



## ***Day 3***

# ***Community Service Project***

***Mentor Trainer Training Manual  
Sep,2022***



**Day 3 - Online Training - 6 hours + 1 hour lunch + 2 - 15 mins break**

Welcome	15		
Ice Breaker	10		
Introduction	20		
Recap	20		
Agenda	5	90	10:00 - 11:30pm
Why are you here and expectations from the program	30		
Break	15	15	11:30 - 11:45
Identifying issues around us and mapping them to SDGs Identifying the problem and solution	75	75	11:45 - 1:pm
Lunch Break	60	60	1:00 pm - 2:00 pm
Warm Up	15 - 20		
Problem tree analysis , Framing the problem statement and research question	60-70		2:00 pm - 3:45 pm
Regrouping and sharing	15 - 20	105	
Break	15	15	3:45 pm - 4:00 pm
Who is a facilitator	45		
Notice any facilitator actions I might have done today	20	90	4:00 pm - 5:30 pm
Recall + Homework	25		



**Session 1 - Welcome + Introduction + Agenda + Why are they here and the expectations from the program**

Outcomes	Participants will be able to <ol style="list-style-type: none"> <li>1. Introduce themselves to their peers</li> <li>2. Understand the entire program</li> <li>3. Expectations and why are they here</li> </ol>
Time	90 minutes
Materials	PPT - Link the ppt here  Notebook for each teacher

Section	Instruction	Time
<b>Welcome</b>	<p>Welcome everyone to the program, smiling - ease them into the call.</p> <p>Points to help ease teachers into call</p> <ul style="list-style-type: none"> <li>- Call out some of teachers as they enter and welcome them</li> <li>- Ask them to respond on how they are over the chat</li> <li>- Welcome to the Day 3 of the Mentors training for Community Service Project</li> <li>- Introduce - Yuvatha team members if required + Facilitator team</li> </ul>	<b>15 mins</b>



	<p>introduction</p> <ul style="list-style-type: none"> <li>- Here are a few things to remember before we begin the session</li> <li>- Please keep a book dedicated for these sessions. It will help for reflections</li> <li>- Some of the topics we speak here might feel repetitive or you might already know but please allow us to cover it so we all are on the same page.</li> </ul> <p>(add any instructions here)</p>	
<p><b>Ice Breaker</b></p>	<p>IceBreaker to get teachers to switch on their cameras or get comfortable and tuned in.</p> <p>Opt 1: Tell them that when I tell a sentence if you have done that you will have to switch on your camera for 3 seconds and switch it off</p> <p>Sentence examples:</p> <ul style="list-style-type: none"> <li>- If you have had your breakfast, switch on your camera for 3 seconds and switch it off</li> <li>- If you are an arts professor</li> <li>- If you are science professor</li> <li>- If you know to ride a scooter</li> <li>- If you are a commerce professor</li> <li>- If you like being in leadership roles continue to switch on the camera</li> </ul> <p><b>Facilitator Note: Try and use a sentence in the end which will urge them to keep their cameras on</b></p> <p>Opt 2: Let's know how you are feeling today in comparison to the weather. Describe your mood as a weather report Eg: I am feeling bright and sunny or I am feeling dull and rainy etc</p> <p><b>This can be done as a poll as well if the group is large</b></p>	<p><b>10 mins</b></p>
<p><b>Introduction</b></p>	<p>It's time to get to know each other</p>	<p><b>20 mins</b></p>



	<ul style="list-style-type: none"> <li>- Let's share our name</li> <li>- Which college are we working in</li> <li>- What subject are we teaching</li> <li>- What do you remember about the last 2 days of the training we did</li> </ul> <p>For eg: My name is _____ and I work with _____ and I teach _____ . What I remember of the training is _____</p> <ul style="list-style-type: none"> <li>- Tell them they have 2 mins to think of the answer</li> <li>- Once their response is ready. request them to raise their hand and we will give you a choice to unmute and respond.</li> </ul> <p><b>Facilitator Note: Don't ask for their position to avoid hierarchy being at play. Please also be prepared to introduce yourself and let the co facilitator have his/her response ready. This will come in handy while tagging.</b></p> <ul style="list-style-type: none"> <li>- Your 2 mins start now.</li> <li>- Time's up. Let's begin introducing ourselves. If you are unable to unmute and chat please respond on the chat box.</li> </ul> <p><b>Facilitator Note:</b></p> <ul style="list-style-type: none"> <li>- <b>If no one shares a response, tag your co facilitator and get him/her to tag another person.</b></li> <li>- <b>Ensure you thank each teacher as they share</b></li> <li>- <b>Ask each of them to tag another person</b></li> <li>- <b>Let atleast 10-15 teachers respond by unmuting</b></li> <li>- <b>Ensure you read out some of the responses coming through chat</b></li> </ul> <p>Thank you all for your responses.</p> <p style="background-color: #e0f0e0;">This can be done as a quiz if it is a large group.</p>	
<b>Recap</b>	Let's quickly go through what we did in the precious sessions. Teachers	<b>20mins</b>



	<p>this might sound like a repetition for you. But our idea is to quickly refresh in case we have forgotten and want to recall some of the things we discussed.</p> <p>Like you all rightly said and mentioned We spoke about the</p> <ul style="list-style-type: none"> <li>- What is community service?</li> <li>- The objectives of this program</li> <li>- How will this program get implemented</li> </ul> <p>We also briefly went through</p> <ul style="list-style-type: none"> <li>- SDGs</li> <li>- Andhra and SDG</li> <li>- Reports and surveys and why it is collected</li> <li>- Why is this program being done</li> <li>- How to find out problems and solutions</li> </ul> <p>Who are the two people involved in this program?</p> <ul style="list-style-type: none"> <li>- Role of Youth</li> <li>- Role of Mentor</li> </ul> <p><b>Facilitator Note: Quickly go through the slides so the teachers can recall about the program.</b></p>	
<p><b>Agenda</b></p>	<p>Thank you all for recalling what we did in our last two sessions and for being so participatory. Now let us quickly see what all we going to cover today,</p> <ul style="list-style-type: none"> <li>- Why You and Why are you here?</li> <li>- Your Expectations of the program</li> <li>- 8 weeks of the program for the students</li> <li>- Experience a section of the student curriculum</li> </ul> <p>*Identifying issues around us through observation and experience * Shortlisting problems *Mapping it to SDGs</p>	<p><b>5 mins</b></p>



	<p>* Problem tree analysis, Framing the problem statement and research question And - Introduction to who is a facilitator and some facilitator actions</p>	
<p><b>Why you and why are you here</b></p>	<p>We saw what the objectives of the program for the students are.</p> <p>What do you think are the qualities a student should possess to go through this project?</p> <p><b>Facilitator Note:</b></p> <p><b>1. Share the link of the cloud to get their responses. And display the response</b></p> <p>Thank you for sharing. Let's quickly look at what your responses are.</p> <p>We can see that these are the qualities a student should have or will develop through the end of this project.</p> <p>For them to develop these qualities they have to be mentored by teachers who have some of these qualities right. Do you agree? Please give a thumbs up.</p> <p>Thank you for your response</p> <p>What do you think are the qualities mentors should possess for a successful completion of this program?</p> <p><b>2. Share the link of the cloud to get their responses. And display the response</b></p> <p>Thank you all for your response, it is because you are a true 'leader' and you possess all these qualities that you have been chosen to be our Flag bearers of this program. Our dear 'Mentors'</p> <p>Thank you for being you Let's quickly see what your role as a mentor will be</p>	<p><b>30 mins</b></p>



	<ul style="list-style-type: none"> <li>● Assigned with 10 to 15 students</li> <li>● Faculty-mentor for the group</li> <li>● In-charge for the learning activities of the students</li> <li>● Comprehensive and continuous assessment of the students.</li> <li>● Meet the students before they begin their projects</li> <li>● Handover the student curriculum and the log book template</li> <li>● Be available on calls for the students to ask questions/doubts</li> <li>● Meet them mid project to see progress</li> <li>● Check on log completions</li> <li>● Approve project completion</li> <li>● Grade the project</li> </ul> <p>Now that we know why you are here and what your role for this project will be.</p> <p>Do you have any expectations from us?</p> <p>Please share them in this link</p> <p><b>3. Share the link of the cloud to get their responses and display them</b></p> <p>Thank you for sharing your expectations, we are all work in progress, so I will take them to the team and try and see how we can meet your expectations.</p> <p>Let's take a quick 15 min break. The time is ____, let's get back at ____</p>	
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**Break for 15 mins**

**Session 2 - Identifying issues around us, shortlisting and mapping them to SDGs**



Outcomes	<p>Participants will be able to</p> <ol style="list-style-type: none"> <li>4. Teachers will understand and experience part of Week 1 of the student curriculum</li> </ol> <p>First steps of conduction a socio economic survey of the village/habitation</p> <ul style="list-style-type: none"> <li>- <b>Identifying issues around us through experiences and observations</b></li> <li>- <b>shortlisting</b></li> <li>- <b>mapping them to SDGs</b></li> </ul> <ol style="list-style-type: none"> <li>5. Understand the problems around them and how observation and experiences can be first step in identifying problems</li> </ol>
Time	90 minutes
Materials	<p>PPT - Link the ppt here</p> <p>Notebook for each teacher</p> <p>Music to be played in the background for visualization and thinking activities</p>

Section	Instruction	Time
<b>Welcome back and intro to topic</b>	<p>Welcome back dear teachers! Hope you stretched a bit and have had a good tea break. Let's begin with the second session for the day.</p> <p>Now that we have covered all the working aspects of the project</p> <ul style="list-style-type: none"> <li>- If you as Mentors have to support students in the best possible way, what should you do and know? Please type in the chat box</li> </ul>	<b>5 mins</b>



	<p><b>FN: Gather some responses</b></p> <p>Yes, you will need to know what the student will do in the project and get a fair idea about the topics covered and the entire process.</p> <p>Here is the 8 weeks preview of what the students will be doing.</p> <p>So from now on you will be playing two roles</p> <ul style="list-style-type: none"> <li>- Stepping into the shoes of a student and going through a sample version of their journey</li> <li>- Observe how you as a guide / mentor can take this program forward</li> </ul> <p>Are you ready? Please give a thumbs up to begin</p>	
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<p><b>Identifying Issues around us Visualization</b></p>	<p>We will be now going through the first few steps of the Socio Economic survey of the village/habitation prep which is the Week 1 of the student curriculum. For a student to work on a project the first thing he/she needs is a problem.</p> <p>In our previous session we spoke of what a problem is and how to identify a problem.</p> <p>Let's begin this session by trying to identify problems through observation and experiences.</p> <p>Remember you will be playing two roles</p> <ul style="list-style-type: none"> <li>- Stepping into the shoes of a student and going through a sample version of their journey</li> <li>- Observe some of the training and facilitation done by me, so you can pick some of the methods you think will work when you are facilitating the sessions</li> </ul>	<p><b>30 mins</b></p>
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	<ul style="list-style-type: none"><li>- In this session you will begin your social journeys by spending some time understanding the communities around you and their concerns better. Identify problems through experiences and observations. You will start by taking a walk in their own college, around your home and the community/environment you live in.</li></ul> <p>Script: I want you all to now close your eyes and imagine that you are in your college. You are in the classroom that you teach. What are the kinds of sounds you are hearing, what are the things that you are seeing. You are now walking out of your college into the staff room, the campus and the environment around. What are things you are noticing and seeing? Are the students or teachers facing any issues?</p> <p>Now moving to your home, look at the environment you live in, are there any issues you or your family/ neighbors are facing. What are you seeing and noticing?</p> <p>And finally let's take a walk away from home, on your way to college or in your surroundings have you seen some issues people are struggling with? Take a few minutes to note these points and gather your thoughts.</p> <p>Now open your eyes and put down your assumptions and thoughts from your experience of working in the college. You have 10 mins to complete this</p> <p>Please give a thumbs up if you have completed the exercise.</p> <p>Thank you teachers for doing this visualization exercise with us. You have through observations and your experience identified problems around you.</p>	
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<b>Shortlisting the problems</b>	<p>Let's spend the next 20 mins in shortlisting the problems we have identified.</p> <p>Look at this table</p> <p>In your notebooks, write down the problems you have identified in the first column. And score the next 4 columns as per our understanding on a rate of 5.</p> <p>1 being a low score for that column and 5 being the highest</p> <p>Giving scores of 1-5</p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <thead> <tr> <th style="width: 25%;">Problem</th> <th style="width: 15%;">Urgency <small>How badly is it affecting the environment ?</small></th> <th style="width: 15%;">Knowledge <small>How much can you understand about this problem ?</small></th> <th style="width: 15%;">Ability <small>How confident are you to solve the problem ?</small></th> <th style="width: 15%;">Interest <small>How interested are you to solve the problem ?</small></th> <th style="width: 15%;">Total Score <small>Higher the score, more it should be solved</small></th> </tr> </thead> <tbody> <tr> <td>Problem 1</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Problem 2</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Problem 3</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Here's an example for your reference.</p>	Problem	Urgency <small>How badly is it affecting the environment ?</small>	Knowledge <small>How much can you understand about this problem ?</small>	Ability <small>How confident are you to solve the problem ?</small>	Interest <small>How interested are you to solve the problem ?</small>	Total Score <small>Higher the score, more it should be solved</small>	Problem 1						Problem 2						Problem 3						<b>30 mins</b>
Problem	Urgency <small>How badly is it affecting the environment ?</small>	Knowledge <small>How much can you understand about this problem ?</small>	Ability <small>How confident are you to solve the problem ?</small>	Interest <small>How interested are you to solve the problem ?</small>	Total Score <small>Higher the score, more it should be solved</small>																					
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Problem	Urgency How badly is it affecting the environment ?	Knowledge How much can you understand about this problem ?	Ability How confident are you to solve the problem ?	Interest How interested are you to solve the problem ?	Total Score <i>Higher the score, more it should be solved</i>
Garbage is not being collected	4	3	3	2	12
There is no drinking water facility in the staff room	3	4	4	3	14
No wifi in college campus	2	4	2	5	13

Once you are done, shortlist top 5 problems on the basis of your scoring.

Give me a thumbs up once you are done.

Let's hear from you.

Write down in the chat box what the top 5 issues were please.

Wonderful thank you for sharing.

<b>Mapping problems to SDGs</b>	<p>We have looked at our environment, listed down the issues faced and have shortlisted top 5 as per scoring. It's to zoom out a bit and look at where these issues fall.</p> <p>Let's map them to the SDGs</p>	<b>10 mins</b>
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Here is a list of Sustainable Development Goals.

Look at your top 5 issues and map it to which goal it falls under.

For eg: Which goal do you think these will fall under?

- Garbage is not being collected from house and there is pile of Garbage in the junction - 6 AND 11
- No clean drinking water in the staffroom - 6

Take 10 mins to map your issues to the goals. Your time starts now

Please give a thumbs up once you are done.

Through our observations and experiences we are able to identify them and see how they are connected to the bigger buckets the world is facing. As you can see, issues we are facing in our environment are problems of the larger picture as well.

Thank you teachers for

- Identifying problems around you
- Shortlisting the top 5 issues
- Mapping them to SDGs



	<p>You have completed the 2 steps of identifying problems through personal observations and experiences.</p> <p>Let's now break for lunch. We have 60 mins to have a healthy meal</p>	
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Students curriculum	<ul style="list-style-type: none"> <li>- Visualization exercise the same - tweak a bit based on the demographic</li> <li>- Added step of speaking to family and friends</li> <li>- Shortlist top 5 problems same process ( give more intro to the topic)</li> <li>- Mapping it to SDGs same ( give more intro to the topic)</li> </ul>
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**Break 60 mins**

**Session 3 - Problem tree analysis, Framing the problem statement and research question**

Outcomes	<p>Participants will be able to</p> <ul style="list-style-type: none"> <li>6. Work on a example of problem tree analysis</li> <li>7. Get an understanding of Problem Statement and research question</li> </ul>
Time	90 minutes
Materials	<p>PPT - Link the ppt here</p> <p>Notebook for each teacher</p>



<p><b>Warm Up</b></p>	<p>Hello teacher, hope you all had a healthy meal</p> <p>Inform them that they will be doing a fun activity called 30 circles, which will challenge their thinking abilities.</p> <ul style="list-style-type: none"> <li>- Present the 30 Circle image and ask them to draw similar 30 circles in their books.</li> <li>- Give them 3 mins to draw as many circular things using the blank circles. They can draw inside the circles or make the circle into something else. Anything is allowed as long as they use the circles in their drawings. <i>(Remind them to keep their video camera on.)</i></li> <li>- Set a timer for 3 mins and let them all draw! Don't help them!</li> </ul> <p><b>Facilitator note: play instrumental music in the background.</b></p> <ul style="list-style-type: none"> <li>- Once time is up, ask all the teachers to show what they made on camera! Clap for everyone :) <i>(Call out any drawings that you find most interesting)</i></li> <li>- Ask 4 to 5 teachers the following questions, encourage others to use the chat box, <ul style="list-style-type: none"> <li>● How many circular objects were you able to come up with?</li> <li>● What is the most surprising or unique object you could think of?</li> <li>● Use tagging to get them to share</li> </ul> </li> <li>- Thank the teachers for playing the warm up game.</li> </ul>	<p><b>15 mins</b></p>
<p><b>Problem Tree Analysis</b></p>	<p>Before the break we had identified and shortlisted top 5 problems in our environment right?</p> <ul style="list-style-type: none"> <li>- Take a min or two now to choose 1 problem you currently want to work on</li> <li>- Give a thumbs up once you have Identified</li> <li>- Now with this problem we will be working on a Problem tree analysis</li> <li>- Can one of you recollect from the previous session or tell us what a problem tree analysis is?</li> <li>- Def: Problem Tree Analysis is central to many forms of project</li> </ul>	<p><b>40 mins</b></p>



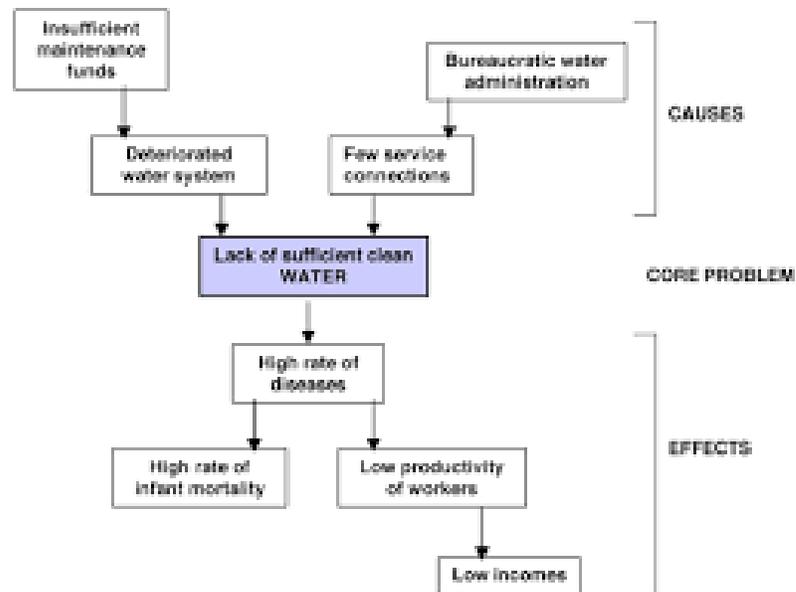
	<p>planning. Problem tree analysis (also called Situational analysis or just Problem analysis) helps to find solutions by mapping out the anatomy of cause and effect around an issue in a similar way to a Mind map, but with more structure.</p> <ul style="list-style-type: none"> <li>- Before we work on any project it is important to understand <ul style="list-style-type: none"> <li>● What is the problem</li> <li>● What is causing it</li> <li>● What are the effects of the problem</li> </ul> </li> <li>- Let's take our 1 identified problem and work on the problem tree analysis.</li> <li>- Have you all got your books and pen with you all?</li> </ul> <p>STEP 1 Imagine your problem is the main trunk of the tree</p> <ul style="list-style-type: none"> <li>- Write down your problem on the main trunk</li> </ul> <p>STEP 2 Identifying root causes of the problem and visualizing them as the roots of the tree.</p> <p>So for eg:</p> <p>You have 10 mins to note down the root causes for your problem.</p> <p><b>Facilitator note: Show a step by step example instead of it all together. To continue to engage with the teachers.</b></p> <p>STEP 3: Noting down the consequences or impact the problem will bring as branches</p> <p>So for eg:</p> <p>You have 10 mins to note down the effects or consequences of your</p>	
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problem. Give a time check 2 mins before for them to wind up

Give us a thumbs up once done

Additional step: You can add probable solutions of the problem as additional branches

You have 5 mins to note down the probable solutions on the additional branches





	<p><b>Effects (Branches)</b></p> <ul style="list-style-type: none"> <li>Low future income</li> <li>Difficulty finding a job</li> <li>Higher teenage pregnancy rates</li> <li>Higher drug and alcohol use</li> <li>More accidents</li> <li>More crime</li> </ul> <p><b>Core Problem</b> ----- Teenagers don't finish school -----</p> <p><b>Causes (Roots)</b></p> <ul style="list-style-type: none"> <li>Parents don't encourage them</li> <li>Parents don't think school is important</li> <li>Parents too busy to discipline / support</li> <li>School is not interesting</li> <li>Need to find employment to support family</li> <li>Low family income</li> </ul> <p>Let's take an additional 5 mins to go through our problem tree and see if we want to add some points in.</p> <ul style="list-style-type: none"> <li>- Give us a thumbs up once done</li> </ul> <p>Let's now take a picture of your problem tree and share it in this link.</p> <ul style="list-style-type: none"> <li>- Spend 10 mins to go through other's problem tree analysis.</li> </ul> <p>Time check</p>	
<p><b>Framing the problem statement</b></p>	<ul style="list-style-type: none"> <li>- Now that we have identified the problem, it's causes and effects.</li> <li>- What will the next step be, before we begin research on it?</li> <li>- Please share your responses on the chat box</li> <li>- It's important to have a problem statement</li> <li>- We did look at what a problem statement is in the previous session.</li> <li>- Let's look at your problem tree and come up with a statement for your problem</li> </ul>	<p><b>10-15mins</b></p>



	<p>Causes+Effects+Users Affected= Problem Statement Eg:</p> <ul style="list-style-type: none"> <li>- Let's look at our problem tree and choose the top cause/ personal cause and effect that we think we want to address</li> <li>- Take 5 mins to work on this</li> <li>- Time check</li> <li>- Once done share the problem statement on chat please</li> </ul>	
<p><b>Framing the research question</b></p>	<ul style="list-style-type: none"> <li>- In the last session we did look at what is a research question, can someone tell us what it is</li> <li>- Answer: A question that addresses an issue or a problem which through analysis and interpretation of data, is answered in the study's conclusion. It is an important question as it sets foundation for research</li> <li>- Can someone give us the Difference between a Problem statement and a research question?</li> <li>- Merely explains the context of the problem with its causes and effects</li> <li>- Summarize with example</li> </ul> <p>Example:</p> <p>However, Research question will help you research the problem and come to a conclusion. It is the basis for setting hypotheses and by the end of the research you either prove or disprove the hypothesis.</p> <p>Example:</p> <p>Let's look at framing a research question for your problem statement?</p> <p>You have 10 mins to do that.</p>	<p><b>10 mins</b></p>



	<p>Give us a thumbs up once done</p> <p>Now look at all the 3 steps you have taken in this part of the session</p> <ul style="list-style-type: none"> <li>- Identified one problem to work with</li> <li>- Worked on a problem tree analysis</li> <li>- Framed a problem statement</li> <li>- Framed a research question</li> </ul> <p>Take a few minutes to go through the steps you took now and congratulate yourself in accomplishing the first few steps of the Community Service project.</p> <p>What do you think is the next step in this project?</p> <ul style="list-style-type: none"> <li>- Gather responses</li> <li>- Tell them that we will working on it the next session ( mention date time)</li> </ul> <p>Let's now take a break and come back in 15 mins for our final session of the day</p>	
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**Break 15 mins**

**Session 4 - Who is a guide/mentor and their actions**

<p>Outcomes</p>	<p>Participants will be able to</p> <ol style="list-style-type: none"> <li>8. Teachers will know who is a guide/mentor</li> <li>9. Actions a guide/mentor should have</li> </ol>
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Time	90 minutes
Materials	PPT - Link the ppt here Notebook for each teacher

<p><b>Who is a guide/mentor</b></p>	<p>We have looked at the first few chapters of the student curriculum in this session.</p> <p>Next session we will be looking at your role as a <b>guide/mentor</b>.</p> <p>Let's do a visualization activity.</p> <ul style="list-style-type: none"> <li>- Mention that the group shall now think about who a guide/mentor is and the qualities of a <b>guide/mentor</b>.</li> <li>- Draw a large shape of a person on paper. Ask the participants to give a name to the paper <b>guide/mentor</b> and write the name on top of the chart. It could be a gender neutral name</li> </ul> <p><b>Facilitator note: play instrumental music in the background.</b></p> <p>Script: Now let's all close our eyes. You are traveling back to your days as a student. It could be in your school or college. You are speaking to your favorite teacher who has helped you and guided you with studies and helped you make decisions. He/she is the person you go to whenever you are stuck and having a conversation with him or her helps you solve the problem. How are you feeling? What actions does the teacher do that makes you want to go back to the teacher for queries. What are the teacher's qualities? Observe these points for a few minutes and when you are ready slowly open your eyes</p> <ul style="list-style-type: none"> <li>- Ask the participants to write how a <b>guide/mentor</b> should -</li> </ul>	<p><b>45 mins</b></p>
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	<p>qualities of a <b>guide/mentor</b> inside the figure(DOs)</p> <ul style="list-style-type: none"> <li>- Give us a thumbs up once you have completed</li> </ul> <p>Script: Now let's all close our eyes. You are traveling back to your days as a student. It could be in your school or college. You are speaking to the class teacher who you are not too fond of. Notice how you feel when you are talking to that person. How are you feeling? What actions does the teacher do that makes you not want to ask him/her for guidance. Observe these points for for a few minutes and when you are ready slowly open your eyes</p> <ul style="list-style-type: none"> <li>- What should the <b>guide/mentor</b> not do</li> <li>- Ask the participants to write how a <b>guide/mentor</b> should not be - qualities of a <b>guide/mentor</b> outside the figure(DON'Ts)</li> <li>- Give us a thumbs up once you have completed</li> <li>- Gather responses from the teachers on the Dos and Donts they have written</li> <li>- Share the ppt with Dos and Don'ts</li> <li>- Ask participants to think about how a good <b>guide/mentor</b> should be, think and act.</li> <li>- Close the conversation by asking participants to silently reflect on the list of dos and don'ts that they see on the chart.</li> </ul> <p><b>Facilitator note: gather points and then share ours</b></p>	
<p><b>guide/mentor actions</b></p>	<p>To make sure our mentees make the most of the project that they are doing, what actions will you have to take to ensure that learning happens effectively?</p> <p><b>Facilitator note: gather points and then share ours</b></p> <p>For us to get the students to participate, engage, update us with the progress of their project and ensure they are giving in their best here's what we believe we as <b>guide/mentors</b> should do</p> <p><b>Guide/mentor actions</b></p>	<p><b>20 mins</b></p>



	<ul style="list-style-type: none"> <li>● Appreciate their work</li> <li>● Make students feel comfortable</li> <li>● Being calm &amp; composed</li> <li>● Communicating clearly</li> <li>● Being patient</li> <li>● Being interactive</li> <li>● Asking right questions when they come to you</li> <li>● Do not be judgemental</li> <li>● Do a check on how they are feeling about the project</li> <li>● Check for Understanding and progress</li> </ul>	
<p><b>Recall and closing</b></p>	<p>We have almost come towards the end of our sections Let's quickly look at what all we did</p> <ul style="list-style-type: none"> <li>- Ask teachers to share what we did today</li> <li>- Summarize with the below points</li> </ul> <ul style="list-style-type: none"> <li>- Why You and Why are you here?</li> <li>- Your Expectations of the program</li> <li>- 8 weeks of the program for the students</li> <li>- Experience a section of the student curriculum</li> </ul> <p>*Identifying issues around us through observation and experience * Shortlisting problems *Mapping it to SDGs * Problem tree analysis, Framing the problem statement and research question</p> <p>And</p> <ul style="list-style-type: none"> <li>- Introduction to who is a <b>guide/mentor</b></li> </ul> <p>We will be opening the floor for some questions now. We have allocated 10 minutes for it. We might have to cut this conversation in 10 mins. But we will be sharing a feedback form where you can post your questions as well.</p>	<p><b>25mins</b></p>



	<p>Thank you teachers for being a part of today's session</p> <p>Poll: How are you feeling? (Excited, bored, tired, energetic)</p> <p>We will see you all for Day 4's session _____</p> <p>Before we let you go there are two things</p> <ol style="list-style-type: none"><li>1. In our Day 2's sessions we had briefly spoken about CBPR, how many of you all remember what it is ? Give us a thumb's up<ul style="list-style-type: none"><li>- Let's try and recall some points and come for an exciting session tomorrow.</li></ul></li><li>2. For us to know if our facilitation and content is being communicated to you well and if any improvements are needed we want you to fill up a form that will give us feedback. Here is the form for you all to fill in -</li></ol> <p>Thank you once again for being a wonderful participant for today's session</p> <p>See you all for the next sessions at _____.</p>	
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