

The Resilience Mentor



OBJECTIVES:

- Describe the defining characteristics of a resilience mentor
- Share personal experiences linked to the role of a resilience mentor.
- Promote and motivate the capacity of each educator to be an affective referent in the history of a child.



AXES:

Paradigm of good care (kindness)



STEP BY STEP OF THE ACTIVITY

»» 1st part of the activity: Cultivating resilience

Ask the group “*What would a child need to be resilient...*”.

Those who wish to respond will share their view. The answers should be very brief because the topic will be discussed in greater depth afterwards.

»» 2nd part of the activity: Our mentors

Explain to the participants that they will work in separate breakout rooms, where they will receive each task in writing, via messages, but that the facilitator will go to each room to answer questions and clarify doubts.

Via rooms for small groups of your meeting platforms, split participants into small groups (5-6 people) where they will share the following topic:

Who in my life has made me feel unconditionally loved and trusted in my abilities (grandmothers/grandfathers, teachers, animators, neighbours, etc.)?

At the end of each story, the group will try to identify the characteristics of these people who accompanied and helped them grow safe and engaged. Someone in the group, acting as secretary, will compile a list of common characteristics and skills.

»» 3rd part of the activity: Characteristics of the Resilience mentor

Bring the groups back to the main room. Each subgroup reads their list. As each group shares their input, a complete list of characteristics and skills will be made using the virtual whiteboard. Each group can also share their lists in the community chat.

Once all the inputs have been collected, ask the group:

- Do you think we can take on this role ourselves? How?
- Can we do it with all the people we accompany?

Present to the group the characteristics of a resilience mentor (see annex) in a way that reinforces the work and discussion already done by the participants.

»» Conclusion:

Being a resilience mentor is a responsibility that can give us a lot of satisfaction.

When we accompany others, we have a privileged possibility to fulfil this role, but we must be aware of what it entails. A resilience mentor is a guide who accompanies people on their way to growth and improvement.



METHODOLOGY:

Non-formal pedagogy, popular education.



DIGITAL TOOLS INVOLVED:

Computers or mobiles with video camera, computer sound, microphones. Online meeting platform with whiteboard and possibility to divide into sub-groups/rooms.

PREPARATION:

Becoming familiar with the virtual tools that will be used.

PLATFORM USED:

Zoom/meet/Jitsi



DURATION:

1.30h



THEORETICAL FRAMEWORK

Barudy, J. and Dantagnan, M. (2005). Los buenos tratos a la infancia: Parentalidad, apego y resiliencia. Barcelona: Gedisa.

Cyrułnik, B. (2008). Ugly ducklings: Resilience: An unhappy childhood does not determine life. Barcelona: Gedisa.

Villalba, C. (2011). The resilience approach in Social Work. Acciones e Investigaciones sociales, 1, 466-489.



TIPS FOR THE PERSON DOING IT

Motivate and accompany the group to discover its potential role as a resilience mentor.

Once in subgroups, move from room to room to resolve questions.

Ensure that at least one person per subgroup is relatively in control of the tools to be used.

At the end of the activity, the characteristics of a resilience mentor can be shared in the form of a presentation or final reflection (see annex).

ANNEX

[ResilienceTutors.docx - Google Docs](#)

