PHASE 0.4: Matching Application

PHASE OVERVIEW

This is a pre-match phase which introduces students to the iMentor program, the role of the mentor-mentee, and the way the curriculum and classes support them in this work. This phase prepares students to complete their new mentee application for matching. At the end of the phase, students will be prepared to fully participate in the program and will understand the reasoning/benefits of the program.

LESSON OBJECTIVE

Students will be able to self-reflect and complete a Matching Application in an honest manner.

PURPOSE

Students will understand and complete their Matching Application in this lesson. This application will be used by the facilitator to match students with a strong fit mentor. Facilitators should, therefore, be encouraging students to complete the application as thoroughly as possible.

AGENDA

10 min	*Do Now: Who Am I?*
30 min	*Learn and Engage: Con Matching Application*

KEY TAKEAWAY

To be matched with a great mentor, I need to be as honest as possible about who I am, what I like, and what I need.

FACILITATOR NOTES:

Come prepared with a completed "How Others View Me/How I View Myself" graphic for yourself (see student handout for graphic) to use as modeling.

You may want to walk students through each part of the application using the slides in the presentation.

MATERIALS: 0.4 Presentation,

Do Now: Access the Platform		Facilitator Notes:
Students will access the platform.		
Slide 2: 5 min	**TALKING POINTS:** Please open your computer and access the link on the projector. *(You must add your regional platform link onto this slide before class.)*	

Learn and Engage: The Matching Application		Facilitator Notes:
Students will complete the matching application.		
Slide 3: brief	*Have a student read the key takeaway:* To be matched with a great mentor, I need to be as honest as possible about who I am, what I like, and what I need.	
Slide 4: 3 min	**TALKING POINTS** Your mentor will be by your side as you navigate high school and your post high school options, you will be working closely with them to explore your interests and potential long-term goals. **STUDENT DISCUSSION** Ask: *Why might it be important to be honest as you start and develop a relationship?* **TALKING POINTS** Today you will complete your Matching Application. How you complete the Matching Application will shape the mentor you work	

with the next few years, so be honest.

Don't worry about saying the right thing or trying to look cool. No one will see this but me.

Make sure your application reflects who you are and the kind of person you would want to spend time with.

Remember, this class is all about you. The more honest information you provide, the better able we'll be to match you with the best possible mentor, so that you will have the best possible experience. Know that the only people who will have access to your application are program staff (not other students or your future mentor). It will only be used to match you with the mentor who will be the best fit for you based on your responses.

As you work on your application, be sure to include the words and phrases you wrote in the "How I See Myself" side of your Do Now graphic.

Let students know when they will be allowed to return to class to complete their applications if they need the additional time.

TALKING POINTS
Your Matching Application will be used to select the mentor

you will work with toward your goals

Slide 6:
1 min

TALKING POINTS
Show students how to start an application.

Slides 7-18:
20 min

TALKING POINTS
Show students how to create an account. Slides 9-18 will walk through each part of the application.

Consider, as students are completing the application:

- Previewing each page of the application for students using this slideshow and reviewing key terms.
- Reviewing terms that may need explaining such as "**GED**" and "**Free and Reduced Lunch**."
- Directing students to raise their hand before they complete each page so you can "check" for missed boxes or misunderstandings before they move on to the next page.
- Explaining how to properly enter an address with proper capitalization, including apartment number
- Encouraging students to enter as many phone numbers as possible
- Encouraging students to complete the "additional info" box at

the end of the application. Facilitators and Program Managers often use this box as the basis for their match decisions

Slide 19:
 3 min

TALKING POINTS

After you click on the "submit button," this page should pop up (*show image - slide 20*). Once on this page, you can close out of the website.

Direct students to log off.

Collect parent consent forms distributed previously. Distribute second copies to anyone who did not return one. Update the class to any incentive structures or competitions you are using to encourage form completion.

NOTE: *It is strongly recommended that you use a competition or incentive here, as many students will forget unless they have a real incentive to bring in the form. Remind students of when they can complete the application if they did not finish in the time allotted during this lesson.*

Slide 19
(if time)

Share out

What was it like to complete the application?

How are you feeling about being matched with a mentor?

What questions do you have

about this process?