

11A 1.2: It Takes Two: Elements of Successful Mentoring Relationships

PHASE OVERVIEW

In this phase, students will (re)connect with their mentors in order to start the year off strong. Mentees and mentors will know the expectations and goals for the year and will be able to use those as a base to which to come back to and strengthen their bond.



LESSON OBJECTIVE

SWBAT articulate their roles and responsibilities as a mentee. Students will also be able to identify behaviors and mindsets both mentors and mentees must bring to the relationship for it to be impactful.

PURPOSE

This lesson both builds excitement and investment in the program. This lesson zooms in on the characteristics that pairs can demonstrate to build relationships.

AGENDA

5 min	<i>Do Now: My Relationships</i>
20 min	<i>Learn and Engage: Mentorship Qualities</i>
15 min	<i>Mentor Connection</i>



KEY TAKEAWAY

Relationships between mentors and mentees are a give and take, and I have the power to drive my relationship with my mentor.

PM NOTES:

The driving message of this lesson should be that everything in this program is designed to be about students.

There is a video included in this lesson. Make sure that you are able to play it over the school's Wi-Fi or download it to ensure there isn't any lagging.

MATERIALS: 11A.1.2 Handout, 11A.1.2 Presentation, Video

Do Now: My Relationships		Notes:
Students will write about an important relationship in their lives, why it is important and what they did to build it.		
Slide 2: 5 min	TALKING POINTS Respond to the following on your worksheet: Think about one of the most important relationships in your life. (ex: with a family member, teacher, coach). Why is that relationship so important to you? What have you done to help build the relationship?	

Learn and Engage: Mentorship Qualities		Notes:
Students will discuss the video to identify the mentorship qualities the mentee demonstrates. They'll end by reflecting on the qualities that will set them up for success in the program.		
Slide 3: 1 min	<i>Have a student read the key takeaway:</i> Relationships between mentors and mentees are a give and take, and I have the power to drive my relationship with my mentor. TALKING POINTS Today, we're going to dive deeper into what it means to be part of a mentoring relationship and how you have the power to drive your relationship with your mentor.	
Slide 4: 2 min	TALKING POINTS Hopefully, you've been able to identify some things you have done to build a relationship with an adult mentor. Maybe, you've asked for help, been honest or vulnerable, pushed through when there has been conflict, or communicated consistently. The point is, YOU have the ability to build and drive relationships with adults. This is important because the iMentor program is about you and your goals. Your mentor is here to support you, but they can only do that if you are able to create space for that relationship to develop.	
Slide 5: 2 min	TALKING POINTS Let's hear from an iMentor pair, Nancy & Marissa, to better understand this idea.	

	As you watch the video, take notes on what characteristics you see Nancy (the mentee) showing in her relationship with Marissa (the mentor) and on her path to college. Make sure to give evidence for each characteristic.	
Slide 6: 3 min	PLAY VIDEO	
Slide 7: 5 min	STUDENT DISCUSSION Have students share their worksheet responses.	
Slide 8: 1 min	<p>TALKING POINTS</p> <p>At first, Nancy was nervous and hesitant about sharing personal things with Marissa. This is totally normal at the beginning of the relationship! Despite being nervous, Nancy was brave and remained open and honest with Marissa which opened the door for trust to develop. There is no one quality that makes a great mentee.</p> <p>Every person has their own strengths and challenges, especially when it comes to building relationships.</p> <p>It's important to reflect on both so that you can appreciate where things will be easy for you and understand where you might run into difficulty.</p>	
Slide 9: 6 min	<p>TALKING POINTS</p> <p>In today's activity, we're going to take some time to reflect on this. In this activity, you'll be reflecting on what you will bring to the relationship with your mentor AND what weaknesses you will have to watch out for.</p> <p>Please turn and talk to the person next to you and complete the corresponding section on your worksheet. We will share out in a few minutes. You can use the word bank on this slide to help you brainstorm qualities.</p> <p><i>After students have written down their qualities, invite students to share out.</i></p>	
Slide 10: 15 min	<p>TALKING POINTS</p> <p>You will notice that the first question in your prompt for this week asks for you to share your "high point" and "low point" for the week. This means that you will share something that is going well this week and something that may be challenging or hard to deal with. We will be doing this each week when we write to our mentors so we can grow and deepen our relationships.</p>	
Slide 11: Extend	<i>If you have additional time remaining, consider asking students what new information they have learned from their mentor's message.</i>	



Mentor Connection

Pair Prompt:

What do you appreciate about your pair relationship so far? What steps can you take to grow your relationship?

Self-Reflection Prompt (for unmatched students):

What behaviors can you carry out to build stronger relationships within your community?