



Technical sheet for mentors



5. MY LEARNING SUCCESS STORY

Phase	Dimension	Duration (mins)	Number of participants (min/max)
Extension phase	Monitoring & Adapting	30 mins	3-5
Learning-2-Learn dimension elements	<ul style="list-style-type: none"> - Evaluating progress - Adapting strategies - Growing from mistakes - Attributing success to effort - Developing persistence, seizing opportunities, gaining access with help and over time 		
Tags	Reflecting on learning, adapting strategies, stronger learner, self learning, persistence, gain access		

The aim of the activity

This activity aims to help mentees further explore their personal strengths and other resources and competencies by identifying strengths in themselves and in others, based on their real-life learning experiences and situations.

Gaining insight into and knowledge about one's strengths and resources enhances the possibility of reinforcing these. Knowledge and awareness of one's strengths are both motivating and useful when trying to create lasting improvements in life.

Preparation





You will need to ensure access to a pen, a stack of post-its and a timer.

Application

Explain to the group the role of being an active listener in this activity. Now ask each person to think of a time during their application phase, where they felt they were successful, felt good about themselves, and everything was just flowing. For those who find it difficult to think of an example from the application phase, have them think of another time, where they had a successful learning/studying experience.

The group will need to take turns to select one mentee who will tell a story, and one mentee to be the interviewer. The rest of the group will be the ears and will take notes during the interview.

The interviewer can make use of the guiding questions handout if necessary, and the note takers will listen and write on a Post It every time they hear a strength or skill that has been used. The person who listens should have a list of strengths at the end of the interview. The listeners will also be the time keepers. Set the timer, so each mentee has 5 minutes for the interview and feedback. (2 mins interview - 3 mins feedback)

After the interview, the listeners share their observations on which strengths and resources they noticed in the stories from the interviewee. The interviewee will sit in the middle of a circle, as the listeners take turns to share the strengths and qualities that they saw in her. For each strength they share, the Post It with the word is placed on her body which can be on an arm, shoulder, knee etc.

By the end; talk to the group about how it felt to do this activity. Mentees reflect on the questions below. Ask the group to share their reflections;

- *how did it feel to be told about your strengths and qualities?*
- *how did this activity make you feel? Why?*
- *what did it teach you about yourselves?*
- *what did you learn from each others' stories?*
- *what do you take away from this activity?*

Sum up the main conclusions from each circle in plenary.



Direct link to the activity handout on the learning platform

<https://upsim.aidlearn.eu/en/>





Activity tool

This activity will help you learn about the qualities and strengths that others see in you, based on a story that you tell.

1. Sit in a horseshoe/semi circle, and have the interviewee sit in the middle, so she can see the interviewer and the observers can see the two subjects.
2. The interviewee will start by telling the group a story from a learning situation, of a time where she felt that things were just flowing or she had a success story and overcame a big challenge.
3. The interviewer will help the interviewee tell the story, by asking open-ended questions to dive deeper into the story and to learn about some of the details of what she did in the situation.
4. The listeners will keep track of time, so each interviewee has 2 minutes to tell her story and 3 minutes to receive feedback. The listeners will take notes. They will write down on a Post It each time they hear a positive quality or strength that the interviewee has used in her story about a learning situation.

Guiding Questions:

If the interviewee is having trouble starting the story, you can open the interview by asking her;

- describe to me a time when you felt that you had a successful learning experience...
- tell me about a time when you felt like you overcame a challenge...
- share a situation when you felt like time was flying and you were motivated to learn...

If the interviewee is taking a break in speaking, or seems to be stuck, you can help her by asking things like;

- why, how, what....
- describe that a little more for me...
- tell me some more about that...
- what do you think about...
- how was that for you...
- how did that make you feel...

It is your responsibility as an interviewer to ask these kinds of open-ended questions that refer to what the interviewee just said, or are related to what she just said. This keeps the conversation flowing in an open and engaging way.

