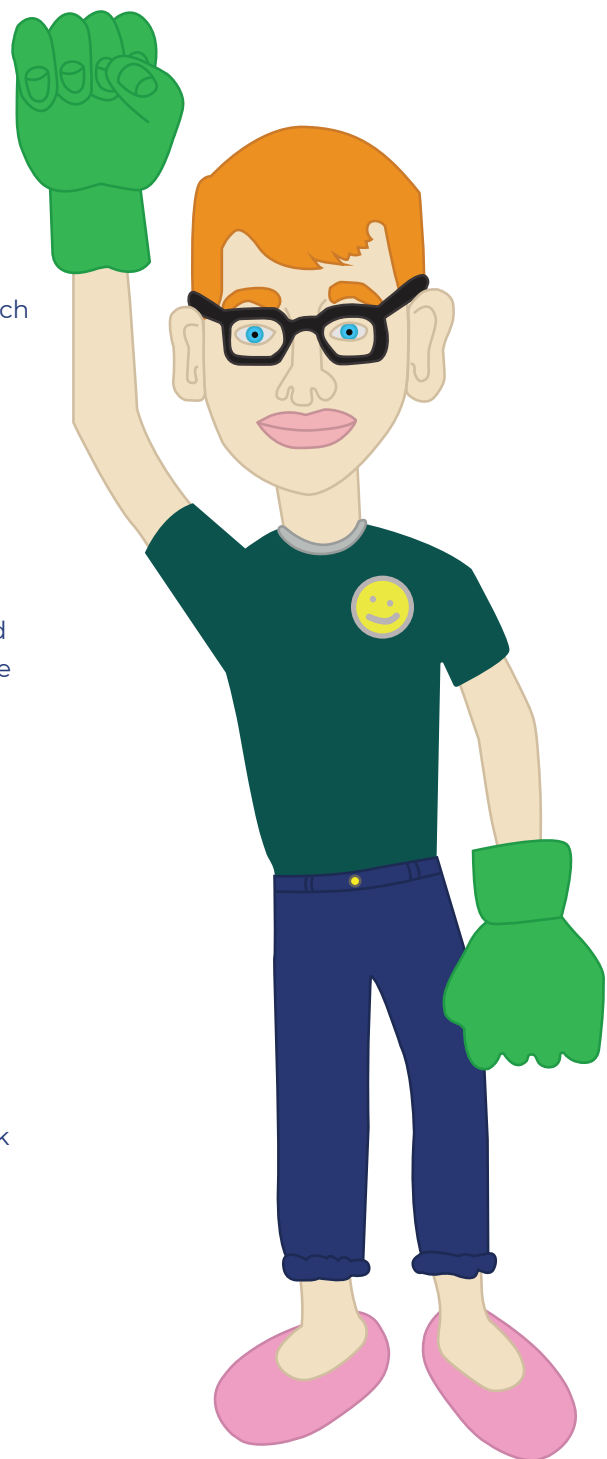
Notes on Workshop 2:
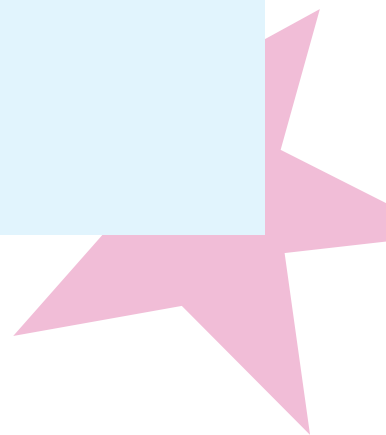
Workshop 3:
Leadership and Leader In Me

The focus of this workshop is to explore the role of leadership, its influence and how leadership skills can be learned. The aim is for participants to feel empowered through exploring examples of leaders they know and their own experiences of enacting leadership qualities.

Purpose of the workshop:

- Explore the concept of leadership, the different types and qualities of being a leader
- Stimulate thinking regarding the participants experience of being leaders and embracing leadership qualities
- Explore opportunities to develop leadership skills for the participants
- Create more opportunities for the participants to generate the topics for discussion

Goal: to empower the participants to identify effective leadership within themselves and in what they are interested in.

Learning Outcomes:

- To understand the concept of leadership and the types of qualities leaders possess
- To recognise leadership at local and societal levels
- To identify the links between leadership skills and opportunities for participation in other activities
- To associate leadership skills with personal characteristics and abilities that anyone can learn or develop

Workshop 3:

Task 1 Ice-Breaker:
What's so special about College?

Flexible Task

1. Form small groups of 3 or 4 participants – make sure that every group has at least one college-mentor in the group. In their groups ask the participants to discuss the following questions:

(i) What are the 3 main reasons why people go to college?

(ii) What are the 3 main reasons why people might not go to college?

(iii) What are 3 similarities between School (or a similar relevant education service e.g. Youth Reach) and College?

(iv) What are 3 differences between School (etc.) and College?

If the students were asked to complete the Preparation Exercise from Workshop 2; prior to commencing the workshop collect all of the "If you had all of the power..." worksheets. The facilitators can store these sheets and use them during workshop 5.

2. Once all the groups have had a chance to discuss the questions reform the big group and discuss the various answers to the questions.

10 – 20 minutes

Facilitators Tip:

This is a good exercise to start the conversation among mentors and mentees about going to college, how to get there, what it's like, etc. In our experience giving the mentors a chance to talk about their experience of college, during this exercise, helps to spark further conversations with the mentees.

Task 2: Recap on Workshop 2

Core Task

It is important to just give a brief recap on the previous week. Having the wall covered in the flipcharts with the Types of Power and the images associated with each power can really help to remind the participants of what was covered (this is particularly useful if someone missed the previous workshop).

Explain to the group that today's workshop is focused on Leadership. Leadership can be used to gain power in its various forms such as the example used in the video from Workshop 2, or it can be used to challenge, or to share power, when something needs to change.

5 – 10 Minutes

Task 3: Leader In Me

Core Task

Facilitators Tip:

- This is an example of an appreciative inquiry exercise. Although it may seem like a simple exercise many people can often find it difficult to engage with and can struggle to think of time when they helped a situation, or acknowledge their actions as being the decisive actions in a situation. It is important to inform the group that they might not be able to think of an example and that's OK and that this is not unusual. It is also worth noting to the group that they won't have to share their stories with the wider group.

- This exercise is one of the only instances for which the college-mentors are informed about it before the workshop. It is important to work with the college students and try to get them to prepare two examples. Try to prepare one example that is linked to college life and one that is a slightly mundane example e.g. helping a grandparent at home, walking a neighbor's dog. This is to ensure that if the mentor is in a group and the mentees are struggling to think of an example they can use whichever example they think will help the mentees to think of one.

1. Invite each person in the group to reflect silently on a time in their lives when, through actions that they took, or something they did or something they said, helped to improve a situation or help a person in some way.

   For example it could be a family situation, in a relationship, in a school or education setting, at work, or in the community. It need not be a major incident. It need only be that something they said or did which helped in a difficult situation.

2. Invite participants to recall or even to write their experiences, using guideline questions such as:–

(See Appendix 5 for Leader in Me Worksheet)

   · What happened?
   · Who was involved?
   · How did it feel to take action?
   · What reaction did you get?

3. Once everyone is ready form groups of 3 or 4 people and invite each person in the small groups to tell their story. After one person has told their story, they remain quiet, and the other participants, who heard the story, name the skills and/or qualities, which they believe the person showed in the story that they have told. Each person gets a turn in telling his or her story and receiving feedback. Give each group markers and a flipchart page and ask them to write down a list of all of the characteristics the group members described in their stories.

4. When each group is ready invite the groups to present back their list of the qualities and skills that were described in their stories. Once all the lists are presented suggest to the group that the qualities and skills listed represent the leadership potential that exists within this group. The emphasis should be placed on expressing that we all have the potential to be leaders and have what it takes to enhance these skills within ourselves.

**20 – 30 Minutes**

BREAK (10 minutes)

Task 4: Local Leaders - An Ordinary Superhero

(See Appendix 6 for two examples of Local Leaders)

Core Task

Facilitators Tip:

During the planning phase of the course when the college and community partners are designing the schedule, consideration should be given to what example will be used for this exercise. Sourcing an example of a local person, who has been involved in creating positive, transformative change on an issue should be used for this exercise.
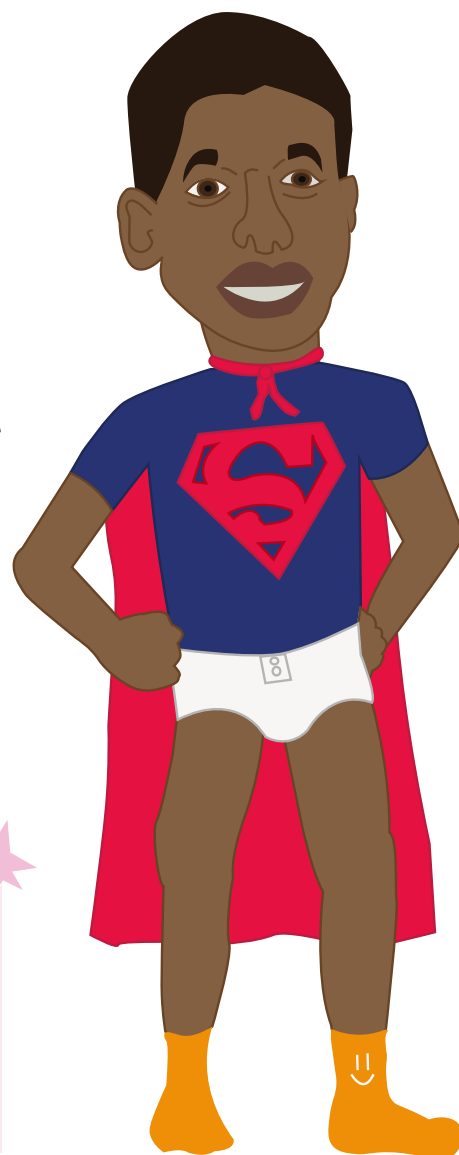
1. Introduce the group to the story of the Local Leader / Ordinary Superhero. Tell the story of what the person did to address the issue they were focused on and enquire with the participants if they have any comments or queries about the story.

2. Forming smaller groups again (3 – 5 participants) invite the groups to consider the Leadership Skills and Qualities list they created through their own actions and compare it with the actions of the Ordinary Superhero;

    · What characteristics from the group's list has the Ordinary Superhero shown in their story?

    · What other characteristics has the Ordinary Superhero shown that we could add to the group's list?

3. Once all the groups are ready hear back from each group and add any new characteristics to the Leadership Skills list that may arise.

In the wider group pose the following question for a group discussion:

    · What motivated the Local Leader to take the action that they did? What were the factors that drove them to become a Leader?

After the discussion reconnect the participants to their List of Issues / Topics they generated in Workshop 2 after watching the video. Invite the participants to consider that these are the issues that this group considers important or have meaning and would be worth exploring or tackling.

    · Invite each participant to stand beside an Issue / Topic that they are interested the most by.

Suggest that the participants think about this list over the week and if they would like to add something because the focus of the next workshop will be investigating these Issues.

25 - 30 minutes

In our experience, sometimes, it has made sense to point out that from the list of leadership characteristics we have created, none of them made reference to doing well in school. Therefore doing well in school isn't necessary to be a leader in your own right. This often resonates with the groups that we work with in College Connect.

Facilitators Tip:

It is important that the facilitators take note of the participants' interests and where people are standing. Forming groups and linking mentors to mentees can help to increase the effectiveness of the activities when the group are investigating the topics.

Closing Exercise

Flexible Task

This is the half-way point of the course. Invite the participants to form pairs and discuss:

    · What are they enjoying about the course?

    · What would they like more of?

    · What could we improve?

20 Minutes

Workshop 4:
Creating Change - Exploring the Issues

The focus of this workshop is to encourage the participants to investigate topics / issues that have meaning for them. The objective is to get the participants thinking differently about meaningful issues in their lives: rather than just accepting certain things as they are, the participants are invited to think about how things could be different in relation to various issues.

Purpose of the workshop:

- Develop an understanding of what are the issues that matter to the participants.
- Expand the content of the course to include topics that have meaning for the participants.
- Initiate a dialogue around these issues and why they are relevant.
- Continue to build on the lived experience and understanding that the participants possess.

Goal: to develop capacity for participants to examine and analyze issues that are relevant to them, through co-investigation with college mentors.

Learning Outcomes:

- To build the capacity of participants to look at meaningful issues from a perspective of creating change
- To understand the notion that people have the power to create change and make a difference
- To validate and enrich the participants understanding and interpretation of the world around them.

Workshop 4:

Task 1: Name Game Energizer

Flexible Task

By now the group members should have a decent idea of a lot of names. So a name game might be fun to help everyone to remember everyone else's name and have some fun while doing it.

Task 2: Warm up exercise based on Leadership Skills List

Flexible Task

Following on from the Leadership Skills exercise in the previous workshops, invite the group to form small groups with at least one college mentor in each group. Ask each group to have a conversation about:

Once again this is just a suggestion. You may find that the group already know everyone's name. This may be the case for smaller groups. If so any group energizer will work. Try to incorporate some technique that hasn't been used already for example maybe a movement exercise such as Human Statues or Follow-the-Leader

1. What are the different ways that a student in college can develop these leadership skills?

Hear back from each of the groups, making sure to clarify any queries around the various aspects of college-life that might emerge. Then invite the participants to consider:

2. What are the different ways, or opportunities, the mentees could try to develop the leadership skills?

Some examples might be linked to school projects, work experience, local clubs, etc.

15 – 20 Minutes

Task 3: Examining the Issues; Who Has Power?

Core Task

Returning to the groups' list of Issues / Topics they expressed an interest in, enquire if anyone would like to make any additions to the list. Then invite the participants to, once-again, stand beside the Issue / Topic that they would like to investigate or analyse.

Facilitators Tip:

Try to make sure the groups have between 2 and 4 participants. If a group contains 6 participants then divide them into two groups. Or if one person is on their own, under a particular topic, ask for a volunteer to join that person – this may be a mentee but if not ensure a mentor steps forward to volunteer.

Provide each group with markers and flipchart paper.

Question 1. Who are the key stakeholders?

Invite the participants to draw up a list of all of the groups (people, communities, organisations, etc.) who are involved, engaged or affected by their chosen topic; who are the key stakeholders centred around their Issue?

After some time do a quick Round-the-Room to hear all of the suggestions from each group. After hearing all of the responses invite the wider group to suggest any other important stakeholders that could be included under the specific Issues.

Question 2. What power do the stakeholders have?

Present Fitzduff's 10 Types of Power again, remembering to include any additional Types of Power the group had thought of.

Invite the groups to discuss and define the various types of power that the key stakeholders, they have identified, have in relation to the specific issue.

It is important for the mentors to enquire with the mentees what they think first, before they make suggestions.

This task requires a good deal of insightful thinking so provide time and support to work with the groups. Facilitators and college-mentors need to be inquisitive and understanding to entice the participants to analyse the issues, and be confident in putting forward insights and suggestions. It is vital to work from a "strengths-based approach" in this instance and support all the participants in trying to offer analysis.

Question 3. What impact does the Issue have on the stakeholders?

Encourage each group to discuss what are the consequences, impacts or negative effects on the **key-stakeholders** in relation to the Issue being investigated

40 Minutes

Break (10 Minutes)

Task 3 Continued

Reform the groups and when all of the groups are ready, invite each group to present back an overview of their Issue – who the key stakeholders are, what types of power they have and what are the consequences of the Issue on the key stakeholders.

Engage the whole group in a conversation about all of the issues.

15 Minutes

Task 4: Creating an Ordinary Superhero

Core Task

1. Re-form the same groups and provide each group with a massive flipchart made up of 8 flipchart-sheets stuck together. Invite one member of each group to lie on the sheet and draw the outline of the person.
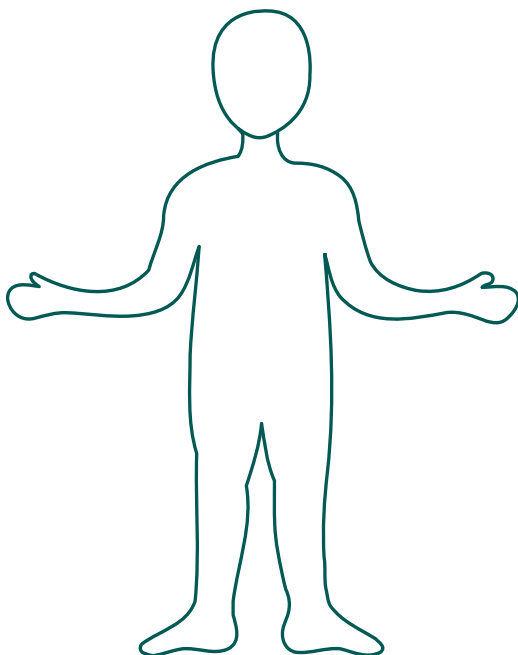
2. Making reference to earlier analysis of the issues the groups have just completed and also drawing on the Leadership Skills and Qualities list, invite each group to consider the following:

- What leadership characteristics are needed to tackle the issue and why would those characteristics be useful?

- Can the group think of any super-powers the ordinary superhero could have that might help solve the problems relating to the Issue they are investigating?

3. All responses must be drawn on the character on the flipchart, with as few words used as possible. Encourage the groups to draw on the characters rather than use the words to express their thoughts.

4. Invite each group to present back their Ordinary Superhero. Remember to make sure each group gives their Ordinary Superhero a name.

The exercise is meant as a fun and creative way to explore the issues. Try to encourage the participants to let their imaginations run wild.

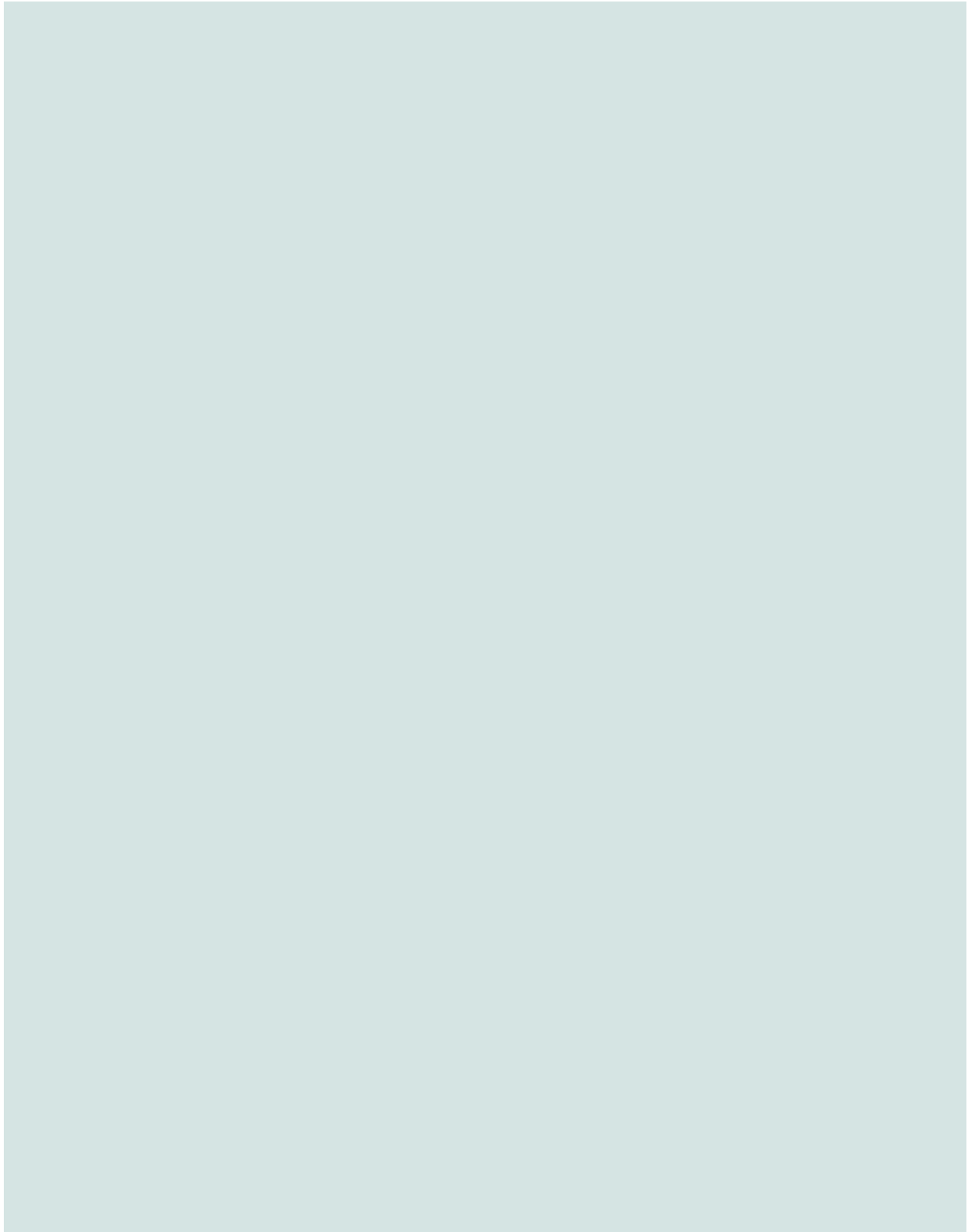**35 Minutes**

Close the session

Core Task

After a heavy day of thinking and analysis, check in with the group to see if there are any lingering questions or comments.

A brief Round-the-Room to check with the participants' energy levels between on a scale of 1 – 10 can bring the session to a close.

Notes on Workshop 4

Workshop 5:
Creating Change

In this workshop the participants will examine their chosen issues in more detail and consider different approaches to creating change. This will give the participants the opportunity to think of change from a variety of perspectives.

Purpose of the workshop:

- Provide a basis for participants to examine all the influential aspects relevant to their chosen issues and then assess the opportunities to create change in that issue
- Develop a sense of empowerment among participants
- Continue to engage the participants in processes that place their experiences and perspectives, of the world around them, at the center of the course content

Goal: to create a sense among participants that people have the power to create change and generate solutions to complex issues.

Learning Outcomes:

- To understand the different types of change people can pursue when tackling an issue
- To develop a broader understanding of how in-depth analysis develops a greater understanding of the wider world
- To understand the connection between higher education learning and its interaction with the world around us

Workshop 5:

Task 1: Warm Up Exercise:
What do you study in College?

Core Task

Mix the group into small groups with at least one college student mentor in each group. Ask each group to discuss the following:

- What course is the college student studying?
- What are some of their favourite subjects and why?
- What types of subjects or things would the mentees like to study or learn about?

Invite each group to write up a list of all of the subjects their group has an interest in studying or would like to learn about. Hear back from each group and place all the lists of subjects on the walls.

15 – 20 Minutes

Task 2: Recap Our Ordinary Superheroes

Core Task

Ask the group to get back into the groups they were in when creating their Ordinary Superhero. Invite the group to look back over it and briefly discuss all the attributes and aspects of their superhero.

Facilitators Tip:

If the 5 Types of Education activity was delivered during the Intro & Coffee Morning, this is a good time to remind them of that exercise, emphasising that our focus for the course was on Education that looks at changing the world. Workshop 5 is an exploration into how to bring about change in the issues / topics that have meaning for the participants.

5 – 10 Minutes

Task 3: Creating Change – 4 Kinds of Change

Core Task

Describe the Partners:
Training for Transformation 4 Kinds of Change Model

The 4 Kinds of Change are as follows:

1. Practical – new ways of doing things

2. Political – new ways of groups, communities, organisations relating to each other. This often involves a shift in power relationships

3. Psycho-social – a change in how people and groups view themselves

4. Philosophical – a change in our world view

This can be quite challenging so it is recommended to use the example of the Local Leader, from Workshop 3, and try to use that as an example of the 4 Kinds of Change.

For example – the story of Tom Hyland the bus driver who turned into an activist for the people of East Timor: how do the 4 Kinds of Change apply to Tom's story

1. Practical – he created a brand new campaign and mobilised international support for the people of East Timor.

2. Political – he changed the relationship between the United Nations and the people of East Timor from one of not caring to actually listening to and supporting the people.

3. Psycho-social – he changed the way people in different countries viewed how they could stand in solidarity with the people of East Timor and have a positive impact on the struggle for independence.

4. Philosophical – he changed the way the world viewed the struggle from being a regional conflict to a humanitarian crisis.

Another useful example that explains the 4 Kinds of Change model is the recent Marriage Referendum in Ireland. The Marriage Referendum created change as follows:

1. Practical – LGBTQI couples can now get married

2. Political – how government and state institutions now relate to LGBTQI groups is transformed and in line with how heterosexual couples are treated

3. Psycho-social – members of the LGBTQI communities now see themselves as equal citizens with access to marriage

4. Philosophical – Our world view on marriage equality has changed

As we can see there are different layers to each type of change, each with its own subtle difference. This can be challenging to comprehend so it might be easier for the groups or participants to simply focus on the aspects that they do understand and then work through each type of change.

In the smaller groups invite the participants to try and think of what actions would bring about change in any of the 4 Kinds of Change relating to their chosen issue. Encourage the participants to think about each of the Types of Change in relation to the following categories

- An individual
- A community group
- Any of the key stakeholders

Both facilitators can be actively engaging with the groups if needed. This can be quite a challenging exercise so being available to support the participants to share their ideas or perspectives is essential.

Facilitators Tip:

It might be worthwhile reminding the participants that this is what is described as analysis in higher education and can be quite challenging. But working together, listening to each other and sharing ideas is what analysing subjects entails.

30 Minutes

Break (10 minutes)

Task 4: Presentations on Change

Core Task

Invite each group to present to the wider group their recommendations for how to create change in the issue they were analysing. Try to encourage an appreciative discussion around each of the groups' presentation and emphasize the good work that each group has done.

The facilitators can construct conversations around some of the following:

- Are there any similarities in the group's choice of actions?
- What types of actions could the participants get involved with right now?
- Has any group identified actions in all 4 aspects?
- Can the participants see the connections between the types of power and the types of actions that can be taken?

20 Minutes

Task 5: Creating Change and College Courses

Flexible Task

Referring back to the opening exercise What do you study in College? and the Ordinary Superhero pictures that the group made in Workshop 4. Invite the participants to form small groups of 2 or 3 participants

and taking into consideration all of the analysis they have undertaken on each issue, write on each Ordinary Superhero the types of college courses the Superhero could study that would enable them to understand the Issue they are tackling more and in turn Create Change.

**15 – 20 Minutes**

Closing Exercise: Paper Aeroplanes

Flexible Task

Inform the group that although there is one more Workshop left, the final workshop is a look back on all that the group have done throughout the course. As a way to end this part of the course invite each participant to write down on an A4 page.

· What did you learn from taking part in the course?

Then invite the participants to transform their sheet of paper into a paper aeroplane and have a flying contest.
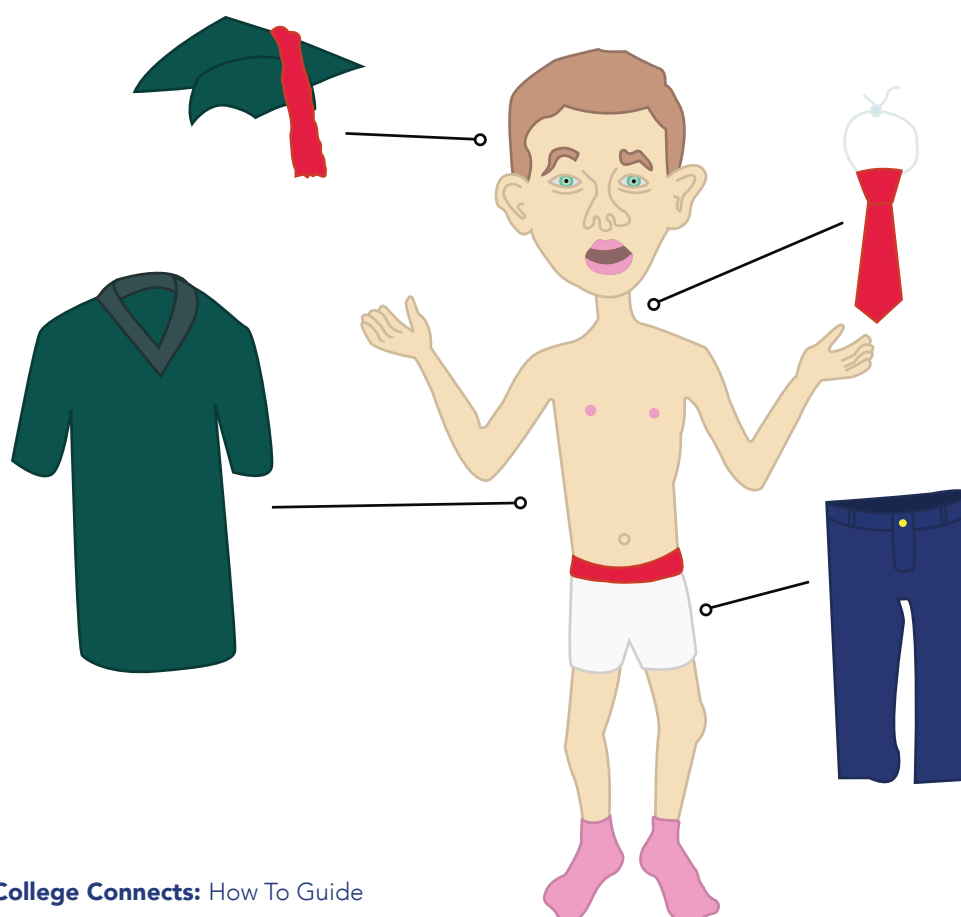
Notes on Workshop 5:

Phase 3: Graduate and Evaluate

Design and host the graduation event

Evaluate the Course

Workshop 6: Overview, Feedback and Building Ambition

In this workshop the participants reflect back on the previous five workshops. The course materials are laid out for the participants to re-examine and consider the whole programme in its entirety. Participants are invited to give feedback on the course and discuss what they thought of the various theories, concepts and activities they undertook. Following the course evaluation the student mentors take turns to describe their college journey and discuss the things that inspired them to progress into higher education

Purpose of the workshop

- Provide participants with a complete overview and enable participants to offer feedback on the various aspects of the course and highlight the parts that worked well
- Evaluate the entire course as a group so that the mentors and mentees can learn from and understand their own reflections on their participation
- Encourage a sense of achievement and ownership of the course among the participants
- Develop a sense of ambition among the participants and a belief that they too can be part of the college community

Goal: to evaluate the course through an interactive process that facilitates reflective learning and learn more about the student-mentors experience of higher education.

Learning Outcomes:

- To understand the course as a coherent programme exploring power, leadership and change
- To solidify the connection between higher education learning and examining our world

- To build the capacity of the participants to reflect on their own learning experience and recognise the importance of their contribution in participation and evaluation
- To see themselves as potential college students

Workshop 6:

Task 1: Round the room energizer

Flexible Task

Invite each participant have a chat with the person beside them and then to share what they considered one of the standout moments for them from the past few weeks on the course.

10 - 15 Minutes

We would recommend some sweets or treats of some sort are available at the beginning of the workshop. Something to mark the occasion.

Task 2: Course Roadmap

Core Task

Around the walls of the room layout all of the course materials spanning from week 1 to week 5. All of the materials, feedback sheets, examples of handouts, etc. are placed on the walls and floor so that the participants can "walk" through the course again from start to finish. Make sure to include the participants responses to the Hopes for the Course task from Workshop 1.

The participants are split into smaller groups and given different types of stickers to place on the activities that they enjoyed or thought worked well. The participants are also given a different type of sticker to stick on those aspects of the course that they didn't think worked well or were enjoyable. The facilitators and student mentors can walk alongside different groups and discuss their choices.

15 – 20 Minutes

This is why it is essential to keep all of the course artefacts or materials

Also this is a flexible task in that there may be other ways the facilitators would like to evaluate the course other than the Roadmap version. Regardless of what way the facilitators decide to do it - evaluating the course is a CORE TASK

Task 3: Active Evaluation

Flexible Task

When the groups are finished walking around a number of questions are poised to the group and participants should be invited to "take-a-stand". For example:

The facilitators can phrase these questions to suit their needs in terms of evaluating the programme

1. Take-a-stand beside the activity or part of the course that was your favourite
2. Take-a-stand beside the activity that was your least favourite After each movement a discussion is had in order to hear all of the participants different perspectives.

   Facilitators Note: These are guiding questions and can be changed to suit the needs of the facilitator in terms of evaluating the course.

20 Minutes

Break (15 Minutes)

Task 4: What Inspires A College Student

Flexible Task

While there are a number of ways this exercise can be done we have found doing a Kahoot quiz is a fun and interactive way to get the mentors really involved in encapsulating their own story. (**www.Kahoot.com**)

Invite the participants to form teams to take part in the College Connect Mentors Kahoot Quiz. A series of statements are presented that highlight the college mentors motivations and inspirations to participate in higher education. The participants have to guess which college mentor the statement belongs to. After the group have guessed which mentor they think it is, and the answer revealed through the Kahoot Quiz platform, the mentor, responsible for the statement steps forward and talks a little more in-depth about the statement. For example the mentors might wish to describe some of their experiences in college or how some of the supports in college have helped them to succeed or some of the funny stories that have happened to them while attending college. Such as the time one of our mentors was locked out of his apartment and had to ramble across campus on a winters night in just his underpants looking for a security guard to let him back in.

20 Minutes

Task 4: Design A Graduation

Flexible Task

Ask the participants to form smaller groups for one last time and invite the groups to design their own course Graduation by considering some of the following:

- Where should the graduation take place?
- What type of ceremony or event should it be?
- Will there be speakers and if so who should they be?
- Will the event be open for parents / guardians or family members to attend?
- What type of food and entertainment would be enjoyable?

When all of the groups are ready they each present their designs and following a wider group discussion to get consensus an amalgamation of the designs is agreed upon as the format for the Change Makers Graduation.

20 Minutes

Task 5: Closing Round

As a close to the day and the final day of 6 sessions, all of the participants were invited to share a memory or say something to the entire group by way of closing this part of the course.

This activity requires a bit of work with the mentors prior to the workshop to gather all of their inspirational statements in advance. Taking the time to do this will ensure that the statements from the mentors will work well together and will describe different aspects of college life that might inspire the group.

In a previous version of the graduation a number of mentees volunteered to speak and then worked together to ensure that they would each speak about a different aspect of the course:

- Being on the college campus

- Working with the college students

- Meeting new people and making friends

- Learning about the subjects of Power, Leadership and Change

Notes on Workshop 6:

Evaluating the Course

As with any project getting feedback from all of the relevant stakeholders is vital to ensuring that the project is having the desired impact. Throughout the Change Makers course there will be informal channels of feedback from insight gained through the Check-in and Closing exercises of the workshops, and through the conversations the mentees, mentors, facilitators and community workers will be having before, after and in-between the workshops. This information can be just as important for the facilitators, the mentors and the mentees to hear during the projects as opposed to waiting till the evaluation at the end. Therefore it is recommended that a constant flow of communication is created by the facilitators so that feedback can occur organically while the course is running. In terms of specifically supporting the mentors it is also vital that the facilitators are checking-in with them regularly to understand how the project is progressing for them. Examples of Check-in questions are:

- How is the project going for you Or how has the experience been so far?

- To what degree is the project meeting your expectations?

- Have you any questions about the project or how things are going?

College Connect recommends setting aside a specific time and space for the mentors to meet and check-in with the facilitators in order to give them the time and space to share their experiences and continue to enjoy the experience of mentoring. It is recommended this check-in happens immediately after each workshop once the mentees have left the campus.

In terms of a formal process of evaluation it is recommended that all participants (mentees), mentors and community / school staff are invited to complete a feedback survey. Many HEI's will have their own standard course evaluation procedures and formats but for a sample of the survey used by College Connect see **Appendix 7 Participant Evaluation Form.**
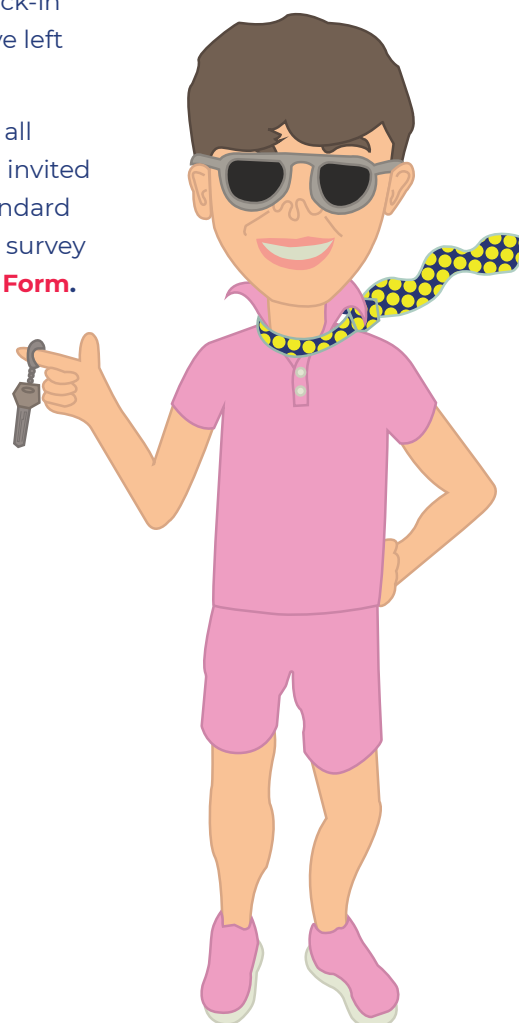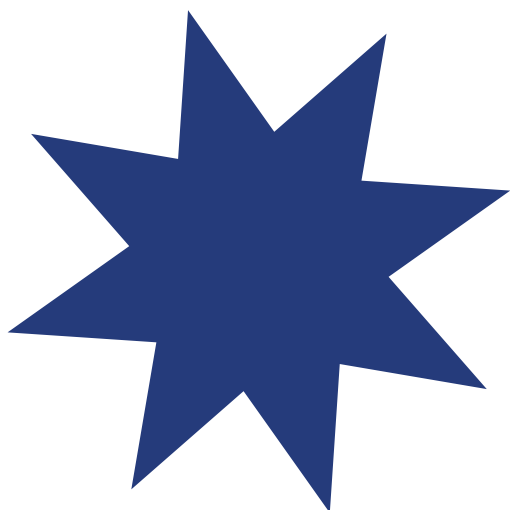
Appendix: Change Makers Course

Appendix 1: Change Makers Application Form: Sample

College Connect Change Makers course creates a new learning space with college students and community groups, schools or alternative education centres working together. The Change Makers course will explore issues that matter to the participants and examine ways to create change around those issues. If you would like to apply for the course please complete this application form:

Name:

Address:

Community Group / Education Centre:

1. Why would you like to do the Change Makers Course?
(you can tick more than 1 box if you want to)

- [ ] Because it sounds interesting
- [ ] Because I want to experience going to college
- [ ] Because it is time away from regular class
- [ ] I don't know
- [ ] Because I like meeting new people
- [ ] Because my friends are doing it
- [ ] Something else

Please tell us:

What do you think about College?

(You can tick more than 1 box if you like)

- ☐ I haven't really thought about it
- ☐ I would like to know more about it
- ☐ I would love to go to college
- ☐ I don't really want to go to college
- ☐ I can't see myself as a college student
- ☐ Something else

Please tell us:

[ ]

The course will be full of group work exercises. How do you feel about doing group work stuff?

(Please tick 1 box)

- ☐ I don't mind group work
- ☐ I like group work
- ☐ I don't like group work
- ☐ I'm not sure

What would make the course really enjoyable for you?

(Please tick as many boxes as you like)

- ☐ Learning about the world
- ☐ Meeting new people and the college students
- ☐ Visiting the college campus
- ☐ Having fun and learning new things
- ☐ Something else

Please tell us:

[ ]

Thank You

Appendix 2 – Types of Education Exercise

Sample group work activity for Intro' Event (Coffee Morning)

The Facilitator explains that usually there are 5 types of education we may experience.

Education is for:

1. Initiation into a group – such as a family or a gang or a culture

2. Qualifications – such as the Junior Cert, Leaving Certificate or a college degree

3. Skills and training – such as an expertise in a trade like a carpenter or Farrier

4. A Job – such as an understanding of the roles and responsibilities of a particular job

5. Creating change in the world – exploring the world around us and wondering how can we change it

For the most part people are engaged in learning related to types 1 to 4. However, the Change Makers course is focused on exploring how to create change in the world. The reason we are doing this is because – although college education is related to all of the 5 types of education it is also about exploring various ways to make the world a better place.

In trying to create Change in the world there are two other important factors that need to be understood – and they are Power and Leadership. And those 3 topics will be the core focus of our course: Power, Leadership and Change.

> Facilitators Note – it is worth having an image or two relating to each of the types of education. Give the participants something visual to assist with their understanding

Facilitators Tip:

It is worth having an image or two relating to each of the types of education. Give the participants something visual to assist with their understanding.

Appendix 3 - Marie Fitzduff's 10 Types of Power Handout

Marie Fitzduff's Sources of Power; *POWER can be seen as based upon a number of sources for example,*

1. **Resource Control – power of having resources like money or oil or energy, etc**: *This can be the control of physical, financial or informational resources. It is a form of control particularly used by government, but can also be used by sectors of a community (e.g. the control of a power station during the Ulster Worker's strike, the withdrawal of rents and rates as was done by the SDLP after the introduction of internment.). While the most power is held by those who control the most valued resources, nevertheless even a small amount of control over resources can be powerfully used (e.g. through control over the community hall by the caretaker or by the person controlling the key to the photocopier).*

2. **Formal Authority**: *Formal authority is often held legally (e.g. by the police or parents). It depends on people's acceptance of it, and is usually held in conjunction with other forms of power such as resources control, or coercion.*

   It can also be contracted formal authority, such as that of boss to worker, priest or pastor to congregation, or headteacher to teacher, which depends on role acceptance by the parties concerned.

3. **Coercive power:** *This is power that depends for its control on the use of coercion through battering, imprisonment, physical punishment, property destruction, or the use of weapons.*

   Coercive power can also be mental (e.g. through threats of intimidation or psychological harassment.)

4. **Principled or Moral Power**: *This is the power that can accrue to someone or group because sufficient people are inspired by their principles or ideas (e.g. the power of a political or religious group, a charismatic individual, an ideological movement). Can be a very strong source of power, capable of withstanding opposition of a formal or coercive nature.*

5. **Communicative Power**: *Increasingly, a group or individual's capacity to attain or retain power is dependent upon their ability to communicate to their relevant audiences the particular exigencies of their case by their use of the different forms of media. The quality of their message can sometimes matter less than the quantity and quality of their communication skills.*

   Also, media technicians themselves such as reporters, producers, and camera people can also wield power through their selection of subject, and their choice of how to present it. Such selection can be

conscious, dictated by them or by the authorities, or come from the unconscious bias of the people concerned.

6. **Skills Power:** *This type of power belongs to those people and groups whose skills and expertise are seen to be important to the functioning of society, and without whom it appears obvious that the quality of our lives would suffer.*

7. **Political Power:** *Because of their power as elected representatives of the people, and the power that this gives to them as lobbyists and decision-makers, politicians have considerable power available to them. These channels are also open to all constituency members who may make use of local political advice centres etc. to make their views known and to lobby Government departments about the particular needs of their community.*

8. **Cultural Power:** *Cultural power is usually nurtured through the selective choice of cultural histories by a group or nation and the cultivated remembrances of particular events. While of its nature it is not necessarily sectarian, selected choices (e.g. to remember 1690 or 1916 can make it so). It can be nurtured by the creation of songs to celebrate a community's victories or sacrifices, the revival of a language particular to its identity, or by the rediscovery of a history reaffirming its identity as with recent emphasis on the Cruithin by unionists. At a more local level it can be rediscovered through local history, which reaffirms the particular - and usually positive -aspects of that particular community.*

   Such a power is often also used to reaffirm class and distinguishes the Opera goers from the pub-singers, or the Ulster Orchestra followers from the fiddlers, flute players and folk singers.

9. **Contractual Power:** *This is power that comes from a contract for responsibility entered into by individuals or agencies with each other. It can be, for example, the contractual responsibility of a local council to take care of waste disposal, and the citizens responsibility to pay rates, or an individual's responsibility to deliver on a contract for services paid for. It is usually, though not always, accompanied by threats of coercive power if contracts are not fulfilled. This could be a refusal to pay rates, legal retribution, public shame or loss of face.*

10. **Innovative power:** *The increasing complexity of modern society seems to demand continual innovatory power to cope with the dilemmas and problems that are apparent in our society today, e.g. problems of unemployment, of the environment, of health care, or of sectarian divisions.*

   A group's capacity to develop creative responses to the problems within its own communities can provide inspiration and example to other communities with similar dilemmas- and may, depending on such things as political climates, provide alternative models for other communities to develop on a wider basis.

   It is important to remember that the above examples of types of power do not usually exist in isolation, but are frequently combined (e.g. formal and coercive, coercive and communicative).
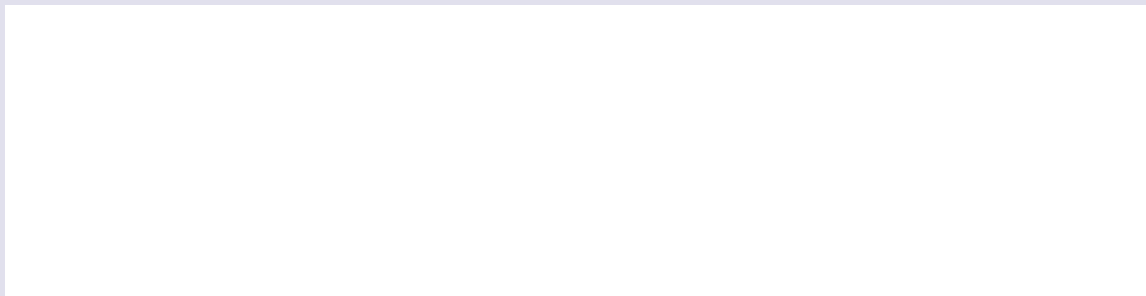
Appendix 4 - I've Got The Power
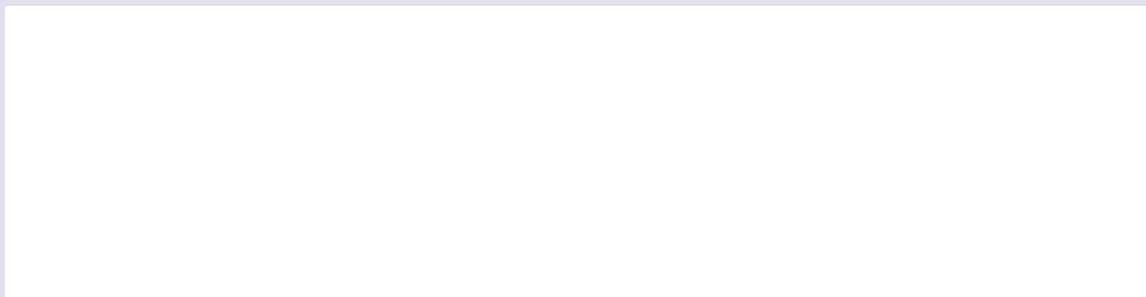
Worksheet Sample

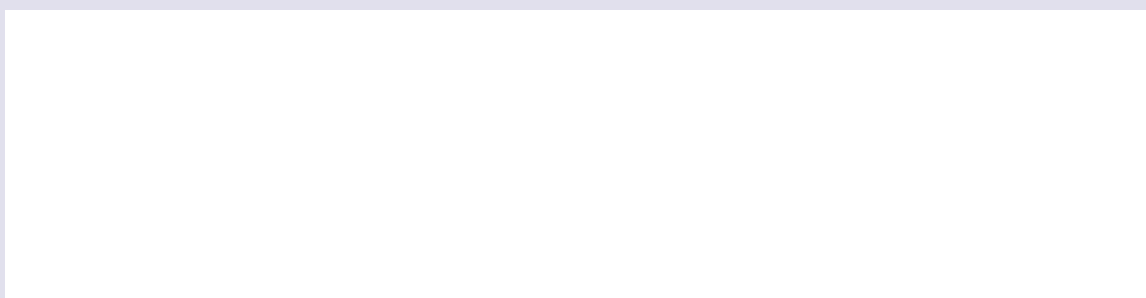**Imagine you were all powerful and could do anything you wanted. What are the things that you would like to change?**

In your education setting (school, Youth Reach, etc.)?

In your community?

In society / rest of the world?

Appendix 5 - The Leader In Me

Worksheet Sample

The Leader in me:

Think of a time in your life when something you did or something you said, helped to improve a situation or help a person in some way.

What happened?

Who was involved?

How did it feel to take action?

What reaction did you get?

Appendix 6 - Local Leaders:

Tom Hyland – from Ballyfermot Bus Driver to Peace Activist

Tom Hyland was born and lived all his life in Ballyfermot in Dublin. But his actions have transformed the lives of thousands of people on the other side of the world.

East Timor lies 5,000 miles away in the Timor Sea north of Australia. For 400 years until 1975 it was a colony of Portugal. In 1975 while seeking independence from Portugal, it was invaded by Indonesia and occupied by their army. This occupation was resisted by the East Timorese people and this resistance was answered by brutal violence resulting in the death of over 200,000 people.

Despite the scale of this violence, the brutality in East Timor became increasingly referred to as 'the forgotten conflict'; not forgotten however by Tom Hyland. Tom first became involved in the East Timor issue having seen a television documentary called "Cold Blood: The Massacre of East Timor". He was deeply affected by what he saw and almost immediately set up the East Timor Ireland Solidarity Campaign. He quickly became its public face, thanks to his unique approach and open style of leadership. Tom skillfully developed the campaign into a major international human rights campaign. The East Timor Solidarity Campaign is now recognised as one of the most effective peace campaigns in the world.

Tom Hyland has worked incredibly hard to achieve his prime objective of making the horror of East Timor visible to the Irish people, and ultimately to the international community. To do this lobbied the Australian Prime Minister and senior members of the Irish government. Tom also managed to secure the establishment of a United Nations peacekeeping force, which included an Irish contingent of soldiers in the East Timor to protect the people.

Following the successful elections in September 2001, East Timor is now in the process of evolving as a democratic state with full independence for its people. East Timor has become the most recent member of the United Nations.

Tom's efforts, and those of his fellow workers both within and outside East Timor, have had a major influence on all of these events.

**Marie Hanlon the Community Worker, Campaigner
and Champion of Coolock**

In the late 1980's and early 1990's the drug heroin was having a major impact on people's lives throughout Dublin. On the news and in the newspapers at the time it was often described as the "heroin explosion". Many communities across North and South Dublin were trying to find ways to deal with the negative effects of heroin being so abundant in local communities. How the government's approach to tackling the heroin issue through the Gardaí and criminal justice services. But this was not enough for communities that wanted to help and support people who were addicted to heroin so that they could overcome their addiction.

In Coolock, North Dublin, Marie Hanlon was one of a few people that started protesting for more services to help tackle the issue and support people that needed help. People who were addicted to heroin and their friends and families needed information, they needed to know what supports were available and how they could get help. Marie campaigned for years to get the government to fund local services to support community groups tackling all of the issues around the heroin explosion. In 1997 Marie secured €200,000 funding from the government which helped to set up a number of family support groups. The funding also helped establish the Community Drug Task Force which coordinates support services in local communities hardest hit by heroin. Marie has been on a mission to train people, create awareness and support people seeking help.

Through all of this time Marie has kept campaigning for services for the Coolock community. Her hard work resulted in the building of the Brookhaven Centre and St. Columbans Football Club. Marie was also the Treasurer of the youth project Sphere 17.

Marie is still going strong working in the Brookhaven Centre, caring for people that use the service and caring for the community all around her.

Appendix 7 – Sample Participant Evaluation Form

Sample Evaluation

College Connect Change Makers Course

Let's Make it Even Better Survey

Thank you for taking part in our survey. We really want our Change Makers course to get better and better so your opinion of the course is really important to us. It will help us improve the course and make sure that other students can take part in it.

Q. 1 On a scale of 1 to 10 (10 being the best) what score would you give the Change Makers Course?

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐

Q. 2 What were some of the things you liked about the course?

☐ Meeting new people

☐ Learning new things

☐ Visiting the college

☐ Meeting the college students

☐ Getting time off school

☐ Being a college student

☐ Something else

Please tell us:

☐

Q.2 Did the course make you want to go college?

☐ No

☐ I already wanted to go

☐ A little bit

☐ It changed my opinion of college

☐ Yes it made me want to go

Q. 4 What was your favourite thing about the course?

Q. 5 Can you think of anything that would help us make the course better?

Q. 6 Would you like to say anything else

Q. 7 Would you tell your friends to do the course?

Yes ☐ No ☐

Thank you very much

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